

## Article

# Influence of Parental Presence and Learners' Behavior on Their Academic Performance

Roma Mae Pansacala

Kaitlin Marie Opingo

Veronica Calasang

Randy Mangubat

Corresponding Author: romamae.pansacala@deped.gov.ph

**Abstract:** This study assessed the influence of parental presence on the behavior of Grade 3 learners, utilizing a descriptive-correlational research design. The study examined the relationship between parental involvement in school activities and the learners' behavior, with data collected from 38 parents and one teacher through survey questionnaires. Descriptive statistics were used to summarize the learners' profiles, while Pearson's correlation coefficient was employed to explore the relationship between parental presence and learner behavior. The findings revealed a significant moderate positive correlation ( $r = 0.500$ ,  $p = 0.001$ ), indicating that higher parental involvement is associated with better behavioral outcomes. This study reinforces existing literature that highlights the crucial role of parental presence in shaping learners' behavior and academic performance. The results suggest that schools should actively promote parental engagement to enhance student behavior and create a more supportive learning environment, ultimately benefiting both behavioral and academic development.

---

**Keywords:** Parental presence, learner behavior, parental involvement, school engagement, educational support

## Introduction

Academic performance has long been regarded as a crucial measure of student success, encompassing a variety of cognitive, social, and emotional skills necessary for future achievement (Jones et al., 2020). In the educational landscape, academic performance serves as a reliable gauge for evaluating students' progress, guiding instructional methods, and shaping educational policies (Brown & Johnson, 2021). Numerous studies indicate that high academic performance is often linked to better career opportunities and overall life satisfaction (Zhao et al., 2019). Beyond the classroom, academic success impacts a student's ability to engage in society, develop problem-solving skills,

Pansacala et al.(2024). Influence of Parental Presence and Learners' Behavior on Their Academic Performance. Copyright (c) 2024. Author (s). This is an open term of Creative Commons Attribution License (CC BY). [www.wjehr.com](http://www.wjehr.com)



**Copyright:** © 2024 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license(<https://creativecommons.org/licenses/by/4.0/>).

and foster critical thinking (Smith et al., 2020). It not only shapes the learners' present educational experience but also influences their long-term aspirations and quality of life (Li et al., 2021). Therefore, understanding the factors that contribute to or hinder academic performance is a priority in contemporary educational research (White et al., 2019). The role of both internal and external influences on learners' academic outcomes warrants close examination (Green et al., 2021).

External factors such as family environment, social context, and school climate play a critical role in shaping academic outcomes (Chen & Wang, 2020). Among these factors, parental involvement and learners' behavior have been identified as key determinants of success (Olivares & García, 2021). Research indicates that parental presence significantly influences children's attitudes toward education, fostering both motivation and academic engagement (Turner & Cooper, 2021). Moreover, learners' behavior—including their ability to focus, follow instructions, and interact with peers—has a direct impact on their academic performance (Kenny et al., 2022). Positive behavioral traits, such as self-regulation and cooperation, are often linked with higher academic achievement (Martinez et al., 2023). On the other hand, disruptive or inattentive behaviors can undermine learning processes and academic success (Kim et al., 2021). Understanding how these external and internal factors intersect can offer valuable insights for improving educational outcomes (Baker & James, 2020).

Parental presence refers to the active involvement and participation of parents in their children's educational activities, both at home and within the school setting (Hill & Tyson, 2021). Research shows that parental engagement in activities such as attending parent-teacher meetings, helping with homework, and participating in school events positively correlates with students' academic performance (Epstein & Sheldon, 2020). Parental presence can manifest through emotional support, educational guidance, and providing a stable learning environment at home (Grolnick et al., 2021). The quality and frequency of these interactions are important, as consistent parental involvement contributes to children's cognitive and emotional development, which in turn affects their academic success (Reynolds et al., 2022). This presence also sets a foundation for positive behavioral patterns, encouraging students to adopt constructive attitudes towards learning (Jeynes, 2019). Parental presence is particularly crucial in early childhood education, where foundational skills and attitudes towards learning are established (Thompson & Hart, 2023).

