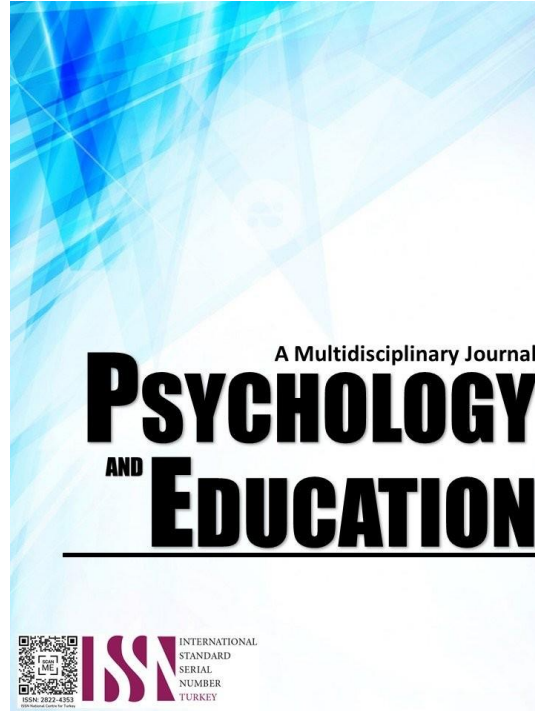


PARENTAL INVOLVEMENT AND STUDENTS' ACADEMIC PERFORMANCE: BASIS FOR AN INTERVENTION PROGRAM



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Parental Involvement and Students' Academic Performance: Basis for an Intervention Program

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Abstract

This study was conducted to investigate the impact of parental involvement on the academic performance of students at Rizza National High School, Antipolo City, during the school year 2023-2024, serving as a basis for an intervention program. A descriptive research design was utilized in this study, employing a modified survey questionnaire as the data gathering instrument. The respondents consisted of 50 parents and 30 teachers at Rizza National High School. Various statistical treatments were employed by the researcher for the analysis and interpretation of the gathered data, such as weighted mean, z test, and Pearson r correlation. Both teachers and parents provided different levels of perceptions regarding parental involvement in various aspects of academic performance. As regards the academic performance of the students, the study demonstrates that one-third of the students received poor performance or fairly satisfactory. Moreover, there is a significant relationship between the academic performance of the students and parental involvement. In response to the findings, the researcher formulated and proposed an intervention program aimed at alleviating the perceived challenges of parents and teachers, fostering a positive attitude and involvement in the academic performance of the students.

Keywords: *parental involvement, academic performance, intervention program*

Introduction

Parents serve as a child's initial educators, and to propel the child towards excellence, parents must diligently strive for enhancement, providing inspiration and support. In the realm of education, the crucial role of parents in shaping the academic trajectory of their children has been a subject of perennial interest and debate. The impact of parental involvement on students' academic performance has been a focal point for educators, researchers, and policymakers alike.

Parental involvement is a broad and nuanced concept encompassing a spectrum of activities and interactions between parents and educational institutions, ranging from monitoring homework to attending parent-teacher conferences. The influence of parental involvement on academic outcomes has been a topic of extensive research, with studies suggesting correlations between the degree of parental engagement and students' performance, motivation, and overall school experience.

According to Liu, Y., Hu, T., Ge, T., & Auden (2019), parental involvement in children's education means engagement and participation of parents in the educational activities of their children. Their study also found out that parental involvement can impact their children's academic performance in two different ways: at home, where it takes the form of helping with homework and other academic discussions, or at school, where it takes the form of involvement in school activities and meetings.

While the importance of parental involvement is widely acknowledged, the precise nature and extent of its impact remain elusive, often obscured by a multitude of variables such as socio-economic status, cultural background, and individual parenting styles. This thesis aims to contribute to the existing body of knowledge by rigorously examining the diverse facets of parental involvement and its differential effects on students across various demographic and contextual factors.

By employing a comprehensive research framework, including both quantitative and qualitative methodologies, this study seeks to identify patterns, trends, and potential causal relationships between parental involvement and students' academic performance. The findings of this research endeavor are anticipated to shed light on the mechanisms through which parental engagement influences students' educational outcomes, providing valuable insights for educators, parents, and policymakers striving to enhance the quality of education.

