

Parental Involvement and Academic Performance of Bachelor of Technology and Livelihood Education Students of the University of Science and Technology of Southern Philippines

Ruby Pearl A. Maghanoy, Abegail B. Gaid, Mhea A. Galera, Jomar P. Flores, Jorie May Elevado
College of Science and Technology Education
University of Science and Technology of Southern Philippines

Abstract- Parental involvement is crucial in the cognitive and socioemotional development of student, and during the pandemic, parents played a vital role in shaping their student's educational success. This study examines the relationship between parental involvement and the academic performance of Bachelor of Technology and Livelihood Education (BTLED) students at the University of Science and Technology of Southern Philippines. The study aims to determine the level of parental involvement and its correlation with the academic performance (GPA) of the students, specifically exploring the relationship between these two variables. A quantitative correlational research design was employed to assess how parental involvement correlates with academic performance. The study was conducted at the University of Science and Technology of Southern Philippines, Cagayan de Oro City, with a sample of 133 third year BTLED students. A two-part questionnaire was used to gather demographic data, parental involvement levels, and students' GPA. Data were analyzed using descriptive statistics (mean, frequency, percentage) and Spearman's rank correlation to determine the relationship between parental involvement and academic performance. The findings revealed that while parental involvement was generally high, the relationship with academic performance was weak and negative. Despite a high level of parental engagement, there was no significant correlation between involvement and GPA. The conclusion of the study indicates that while parental involvement positively influences student motivation, it did not significantly impact academic performance. Other factors, such as student self-motivation and program structure, likely play a more influential role. The study recommends that parents maintain active communication and structure in their student's academic progress and that teachers and policymakers focus on strategies to enhance student self-motivation and independent learning.

Index Terms- parental involvement, academic performance, industrial arts, home economics, student motivation

I. INTRODUCTION

The main responsibility of parents is to raise their student to be responsible, productive adults. A student's mental and emotional growth is strongly supported by positive interactions between parents and schools. The definition of parental involvement is when parents actively involved in their student's education and show a strong commitment to it. Everybody needs their family to provide them with enough guidance and support, especially their parents. Particularly in light of the current pandemic, parents are thought to be the most influential people in their student's life. They are the main source of security and play a crucial role in the raising and development of student. The development of a solid bond between parents and their student is facilitated by parental

involvement. Their student's goals and aspirations are founded on the basis supplied by their parents.

Parental support plays a critical role in enhancing students' academic achievement and their overall personal and social development. This support encompasses various aspects, including assisting with planning for higher education, choosing colleges, financing education, and providing emotional and social encouragement. Parents are viewed as the primary influencers in their student's lives, particularly during challenging times such as the pandemic. A strong connection between parents and schools significantly benefits student's cognitive and socioemotional development (Penatil et. al 2022). Parental involvement, defined as active

participation and commitment to student's education, is essential for their growth and academic success.

In the Philippines, where educational challenges are prevalent, parental involvement is recognized as a key factor in improving student outcomes (Juguilon, 2023). By addressing both the positive and negative aspects of parental engagement and considering the socio-economic context, schools and communities can develop strategies to support all parents effectively and enhance student achievement.

A study by Alipio (2020) investigated the impact of parental involvement on the academic performance of 500 high school students in Metro Manila, Philippines. The study analyzed factors like home-based activities (homework help, goal-setting), school involvement, and parent-teacher communication. Findings revealed a positive correlation between parental engagement and student achievement. Notably, home based activities were particularly impactful. Students, especially from economically disadvantaged backgrounds, perceived parental involvement as supportive and motivating. This study highlights the importance of fostering parental engagement and effective communication between parents and schools for improved student outcomes.

Coleman (2019) emphasizes that one of the most critical factors influencing a student's academic success is the active involvement of parents in their educational activities. When parents are engaged, they not only reinforce the value of education but also provide essential support that helps students navigate challenges they may face in school. Such involvement can lead to increased motivation and self-esteem in students, creating a conducive atmosphere for academic achievement. In addition, Castillo et al. (2020) highlight that when parents invest their time and resources in their student's education, students are more likely to excel academically. As students recognize their parents' commitment, they often mirror this dedication through enhanced effort and determination in their studies.

Parental involvement has been recognized as an important factor contributing to student success (Juguilon, 2023). On family and community highlights the importance of parents actively participating in their student's educational journeys. Moreover, Chen et al. (2020) provide further evidence that parental involvement has a profound impact on student's school attendance and academic performance. Their findings suggest that students whose parents are actively engaged in their education are more likely to attend school regularly, leading to better academic outcomes. For college students, the greater parental involvement led to more effort to stay in control and to identify regulations, which helped high-risk adolescents increase their resilience. In addition, many researchers have claimed that engaging parents in an effective mode of academic involvement is an important ingredient for

the development of student's ability to adjust to learning demands arising from unprecedented and changing situations (Yu et al., 2022). However, despite a lot of benefits not all forms parental involvement is equally advantageous.