Learners' behavior significantly affects their ability to engage in the learning process and, consequently, their academic performance (Galloway et al., 2021). Behaviors such as attentiveness, participation, and collaboration with peers are directly associated with better academic outcomes (Al-Mahdy et al., 2022). Students who demonstrate self-regulation, perseverance, and responsibility often outperform

those with less developed behavioral skills (King & McInerney, 2021). Conversely, disruptive behaviors—such as inattentiveness, aggression, and defiance—are consistently linked to lower academic performance (Baker et al., 2020). The relationship between parental presence and learners' behavior is integral to understanding academic success (Zhou et al., 2019). Studies suggest that parents who are actively involved in their children's education can help mitigate negative behaviors, fostering a more positive learning environment (Garcia & Greenfield, 2023). Thus, exploring how parental presence influences learner behavior is key to understanding their combined impact on academic achievement (Gonzalez et al., 2021).

In the realm of early childhood education, parental presence and learner behavior are especially critical factors, as these early years lay the foundation for future academic success (Crosnoe et al., 2022). Parental involvement during early childhood has been shown to enhance cognitive development, social skills, and emotional well-being, all of which are essential for successful learning (Anderson et al., 2020). The early education years also represent a crucial period for the development of positive learning behaviors, such as curiosity, persistence, and cooperation (Walker & MacPhee, 2021). Given the importance of these formative years, understanding how parental presence influences not just behavior but also long-term academic performance is essential (Goodman & McGrath, 2020). This study is particularly significant because it seeks to bridge the gap between theory and practice, offering insights into how parents and educators can work together to support young learners (Nguyen et al., 2023). Research on this topic can inform policies and strategies aimed at improving educational outcomes in early childhood settings (Fisher & Watson, 2022).

Despite substantial evidence linking parental presence to academic success, there is limited research specifically focused on how parental presence influences learners' behavior, particularly in early childhood education. This research assesses the influence of parental presence on the behavior of Grade 3 learners, addressing the following questions: What is the profile of the learners in terms of age and gender, parents' highest educational attainment, number of siblings, and combined family monthly income? As perceived by the parents, to what extent do they manifest their presence in the school activities of their children? As perceived by the teachers, what is the level of the behavior of the learners? Although numerous studies highlight the benefits of parental involvement, there is a need for further investigation into how these dynamics play out in different educational contexts and with diverse populations (Foster & Edwards, 2021). This research seeks to fill these gaps by providing a nuanced understanding

of how parental presence and behavior intersect to influence academic performance (Jackson et al., 2020).

This study aims to contribute to the growing body of literature on parental involvement and its impact on academic outcomes by focusing on the dual influence of parental presence and learners' behavior. Through a detailed analysis of Grade 3 learners, this research will offer insights into how parental engagement affects behavioral development and, consequently, academic performance. The findings are expected to inform educators, policymakers, and parents about effective strategies to support learners both behaviorally and academically. Furthermore, this study will provide recommendations for fostering stronger school-family partnerships, which are essential for enhancing educational outcomes. Addressing key research gaps and exploring the relationship between parental presence and learner behavior, this study will contribute valuable knowledge to the field of early childhood education.

### **Methodology**

This study employed a descriptive-correlational research design to assess the influence of parental presence on the behavior of Grade 3 learners at Oboob Integrated School. The descriptive component of the research provided a detailed account of the learners' demographic profiles, while the correlational aspect explored the relationship between parental presence and learners' behavior. This approach was chosen because it allowed the researcher to both describe the variables in question and identify potential associations without manipulating the study environment, aligning with Creswell's (2012) recommendations for educational research designs.

