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UNDERSTANDING PARENTAL INVOLVEMENT AS A FACTOR IN THE SCIENCE ACHIEVEMENT OF GRADE 4 PUPILS

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ABSTRACT

This study examined the relationship between parental involvement and the academic performance of Grade 4 learners at Lalawigan Elementary School. Using a descriptive-correlational design, the study assessed parental involvement across six key domains: Parenting, Communicating, Volunteering, Learning at Home, Decision-Making, and Collaboration with the Community. Data were collected through an adapted Parental Involvement Rating Scale (PIRS) using a five-point Likert scale. Results revealed that overall parental involvement was moderate, with strong engagement in providing learning materials, monitoring homework, participating in school activities, and maintaining communication with teachers, while weaker engagement was observed in areas such as proactive communication, academic follow-through, digital supervision, decision-making, and community collaboration. Academic performance among the 34 learners was generally high, with the majority achieving top performance brackets, suggesting a positive learning environment. The findings highlight the need for targeted strategies to enhance parental engagement in specific domains to support equitable academic outcomes and maximize learner potential. The study underscores the importance of home-school-community partnerships in fostering learner achievement and holistic development.

KEYWORDS: *Parental involvement, Academic performance, Grade 4 learners, Home-school partnership, Community engagement, Elementary education*

INTRODUCTION

Teaching is often perceived as a simple task, yet it demands a complex interplay of methods, strategies, and collaborative efforts to ensure meaningful learning. While schools and teachers play vital roles, parents remain the most influential partners in a child's education, serving as the first educators and primary role models. Their capacity to guide, nurture, and support their children significantly shapes learners' motivation, confidence, and academic development. Conversely, insufficient parental involvement can lead to demoralization, reduced motivation, and lower academic outcomes. Parental involvement refers to the continuous and active participation of parents or primary caregivers in a child's educational experiences (The Annie E. Casey Foundation, 2020).

Epstein's Theory of Parental Involvement identifies six dimensions through which parents contribute to student success: parenting, communicating, volunteering, learning at home, decision-making, and community collaboration (Newman et al., 2019). These dimensions encompass a wide range of responsibilities—nurturing and guiding children, maintaining positive communication with school stakeholders, participating in school activities, assisting in learning tasks at home, taking part in school decision-making, and supporting school-community partnerships (Kretchmar-Hendricks, 2024; Cambridge Dictionary, n.d.; Casillas et al., 2020; Kaden, 2020). Effective parental involvement strengthens the learning environment and ensures that learners receive personalized support necessary for academic success (Valverde-Berrocoso et al., 2020; Sandoval-Reyes et al., 2021).

A vast body of research consistently links parental involvement to improved academic performance. Studies reveal that children whose parents supervise home learning, attend school activities, maintain communication with teachers, and provide academic support tend to achieve higher grades and demonstrate better behavior, motivation, and goals (Utami, 2022; Kwarteng et al., 2022; Naite, 2021). Similarly, positive parent-child and parent-teacher communication enhances learning engagement, social skills, self-efficacy, and overall academic achievement (Zhou & Zhang, 2018; Kaptich et al., 2019). Volunteering in school activities has also been associated with improved school climate, social behavior, and learner relationships (Wand et al., 2020; Berkowitz et al., 2018).

However, some studies caution against excessive parental involvement. Overbearing participation may hinder children's development of self-regulation, autonomy, and independence, causing distraction and behavioral challenges in school (Crawford, 2021; Gaunt, n.d.). Despite these concerns, research generally affirms that appropriate and balanced parental involvement remains a critical contributor to learners' academic outcomes (Trans et al., 2020).

In the Philippine context, parents are often most engaged in childrearing and communication, while participation in volunteering, decision-making, and community collaboration remains limited (Lupig, 2023). Studies show that parental expectations and involvement significantly influence learners' academic performance, behavior, and aspirations (Maimad et al., 2023). Findings further indicate that strong home-school

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partnerships can help address academic challenges and enhance student achievement (Valenzuela & Fabella, 2020; Pinatil et al., 2022). Nonetheless, some local research suggests that parental involvement does not always correlate with science achievement, particularly when parents seldom assist with science-related tasks (Lopez, n.d.).

