



**LEVEL OF PARENTAL INVOLVEMENT,  
JOB SATISFACTION OF PARENTS IN KINGDOM OF  
SAUDI ARABIA (KSA) AND ACADEMIC PERFORMANCE  
OF THEIR CHILDREN: BASIS FOR A PROPOSED LEARNER'S  
KEY TO SUCCESS- PARENTING MATTERS PROGRAM**

**Sharon P. Perocho<sup>1i</sup>,**

**Johnny S. Bantulo<sup>2</sup>**

<sup>1</sup>Ramon Magsaysay Memorial Colleges,  
General Santos City, Philippines

<sup>2</sup>EdD, Ramon Magsaysay Memorial Colleges,  
General Santos City, Philippines

**Abstract:**

The purpose of this study was to find out the significant relationship between parental involvement, job satisfaction of parents and the academic performance of their children in Riyadh, Kingdom of Saudi Arabia in the school year 2021-2022. The respondents of this study were 67 parents and 67 learners from three different Philippine schools in KSA. The descriptive-correlational research methodology was employed in this study. The result revealed that the level of parental attention and guidance was very high. In terms of parental decision-making and parental care to the physical fitness of the child, the level of parental involvement was high. On the other hand, parental encouragement was moderate. In terms of encouragement, the level of job satisfaction was very high. In terms of the nature of work and praise and recognition, the level of job satisfaction of respondents was moderate. There was a significant relationship between parental involvement and learner's academic performance, job satisfaction and learner's academic performance, and parental involvement and job satisfaction.

**Keywords:** educational management, parental involvement, job satisfaction, academic performance, descriptive correlational, Philippines

**1. Introduction**

Parental involvement is usually regarded as a critical factor in a child's educational performance. Over the last few decades, research has demonstrated the importance of parental involvement in increasing academic achievement, bridging achievement gaps,

---

<sup>i</sup> Correspondence: email [jabalkhaoula20@gmail.com](mailto:jabalkhaoula20@gmail.com)

and lowering high school dropout rates. On the other hand, parents confront various hurdles that limit their involvement in their children's academic performance. Parental work schedules, a lack of interest in school affairs, a lack of parental education to assist with schooling, cultural or socioeconomic inequalities, and others are among the challenges (Fisher, et al., 2020).

Moreover, parental participation offers schools a valuable opportunity to enhance present school programs by involving parents in the educational process. Increased parental participation has been linked to higher learner achievement, parental and teacher satisfaction, and school climate. Parental participation helps children learn outside the classroom, creates a more favorable experience for them, and helps them perform better in school. Parents must support their children's development in preschool settings at home (Allensworth & Schwartz, 2020; Harris & Jones, 2020).

Many academics have questioned the function of parental participation and its connection to student academic progress during the last couple of decades. There has traditionally been the presumption that a student's academic success increases with parental participation. On the other hand, the fewer parents engage and participate in the academe of their children, the lesser they excel in school, and the lower salary they get from their job, the less financial support they can give their children. In this matter, learners from low-income families are less likely to have the suitable educational materials they need in school (Garcia & Weiss, 2020).

In addition, learners with parents who engage in their education are more likely to earn higher grades, develop self-esteem and motivation, and have better social skills and behavior. These learners are also less likely to suffer from low self-esteem and develop behavioral issues. The previous study showed a strong correlation between parental support and students' academic advancement. Compared to students whose parents were less supportive and less interested in educational activities, those students performed better academically (Bokayev et al., 2021).

Unfortunately, identified parents in Riyadh, Kingdom of Saudi Arabia, whose children were enrolled in Philippine schools under the Philippine DepEd Curriculum with parental involvement issues found difficulties balancing personal responsibilities and work, affecting their children's academic performance. Without proper facilitation, some parents never overcame the barriers that stopped them from involving their children's needs (Andriningrum & Gunawan, 2018).

The research gap in the study on the level of parental involvement, job satisfaction of parents in the Kingdom of Saudi Arabia (KSA), and the academic performance of their children lie in the need for a comprehensive understanding of the underlying mechanisms and potential interventions to address the relationship between these variables. While previous studies have explored the impact of parental involvement and job satisfaction on children's academic performance separately, limited research exists that investigates the combined influence of these factors specifically in the context of KSA. By identifying this research gap, future studies can contribute to the development

of effective interventions aimed at enhancing parental involvement, increasing job satisfaction among parents, and subsequently improving the academic outcomes of their children in the KSA context.

Henceforth, this study aimed to determine the relationship between parental involvement and the level of job satisfaction of Filipino parents with their children's academic performance in Riyadh, KSA. They were currently engaged in the home learning setup. This way, the researcher could develop an intervention program tailored to and relevant to the needs of both the parents and learners.

## 2. Literature Review

### 2.1 Review of Related Literature

This section reviews the related literature about parental involvement, job satisfaction of parents, learner's academic performance, the significant relationship between parental involvement and learner's academic performance, job satisfaction of parents and learner's academic performance, and parental involvement and job satisfaction of parents. The independent variable is parental involvement with parental attention, parental encouragement, parental guidance, parental decision-making, and parental care for the physical fitness of the child as indicators.

### 2.2 Parental Involvement

Experts define parent engagement as the obligation parents and teachers have to support their children's learning and academic aspirations. There is parent participation when parents are invited to school meetings or events and provide their assistance at home and school. They do this to commit. In exchange for parents prioritizing their child's educational goals, teachers pledge to pay attention to parents' concerns and provide a forum for discussion (Boonk, et al., 2018; Kalayci & Oz, 2018; Sobri et al., 2022).

Moreover, parent involvement and school engagement are not the same, even though both are advantageous. Parent participation is when parents participate in school-related events or activities, and teachers provide learning materials or information about their learners' grades. Setting educational goals is mainly the duty of teachers, not parents. Instead of seeing parents as partners, they view them as consultants who help their kids succeed academically (Chang & Yano, 2020; Harwood, et al. 2019; Jeynes, 2018).

Additionally, consider parent involvement as the initial step toward parent engagement. While instructors can provide some guidance to parents, parents also have critical knowledge about their children that teachers are unaware of. Both can contribute unique views to a learner's learning experience. Without the other, neither is whole. "A school that wants to engage families starts with its mouth, outlining projects, needs, and goals, and then telling parents how they may help. In contrast, a school that strives for parent engagement tends to lead with its ears, listening to what parents think, dream, and worry about" (Chang & Yano, 2020; Ntekane, 2018; Ribeiro, et al., 2019).

