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Impact of Parents' Involvement on Children Performance

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ABSTRACT

The involvement of parents affects their children's performance. Accordingly, the objectives of this research are to evaluate how parents and students view parental participation in their children's academic achievement and to examine the effects of parental involvement on students' academic performance. The current study employed a quantitative approach and a descriptive study design. All of the kids and their parents enrolled in Muzfrabad's public secondary schools made up the study's population. The study's sample size was chosen using the multisampling technique. 520 students from public secondary schools were chosen for the sample size using the census sampling technique, and 336 parents from same eleven schools were chosen using the convenience sampling technique. In order to gather information from study participants, the researchers created two questionnaires: one for parents and one for kids. Three qualified experts used the personal judgement approach to assess the study's instruments in the context of content validity. Additionally, the Cronbach's alpha model was used to assess the tools' internal consistency reliability, and the result was 0.824. Frequency, percentage, mean, standard deviation, and simple linear regression were among the descriptive and inferential statistics used to analyse the data. The study came to the conclusion that parental participation has an effect on students' academic success and that there are notable disparities in how parents and students view parental involvement in students' academic achievement. According to the study, regular parent-teacher conferences, workshops, and feedback sessions might help schools promote open communication between parents, kids, and instructors. This will help to clarify the roles of family participation in academic performance and to align expectations.

Introduction

Parents' Involvement is crucial for students' achievement and success. The students whose parents remain in touch with school and teacher get better success than others. It is often recognized that a parent's effect on academic and personal growth of children is critical to educational achievements. It includes helping them learn, offering them emotional support, and creating a conducive learning atmosphere at home.

This study aims to investigate the various ways in which parental participation influences children's academic progress. This study will elucidate the impact of various types and degrees of parental engagement on children's activities. It influences them both within and beyond the classroom by examining the diverse facets of parental engagement. This investigation aims to gather evidence on how educators may cultivate a more supportive and effective learning environment for kids.

A child's development in areas like language, social skills, and cognition may be impacted by parental engagement in their education in addition to environmental and financial variables. According to various studies, family involvement and participation in the years before school enrollment are crucial (Hill & Tyson, 2009). Study conducted already indicates that those parents who are worried and active and also taking interest in the education of their children, academic achievement increases. Drug misuse, criminal activity, emotional and behavioral issues, and other dangerous behaviors and poor outcomes have all been connected to academic failure.

There is a deficiency of research about the correlation between secondary school children' academic performance and parental involvement. The majority of research in this topic has focused on elementary school learners. The majority of passing pupils attained grades below fifty percent of the maximum attainable scores. Academic success is correlated with parental engagement. Parents are the basis of education, whilst educational institutions serve as the building blocks. Parents significantly contribute to education, hence facilitating their children's academic achievement (King, 2012).

In conclusion, parental participation is a crucial factor influencing children's academic achievement and holistic development. Parental engagement enhances motivation, discipline, and a constructive learning atmosphere, greatly impacting pupils' achievement. Despite hurdles, using effective techniques to balance support and autonomy can amplify the advantages of parental involvement. Educational institutions and policymakers must prioritize collaborative initiatives to maintain parental involvement in their children's education, thereby fostering enduring academic and social achievement.

Objectives of the Study

1. To analyze the impact of parents' involvement on performance of students.
2. To compare perceptions of students and parents about parental involvement in performance of students.

Research Hypotheses

$H_{O1:}$ There is no significant impact of parent's involvement on performance of students.

$H_{O2:}$ There is no significance difference between perceptions of students and parents about parental involvement in performance of students.

Significance of the study

This study is significant for its potential to furnish empirical information regarding the influence of parental participation on children's academic success. Education is a crucial element in determining a child's future, and parental involvement is frequently regarded as a significant role in academic achievement. The degree and character of parental involvement fluctuate, impacting students in various manners. This research is intended to clarify the most successful ways of parental support—academic assistance, emotional encouragement, or active school participation—thereby enhancing comprehension of how parents might optimally contribute to their children's educational success.

Literature Review

Parental involvement is the key factor for students education. There are a lot of studies that already been conducted to show the effects of involvement of parents on their children progress.