Given these mixed findings, further investigation is needed to clarify the role of parental involvement in academic performance, especially in specific subject areas such as Science. Thus, this study seeks to determine the relationship between the level of parental involvement and the academic achievement of Grade 4 pupils in science. Specifically, it aims to: (1) assess the academic achievement of pupils based on their final grade in science; (2) determine the level of parental involvement across Epstein's six dimensions; and (3) examine whether parental involvement significantly relates to pupils' academic achievement. This inquiry hopes to provide valuable insights for strengthening home-school partnerships and enhancing student outcomes in the foundational years of learning.

Hypothesis of the Study

H0: There is no significant relationship between the parental involvement of parents and the academic performance of their children.

Ssignificance of the Study

The following individuals or group of individuals who are actively involved in this investigation will most likely gain a great deal from the study's conclusions:

Students – Learners whose parents stay involved in school have better attendance and behavior, get better grades, demonstrate better social skills and adapt better to school. Parental involvement also more securely sets these students up to develop a lifelong love of learning, which is said to be a key to over a long period success.

Parents – They will become more aware of the mental and emotional requirements of their child. They will acquire self-assurance in their capacity as parents. Parents are taught the phases of their child's growth and how to apply reinforcement that is appropriate for each stage.

Teachers – The teacher will gain greater knowledge about the pupil through their interactions with the parent. It allows them to provide individualized instruction. The lines of contact between parents, educators, and school officials have improved. When teachers ask for help with schoolwork, parents are more likely to comply.

School Heads – The study's findings will give districts information on how to better assist parents and bridge the communication gap between the home and the school.

Future Researchers – the results of this study will be a mark for further investigations in relation to the concept of parental involvement and academic performance of students.

Conceptual Framework

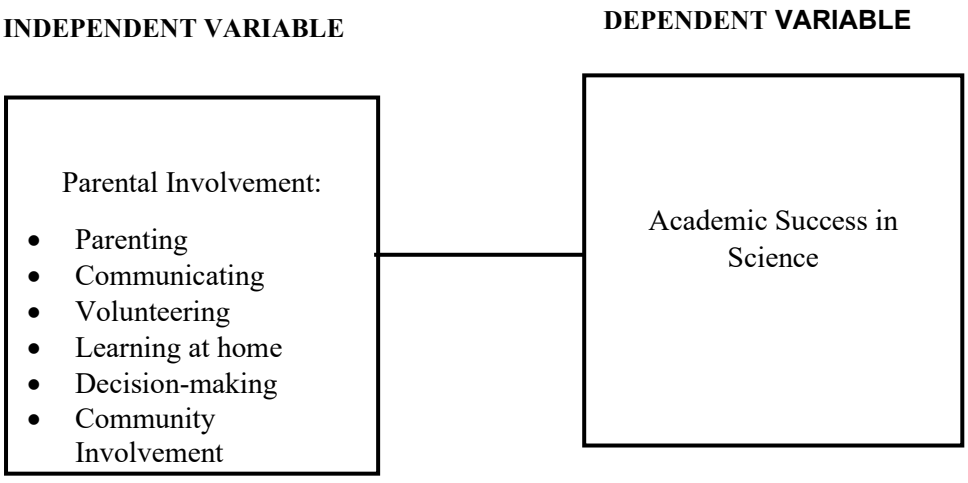


Figure 2: Schematic Diagram of the Study

Scope and Delimitation of the Study

This study focused on examining the relationship between parental involvement and the academic achievement of Grade 4 pupils in their Science subject at Lalawigan Elementary School. Specifically, it covered the assessment of pupils' academic performance based on their final grades in Science and the determination of parents' involvement across Epstein's six dimensions: parenting, communicating, volunteering, learning at home, decision-making, and community collaboration. The study sought to identify whether the level of parental involvement significantly influenced the Science achievement of the learners.

The scope of this investigation was delimited to 34 Grade 4 pupils who were officially enrolled in Lalawigan Elementary School during the conduct of the study, along with their

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corresponding parents or guardians. It did not include lower or higher grade levels nor any other subject areas aside from Science. Furthermore, the study was limited to parental involvement as measured through a structured questionnaire and did not explore other factors that might influence academic achievement, such as teacher-related variables, school resources, socioeconomic status, or learners' individual characteristics.

