

PARENTAL INVOLVEMENT IN THE ACADEMIC PERFORMANCE OF GRADE 6 LEARNERS OF CAMP ONE ELEMENTARY SCHOOL

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ABSTRACT

This study aimed to determine the relationship between parental involvement and academic performance of grade 6 learners in Camp One Elementary School, Camp One, Maramag, Bukidnon. This study employed a descriptive correlational research design and used total enumeration to select the study's respondents. Utilizing an adopted research instrument, a survey questionnaire from the study of Nessia et al (2025) entitled "Parental Involvement on Academic Performance", the study used a 5-point Likert scale as the scoring basis while following a planned data gathering procedure in the administration of the survey questionnaire. The study used frequency counts, percentages, and the mean to assess the level of parental involvement, and the Pearson Product-Moment Correlation Coefficient to determine the relationship between parental involvement and academic performance. Results revealed that parents are frequently involved in their children's education at home and at school. However, parental involvement in community-based activities is "neutral," meaning parents are either active or inactive in their children's education outside the home and school. The result showed that the academic performance of the Grade 6 learners of Camp One Elementary School is at a very satisfactory level. The result further revealed that there is no significant relationship between parental involvement and the academic performance of Grade 6 learners of Camp One Elementary School.

Keyword: Academic Performance, Community-based Involvement, Home-based Involvement, Parental Involvement, School-based Involvement

1. INTRODUCTION

Education is undoubtedly the most important endeavor a person undertakes. It is a lifelong pursuit of learning for the good of the individual, which in turn benefits all those around him. Moreover, this endeavor begins the moment a person is born and continues as long as the person is still able to learn and be educated. The early stage of lifelong learning is crucial for every human being. A child, for example, at the earliest stage of learning and development, would require the help, assistance, and guidance of adults to mold the person into a good person. For the children, it requires the presence and active involvement of their guardians, or parents, as they learn. These formative years are crucial for a child, and so is parental involvement. Parental involvement could significantly impact learners' academic performance as they learn. According to Jaiswal and Choudhuri (2017), parental involvement in children's education is a key function of children's overall functioning and academic success. Parental involvement, both

home and school-based, has also been positively associated with academic performance.

Parental involvement is widely recognized as a crucial factor in enhancing students' academic performance. Despite this, many schools continue to face challenges in fostering effective partnerships with parents, particularly in balancing home- and school-based engagement (Paglinawan & Quimpang, 2025).

According to Paglinawan and Quimpang (2025), parents are most engaged in supporting their children at home, while participation in school activities is less frequent. This pattern suggests that while home-based support is widely practiced and beneficial, barriers may limit school-based involvement. The implications of these results underscore the need for schools to create more accessible opportunities for parental engagement beyond the home, as well as to continue supporting parents in their home-based roles. Strengthening both forms of involvement can

improve students' academic outcomes (Paglinawan & Quimpang, 2025).

The result presented above on the existence of a limitation to school-based parental involvement also exists at Camp One Elementary School, as observed and documented by the researchers. This prompted the researchers to conduct a study on parental involvement and the academic performance of elementary learners.

In this study, the researchers aimed to determine the parental involvement and the academic performance of grade 6 learners of Camp One Elementary School for the school year 2025 to 2026.

1.1. Statement of the Problem

This study determined the effect of parental involvement on the academic performance of Grade 6 Learners of Camp One Elementary School for the school year 2025-2026.

Specifically, this study sought to answer the following:

1. What is the level of parental involvement as perceived by the learners in terms of:
 - a. home-based involvement;
 - b. school-based involvement; and
 - c. community-based involvement?
2. What is the level of academic performance of the learners?
3. Is there a significant relationship between the level of parental involvement and the academic performance of the grade 6 learners?

1.2. Hypothesis of the Study

The hypothesis of this study is stated in the alternative form:

Ha: There is a significant relationship between the level of parental involvement and the academic performance of the Grade 6 Learners.

2. METHODOLOGY

This chapter presents the data-gathering procedure used in this study. The discussions include research design, research locale, subject respondents, sampling procedure, data-gathering

procedure, instrument, scoring procedure, and data treatment.