### **2.3 Parental Attention**

Because parental involvement and engagement in school are on the wane, it is more important than ever. A drop-in parent who believes that personal parent-teacher dialogue is helpful was discovered in a 2016 study. Parents are less likely to participate in parent-teacher conferences or school activities as they prefer distant methods of communication, such as online learner portals. Its development is unexpected and disturbing because of the implications for parental involvement. While digital tools can help families stay informed, pupils miss out when parents do not volunteer their time and resources (Harwood, et al., 2019; Ntekane, 2018; Papadakis et al., 2019).

Additionally, several factors have to do with this change in parental involvement in schools. Due to scheduling or transportation issues, some parents find it challenging to volunteer or attend parent-teacher conferences. Others, including low-income or minority families, think the personnel is unwelcoming or insensitive to cultural differences. Parents may not know whether they are welcomed at school if a parent-teacher relationship has not been developed early in the year. However, some groups are more vulnerable to low parental involvement than others. Parental participation is most lacking in families who are poor or have older children, as well as parents who do not speak the local language or did not complete high school (Albulescu et al., 2023; Harwood, et al., 2019; Yulianti et al., 2018).

### **2.4 Parental Encouragement**

Participation of parents in schools is also the first step toward parent collaboration and involvement. When parents and teachers work together to create a lively classroom, the effect on pupils is immense. Parents' participation improved their children's test results, attendance, self-esteem, and graduation rates. At the school, parent-teacher connections are more than just pleasant. They are essential in helping kids both inside and outside of the classroom realize their academic potential. If we do not give parents a place to collaborate in our schools, we limit the growth of our classrooms (Bond & Bedenlier, 2019; Ribeiro, et al., 2019; Sobri et al., 2022).

### **2.5 Parental Guidance**

Parental guidance refers to the support, advice, and supervision provided by parents or guardians to their children as they navigate various aspects of life. It plays a crucial role in shaping a child's development, well-being, and future success. Parental guidance involves providing love, nurturing, and a safe environment, as well as setting boundaries, instilling values, and teaching life skills. One of the primary purposes of parental guidance is to ensure the physical and emotional well-being of children. Parents offer guidance by providing a secure and nurturing environment that promotes their child's growth and protects them from harm. They help children develop healthy habits, manage emotions, and build resilience to navigate challenges. Parental guidance also involves teaching children about safety, personal boundaries, and responsible decision-

making, preparing them to make sound choices as they grow (Boonk, et al., 2018; Harwood, et al.2019; Kalayci & Oz, 2018).

## **2.6 Parental Decision-Making**

Parental decision-making refers to the process by which parents or guardians make choices and judgments on behalf of their children. As legal and responsible caregivers, parents are tasked with making decisions that impact their children's well-being, development, and overall lives. Parental decision-making covers a wide range of areas, including education, healthcare, discipline, extracurricular activities, and general upbringing (Hanssen & Mamonka, 2021; Leander & Fabella, 2020; Rubio, et al., 2020).

Similarly, one important aspect of parental decision-making is education. Parents often have the responsibility to choose the type of schooling that best aligns with their child's needs and values, whether it's public, private, homeschooling, or alternative educational options. They may also make decisions regarding specific educational programs, extracurricular activities, and academic support to enhance their child's learning experience (Khan et al., 2019; Lara & Saracostti, 2019; Silinskas & Kikas, 2019).

## **2.7 Parental Care for the Physical Fitness of the Child**

Parental care for the physical fitness of a child is crucial for their overall health and well-being. Parents play a significant role in promoting and supporting their child's physical fitness through various means. Firstly, parents can encourage and model an active lifestyle. By engaging in regular physical activity themselves, parents set a positive example for their children. They can involve the whole family in activities such as walks, bike rides, sports, or outdoor games, making exercise a fun and enjoyable experience. Parents can also explore different physical activities with their child, allowing them to discover and pursue activities that interest them (Mishra, 2020; Wei et al., 2020; Wu et al., 2020).

Moreover, parents can provide opportunities for structured physical activity. This can involve enrolling their child in sports programs, dance classes, swimming lessons, or other physical activities that align with their child's interests and abilities. By supporting their child's participation in such activities, parents promote regular exercise, skill development, and social interaction (Albulescu et al., 2023; Leithwood et al., 2020; Roksa & Kinsley, 2019).

## **2.8 Job Satisfaction**

Job satisfaction, also known as intrinsic and extrinsic job satisfaction, refers to an employee's level of satisfaction with a specific task. The internal characteristics of an individual, such as personality and personal lenses, as well as the exterior workplace characteristics, such as the surroundings, can contribute to job satisfaction. Job satisfaction and the amount of authority an employee has are frequently influenced by some management managing the caliber of job outcomes. The difference between the

positive career elements that make us feel valued or give us a sense of purpose and the harmful career elements, such as long hours or unpleasant jobs, or feeling devalued as an employee, determines our level of job satisfaction. In this open step, learn how to outline the elements of a meaningful career for you (Allensworth & Schwartz, 2020; Erdem & Kaya, 2020; Martínez et al., 2019).

Furthermore, there are several vital ingredients for job satisfaction. First, continually worrying about whether you will still be employed in six months is stressful. Strong job security enables individuals to be happier in their careers, allows the organization to work toward long-term goals, and fosters a stronger sense of community and purpose. Second, it should go without saying that happy workers are more productive workers. You will feel more at ease at work and consequently be more content if your workplace is an excellent place to spend time and where you receive constructive criticism without harassment. Unscheduled overtime, unreasonable performance standards, and a hostile work environment can all result in unhappiness and the desire to seek alternative employment (Goss, 2019; Park & Holloway, 2018; Salvatierra & Cabello, 2022).

## **2.9 Engagement**

Third, this component of work is highly contentious. Some individuals will accept lower-paying positions that offer them satisfaction by reducing pressure and enabling a healthy work-life balance. However, salary is a significant factor in job happiness for many people. Of course, if they like their job, nearly no one will decline a better salary. Additionally, the advantages are significant. Benefits value a role beyond a paycheck and can feel more personal than a payment. On the other hand, creating a healthy work environment that highlights the value of its employees results in good working conditions and a rise in job satisfaction (Khan et al., 2019; Lee, et al., 2021; Yulianti et al., 2018).

