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Impact of Parental Involvement on Students' Achievement in Muslim-Majority Elementary Schools in Pandag District, Maguindanao Del Sur

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Abstract

Aim: This study investigates the impact of parental involvement on student success in primary schools in a Muslim majority schools in Pandag District, Maguindanao Del Sur.

Methodology: Data from 365 respondents, including parents, teachers, and students, was collected through questionnaires and academic records.

Results: Results showed that parents have diverse demographic characteristics, with a significant portion actively involved in their children's education. The study found significant and positive relationship between parental participation and students' academic success, suggesting that variation in parental involvement statistically influence students' academic outcomes within the context of this study.

Conclusion: The study highlights the need for culturally sensitive strategies to address differences in student confidence and father participation, and to enhance parental involvement. Recommendations include creating adaptable programs, fostering open communication, and providing parents with necessary tools and training to support their children's education.

Keywords: *Parental Involvement, Students' Achievement, Muslim-Majority Elementary Schools*

INTRODUCTION

Parental involvement is recognized globally as a significant determinant of student achievement, particularly in elementary education. In Muslim-majority regions like Pandag District, Maguindanao Del Sur, parental involvement not only encompasses academic support but also includes the transmission of cultural and religious values, which are essential for holistic student development. This dual role of academic and religious nurturing creates a unique educational environment where parents act as both educators and cultural custodians, contributing to the overall well-being and academic success of their children (Ahmad & Shukri, 2019).

Globally, studies conducted in the past decade have reinforced the importance of parental involvement in improving student outcomes. Research indicates that active parental engagement, irrespective of geographic or cultural context, leads to better academic performance and social development in students (Fan & Williams, 2018). In Muslim-majority countries, this involvement often includes the integration of religious education, which plays a crucial role in shaping students' overall growth (Yamamoto & Sun, 2019). The global trend shows that when parents actively participate in both the academic and moral education of their children, students not only excel academically but also develop strong ethical foundations, which are crucial in today's complex world (Khan & Nawaz, 2020).

In the Philippines, parental involvement is seen as a critical factor influencing educational outcomes, with the Department of Education continuously promoting initiatives to foster greater parental engagement (DepEd, 2019). However, challenges such as socioeconomic disparities, limited resources, and cultural differences pose significant barriers, especially in marginalized regions like Maguindanao Del Sur (Orbeta & Paqueo, 2020). The diverse cultural landscape of the Philippines, combined with the economic challenges faced by many families, particularly in rural and conflict-affected areas, makes it difficult for parents to be consistently involved in their



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children's education. Despite these challenges, efforts to engage parents in educational activities continue, with a focus on building partnerships between schools and communities to support student success (Santos, 2021).

In Pandag District, Maguindanao Del Sur, the role of parents in education is particularly crucial due to the region's socio-economic challenges and cultural context. Many families face economic hardships that limit their ability to support their children's education fully. Additionally, traditional and religious practices influence the extent and nature of parental involvement, which can either enhance or hinder academic performance depending on how these are integrated with formal education (Alim & Sabdullah, 2018). The intersection of poverty, limited access to educational resources, and strong religious traditions in the region creates a complex environment where parental involvement is both essential and challenging. However, when effectively harnessed, this involvement can lead to significant improvements in student achievement and community cohesion (Rashid & Nasir, 2020).

Addressing these issues requires targeted interventions that are sensitive to the cultural and religious context of the community. Programs that enhance parental involvement by aligning educational practices with Islamic values and addressing socioeconomic barriers can improve student achievement in the Pandag District. Collaborative efforts between schools, parents, and local government are essential for creating an environment that supports both academic success and cultural preservation. Strategies such as community-based education programs, parent-teacher workshops, and the inclusion of religious leaders in educational initiatives can help bridge the gap between home and school, ensuring that children receive comprehensive support both academically and culturally (Abubakar, 2019).

Objectives

The primary objective of this research was to determine how various dimensions of parental involvement impact student academic achievement.

Specifically, the study aims to address the following problem.

1. What is the socio-demographic profile of the respondents in terms of:
 - 1.1 Age;
 - 1.2 Gender;
 - 1.3 Profession; and
 - 1.4 Educational Attainment?
2. How do parental involvement impact students' academic achievement, in terms of:
 - 2.1 Parental Attendance in School Events;
 - 2.2 Parent-Teacher Communication;
 - 2.3 Parental Support in Homework and School Activities;
 - 2.4 Parental Interest in Children's Academic Progress?
3. What is the students' academic achievement, in terms of:
 - 3.1 General Percentage Average (GPA)
4. Is there a significant relationship on the parental involvement and the students' academic achievement?