2.1. Research Design

This study employed the descriptive correlational research design. This method describes the current level of parental involvement in learners' academic performance. This method was suited to the nature and angle of the study in determining the relationship between the level of parental involvement in terms of home-based, school-based, and community-based involvement of the parents and the relationship towards the academic performance of the learners under study.

2.2. Locale of the Study

This study was conducted in Camp One Elementary School. It is located in Barangay Camp One, Maramag, Bukidnon. The school is a public elementary institution under the supervision of the Department of Education (DepEd) and serves pupils coming from the barangay and nearby communities. The locale was chosen because it represents a typical public elementary school in a rural setting and provides an appropriate environment for examining the study's variables. Additionally, the school's accessibility and the cooperation of school administrators and teachers made it a suitable venue for data collection. The school has a total workforce of 24 teaching personnel, including the school head, Efrenita Y. Macas, Principal III, and 779 enrolled learners.

2.3 Respondents of the Study

The respondents of the study were the ninety-nine (99) Grade 6 Learners of Camp One Elementary School (COES), Camp One, Maramag, Bukidnon. There are 3 Grade 6 sections in COES, and all Grade 6 learners across all 3 sections are to be included as respondents in this study. The Grade 6 learners were the most suited respondents for this study on parental involvement in academic performance.

2.4 Sampling Procedure

This study used total enumeration to select the actual respondents. By this method, all individual learners in grade 6 were included as respondents in this study. This means that all the grade 6 learners of Camp One Elementary School were included in this study.

2.5 Research Instrument

This study used an adopted research instrument, a survey questionnaire from Nessia et al. (2025) titled "Parental Involvement on Academic Performance," with a Cronbach's alpha of 0.76. The survey questionnaire consists of Part 1, which includes an optional field for the respondent's name. Part II was the main questionnaire on parental involvement, covering home-based, school-based, and community-based involvement. Each parental involvement category consists of five statements, and respondents will rate them using a 5-point Likert scale.

2.6 Scoring Procedure

A 5-point Likert scale was used to score the level of parental involvement in the academic performance of Grade 6 learners at Camp One Elementary School. The numerical ratings used have corresponding descriptions, including the qualitative interpretation most suited to this study.

The scoring basis for the level of parental involvement is shown below:

Numerical Rating	Range	Description	Interpretation
5	4.51- 5.00	Strongly Agree	Always Involved
4	3.51- 4.50	Agree	Frequently Involved
3	2.51- 3.50	Undecided	Neutral
2	1.51- 2.50	Disagree	Rarely Involved
1	1.00- 1.50	Strongly Disagree	Never Involved

The scoring basis for the level of academic performance is shown below:

Grade Average	Description
90 - 100	Outstanding
85 - 89	Very Satisfactory
80 - 84	Satisfactory
75 - 79	Fairly Satisfactory
74 - Below	Did not meet expectations

*Based on DepEd Order No. 8, series of 2015

2.7 Data Gathering Procedure

To gather data for this study, the researchers followed the following steps: first, they sent a letter to the School Principal of Camp One Elementary School requesting permission to conduct the study. Upon approval of the letter request, the researchers approached the Grade 6 Teachers of Camp One Elementary School and asked for their assistance in administering the survey questionnaire to the learners. For the third step, the researchers entered the pre-identified three classrooms simultaneously and explained the mechanics to the learners before they answered the survey questionnaire. For the fourth step, the researchers distributed and

administered the survey questionnaire to the Grade 6 learners and assisted them when needed, giving them enough time to respond. For the fifth step, after all were finished, the researchers then retrieved the questionnaires. For the sixth step, the researchers thanked the teachers and the school administration before leaving the school premises. For the seventh step, the questionnaires were processed to generate the data needed for the study, which were then analyzed using statistical tools. For the eighth step, the result was presented for analysis and interpretation.

2.8 Statistical Treatment

For this study, the following statistical tools were used to analyze the data on parental involvement in the academic performance of Grade 6 learners at Camp One Elementary School.

To determine the number and total responses for each questionnaire item, frequency was used.

To determine the level of parental involvement, the mean was used.

Likewise, in determining learners' academic performance at Camp One Elementary School for the 2025-2026 school year, frequency counts and percentages were used.