Fourth, open and transparent communication makes employees feel appreciated and trusted. It alleviates concerns about their performance, fosters trust inside the organization, and enhances openness. Working relationships depend heavily on communication. The University of Leeds' Communication and Interpersonal Skills at Work course is a great place to start if you want to develop your abilities. Many workers find it crucial to speak openly with their supervisors about issues they face personally, have grievances to make, or both, without fear of repercussions. Lastly, it is crucial to consider employees' work-life balance because most individuals need to work to support their lifestyles. Life's significant events must have space in a job role (Acar et al., 2021; Cavalho & Vital, 2021; Peper, et al, 2021).

## **2.10 Nature of Work**

Job satisfaction refers to an individual's overall contentment and fulfillment derived from their work. It encompasses various factors that contribute to an individual's perception

of their job, including the nature of the work itself. The nature of work plays a crucial role in determining job satisfaction. When the nature of work aligns with an individual's skills, interests, and values, it enhances their sense of purpose and engagement, leading to higher job satisfaction. Meaningful and challenging work that allows individuals to utilize their abilities and make a significant contribution fosters a sense of accomplishment and personal growth, positively impacting job satisfaction school (Harwood, et al., 2019; Muller & Kerbow, 2018; Yulianti et al., 2018).

Moreover, when the nature of work provides autonomy, opportunities for creativity, and a sense of control over tasks, individuals feel a greater sense of ownership and satisfaction in their job. Conversely, monotonous and repetitive work that fails to utilize one's skills or provide any meaningful impact can lead to decreased job satisfaction and feelings of dissatisfaction and disengagement. This flexibility in the nature of work empowers individuals to better manage their time and responsibilities, resulting in improved job satisfaction. On the other hand, jobs with rigid and inflexible work requirements can lead to increased stress, reduced personal time, and ultimately lower job satisfaction (De Ordinola & Alarcon, 2021; Carvalho & Vital, 2021; Coleman, 2018).

### **2.11 Praises and Recognition**

Praises and recognition are crucial elements in fostering job satisfaction within the workplace. When employees receive praise and recognition for their efforts and achievements, it not only validates their hard work but also boosts their morale and sense of accomplishment. Regularly acknowledging and appreciating employees' contributions creates a positive work environment and instills a sense of value and worth in individuals. This recognition acts as a powerful motivator, inspiring employees to continue performing at their best and striving for excellence. When employees feel seen and appreciated for their work, they are more likely to experience higher levels of job satisfaction, as it reinforces their sense of purpose and the significance of their role within the organization (Albulescu et al., 2023; Leithwood et al., 2020; Roksa & Kinsley, 2019).

Moreover, praises and recognition contribute to a positive feedback loop that enhances job satisfaction. When employees receive recognition, they are more likely to feel a sense of pride and fulfillment in their work, leading to increased motivation and engagement. This, in turn, can lead to higher productivity and better overall performance, which can further reinforce the cycle of recognition and job satisfaction. Additionally, public recognition or praise in front of colleagues or superiors not only boosts the individual's job satisfaction but also fosters a positive team dynamic and creates a culture of appreciation within the organization (Hanssen & Mamonka, 2021; Rubio, et al., 2020).

### **2.12 Learner's Academic Performance**

Academic achievement is affected by the intellectual level, character, inspiration, competencies, interests, study practices, self-esteem, or the connection between a teacher

and a pupil. Whenever there is a disconnect between academics, a performance that differs from the student's anticipated performance is considered diverging. Poor academic progress is the leading cause of one that performs below expectations. Teaching techniques may occasionally be involved (Altun et al., 2021; Lara & Saracosti, 2019; Ma, 2022).

Additionally, academic achievement is crucial because it is closely related to the desired outcomes we value. Adults with high levels of education and academic success are more likely to be employed, have stable jobs, and have access to more employment opportunities than adults with lower levels of education and higher salaries. Additionally, they are more likely to have health insurance, are less likely to rely on social assistance, and have access to various career options. They are more civically engaged and philanthropic volunteers, healthier and happier, and less prone to commit crimes. Academic achievement is crucial since working people will require more excellent education to take on the future's technologically demanding jobs. Nowadays, obtaining a job requires a postsecondary education (Harwood, et al., 2019; Salvatierra & Cabello, 2022; Lara & Saracosti, 2019).

Similarly, people who are more prepared, structured, and have a planner or organizational system perform better in school and will continue to do so in their careers. Academic achievement is achieved by organization, time management, priority, concentration, and motivation. When it comes down to it, organizing skills might even be more crucial for developing a well-rounded, independent person than reading, writing, and math. The performing arts and amateur athletics have an impact on achievement. They consist of self-assurance in one's talents, the capacity to handle stress effectively, and the ability to concentrate and filter out distractions. Success in every field depends on having skills like critical thinking, decision-making, and conflict resolution. Academic success is crucial for young people's social development (Hojholt & Kousholt, 2019; Lara & Saracosti, 2019; Smith, et al., 2021).

### **2.13 Parent Involvement and Learners' Academic Performance**

Parental engagement is not a new concept in this nation. Still, it has progressed from parents being concerned about their son's education and their daughter's dowry to genuine concern for both sons' and daughters' education. Studies on the effects of parental participation on children's educational and personal achievement have only been conducted in the last few decades. The study tracked 123 children who spent two and a half hours five days a week in high-quality early development programs and whose parents were visited in their homes by teachers for ninety minutes each week (Cosso et al, 2022; Ntekane, 2018; Yullianti et al, 2018).

In addition, the kids were tracked from preschool through their twenty-seventh birthday. They excelled in both academics and social situations. They needed less remedial instruction, graduated from high school, and went on to work and further education at twice the rate of children who had not attended preschool. Furthermore,



there were fewer teen pregnancies, arrests, and welfare dependency. They were more likely to be married, own a home, and have steady adult jobs (Giannini & Grant, 2020; Muller & Kerbow, 2018; Sobri et al., 2022).

Furthermore, the study indicated that parent-child connection is a solid basis for academic success—the higher the intellectual achievement, the stronger the ties, especially regarding educational issues. The findings are now conclusive. When schools and families collaborate to support learning, children are more likely to succeed not just in school but in life. Learner achievement, school adaptability, and excellent behavior are all attributed to parental involvement in the educational process. The publishing of a thorough research survey documented the profound and comprehensive benefits for learners, families, and schools when parents and family members were involved in their children's education and life. Hundreds of studies have concluded that children are more successful when their parents are involved in their lives (Jeynes, 2018; Lu, 2021; Park & Holloway, 2018).