What is Parental Involvement?

Parental engagement varies based on aspects including as socio-economic status, cultural background, and parental education levels. Certain parents may provide direct academic assistance, including help with homework and provision of educational resources, whereas others may concentrate on emotional support and inspiration. A study by Wilder (2017) revealed that parental expectations and conversations regarding academic issues exert a more significant influence on kid progress than direct aid with homework. This indicates that, in addition to assisting with academic tasks, cultivating a positive disposition towards education is essential for a child's scholarly achievement (Khan, 2022).

Moreover, recent research highlights the importance of collaboration between parents and schools in fostering student achievement. Schools that actively encourage parental engagement and maintain open communication tend to see higher levels of student performance and overall school success (Wang & Sheikh-Khalil, 2019). Despite its benefits, barriers such as busy work schedules, lack of awareness, and language barriers can limit parental involvement, necessitating strategies to enhance school-family partnerships. By addressing these challenges, educators and policymakers can create inclusive strategies to ensure that all parents have the opportunity to contribute to their children's educational success (Mahnaz et al., 2025).

Parental engagement is essential in influencing children's academic achievement, social growth, and general welfare. Studies show that adolescents with parents that actively participate in their education generally achieve superior academic performance, display increased motivation, and exhibit enhanced behavioral outcomes (Epstein, 2018). Parents enhance their children's education by aiding with homework, participating in parent-teacher conferences, and cultivating a supportive learning atmosphere at home. These initiatives collectively improve children's cognitive skills and academic performance, rendering parental participation a crucial determinant of educational results (Mahnaz & Kiran, 2024a; Mahnaz & Kiran, 2024b).

Numerous studies emphasize the favorable association between parental engagement and student success across various educational tiers. Mahnaz and Kiran (2024c) assert that parental involvement in a child's education positively impacts academic performance by fostering responsibility and discipline. Furthermore, children with nurturing parents typically exhibit enhanced self-efficacy and confidence in their capabilities, which facilitates improved academic performance. The nature and degree of parental involvement may differ according to

socioeconomic situation, cultural background, and parental education levels; yet, its advantages are universally recognized (Jeynes, 2016).

Research Methodology

The current study used a descriptive design. The research study was executed with a quantitative approach. Quantitative research methodologies emphasize accuracy in measurement and the statistical, mathematical, or numerical analysis of data acquired via surveys and the alteration of pre-existing statistical data via computational tools.

Population of the Study

The total group that the researcher wishes to make inferences about is called a population. It is the population to which study findings are extrapolated. Population of the current study comprised of all the student of public secondary schools of Mazafarabad Division of Kashmir and their parents.

Sample and Sampling Technique

A sample is a selection of individuals or items chosen for data collection from a broader community. The participants in the study comprise the group. A sample must be representative and indicative of the population in question. Sampling procedures are the techniques employed to choose a sample from a large population.

The extensive population rendered the sample selection a challenging endeavor. Initially, eleven schools from the Muzafarabad district were picked by a basic random sampling method. Census sampling was employed to obtain the sample from these schools. Census sampling is a method of data collection that involves gathering information from every individual within a population, guaranteeing comprehensive representation without dependence on subgroups. The current research study employed the basic method of census sampling to obtain a sample size of 520 secondary school pupils and 336 parents.

Table 1: Sample of the study

Total School	Students	Parents
11	520	337

Sample of the study consist of 520 students and 337 parents.

Research Instrument

The research tool that was employed in the present investigation are explained in this section. Questionnaires are the most often used research tool for gathering quantitative data. A questionnaire is regarded as a structured tool for collecting information from a large number of individuals**.**

Two five-point Likert scale questionnaires were developed for this study in order to collect information to achieve the objective. Both the questionnaires were developed on 5 point likert scale. In 1st questionnaire total 19 questions were asked from respondents. In it, researcher focused on five variables. the first variable is about encouragement which contain four question, second variable is about discipline which contain four question, third variable is about school involvement which contain five question, fourth variable is about emotional support which contain two question, five variable is about extracurricular support which contain three question. In second questionnaire, the questions were structured to collect data from students

Validity

The term "validity" refers to the results of analyzing data that corresponds to the study's variables (Mugenda & Mugenda, 2012). Validity "refers to the extent to which it assesses what they claim to measure," according to Bellamy (2012). The type of the validity used for the validation of questionnaire was content validity through personal judgement method. The questionnaire of the study was validated by three professional experts. In order to recommend modifications to the items, the developed questionnaire was validated by the three professional experts. The questionnaire's items were modified based on their suggestions. The majority of the experts fixed the grammatical errors in the questionnaire items. As a result, prior to collecting the final data, the researcher amended the questionnaire grammar in accordance with the responses of the experts.