Further, to determine the significant relationship between parental involvement and the academic performance of Grade 6 learners, Pearson Product-Moment Correlation Coefficients were employed.

3. RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the data gathered on parental involvement and the academic performance of Grade 6 learners at Camp One Elementary School. The results in the tables below are organized by the order of the specific problems provided in the first chapter.

Parental Involvement of the Grade 6 Learners

The following section presents the level of parental involvement among grade 6 learners across home-, school-, and community-based activities.

Home-based Involvement

Table 1 presents data on parental involvement in home-based activities. The result is arranged

starting from the statement with the highest mean score down to the statement with the lowest mean score.

Table 1. Parental Involvement in terms of Home-based Involvement

Indicators	Mean	Description	Interpretation
1. They encourage me to study even without homework.	3.95	Agree	Frequently Involved
2. My parents/guardians help me with my homework.	3.83	Agree	Frequently Involved
3. They provide a quiet and comfortable place for me to study.	3.66	Agree	Frequently Involved
4. They check if I have completed my school assignments.	3.55	Agree	Frequently Involved
5. They set specific rules about study time at home.	3.44	Undecided	Neutral
Overall Mean	3.68	Agree	Frequently Involved

Legend:

Numerical Rating	Range	Description	Interpretation
5	4.51- 5.00	Strongly Agree	Always Involved
4	3.51- 4.50	Agree	Frequently Involved
3	2.51- 3.50	Undecided	Neutral
2	1.51- 2.50	Disagree	Rarely Involved
1	1.00- 1.50	Strongly Disagree	Never Involved

As presented in the table, there are five indicators, and the indicator with the highest mean score is the statement "They encourage me to study even without homework," with a mean of 3.95 and the corresponding description "Agree". This pertains to parents being directly involved in their children's learning, motivating them to study their lessons even without a homework assignment from the teacher. This ensures that their children will study their lessons at home, which can affect their school performance. The indicator with the second-highest mean score is the statement "My parents/guardians help me with my homework," with a mean score of 3.83 and the corresponding description "Agree". This entails parents' direct participation in their children's learning by assisting as they work on their assignments at home. The respondents agree that their parents took the time and effort to help them with their assignments at home, which could boost their children's interest in performing better in their studies. The indicators that "They provide a quiet and comfortable place for me to study" with a mean of 3.66 (Agree) and "They check if I have completed my school assignments" with a mean of 3.55 (Agree) would show direct parental involvement, manifesting that parents are concerned with the learning of their children. Providing a quiet and comfortable study area and checking whether their children are doing and completing school assignments are traits of parents who value their children's learning by constantly monitoring and supporting them in their studies. However, the statement "They set specific rules about study time at home," with a mean of 3.44, has a corresponding description of "Undecided."

This would mean that parents do not impose specific rules on the time their children study at home. This could mean that parents are directly involved in their children's learning by encouraging them to study while giving them flexibility in scheduling, as long as the children study and comply with their school assignments.

An overall mean of 3.68 with an equivalent qualitative rating of "agree" which is interpreted as "frequently involved" implied that overall, parents are "frequently involved" in the learning of their children at home as shown by parents actively and directly involved in their children's learning by encouraging them to study at home, help them with their homework, monitors and provides a quiet and comfortable place to study and flexibility of time to study could have positive effect on the academic performance of the learners.

The result is supported by Hsieh's (2022) study, which examined the relationships among home-based parental involvement, study habits, and academic achievement using structural equation modeling. The results showed that home-based parental involvement and monitoring behaviors were significantly correlated with academic achievement.

Jeynes (2016) conducted a meta-analysis on home-based parental involvement. It arrived at some conclusions about parental involvement from the data, specifically that more subtle expressions of home-based PI, such as communicating with their child's teachers and having high expectations for their child's learning, were much more effective in achieving academic success for these children than overt expressions.

According to a study by Erdem and Kaya (2020), researchers have not reached consensus on what defines parental involvement due to the varied types and dimensions of involvement, given the range of actions and behaviors parents can exhibit. Educating parents and families about the various ways they can support their child's learning at home strengthens ties between home and school and helps students academically.

School-based Involvement

Table 2 presents data on parental involvement in school-based activities. The result is arranged starting from the statement with the highest mean

score down to the statement with the lowest mean score.

