

EXTENT OF PARENTAL INVOLVEMENT ABOUT THEIR LEVEL OF MOTIVATION AMONG BS CRIMINOLOGY STUDENTS OF ISAP; A BASIS FOR ACADEMIC POLICIES, REVIEW AND IMPLEMENTATION

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ABSTRACT

A parent's lack of involvement in their child's education can have a detrimental impact on the child's motivation and learning interest, as well as raise the school failure rate. The majority of parents these days do not participate in their children's education, and those who do may not be aware of the kinds of involvement that best indicate their children's academic success. This research aimed to investigate the role of Parental Involvement in the Level of Motivation among BS Criminology Students of the International School of Asia and the Pacific. It also focuses on assessing the degree of parental involvement and the innate drive for academic success. The researcher used a quantitative technique and a survey questionnaire to conduct this study. A sample of 183 students and their parents were given two separate questionnaire surveys. All of these participants were selected through stratified random sampling. With this process, a random selection is made of a representative number of participants from different subgroups who are capable of being included in the sample. To treat the data, the researcher used a statistical test frequency count, percentage distribution, weighted mean, and ANOVA to determine the difference between the two variables. The study revealed that most of the time parents involved themselves in their children's learning motivation to achieve academic success. Also, there is a significant difference in the assessment of the respondents on the level of parental involvement and motivation of respondents, when grouped according to profile variables. The researchers recommended that the parents should spend time with their children and discuss their academics at home. Parents should have frequent interactions with teachers and management of institutions to know how they can add more towards the academic betterment of their children. These practices collectively contribute to a supportive and nurturing environment that is vital for children's academic success and overall well-being.

Key words: *Parents, Parental Involvement, Learning Motivation, Academic Success*

INTRODUCTION

Parental involvement in education has consistently been emphasized as a crucial element in fostering the academic and social development of children. Schools, educators, and researchers alike acknowledge parents as essential stakeholders within the educational landscape, playing a pivotal role not only in academic success but also in shaping the learning environment. The Centre for Child Well-Being (2010) highlights that active parental engagement not only elevates a child's self-esteem and academic performance across various subjects but also promotes better behavior and social adjustments. This engagement extends beyond mere participation in school events to include nurturing an environment conducive to education at home, setting realistic expectations for their children's achievements, and fostering a holistic development that guides children into becoming responsible, productive adults.

Research further supports the value of parental involvement, as studies consistently demonstrate its positive impacts on children, families, and educational institutions alike. Notably, Olsen (2010) references multiple studies (Eccles & Harold, 1993; Illinois State Board of Education, 1993) that underscore the benefits regardless of the family's income or social status. More specific insights from Berla and Henderson (1994) suggest that the educational outcomes of students are more significantly influenced by the quality of the home learning environment and the parent's engagement in their children's education, both at home and within the school community. These activities range from overseeing homework to regular communication with teachers and participation in school-related activities, illustrating a dynamic where parental involvement directly correlates with enhanced educational outcomes.

However, the concept of parental involvement encompasses a broad spectrum of activities and attitudes, from supervising homework to setting academic expectations and regularly visiting schools. Such involvement is influenced by various factors, including parental choice and the perceptions held by parents about their role in their children's education. Despite the clear advantages, the extent and nature of parental involvement can vary widely, with some parents being highly active while others may adopt a more hands-off approach due to various constraints or beliefs about their child's independence. Nevertheless, the evidence strongly suggests that when parents are engaged, children are more likely to succeed academically and socially. This paper aims to explore how parents allocate their time to support their children's educational journeys and how such involvement is perceived by the students themselves, ultimately impacting their academic achievements.

METHODOLOGY

The methodology used in this study was presented in this part. It included the research design, participants of the study, data gathering tool, data gathering procedures, and the statistical analysis for the data collected.