The purpose of this study is to focus on the correlation between parental involvement and students' academic performance because it directly affects the quality of education. By understanding how parental engagement influences academic outcomes, educators and policymakers can design more effective intervention programs to enhance student learning experiences. Also, the researcher hopes that this study will provide insights that could help the long-term success of her students beyond their academic years.

In the light of the above discussion the researcher is encouraged to conduct the study that will help contribute to evidence-based policymaking, ensuring that educational resources and interventions are directed towards strategies that have the most significant impact on student outcomes not only for Rizza National High School, but for other schools as well. The researcher hopes that the findings can inform education policies at various levels, from school districts to national education departments.

Research Questions

This study aimed to find out the effects of parental involvement towards students' academic performance of students at Rizza National High School, Antipolo City for the school year 2023-2024, which could serve as basis for intervention program. More precisely, this

study aimed to sought answers to the following questions:

1. What is the profile of the students' parents of Grade 7 in:
 - 1.1. age
 - 1.2. marital status
 - 1.3. educational background
 - 1.4. income level
2. What are the perceptions of the teachers and parent respondents with regard to the involvement of the parents themselves towards the academic performance of the students in terms of:
 - 2.1. encouragement
 - 2.2. reinforcement
 - 2.3. instruction
 - 2.4. modelling
3. Is there any significant difference between the perceptions of the respondents as regards the involvement of parents towards the academic performance of the students in terms of the aforesaid variable?
4. What is the academic performance of the students based on the Second Quarter average for the SY 2023-2024?
5. Is there a significant relationship between parental involvement and the academic performance of the students?
6. What intervention program can be developed based on the result of the study?

Literature Review

In the article titled "Advocating for Increased Parental Involvement in Education," written by Llego, M. A. (2022, September 4), it underscores the significant benefits associated with parental engagement in education, including enhanced academic performance such as higher grades, improved test scores, and increased graduation rates.

Alampay, L. P., & Garcia, A. S. (2019) say that Filipino families highly prioritize the educational attainment of their children, considering it a paramount objective. For Filipino parents, ensuring their children receive education stands as a central goal, while children, in turn, perceive educational achievement as fulfilling familial duties and living up to parental expectations.

The research paper titled "Child-related Factors and Parental Involvement among Parents in Selected Public Elementary and High Schools in the Philippines" by Jabar (2021) suggested that parental involvement among Filipino parents from low-income households tends to be generally limited. Certain child-related factors, such as academic achievement, regular provision of meals, and proficiency in internet skills, were found to positively influence parental involvement. These results underscore the significance of creating opportunities for parental involvement within the home environment.

Relatively, a study entitled "Student Self-Esteem and Parental Involvement in Students Academic Performances" by Moneva, J. C., Villaro, M. R. A., & Malbas, M. H. (2020) was conducted in a high school setting to explore parental involvement and how it affects the self-esteem of students. The findings indicated that students' self-esteem significantly influences their academic performance, with those possessing higher self-esteem demonstrating greater confidence compared to those with lower self-esteem. Moreover, the study established a correlation between students' self-esteem and the level of parental involvement. Parents who actively support and motivate their children tend to contribute to higher levels of self-esteem in their offspring.

Moreover, the study "Parental Involvement and Academic Performance of Senior High School Students" by Resonar and Claveria (2022) revealed a correlation between parental participation and students' academic performance. When parents exhibit lower levels of involvement, students tend to achieve academically at a reasonably satisfactory level.

Furthermore, the study of Nihal (2023) revealed that parental satisfaction with their teenager's academic success emerged as the most significant predictor of adolescents' academic achievement. Additionally, home-based involvement was found to mediate the influences of parental educational attainment and parental satisfaction with their teenager's academic performance on the academic outcomes themselves.

In the study "Experiences of Parental Involvement in Privileged and Underprivileged Schools" conducted by Manilal & Jairam (2023), the results revealed that parents from both privileged and underprivileged backgrounds were keen on and utilized various strategies to engage with their children's education, encompassing both academic and social aspects. While parents from both schools participated in school events, those from privileged backgrounds demonstrated a higher level of involvement compared to their counterparts from underprivileged backgrounds.