The findings derived from this study were therefore applicable only to the identified group of Grade 4 pupils and should not be generalized to other grade levels, schools, or subject areas without caution. Despite these delimitations, the study aimed to provide meaningful insights that could contribute to strengthening home–school partnerships and enhancing the academic performance of learners in similar educational contexts.

METHODOLOGY

The research design, course location, study participants, sampling strategy, research instrument, information collection method, statistical evaluation and interpretation that will be used to assess the data that will be gathered are all thoroughly explained in this chapter along with the procedures and methods that will be used in this investigation.

Research Design

The present study employed a descriptive-correlational research design, a type of quantitative approach used to describe variables and determine the degree of relationship between them. This design was appropriate for the study because it allowed the researchers to present a clear picture of the current levels of parental involvement and the academic achievement of Grade 4 pupils, while also examining how these variables were statistically related. As a non-experimental design, it did not involve manipulation or control of variables; instead, it focused solely on observing existing conditions and analyzing naturally occurring relationships.

In correlational research, the primary aim is to determine whether an association exists between variables and to identify the direction and strength of such a relationship. Correlations may be positive, indicating that variables move in the same direction, or negative, meaning that as one variable increases, the other decreases (Bhandari, 2023). Through this approach, the study sought to provide an objective understanding of how varying levels of parental involvement related to the Science performance of Grade 4 pupils at Lalawigan Elementary School.

Locale of the Study

This study was conducted at Lalawigan Elementary School, the academic institution where the respondents—34 Grade 4 pupils—are officially enrolled. The researcher selected this school not only because of its accessibility but also because it provides a natural and relevant setting for examining the relationship between parental involvement and learners' academic performance. Lalawigan Elementary School offers a typical public-school environment where home–school interactions, parental engagement, and pupil learning behaviors can be meaningfully observed.

Lalawigan Elementary School is situated in Barangay Lalawigan, Borongan City, Eastern Samar, a coastal community known for its strong family and community ties. With its relatively manageable population size, the barangay presents an environment where the dynamics between parents, teachers, and pupils are more visible and consistent. Such a setting is conducive to assessing the extent of parental involvement, as parents in smaller communities often maintain closer contact with school activities and their children's educational progress.

The characteristics of Lalawigan Elementary School and its surrounding community make it an appropriate locale for this study. The school's context allows for a clearer understanding of how parental engagement practices manifest in everyday learning situations and how these practices may influence the Science academic achievement of Grade 4 pupils. This alignment between the study's objectives and the school's contextual features strengthens the reliability and relevance of the findings.



Figure 2: The map of Borongan City in the Province of Eastern Samar in which Lalawigan is located

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Respondents of the Study

The respondents of this study were the 34 Grade 4 pupils enrolled at Lalawigan Elementary School during the academic year in which the research was conducted, along with their respective parents or guardians who provided information regarding their parental involvement. These learners were selected because they represented the entire Grade 4 population of the school, making the group appropriate for examining the relationship between parental involvement and academic performance in Science. The inclusion criteria required that pupils must be officially enrolled in Grade 4, possess a complete record of their final grade in Science, and have a parent or guardian who was willing to participate by completing the structured questionnaire. Pupils who transferred in or out during the conduct of the study, those with incomplete academic records, or those whose parents or guardians declined or were unable to participate were excluded to ensure the accuracy, consistency, and completeness of the data. By adhering to these criteria, the study ensured that the respondents were representative, the information gathered was reliable, and the results accurately reflected the learning context within Lalawigan Elementary School.

Sampling Procedure

The study employed a total enumeration sampling technique, in which all members of the target population were included as respondents. This approach was deemed appropriate because the population of interest—Grade 4 pupils at Lalawigan Elementary School—was relatively small, consisting of only 34 learners. By including the entire population, the study was able to gather comprehensive and complete data without the need for random or purposive selection, ensuring that the results accurately reflected the academic performance of all pupils in the grade level and the extent of parental involvement across the community. Total enumeration also minimized sampling bias and increased the reliability of the findings, as every pupil and their corresponding parent or guardian who met the inclusion criteria participated in the study. This procedure allowed the researchers to capture a holistic view of the variables under investigation, providing a solid foundation for analyzing the relationship between parental involvement and the Science achievement of Grade 4 pupils.