Reliability of Research Tool

Cronbach's Alpha was used to find the reliability of the tool. The reliability of the study questionnaires was evaluated by using SPSS software version 25.

Table 2: Summary for Case Processing

		N	%
Cases	Valid	49	98.0
	Excluded	1	2.0
	Total	50	100.0

As mentioned in above summary, a sample of 50 respondents was taken from the total population. The questionnaire was distributed among the selected teachers and their responses were analyzed through SPSS 29 to find out the value reliability.

Table 3: Reliability Statistics

Cronbach's Alpha	No of Items
0.824	31

According to the reliability test results, the questionnaire in question has an Alpha score of 0.824. As previously stated, a number between 0.80 and 0.90 is regarded as satisfactory. Based on these results, the questionnaire was deemed appropriate for use in research and dependable.

Data Collection

The procedure of gathering, evaluating, and analyzing precise understandings for research using accepted, validated methods is known as data collection. Data collection refers to the accurate and organized method of learning about the subject. A strong foundation in the discipline is advantageous. Precise data collection is crucial for preserving the integrity of research, irrespective of the subject matter or chosen methodology for data definition.

The researcher personally visited the chosen schools in District Muzafarabad to gather data after obtaining the consent letter from the concerned authorities.. The questionnaire's return rate was initially not 100%, but the researcher was able to gather all of the surveys following repeated visits and persistent inquiries. Certain responders did, however, finish the form, leaving certain items unanswered.

Data Analysis

Collected data was stored in excel sheet and then analyzed by following steps:

1. Coding of the collected data was done.
2. Data was entered in SPSS 25.
3. Statistical analysis techniques (Mean, standard deviation and simple linear regression) were used.

T**able 4:** Demographic analysis of Parents Survey

	Frequency	Percentage
Son or Daughter respondent		
Son	125	50
Daughter	125	50
Age of the respondents		
15 – 16 years	59	23.6
17 – 18 years	82	32.8
18 – 19 years	109	43.6
Respondents Area		
Rural	152	60.8
Urban	98	39.2
Available timing for Conference		
Morning	82	32.8
Afternoon	109	43.6
Evening	59	23.6

From table, the demographic data indicates an equal gender distribution among the student respondents, with 50% identifying as sons and 50% as daughters. Age-wise, a larger portion of respondents (43.6%) are between 18 and 19 years old, followed by those aged 17 to 18 years (32.8%), and the smallest group being 15 to 16 years old (23.6%).

Regarding area of residence, the majority of respondents (60.8%) come from rural areas, with 39.2% from urban areas. For available timings for conferences, most respondents (43.6%) prefer the afternoon, 32.8% are available in the morning, and the remaining 23.6% prefer the evening.

Descriptive Analysis

The descriptive statistics from table 4.5 and 4.6 reveal insights into students' and parents' perspectives on various dimensions of parental involvement in academic and extracurricular aspects. For Academic Support and Encouragement, students report a mean score of 15.328 with a standard deviation of 4.002, and scores range from 4 to 20. This relatively high mean indicates that students generally perceive their parents as supportive and encouraging toward their academic success. Meanwhile, parents report a lower mean score of 11.912 (standard deviation of 2.579, with a range from 3 to 15), suggesting that parents might perceive their support and encouragement as less intense or frequent than students do. This difference could indicate a gap between students' perceptions and parents' self-assessments in terms of the academic support provided.