Methodology

Research Design

The researcher utilized the descriptive correlational research design to collect data on levels of parental involvement. This helped determine how parental engagement influences the academic performance of Grade 7 students at Rizza National High School. The research yielded insights into the potential correlation between parental involvement and the academic achievements of students.

According to McCombes (2019), the descriptive research method provides a detailed and articulate approach to pinpointing a particular issue or phenomenon. This method involves systematically observing, recording, and describing aspects of a subject or phenomenon under investigation.

Respondents

The sources of data of this study were (30) teachers and (50) parents of Grade 7 students in Rizza National High School in the Division of Antipolo City during the school year 2023-2024. The overall number of respondents is 80.

Instrument

The needed data for this study was gathered through the use of a questionnaires constructed by the researcher. The first part of the questionnaire was designed to elicit demographic information from parents, including age, marital status, employment, and income level. Second part asked the parents and teachers on the extent of parental involvement in the students' academic learning and development, while document analysis help uncover historical data regarding the impact of parental involvement on academic outcomes at Rizza National High School.

Procedure

In adherence to research ethics, a consent letter was sent to the Head of the School at Rizza National High School. Moreover, requests have been made for the attendance register, school calendar, test scores, and report cards to acquire data on parental attendance at PTA meetings and students' academic performance.

The principal of Rizza National High School was sought first by the researcher before conducting the study with the letter requesting permission to allow the researcher to conduct the study. After the approval from the researcher's adviser and the principal, a copy of the questionnaire will be submitted to the participants. For the 50 parent respondents, the survey questionnaires were placed inside sealed envelopes and were given to their children to deliver to their parents. While for the 30 teacher respondents, the survey was distributed electronically via Google forms.

Moreover, the researcher gathered the needed data from the advisers of the four sections of Grade 7 students. This suggests that the GWA information for each student was provided by their respective class advisers.

After securing permission, the collection of necessary information was conducted. It took about two weeks for the retrieval of all the respondent answers to the questionnaires. The data gathered was then tabulated, analyzed and interpreted statistically to determine the significant information.

Results and Discussion

This portion presents the results and discussion based on the gathered data.

Profile of the Parent Respondents in terms of Age, Marital Status, Educational Background, and Income Level

Table 1. Profile of the Parents in terms of Age

<i>Age of Parent Respondents</i>	<i>Percentage</i>
30-36 years old	32%
37-43 years old	28%
44-50 years old	30%
51-57 years old	10%

These data imply that majority of the parents belongs to the age bracket of below 40, 30% of the parent respondent belongs to mid-40, and the least belongs to fifty above.

Table 2. Profile of the Parents in terms of Marital Status

<i>Marital Status of Parent Respondents</i>	<i>Percentage</i>
Single (widowed or separated)	22%
Married	78%

These data imply that parents in terms of their marital status are married with a percentage of almost 4/5 of the total respondents. The remaining parent respondents belongs with the status of single.

Table 3. Profile of the Parents in terms of Educational Background

<i>Educational Background of Parent Respondents</i>	<i>Percentage</i>
Elementary Level	2%
Elementary Graduate	20%
High School Graduate	60%
Vocational	6%
College Level	10%
College Graduate	2%

Respectively, it means that only 1 out of 50 graduated in college and 1 parent respondent in elementary level.

Table 4. Profile of the Parents in terms of Income Level

<i>Income Level of Parent Respondents</i>	<i>Percentage</i>
P19,040 - 38,080	6%
P9520 - 19,040	26%
P9520 - below	68%

As presented in the table 68% or 34 out of 50 parent respondents earned an income of P9,520 and below, followed by 13 or 26% with a family income of P9,520 up to P19,040 monthly, and the remaining parent respondents earned P19,040 to P38,080 by only 6% or equivalent of 3 out of 50.