Research Instrument

To collect the necessary data for this study, a questionnaire using a 5-point Likert scale was employed as the primary research instrument. The questionnaire was adapted from the Parental Involvement Rating Scale (PIRS) developed by Abdul Gafoor and Naseema (2001), which was originally designed to measure the degree of parental involvement in the education of children, particularly at the elementary and primary levels. The instrument was slightly modified by the researcher to ensure that its items were contextually relevant and aligned with the specific objectives of this study, particularly focusing on Grade 4 pupils and their parents at Lalawigan Elementary School.

The questionnaire utilized a 5-point Likert scale to assess the level of parental involvement, defined as follows: 5 = Highly Involved; 4 = Involved; 3 = Somewhat Involved; 2 = Not Involved; 1 = Highly Not Involved. To further guide the interpretation of the computed mean scores and ensure a standardized understanding of the results, the following mean range descriptors were used: 4.21–5.00 (Highly Involved), 3.41–4.20 (Involved), 2.61–3.40 (Somewhat Involved), 1.81–2.60 (Not Involved), and 1.00–1.80 (Highly Not Involved).

To ensure the reliability of the instrument, a pilot test was conducted prior to the main data collection. The internal consistency of the questionnaire was assessed using Cronbach's Alpha, with a minimum acceptable reliability threshold of 0.80. This process guaranteed that the instrument provided consistent, valid, and reliable measurements of parental involvement as perceived by the respondents, thereby supporting the accuracy and trustworthiness of the study's findings.

Data Gathering Procedure

The following procedures were followed to ensure systematic and ethical collection of data for this study. Initially, letters were prepared to inform potential respondents about the study and to request their voluntary participation, ensuring that they met the established inclusion criteria. An official letter of request was first submitted to the Superintendent of the Borongan City Schools Division, located in Borongan City, Eastern Samar, Philippines, to secure formal approval to conduct the study.

Upon receiving approval from the division office, a second letter was submitted to the principal of Lalawigan Elementary School, the designated site of the study, to inform the school administration and obtain permission to access the respondents and the school's facilities. Following these approvals, the researcher proceeded with the distribution of the research instruments, including the parental involvement questionnaire, along with student assent forms to ensure that the participants understood the purpose of the study and voluntarily agreed to participate.

The procedures were carefully implemented in accordance with ethical research standards, ensuring that both the school authorities and the participants were fully informed. This structured approach facilitated the orderly collection of reliable and valid data while maintaining the rights, privacy, and welfare of all respondents involved in the study.

Measurement of Variables

In this study, the data collected were systematically measured and analyzed using appropriate statistical tools, including measures of central tendency and correlational analysis, to determine the relationship between parental involvement and the academic achievement of Grade 4 pupils. The variables were categorized and coded to facilitate organized data processing and analysis.

Academic Achievement was treated as a numerical variable and was categorized based on the pupils' final grades in Science, while Parental Involvement was treated as an ordinal variable and was measured across six dimensions adapted from Epstein's model:

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VARIABLES	CATEGORY	CODE
Academic Achievement	Numerical	
75-80		1
81-85		2
86-90		3
91-95		4
96-99		5
Parental Involvement	Ordinal	
Parenting		1
Communicating		2
Volunteering		3
Learning at Home		4
Decision-making		5
Collaboration with the community		6

This coding allowed for clear quantification of the variables, facilitating the use of descriptive statistics to summarize the levels of parental involvement and academic achievement, as well as correlational analysis to examine the direction and strength of the relationship between them. By structuring the data in this manner, the study ensured precision, consistency, and reliability in interpreting the results.

DATA ANALYSIS

To ensure accurate and systematic handling of the data collected from the respondents, appropriate statistical analysis tools were employed. For variables measured on nominal and ordinal scales, the study used frequency and percentage distributions to summarize and describe the data. Additionally, the mean was computed to provide a central measure for the observed values. Percentage frequency distribution is a widely used technique that presents the proportion of observations for each data point or group of data points, allowing for clear and concise representation of survey responses and other categorical data.

