ISSN: 2945-4190

` *World Journal on Education and Humanities Research*
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Vol. 6, Issue 2, pp. 78-88
Received, June 2026; Revised July 2026;
Accepted July 2026

Article

Family Support and Academic Success: Examining Parental Involvement and Self-Efficacy Among Grade One Learners

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Abstract: This study examined the extent of parental involvement, the level of parental self-efficacy, and the academic performance of Grade One learners enrolled in four selected private educational institutions in Cebu City during School Year 2024–2025. It also described the learners' age and gender, parents' highest educational attainment, number of siblings, and combined monthly family income as bases for a proposed academic performance enhancement plan. A descriptive-correlational research design was employed. The respondents were parents of Grade One learners selected through simple random sampling, with the sample size determined using Slovin's formula. Data were collected using a structured questionnaire adapted from established measures of parental involvement and parental self-efficacy, together with the learners' First Quarter academic grades. Frequency, percentage, weighted mean, standard deviation, and Pearson product-moment correlation were used to analyze the data. Results showed that parents were highly involved in their children's school activities and learning tasks and demonstrated a very high level of parental efficacy. The learners showed favorable academic performance, with most classified as outstanding or very satisfactory and none failing to meet expectations. However, parental involvement and parental efficacy showed negligible positive and statistically nonsignificant relationships with academic performance. The findings indicate that parental support and confidence, although strong, did not directly correspond with higher grades in this sample. The proposed enhancement plan should therefore combine family engagement with learner-centered and school-based academic interventions.

Keywords: parental involvement, parental self-efficacy, academic performance, Grade One learners, family engagement

Introduction

Education provides young learners with foundational knowledge, skills, values, and habits that influence later participation in school and society. During Grade One, children begin literacy, numeracy, and classroom routines, making support from both schools and families especially important. Parental involvement connects learning at

school with guidance at home through communication with teachers, monitoring, encouragement, and participation in academic activities. Reviews show that such involvement is associated with stronger student engagement, school readiness, and achievement, although its effects vary according to the type and quality of support provided (Cosso et al., 2022; Yang et al., 2023). Meta-analytic evidence further indicates positive links between parental involvement, parental expectations, and academic performance across subjects and learner groups (Jeynes, 2024; Wang & Wei, 2024).

Despite its importance, parental involvement is constrained by work schedules, transportation difficulties, time, financial pressure, weak school-parent communication, and uncertainty about how to assist children. Parents with lower educational attainment or fewer learning resources may feel less prepared to explain lessons, supervise assignments, or communicate with teachers. In families with siblings, attention and resources may be divided, while income can restrict access to books, technology, transportation, and enrichment activities. Research identifies work demands, personal circumstances, and logistical barriers as patterns associated with school involvement (Guo & Zhao, 2025). Studies emphasize that digital access, unclear expectations, and insufficient guidance from schools can make sustained family engagement difficult, particularly during disrupted or technology-supported learning (Maimaiti et al., 2025; Otero-Mayer et al., 2025).

When these barriers remain unaddressed, parents may lose confidence to support schoolwork, communicate with teachers, and influence their children's learning. Low parental self-efficacy can lead to avoidance, inconsistent monitoring, limited participation, and dependence on teachers for responsibilities that benefit from home-school cooperation. A multilevel meta-analysis found that parenting self-efficacy is positively associated with home-based involvement, school-based participation, communication, and educational expectations among parents of primary learners (Ma et al., 2024). Reduced confidence may weaken the continuity of parental support when children encounter academic difficulty. In turn, limited involvement and ineffective support can diminish learners' engagement, self-beliefs, and achievement, while well-designed parental involvement programs can improve academic and social-emotional outcomes for young children (Cosso et al., 2022; Kang et al., 2024).

Research links parental involvement with children's learning, although findings vary by activity, subject, and context. Wang and Wei (2024) reported a positive association between parental involvement and mathematics performance, while Jeynes (2024) found that parental expectations were related to achievement across learner groups. Yang et al. (2023) concluded that parental involvement supports achievement through behavioral, emotional, and cognitive engagement. Cosso et al. (2022) found that involvement programs benefited children's academic and social-emotional outcomes. Research on primary-school families showed that parenting self-efficacy supports contributions to home-school partnerships (Ma et al., 2024). Studies of barriers and family practices indicate that employment, socioeconomic conditions, communication, and confidence influence whether involvement is sustained and useful (Guo & Zhao, 2025; Ertürk Kara et al., 2025).