Research has shown that parental involvement can help students stick with their studies when they face difficulties (Rubach and Bonanati, 2023). When parents offer support, it encourages students to overcome challenges and build their resilience, which helps them succeed in different situations. Laura and Saracosti (2019) highlight that excessive parental involvement can hinder students' growth, particularly in developing essential life skills such as strength, confidence, and critical thinking. When parents exert too much control over their academic and personal choices, they limit opportunities for students to navigate challenges independently. This overprotection can create an environment where students may struggle to cope with difficulty, thereby affecting their ability to succeed in both academic and real-world situations. As young adults, students need the space to make decisions and learn from their experiences, which is crucial for their development into independent, capable individuals.

Additionally, over-involvement can lead to poor outcomes for students. Napanan, Genesis, and Olivar (2023) note that student with overly involved parents often lack independence and may not take responsibility for their own actions. This dynamic can result in students relying heavily on parental guidance for decision-making, which may hinder their ability develop their ability to make their own decision. When students are not encouraged to take initiative or face consequences for their actions, they may find it challenging to adapt to higher education or professional environments where decision making is needed. Moreover, Man Wong et al. (2018) discusses "helicopter parenting," where parents are too involved in their's lives. That can cause low self-esteem and various emotional and behavioural issues in students. In Hong Kong, many students face high academic pressure because of their parents' excessive involvement, which can reduce their motivation to learn and increase stress. The study suggests that while parental involvement is helpful, there is a point where too much involvement can hurt student's academic and social development. Peng et al. (2023) states that it has been traditionally thought that college students can obtain resources that promote their academic performance through their parents' involvement. However, in reality, parents' involvement in their student's education may threaten college students with an excessive academic burden. This study argues that parental involvement is both empowering and burdensome for college students and proposes a model in which parental involvement is a double-edged sword.

The model entails two paths, one in which learning constitutes a burden and another in which learning leads to

empowerment. Based on a survey of 647 adolescents, a structural equation model is used to test this hypothesis. The results suggest that parental involvement can negatively impact academic performance because students feel more stressed as a result of the increase in academic expectations; parental involvement also has a positively impact on academic performance because of an increase in students' engagement in learning. The above results provide some practical guidance for parents' involvement in their student's education.

Furthermore, while general findings from various studies emphasize the importance of parental involvement, it is essential to acknowledge the difference and varying results that depend on specific contexts and conditions. For example, cultural factors can significantly influence how parental involvement is understood and practiced. In some countries, a stricter parenting style may be common, which conflict with current educational approaches that support student independence. Such differences highlight the importance of studying parental involvement within the broader socio-cultural framework, as different approaches may result different outcomes in various settings.

The academic success of students in the Bachelor in Technology and Livelihood Education Industrial Arts (BTLED IA) program at University of Science and Technology in Southern Philippines is significantly influenced by various forms of parental involvement. Despite the well-established link between parental support and student performance, there is a notable lack of research specifically examining how different types and levels of parental involvement such as emotional, physical, and financial support affect the academic performance of BTLED students. This gap is particularly evident in terms of understanding how these factors influence key performance indicators like test scores, self-efficacy, and GPA. By investigating these differences, the study seeks to reveal what is the relationship of parental involvement to the academic performance of the Bachelor of Technology and Livelihood Education students.

II. REVIEW OF RELATED LITERATURE

1. Parental Involvement

The active involvement of parents in their students's education is referred to as parental involvement. This participation encompasses not only direct engagement with their child's educational journey but also collaboration with educational institutions and educators. It is anticipated that parents will provide their students with the necessary support in their learning 11 endeavors, facilitating a robust educational experience.

In Philippine society, where the family serves as the fundamental unit of social life, the significance of effective parenting cannot be overstated. Educational institutions play a

crucial role in delineating and molding the types of parental engagement, adapting their strategies to address the unique learning requirements of students, particularly as online education continues to rise in prominence (Idio, 2022).

