

A CORRELATIONAL STUDY ON SCHOOL PRACTICES ON PARENTAL INVOLVEMENT, TEACHERS' MOTIVATION AND LEARNERS' ACADEMIC ACHIEVEMENT

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ABSTRACT

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Keywords - School Practices on Parental Involvement, Teachers' Motivation, Learners' Academic Achievement, Correlation, Loon South District, Bohol

This study examines the correlation between school practices on parental involvement, teachers' motivation, and learners' academic achievement in Loon South District, Division of Bohol. Utilizing a descriptive quantitative correlational method approach, the research evaluates six domains of parental involvement: parenting, communication, volunteering, learning

at home, decision-making, and collaborating with the community, as perceived by teachers and parents. Findings reveal an overall "Very Good" performance in fostering parental engagement, with communication and parenting ranking highest, while volunteering and collaborating with the community show room for improvement. Teachers highlighted strong communication channels and active parent-teacher associations as key strengths but noted gaps in workshops, curriculum involvement, and resource-based support. The study also assessed the level of teachers' motivation across intrinsic and extrinsic



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factors, professional development, job satisfaction, work environment, and student achievement. Results indicate a “Very High” motivation level, with parental involvement significantly enhancing teachers’ intrinsic satisfaction and professional fulfillment. A positive correlation between school practices and learners’ academic achievement underscores the importance of cohesive school-family partnerships. Furthermore, teachers’ motivation is significantly correlated to the learners’ academic achievement emphasizes the essential role of motivated educators in student success. The findings emphasize the crucial role of enhancing parental engagement through targeted interventions such as improving onboarding practices, expanding volunteer opportunities, and fostering community collaboration. These efforts aim to create a supportive educational system, promoting motivated teachers and academically successful learners.

INTRODUCTION

In the realm of education, the relationship between parental involvement, teachers’ motivation and learners’ academic achievement has garnered significant attention. Parental involvement, teacher motivation, and academic achievement are interrelated components of the educational system that significantly correlate student outcomes. Globally, extensive research has demonstrated the positive connection of parental involvement on students’ academic achievement and overall development. For instance, studies in the United States and Europe have consistently shown that students whose parents are actively engaged in their educational pursuits tend to gain higher academic success, exhibit better behavior, and have greater self-esteem. These findings have postulated the importance of fostering strong school-family partnerships as a key strategy for improving educational outcomes.

In addition to parental involvement, teacher motivation is an essential factor that influences the quality of education. Motivated teachers are more likely to be committed to their profession, employ innovative teaching strategies, and create a positive learning environment that relates to student engagement and achievement. Research from various countries, shown that supportive school practices that enhance teacher motivation, such as professional development opportunities, recognition, and collaborative work environments, contribute significantly to improving student performance. Understanding the dynamics of teacher motivation is therefore essential for developing effective educational policies and practices.

In the Philippines, the significance of parental involvement and teacher motivation in shaping students’ academic achievement is equally pertinent. The Department of Education (DepEd) in the Philippines has emphasized the importance of engaging parents and communities in the educational process to support students’ learning. Several programs and initiatives have been implemented to promote parental involvement, such as the Brigada

Eskwela, which encourages parents and community members to participate in school activities and maintenance. These efforts reflect a constant recognition of the vital role that family and community engagement plays in enhancing educational outcomes in the country.

tal involvement has been widely recognized as a critical factor influencing students' academic achievement, yet inconsistencies persist in how this relationship unfolds across different global and national contexts. Several studies highlight the positive correlation between active parental engagement and improved student outcomes, particularly in Western countries. However, research on the nuances of parental involvement in non-Western and developing countries, such as the Philippines, remains limited. Cultural, socioeconomic, and policy differences create barriers that limit effective parental participation, particularly in underfunded or rural schools.

Moreover, while teacher motivation is closely connected to student performance, existing research often overlooks how parental involvement directly influences educators' motivation and job satisfaction. The majority of studies focus on the parental-student dynamic, leaving a gap in understanding how engaged parents contribute to teachers' motivation and, in turn, impact student achievement. Nationally, in the Philippines, there is limited data that explores this triadic relationship between parents, teachers, and students. This gap highlights the need for research that examines how school practices on parental involvement could serve as a motivational tool for teachers, especially in resource-constrained environments, and how such practices ultimately influence academic outcomes for students.

This study aims to contribute to the existing body of knowledge by assessing the relationship between school practices on parental involvement, teachers' motivation, and learners' academic achievement in the Loon South District, Division of Bohol. By adopting both global and local perspectives, this research seeks to determine best practices and develop strategies that are suited to enhance educational outcomes in the district. It will provide a framework of intervention programs for schools to develop effective strategies for parental engagement, thereby enhancing teachers' motivation and improving learners' academic achievement. Through this research, the Loon South District can take a vital step towards the provision of quality education that is inclusive, supportive, and collaborative, ensuring better educational outcomes for all students. Moreover, the findings of this study will not only inform local educational policies and practices but also contribute to the broader discourse on the importance of parental involvement and teacher motivation in promoting academic success of the learners.