Research design

This study utilized a descriptive research design tailored to the present investigation, enabling researchers to delve into the intricate dynamics of parental involvement and student motivation in influencing academic performance. By employing this design, researchers were able to offer valuable insights, paving the way for evidence-based strategies and recommendations to enhance educational practices and policies. Through rigorous analysis and observation, this study contributes to a deeper understanding of the complex interplay between familial support, student engagement, and scholastic achievement, ultimately striving for more effective educational outcomes.

Respondents of the Study

This study involved 183 criminology students and their parents, all of whom were enrolled during the 2022-2023 academic year. Participants were carefully selected using a stratified random sampling method to ensure a representative sample that accurately reflects the diverse subgroups qualified for inclusion in the research. This approach helped maintain the integrity and generalizability of the study's findings across the varied demographic landscape of the student population.

Data Gathering Tool

The primary research instrument used in this study was a survey questionnaire, divided into three sections and designed to gather comprehensive data. The first section collected demographic information from the respondents, ensuring a clear understanding of the participant group's background. The second section assessed the level of parental involvement, which was further categorized into three subcategories: Parental Practices, Home-Related Support, and School-Related Support. This aimed to capture the various ways parents engage with their child's education. The third and final section of the questionnaire evaluated the motivation levels of the parents through the lenses of Words of Affirmation, Rewards, and Approach, providing insight into the motivational strategies used by parents in supporting their children's educational journeys.

Data Gathering Procedure

The researcher secured permission to conduct the study by submitting a request through the Vice-president for Innovations and External Initiatives at the International School of Asia and the Pacific, which was then endorsed by the Research Director and noted by the Program Coordinator of the department. Accompanying each questionnaire was a concise letter explaining the survey's objectives to the respondents, who were assured that their responses would remain strictly confidential and would not affect their grades in any manner. To facilitate the process, the researcher personally distributed and later collected the questionnaires from the respondents.

Data Analysis

The gathered data underwent analysis employing various statistical methods including frequency count, percentage distribution, weighted mean, and ANOVA. Profile analysis relied on frequency count and percentage distribution. Determining the degree of parental involvement and student motivation involved the application of weighted mean, assessed through a 4-point scale by respondents. Frequency and Percentage. Used to determine the percentage usually for data on profile (e.g. sex, age, Religious Affiliation, Self-Assessment)

RESULT AND DISCUSSION

TABLE 2.1: ASSESSMENT OF THE LEVEL OF PARENTAL INVOLVEMENT AS ASSESSED BY THE RESPONDENTS, AS TO PARENTAL PRACTICES.

| STATEMENTS | MEAN | DESCRIPTION |
|---|-------------|-------------------------|
| 1. I felt free to discuss those expectations with my parent when I felt that they were unreasonable. (I felt free to discuss those expectations with my child when I felt that they were unreasonable.) | 2.75 | Most of the Time |
| 2. My parents always choose what I'll do in school. (I always choose what they can do in school.) | 2.47 | Sometimes |
| 3. My parents dictate what I'm going to do.(I dictate what my children will do.) | 2.41 | Sometimes |
| 4. My parents always expect higher in my school performance. (I always expect higher grades in my child's school performance.) | 2.81 | Most of the Time |
| 5. My parents show effort in attending school events, meetings, and discussions. (I, as a parent, show effort in attending school events, meetings, and discussions.) | 2.88 | Most of the Time |
| CATEGORICAL MEAN | 2.66 | Most of the Time |

The table illustrates the weighted mean of parental involvement levels, gauged by respondents regarding parental practices. With a categorical mean of 2.66, it indicates that parents are mostly involved, showcasing positive parenting practices aimed at enhancing their children's academic performance. The highest weighted mean of 2.88, corresponding to the statement “My parents show effort in attending school events, meetings, and discussions (I, as a parent, show effort in attending school events, meetings, and discussions),” reflects a high level of parental involvement, demonstrating frequent interaction and direct engagement in school-related decisions and activities. Conversely, the lowest weighted mean of 2.41, associated with the statement “My parents dictate what I'm going to do (I dictate what my children will do),” suggests occasional instances of parental imposition or control over their children's actions.