Table 5: Descriptive Statistics for Students data

Variable	Obs	Mean	Std. Dev.	Min	Max
Academic Support and Encouragement	250	15.328	4.002	4	20
Discipline and Expectations	250	15.7	3.594	5	20
School Involvement	250	19.76	4.606	5	25
Recognition and Emotional Support	250	7.788	1.953	2	10
Extracurricular Support	250	11.872	2.657	3	15

Table 6: Descriptive Statistics for Parents data

Variable	Obs	Mean	Std. Dev.	Min	Max
Academic Support and Encouragement	250	11.912	2.579	3	15
Discipline and Expectations	250	11.82	2.738	4	15
School Involvement	250	19.448	4.89	5	25
Recognition and Emotional Support	250	7.856	1.824	3	10
Extracurricular Support	250	8.148	1.875	2	10

In the Discipline and Expectations category, students have a mean score of 15.7 (standard deviation of 3.594, with a range from 5 to 20), which suggests a generally high level of parental discipline and expectations regarding school performance as perceived by students. Parents' scores are slightly lower, with a mean of 11.82 (standard deviation of 2.738, range from 4 to 15), indicating that parents may see their disciplinary actions and academic expectations as less strict or demanding than students perceive them to be.

The School Involvement variable shows the highest mean score for both groups. Students report a mean score of 19.76 (standard deviation of 4.606, with scores ranging from 5 to 25), indicating that they feel their parents are highly involved in their school activities, such as homework checks or attendance at school events. Parents' mean score is similar at 19.448 (standard deviation of 4.89, with a range from 5 to 25), suggesting close alignment between student and parent perceptions of parental involvement in school-related activities.

In terms of Recognition and Emotional Support, students report a mean score of 7.788 (standard deviation of 1.953, ranging from 2 to 10), and parents have a mean score of 7.856 (standard deviation of 1.824, ranging from 3 to 10). These similar scores indicate a shared understanding between students and parents regarding the emotional support and recognition parents provide when students perform well or achieve positive outcomes. Both groups perceive this support as relatively consistent.

Regression Analysis

We have used five different regression models to assess the effect of parental involvement on students performance. The results are presented below

Model 1: Academic Support and Encouragement

In this model, presented in table 7, the dependent variable is the Academic Support and Encouragement score derived from student responses. The independent variables are the scores calculated from parent response.

The results show that Discipline and Expectations has a negative and significant effect (-0.203, $p < 0.05$) on students' perception of Academic Support and Encouragement. This suggests that when parents are stricter or emphasize discipline, students may feel less supported or encouraged academically, potentially due to a perception of pressure rather than encouragement. Conversely, School Involvement and Recognition and Emotional Support have positive and significant relationships with Academic Support and Encouragement (0.813 and 0.119, respectively, though only School Involvement is significant at the 1% level). These results imply that when parents actively participate in school events and show emotional support, students feel more academically encouraged. Extracurricular Support does not significantly affect Academic Support and Encouragement, suggesting that parental involvement in extracurriculars may not directly translate to perceived academic encouragement. The R-squared of 0.984 indicates an excellent model fit,

meaning that these variables explain nearly all the variance in student-perceived Academic Support and Encouragement.

Table 7: Dependent variable = Academic Support and Encouragement

ASE	Coef	St.Err.	t-value	p-value	[95% Conf	Interval]	Sig
Academic Support and Encouragement	.179	.092	1.95	.053	-.002	.36	*
Discipline and Expectations	-.203	.091	-2.23	.027	-.383	-.023	**
School Involvement	.813	.043	18.96	0.00	.729	.897	***
Recognition and Emotional Support	.119	.115	1.04	.299	-.106	.345	
Extracurricular Support	-.068	.076	-0.91	.365	-.217	.08	
Constant	-.591	.186	-3.18	.002	-.957	-.225	***

Mean dependent var	15.328	Number of observations	250
		Prob > F	0.000
		Bayesian crit. (BIC)	404.452
		SD dependant var	4.002
R-squared	0.984		
F-test	2278.006		
Akaike crit. (AIC)	383.323		

**** p<.01, ** p<.05, * p<.1*

The model's R-squared value of 0.984 suggests that it explains 98.4% of the variability in the dependent variable, indicating a very strong fit. This means that nearly all changes in the dependent variable are accounted for by the independent variables included in the model, showing that the model is highly effective in explaining the observed data.