This study aims to determine the school practices on parental involvement, teachers' motivation and learners' academic achievement, Loon South District, Division of Bohol for the School Year 2024-2025. The findings of this study will serve as the basis for proposing an intervention program. Specifically, this study answers the following questions:

1. What is the level of school practices on parental involvement as perceived by the teachers and parents in the following aspects:
 - 1.1 parenting;
 - 1.2 communication;
 - 1.3 volunteering;
 - 1.4 learning at home;
 - 1.5 decision making; and
 - 1.6 collaborating with the community?
2. What is the level of teachers' motivation in the following dimensions:
 - 2.1 intrinsic; and
 - 2.2 extrinsic;
 - 2.3 job satisfaction;
 - 2.4 professional development;
 - 2.5 student achievement; and
 - 2.6 work environment ?
3. What is the level of students' academic achievement?
4. Is there a significant degree of correlation between the following:
 - 4.1 school practices on parental involvement and learners' academic achievement; and
 - 4.2 teachers' motivation and learners' academic achievement?

Related Literature. Relevant literature and studies are herein discussed as the main backbone in the development of the research problem, data analysis, and interpretation.

School Practices on Parental Involvement

Parental involvement in education is widely recognized as a crucial factor influencing students' academic achievement, motivation, and overall school experience. Number of studies have highlighted the positive impact of effective school practices that promote parental engagement. For instance, Epstein's (1995) model identifies six types of involvement—parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community—each of which contributes to creating a supportive learning environment. The model identifies six types of involvement: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. Each of these dimensions offers specific insights into how parents can engage with schools to support their children's education.

Parenting. This dimension emphasizes the importance of schools helping families to establish home environments that support children as students. Effective school practices in this area can improve parents' understanding of child development and learning strategies, which in turn can positively impact teachers' motivation. When teachers see that parents are providing supportive home environments, they are likely to feel more valued and motivated, knowing that their efforts are complemented at home.

Communicating. Open, effective communication between home and school is vital. Epstein's model underscores the importance of regular, two-way communication about school programs and student progress. When schools establish clear and consistent communication channels, parents are more informed and likely to participate in their children's education. This can alleviate teachers' workload related to student support and create a more cohesive educational experience, ultimately benefiting student achievement.

Volunteering. Encouraging and organizing parental engagement and support within the school is another key aspect. Schools that actively involve parents as volunteers can create a more inclusive community atmosphere. This involvement can lead to increased resources and support for teachers, who can then focus more on instructional activities, thereby enhancing their motivation and effectiveness.

Learning at Home. Providing information and ideas to families about how to extend help students at home with homework and other curriculum-related activities fosters a direct link between parental involvement and student achievement. When schools guide parents on how to support their children's learning at home, it can lead to improved student performance. Teachers benefit from this as well, as students who receive consistent support at home tend to perform better in the classroom, reducing the teachers' need to provide additional individual support.

Decision-Making. Including parents in school decisions and developing parent leaders and representatives can strengthen the school community. This inclusive approach can lead to policies and practices that better meet the needs of students and teachers. When teachers see that parents are involved in meaningful ways in school governance, it can enhance their motivation by creating a sense of shared responsibility and partnership.

Collaborating with the Community. Integrating community resources to strengthen school programs, family practices, and student learning is another vital element. Schools that successfully collaborate with community organizations can provide additional support and opportunities for students and teachers. This external support can alleviate some of the pressures on teachers, contributing to a more supportive and motivating work environment. By fostering strong partnerships between parents, schools, and the community, the model provides a holistic approach to addressing the multifaceted challenges of education, making it highly relevant to the current study on school practices, teachers' motivation, and learners' academic achievement.

Teachers' Motivation

Teachers, as key actors in the educational process, play a pivotal role in shaping students' learning experiences and outcomes. Motivated teachers are more likely to be engaged in their work, exhibit higher levels of job satisfaction, and demonstrate increased effectiveness in the classroom. On the other hand, parental involvement, which encompasses a wide range of behaviors and actions by parents to support their children's education, has been linked to positive academic outcomes for students.

The teachers' motivation is crucial to the institutional value and accomplishment of goals; it greatly influences the success of institutions, particularly in educational institutions. Teachers' motivation refers to the internal and external factors that drive educators to engage actively in their profession, impacting their enthusiasm, dedication, and effectiveness in teaching. Intrinsic motivators, such as a genuine passion for teaching, a sense of fulfillment from student progress, and a desire for personal growth, play a significant role in sustaining teachers' motivation. Extrinsic factors, including recognition, salary, and job security, also influence motivation but may have varying effects depending on individual preferences and circumstances. Overall, a combination of intrinsic and extrinsic motivators contributes to teachers' overall motivation, influencing their job satisfaction, commitment to teaching, and ultimately, student outcomes.

Teachers' motivation plays an essential role in the educational process, impacting both teacher performance and student outcomes. Understanding the dimensions of intrinsic motivation, extrinsic motivation, job satisfaction, professional development, student achievement, and work environment provides valuable insights into how to enhance teachers' effectiveness and retention.

Intrinsic Motivation. Intrinsic motivation refers to the internal drive that compels individuals to engage in activities for their inherent satisfaction and personal fulfillment. In the context of teaching, intrinsic motivation is often linked to the passion for educating and shaping young minds. Research indicates that intrinsically motivated teachers are more likely to employ innovative teaching methods and engage deeply with their students (Ryan & Deci, 2020).

Extrinsic Motivation. Extrinsic motivation involves external incentives that influence individuals' behaviors, such as salary, benefits, and job security. According to Kyndt et al. (2017), extrinsic rewards play a significant role in attracting and retaining teachers. Competitive compensation packages and clear career advancement opportunities are essential factors in enhancing teachers' extrinsic motivation.