Perceptions of the Teachers and Parent Respondents with Regards to the Involvement of the Parents Themselves Towards the Academic Performance of the Students

Table 5. Perceptions of the Teachers and parent respondents on the involvement of the parents themselves towards the academic performance of the students in terms of encouragement

<i>In terms of Encouragement</i>	<i>Teachers</i>		<i>Parents</i>	
	<i>Mean</i>	<i>VI</i>	<i>Mean</i>	<i>VI</i>
1.The parents of my students are actively involved in their teen's education at home and in school.	2.90	N	4.34	SA
2. My students have somebody to help and assist them at home in case they struggled to do their homework.	2.57	D	4.52	SA
3.The parents show their support in attending school activities of their children.	2.77	N	4.08	A
4. Parents are concerned about their children's grades and academic performance.	3.37	A	4.24	SA
5.Parents provide emotional support for their children when it comes to their studies.	2.90	N	4.10	A
	<i>Average Mean</i>	2.90	N	4.26
	<i>Overall Average Mean</i>	3.58 - A		

The data reveal teachers and parents' overall perception of parental involvement when it comes to encouragement is remarkably high. This data reflects various aspects of parental involvement in education, such as providing support at home, attending school activities, showing concern for grades, and offering emotional support for their children's studies. The findings imply that the parent and teacher respondents themselves have different perceptions of perceived competence on the involvement of the parents themselves towards the academic performance of the students in terms of encouragement.

Table 6. Perceptions of the Teachers and parent respondents on the involvement of the parents themselves towards the academic performance of the students in terms of reinforcement

<i>In terms of Reinforcement</i>	<i>Teachers</i>		<i>Parents</i>	
	<i>Mean</i>	<i>VI</i>	<i>Mean</i>	<i>VI</i>
1.My students have their own resources to use in learning such as internet, computers, tablets, and smartphones.	2.70	N	3.54	A
2. Parents provide financial support for their children when it comes to their needs in school.	2.90	N	3.20	N
3. Parents of my students do volunteer work at school.	2.17	D	3.42	A
4. Parents of my students are actively attending PTA meetings.	3.13	N	3.18	N
5. My students feel supported as both parents and teachers play a role in providing positive reinforcement and encouragement to them.	3.13	N	4.02	A
	<i>Average Mean</i>	2.81	N	3.47
	<i>Overall Average Mean</i>	3.14 - N		

The data reveal teachers and parents' overall perception of parental involvement when it comes to reinforcement is average. This data cover various aspects of parental reinforcement, such as providing learning resources, financial support, participating in school activities, and communicating with teachers. These responses from both teachers and parents contribute to the overall perception of parental involvement in reinforcing students' academic performance.

The findings imply that the parent and teacher respondents themselves have different perceptions of perceived competence on the involvement of the parents themselves towards the academic performance of the students in terms of reinforcement. Parent respondents believe that they provide financial support for their children when it comes to their needs in the school.

The table 7 reveal teachers and parents' overall perception of parental involvement when it comes to instruction shows notably high. This data cover various aspects of parental involvement in instruction, such as participation in orientation sessions, active communication with teachers regarding school activities and learning materials, understanding communication from school to home, and engaging in communication about their child's studies.

The findings imply that the parent and teacher respondents themselves have different perceptions of perceived competence on the involvement of the parents themselves towards the academic performance of the students in terms of instruction. They also perceive

that they actively communicate when they have concerns with their child’s studies.

Table 7. *Perceptions of the Teachers and parent respondents on the involvement of the parents themselves towards the academic performance of the students in terms of instruction*

<i>In terms of Instruction</i>	<i>Teachers</i>		<i>Parents</i>	
	<i>Mean</i>	<i>VI</i>	<i>Mean</i>	<i>VI</i>
1. Parents participate in structured orientation session prior the beginning of classes.	3.07	N	4.36	SA
2. Parents actively communicate when I disseminate information about studying and the distribution of learning materials.	2.97	N	3.30	N
3. Parents actively engage when I inform them and the students regarding the school activities using different platforms.	2.90	N	4.22	SA
4. The communication from school to home can be understood by parents.	3.30	N	4.22	SA
5. Parents actively communicate when they have concerns with their child’s studies.	2.97	N	4.20	SA
Average Mean	3.04	N	4.06	A
Overall Average Mean	3.55 – A			

The findings in table 8 imply that the parent and teacher respondents themselves have different perceptions of perceived competence on the involvement of the parents themselves towards the academic performance of the students in terms of modelling. They also perceive that they provide adequate coaching and support with their children.