TABLE 2.2: ASSESSMENT OF THE LEVEL OF PARENTAL INVOLVEMENT AS ASSESSED BY THE RESPONDENTS, AS TO HOME-RELATED SUPPORT

| STATEMENTS | MEAN | DESCRIPTION |
|--|-------------|-------------------------|
| 1. Our financial stability affects my involvement in school activities. (Our financial stability affects my child's involvement in school activities.) | 2.75 | Most of the Time |
| 2. My parents keep a place at home to make various reading materials like books, journals, and others. (I keep a place at home to make various reading materials like books, journals, and others for my child.) | 2.72 | Most of the Time |
| 3. My parents provide my daily allowance or school expenses. (I provide a daily allowance or school expenses for my child.) | 3.42 | Always |
| 4. My parents inspire me to exert more effort in my studies. (I inspire my child to exert more effort in their studies.) | 3.50 | Always |
| 5. My parents praise me when I get high grades. (I praise my children when they get high grades.) | 3.12 | Most of the Time |
| 6. My parents look for ways for the continuity of financial and material support for my education. (I look for ways for the continuity of financial and material support for my child's education.) | 3.43 | Always |
| 7. My parents always give me enough time to study the past lesson. (I always give enough time to help them study their past lesson.) | 2.97 | Most of the Time |
| CATEGORICAL MEAN | 3.13 | Most of the Time |

The findings outlined in the table underscore the significance of parental involvement, particularly in the realm of home-related support. With a categorical mean of 3.13, indicating a prevailing level of "Most of the time" involvement, respondents exhibit a considerable degree of engagement in fostering academic success within the home environment. Notably, the statement "My parents inspire me to exert more effort in studies" received the highest weighted mean of 3.50, highlighting the pivotal role parental encouragement plays in shaping a child's academic dedication. Conversely, the statement "My parents keep a place at home to make various reading materials like books, journals, and others" garnered the lowest weighted mean of 2.72, suggesting a potential area for improvement in facilitating educational resources within the home setting. This holistic approach underscores parents' recognition of their pivotal role in nurturing their child's educational journey. By providing dedicated study areas, encouraging dialogue, and actively engaging with their child's educational pursuits, parents contribute significantly to enhancing academic performance.

TABLE 2.3: ASSESSMENT OF THE LEVEL OF PARENTAL INVOLVEMENT AS ASSESSED BY THE RESPONDENTS AS TO SCHOOL-RELATED SUPPORT

| STATEMENTS | MEAN | DESCRIPTION |
|---|-------------|-------------------------|
| 1. My parents communicated to my professor how to be involved in my education and were willing to do it. (I communicate to their professor on how to be involved in their education and willing to do it.) | 2.31 | Most of the Time |
| 2. My parents pay the school requirements such as tuition fees on time. (I pay my child's school requirements such as tuition fees on time.) | 3.36 | Always |
| 3. My parents inquire about my performance in the classroom. (I inquire about their performance in the classroom.) | 2.87 | Most of the Time |
| 4. My parents give full support to me whenever I join school activities. (I give full support to them whenever they join school activities.) | 3.29 | Always |
| 5. My parents are aware of the programs and organizations at my school. (I am aware of the programs and organizations done in their school.) | 3.17 | Most of the Time |
| CATEGORICAL MEAN | 3.00 | Most of the Time |

This table illustrates that the categorical mean of 3.00 suggests a moderate level of parental involvement in school-related support, indicating that parents are consistently aware, supportive, and engaged in their child's academic pursuits. They fulfill their role as guardians by actively participating in improving their child's education. Notably, the statement "My parents pay the school requirements such as tuition fees on time" garnered the highest weighted mean of 3.36, underscoring parental responsibility in supporting their children's college endeavors. Conversely, the statement "My parents communicate with my professors on how to be involved in my education and are willing to do it" received the lowest weighted mean of 2.31, suggesting that while some parents engage with their children's professors to enhance academic performance, there's room for improvement in this aspect of parental involvement.