The most popular learner performance indicators are grade point average (GPA) and test results. Research shows that children benefit from higher grades and test scores, better attendance and homework completion, fewer special education placements, positive attitudes and conduct, higher graduation rates, and higher enrolment in postsecondary education. Learners with parents who were active in school had better educational and job goals. These learners were more inclined to create scientific, technical, and professional purposes. They were more likely to enroll in advanced courses as high school learners (Acar et al., 2021; Masud, et al., 2019; Viner, et al., 2020).

Moreover, they were more committed to lifelong learning than learners who did not have interested parents. As parental participation in schooling rose, so did adolescents' crime, alcohol, drug use, and other anti-social behaviors. There was a pervasive aversion to high-risk activities. Learners with participating parents were approximately three times more likely to participate in school-sponsored activities such as the arts, academics, service clubs, and athletics than learners with uninvolved parents. Learners who felt linked to their school had more important academic achievement, improved social skills, and increased self-esteem (Carvalho & Vital, 2021; Coleman, 2018; Silinskas & Kikas, 2019).

With the following facts, learners whose parents were uninvolved were twice as likely as those whose parents were engaged to be in the lowest half of their class or repeat a grade. "*There is some evidence that the level of parental participation is more important in learners' school success than practically any other element, including race, socioeconomic class, or native language*" Johnston says (Cho et al, 2021; De Ordinola & Alarcon, 2021; Erdem & Kaya, 2020).

It is critical to remember that not every type of parenting will lead to the same amount of student achievement. According to a study, the early years are crucial in developing children's learning habits and families. The importance of parenting cannot be emphasized. Almost every aspect of development, including physical health,

cognitive abilities like exploration, curiosity, and problem-solving, the emergence of language and communication skills, as well as emotional security and social comfort, are correlated with attachment, the strong and mutual bond formed between parent and child during the first two years of life. Studies show that unique parenting behaviors, particularly those of mothers, have a significant and long-lasting influence on children's learning preferences, cognitive development, and academic success (Cayak, 2021; Hanssen & Mamonka, 2021; Peper, et al., 2021).

### **2.15 Job Satisfaction and Learner's Academic Performance**

A school's attention is always on how to increase pupils' performance successfully. Teachers' poor compensation has a detrimental psychological impact. Change has an impact on pupils' learning abilities. The school administration feels that evaluating teachers' performance is crucial for students and a valuable strategy for motivating them to enhance their instruction and students' learning results (Boonk, et al., 2018; Ferri et al., 2020; Leander & Fabella, 2020).

The "U-shaped" link between them has been reversed. Teachers' income and psychological status are related in that teachers' psychological levels improve as their salary rises, peak, and then declines. Furthermore, many professors stated that the misalignment of compensation and workload, a lack of opportunity for advancement, relationships, and limited time with family all contribute to a lack of commitment to work. These findings demonstrated that material stimulation alone is insufficient to tackle the problem of teacher motivation. It is a practical technique to address teachers' psychological requirements if the school administration strives for higher teacher performance (Kalayci & Oz, 2018; Oomen, 2021; Patil, et al., 2019).

According to the self-determination idea, humans have an inbuilt capacity for psychological growth and development. However, this does not imply that instructors will use their full potential and achieve self-development under any circumstances because people's self-determination relies heavily on satisfying individual needs and environmental knowledge. One of the primary areas of self-determination theory, basic psychological need theory, describes the demand for autonomy, indicating that ability and belonging exist across cultures and settings (Cowling, et al., 2020; Harwood, et al.2019; Olufemi et al., 2018).

Furthermore, cognitive evaluation theory addresses how social factors such as reward and feedback can boost intrinsic motivation threat, command, stressful evaluation, and mandatory target, as well as the weakening impact generated by threat, control, stressful evaluation, and compulsory target. As a result, teachers' work performance may be tied to their psychological condition. The most effective strategy to increase their performance would be to meet their requirements and create a pleasant psychological state. The teacher's job satisfaction shows a favorable affiliation with and experience with the organizational role. Teachers' satisfaction can be improved by cultivating a democratic and cooperative learning environment in the classroom and

enhancing their sense of belonging and work performance (Abbood & Dakhil, 2021; Chang & Yano, 2020; Erdem & Kaya, 2020).

Similarly, parental participation was discovered to be one of the elements determining learner achievement and behavior in the school setting. Parental engagement can be defined as social relationships governed by rules of trust, obligation, and reciprocity, among other things. If parent participation is described this way, it might be considered social capital. Parent engagement spans three significant areas, parent-child relationships, parent-school relationships, and parent-parent relationships, following this framework. It is commonly viewed that parents invest their time in their children and school employees with the hope that their involvement will result in a measurable return on their time investment. Parent engagement can be defined as any action made by a parent that can be expected to impact a learner's behavior positively. As stated in a study, with more parental involvement, learners are more motivated to become productive and excel in academics (Condo et al., 2022; Muller & Kerbow, 2018; Ntekane, 2018).

Further, schools must work with parents and generate a shared sense of responsibility for their learner's achievement in the educational system to comply with the integration design for their pupils. Parental involvement is expanded due to this, and parents' efforts to support schools are encouraged, all of which contribute to an excellent educational system. When these two work together, the learner's academic and social welfare will be raised successfully. Moreover, strengthening this kind of partnership through different strategies is crucial for its success (Altun et al., 2021; Lawrence & Fakuade, 2021; Tus, 2021; Papadakis et al., 2019).

Likewise, the link between parents and children grows more substantial when they participate in learning activities since they can spend significantly more time together. Parental comfort can relieve children experiencing discomfort or worry, and they can engage in dialogues with their children to assist them in reducing their anxiety. When it comes to providing emotional support to children during times of uncertainty, it has been suggested that parents be taught interventions on how to do so. Using an online education system that includes parental assistance guidelines may aid in strengthening the link that exists between children and their parents (Bhamani, et al., 2020; Mishra, 2020; Wei et al., 2020).

Moreover, pupil participation in school has long been recognized as a significant and positive component in the development of children's academic and socioemotional skills on a global scale. Positive reciprocal relationships between these two critical socializing environments – homes and schools – positively influence children's socio-emotional and cognitive development when seen within an ecological framework. According to several studies, there is a clear correlation between parental involvement in a child's schooling and academic achievement and between raising a child's self-esteem and improving their academic performance. It is also discovered that parental participation is related to positive school attachment on the side of children and pleasant

school climates. Increasing parental involvement in education has also been shown to positively affect children, families, and school communities in studies conducted to that end (Albulescu et al., 2023; Cohen et al., 2020; Lee, et al., 2021).