To determine the relationship between the two primary variables, namely parental involvement and academic achievement, Spearman's rank correlation coefficient (Spearman's rho) was utilized. Spearman's rho is a non-parametric measure of correlation that assesses the strength and direction of the association between two variables based on the ranked order of the data, rather than the raw scores (Bhandari, 2023). This statistical method is particularly suitable for ordinal data and provides a reliable measure of the degree to which changes in one variable are associated with changes in another. By employing these analytical tools, the study was able to accurately describe the variables and examine the significance and direction of the relationship between parental involvement and the Science achievement of Grade 4 pupils.

Ethical Consideration

In conducting this study, ethical considerations were given the highest priority, particularly because the respondents were minor pupils who are not legally able to provide informed consent independently. The involvement of children in research requires careful attention to their safety, rights, and well-being, and all procedures were designed to uphold these ethical standards.

Before any data collection, informed consent was obtained from the parents or legal guardians of the Grade 4 pupils, ensuring that they were fully aware of the study's purpose, objectives, procedures, and potential benefits or risks. In addition, the pupils themselves were provided with assent forms and given age-appropriate explanations about the study to ensure that they understood their voluntary role in participating. Both parents and pupils were informed that they had the right to decline participation or withdraw at any point without any negative consequences.

The study also emphasized confidentiality and anonymity. All information collected from respondents was treated as strictly confidential, and data were coded to prevent the disclosure of personal identities. The researcher ensured that responses were recorded, stored, and analyzed securely, with access limited only to the research team. This careful handling of data aimed to protect the privacy of both pupils and their families while maintaining the integrity of the research.

Moreover, the principles of respect, fairness, and non-maleficence were applied throughout the research process. Each participant was treated with dignity, and no actions were taken that could cause harm, discomfort, or distress. The study was conducted in a manner that respected the cultural, social, and educational context of the respondents, particularly considering the school environment and the community setting of Lalawigan Elementary School.

By adhering to these ethical practices, the study ensured that the rights, welfare, and safety of all participants were safeguarded, while also upholding the credibility, reliability, and ethical standards of academic research. These measures provided a strong ethical foundation for the study and reinforced the responsibility of the researcher to conduct the investigation in a professional, respectful, and conscientious manner.

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RESULTS AND DISCUSSION

This chapter presents the different results that were founded out through the data gathering procedure and the data analysis as well as the discussion of the said collected set of data results.

Academic Achievement

The distribution of academic performance among the 34 students indicates that a majority of the learners are performing at a relatively high level. Specifically, 50% of the students scored in the 96–99 range, representing the highest category, while 26.5% scored 91–95, and 20.6% scored 86–90. Only a small fraction, 2.9%, scored 81–85, the lowest category in this dataset.

These results suggest that most students are achieving high academic performance, with a cumulative 76.5% of learners scoring above 90. The data reflects a generally strong academic standing of the group, which may be influenced by various factors such as parental involvement, teaching strategies, learning environment, and student motivation. The skew toward the higher performance brackets also indicates that interventions may need to focus more on supporting the few students in the lower range to ensure equitable learning outcomes.

According to this discussion , studies show that parental expectations and involvement significantly influence learners' academic performance, behavior, and aspirations (Maimad et al., 2023).

Table 1. Academic Achievement

Academic Achievement	Frequency	Percentage
75-80	0	00.0 %
81-85	1	2.9%
86-90	7	20.6%
91-95	9	26.5%
96-99	17	50.0%
Total	**34**	**100%**

Parental Involvement

The overall parental involvement of Grade 4 learners' parents at Lalawigan Elementary School yielded a grand mean of 3.27, interpreted as "Somewhat Involved." This indicates that while parents participate in several aspects of their children's schooling, their engagement remains moderate and varies across the six major dimensions of involvement.