The population of the study consisted of 39 respondents, comprising 38 parents and one Grade 3 teacher at Oboob Integrated School. A census sampling technique was used due to the relatively small number of Grade 3 learners, ensuring that all individuals involved were included in the study. Data collection was conducted through two sets of adapted survey questionnaires—one for parents and one for the teacher. These questionnaires were adapted from previously validated instruments, ensuring reliability and validity. The parent questionnaire gathered information on demographic factors such as age, gender, educational attainment, number of siblings, and combined monthly family income. It also included a section assessing parental involvement in school activities, utilizing a 4-point Likert scale to measure the frequency and extent of their engagement.

The teacher's questionnaire focused on evaluating learners' behavior in the school context, also using a 4-point Likert scale. The scale captured various behavioral indicators, including compliance

with rules, cooperation with peers, and attentiveness in class. These scores were aggregated to form a comprehensive behavioral profile for each student. Data analysis involved both descriptive and inferential statistics. Descriptive statistics such as frequencies, percentages, means, and standard deviations were used to summarize the demographic data. Pearson's correlation coefficient was employed to determine the strength and direction of the relationship between parental presence and learner behavior. The use of this correlational analysis was crucial in identifying whether a statistically significant association existed between the two variables. This rigorous methodology provided the study with a solid framework for exploring the research questions and drawing meaningful conclusions.

## Results and Discussion

Table 1. Age and Gender

Age (in years)	Female		Male		Total	
	f	%	f	%	f	%
9	7	18.42	14	36.84	21	55.26
8	7	18.42	10	26.32	17	44.74
Total	14	36.84	24	63.16	38	100.00

Table 1 presents the distribution of Grade 3 learners at Oboob Integrated School by age and gender. The data show that there are more male learners (63.16%) compared to female learners (36.84%). Specifically, among the male learners, 14 are 9 years old, representing 36.84% of the total population, while 10 males are 8 years old, accounting for 26.32%. On the other hand, female learners are equally distributed across the two age groups, with 7 students in each category, making up 18.42% for both 8-year-olds and 9-year-olds. Overall, the table reveals that the majority of the learners (55.26%) are 9 years old, while the remaining 44.74% are 8 years old. This suggests a slight predominance of older learners in the class, with male students outnumbering females across both age groups.

Table 2. Parents' Highest Educational Attainment

Educational Attainment	Mother		Father	
	f	%	f	%
College Graduate	7	18.42	8	21.05
College Level	5	13.16	3	7.89
High School Graduate	10	26.32	9	23.68
High School Level	8	21.05	8	21.05
Elementary Graduate	7	18.42	5	13.16
Elementary Level	0	0.00	3	7.89
No Response	1	2.63	2	5.26
Total	38	100.00	38	100.00

Table 2 shows the highest educational attainment of the parents of Grade 3 learners at Oboob Integrated School, with data presented separately for mothers and fathers. The majority of both mothers

(26.32%) and fathers (23.68%) are high school graduates. A significant proportion of mothers (21.05%) and fathers (21.05%) have reached high school level but did not graduate. A smaller percentage of parents have achieved higher education, with 18.42% of mothers and 21.05% of fathers being college graduates. Additionally, 13.16% of mothers have some college education, compared to 7.89% of fathers. In terms of elementary education, 18.42% of mothers have graduated from elementary school, whereas 13.16% of fathers have done the same. Notably, none of the mothers reported only elementary-level education, while 7.89% of fathers fall into this category. A small percentage of parents did not provide a response, with 2.63% of mothers and 5.26% of fathers offering no data on their educational attainment. This data indicates that the majority of parents have at least a high school education, with a smaller proportion pursuing or completing higher education.

Table 3. Number of Siblings of the Learners

Number of Siblings	f	%
5 and up	6	15.79
3-4	17	44.74
1-2	14	36.84
None	1	2.63
Total	38	100.00

Table 3 displays the distribution of Grade 3 learners at Oboob Integrated School based on the number of siblings they have. The largest group consists of learners with 3-4 siblings, accounting for 44.74% of the total population. This is followed by learners with 1-2 siblings, representing 36.84%. A smaller percentage of learners, 15.79%, come from families with five or more siblings. Notably, only one learner (2.63%) is an only child. These figures suggest that most learners come from moderately sized families, with the majority having between 1 and 4 siblings, potentially influencing the dynamics of parental attention and involvement in their education.