Table 2. Parental Involvement in terms of School-based Involvement

Indicators	Mean	Description	Interpretation
1. They attended school events (awards ceremonies, programs, etc.).	4.20	Agree	Frequently Involved
2. They remind me of school rules and responsibilities.	4.10	Agree	Frequently Involved
3. My parents/guardians attended school meetings.	3.90	Agree	Frequently Involved
4. They communicate with my teachers about my school progress.	3.75	Agree	Frequently Involved
5. They volunteer in school activities when needed.	2.81	Undecided	Neutral
Overall Mean	3.75	Agree	Frequently Involved

Legend:

Numerical Rating	Range	Description	Interpretation
5	4.51- 5.00	Strongly Agree	Always Involved
4	3.51- 4.50	Agree	Frequently Involved
3	2.51- 3.50	Undecided	Neutral
2	1.51- 2.50	Disagree	Rarely Involved
1	1.00- 1.50	Strongly Disagree	Never Involved

As shown in the table, the indicator with the highest mean score is the statement "They attended school events (recognition, programs, etc.)", with a mean of 4.20 and the corresponding description "Agree". This implies that parents are directly involved in their children's learning by attending school events, which can boost their children's interest in school and learning, thereby affecting their performance. The statement "They remind me about school rules and responsibilities," with a mean score of 4.10 and a corresponding description of "Agree," is the indicator with the second-highest mean. This posits that parents are involved in their children's studies by reminding them to follow and comply with school rules and regulations, and to be responsible learners. Following school rules and fulfilling their responsibilities are marks of a good learner. Moreover, good learners perform better at school. The other two indicators that the grade 6 learners agree on are "My parents/guardians attended school meetings", with a mean of 3.90 and "They communicate with my teachers about my school progress" with a mean of 3.75. These indicators show that parents are involved in their children's education by attending school meetings and following up on their children's learning progress. Having a direct line of communication with teachers regarding their children's progress at school demonstrates utmost concern for their children's education. On the other hand, the indicator "They volunteer in school activities when needed," with a mean score of 2.81, has the corresponding description of "Undecided". This suggests that although parents are directly involved in school-based activities, volunteering in various school activities is less likely than attending school events, meetings, reminding children of school rules and responsibilities, and

communicating with teachers about their children's school progress.

With an Overall mean of 3.75 with a corresponding descriptive rating of "agree" and is interpreted as "frequently involved", the result revealed that generally, parents are "frequently involved" with the school in the education of their children as can be seen by the parents' attendance school events such as meetings, recognition, programs, etc., communicating and monitoring with the teachers regarding the progress of their children at school and reminding their children to follow school rules and perform their responsibilities as learners which can have an effect towards their academic performance.

It is frequently acknowledged that parental involvement is an essential component in determining a child's academic success. The result discussed above aligns with Basnyat's (2025) study, which found that school administrators need to place a high priority on open discourse and cooperative efforts with parents to address the observed lack of parental involvement. In summary, parental involvement is a major predictor of children's academic success, and school administration's dynamic contribution is significant in enriching parents' involvement in children's learning.

According to the study by Wong et al. (2018), Student engagement reflects qualities such as adherence to school rules, effective self-regulation, and interest in schoolwork. Parental educational involvement at home, such as guidance on homework and communication about school issues, can increase children's awareness of parental expectations for schooling, which is important for learning motivation and engagement.

In addition, achievement at the school level was affected by a greater percentage of parental involvement. The results of this study provide strong empirical evidence concerning the effectiveness of school-based parental involvement and generally support the multidimensional concept of academic outcomes at the student and school levels (Park et al., 2016).

Community-based Involvement

The results in Table 3 suggest that parental involvement in community-based activities regarding their children's education is still not

prevalent, as seen in three indicators rated agree, while two were rated undecided.