TABLE 3.1: ASSESSMENT OF THE LEVEL OF MOTIVATION OF THE PARENTS AS ASSESSED BY THE RESPONDENTS, AS TO WORDS OF AFFIRMATION.

| STATEMENTS | MEAN | DESCRIPTION |
|---|-------------|-------------------------|
| 1. My parents calmly explained to me why my behavior was wrong when I misbehaved. (As a parent I calmly explain to them why their behavior was wrong when they misbehave.) | 3.16 | Most of the Time |
| 2. My parents compliment me when I have done something well. (I give compliments when they have done something well.) | 3.12 | Most of the Time |
| 3. My parents praise me when I get a positive result in my academic performance. (I praise them when they get a positive result on their academic performance.) | 3.33 | Always |
| 4. My parents appreciate it when I tell them that I'm doing well in my academics. (I appreciate them when they are doing good in their academics.) | 3.32 | Always |
| 5. My parents remind me how great I am, especially in skills or activities. (I remind them how great I am to have them, and how great they are in their special skills or activity.) | 3.20 | Most of the Time |
| CATEGORICAL MEAN | 3.23 | Most of the Time |

The data from the assessment indicates that parents generally exhibit a moderate level of motivation, particularly in providing words of affirmation. With a categorical mean of 3.23, respondents perceive their parents as being affirming "most of the time." Specifically, the statement regarding parental praise for academic achievements received a high rating of "Always" with a weighted average of 3.33, suggesting consistent parental support and engagement in their child's academic journey. Conversely, the statement concerning compliments for general achievements garnered a lower weighted mean of 3.12, indicating a comparatively lesser emphasis on acknowledging non-academic accomplishments.

TABLE 3.2: ASSESSMENT OF THE LEVEL OF MOTIVATION OF THE PARENTS AS ASSESSED BY THE RESPONDENTS, AS TO REWARD.

| STATEMENTS | MEAN | DESCRIPTION |
|---|-------------|-------------------------|
| 1. My parents give me something extra for obeying them or behaving well. (I give something extra to my child for obeying me or behaving well) | 2.98 | Most of the Time |
| 2. My parents give me hugs or kisses when I have done something well. (As parents give hugs or kisses when they have done something well.) | 2.57 | Most of the Time |
| 3. When I got a good result in my academics they gave me unexpected things as a gift. (When they got good results in their academics I gave them unexpected things as a gift.) | 2.56 | Most of the Time |
| 4. My parents take me to their favorite places for better academic achievements. (I take my children to their favorite places because of better academic achievements.) | 2.38 | Sometimes |
| 5. They give me desirable things because of my academic achievements. (I give desirable things because of their better achievements.) | 2.64 | Most of the Time |
| CATEGORICAL MEAN | 2.63 | Most of the Time |

The assessment of parental motivation levels, as indicated by respondents, reveals a predominant trend of consistent engagement in rewarding behaviors, with most statements such as items 1, 2, 3, and 5 garnering descriptions of "Most of the Time." However, item 4 suggests occasional instances with a description of "Sometimes." Consequently, the overall evaluation of parental motivation toward rewarding behaviors yielded a result of "Most of the Time" with a weighted average of 2.63. Notably, the statement regarding the provision of additional rewards for obedience or good behavior, reflected in the highest weighted mean of 2.98, underscores parents' commitment to fostering a conducive learning environment by offering study materials, engaging in meaningful conversations, and addressing their children's concerns. Conversely, the statement concerning taking children to preferred locations for improved academic performance obtained the lowest weighted mean of 2.38, suggesting occasional lapses in utilizing rewards to incentivize compliance, despite the potential benefits highlighted in academic literature (Srivastava, 2014).