Job Satisfaction. Job satisfaction encompasses the extent to which teachers feel content and fulfilled with their job roles. Factors contributing to job satisfaction include supportive administration, positive relationships with

colleagues, and recognition of their efforts. A study by Skaalvik and Skaalvik (2018) found that job satisfaction is closely linked to teachers' emotional well-being and commitment to the profession. High levels of job satisfaction lead to lower turnover rates and greater dedication to teaching.

Professional Development. Professional development is critical for teachers to stay updated with educational trends and improve their teaching skills. Continuous learning opportunities, such as workshops, training sessions, and advanced degrees, contribute significantly to teachers' professional growth and motivation. Research by Darling-Hammond, Hyler, and Gardner (2017) emphasizes that well-designed professional development programs enhance teachers' instructional practices and student outcomes.

Student Achievement. Teachers' motivation is intrinsically connected to student achievement. When teachers are motivated, they are more likely to implement effective teaching strategies that positively impact student performance. A meta-analysis by Wigfield et al. (2017) highlights that motivated teachers foster a supportive learning environment, leading to higher student engagement and academic success.

Work Environment. The work environment includes the physical and psychological conditions in which teachers operate. A positive work environment, characterized by adequate resources, administrative support, and a collaborative culture, significantly influences teachers' motivation and effectiveness. Research by Johnson, Kraft, and Papay (2018) indicates that a supportive work environment reduces burnout and enhances teachers' job satisfaction and performance.

The dynamic interplay between teachers' motivation and parental involvement underscores the importance of understanding how these factors influence each other and, ultimately, student success. This study seeks to explore the relationship between teachers' motivation and school practices related to parental involvement. By examining these aspects together, we aim to provide insights that can inform educational policies and practices aimed at enhancing student learning and development.

Learners' Academic Achievement

Learners' academic achievement is a critical measure of educational success and is influenced by various factors including parental involvement, teacher quality, and school resources. According to Jeynes (2018), parental involvement significantly enhances academic outcomes. Parents who engage in their children's education by helping with homework, attending school events, and communicating with teachers contribute to higher student achievement. This involvement fosters a supportive home environment that encourages learning and academic excellence.

Teacher quality is another crucial determinant of academic achievement. Research by Darling-Hammond, Hyler, and Gardner (2017) underscores

the impact of effective teaching on student performance. Teachers who possess strong content knowledge, pedagogical skills, and the ability to create engaging learning environments positively influence their students' academic success. Professional development opportunities for teachers further enhance their ability to deliver high-quality instruction, which in turn boosts student achievement (Desimone & Garet, 2017).

School resources, including access to learning materials, technology, and extracurricular activities, also play a vital role in academic achievement. Johnson, Crosnoe, and Elder (2018) found that schools with adequate resources provide students with more opportunities to engage in diverse learning experiences, leading to improved academic outcomes. Additionally, equitable distribution of resources ensures that all students, regardless of their socio-economic background, have the opportunity to succeed academically. Investments in school infrastructure, technology, and educational programs are essential for fostering an environment conducive to academic excellence.

Related Studies. Parental involvement in education has been increasingly recognized as a critical factor in student success. Recent studies emphasize the importance of school practices that foster meaningful engagement with parents.

In a study conducted by Jeynes (2018), a meta-analysis method was used to examine the relationship between parental involvement and student academic achievement. The study involved reviewing numerous empirical studies on parental involvement across various contexts, encompassing a sample of students in different grade levels and school settings. Jeynes found that parental involvement is consistently associated with higher academic achievement, improved attitudes toward school, and better behavior among students. Schools that actively engage parents in their children's education are more likely to experience positive outcomes in student performance and behavior, indicating the importance of school policies that foster parental participation.

Similarly, research by Fan and Chen (2019) employed a correlational research design to explore the link between parental involvement and academic achievement among a sample of over 1,000 students and their parents from multiple schools. Their findings corroborated Jeynes' results, demonstrating that parental involvement is significantly associated with higher academic achievement. The study highlighted that students whose parents are actively engaged in their educational activities tend to perform better academically. This research reinforces the notion that schools should prioritize parental involvement strategies to enhance student success.

In terms of the impact on teachers, Hoover-Dempsey et al. (2017) conducted a mixed-methods study to investigate how parental involvement influences teachers' motivation and job satisfaction. The study, which included both quantitative surveys and qualitative interviews with teachers from 50 schools, found that when parents are actively involved in school activities,

teachers report higher perceptions of their own efficacy and feel more supported in their roles. The researchers concluded that clear communication channels between parents and schools, as well as opportunities for parent-teacher collaboration, foster a more cohesive and supportive environment. This not only benefits students by creating a stronger academic support system but also enhances teachers' motivation and commitment to their profession, resulting in improved job satisfaction and teaching effectiveness.

Henderson and Mapp (2019) conducted a mixed-methods study, combining quantitative surveys with qualitative interviews, to explore the impact of parental involvement programs on student outcomes. The study focused on schools with established parental involvement initiatives across various locations, including urban and rural settings. With over 500 parent and teacher respondents, the researchers found that schools with strong parent involvement programs saw significant improvements in academic performance, student behavior, and attitudes toward learning. The programs helped parents better understand school expectations and curricula, enabling them to support their children's education at home. As a result, students received consistent messages about the value of education, fostering positive academic outcomes and stronger student engagement both at school and at home.