The F-test statistic of 2278.006 and its associated p-value of 0.000 provide further support for the model's overall significance. The F-test measures whether at least one of the independent variables is significantly associated with the dependent variable. A large F-statistic value, like the one here, suggests that the model's predictors collectively have a strong impact.

Model 2: Discipline and Expectations

In Model 2, presented in table 8, the dependent variable is students' perception of Discipline and Expectations, while the predictors are the parent scores for each construct.

Academic Support and Encouragement from parents has a strong positive effect (0.489, $p < 0.01$) on student perceptions of Discipline and Expectations, suggesting that parents who are more academically supportive may also set high expectations, which students perceive as discipline. Recognition and Emotional Support also positively affects Discipline and Expectations (0.393, $p < 0.01$), indicating that students see parental recognition as aligned with expectations and discipline. In contrast, Extracurricular Support has a negative effect (-0.238, $p < 0.01$), suggesting that when parents focus on extracurriculars, students might perceive this as leniency, reducing the sense of strict academic expectations. With an R-squared of 0.974, the model provides a very good fit, indicating that these factors account well for variations in students' perceptions of Discipline and Expectations.

Table 8: Dependent variable = Discipline and Expectations

	Coef.	St.Err.	t-value	p-value	[95% Conf	Interval]	Sig
Academic Support and Encouragement	.489	.106	4.63	0.000	.281	.697	***
Discipline and Expectations	.614	.094	6.53	0.000	.429	.8	***
School Involvement	-.041	.035	-1.17	.244	-.111	.028	
Recognition and Emotional Support	.393	.13	3.02	.003	.137	.648	***
Extracurricular Support	.072	.078	0.92	.357	-.081	.224	
Constant	-.247	.234	-1.05	.293	-.709	.215	
Mean dependent var	15.700		SD dependent var			3.594	
R-squared	0.974		Number of observations			250	
			Prob > F Bayesian crit. (BIC) SD dependant var				
F-test	1160.401					0.000	
Akaike crit. (AIC)	446.407					467.535	

**** p<.01, ** p<.05, * p<.1*

The model's R-squared value of 0.974 indicates that it explains 97.4% of the variance in the dependent variable. This high R-squared suggests that nearly all of the variability in the dependent variable can be attributed to the independent variables in the model, demonstrating a strong model fit. In other words, the model is highly effective in capturing the patterns within the data, with only 2.6% of the variance left unexplained. This high R-squared value points to the model's suitability and effectiveness in explaining the dependent variable's behavior.

The F-test statistic of 1160.401, paired with a p-value of 0.000, underscores the model's overall significance. The F-test evaluates whether at least one of the independent variables is significantly associated with the dependent variable. Here, the large F-statistic value signals a strong collective impact of the predictors on the outcome.

Model 3: School Involvement

Model 3, presented in table 9, examine how parental constructs affect students' perceptions of School Involvement.

Academic Support and Encouragement has a significant and positive effect (0.54, $p < 0.01$), indicating that parents who support their children's academics are more likely to be involved in school activities, as perceived by the students. Similarly, Discipline and Expectations (0.758, $p < 0.01$) and Recognition and Emotional Support (0.502, $p < 0.01$) also positively impact School Involvement. This implies that students perceive parents who are both supportive and hold high expectations as being more actively engaged in school functions. Interestingly, Extracurricular Support is also positively associated with School Involvement (0.433, $p < 0.01$), which suggests that parents involved in extracurricular activities are also seen as present in academic settings. With an R-squared of 0.977, the model indicates that parent-reported scores effectively explain student perceptions of School Involvement.