In terms of Parenting, the results reflect generally positive home-based support. Parents regularly monitor homework (M = 3.79) and provide organized study spaces (M = 3.55), both interpreted as *Involved*, showing awareness of the importance of establishing a conducive learning environment. However, their involvement decreases when it comes to reminding children about school deadlines (M = 2.67) and encouraging consistent reading and practice of academic skills (M = 3.17), areas where they are only *Somewhat Involved*. These results suggest that while parents provide basic structures for learning, they may not consistently reinforce routines essential for academic discipline.

Under Communicating, parents generally maintain active engagement with teachers when concerns arise (M = 3.97), attend conferences (M = 3.47), and seek clarification when instructions or policies are unclear (M = 3.55). These are interpreted as *Involved*. However, they are only *Somewhat Involved* in following up regularly on their child's academic and behavioral performance (M = 3.17) and show a notable gap in responding promptly to school messages (M = 2.29). This pattern suggests that communication tends to be reactive rather than proactive, indicating room for strengthening consistent and timely parent–teacher interactions.

For Volunteering, parents demonstrate strong engagement in school activities. They participate in school programs (M = 3.91), support school initiatives (M = 3.64), and volunteer when opportunities arise (M = 3.85), all interpreted as *Involved*. Their cooperation with the school in monitoring behavior (M = 3.32) is moderate, and maintaining positive relationships with school staff and other parents is a challenge, as this indicator scored *Not Involved* (M = 2.32). These findings indicate that while parents are willing to contribute during events and activities, relational collaboration within the school community is less consistent.

The Learning at Home domain reveals areas needing improvement. Parents encourage academic goal-setting (M = 3.85) and discuss the importance of education (M = 3.44), reflecting *Involved* behavior. However, their involvement is lower when it comes to praising achievements (M = 3.32), helping review for quizzes or exams (M = 2.32), and providing consistent motivation for class participation (M = 3.02). These results indicate that while parents promote educational value, they may not be consistently engaged in day-to-day academic support, possibly due to time constraints or limited confidence in assisting with schoolwork.

In the Decision-Making dimension—which relates to parents' support for school operations and their role in influencing school-related concerns—parents show varying responses. They provide necessary school materials (M = 3.88) and ensure access to reading resources (M = 3.35), both indicating *Involved* behavior. However, supervision of gadget use (M = 2.26) is *Not Involved*, signaling a significant gap in managing technology-based learning. Parents are only *Somewhat Involved* in guiding

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children in using educational tools (M = 3.00), reflecting the need for better digital literacy support among families.

Finally, in the area of Collaboration with the Community, parents show favorable involvement in participating in child-centered community programs (M = 3.76), seeking assistance from community agencies when necessary (M = 3.32), and supporting school–community partnership initiatives (M = 3.55), all showing *Involved* to *Somewhat Involved* behavior. However, encouraging children to join community-based cultural or educational activities remains low (M = 2.35), indicating a missed opportunity for extending learning beyond the school environment. Collaboration with community leaders (M = 3.00) is also moderate, suggesting that parental engagement in community-driven educational advocacy can still be strengthened.

Overall, the results portray parents as moderately involved across most domains, with strong involvement in school activities and material support, but weaker engagement in communication consistency, academic follow-through, digital supervision, and community-based enrichment. These patterns reflect areas where the school may implement targeted programs to enhance parental capacity and encourage deeper, more sustained involvement in their children's learning.

This result is supported by a vast body of research that consistently links parental involvement to improved academic performance. Studies reveal that children whose parents supervise home learning, attend school activities, maintain communication with teachers, and provide academic support tend to achieve higher grades and demonstrate better behavior, motivation, and goals (Utami, 2022; Kwarteng et al., 2022; Naite, 2021). Similarly, positive parent-child and parent-teacher communication enhances learning engagement, social skills, self-efficacy, and overall academic achievement (Zhou & Zhang, 2018; Kaptich et al., 2019). Volunteering in school activities has also been associated with improved school climate, social behavior, and learner relationships (Wand et al., 2020; Berkowitz et al., 2018).