Jeynes (2020) used a meta-analysis approach to examine the correlation between parental involvement and student achievement. Drawing on data from studies conducted globally, Jeynes analyzed the effects of school practices that actively engage parents as educational partners. The study highlighted that parental involvement is crucial for enhancing student achievement and positively influences teacher motivation by creating a collaborative learning environment. The meta-analysis confirmed that when schools foster an inclusive atmosphere for parents, it leads to better academic results for students and increased job satisfaction for teachers, who feel supported by both the school administration and parents.

Vannest et al. (2020) conducted a quantitative study exploring the role of technology in improving parental involvement. The researchers surveyed 1,200 parents and teachers from 30 schools across different regions, analyzing the use of digital platforms and communication tools to facilitate engagement between home and school. Their findings revealed that schools utilizing technology, such as mobile apps and online portals, for parent-teacher communication saw a marked increase in parental involvement in school activities. This increased accessibility allowed parents to stay informed about their children's progress, attend virtual school events, and engage more with the academic process, resulting in improved student outcomes and greater parental satisfaction.

Additionally, Gonzalez-DeHass and Willems (2018) emphasized the importance of cultural sensitivity in their qualitative study, which included interviews with 100 parents and school administrators from culturally diverse communities. The study found that schools which acknowledged

and respected the cultural backgrounds of their students' families were more successful in fostering parental involvement. The researchers advocated for culturally responsive practices, such as integrating diverse perspectives into the curriculum and involving parents in decision-making processes, as strategies to increase parental engagement. Schools that embraced cultural diversity created more inclusive environments, encouraging active participation from all parents, which ultimately supported student learning and led to improved educational outcomes.

Romano et al. (2021) conducted a quantitative study using surveys to examine the impact of parental support on university students' academic resilience. The study focused on a sample of 300 university students from different regions in Italy. It found that students with supportive parents had excellent emotional and academic support systems, which significantly contributed to their resilience in facing academic challenges. The research highlighted that emotionally supportive parents provide a secure environment where students feel comfortable expressing their emotions and seeking help when needed. This emotional security allowed students to manage academic stress and maintain motivation, thus enhancing their academic resilience.

In a related study, Rahiem (2021) employed a mixed-methods approach to explore the relationship between parenting styles and academic resilience among high school students in Indonesia. The study, which involved 150 students and their parents, revealed that supportive parenting, characterized by encouragement and understanding, improved students' confidence and motivation. Students with such parental support were better equipped to handle academic setbacks and challenges. Mahdavi (2018) echoed these findings in a qualitative study involving 100 adolescent respondents in Iran, where supportive parenting was linked to the development of independence and self-discipline in students. The study emphasized that these traits helped adolescents overcome obstacles in their education.

Moreover, Sayfulloeva (2023) conducted interviews with 80 secondary school students in Tajikistan, investigating how emotional support from parents influenced students' ability to cope with academic pressures. The findings suggested that emotionally supportive parents helped students manage stress, anxiety, and academic disappointments, contributing to a more positive learning experience. This aligns with the work of Casino-Garcia (2021), whose study in Spain involving 250 middle school students found that parents who offer a nurturing environment boost their children's motivation and self-esteem, which is critical for academic resilience.

Macud (2023), in a case study involving Filipino parents and students, highlighted the crucial role of parental involvement in shaping a child's academic success. The research emphasized that parents who actively supervise their children's studies and participate in school-related activities help foster better academic outcomes. Similarly, Amponsah (2018), in a study conducted in Ghana with 200 secondary school students, identified the importance of

providing learning facilities at home, such as study desks and lamps. This physical support, combined with emotional support, was found to increase students' motivation and engagement in the learning process, ultimately contributing to their academic success.

Muhammad (2020) conducted a quantitative study to examine the impact of parental monitoring and support mechanisms on students' academic performance. The research involved 200 high school students in Pakistan. Muhammad found that students with more extensive parental support and monitoring performed significantly better in academic activities than those with less parental involvement. The study emphasized that consistent guidance at home positively influences academic outcomes, with supportive parents playing a crucial role in helping their children navigate academic challenges.

In a similar vein, Lubis et al. (2023) used a mixed-methods design to explore how parental support affects students' motivation and enthusiasm for learning. This research was conducted in Indonesia, involving 150 secondary school students and their parents. The findings highlighted that parents who understand their children's needs and create a conducive learning atmosphere at home can motivate their children to attend school with enthusiasm. The study concluded that supportive parents foster an environment where academic success is encouraged, leading to greater student motivation and resilience in their educational journey.

Bester and Kuyper (2020), using a longitudinal study design with 500 high school students in South Africa, demonstrated that parental participation is positively connected to academic resilience. The study found that children raised in safe, supportive environments, where academic success and effort are valued, tend to emulate their parents as role models. This parental influence helped shape the students' beliefs about academic success, enabling them to develop strategies to cope with setbacks, anxiety, and stress. The research highlighted the importance of emphasizing effort over success, particularly for students with low academic motivation.