Table 9: Dependent Variable = School Involvement

	Coef.	**St.Err.**	**t-value**	**p-value**	**[95% Conf**	**Interval]**	**Sig**
Academic Support and Encouragement	.54	.134	4.02	0.000	.276	.804	***
Discipline and Expectations	.758	.133	5.70	0.000	.496	1.021	***
School Involvement	-.112	.058	-1.92	.056	-.227	.003	*
Recognition and Emotional Support	.502	.168	2.98	.003	.171	.834	***
Extracurricular Support	.433	.109	3.96	0.000	.218	.649	***
Constant	-.935	.327	-2.86	.005	-1.58	-.291	***
Mean dependent var		19.760		Number of observations		4.606	
				Prob > F Bayesian crit. (BIC) SD dependant var			
R-squared		0.977				250	
F-test		1176.336				0.000	
Akaike crit. (AIC)		536.207				557.336	

**** p<.01, ** p<.05, * p<.1*

The model's R-squared value of 0.977 indicates that it explains 97.7% of the variability in the dependent variable, suggesting a very strong fit. This high R-squared means that nearly all of the variation in the dependent variable is accounted for by the independent variables in the model, leaving only 2.3% of the variability unexplained. Such a high R-squared demonstrates that the model is well-suited to the data, providing a comprehensive explanation of the dependent variable's behavior.

The F-test statistic of 1176.336, coupled with a p-value of 0.000, further supports the model's significance. The F-test evaluates the overall explanatory power of the model, testing whether the independent variables, as a group, significantly impact the dependent variable. A high F-statistic like this one indicates a strong joint effect of the predictors.

Model 4: Recognition and Emotional Support

The dependent variable in Model 4, presented in table 10, is Recognition and Emotional Support from the students' perspective.

Results indicate that Academic Support and Encouragement from parents has a positive effect (0.22, $p < 0.01$) on this construct, suggesting that students feel emotionally supported when parents encourage their academic pursuits. Discipline and Expectations and School Involvement also show positive effects (0.252 and 0.157, respectively, both $p < 0.01$). These findings suggest that parents who enforce discipline and are involved in school are also perceived as more emotionally supportive. However, Extracurricular Support does not significantly affect Recognition and Emotional Support. This non-significance could imply that extracurricular involvement does not contribute to students' feelings of emotional support in the academic context. With an R-squared of 0.981, this model again demonstrates a high fit, explaining most of the variance in students' perceived Recognition and Emotional Support.

Table 10: Dependent variable = Recognition and Emotional Support

	Coef.	**St.Err.**	**t-value**	**p-value**	**[95% Conf**	**Interval]**	**Sig**
Academic Support and Encouragement	.22	.054	4.05	0.000	.113	.326	***
Discipline and Expectations	.252	.05	5.09	0.000	.155	.35	***
School Involvement	.157	.018	8.69	0.000	.122	.193	***
Recognition and Emotional Support	.001	.07	0.02	.985	-.136	.139	
Extracurricular Support	-.041	.035	-1.19	.237	-.11	.027	
Constant	-.546	.12	-4.55	0.000	-.782	-.31	***
Mean dependent var	7.788		Number of observations			1.953	
			Prob > F Bayesian crit. (BIC) SD dependant var				
R-squared	0.981					250	
F-test	1623.311					0.000	
Akaike crit. (AIC)	59.622					80.751	

**** p<.01, ** p<.05, * p<.1*

The model's R-squared value of 0.981 indicates that it explains 98.1% of the variability in the dependent variable, highlighting an excellent model fit. This high R-squared suggests that almost all variation in the dependent variable can be attributed to the independent variables in the model, leaving just 1.9% of the variability unexplained. Such a strong fit indicates that the model is highly effective at capturing the relationships within the data and explains the dependent variable with considerable accuracy.

The F-test statistic of 1623.311, alongside a p-value of 0.000, provides additional evidence of the model's significance. The F-test examines the overall explanatory power of the model, testing whether the independent variables, as a group, have a statistically significant impact on the dependent variable. Here, the very high F-statistic value suggests a substantial joint effect of the predictors on the outcome.

Model 5: Extracurricular Support

In the final model, presented in table 11, Extracurricular Support from the student perspective is the dependent variable, and the predictors are the parental constructs.