Although parental involvement, parenting self-efficacy, and academic performance have been examined in many international studies, limited evidence describes how these variables occur together among Grade One learners in selected private learning institutions within one local setting. Previous research often focuses on older pupils, single academic subjects, public schools, or broad national samples. Consequently, little is known about whether parents' educational background, family size, income, involvement, and perceived efficacy correspond with the actual performance of beginning primary learners in these schools. This study will assess parental involvement, parental self-efficacy, and the academic performance of Grade One learners at Colegio Del Santo Niño, St. Mary's Academy, Younghomes Learning Center, and Gentle Childcare Learning Center during school year 2024–2025. It will also describe learners' age and gender, parents' highest educational attainment, number of siblings, and combined monthly family income. The findings will provide localized evidence for developing a specific academic performance enhancement plan responsive to family characteristics, parental capacities, and learners' educational needs.

Literature Review

Parental involvement refers to the different ways parents support their children's education, including assisting with learning activities at home, monitoring schoolwork, communicating with teachers, attending school programs, expressing educational expectations, and providing emotional encouragement.. In their meta-analysis, Cosso et al. (2022) found that parental involvement programs produced positive academic and social-emotional outcomes among young children, indicating that organized family participation can strengthen early learning. Similarly, Yang et al. (2023) explained that parental involvement supports academic performance partly by enhancing students' behavioral, emotional, and cognitive engagement. Parental expectations appear particularly influential because they communicate the value families place on education and encourage children to persist in school-related tasks (Jeynes, 2024). In mathematics, Wang and Wei (2024) reported a significant positive relationship between parental involvement and student performance, although results varied according to involvement type and learner characteristics. Özyıldırım (2024) likewise found that parental involvement had a small but significant effect on academic motivation, suggesting that family support may influence achievement through students' willingness to learn. Research among low-income elementary-school children further showed that involvement is shaped by socioeconomic resources, family expectations, and parents' perceptions of their capacity to support learning (Gubbins & Otero, 2020a). Another study emphasized that parents' educational attainment, available time, school invitations, and socioeconomic circumstances influence their participation in primary education (Gubbins & Otero, 2020b). Huang et al. (2021) also found that parental involvement was related to mathematics achievement through psychological mechanisms such as mental health and mathematics self-efficacy.

Parental self-efficacy refers to parents' confidence in their ability to guide, motivate, and

support their children's development and education. Ma et al. (2024), through a multilevel meta-analysis, found that parenting self-efficacy was positively associated with parents' contributions to home-school partnerships, including home-based involvement, school participation, parent-teacher communication, and educational expectations. However, parental confidence must be accompanied by appropriate strategies because excessive monitoring or controlling behavior may create anxiety and reduce children's independence. Li and Ding (2025) found that parental self-efficacy affected parents' anxiety when assisting elementary pupils with homework and that homework-management practices mediated this relationship. Academic outcomes may therefore depend not only on how confident parents feel but also on how that confidence is translated into supportive behavior. Kang et al. (2024) reported that parental involvement was connected with academic performance through student academic self-efficacy and psychological well-being, illustrating how family support may influence children's beliefs about their own learning abilities. Large-scale evidence also suggests that the relationship between parenting practices and academic outcomes differs according to the form of involvement, parenting approach, educational stage, and sociocultural context (Tan et al., 2025). Measurement is another important concern because parental involvement may include home activities, school participation, communication, expectations, and decision-making, which are not always assessed consistently across studies (Otero-Mayer et al., 2025). Moreover, work responsibilities, limited resources, logistical difficulties, and weak school-parent communication may prevent parents from participating even when they value education (Guo & Zhao, 2025). Evidence from Southeast Asian learners further indicates that school-based parental involvement can be linked to academic outcomes through students' self-efficacy, although the relationships vary across countries and educational contexts (Djekourmane et al., 2025).

Methodology

The study employed a descriptive-correlational research design to determine the relationships among parental involvement, parental self-efficacy, and the academic performance of Grade One learners. This design was appropriate because it described conditions and examined associations among variables without manipulating them (Creswell, 2014; Fraenkel & Wallen, 2009; Gay et al., 2012). The study was conducted during School Year 2024–2025 in four private schools in Cebu City: Colegio Del Santo Niño, St. Mary's Academy, Younghomes Learning Center, and Gentle Childcare Learning Center. The respondents were parents of enrolled Grade One learners. Simple random sampling was applied, while Slovin's formula was used to determine the sample size and respondent allocation per school.