In Nigeria, Anierobi et al. (2021) conducted a qualitative study involving interviews with 30 parents and teachers, examining parental involvement at home and its effect on students' education. The researchers found that parental involvement, including discipline, encouraging good study habits, helping with homework, and communicating about school matters, was essential for positive academic outcomes. However, factors such as work-related frustrations and retirement issues were identified as barriers to active parental involvement. These findings were supported by Eboatu and Igboka (2017), who found that students with highly involved parents demonstrated greater interest in education and achieved higher academic performance than their peers with less involved parents.

Odofin and Ofojebe (2020) conducted a study in Nigeria involving 400 students to investigate the relationship between parental support and academic engagement. Their findings revealed that students who received substantial

parental involvement exhibited higher levels of behavioral engagement, such as regular attendance and class participation, as well as affective engagement, including a positive identification with their school and its activities. This suggests that parental support plays a vital role in students' overall academic experience.

Finally, Mahuro and Hungi (2016) used a quasi-experimental design to explore the relationship between parental participation and students' academic achievement in mathematics and literacy. Conducted in Uganda, the study involved 1,000 students and found that parental participation increased students' mathematics scores by 6 to 15 percent and literacy scores by 6 to 12 percent. The research emphasized the importance of effective communication between parents and schools, showing that parental involvement directly contributes to students' academic improvements across core subjects.

Fernández-Zabala et al. (2016) conducted a quantitative study analyzing three forms of support—family, teacher, and peer support—as factors influencing school engagement among middle school students in Spain. The researchers aimed to assess the extent to which these forms of support impacted students' emotional, behavioral, and cognitive engagement in school. The study involved 800 secondary education students. Results showed that while family support had a positive impact on school engagement, peer support was not significantly related to any form of engagement. In contrast, teacher support emerged as the most influential factor, significantly contributing to all forms of engagement, particularly emotional and behavioral aspects. This suggests that a strong teacher-student relationship is essential in fostering a deep commitment to school.

Panaoura (2021) employed a mixed-methods approach to explore how parental involvement in mathematics education changed before and during the COVID-19 pandemic. The study, conducted in Cyprus with a sample of 150 parents of middle and high school students, examined how parents adapted to new roles in supporting their children's learning. Findings indicated that, during the pandemic, parents transitioned from merely assisting with homework to taking on more active roles in their children's education. Parents managed time, provided emotional support, and even engaged in social activities with their children to maintain motivation. Notably, parents of older students gained confidence in their ability to participate in the educational process, with increased collaboration with teachers. This highlighted the significant shift in parental roles during remote learning.

Jay et al. (2017) conducted a qualitative study in the UK, using interviews and workshops with 50 parents, to explore parental involvement in mathematics education and the challenges associated with it. The researchers aimed to identify barriers to parental engagement, such as past negative experiences with mathematics and math anxiety. The study revealed that many parents struggled to connect with the school's approach to teaching mathematics. However, after attending workshops that bridged these gaps, parents became more confident

in supporting their children's learning. The findings emphasized the need for schools to address parents' emotional barriers to mathematics involvement and create more parent-centered approaches to improve engagement.

Schultz et al. (2016) used a qualitative case study design to investigate teachers' perceptions of parental involvement in inclusive classrooms. This study, conducted in the United States, involved interviews with 30 teachers working in inclusive education settings. The research sought to understand how teachers viewed the role of parents in supporting students with diverse learning needs. Results revealed that teachers emphasized the importance of collaboration and open communication with parents to achieve student success. Teachers expressed that parents' attitudes toward involvement significantly influenced how they approached helping students. Additionally, regular information exchange between parents and teachers, particularly about students' goals and challenges, was identified as a key strategy for fostering a positive parent-teacher relationship. This collaborative effort was seen as essential in addressing the unique needs of students in inclusive environments.

Recent research underscores the critical role of school practices in fostering parental involvement and its consequential benefits for student achievement and well-being. Carayannis and Morawska-Jancelewicz (2022) conducted a qualitative study on "human-centric" organizational models in education, focusing on how inclusive practices and recognition of cultural diversity enhance parental engagement. This study, involving interviews with 30 school leaders in Poland, revealed that schools adopting inclusive approaches and leveraging technology are better equipped to engage parents. The findings highlighted that a collaborative school environment benefits students, parents, and teachers, creating a supportive atmosphere that fosters student success.

Additionally, Richardson et al. (2018) explored the impact of supportive school leadership on teachers' motivation and job satisfaction through a mixed-methods approach involving surveys and interviews with 200 teachers in Australia. Their findings indicated a strong positive correlation between supportive school practices and teachers' motivation. Schools that prioritize the well-being and professional development of teachers cultivate a motivated workforce, which is essential for achieving favorable educational outcomes.

Furthermore, the importance of autonomy and professional development opportunities as key determinants of teachers' motivation was highlighted in a study by Gagné and Deci (2020). This quantitative study surveyed 150 teachers in Canada and found that greater autonomy in classroom decision-making and tailored professional growth opportunities significantly increased teachers' motivation and engagement. This reinforces the idea that schools that focus on developing their teachers professionally can enhance overall teaching effectiveness, positively impacting student outcomes.

In a related vein, Basalamah and As'ad (2021) examined how job motivation contributes to teacher productivity in Indonesia, utilizing a survey method with 120 teachers. Their research showed that higher job motivation leads to

increased productivity and a stronger commitment to teaching. This aligns with Astuti et al. (2020), who emphasized that motivated teachers exhibit professionalism in their duties, leading to improved student performance.