TABLE 3.3: ASSESSMENT OF THE LEVEL OF MOTIVATION OF THE PARENTS AS ASSESSED BY THE RESPONDENTS, AS TO APPROACH.

| STATEMENTS | MEAN | DESCRIPTION |
|--|-------------|-------------------------|
| 1. We have a friendly talk with my parents after school. (I have a friendly talk with my child after school.) | 3.03 | Most of the Time |
| 2. My parents ask me what are my plans for my future. (I ask them what are their plans for their future.) | 3.22 | Most of the Time |
| 3. I am capable of dealing with my emotions appropriately with the help of my parents. (I am capable of dealing with my child's emotions appropriately.) | 2.91 | Most of the Time |
| 4. My parents encourage me to pursue what I want to be. (I encourage my children to pursue what they want to be.) | 3.34 | Always |
| 5. My parents always discuss the importance of education for my future. (I always discuss with my child the importance of education for their future.) | 3.44 | Always |
| CATEGORICAL MEAN | 3.19 | Most of the Time |

The assessment of parental involvement levels, as gauged by respondents, reveals a predominant tendency towards consistent engagement. Among the five statements evaluated, items 1, 2, and 3 garnered responses indicating "Most of the time," while items 4 and 5 received "Always" ratings. Consequently, the overall evaluation of parental motivation, concerning approach, yielded a "Most of the Time" outcome, with a weighted mean of 3.19. This suggests that closer parental engagement or approach positively influences children's academic behavior. Notably, the statement "My parents encourage me to pursue what I want to be (I encourage my children to pursue what they want to be)" obtained the highest weighted mean of 3.34, whereas "I am capable of dealing with my emotions appropriately with the help of my parents (I am capable of dealing with my child's emotions appropriately)" obtained the lowest weighted mean of 2.91, indicating varying degrees of parental influence on children's emotional and career development. Moreover, research indicates correlations between higher autonomous maternal motivation and more positive outcomes during parent-child interactions.

TABLE 4.1: DIFFERENCES IN THE ASSESSMENT OF THE STUDENTS ON THEIR LEVEL OF PARENTAL INVOLVEMENT AND MOTIVATION ARE BASED ON THEIR PROFILE VARIABLES.

| VARIABLES | | LEVEL OF PARENTAL INVOLVEMENT | | | LEVEL OF MOTIVATION | | |
|------------------------|---------|-------------------------------|----------------------|------------------------|----------------------|--------|----------|
| | | PARENTAL PRACTICES | HOME-RELATED SUPPORT | SCHOOL-RELATED SUPPORT | WORDS OF AFFIRMATION | REWARD | APPROACH |
| AGE | f-value | .00282 | .32076 | .40303 | .01503 | .05770 | .081616 |
| | p-value | .958 | .573 | .527 | .903 | .811 | .776 |
| SEX | f-value | .537 | 5.790 | 1.303 | 1.194 | .350 | 3.8te-4 |
| | p-value | .466 | .018* | .256 | .278 | .556 | .984 |
| YEAR LEVEL | f-value | 1.53 | 13.36 | 1.05 | 11.22 | 6.84 | 2.56 |
| | p-value | .220 | <.001* | .354 | <.001* | .002* | .082 |
| SELF ASSESSMENT | f-value | .4519 | .0149 | .1451 | .0175 | .7756 | .0944 |
| | p-value | .647 | .985 | .867 | .983 | .483 | .911 |

The data analysis reveals a noteworthy contrast in respondents' perceptions of parental involvement, particularly in terms of home-related support when categorized by sex and year level. Specifically, it highlights that males, along with second and third-year college students, exhibit the highest levels of parental involvement. The table above also reveals a significant difference in respondents' assessments of their motivation levels, particularly regarding words of affirmation and rewards, when grouped by year level. Notably, third-year college students exhibit the highest motivation levels. This observation underscores the significance of familial influence on academic pursuits, suggesting potential avenues for further exploration into the dynamics shaping such disparities. Transitioning into adulthood heralds a distinctive phase where parental guidance assumes a nuanced role in fostering independence and academic growth.