Furthermore, parent-school collaboration allows for the conception of roles and relationships, as well as the impact on the development of children on a more general level. According to this method, families and schools are the primary actors in forming their roles and forms of involvement, resulting in the development of new and varied activities to relate to one another following the educational setting. The most significant research on family-school partnerships demonstrates that this relationship positively impacts academic attainment and performance, among other good outcomes (Hojholt & Kousholt, 2019; Wei et al., 2020; Wu et al., 2020).

Furthermore, many scholars recognize the importance of a strong positive link between parents and teachers in children's development and education. Numerous types of research have validated and reaffirmed the theories, demonstrating that effective collaboration between schools, households, and communities can improve learners' academic attainment and educational reforms. Successful pupils have been presented to have excellent academic support from their parents. Consequently, research on effective schools revealed that they are located in low social and economic neighborhoods but still have strong and positive school-home relationships. More importantly, these high-performing schools with a healthy climate have made a concerted effort to reach out to their children's families to foster mutually beneficial collaboration. Schools become effective when there is a solid and positive relationship among kids, parents, teachers, and community members. If a learner's family environment is supportive, they are more likely to experience academic success (Khan et al., 2019; Roksa & Kinsley, 2019; Yulianti et al., 2018).

Similarly, there are various reasons for building and establishing a relationship between school, family, and the wider community. The primary reason for such a collaboration is to assist learners in achieving academic success. The improvement of school climate and programming, development of parental skills and leadership, aiding families in interacting with others in the school and community, and assisting teachers with their work are additional reasons. All these considerations highlight the necessity of parents taking an active role in their children's education and maintaining a solid and positive relationship with their children's schools and teachers. They are the foundation of their child's success at school (Bond & Bedenlier, 2019; Daily et al., 2019; Garbe, et al., 2020; Jeynes, 2018).

Furthermore, pupils' educational performance is heavily influenced by the efforts of educators and parents. Learners need a pleasant learning experience to succeed in school: one filled with encouragement, inspiration, and high-quality teaching. Because of the rising responsibilities placed on families, parental involvement in their children's education goes beyond the four walls of the school facility. As many families struggle to balance school, sports, family situations, family time, job schedules, and other duties,

they are left with little time to provide support in any particular area of their lives. These pressures are the challenges they must face as parents (Coleman, 2018; Epstein, 2019; Gumapac et al., 2021).

Likewise, though parental involvement appears to be the subject of several domestic and international studies, there is still a great deal of worry about parental involvement and what constitutes effective parental involvement in learners' education. Educators, parents, and community members may differ regarding effective involvement techniques and how each might contribute to the educational process. Aside from that, some parents are hesitant to indulge themselves in their children's education because they lack knowledge. Moreover, lack of communication and time are part of the challenges of parental involvement (Andriningrum & Gunawan, 2018; Khan et al., 2019; Rubio, et al., 2019).

Moreover, administrators and educators must create a friendly and inviting environment for parents who have had terrible experiences with their children's school. It will make the school less scary and more comfortable for them. Communication between the school and home has to be more positive; teachers should communicate with families throughout the year rather than only when problems develop (Hornby & Blackwell, 2018; Tus, 2021; Silinskas & Kikas, 2019).

Likewise, disagreements exist between parents and their children regarding remote learning. Depending on their perspective, some parents will feel more connected to their child's academics, while others regard it as an added responsibility. Also, according to research, the most challenging and rewarding aspects of online learning for parents are keeping their children on schedule while completing their coursework as the former and interactions with the child's online teachers as the latter, with the former being the most difficult. As a result, schools and instructors lack direction on improving the parental engagement experience, particularly regarding the effective use of technology (Boonk, et al., 2018; Grabe, et al., 2022; Ntekane, 2018).

Furthermore, economic resources, a lack of internet access; a lack of interest in using technology; and a lack of digital self-efficacy are all factors that may limit parental involvement in remote learning settings. According to research conducted on virtual school learning settings before the flu outbreak, parents can serve as learning coaches for children who spend most of their day online. Teacher responses revealed that parental scaffolding is particularly useful for online learners: arranging and managing learners' schedules, developing relationships and interactions, monitoring and stimulating learner involvement, and instructing learners as needed (Albulescu et al., 2023; Kwarteng, et al., 2022; Leithwood et al., 2020).

However, research shows that parental involvement is most successful when it is seen as a joint endeavor by educators and parents. Instructors and parents should better understand effective parental participation initiatives in promoting learner learning by comparing and contrasting the viewpoints of parents and teachers. These will increase

the safety of the learners' welfare in all areas (Acar et al., 2021; Bhamani, et al., 2020; Park & Holloway, 2017).

Moreover, researchers have identified six critical aspects influencing parental involvement in their children's lives. Based on the findings of numerous studies, this framework identifies the characteristics that are the most successful in children's educational outcomes. Parenting, communicating, volunteering, learning at home, making decisions, and interacting with the community are the six components that must be considered. These six critical aspects were first identified by Joyce Epstein and are used continuously by many researchers (Bokayev, et al., 2021; Hanssen & Mamonka, 2021; Pengpid & Peltzer, 2018).

Schools may have partnership programs to promote effective parental involvement by continually developing, implementing, evaluating, and improving strategies and practices that encourage family and community involvement. Partnership programs may include: Schools can encourage participation in various areas, including parenting, learning at home, communication, volunteering, decision-making, and engagement with the local community, among others. Effective parental participation programs must be designed carefully to the community's specific needs. When fostering trust, practical approaches to parent engagement rely on a strengths-based approach that emphasizes positive interactions (Carvalho & Vital, 2021; Cho et al., 2021; Popa, 2022).

In addition, there must be mutual trust and respect between the home, the school, and the community. Volunteers might be trained in specific techniques and strategies to assist in the classroom or school through partnership programs. Schools must make every effort to incorporate as many parents and people of the community as possible in the education of their pupils through effective partnership programs to convey the significance of education to them. Finally, schools may develop involvement activities geared toward involving all parents in the school community (Chang & Yano, 2020; De Ordinola & Alarcon, 2021; Lawrence & Fakuade, 2019).

Moreover, simply describing the true importance of parental participation will not be sufficient to capture parents' attention. There are difficulties involving parents because of various obstacles, including selected barriers within the parent's personal life. There are several obstacles, including parents who do not know how to be involved in their child's academic growth because of bliss, ignorance, and a hectic work schedule. There is also the possibility that parents will not feel accepted in the school as a result of their current and previous experiences (De Ordinola & Alarcon, 2021; Hung et al., 2020; Sobri et al., 2022).