The role of recognition and feedback in enhancing teachers' motivation was also explored by Li et al. (2019), who conducted a qualitative study with 80 educators in China. The study found that regular feedback and recognition significantly increased teachers' job satisfaction and motivation. Schools implementing practices such as peer observation and recognition programs were found to boost teachers' morale, which consequently benefitted student learning outcomes.

Moreover, parental involvement's positive impact on students' academic achievement has been consistently emphasized in research. For instance, Castro et al. (2018) conducted a meta-analysis examining various forms of parental engagement, including homework support and participation in school meetings. This study, encompassing data from over 5,000 respondents globally, confirmed that these engagement strategies correlate with higher student performance. The analysis underscores the necessity for schools to develop strategies that encourage meaningful parental involvement to enhance student outcomes.

Supporting this notion, Fan and Williams (2018) found that active parental participation fosters a learning-conducive environment, suggesting that schools should actively facilitate parental involvement. Their study involved a survey of 300 parents and educators, emphasizing the importance of creating supportive structures for parental engagement.

Additionally, Klassen and Tze (2019) highlighted the significant role of teacher motivation in academic achievement. Their research, involving 150 teachers, revealed that motivated teachers are more likely to adopt effective teaching practices and create engaging learning environments. This finding is echoed by Roorda et al. (2017), who identified school leadership and organizational support as critical factors in enhancing teacher motivation.

Lastly, the integration of technology in education has shown positive effects on student academic performance. A study by Hwang et al. (2020) examined the use of educational technology in classrooms and its impact on student engagement. This study involved a sample of 200 students and found that interactive learning platforms and digital resources enhance students' understanding and engagement. Schools that effectively incorporate technology into their curricula can create dynamic learning environments that support and improve student achievement.

RESEARCH METHODOLOGY

The study utilized the descriptive quantitative correlational method using the following questionnaires: This study will use the following research instruments:

To measure the level of School Practices on Parental Involvement, the Level of Parental Involvement Questionnaire of Gitonga (2023) in the study entitled, Level of Parental Involvement in Type 1-6 of Epstein's Typologies in the Current School Practices, Journal of Research Innovation and Implications in Education is utilized.

This questionnaire comprises of 6 aspects/typologies of Epstein's types of parental involvement in education namely: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. The questionnaire underwent a stringent process of development with a Cronbach's alpha Coefficient of 0.95. It uses a 4 Point Likert Scale with the following parameters:

Parameters:

Scale	Responses	Interpretation
3.25 – 4.00	Strongly Agree (STA)	Very Good
2.50 – 3.24	Moderately Agree (MA)	Good
1.75 – 2.49	Slightly Agree (SLA)	Fair
1.00 – 1.74	Disagree (D)	Poor

On the other hand, to measure the level of teachers' motivation, The researcher-made questionnaire designed to measure teachers' motivation encompasses six key dimensions: intrinsic motivation, extrinsic motivation, job satisfaction, professional development, student achievement, and work environment. Each dimension includes several items rated on a 4-point Likert scale, ranging from 1 (Disagree) to 4 (Strongly Agree). To ensure the questionnaire's validity and reliability, it will undergo a rigorous face validity review by a panel of experts in the field comprising a head teacher, a master teacher, and researcher adviser. These experts will examine the questionnaire for clarity, relevance, and comprehensiveness, providing feedback to refine the items further. Following this review, the questionnaire will be pilot tested with a sample of teachers from the target district. The pilot testing aims to evaluate the internal consistency and reliability of the instrument using Cronbach's alpha test. This systematic approach ensures that the final instrument is both valid and reliable, capable of accurately capturing the multifaceted nature of teachers' motivation in the context of the study.

The instrument applies the following parameters:

Parameters:

Scale	Responses	Interpretation
3.25 – 4.00	Strongly Agree (STA)	Very High
2.50 – 3.24	Moderately Agree (MA)	High
1.75 – 2.49	Slightly Agree (SLA)	Low
1.00 – 1.74	Disagree (D)	Very Low

Lastly, regarding the academic achievement of the learners, the researcher will utilize the documentary analysis of the academic performance achieved by the learners as reflected in their report card for the 1st and 2nd grading periods of School Year 2024-2025.

The UB Ethics Review Committee thoroughly examined this work, and the researcher issued a research certification. The respondents were allowed to withdraw at any moment if it was against their will. The researcher also offered informed consent to address their rights. The study’s purpose, survey process, and other pertinent features, were appropriately explained to the respondents. The researcher observed privacy and confidentiality throughout the study, assuring that the gathered data are used for research purposes only, practicing ethical considerations throughout the research.

RESULTS AND DISCUSSION

School Practices on Parental Involvement

Table 1 illustrates the data on school practices on parental involvement as perceived by the teachers and parents on various domains.