TABLE 4.2: DIFFERENCES IN THE ASSESSMENT OF THE PARENTS ON THEIR LEVEL OF PARENTAL INVOLVEMENT AND MOTIVATION BASED ON THEIR PROFILE VARIABLES.

| VARIABLES | | LEVEL OF PARENTAL INVOLVEMENT | | | LEVEL OF MOTIVATION | | |
|---------------------------------------|---------|-------------------------------|----------------------|------------------------|----------------------|--------|----------|
| | | PARENTAL PRACTICES | HOME-RELATED SUPPORT | SCHOOL-RELATED SUPPORT | WORDS OF AFFIRMATION | REWARD | APPROACH |
| AGE | f-value | .252 | 1.192 | 1.117 | 1.129 | .677 | .941 |
| | p-value | .905 | .344 | .375 | .370 | .615 | .460 |
| SEX | f-value | 2.1289 | 3.66e-4 | .0376 | .6425 | .0375 | 5.39e-4 |
| | p-value | .147 | .985 | .846 | .424 | .847 | .982 |
| CIVIL STATUS | f-value | .0638 | .2518 | .4411 | .5643 | .7440 | .8072 |
| | p-value | .938 | .780 | .650 | .578 | .489 | .462 |
| HIGHEST EDUCATIONAL ATTAINMENT | f-value | 2.746 | .587 | 1.721 | 1.411 | 2.090 | 1.584 |
| | p-value | .031* | .738 | .147 | .246 | .087 | .200 |

The data analysis reveals a noteworthy contrast in respondents' perceptions of parental involvement, particularly in terms of parental practices when categorized by highest educational attainment. Specifically, it highlights that parents with educational attainment of college undergraduate and college graduate, exhibit the highest level of parental involvement and motivation as to parental practices.

DISCUSSION

Based on the data gathered from the respondents, several key findings have emerged. The majority of the respondents are young males in their third year of college, with good academic performance and a Roman Catholic background. Conversely, most of their parents are middle-aged, female, married, and also Roman Catholic, with a high school education and a poor socio-economic status. These demographic details highlight a significant contrast between the educational levels and economic conditions of the students and their parents.

The assessment of parental involvement, as reported by the respondents, indicates that parents engage in positive parenting practices "most of the time." This frequent involvement suggests that parents are proactive in supporting their children's education, showing concern for their academic progress and class performance. The different strategies of students increase because guardians support their academics (Bempechat, 1992). Students' learning strategies increase and are influenced by their parents' way of supporting them. Parents manage their children's behavior as well as influence and be responsible and discipline their children's academics (Gonida and Urdan, 2007). In addition, the impact of the students on their academic performance is positively affected by the way their parents encourage them. Parents monitoring assignments and motivating goals at home should be inspired (Chowa, Masa, and Tucker, 2013).

Additionally, the assessment of home-related support reveals that parents often establish meaningful connections with their children, fostering an environment conducive to growth and academic improvement. Furthermore, broader research emphasizes the multifaceted nature of parental involvement, focusing on key aspects such as establishing a conducive learning environment, fostering social interaction, maintaining open communication, and offering support for academic excellence. This holistic approach underscores parents' recognition of their pivotal role in nurturing their child's educational journey. By providing dedicated study areas, encouraging dialogue, and actively engaging with their child's educational pursuits, parents contribute significantly to enhancing academic performance. The study by Arriero, 2006, It has been discovered that a key factor in a child's growth is the household as a learning support system. When given the chance to learn from their two main contexts of development—the home and the school—children do better in the classroom (Nierva, 2009). According to Arriero's (2006) study, parents' level of involvement in their children's education at home raises parents' overall influence on the home environment in terms of fostering a learning

environment. This suggests that interactions with parents typically range from complimenting the kids on their behavior to reprimanding them so they can learn.