Nonetheless, personalizing parental participation initiatives, on the other hand, can aid in developing stronger relationships between schools and families. Based on community and educational needs, these programs are seen as an alternative strategy for encouraging parental involvement in the educational setting. On the other hand, successful parent-school relationships are integrated into the entire mission of the school and do not exist as separate or additional initiatives. Researchers also conceptualized a

framework for analyzing and predicting the behavior of a group of people. Furthermore, to elicit action from parents, it may be necessary to provide them with a specific rationale. Parents' input is precious to define what parental engagement is about and what inspires parents to become involved (Carvalho & Vital, 2021; Lara & Saracostti, 2019; Muller & Kerbow, 2018).

### **2.16 Parent Engagement and Learner Success**

In fifty studies on parental engagement, educational experts established a link between family involvement and academic achievement. And the earlier educators engage parents, the more effectively they improve learner achievement. Parent-child relationships built in elementary school lay a solid basis for learner success and future participation opportunities (Abbood & Dakhil, 2021; Khan et al., 2019; Lu, 2021).

Moreover, chronic absenteeism, defined as missing more than twenty days in a school year, is also reduced when parents are involved. Learner absences decreased by 20% when teachers connected with parents through home visits, for example. Even after controlling for the grade level and past absences, learners with involved parents miss fewer school days. Learners commit to daily attendance and class involvement when parents and teachers communicate with each other (Berkowitz, et al., 2021; Papadakis et al., 2019; Roksa & Kinsley, 2019).

Parents and teachers also gain from family involvement just as much as learners. Teachers can aid parents with homework or academic topics by preparing them. Engaged parents are more likely to think highly of their children's instructors, which boosts teacher morale. Knowing more about a learner's home life can also help teachers tailor classes to the learner's needs or communicate with families more effectively. Classrooms with involved parents also perform better because learners receive more support (Hanssen & Mamonka, 2021; Leithwood et al., 2020; Rubio, et al., 2020).

There are two types of parent involvement: school-based involvement and home-based involvement. Attendance at school events, engagement on a school council or advisory committee, regular volunteer activities, employment at school, and PTA meetings are the five measures they are looking for. Parents were included in the list of learners. It was also stated that assisting the child with homework, interacting with the child about school, and spending "quality" time with the child are all examples of home participation (Acar et al., 2021; Albulescu et al., 2023; Leander & Fabella, 2020).

The academic performance of learners can vary significantly based on a multitude of factors. Individual factors, such as innate abilities, prior knowledge, and learning styles, play a crucial role. Some learners may have a natural aptitude for certain subjects or skills, while others may struggle to grasp certain concepts. Motivation is another vital aspect influencing academic performance. Learners who are intrinsically motivated by personal interest and curiosity, or extrinsically motivated by rewards and recognition, tend to perform better. A positive learning environment that fosters engagement and

provides support can significantly impact academic outcomes (Khan et al., 2019; Lara & Saracostti, 2019; Silinskas & Kikas, 2019).

Moreover, factors like classroom atmosphere, teacher-student relationships, availability of learning resources, and access to technology all contribute to the overall learning experience. Effective teaching methods are equally important. Teachers who employ engaging instructional strategies, offer clear explanations, use appropriate assessments, and tailor instruction to individual needs can enhance learning outcomes. Good study habits and time management skills also contribute to academic success. Learners who develop effective study routines, prioritize tasks, and manage their time wisely are more likely to excel academically. Support systems, including parental involvement, mentorship, and access to educational resources, also play a crucial role (Bond & Bedenlier, 2019; Daily et al., 2019; Epstein, 2019).

Finally, learners' physical and mental well-being can impact their academic performance. Those who are in good health, well-rested, and emotionally balanced are better equipped to focus, concentrate, and perform well academically. While these factors are influential, it's important to remember that academic performance is a complex interplay of multiple elements, and each learner's journey is unique. The academic performance of learners is of paramount importance for several reasons. Firstly, academic performance serves as a key indicator of a learner's knowledge, understanding, and skills in various subjects and disciplines. It demonstrates their ability to grasp and apply concepts, think critically, solve problems, and communicate effectively (Albulescu et al., 2023; Leithwood et al., 2020; Roksa & Kinsley, 2019).

Further, strong academic performance reflects a solid foundation of learning and intellectual growth, equipping learners with essential skills for their personal and professional lives. Secondly, academic performance plays a crucial role in shaping future opportunities. A high level of academic achievement opens doors to a wide range of educational and career pathways. It enables learners to pursue higher education at reputable institutions, access scholarships or financial aid, and engage in advanced studies or research in their areas of interest. Furthermore, academic performance can significantly impact job prospects and professional advancement (Mishra, 2020; Wei et al., 2020; Wu et al., 2020).

Moreover, academic performance can have a direct impact on learners' self-esteem and confidence. Success in academics fosters a sense of accomplishment and motivates learners to strive for further achievements. It encourages them to set and pursue challenging goals, overcome obstacles, and develop a growth mindset. Positive academic performance not only enhances self-belief but also nurtures a sense of pride in one's abilities and academic accomplishments. Furthermore, academic performance is often linked to opportunities for scholarships, grants, and financial aid, which can alleviate the financial burden of education. High-performing students may have access to a range of financial resources that support their educational journey, enabling them to pursue their



aspirations without excessive financial strain (Hung et al., 2020; Martínez et al., 2019; Olivier et al., 2019).

### **3. Material and Methods**

#### **3.1 Research Design**

This study utilized a quantitative survey for a descriptive-correlational research methodology. According to Creswell (2012), the descriptive-correlational research approach is the best to operate if the primary goal of a study is to ascertain the influence or link among the variables. The researcher used a quantitative technique because the study's primary goal was to determine whether there was a relationship between parental participation, work satisfaction, and the learners' academic achievement.

#### **3.2 Population and Sample**

The respondents of this study were parents of learners currently enrolled in the three pre-determined Philippine schools in Riyadh, Kingdom of Saudi Arabia: Palm Crest International School, Al Danah International School, and Taj International School during the school year 2021-2022. For this study, sixty-seven (67) parents and 116 Grade 3 learners were on board as respondents. They were chosen as the study's respondents based on their active participation in school activities as members of the Parent-Teacher Association. Due to the large population of respondents, the Slovin formula was used to get the desired sample for parents' and learners' responses: out of 80 parents and 163 learners, the final number of respondents was 67 parents and 116 learners.