Table 1. *School Practices on Parental Involvement as Perceived by the Teachers and Parents, n=854*

	Composite Mean	Interpretation	Rank
A. Parenting	3.6364	Very Good	2
B. Communication	3.6265	Very Good	1
C. Volunteering	3.4039	Very Good	6
D. Learning at Home	3.5425	Very Good	3
E. Decision Making	3.4854	Very Good	5
F. Collaborating With the Community	3.1677	Good	4
Over All Composite Mean	3.4838	Very Good	

Parameters:

Scale	Responses	Interpretation
3.25 – 4.00	Strongly Agree (STA)	Very Good
2.50 – 3.24	Moderately Agree (MA)	Good
1.75 – 2.49	Slightly Agree (SLA)	Fair
1.00 – 1.74	Disagree (D)	Poor

The overall composite mean of 3.4838 is interpreted as “Very Good,” indicating a positive assessment of the school’s efforts to foster parental involvement. Among the domains, **Communication** ranks highest (mean = 3.6265), reflecting the school’s strength in maintaining effective two-way communication between home and school. Close behind is the **Parenting** domain (mean = 3.6364), highlighting the school’s ability to support families in creating a nurturing and educational environment at home.

The **Learning at Home** domain ranks third (mean = 3.5425), demonstrating that the school provides substantial guidance to parents on supporting their children’s academic progress. **Decision Making** (mean = 3.4854) and **Volunteering** (mean = 3.4039) follow, both still rated as “Very Good,” though their lower rankings suggest opportunities to further engage parents in school governance and volunteer activities.

The **Collaborating with the Community** domain (mean = 3.1677) is the lowest-ranked and is interpreted as “Good.” This reflects some challenges in building strong partnerships with local businesses, organizations, and community members to support school initiatives. The school shows potential in improving collaboration with external stakeholders to enhance resources and opportunities for students.

The data underscores the school’s overall effectiveness in fostering parental involvement, with notable strengths in communication and parenting. However, targeted improvements in volunteering and community collaboration could elevate the school’s performance in these areas.

Level of Teachers’ Motivation

Table 2 reflects the data on the level of teachers’ motivation various dimensions.

Table 2. *Level of Teachers’ Motivation n=99*

	Composite Mean	Interpretation	Rank
A. Intrinsic Motivation	3.7576	Very High	1
B. Extrinsic Motivation	3.6485	Very High	4
C. Job Satisfaction	3.6626	Very High	2
D. Professional Development	3.5091	Very High	6
E. Student Achievement	3.6505	Very High	3
F. Work Environment	3.6384	Very High	5
Over-All Composite Mean	3.6444	Very High	

Parameters:

Scale	Responses	Interpretation
3.25 – 4.00	Strongly Agree (STA)	Very High
2.50 – 3.24	Moderately Agree (MA)	High
1.75 – 2.49	Slightly Agree (SLA)	Low
1.00 – 1.74	Disagree (D)	Very Low

Table 2 shows the level of teachers’ motivation across six dimensions: intrinsic motivation, extrinsic motivation, job satisfaction, professional development, student achievement, and work environment. The data reveals an overall composite mean of 3.6444, interpreted as “Very High,” signifying that teachers are strongly motivated in all dimensions assessed.

Among the dimensions, intrinsic motivation ranks the highest with a composite mean of 3.7576, underscoring the personal fulfillment and internal drive teachers experience from their profession, particularly when bolstered by active parental involvement. Job satisfaction follows with a mean of 3.6626, reflecting the critical role of parental engagement in fostering teachers’ contentment with their roles and achievements. Student achievement ranks third with a mean of 3.6505, highlighting how parental involvement motivates teachers to improve strategies and provide support for their students’ success.

Conversely, professional development ranks lowest among the dimensions, though still interpreted as “Very High” with a mean of 3.5091. This suggests that while parental involvement inspires teachers to enhance their skills, this dimension may require additional focus and support to achieve even greater motivation. Work environment (3.6384) and extrinsic motivation (3.6485) rank in the middle, indicating that external factors like parental support and a positive school culture significantly contribute to teacher motivation

The findings demonstrate that teacher motivation is multi-faceted, driven by intrinsic satisfaction, external recognition, and an environment conducive to professional growth and student success. While all dimensions exhibit high levels of motivation, a balanced focus on both intrinsic and extrinsic factors

will ensure sustained and comprehensive teacher engagement.

Learners’ Academic Achievement

This pertains to the academic performance or outcomes demonstrated by learners, as recorded in their report cards for the 1st and 2nd grading periods of the School Year 2024–2025. It is determined by calculating the average of the learners’ academic performance across all subjects taught by their respective teachers.

Table 3. *Learners’ Academic Achievement n=99*

LEARNERS’ ACADEMIC ACHIEVEMENT					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Very Satisfactory	98	99.0	99.0	99.0
	Outstanding	1	1.0	1.0	100.0
	Total	99	100.0	100.0	
MEAN = 86.78 VERY SATISFACTORY					

Parameters:

- 90-100
- 85-89
- 80-84
- 75-79
- Below 75
- Outstanding
- Very Satisfactory
- Satisfactory
- Fairly Satisfactory
- Did Not Meet Expectations

The academic achievement of learners, as captured in Table 30, reflects their performance during the 1st and 2nd grading periods of the School Year 2024–2025. This metric is derived by averaging the academic scores across all subjects, as assessed by their respective teachers. The results reveal a commendable level of academic performance among the learners. A majority of 98 learners, representing 99% of the total sample (n=99), achieved a “Very Satisfactory” rating, while only one learner, accounting for 1% of the population, attained an “Outstanding” rating. The computed mean score of 86.78 further underscores the overall classification of the learners’ performance as “Very Satisfactory.”