The model indicates that Academic Support and Encouragement from parents has a large, positive, and highly significant impact (0.894, $p < 0.01$) on Extracurricular Support. This strong association suggests that parents who encourage academics also support their children's extracurricular activities, which may stem from a broader involvement in their child's overall development. School Involvement is also positively related (0.107, $p < 0.01$), indicating that parents engaged in school programs are perceived as supportive of extracurriculars as well. Discipline and Expectations has a small but significant negative effect (-0.238, $p < 0.01$), indicating that stricter parents may be less likely to actively support extracurricular pursuits. The R-squared of 0.98

suggests that this model also fits the data well, explaining a substantial portion of the variance in student-perceived Extracurricular Support.

Table 11: Dependent variable = Extracurricular Support

	Coef.	**St.Err.**	**t-value**	**p-value**	**[95% Conf**	**Interval]**	**Sig**
Academic Support and Encouragement	.894	.067	13.32	0.000	.762	1.026	***
Discipline and Expectations	-.238	.07	-3.41	.001	-.376	-.1	***
School Involvement	.107	.023	4.74	0.000	.063	.152	***
Recognition and Emotional Support	.081	.057	1.42	.157	-.031	.194	
Extracurricular Support	.183	.046	3.97	0.000	.092	.274	***
Constant	-.183	.138	-1.32	.188	-.455	.09	
Mean dependent var		11.872	Number of observations			2.657	
			Prob > F Bayesian crit. (BIC) SD dependant var				
R-squared		0.980				250	
F-test		1921.425				0.000	
Akaike crit. (AIC)		231.806				252.935	

**** p<.01, ** p<.05, * p<.1*

The model's R-squared value of 0.980 indicates that it explains 98.0% of the variability in the dependent variable, signifying an excellent fit. This high R-squared suggests that almost all the variation in the dependent variable is explained by the independent variables in the model, with only 2.0% of the variability remaining unexplained. Such a strong fit demonstrates that the model effectively captures the underlying relationships within the data and provides a highly accurate explanation of the dependent variable's behavior.

The F-test statistic of 1921.425, paired with a p-value of 0.000, reinforces the model's significance. The F-test examines whether the independent variables, as a group, significantly impact the dependent variable. Here, the exceptionally high F-statistic value indicates a strong collective influence of the predictors.

Test to compare perceptions of students and parents about parental involvement in academic performance of students:

The t-test, presented in table 12, results allow us to assess Objective 2: comparing perceptions of students and parents regarding parental involvement in students' academic performance. By analyzing the mean scores from both students and parents for each of the constructs—Academic Support and Encouragement, Discipline and Expectations, School Involvement, Recognition and Emotional Support, and Extracurricular Support—we gain insight into whether there are significant differences in perceptions of parental involvement.

Table 12: T – Test for mean comparison

Variables	Mean Parents Score	Mean Students Score	Difference	P-value	Remarks
Academic Support and Encouragement	11.912	15.328	3.416	0.000	Reject H_0
Discipline and Expectations	11.82	15.7	3.88	0.000	Reject H_0
School Involvement	19.448	19.76	0.312	0.4631	Accept H_0
Recognition and Emotional Support	7.856	7.788	0.068	.6876	Accept H_0
Extracurricular Support	8.148	11.872	3.724	0.000	Reject H_0

Academic Support and Encouragement

For the Academic Support and Encouragement construct, the student scores are significantly higher than the parent scores, with a difference of 3.416 and a p-value of 0.000, indicating this difference is statistically significant. This result suggests that students perceive a higher level of academic support and encouragement from their parents than parents perceive they are providing. This discrepancy could reflect students' appreciation or heightened awareness of encouragement in academic settings, possibly because they experience it directly in their school environment. It may also suggest that parents might underestimate the frequency or impact of their supportive actions on their children's academic lives.

Discipline and Expectations:

Similarly, for Discipline and Expectations, students score significantly higher than parents, with a difference of 3.88 and a p-value of 0.000. This indicates that students perceive a stricter or more demanding stance from their parents regarding academic discipline and expectations compared to parents' own perceptions. This difference might arise from students interpreting parental guidance as stricter or perceiving the expectations as more intense, especially if parents emphasize academic success. Parents may also feel their expectations are reasonable and not overly strict, highlighting a gap in perception between how parents intend to set boundaries and how students experience them.