Table 2. Parental involvement

INDICATORS	MEAN	SD	INTERPRETATION
I regularly monitor my child's homework and school tasks.	3.79	1.03	Involved
I provide a quiet and organized study area for my child.	3.55	1.07	Involved
I remind my child about school schedules, deadlines, and responsibilities.	2.67	1.09	Somewhat Involved
I encourage my child to read and practice academic skills at home.	3.17	1.08	Somewhat Involved
I check my child's school notebooks, forms, and announcements regularly.	3.58	0.60	Involved
I communicate with my child's teacher whenever concerns arise.	3.97	0.99	Involved
I attend parent–teacher conferences and scheduled meetings.	3.47	0.99	Involved
I respond promptly to messages or notices sent by the teacher.	2.29	1.03	Somewhat Involved
I regularly follow up on my child's academic and behavioral performance.	3.17	0.99	Somewhat Involved
I seek clarification from teachers when I do not understand school policies or instructions.	3.55	0.50	Involved
I participate in school programs such as assemblies, celebrations, or community events.	3.91	0.93	Involved
I support school initiatives such as clean-up drives or fundraising activities.	3.64	1.04	Involved
I volunteer for school activities when available.	3.85	1.02	Involved
I cooperate with the school in monitoring my child's behavior and discipline.	3.32	1.01	Somewhat Involved
I maintain a positive relationship with school staff and other parents.	2.32	0.55	Not Involved
I encourage my child to perform well in school and set academic goals.	3.85	1.10	Involved
I praise and reward my child for academic achievements and improvements.	3.32	1.06	Somewhat Involved
I help my child review for quizzes, exams, or performance tasks.	2.32	1.09	Not Involved

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I motivate my child to participate actively in class activities.	3.02	1.11	Somewhat Involved
I discuss the importance of education with my child regularly.	3.44	0.61	Involved
I provide school supplies and learning materials needed by my child.	3.88	1.03	Involved
I ensure that my child has access to books, reading materials, or online resources.	3.35	1.01	Involved
I supervise my child's use of gadgets or online platforms for learning.	2.26	0.96	Not Involved
I guide my child in using educational apps or tools when necessary.	3.00	1.04	Somewhat Involved
I help my child organize schoolwork and keep track of academic requirements.	3.50	0.56	Involved
I participate in community programs that support children's learning and development.	3.76	1.01	Involved
I seek assistance from community agencies (e.g., barangay, health centers) when my child needs support.	3.32	1.00	Somewhat Involved
I encourage my child to join community-based educational or cultural activities.	2.35	0.98	Not Involved
I collaborate with community leaders or groups to address concerns related to my child's schooling.	3.00	1.15	Somewhat Involved
I support school–community partnerships by participating in outreach, advocacy, or local development initiatives that benefit learners.	3.55	0.50	Involved
GRAND MEAN	**3.27**	**0.27**	**Somewhat Involved**

Relationship Between Parental Involvement and Academic Achievement

The distribution of academic performance among the 34 students indicates that a majority of the learners are performing at a relatively high level. Specifically, 50% of the students scored in the 96–99 range, representing the highest category, while 26.5% scored 91–95, and 20.6% scored 86–90. Only a small fraction, 2.9%, scored 81–85, the lowest category in this dataset.

These results suggest that most students are achieving high academic performance, with a cumulative 76.5% of learners scoring above 90. The data reflects a generally strong academic standing of the group, which may be influenced by various factors such as parental involvement, teaching strategies, learning environment, and student motivation. The skew toward the higher performance brackets also indicates that interventions may need to focus more on supporting the few students in the lower range to ensure equitable learning outcomes.

As supported by various studies in the Philippine context, parents are often most engaged in childrearing and communication, while participation in volunteering, decision-making, and community collaboration remains limited (Lupig, 2023). Studies show that parental expectations and involvement significantly influence learners' academic performance, behavior, and aspirations (Maimad et al., 2023). Findings further indicate that strong home-school partnerships can help address academic challenges and enhance student achievement (Valenzuela & Fabella, 2020; Pinatil et al., 2022). Nonetheless, some local research suggests that parental involvement does not always correlate with science achievement, particularly when parents seldom assist with science-related tasks (Lopez, n.d.).

