

## A REVIEW PAPER ON THE EFFECT OF PARENTAL INVOLVEMENT ON STUDENTS' ACADEMIC PERFORMANCE OF ELEMENTARY PRIVATE SCHOOLS IN DAVAO CITY, PHILIPPINES

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### ABSTRACT

This study focuses on the relationship between parental involvement and academic performance in selected private elementary schools in Davao City, Philippines. Using a descriptive-correlational type of design, the research will describe how various ways that parents can be involved, such as monitoring homework, communicating with teachers, and participating in school activities, may impact students' academic outcomes. The research will involve 327 Grade 4 students from the universal sample and their parents in four private schools. The analysis on parental involvement and academic performance will be carried out using descriptive statistics and Pearson correlation coefficients. There is a positive correlation between active parental involvement and high academic performance, will give that the correlation is zero. It will also expect to find strong socioeconomic and geographic barriers in parental involvement with education, particularly in low income and rural areas. If this will be proved to be true, this kind of data might have practical implications to develop strategies to enhance parental engagement and reduce educational differences in these contexts.

**Keywords:** Parental involvement, academic performance, descriptive-correlational design, socio-economic barriers, Davao City, elementary education, universal sampling, Pearson correlation, student outcomes.

### 1. INTRODUCTION

Parental involvement is considered universally as one of the most vital ingredients of student success in education since it can be ensured that with this involvement, students will perform better and develop better social skills with a positive attitude towards learning. This involvement entails a broad scope of activities, such as overseeing homework, maintaining regular contacts with teachers, and participating actively in school events. Nevertheless, the extent and nature of parental involvement can vary significantly due to factors such as SES, cultural norms, and geographical location. These variations often result in disparities in educational outcomes in places like Davao City, Philippines. This becomes more relevant in light of the increasing emphasis being laid globally on the importance of parental involvement, especially during the COVID-19 pandemic, which disrupted traditional schooling and shifted the focus to the role that parents could play in supporting home-based learning. According to Sahni, 2020, the pandemic in low and middle-income countries has sharpened inequities that existed within education and has revealed that, in the absence of adequate parental support, students from disadvantaged backgrounds are at higher risks of falling behind. For example, in the United States and in India, high levels of parent involvement offset losses in learning and, in some cases, even close gaps in educational outcomes. In the Philippines, there exists an appreciation of the importance of parental involvement; however, how all parents would participate in their children's education in meaningful ways remains a challenge. Low educational attainment of the parents, geographical barriers, and economic constraints are major factors that reduce parental engagement. This is very true in rural and low-income areas. A study by the Philippine Institute for Development Studies in 2019 shows this. These challenges are further compounded by cultural norms prioritizing economic survival over educational involvement, especially in areas where there is high subsistence farming and informal work. Within Davao City, there are differences in parental involvement depending on the socio-economic and cultural settings. For example, on the part of urban parents, in general, the access to educational materials could be more available, yet a demanding work schedule constrains their participation in school activities. Parents in rural areas often face lower educational levels and more serious logistical problems, like very long distances to schools, which undermine further the capacity to engage in their children's education. Thus, against this backdrop of challenges, the urgency for this study is obvious. There is a dire need to correct these disparities and to optimize educational outcomes for all students, most especially in post-pandemic recovery. In view of this, the current research will determine the relationship between parental involvement and academic performance in Davao City, pinpointing what the obstacles are to its effective participation and identifying some strategies which will provide valuable insight and guide in enabling interventions meant to promote meaningful parent involvement in reducing educational inequity. This descriptive-correlational research is conducted to ascertain the relationship between variables on parental involvement and academic performance among elementary students in some selected private schools in Davao City, Philippines. The study will be conducted at Marhaba School of Davao, Toril Riverside Learning Center, Toril UCCP Learning Center and Davao

Central College. The 327 respondents will represent as parents of Grade 4 students. The target of Grade 4 level will be critical stage in a child's educational development and especially consolidating basic skills in literacy and numeracy.

## 2. METHODS

A universal sampling technique will adopt wherein all parents of Grade 4 students in the chosen schools will be involved in the study. This approach will be used to eliminate bias in sampling and explore the whole picture of parent involvement from the different socio-economic and cultural backgrounds that Davao has. Data will be collected through structured questionnaires, both directly in a parent-teacher meeting and through the communication channels from these schools. In the process, the questionnaire was designed to capture the varying dimensions of parental involvement, such as the frequency of attendance at school events and communication with teachers, support for homework, demographic background, and so on, in order to explain how different factors—like parents' education, occupation, and household income—fluence their level of involvement.

Student academic performance was assessed using data collected from school files. These data included grades, test scores, attendance records, and teacher evaluations. These metrics were chosen so that a wide range of student outcomes might be assessed.

### Data Analysis

Analysis of data will be conducted in two phases. First, descriptive statistics were computed to summarize the general trends in parental involvement and student academic performance. This entailed calculating mean scores, standard deviations, and frequency distributions that would describe the extent and nature of parental involvement across the sample. In the second step, the Pearson product-moment correlation coefficients were estimated to determine the magnitude and direction of the relationship between parental involvement and school achievement. During analysis, there was control against possible confounding variables like SES and educational background of the parents in order to isolate the effect of parental involvement on the outcomes of students

## 3. RESULTS

An examination of the literature available concerning the relationship of parental involvement and the elementary student academic performance reveals several critical gaps that need to be addressed in research. One of the major gaps is the lack of a standard definition of parental involvement, alongside its standardized measurement, for research varies from focusing on specific activities like homework monitoring to broader factors such as socio-economic variables. This inconsistency further complicates the comparison of findings across different contexts and further limits the generalizability of results. Furthermore, it also appears that in-depth research on how these socioeconomic and geographic barriers have a bearing on parental involvement, just like in Davao City, is lacking, particularly the low-income and rural areas. Although some studies acknowledge the influence of these factors, few have tried to delve deeper into how exactly these factors hinder effective parental involvement within disadvantaged communities. Furthermore, most of the available literature is based on a single point in time, with very minimal consideration given to the long-term effects of parental involvement on students' school performance. This thus makes it imperative to have longitudinal studies that would provide a clearer understanding of how sustained parental involvement affects students' school performance over some time.

## 4. CONCLUSION

The findings underscore the pivotal role of parental involvement in enhancing student academic performance, particularly within diverse and challenging contexts such as Davao City. This review highlights a positive correlation between active parental engagement and improved educational outcomes, reinforcing the need for targeted efforts by schools, communities, and policymakers to foster greater parental involvement. Given the identified barriers—such as socioeconomic challenges, geographic constraints, and varying educational backgrounds—recommendations include implementing tailored interventions that address these specific needs. Schools should consider flexible meeting schedules and provide resources and training for parents, especially those with lower educational levels. Enriching communication channels between schools and families is crucial to ensure equal participation across all socio-economic and geographic backgrounds.

Furthermore, this review suggests a need for more comprehensive research to address the gaps identified, particularly through longitudinal studies that explore the long-term impacts of sustained parental involvement on student outcomes. Such research can inform broader educational policies aimed at reducing disparities and promoting equitable educational opportunities. By understanding and addressing the factors that hinder parental involvement, it becomes possible to create more effective strategies for improving educational achievement and fostering student success across varied contexts.

Overall, this research contributes to a deeper understanding of the dynamics of parental involvement and its effects on academic performance, providing valuable insights for educators, policymakers, and community leaders working to enhance parental engagement and improve educational outcomes for all students.

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