2. Academic Performance

According to studies, students who have high and moderate parental involvement do better academically than students who have low parental involvement. For example, students with highly engaged parents achieved an average score of 5.97, those with moderately engaged parents scored 6.00, while students with less engaged parents had an average score of 5.83 (Saracostti, 2019)

This indicates that active participation from parents in their students's study routines results in elevated grades and outstanding performance, suggesting that such engagement cultivates concentration, discipline, and significant academic success (Idio, 2022)

Relationship between Parental Involvement and Academic Performance

Otani (2019) states that parental involvement encompasses various practices aimed at enhancing students' motivation and educational success. Examples of such involvement include engaging in conversations about school with students and keeping track of their progress. His study showed that the involvement of both mothers and fathers is linked to the academic outcomes of adolescents. The educational aspirations of adolescents play a mediating role in the relationship between parental involvement and academic performance.

Schmidt (2021) asserts that parents can provide various forms of support concerning their involvement in their students' education. The significance of recognizing the distinct support requirements of each individual student and the specific resources accessible to a varied group of parents. Educators who assist parents in recognizing various methods to support their students academically may enhance inclusive collaboration between school and home, involving parents from diverse backgrounds. This may enable parents to become active participants in their students' education, thus enhancing students' success in school.

III. CONCEPTUAL FRAMEWORK

This study sought to discover the relationship of the parental involvement to the academic performance of Bachelor of Technology and Livelihood Education third year students major in Industrial Arts and Home Economics of the University of Science and Technology of Southern Philippines in Cagayan de Oro. The framework suggests that when parents actively participate in their student's education and provide emotional support, it creates a positive environment.

This supportive atmosphere can lead to improved academic success for students, helping them perform better in their studies.

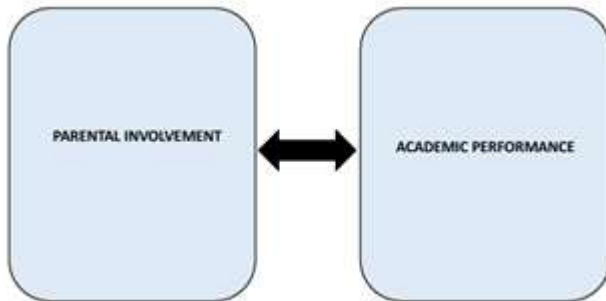


Figure 1: Conceptual framework for the study

IV. METHODOLOGY

The study utilized the quantitative research methods. Specifically, a correlational research design to examine the relationship between parental involvement and academic performance of Bachelor of Technology and Livelihood Education third year students major in Industrial Arts and Home Economics. It is noted that correlational research describes an existing relationship between variables. Correlational research design was used for this study since the objective of the study is to assess how the (parental involvement) relate to the (academic performance). According to Devi et al., (2023) correlational research design investigates relationships between two variables without the researcher controlling or manipulating any of them.

A study sample was selected from the third-year Bachelor of Technology and Livelihood Education (BTLED) students enrolled in five sections of the Home Economics program and one section of the Industrial Arts program for data analysis. Slovin's formula was used to determine the sample size, resulting in 133 respondents from a total population of 191 regular third-year BTLED students specializing in Home Economics and Industrial Arts. I

Population N=191	Total Enrolled	Proportion	Sample n=133
HE-A	30	16 (133)	21
HE-B	27	14 (133)	19
HE-C	34	18 (133)	24
HE-D	34	18 (133)	24
HE-E	35	18 (133)	24
IA-A	31	16 (133)	21
Total	191		133

Slovin's Formula: $n = \frac{N}{1 + Ne}$

V. DATA PRESENTATION AND ANALYSIS

Problem 1. What is the level of parental involvement among Bachelor of Technology and Livelihood Education third year students major in Industrial Arts?

The table 1 shows the descriptive presentation of respondents' level of parental involvement among third year students.

Verbatim Statement My Parents ...	Mean	SD	Remarks
1. have been strict about my academic responsibilities.	2.92	1.09	Neutral
2. encourage me to find ways to improve when my grades are lower than expected.	3.83	0.89	High
3. ask if I'm facing any challenges or difficulties in my academic work.	3.57	1.10	High
4. regularly acknowledge and celebrate my academic achievement.	3.62	1.10	High
5. express pride in my academic achievements.	3.67	1.11	High
6. encouragement has helped me stay focused and motivated in my education.	4.09	0.96	High
7. help me develop effective study habits during my earlier years of schooling.	3.63	1.06	High
8. encourage me to achieve strong academic performance.	3.81	1.00	High
9. provide me with my school needs.	4.38	0.93	Very High
10. often want to understand the reasons behind the result when I receive grades lower than expected.	3.70	1.03	High
11. are willing to help me participate in school events.	3.55	1.16	High
12. volunteer or participate in activities related to my academic or extracurricular pursuits.	3.15	1.14	Neutral
13. show support for my extracurricular activities, such as clubs, sports, or volunteer work.	3.56	1.18	High
14. help me decide for my future.	3.80	1.09	High
15. help me decide on my major or field of study.	3.38	1.19	Neutral
Overall	3.64	1.07	High