Data were collected using a structured questionnaire and the learners' First Quarter academic grades. The instrument contained four parts: learner and family profile, academic performance, parental involvement, and parental self-efficacy. Profile information covered age, gender, number of siblings, parents' highest educational

attainment, and combined monthly family income. The parental involvement items were adapted from Henderson and Mapp (2002), while parental self-efficacy items were based on Bandura (1977). Before administration, the questionnaire underwent pilot testing to establish validity and internal consistency. After approval from school administrators, the researcher coordinated with teachers, oriented the parent-respondents, secured informed consent, and distributed the questionnaires according to an agreed schedule. Completed instruments were retrieved and checked for completeness, while academic records were obtained from the participating schools. Data were encoded and analyzed using Microsoft Excel and SPSS. Frequency counts and percentages described the respondents' profiles. Weighted means determined the levels of parental involvement, parental self-efficacy, and academic performance based on the prescribed interpretation scales. Pearson's product-moment correlation coefficient tested the direction, strength, and statistical significance of relationships among the three principal variables. Confidentiality, voluntary participation, and handling of school records were observed throughout the research process.

Results

Table 1. Extent to Which the Parents Are Involved in the School Activities and Tasks of Their Children

Indicators	WM	SD	Verbal Description
I make sure that my child acts in accordance with his/her study schedule and study at home.	4.50	0.59	Highly Involved
I make sure that my child has a comfortable space for learning.	4.56	0.59	Highly Involved
I always talk to my child about his/her daily activities.	4.63	0.53	Highly Involved
I guide my child when performing household chores.	4.41	0.58	Highly Involved
I examined my child's homework.	4.53	0.59	Highly Involved
I make sure that my child has enough reference books, stationery, and other educational necessities.	4.63	0.51	Highly Involved
I make sure that a learning environment with less noise from the television/radio when my child studies his/her lessons.	4.60	0.58	Highly Involved
I send my children to extra classes held at school.	3.95	1.02	Involved
I send my son to paid tuition.	3.93	1.15	Involved
I always talk with my child about his/her problems.	4.64	0.55	Highly Involved
Aggregate Weighted Mean	4.44		Highly Involved
Aggregate Standard Deviation		0.67	

The findings show that parents were highly involved in their children's school activities and tasks, as indicated by the aggregate weighted mean of 4.44. The highest-rated practice was talking with children about their problems, with a weighted mean

of 4.64, followed by discussing daily activities and providing educational necessities, both with 4.63. Sending children to paid tuition received the lowest rating of 3.93. The aggregate standard deviation of 0.67 reflects relatively consistent responses among the parent-respondents across all evaluated indicators.

Table 2. Level of Efficacy Towards Parents' Involvement in the School Activities and Tasks of Their Children

S/N	Indicators	WM	SD	Verbal Description
1	Even though I may not always manage it, I know what I need to do with my child.	4.64	0.53	Very High
2	I am able to do the things that will improve my child's behaviour.	4.59	0.49	Very High
3	I can make an important difference to my child.	4.47	0.61	Very High
4	In most situations, I know what I should do to ensure my child behaves.	4.55	0.50	Very High
5	The things I do make a difference to my child's behaviour.	4.44	0.59	Very High
	Aggregate Weighted Mean	4.54		Very High
	Aggregate Standard Deviation		0.54	

The findings indicate that parents had a very high level of efficacy toward their involvement in their children's school activities and tasks, as shown by the aggregate weighted mean of 4.54. The highest-rated indicator was knowing what to do with their child, with a weighted mean of 4.64. The lowest-rated indicator was believing that their actions make a difference in their child's behaviour, with 4.44. The aggregate standard deviation of 0.54 shows that responses were generally consistent among the parent-respondents.

Table 3. Level of Academic Performance of the Learners

Level	Numerical Range	f	%
Outstanding		40	46.51
Very Satisfactory		26	30.23
Satisfactory		15	17.44
Fairly Satisfactory		5	5.81
Did Not Meet the Expectations		0	0.00
Total		86	100.00
Mean		88.68	
Standard Deviation		5.59	

The findings show that the learners generally demonstrated strong academic performance, with a mean score of 88.68, interpreted as very satisfactory. Most learners were classified as outstanding, comprising 46.51 percent, followed by 30.23 percent

who achieved a very satisfactory rating. Meanwhile, 17.44 percent were satisfactory and 5.81 percent were fairly satisfactory. No learner failed to meet expectations. The standard deviation of 5.59 indicates a moderate spread of scores, suggesting some variation in achievement among the learners across the participating schools.