The “Very Satisfactory” rating aligns with scores ranging from 85 to 89, indicating that the majority of learners consistently met or exceeded expectations in their academic tasks. The “Outstanding” rating, achieved by one learner, reflects exceptional performance, denoting scores between 90 and 100. No learners fell into the lower performance categories such as “Satisfactory,” “Fairly Satisfactory,” or “Did Not Meet Expectations,” suggesting a strong academic foundation and effective instructional strategies within the group.

Correlation Between the School Practices on Parental Involvement and Learners’ Academic Achievement

Table 4 reveals the computation on the correlation between School Practices on Parental Involvement and Learners’ Academic Achievement.

Table 4. *Correlation Between the School Practices on Parental Involvement and Learners’ Academic Achievement*

Correlations			
			PRACTICES ON PARENTAL INVOLVEMENT
Spearman's rho	Learners' Academic Achievement	Correlation Coefficient	.102
		Sig. (2-tailed)	.007

p = 0.007 Result: Significant Decision: Reject Ho

Table 4. presents the analysis of the correlation between school practices on parental involvement and learners’ academic achievement. The computed correlation coefficient is 0.1020.1020.102, which reflects a positive relationship between these two variables. The p-value is 0.007 which is less than the conventional significance level of 0.05. This indicates that the correlation between school practices on parental involvement and learners’ academic achievement is statistically significant. The positive correlation, suggests that schools that implement practices promoting parental involvement may experience higher academic achievement among learners. The significance of this finding underscores the potential relationship of parental engagement on students’ educational outcomes. It holds practical relevance, suggesting that further exploration into more essential forms of parental involvement could yield more substantial effects on learners’ performance.

This result highlights the importance of school practices that encourage parents to engage in their children’s education, reinforcing the idea that even small increases in parental involvement can contribute positively to academic outcomes. It further indicates that parental involvement practices, is associated with learners’ achievement.

Correlation Between the Teachers' Motivation and Learners' Academic Achievement

Table 5 reveals the computation on the correlation between Teachers' Motivation and Learners' Academic Achievement.

Table 5. *Correlation Between the Teachers' Motivation and Learners' Academic Achievement*

Correlations			
			Learners' Academic Achievement
Spearman's rho	Level Of Teachers' Motivation	Correlation Coefficient	.056
		Sig. (2-tailed)	.008

p = 0.008 Result: Significant Decision: Reject Ho

The computed Spearman's rank correlation coefficient is 0.05, indicating a weak positive relationship between the two variables. The p-value is 0.008 which is below the typical threshold of 0.05 revealing that this relationship is statistically significant. The result leads to the rejection of the null hypothesis (Ho), suggesting that there is a significant correlation between teachers' motivation and learners' academic achievement.

The significance of this relationship indicates that teachers' motivation does play a role in student achievement. This finding implies that motivated teachers may have a positive impact on their students' academic performance, although other factors may contribute more significantly to academic outcomes.

Overall, the statistical significance suggests that enhancing teacher motivation could still have a modest impact on improving student academic outcomes. The result provides evidence supporting efforts to maintain or increase teachers' motivation in order to foster better student achievement.

CONCLUSIONS

Anchored on the aforementioned findings, the following conclusions were drawn:

The study reveals a strong overall performance in school practices on parental involvement, as perceived by both teachers and parents. The composite means consistently reflect "Very Good" ratings across all six domains, underscoring the schools' dedication to fostering meaningful parental engagement. Teachers exhibited a "Very High" level of motivation. The findings reveal that teachers are highly motivated across all six dimensions. Parental involvement does

not have a direct or substantial effect on teacher motivation. A significant positive correlation between school practices promoting parental involvement and learners' academic achievement which highlights the beneficial impact of parental engagement on students' academic outcomes. The positive correlation between teachers' motivation and learners' academic achievement underscores the influence of teacher motivation on learners' achievement. Motivated teachers can create a more conducive learning environment, which ultimately impacts the academic success of students.

RECOMMENDATIONS

From the findings and conclusions, the following recommendations are herein provided.

1. Information and dissemination of the research findings are encouraged.
2. Enhance Parental Involvement Strategies- Develop and implement strategies that encourage more consistent and meaningful parental involvement in the educational process.
3. Enhance Workshops and Parent Engagement- Schools should organize regular workshops on child development to empower parents with the knowledge needed to support their children's academic and social growth.
4. Improve Volunteer Programs- Schools should implement strategies to increase volunteer participation, such as offering more flexible schedules and providing a dedicated parent/family room. Recognizing volunteer contributions can also help motivate parents to become more actively involved in school activities.
5. Strengthen Community Collaborations- Schools should work on deepening their connections with community organizations. Expanding after-school programs supported by community partners and opening school facilities for broader community use would foster greater community involvement in student development.
6. Encourage Parental Involvement in Decision-Making- Schools should create more opportunities for parents to engage in curriculum planning and academic decision-making. This could involve regular meetings, feedback sessions, and workshops that empower parents to contribute actively to the school's governance.
7. Support Professional Development through Parental Involvement- Schools can continue to encourage parental participation in professional development opportunities for teachers, as parental support is shown to enhance teachers' motivation and job satisfaction. Further integration of parents in school projects and training initiatives would encourage teachers' ongoing professional growth.

8. Utilize Feedback to Improve Communication Practices-

Schools should improve practices related to parent orientations, curriculum briefings, and parent conferences. These improvements will ensure that all parents are well-informed and actively engaged in their children's educational journey, helping to create a more cohesive school community.

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