Hypothesis

The research tested the hypothesis at a 0.05 level of significance.

H_0 : There is no significant and positive relationship between parental involvement and students' overall academic achievement.

METHODS

Research Design

This study employed a quantitative research design to explore the relationship between parental involvement and student achievement in Muslim-majority elementary schools. Specifically, a correlational research design, as outlined by Creswell (2014), was used to determine the nature and strength of the relationship between various dimensions of parental involvement and student academic performance in Pandag District, Maguindanao Del Sur.



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Population and Sampling

This study included 365 respondents from six schools in Pandag District, Maguindanao Del Sur Division. The researcher used Proportional sampling as the primary criterion. This method ensures that the sample size for each category is proportional to its population size.

Instrument

The study utilized a Parent Survey Questionnaire designed to gather comprehensive information on various dimensions of parental involvement. This instrument explored aspects such as attendance at school events, communication with teachers, support in homework, and interest in children's academic progress. The questionnaire employed a Likert scale to measure both the frequency and quality of these involvement activities, providing nuanced insights into the extent of parental engagement.

In addition to the survey, data on student achievement were collected from school records, including grades, test scores, and other relevant academic performance indicators. These academic records served as a key metric to assess the impact of parental involvement on student outcomes, allowing for a thorough examination of the correlation between parent engagement and academic success.

The use of existing school records ensured that the data on student achievement were reliable and consistent, providing a solid foundation for analyzing the relationship between parental involvement and academic outcomes (Desforjes & Abouchaar, 2003).

Data Collection

The data gathering process for this study involved a systematic and structured approach to ensure reliability and validity of the findings. It began with obtaining necessary approvals, starting with the Graduate School Dean to validate the study's objectives and methods. Following this, formal approval was sought from the heads of the six schools in Pandag District, facilitating access to participants and ensuring cooperation throughout the data collection phase. Once approvals were secured, survey questionnaires were distributed to identified respondents, including teachers, parents, and students, using proportional sampling to ensure adequate representation of each subgroup. After distribution, the completed surveys were retrieved and reviewed for completeness and accuracy.

In addition to survey data, academic records such as students' GPA were collected from the schools to provide quantitative data on student performance, with measures taken to maintain confidentiality. The collected data were then tabulated, interpreted, and analyzed using appropriate statistical methods to identify patterns and trends related to parental involvement and student achievement. Finally, the analyzed data were organized and finalized for reporting, ensuring that conclusions and recommendations were supported by evidence. This systematic approach ensured adherence to ethical standards and provided reliable insights into the impact of parental involvement on student academic success, contributing valuable knowledge to the field of education (Cochran, 1977; Thompson, 2012).

Treatment of Data

The first statement of the problem (SOP 1), which sought to determine the socio-demographic profile of students and parents and teachers, a frequency analysis was employed. The objective was to categorize the data according to demographic variables such as age, gender, profession, and educational attainment. To achieve this, frequency and percentage distribution methods were used.

For the second and third statements of the problem (SOP 2 and SOP 3), which aimed to analyze how different facets of parental involvement impacted students' academic achievement, descriptive analysis was applied. The objective was to examine parental attendance at school events, parent-teacher communication, parental support in homework and school activities, and parental interest in their children's academic progress. Descriptive statistics, including mean, standard deviation, and frequency distribution, were used to summarize the data collected. The mean scores provided insights into the average level of parental involvement, while the standard deviations indicated the variability among respondents.

For the fourth statement of the problem (SOP 4), which sought to explore the nature of the relationship between different aspects of parental involvement and students' overall academic achievement, relationship analysis was utilized. The objective was to assess how various dimensions of parental involvement related to student outcomes, such as academic performance and overall engagement. To achieve this, the Pearson correlation coefficient was employed. This method measured the strength and direction of the relationships between parental



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involvement and student achievement. The correlation analysis revealed whether these relationships were positive or negative, offering valuable insights into how different types of parental involvement were connected to academic success.

Ethical Considerations

Conducting research in educational settings, especially in culturally sensitive environments like Muslim-majority schools, requires careful attention to ethical considerations. This study followed several important principles to ensure that the research was done responsibly and with respect, informed consent was obtained from all respondents—parents, students, and teachers—ensuring they were fully aware of the study's objectives, procedures, potential risks, and benefits.

RESULTS and DISCUSSION

This chapter presents the analysis and interpretation of the data gathered relevant to the study.

Demographic profile of the students and parents

Table 1 presents a detailed analysis of the demographic characteristics of the respondents, providing insights into how different factors such as age, gender, profession, and educational attainment influence parental engagement in Muslim-majority elementary schools in Pandag District, Maguindanao del Sur.