Table 4. Combined Family Monthly Income

Monthly Income (in pesos)	f	%
Above 30,000	2	5.26
25,001-30,000	1	2.63
20,001-25,000	2	5.26
15,001-20,000	1	2.63
10,001-15,000	4	10.53
10,000 and below	28	73.68
Total	38	100.00

Table 4 presents the combined family monthly income of the Grade 3 learners' households at Oboob Integrated School. A significant majority



of the learners, 73.68%, come from families with a monthly income of ₱10,000 or below, indicating that most learners belong to low-income households. A smaller proportion, 10.53%, come from families with an income between ₱10,001 and ₱15,000. Only 5.26% of families report earning between ₱20,001 and ₱25,000, and an additional 5.26% have incomes above ₱30,000. The lowest percentages, 2.63% each, are families earning between ₱15,001 and ₱20,000, and ₱25,001 and ₱30,000. This data reflects a predominantly low-income demographic among the learners' families, which may have implications for access to educational resources and parental involvement.

Table 5. Extent to which the Respondents Manifest their Presence in the School Activities

S/N	Indicators	WM	Verbal Description
1	I assist my child in their assignments, quizzes and recitations.	3.24	Manifested
2	I attend in my child's extra-curricular activities/sports, singing competitions and etc.	3.08	Manifested
3	I let my child explore their learning process on their own.	3.21	Manifested
4	I encourage my child to be more independent.	3.34	Highly Manifested
5	I attend to school meetings regularly.	3.39	Highly Manifested
6	I frequently explain difficult ideas to my child when he doesn't understand.	3.32	Highly Manifested
7	I regularly visit my child's school.	3.08	Manifested
8	If my child misbehaved at school, I would know about it soon afterward.	3.26	Highly Manifested
Aggregate Weighted Mean		3.24	Manifested

Table 5 summarizes the extent to which parents manifest their presence in school-related activities, based on several indicators. The aggregate weighted mean of 3.24 indicates that, overall, parental presence in their child's educational activities is "Manifested." Specific indicators show varying degrees of involvement. Parents highly manifested their presence in attending school meetings regularly (WM = 3.39) and encouraging their child to be more independent (WM = 3.34). They also frequently explained difficult ideas to their children (WM = 3.32) and were aware of misbehavior at school (WM = 3.26). Meanwhile, parental presence was also "Manifested" in assisting with assignments and quizzes (WM = 3.24), attending extracurricular activities (WM = 3.08), letting children explore their learning independently (WM = 3.21), and regularly visiting the school (WM = 3.08). These findings suggest that while parents are generally involved in their child's education, their involvement is stronger in areas related to monitoring behavior, providing explanations, and fostering independence, with slightly less emphasis on physical presence in extracurricular activities and school visits.

Table 6. Level of the Behavior of the Learners

S/N	Indicators	WM	Verbal Description
1	Follows directions easily.	3.21	Satisfactory
2	Has a positive attitude (e.g usually optimistic and confident in handling academic obligations)	3.16	Satisfactory
3	Turns in homework and projects.	3.18	Satisfactory
4	Respectful of their teachers, parents and other older persons.	3.21	Satisfactory
5	Cooperates with others effortlessly. (e.g, classroom group activities)	3.18	Satisfactory
6	Easily gets along with other students.	3.16	Satisfactory
7	Brings materials for school activities.	3.13	Satisfactory
8	Asks for help from the teacher for clarifications.	3.16	Satisfactory
9	Has a neat workspace.	2.97	Satisfactory
10	Has a neat appearance.	3.00	Satisfactory
11	Listens attentively to the teacher in class and outside of class.	3.11	Satisfactory
12	Displays interest towards the lessons.	3.11	Satisfactory
Aggregate Weighted Mean		3.13	Satisfactory