#### **3.3 Research Instrument**

The researcher carried out the study using a self-designed survey questionnaire, targeting parents' involvement and job satisfaction, as well as the academic performance of learners in Riyadh, KSA, presently participating in a home-based learning environment.

The study employed two instruments to assess parental involvement and job satisfaction: custom questionnaires developed by the researcher, drawing upon insights from a wide range of literature, journals, and various sources. The first part of the questionnaire comprised twenty (20) items, with five (5) questions per indicator for parental involvement, while the second part contained fifteen (15) items, with five (5) questions per indicator for job satisfaction (Martin-Criado, Casas & Ortega-Ruiz, 2021).

Expert validators evaluated and verified the researcher's custom questionnaires using a content validity ratio to establish the instrument's validity. The initial draft of the research instruments was submitted to the research adviser for feedback, suggestions, and recommendations to enhance its presentation. After incorporating the necessary revisions, the final copies were presented to a panel of experts for approval. The ultimate

questionnaire revision was crafted by the validator, who took into account the corrections, comments, and suggestions.

### **3.4 Data Collection**

The researcher submitted an application form to the Ethics Review Committee before the initial interview, waiting seven days for processing and reviewing of all required data until approval was granted by the Research Ethics Review Committee. Subsequently, the researcher sent a letter to the Graduate School Dean, requesting permission to conduct the study.

To pursue this study, the researcher secured a letter of permission to conduct the interview that was duly signed by the thesis adviser and addressed to the school heads and teachers of the said school.

Following the health and safety protocol, the researcher administered the research instrument to the respondents through an online platform, preferably Google Sheets. The researcher first conducted an orientation through Google Meet, Zoom, or another similar platform to secure the attentive response of respondents and manage reliable data collected. It was to cater to the responses from the respondents in Riyadh, KSA.

After the orientation, the researcher sent them the link to be accomplished while still on the online platform to give an immediate answer to questions raised by the respondents.

After the instruments were accomplished, the researcher retrieved the responses, consolidated them, and applied statistical treatment.

### **3.5 Statistical Tools**

Mean was used to determine the level of parental involvement and job satisfaction and level of academic performance in view to research objectives 1,2, and 3 and person's product coefficient moment of correlation was used to determine whether there is a significant relationship between parental involvement and learners' academic performance, job satisfaction and learner's academic performance in answer to research objective 4.

## **4. Results and Discussion**

### **4.1 Results**

This chapter shows the presentation, analysis, and interpretation of the data gathered in the study.

### **4.2 Level of Parental Involvement**

Table 2 presents the data on the summary table of parental involvement of the respondents in Riyadh, Kingdom of Saudi Arabia. Mean was utilized to treat the data gathered.

**Table 2:** Summary Table of the Level of Parental Involvement

Indicators	Mean	Description
Parental Attention	4.5	Very High
Parental Encouragement	2.68	Moderate
Parental Guidance	4.4	Very High
Parental Decision-Making	3.44	High
Parental Care to Physical Fitness of the Child	3.54	High

### a. Parental Attention

The data revealed that parental involvement in terms of parental attention is very high as shown in the mean of 4.5. It means that the Grade 3 parent are very highly involved. Data also show that parents were able to thoughtfully listen to their child's concerns regarding their studies  $\bar{x}$  (4.3). They were able to balance job and household responsibilities while still providing their child the support they require  $\bar{x}$  (4.8), and able to check to see if their child completed and submitted all of the projects and activities as are necessary for their modular learning experience  $\bar{x}$  (4.2). In terms of examining the number of subjects or activities that their child needs to complete during the next few days or weeks  $\bar{x}$  (4.5), and in making contact with the school and interacting with the teachers about their child's academic development  $\bar{x}$  (4.7). The mean 4.5 and 4.7 show that they are highly involved.

Parental involvement has been proven to be one of the factors influencing learner achievement and behavior in the classroom. Parental engagement is characterized as a set of social connections regulated by principles such as trust, obligation, and reciprocity. If parent involvement is described this way, it could be considered a form of social capital which supports the statement that parents are frequently thought to invest their time in their children and school staff to receive a measurable return on their investment (Lawrence & Fakuade, 2021; Ma, 2022).

Moreover, parental involvement refers to a parent's level of participation in their children's education. Some schools encourage positive parental involvement; however, some parents are hesitant to get involved in their children's education. It has gained popularity in Western countries. However, a corpus of research examines the importance of social and cultural factors and the effects of parents' involvement in and expectations for their children's growth and learning. Because there are variances among parents of various backgrounds in terms of when, why, and how they are involved in their children's education, schools must recognize the existence of cultural variations in parent engagement (Gumapac, Aytona & Alba 2021; Pengpid & Peltzer, 2018).

Parents should avoid dismissing their children's potential job ambitions. If they react poorly, the entire exploration endeavor may be halted. Parents must maintain open contact lines with their children and encourage them to obtain as much information as possible about their professional interests. Allowing a young person to make independent job choices symbolizes a young person's first meaningful step into

adulthood. A parent's responsibility is to function as a facilitator in their child's career journey (Berkowitz, et al., 2021; Steinmayr, et al., 2018).

### **b. Parental Encouragement**

The data revealed that there was a moderate parental involvement in terms of parental encouragement as shown in the mean of 2.68. It means that their characteristics were moderately involved among the Grade 3 parents. Keeping reward systems at home garnered a mean of 2.5. Praising and commending their child on their accomplishment no matter how big or small got a mean of 2.9. Organizing activities that increase their child's self-esteem and improve their physical and mental well-being got a mean of 3.0, while showering their child with helpful and encouraging comments to help them feel better about themselves and their abilities garnered a mean of 2.3. Finally, pouring their child with helpful and encouraging words to help them feel better about themselves and skills got a mean of 2.7.

The results showed that in parental encouragement, the parents take the initiative and influence their children's conduct toward good academic accomplishment. Higher graduation rates, higher college attendance rates, more outstanding overall learner achievement, a better attitude toward school and individual subject areas, more time spent on homework and studying, and better self-concern have all been linked to parental encouragement and involvement in education in studies. Children need parental encouragement in higher secondary education to succeed in school and later in life (Fisher, et al., 2020).

Parenting is vital in Philippine culture since the family is the foundation of one's social network. However, over the past ten years, there has been a significant change in socioeconomic circumstances. A 21st-century learning perspective is increasingly becoming more prevalent in children's education. Parents are uniquely positioned to ensure that these settings satisfy their children's specific learning needs as children's education takes place in various locations and contexts. Because of this, parental involvement in children's education studies continues to mislead parents (Garcia & Weiss, 2020; Warren & Locklear, 2021).