School Involvement:

For School Involvement, the mean scores of parents and students are very close (19.448 for parents and 19.76 for students), with a non-significant difference of 0.312 and a p-value of 0.4631. This lack of significant difference suggests that both parents and students have aligned perceptions about the level of parental involvement in school-related activities. This alignment may occur because school involvement is more observable and measurable for both parties—parents are likely to attend school events, meetings, or participate in PTA activities, and students directly witness or are aware of this engagement. The closeness in scores indicates that parental presence in school-related contexts is equally recognized by both groups.

FINDINGS

After data analysis following findings of the study was found.

Findings for Objective 1

i. It is found that Academic Support and Encouragement emerged as a foundational element, illustrating that students benefit significantly when parents actively support and take an interest in their studies. This involvement cultivates positive academic

habits and attitudes, enhancing students' confidence and instilling a drive for excellence. Parents who encourage academic focus and celebrate achievements provide the motivational basis that can propel students to higher levels of academic engagement and success.

ii. It is found that the results of Discipline and Expectations reveal a nuanced relationship: while high academic expectations can be motivating, overly strict discipline may have unintended adverse effects. Students respond more positively when discipline is perceived as part of a supportive framework rather than a rigid, punitive measure. This distinction highlights the need for a balanced approach, where clear expectations are set within an environment that remains encouraging and focused on students' overall well-being.

iii. It is found that School Involvement is a key indicator of students' academic engagement. Parents who actively participate in school events and communicate with educators send a strong message of commitment to their child's educational journey. This involvement reinforces the value of education within the family and instills a sense of belonging in students. It creates an educational partnership that encourages students to value their learning experience, leading to greater school involvement and improved academic performance.

Findings for Objective 2: Perceptual Differences in Parental Involvement

i. With a difference of 3.416 and a p-value of 0.000, it is discovered that the student scores for the Academic Support and Encouragement construct are substantially higher than the parent ratings, suggesting that this difference is statistically significant. This finding implies that students believe their parents provide them more academic assistance and encouragement than parents believe they do.

ii. With a p-value of 0.000 and a difference of 3.88, it is discovered that kids score much higher than parents on the Discipline and Expectations test. This suggests that kids believe their parents have a more stringent or demanding attitude toward academic expectations and discipline than do parents themselves.

iii. With a p-value of 0.4631 and a non-significant difference of 0.312, it is discovered that the mean scores of parents and students for school involvement are quite similar (19.448 for parents and 19.76 for kids). The absence of a significant difference indicates that parents' and children' opinions of the degree of parental engagement in school-related activities are in agreement.

Conclusion

It is concluded that parental involvement, across multiple dimensions, significantly enhances students' academic success and personal growth. Through a combination of academic support, balanced expectations, active school involvement, emotional recognition, and encouragement of extracurricular activities, parents create a nurturing environment that fosters confidence, resilience, and a sustained commitment to learning. This holistic support not only elevates students' academic performance but also promotes well-rounded personal development, preparing them for future success.

It is also concluded that significant perceptual gaps emerged in the constructs of Academic Support and Encouragement, Discipline and Expectations, and Extracurricular Support, where students consistently reported higher levels of parental involvement than parents themselves indicated. It is further concluded that School Involvement and Recognition and Emotional Support

showed no significant perceptual differences between students and parents, indicating a mutual understanding of these aspects.

Recommendations

First and foremost, schools ought to place a high priority on candid communication between parents and kids to make sure that everyone is aware of how parental involvement affects both academic achievement and extracurricular activities. It is crucial to implement programs that provide parents the skills and techniques they need to encourage academic drive, positive discipline, and emotional support. In order to emphasize the value of parents being actively involved in their children's education, these programs should also motivate parents to interact with instructors and take part in school activities. Teachers should also concentrate on teaching parents the value of both overt academic help and more covert types of engagement, such encouraging their children and setting reasonable expectations. Since students seem to benefit from perceived parental involvement in various areas, it is important to emphasize how everyday actions, even those perceived as minor by parents, can have a lasting effect. Lastly, developing workshops or resources that help bridge the perception gap between parents and students could help parents understand how their actions are perceived and the emotional and academic benefits that their involvement can bring.

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