Table 6 presents the overall behavior of Grade 3 learners at Oboob Integrated School, based on various behavioral indicators. The aggregate weighted mean of 3.13 reflects that the behavior of the learners is generally "Satisfactory" across all indicators. Specifically, learners demonstrated satisfactory behavior in following directions (WM = 3.21), showing respect to teachers and older individuals (WM = 3.21), turning in homework (WM = 3.18), and cooperating with others (WM = 3.18). Additionally, learners displayed a positive attitude (WM = 3.16), easily got along with peers (WM = 3.16), and asked for help when needed (WM = 3.16), all rated as satisfactory. Other behaviors, such as bringing necessary materials for activities (WM = 3.13) and listening attentively (WM = 3.11), were also satisfactory. However, indicators like neatness of workspace (WM = 2.97) and neat appearance (WM = 3.00) received slightly lower scores but still fell within the satisfactory range. Overall, the data suggests that learners exhibit generally positive and cooperative behavior in school, though there may be areas, such as neatness, where improvement could be encouraged.

Table 7. Test of significant relationship between Parental Presence and Learners' Behavior

Variables	r-value	Strength of Correlation	p - value	Decision	Result
Parental Presence and Learners' Behavior	0.500*	Moderate Positive	0.001	Reject Ho	Significant

\*significant at  $p < 0.05$  (two-tailed)



The correlation analysis as shown on Table 8 revealed that there was a moderate positive relationship between parental presence and learner behavior, with an  $r$ -value of 0.500 and a  $p$ -value of 0.001. The significant positive relationship indicated that higher levels of parental involvement were associated with better learner behavior. This finding aligns with existing research that emphasizes the impact of parental involvement on student behavior and academic outcomes. Jeynes (2021), parental presence is a critical factor in promoting positive behavior and academic success among students. The significant relationship between parental presence and learner behavior emphasized the importance of fostering strong parental involvement in education. Schools and educators should prioritize initiatives that encourage and facilitate parental engagement to improve learner behavior and overall academic performance. Fan (2023) highlighted the need for schools to develop strategies that actively involve parents in the educational process. The researcher observed that the significant positive relationship between parental presence and learner behavior reinforced the importance of parental involvement in education. This finding provided a strong foundation for developing programs and interventions that support and enhance parental engagement.

## Discussion

The results of this study demonstrate a significant moderate positive relationship between parental presence and learner behavior, as evidenced by the  $r$ -value of 0.500 and the  $p$ -value of 0.001. This finding aligns with prior research, which consistently emphasizes the role of parental involvement in shaping both academic and behavioral outcomes in students. Jeynes (2021) argues that when parents actively engage in their children's education, they contribute to creating an environment that fosters positive behavior and higher academic achievement. Similarly, Wilder (2020) found that students with involved parents are more likely to exhibit behaviors conducive to learning, such as attentiveness, cooperation, and respect for authority figures. This study's finding further supports the assertion that parental presence is not only linked to improved academic performance but also to better behavioral development, which is crucial for holistic student success.

In addition to enhancing learner behavior, the study underscores the need for schools to encourage greater parental involvement as a means of improving educational outcomes. Fan (2023) advocates for the development of school-based programs aimed at increasing parental engagement, noting that such initiatives have been shown to improve both student behavior and academic performance. The positive

correlation identified in this research highlights the potential benefits of collaborative efforts between schools and parents. For example, Epstein's (2020) model of school, family, and community partnerships emphasizes the importance of structured opportunities for parental involvement in schools, which can include regular communication, participation in school events, and support in home learning activities. By promoting such practices, schools can help create a more supportive and consistent learning environment that benefits students both academically and behaviorally.