Note. Range descriptions for interpretation: 4.21 - 5.00 = Strongly Agree (Very High), 3.41 - 4.20 = Agree (High), 2.61 - 3.40 = Average (Neutral), 1.01 - 2.60 = Disagree (Low), 1.00 - 1.00 = Strongly Disagree (Very Low)

Overall, respondents rated their parental involvement as "High," with a mean of 3.64 (SD = 1.07). Parents were likely actively engaged in their student's education because they understood the importance of support in helping them succeed. They helped with school activities, offered encouragement, and guided their student in making decisions. When parents showed high involvement, students felt motivated and valued, which boosted their confidence and performance in school. This level of support suggested that the parents prioritized education as a key part of their student's future success. It showed that they recognized their role as partners in their student's learning journey.

The students, in turn, felt a stronger sense of responsibility to do well because they knew their efforts were noticed. Such involvement laid a strong foundation for building a positive relationship between parents and their student and improving academic achievements. This high level of parental involvement demonstrated that when parents took an active role in their student's education, it not only supported the student's academic growth but also strengthened the bond between them. It emphasized the importance of parents being present and engaged, as their efforts had a lasting impact on their student's motivation and overall well-being. According to Shimi (2024), students whose parents are involved and supportive tend to have higher academic aspirations and perform better academically, reinforcing the crucial role of active parental participation in education.

The highest-rated indicator was "My parents provided me with my school needs," with a mean of 4.38 (SD = 0.93), interpreted as "Very High." This showed that most parents

were committed to meeting the material and financial requirements for their student's education. They ensured their student had the proper tools, resources, and environment to focus on learning. This level of support indicated that parents saw education as an investment and were willing to make sacrifices to support it. When students knew their parents were providing for their needs, they likely felt more secure and ready to focus on their studies. This also reflected the parents' willingness to prioritize education over other expenses, highlighting their belief in its importance. It meant students were less likely to face barriers like lacking materials or feeling unsupported, which helped them stay engaged in school. Such efforts promoted better outcomes and encouraged students to value their education.

This finding emphasized how crucial parental support was in a student's education. When parents ensured their student had everything they needed for school, it boosted the students' confidence and motivated them to perform well academically. The significance of providing material support was highlighted by Utami's (2022) research, which shows that active parental engagement, including providing essential educational resources, contributes to improved school attendance, higher achievement levels, and more positive attitudes toward learning.

The lowest-rated indicator was "My parents had been strict about my academic responsibilities," with a mean of 2.92 (SD = 1.09), interpreted as "Neutral." This suggested that while parents were involved in providing resources, they did not strictly enforce rules or monitor academic activities closely. It could have meant they trusted their student to handle responsibilities or believed that being too strict might strain their relationship. A neutral approach might also have stemmed from parents having limited time due to work or other priorities, reducing their ability to monitor their student's schoolwork.

This indicated that students were expected to manage their time and commitments independently, which could have been a learning opportunity but also a challenge. While such a neutral stance allowed students to grow in self-discipline, it might have led to gaps if students lacked the maturity to balance responsibilities. It reflected the importance of balancing trust and guidance to ensure students remained accountable without feeling pressured. This finding highlighted the delicate balance parents had to strike between allowing their student to grow independently and providing the necessary guidance to ensure academic success. While fostering independence was important, it was crucial that parents remained involved enough to help their student manage their academic responsibilities effectively.

According to Naite (2021), while parental involvement includes fostering independence, it is important that parents

also provide adequate guidance and support to help student manage their academic responsibilities and ensure their success.

Findings and Recommendation

The level of Parental Involvement in students' education was generally considered "High," reflecting active engagement from parents. Most parents ensured their students had the necessary resources and encouraged them to remain focused on their studies, which significantly contributed to the students' motivation. However, a few parents adopted a more neutral approach to academic monitoring, trusting their students to manage their responsibilities independently. This approach may have posed challenges for students who required more structure.

VI. CONCLUSION

The study sought to examine the connection between parental involvement and academic performance in students. One key finding was that parental involvement was generally "high," with most parents actively engaging in their student's education. This includes ensuring that their student had the necessary resources and maintaining a supportive role in keeping them motivated. This high level of parental engagement may foster a positive academic environment at home, creating a foundation for motivation and effort in students. However, the high level of parental involvement did not translate directly into measurable improvements in academic outcomes.

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