Table 8. *Perceptions of the Teachers and parent respondents on the involvement of the parents themselves towards the academic performance of the students in terms of modelling*

<i>In terms of Modelling</i>	<i>Teachers</i>		<i>Parents</i>	
	<i>Mean</i>	<i>VI</i>	<i>Mean</i>	<i>VI</i>
1. Parents are actively involved in school decision making processes.	2.87	N	4.10	A
2. High school teachers need in-service education to implement parental involvement practices.	3.50	A	4.38	SA
3. My school provides adequate coaching for parental involvement and student’s support.	3.30	N	4.22	SA
4. My school supports all the activities that can help foster parental involvement and students’ learning.	3.53	A	4.36	SA
5. There is lack of school resources when it comes to strengthening positive home-school relationships.	3.10	N	4.33	SA
Average Mean	3.26	N	4.30	SA
Overall Average Mean	3.78 – A			

This study finds its foundation in Lev Vygotsky’s Social Learning Theory, specifically his Sociocultural Theory. This principle highlights the significance of ‘scaffolding,’ where a more knowledgeable adult aids a youngster in cognitive development (Macleod, 2020).

Test of Significant Difference Between the Perceptions of the Two Groups of Respondents with Regard to the Involvement of the Parents Themselves Towards the Academic Performance of the Students

Table 9. *Test of Significant Difference in terms of Encouragement*

<i>Respondents</i>	<i>Mean</i>	<i>p-Value</i>	<i>Decision</i>	<i>Interpretation</i>
Parents	4.26	0.98	Failed to reject H ₀	Not Significant
Teachers	2.90			

The data reveal that both parents and teachers have the same opinion when it comes to the involvement of parents towards the academic performance of students in terms of encouragement.

Table 10. *Test of Significant Difference in terms of Reinforcement*

<i>Respondents</i>	<i>Mean</i>	<i>p-Value</i>	<i>Decision</i>	<i>Interpretation</i>
Parents	4.30	1.00	Failed to reject H ₀	Not Significant
Teachers	3.26			

The data reveal that both parents and teachers have the same opinion when it comes to the involvement of parents towards the academic performance of students in terms of reinforcement.

Table 11. *Test of Significant Difference in terms of Instruction*

<i>Respondents</i>	<i>Mean</i>	<i>p-Value</i>	<i>Decision</i>	<i>Interpretation</i>
Parents	4.06	1.00	Failed to reject H ₀	Not Significant
Teachers	3.04			

The data reveal that both parents and teachers have the same opinion when it comes to the involvement of parents towards the academic performance of students in terms of instruction.

Table 12. *Test of Significant Difference in terms of Modelling*

<i>Respondents</i>	<i>Mean</i>	<i>p-Value</i>	<i>Decision</i>	<i>Interpretation</i>
Parents	3.47	0.98	Failed to reject H ₀	Not Significant
Teachers	2.81			

The data reveal that both parents and teachers have the same opinion when it comes to the involvement of parents towards the academic performance of students in terms of modelling.

Table 13. *Academic performance of the students based on the Second Quarter average for the SY 2023-2024*

<i>Grades</i>	<i>Description</i>	<i>f</i>	<i>%</i>
90-100	Outstanding	1	2%
85-89	Very Satisfactory	16	32%
80-84	Satisfactory	16	32%
75-79	Fairly Satisfactory	17	34%

As shown in the table above, the computed average with the description of outstanding is only 2% of the total respondents, 32% of the total respondents got 'very satisfactory' while the others with 32% with the description of 'satisfactory' and the remaining respondents got 34% with the description of 'fairly satisfactory'. Therefore, it is proven in this study that 1/3 of the students got the poor performance or fairly satisfactory. The data revealed that the involvement of parents in the academic performance of students is a big factor in terms of their encouragement, reinforcement, instruction, and modelling.

Table 14. *Test of Significant Difference between parental involvement and the academic performance of the students*

<i>Academic Performance</i>	<i>r</i>	<i>VI</i>	<i>p-value</i>	<i>Decision</i>	<i>Interpretation</i>
Encouragement	0.49	Moderate	0.004	Reject H ₀	Significant
Reinforcement	0.36	Weak	0.012	Reject H ₀	Significant
Instruction	0.45	Moderate	0.001	Reject H ₀	Significant
Modelling	0.36	Weak	0.010	Reject H ₀	Significant

Since the computed p values of 0.004, 0.012, 0.001, and 0.010 are less than the 5% level of significance, the null hypothesis is not confirmed. Therefore, there is significant relationships between the academic performance of the students and the parental involvement.