## Conclusion

The findings of this study underscore the significant impact of parental presence on the behavior of Grade 3 learners, revealing a moderate positive correlation between the two variables. This indicates that higher levels of parental involvement are associated with more favorable behavioral outcomes in learners. The results affirm the critical role of parental engagement in fostering positive behavior, which is essential for academic success and overall development. These findings highlight the importance of encouraging active parental participation in school activities and in their children's education, as it not only influences academic performance but also shapes key behavioral traits that contribute to a successful learning experience. Schools and educators should prioritize strategies that foster strong parental involvement to promote better learner behavior and create a more supportive educational environment.

## References

- Anderson, J. E., Hines, P. M., & Marshall, D. A. (2020). Parental involvement in early childhood: Its impact on children's development and academic outcomes. *Early Childhood Research Quarterly*, 51, 25-34.
- Baker, S. E., & James, R. K. (2020). The effects of parental involvement on academic performance and behavior of students. *Journal of Educational Psychology*, 112(2), 289-305.
- Brown, R., & Johnson, D. (2021). Academic performance as a predictor of future success: A longitudinal analysis. *Educational Research and Reviews*, 16(1), 1-10.
- Chen, L., & Wang, Y. (2020). Family environment and social context as predictors of students' academic outcomes. *Social Behavior and Personality: An International Journal*, 48(3), 1-10.
- Crosnoe, R., Johnson, M., & Elder, G. H. (2022). Early childhood parental involvement and its influence on long-term academic success. *Developmental Psychology*, 58(2), 189-200.

- Epstein, J. L., & Sheldon, S. B. (2020). Family and community partnerships: Impacts on students' academic performance and behavior. *Educational Leadership*, 77(6), 56-63.
- Fan, W. (2023). Enhancing parental engagement in education: Strategies for schools and families. *Educational Administration Quarterly*, 59(2), 295-312.
- Galloway, D., Armstrong, M., & Tomlinson, S. (2021). The impact of student behavior on academic success: Exploring external and internal factors. *Educational Studies*, 47(6), 749-763.
- Garcia, M. J., & Greenfield, D. B. (2023). Parental involvement in education: Its effect on children's behavioral and academic outcomes. *Journal of School Psychology*, 96, 45-56.
- Gonzalez, M., & Cabrera, C. (2021). The role of parental presence in shaping children's school behavior and performance. *Psychology in the Schools*, 58(9), 1021-1032.
- Grolnick, W. S., Kurowski, C. O., & Gurland, S. T. (2021). Parental involvement in early schooling: A longitudinal analysis. *Journal of Child Development*, 92(4), 1135-1152.
- Hill, N. E., & Tyson, D. F. (2021). Parental engagement in education: Mechanisms and impacts on student achievement. *Journal of Educational Psychology*, 112(5), 889-905.
- Jeynes, W. H. (2021). Parental involvement and student academic success: A meta-analysis. *Urban Education*, 56(4), 625-650.
- Kenny, D., Lynch, R., & Horgan, J. (2022). Learners' behavior and its relationship to academic performance. *Journal of Learning Sciences*, 32(3), 271-288.
- King, L. A., & McInerney, D. M. (2021). Behavioral engagement and academic achievement: The role of self-regulation. *Learning and Individual Differences*, 86, 101959.
- Martinez, A. T., Carpio, F., & Lee, S. M. (2023). The role of positive behaviors in academic achievement. *International Journal of Educational Research*, 121, 102064.
- Reynolds, A. J., Ou, S. R., & Topitzes, J. W. (2022). Early childhood parental involvement and academic performance: Long-term impacts. *American Educational Research Journal*, 58(1), 73-105.
- Turner, T., & Cooper, P. (2021). Parental engagement and students' attitudes towards education. *Journal of School Psychology*, 94, 101-115.
- Wilder, S. (2020). Parental involvement and its relationship to student academic achievement. *Review of Educational Research*, 90(2), 1-25.

Zhao, M., Leung, F., & Cheung, S. (2019). Academic performance as a predictor of career success and life satisfaction. *Educational Research and Reviews*, 14(6), 221-231.