Table 3. Relationship between the parental involvement and academic achievement

Indicators	Correlation		Level of Significance		Decision
	Measure	Interpretation	p-value	Interpretation	
Parental Involvement vs. Academic Achievement	.032	Weak positive Correlation	.368	Significant	Failed to Accept Null Hypothesis

CONCLUSION

The findings of the study provide a clear picture of both the academic performance of Grade 4 learners at Lalawigan Elementary School and the level of parental involvement that supports their educational development. The academic performance distribution shows that the majority of learners are performing at a commendably high level, with most students belonging to the upper performance brackets and only a minimal number falling behind. This suggests a generally positive learning environment where learners are able to meet or exceed expected competencies. However, the presence of a small group of lower-performing pupils highlights the need for targeted support strategies to promote inclusive learning and ensure that all learners achieve their fullest potential.

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Parental involvement, as measured through the adapted Parental Involvement Rating Scale (PIRS), emerged as moderate overall. Parents demonstrated consistent support in areas such as providing learning materials, participating in school events, and maintaining communication with teachers when issues arise. Nevertheless, several dimensions of involvement showed weaker engagement. These include proactive communication, consistent academic follow-through at home, digital supervision, and collaboration with community-based programs. Such gaps indicate that while parents are willing to support their children, certain forms of involvement—particularly those that require sustained or specialized engagement—are less frequently practiced.

The results further suggest that high academic outcomes observed among the learners may be linked to the forms of parental involvement that are strongest, such as providing structured learning environments and participating in school activities. This is consistent with existing literature, which emphasizes that parental monitoring, communication with teachers, and participation in school activities positively influence student achievement, motivation, and attitudes toward learning (Utami, 2022; Kwarteng et al., 2022; Naite, 2021). Additionally, research shows that strong home-school partnerships foster better behavior, goal-setting, and engagement, strengthening the foundations for academic success (Zhou & Zhang, 2018; Kaptich et al., 2019; Wand et al., 2020; Berkowitz et al., 2018).

However, the moderate levels of involvement in areas such as decision-making, digital supervision, and community collaboration highlight opportunities for improvement. Literature in the Philippine context similarly notes that Filipino parents are more active in basic childrearing and communication but less engaged in decision-making and community-based educational initiatives (Lupig, 2023). This may limit the full potential of home-school-community partnerships that are crucial for sustained learner development.

Overall, the study concludes that while parental involvement at Lalawigan Elementary School is generally supportive, it is not maximized across all domains. Strengthening parents' capacity for proactive communication, academic assistance, digital monitoring, and community engagement may contribute to further improvement in learner outcomes. Given the high academic performance of most learners, the school is encouraged to sustain current practices while providing targeted interventions for learners who need additional support. Enhancing parental involvement in key areas will not only bridge existing gaps but also help ensure that academic success is equitably achieved across the entire student population.

Recommendations

Based on the findings of this study, several recommendations are proposed to enhance parental involvement and support continued high academic performance among Grade 4 learners at Lalawigan Elementary School. First, it is recommended that the school provide workshops and seminars for parents to strengthen their capacity in supporting academic follow-through at home, including strategies for reviewing lessons, assisting with assignments, and reinforcing learning routines. In addition, communication between parents and teachers should be enhanced through regular channels such as scheduled meetings, newsletters, or digital platforms, ensuring that parents are consistently informed about both achievements and challenges in their children's learning. The school is also encouraged to create structured volunteering opportunities that allow parents to meaningfully participate in school activities and classroom support, fostering a stronger sense of community engagement. Considering the increasing role of technology in education, parents should be equipped with guidance on digital literacy and the safe, effective use of educational apps, as well as strategies to monitor and supervise screen time to optimize learning outcomes. Opportunities for parental participation in decision-making and school governance should be strengthened, inviting parents to contribute to committees, consultations, or focus groups where school policies and programs are discussed. Furthermore, collaboration with the community should be promoted by engaging parents in local educational, cultural, and enrichment initiatives, and by establishing partnerships with community agencies to provide additional resources and support for learners, particularly those who may be underperforming. Targeted interventions are also recommended for students who fall below the highest performance brackets, including remedial programs, mentoring, and structured parental involvement to ensure equitable academic outcomes. Finally, the school should continue to recognize and sustain the strong practices of parents who actively support learning, attend school activities, and provide resources, sharing success stories to motivate broader participation and cultivate a culture of consistent, meaningful parental involvement.

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