Table 3. Parental Involvement in terms of Community-based Involvement

Indicators	Mean	Description	Interpretation
1. They support school-community projects that help students.	3.86	Agree	Frequently Involved
2. My parents encourage me to join community learning programs.	3.58	Agree	Frequently Involved
3. They participate in community meetings about education.	3.51	Agree	Frequently Involved
4. They involve me in educational activities outside school (workshops, tutoring, etc.).	2.48	Disagree	Rarely Involved
5. They take me to the library or other learning spaces.	2.27	Disagree	Rarely Involved
Overall Mean	3.14	Undecided	Neutral

As shown in the table, the indicators "They support school-community projects that help students" with a mean score of 3.86, "My parents encourage me to join community learning programs" with a mean of 3.58, and "They participate in community meetings about education" with a mean of 3.51 were all rated "Agree" by the grade 6 learners. This would mean that parents are involved in their children's education, specifically by supporting school-community projects that help students, encouraging their children to join community learning programs, and attending or participating in meetings or events related to their children's education. However, when it comes to getting their children actively involved in educational activities outside the school, including taking them to learning spaces such as a library, the grade 6 learners are unsure about their parents' direct involvement.

This would mean that, aside from the parents' support for community educational projects and their encouragement of their children to join community learning programs, they are not very active in getting their children involved in community educational activities such as workshops and tutoring. Moreover, even when taking their children to learning spaces such as a library, there is still a need to engage and motivate parents to be involved.

With an overall mean of 3.14, equivalent to the descriptive rating "undecided", the result revealed that parents' community-based involvement is "neutral". This means that parents are neither active nor inactive in their children's education outside the home and the school.

According to Eden et al. (2024), parental involvement in community education activities does not directly affect academic performance but does affect children's social development. Local

communities play a crucial role in supplementing educational resources, providing mentorship opportunities, and facilitating experiential learning initiatives. Collaborative partnerships between schools and communities enrich the educational experience by bridging the gap between classroom learning and real-world application, thereby nurturing well-rounded individuals equipped with the skills necessary for societal contribution. Parent and community involvement in education is a cornerstone of social improvement, fostering collaborative efforts to nurture the next generation of global citizens equipped to navigate an ever-evolving world.

What ultimately sets the community school model apart is that it goes beyond traditional interventions to include meaningful parent involvement and community partnerships. This is supported by evidence that integrated student supports and family engagement improve student attendance and enhance school climate across diverse contexts (Truwit, 2025).

Ferrara's (2019) work recognizes each community's unique strengths and needs, which she argues should guide the design and implementation of community school initiatives. This responsiveness to local contexts positions community schools not as a one-size-fits-all solution but as adaptable frameworks tailored to support families in ways that reflect their lived experiences and cultural realities.

Summary of Parental Involvement

This section provides a summary of the mean scores of all variables included in this study. It presents an overview of parental involvement across home-, school-, and community-based activities.

Table 4. Level of Parental Involvement

Subvariable	Overall Mean	Description	Interpretation
1. Home-based Involvement	3.68	Agree	Frequently Involved
2. School-based Involvement	1.75	Agree	Frequently Involved
3. Community-based Involvement	3.14	Undecided	Neutral
Overall Mean	3.52	Agree	Frequently Involved

Legend:

Numerical Rating	Range	Description	Interpretation
5	4.51- 5.00	Strongly Agree	Always Involved
4	3.51- 4.50	Agree	Frequently Involved
3	2.51- 3.50	Undecided	Neutral
2	1.51- 2.50	Disagree	Rarely Involved
1	1.00- 1.50	Strongly Disagree	Never Involved

Table 4 presents learners' perceptions of parental involvement across three subvariables: home-based involvement, school-based involvement,

and community-based involvement. The overall mean for parental involvement is 3.52, described as "Agree" and interpreted as "Frequently Involved." Among the subvariables, school-based involvement had the highest mean of 3.75, followed by home-based involvement at 3.68, both rated "Agree" and interpreted as "Frequently Involved." Meanwhile, community-based involvement recorded the lowest mean of 3.14, described as "Undecided" and interpreted as "Neutral."

The overall mean across the three indicators of parental involvement is 3.52, with a description of "Agree". This suggests that, in general, parents are involved in their children's education across home-, school-, and community-based dimensions, indicating a relatively high level of parental participation in learners' academic activities.

Parents play a significant role in children's psychological development, including how their cognitive and motivational capacities mature and the school success that these capacities may foster. Several comprehensive reviews examine how parents' involvement in children's learning shapes children's motivation and achievement (Rowe, 2016). Parent involvement in a child's education is consistently associated with academic performance. Parent involvement is therefore an important construct to examine, given the importance of a child's early academic success (Ocampo, 2024).