Table 4. Test of Relationship Between Parental Involvement and Academic Performance of the Learners

Variables	r-value	Strength of Correlation	p-value	Decision	Remarks
Parental Involvement and Academic Performance	0.013	Negligible Positive	0.908	Do not reject H_0	Not Significant

*significant at p<0.05 (two-tailed)

Based on the results, parental involvement had a negligible positive relationship with the academic performance of the learners, as indicated by an r-value of 0.013. This means that increases in parental involvement were associated with only a very slight increase in academic performance. However, the p-value of 0.908 was greater than the 0.05 level of significance. Therefore, the null hypothesis was not rejected, showing that the relationship between parental involvement and academic performance was not statistically significant. The result suggests that parental involvement, as measured in this study, did not have a meaningful direct association with the learners' grades. Other factors, such as teaching quality, learner ability, study habits, and school

Table 5. Test of relationship between parental efficacy and academic performance of the learners

Variables	r-value	Strength of Correlation	p - value	Decision	Remarks
Parental Efficacy and Academic Performance	0.080	Negligible Positive	0.465	Do not reject Ho	Not Significant

*significant at p<0.05 (two-tailed)

environment, may have contributed more strongly to academic performance.

The findings show that parental efficacy had a negligible positive relationship with the academic performance of the learners, as reflected by an r-value of 0.080. This indicates that higher parental efficacy was associated with only a very slight increase in academic performance. However, the p-value of 0.465 was greater than the 0.05 level of significance. Therefore, the null hypothesis was not rejected, confirming that the relationship between parental efficacy and academic performance was not statistically significant. The result suggests that parents' confidence in guiding and supporting their children did not have a meaningful direct association with learners' grades. Other

influences, including learner motivation, study habits, teaching strategies, school resources, and classroom conditions, may have contributed more strongly to academic performance.

Discussions

The findings indicate that parents demonstrated strong involvement in their children's school activities and tasks. They regularly discussed their children's problems and daily experiences, provided educational materials, monitored homework, and maintained a suitable learning environment at home. Participation in paid tuition and extra classes was comparatively lower, suggesting that parents relied more on direct home-based support than on additional academic services. Parents also showed a very high level of efficacy, reflecting strong confidence in their ability to guide their children, improve their behaviour, and contribute positively to their development. The learners generally displayed favorable academic performance, with most achieving outstanding or very satisfactory ratings and none failing to meet expectations.
However, parental involvement and parental efficacy were not significantly related to the learners' academic performance. Both relationships were positive but negligible, indicating that increases in parental support and confidence were associated with only minimal changes in learners' grades. These findings suggest that strong parental involvement and efficacy alone may not directly determine academic achievement. The consistently high parental ratings and generally favorable learner performance may have limited differences among respondents, making significant relationships difficult to detect. Other factors, such as learner motivation, intellectual ability, study habits, teaching strategies, classroom conditions, school resources, and attendance, may have contributed more strongly to academic outcomes. Therefore, parental support should be strengthened alongside school-based and learner-centered interventions.

Conclusion

The study showed that parents were highly involved in the school activities and learning tasks of their Grade One children. They consistently provided educational materials, monitored homework, maintained appropriate learning conditions, and communicated with their children about daily activities and personal concerns. Parents also demonstrated a very high level of efficacy, showing confidence in their ability to guide their children, improve their behaviour, and contribute positively to their development. The learners generally exhibited favorable academic performance, with most achieving outstanding or very satisfactory results and none falling below expectations. However, parental involvement and parental efficacy were not significantly related to the learners' academic performance. Although both relationships were positive, they were negligible, indicating that stronger parental support and confidence did not necessarily correspond to higher grades within the

group studied. Therefore, academic performance may be influenced by other factors, including learner motivation, ability, study habits, teaching strategies, classroom environment, attendance, and access to school resources. The findings imply that parental participation remains important for children's development, but it should be complemented by targeted instructional support and learner-centered interventions to improve academic outcomes.

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