These data revealed that the involvement of parents in the academic performance of students is a factor in terms of their encouragement, reinforcement, instruction, and modelling. Even though the relationships are considered not strong, however, these data provide that the involvement of parents could help the academic performance of the students.

Proposed Intervention Program

Rationale

Most students at Rizza National High School came from low-income families. Parents really try hard to make ends meet by working multiple jobs or irregular hours to provide necessities such as food and shelter for their children. With this, parents have little time or energy for involvement in their child's education. This lack of parental involvement can result in reduced academic support and guidance for the child, affecting their overall academic success.

As a junior high school teacher, the researcher has witnessed firsthand the profound impact that parental involvement can have on students' academic performance that calls for an urgent need for intervention. It's clear that without active parental involvement, the students' academic performance will continue to suffer. The researcher believes that an intervention program can help empower students, teachers, and parents to work together towards the students' academic success.

The researcher wants to advocate for the implementation of an intervention program focused on fostering parental involvement. Such a program could include workshops and seminars for parents, providing them with strategies to support their child's learning at home. It could also involve regular communication between parents and teachers, facilitating collaboration to address students' individual needs.

Based on the results of the research conducted, the focus of these targeted intervention program is to bridge the gap between home and school, ensuring that students receive the guidance and encouragement they need to thrive academically. With a concerted effort from both educators and parents, we can make a positive difference in the lives of our students and set them on the path to success.

Objectives

This proposed intervention program spans a full year and aims to achieve the following objectives:

Establish a structured communication system between teachers and parents to facilitate regular updates on students' academic progress, challenges, and achievements.

Organize workshops and informational sessions for parents to enhance their understanding of effective teaching methods, learning strategies, and ways to support their children's academic growth.

Develop personalized academic support programs for students in collaboration with parents, considering their input, insights, and observations.

Implement a home-school partnership program that encourages parents to actively participate in their children's learning activities, homework completion, and skill development.

Foster a culture of mutual respect and collaboration between teachers and parents, recognizing and valuing the unique contributions and perspectives each brings to the academic journey.

Offer opportunities for parents to engage in parent-teacher conferences, goal-setting sessions, and progress reviews to jointly monitor

Evaluate the effectiveness of parental involvement initiatives regularly, collecting data on student performance, parental engagement levels, and satisfaction to inform ongoing improvements and adjustments to the intervention program.

Conclusions

Based on the findings of this study, the following are the conclusions drawn from the results of the study.

The parent respondents' profile is defined by younger, married parents who are primarily middle-class in income and have completed high school. This demographic information offers a thorough picture of the parents' backgrounds within the sample. Also, most of the parents earn a low income that is insufficient to meet their children's financial needs, leading to poor student performance.

Teachers and parents have differing perceptions regarding parental involvement in various aspects of academic performance. Specifically, in terms of encouragement, reinforcement, instruction, and modelling. The findings also show a notable difference in the perceptions of parents and teachers regarding the significance of parental involvement in the student's academic achievement.

The study's findings revealed no discernible variation in the opinions of educators and parents about how parental involvement affects adolescents' academic achievement. It also confirms that there is a statistically significant relationship between the different aspects of parental involvement and students' academic performance.

Most of the Grade 7 students obtained fairly satisfactory general weighted average for the Second Quarter for the school year 2023-2024. This suggests a considerable scope for improvement in overall academic attainment since about one-third of the pupils perform at a poor or reasonably decent level.

The study's findings demonstrated that there is a moderate relationship between students' academic performance and both encouragement and instruction. Conversely, the relationship between academic performance and both reinforcement and modelling indicated a definite but small relationship. Furthermore, the findings signify that these aspects of parental involvement—encouragement, instruction, reinforcement, and modelling—are indeed significantly related to students' academic performance.

The researcher developed and proposed an intervention program aimed at alleviating the challenges perceived by both parents and teachers. This program seeks to foster a positive attitude and enhance parental involvement in students' academic performance, addressing key areas that impact educational outcomes.

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