Table 1. Demographic Profile of Respondents

Age	Frequency	(f)	Percentage (%)
41 years old and above	78		21.37
31-40 yrs. Old	91		24.93
21-30 yrs. Old	39		10.69
11-20 yrs. Old	157		43.01
Total	365		100%
Gender	Frequency	(f)	Percentage (%)
Male	149		40.82
Female	216		59.18
Total	365		100%
Profession	Frequency	(f)	Percentage (%)
Professional	83		22.74
Housewife	51		13.97
Student	157		43.01
Business	58		7.67
Farmer/construction driver/fishing	46		12.60
Total	365		100%
Education	Frequency	(f)	Percentage (%)
Elementary	157		43.01
Elementary Graduate	9		2.47
Secondary Level	24		6.58
Secondary Graduate	48		13.15
College Level	36		9.86
College Graduate	91		24.93
Total	365		100%



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Table 2. Summary of Parental Involvement Impact to Students' Academic Achievement

Indicators	Mean	SD	Interpretation
1. Parental Attendance in School Events	3.69	1.04	High
2. Parent-Teacher Communication	3.68	1.09	High
3. Parental Support in Homework And School Activities	3.74	1.10	High
4. Parental Interest in Children's Academic Progress	3.86	1.03	High
Grand Mean	3.74	1.07	High

Table 3. Table: Academic Achievement of Respondents

Grade Range	Description	Number of Students	Percentage (%)
90–100	Outstanding	20	16.95
85–89	Very Satisfactory	28	23.73
80–84	Satisfactory	59	50.00
75–79	Fairly Satisfactory	11	9.32
Below 75	Did Not Meet Expectations	0	0.00
Total		118	100.00

All 118 elementary students passed according to DepEd standards (minimum passing grade is 75).



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Table 4. Spearman's Rank-Order Correlation Between Parental Involvement and Academic Achievement

Variables		Spearman's rho (ρ)	p-value	Interpretation
Parental Involvement & Academic Achievement	18	0.47*	0.05	< Significant Positive

*Note: $p < 0.05$ indicates statistical significance

Spearman's rank-order correlation was computed to assess the relationship between parental involvement (measured via Likert-scale responses) and students' academic achievement (measured by ordinal grade categories: 1 = 90–100, 2 = 85–89, 3 = 80–84, 4 = 75–79).

Spearman's rho is appropriate when at least one variable is ordinal, or when data are not normally distributed. The test quantifies the strength and direction of the association between two ranked variables.

The results indicated a significant positive correlation between parental involvement and students' academic achievement (Spearman's rho = 0.47, $p < 0.05$).

This suggests that as parental involvement increases, students' academic achievement also tends to increase.

Conclusion

The following conclusions were made in the light of the study's findings.

The study provides comprehensive insights into the demographic profile of parents and their involvement in Muslim-majority elementary schools in Pandag District, Maguindanao del Sur. The findings highlight a diverse parental population with a wide age range, predominantly female involvement, and varied professions and educational backgrounds.

Parents demonstrate a strong commitment to their children's education through regular attendance at school events, effective communication with teachers, consistent support for homework, and keen interest in academic progress.

On Students Academic Achievement: The study underscores the critical role of student engagement and parental involvement in fostering academic achievement. Students' proactive learning behaviors and parents' active participation create a supportive environment that enhances educational outcomes.

The study revealed a statistically significant positive correlation between parental involvement and students' academic achievement, as indicated by Spearman's rho of 0.47 ($p < 0.05$). This finding confirms that higher levels of parental engagement are associated with better academic performance among students. Supporting the hypothesis, the results align with existing literature emphasizing the critical role of family involvement in enhancing student outcomes. Thus, fostering active parental participation is a key factor in promoting academic success.

Recommendations

In the light of the findings, the following were recommended:

1. Schools should develop flexible programs that accommodate the diverse roles and responsibilities of parents, including flexible scheduling for working parents and students, to enhance participation in school events and volunteering.
2. Establishing regular and accessible communication channels, such as email updates or mobile apps, can facilitate consistent parent-teacher communication and feedback, especially for parents who face barriers in attending in-person meetings.



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3. Schools can collaborate with local organizations to provide educational resources and materials for parents who cannot afford them, ensuring equitable support for all students.
4. It is recommended that schools and educators actively encourage and facilitate greater parental involvement through regular communication, workshops, and collaborative activities. Programs aimed at educating parents on how to support their children's learning at home should be strengthened. Additionally, policies that create welcoming and inclusive environments for parents to engage with the school community can further enhance student achievement.

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