Similarly, school-related support is also reported to be prevalent, with parents actively inquiring about and supporting their child's academic endeavors, emphasizing their role in enhancing their child's educational experience. In the study conducted by Llego, M.A.(2022, September 4)entitled “ The Importance of Parental Involvement in Education,”.Parental involvement improves student achievement, self-esteem, and behavior. It also helps to build strong relationships between parents and their child’s school. There are many ways that parents can get involved in their children’s education. Some of the most common are helping with homework, attending school events, participating in decision-making processes, etc. By taking these steps, parents can ensure that their child gets the most out of their child's education and has the best chance for success in life.

The assessment of motivation, as perceived by the respondents, underscores the importance of parental involvement in various motivational aspects. Words of affirmation are frequently used by parents to support and encourage their children, helping them concentrate on their goals and fostering a positive outlook for the future. In a study by Y. Wellbeing (2021), titled "The Importance and Meaning of Affirmations," the power of affirmations in motivating children is underscored. Affirmations not only encourage goal achievement and foster positive thinking but also aid in cultivating self-confidence and nurturing a constructive belief system. By providing affirmations, parents can significantly influence their children's mindset, helping them overcome negativity and focus on realizing their aspirations, thereby contributing to their overall well-being and personal development.

Additionally, rewards are commonly given to acknowledge accomplishments, and parents' approaches are geared towards enhancing their children's behavior and academic performance. (Srivastava, 2014), the discrepancy between the varying levels of parental engagement in rewarding behaviors underscores the importance of consistent reinforcement in motivating children to excel academically. While instances of sporadic reward practices exist, maintaining a consistent approach, particularly in acknowledging and rewarding positive behaviors, can significantly enhance children's academic performance and overall well-being. By recognizing the impact of rewards on motivation and achievement, parents can cultivate an environment that fosters intrinsic motivation and encourages sustained academic success among their children, thereby nurturing a lifelong love for learning and personal growth.

The study found a significant difference in the respondents' assessments of parental involvement and motivation based on different profile variables. Overall, the findings suggest that active parental involvement and motivation significantly contribute to higher levels of student engagement, perseverance, effort, concentration, and self-efficacy, ultimately leading to better academic performance.

CONCLUSION

This study's primary objective was to explore the extent of parental involvement and the perceived influence parents have on their children's academic success. The researcher underscores the significant role that parental engagement and perspectives play, as highlighted by the study's findings. The evidence gathered suggests that parents play a crucial role in imparting the morals and skills necessary for their children's academic and future success. Interestingly, the study reveals that it is not the mere act of parental participation that holds significance; rather, it is the parent's perception of the outcomes of their involvement that truly matters. This perception shapes how effectively parents can contribute to their children's educational journeys. Therefore, it is essential to educate parents on the critical role they play in their children's lives and to develop strategies that allow them to observe the tangible effects of their involvement. By doing so, parents are more likely to become motivated and engaged in their children's education. Without this awareness, there is a risk that parents may not fully appreciate the importance of their involvement, potentially leading to a lack of enthusiasm for participating in educational activities. Recognizing and understanding the impact of their involvement is key to fostering a supportive and proactive role among parents in their children's academic endeavors.

RECOMMENDATION

The study's findings reveal various concerns related to parents' perceptions of their influence on their children's academic achievements and their level of involvement. Based on the research conclusions, several recommendations are suggested to enhance parental practices. Firstly, parents should allow their children the freedom to make choices, but under their guidance. This approach helps to balance autonomy with support, fostering successful parental involvement. Parents should also create dedicated study spaces at home that provide a conducive environment for concentration and learning. Additionally, active participation in school meetings, activities, and other academic events is crucial. This involvement not only strengthens the relationship between parents and teachers but also demonstrates a committed interest in the child's educational progress. Moreover, parents should consistently offer compliments to their children, even for small achievements, as this positively impacts their motivation and self-esteem. Providing additional rewards, such as visits to favorite places, can help reduce stress and encourage a balanced lifestyle, integrating physical exercise with academic responsibilities. It is also essential for parents to help their children manage their emotions effectively. By doing so, they can aid in developing their child's self-confidence, self-esteem, and resilience. These practices collectively contribute to a supportive and nurturing environment that is vital for children's academic success and overall well-being.

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