In Liu's (2016) study, in the effort to increase children's achievement and promote educational equality, parent involvement in children's schooling has become a key focus for both researchers and practitioners. There is now strong evidence that parent involvement in children's schooling is associated with children's achievement and that this relation holds across diverse populations and contexts. With this knowledge in mind, increasing parent involvement has become a goal within many educational contexts.

Academic Performance

Table 5 shows the level of academic performance, analyzing the individual grades of the Grade 6 Learners for the third grading period. As shown in the table, the highest percentage of learners falls within the grade range of 85 to 89, which corresponds to the "very satisfactory" level, with 43 learners, or 43.4% of the total grade 6 learners

at Camp One Elementary School. The learners follow it in the grade range of 80-85, which is described as within the "satisfactory level", with 32 learners, or 32.4% of the total respondents and then followed by 23 learners, or 23.2% within the grade range of 90-96, and 1 learner, equivalent to 1%, who fell within the "fairly satisfactory" level of academic performance, with a grade of 78.

Table 5. Level of Academic Performance

Grade	Frequency	Percentage	Description
90-96	23	23.2%	Outstanding
85-89	43	43.4%	Very Satisfactory
80-84	32	32.4%	Satisfactory
78	1	1.0%	Fairly Satisfactory
Overall Weighted Average		86.7	Very Satisfactory

*Based on DepEd Order No. 8, series of 2015

Grade Average	Description
90 - 100	Outstanding
85 - 89	Very Satisfactory
80 - 84	Satisfactory
75 - 79	Fairly Satisfactory
74 - Below	Did not meet expectations

An overall weighted grade average of 86.7, which is within the "very satisfactory" level, indicates that the grade 6 learners have a "very satisfactory" academic performance. This suggests that, in general, grade 6 learners are doing well in their studies, which is positively associated with their parents' involvement in their education.

The study by Utami (2022) demonstrated that parental involvement in a student's academic life improves the student's performance. Assisting with schoolwork, joining extracurriculars, and talking to teachers are all ways to get involved in the classroom. Parents who are actively interested in their children's education have been linked to improved academic performance, improved school attendance, and increased participation in advanced courses. Increased parental participation has been linked to improved school attitudes and increased academic motivation in children. Socioeconomic or familial problems may hinder a student's academic performance, yet parental participation can act as a buffer against these influences. Efforts to engage and assist parents in their child's education can have a long-lasting, beneficial effect on a student's academic and personal development, and parents' involvement plays a substantial role in students' academic outcomes.

According to the study of Rodriguez et al. (2017), there is evidence indicating that when family involvement is measured using distal measures of support (family communication about school matters), there are clearer effects than when the measures refer to the amount of help with homework, and the results conform with research indicating that less interventionist parental styles,

which encourage children's autonomy, are associated with better academic results.

Spier (2016) concluded that while there is a positive correlation between student achievement and parent components, background variables underlie both parent involvement components and student achievement.

Correlation Between Parental Involvement and Academic Performance

Table 6 shows the correlation between parental involvement and academic performance. The result yielded a Pearson correlation coefficient of 0.109 between parental involvement and academic performance, and a p-value of 0.283 indicates that there is no significant relationship between parental involvement and academic performance variables. This result revealed that there is no significant relationship between parental involvement and academic performance; hence, the alternative hypothesis is rejected.

Table 6. Correlation Between Parental Involvement and Academic Performance of Grade 6 Learners.

	Person r	p-value	Interpretation
Parental Involvement	0.109	0.283	No Significant Relationship

Significant at 0.05

Overall, the correlation between parental involvement and academic performance is 0.109 (p-value = 0.283), indicating no significant relationship. Hence, the alternative hypothesis is rejected.

This result relates to the findings of Pantao-o et al. (2025), which showed that no significant correlations were found between parental involvement and learners' academic performance, except for a negative correlation between learning-at-home involvement and academic performance. The study concluded that parents' involvement in schooling is crucial for learners' academic success. Despite some socio-economic factors influencing parental involvement, the study highlighted the importance of fostering collaborative relationships between parents and schools to improve academic outcomes.

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