### **c. Parental Guidance**

The data in Table 2 also revealed that there was a very high parental involvement in terms of parental guidance with a mean of 4.4. It indicates that the Grade 3 parents, are very highly involved in teaching their child with lessons included in the curriculum  $\bar{x}$ (4.1), in training their child with things in line with studies  $\bar{x}$ (4.5), and giving their child directives and instructions concerning their assignments or academic tasks  $\bar{x}$ (4.4), giving advises towards their child and do counseling when needed  $\bar{x}$ (4.8), and regulating and controlling their child's behavior that could affect their attitude towards their studies with the mean of 4.2.

The learner and household variables influence parental participation. Working-class households and those whose mothers work full-time are less likely to be interested in their children's schooling. The involvement of parents in their children's education is also higher for elementary school learners than for secondary school learners. It has been demonstrated that other variables, such as family income and structure, are more accurate predictors of parental participation (Cosso, von Suchodoletz & Yoshikawa, 2022; Olufemi, Adediran & Oyediran, 2018).

Additionally, schools are crucial in involving parents and other family members in their children's education. According to their research published in the 1993 book *Families and Schools in a Pluralistic Society*, teacher and school policies were the best indicators of parental involvement. Assignment of homework geared to improve learner-parent connections, organizing workshops for families, and communicating with parents about their children's education are all activities that have been demonstrated to predict parental participation (Khan, Begum & Imad, 2019; Steinmayr, et al., 2018).

Parental views and perceptions have also been linked to parental participation. The level of involvement is related to parents' educational goals and comfort with the school and staff. Furthermore, parents' assessments of their children's interests in school subjects, their ideas about their responsibilities as parents, and their abilities to influence their children's education have been proven to predict their involvement at home and school. Parent involvement in their children's education is consistently and favorably related to learner outcomes (Davis, 2022; Latipah, Kistoro & Putranta, 2021).

#### **d. Parental Decision-Making**

The data revealed that there was a high parental involvement in parental decision-making garnered a mean of 3.44. It indicates that among the Grade 3 parents, their characteristics were very highly involved. In terms of positively affect their child's learning through making sound decisions on their education  $\bar{x}$  (3.7), In terms of making decisions that will uplift their child's spirit in learning  $\bar{x}$  (3.5), and deciding things concerning their child's education that make them happy and motivated  $\bar{x}$  (3.2), make decisions that help their child achieve their goals in line with their education  $\bar{x}$  (3.7), and make wise decisions that will uphold their child's educational welfare  $\bar{x}$  (3.1).

Parents have a significant impact on their children's job growth and decisions. Parents want their children to be happy and successful in life, and professional choice is one aspect that promotes happiness and success. According to a study, children who feel supported and loved by their parents are more confident in their capacity to investigate vocations and choose one that is interesting and exciting to them (Giannini & Grant, 2020; Latipah, Kistoro & Putranta, 2021).

Additionally, parents impact their children's education or training levels, knowledge of the workplace and other occupations, attitudes and beliefs about the workplace, and drive for success. Most of this is unintentionally taught; as kids and teenagers get older, they internalize the attitudes and expectations of their parents. The

expectations parents have for their children's academy and career, the example they set for them, the values they demonstrate to their family, friends, and society, the opportunities parents provide for their children to learn and develop, and the type of parent-child relationship they create are just a few of the key influencers (Patil, et al., 2019).

**e. Parental Care to Physical Fitness of Child**

The data revealed that there was a high parental involvement in parental care for the child's physical fitness garnered a mean of 3.54. It indicates that their characteristics were highly involved among the Grade 3 parents. Preparing nutritious meals for their child  $\bar{x}$  (3.5), always let their child drink their milk every day  $\bar{x}$  (3.9). letting their child do their physical exercise every day  $\bar{x}$  (3.1), in terms of letting their child have his/her regular medical and dental checkups  $\bar{x}$  (3.2), and always letting their child have enough rest or sleep garnered a mean of 4.0.

Parents are important role models for instilling healthy living choices in their children. Our goal was to see how financial and motivational support and parental involvement in their children's physical activity (PA) influenced their nutritional status and cardiorespiratory fitness (Popa, 2021; Salac & Forida, 2022).

Additionally, the primary promoters or detractors of their children's participation in physical activity are their parents. Parents can encourage their children's physical exercise in two ways: directly and indirectly. Parents who promote physical activity have children who are more active than youngsters whose parents do not engage in these activities. While direct and indirect kinds of assistance will be examined separately, they frequently act together to shape parent and child behavior. Children of parents who adhere to stringent gender-typed views of physical exercise are less engaged in physical activity (Cohen & Kupferschmidt, 2020; Warren & Locklear, 2021).

**4.3 Level of Job Satisfaction of Respondents**

Table 3 presents Respondents' Job Satisfaction in Parental Care for the Child's Physical Fitness. Mean was utilized to treat the data gathered.

**Table 3:** Summary Table of the Level of Job Satisfaction

Indicators	Mean	Description
Engagement	4.62	Very High
Nature of Work	2.38	Moderate
Praises and Recognition	2.5	Moderate

**a. Engagement**

The data revealed that the parental involvement in terms of parental care for the child's physical fitness was very high as shown in the mean of 4.62. It indicates that among the Grade 3 parents, their characteristics were very highly involved. Acquiring support from teachers and school administrators where varying parental differences are considered  $\bar{x}$

(5.0). Establishing and maintaining consistent communication with teachers  $\bar{x}$  (4.5). Providing feedback for any aspects of the teaching-learning process which need improvement  $\bar{x}$  (4.6). Fulfilling their role due to an established and conducive teaching-learning support environment  $\bar{x}$  (4.3). Finally, understanding and following the standards set by teachers and school administrators which are also accommodating to my needs and limitations garnered a mean of 4.7.

To actively assist their children's and adolescents' learning and development, parents, schools, and other community agencies and organizations share responsibilities for parental participation in schools. His collaboration with parents' influences and supports kids' learning and health in various contexts, such as at home, at school, in after-school activities, and in the neighborhood. Parental involvement in their kids' schooling is a fantastic protective element (Kwarteng, et al., 2022; Viner, et al., 2020).

Moreover, research shows that parental involvement in schools has improved learner behavior, academic achievement, and social skills. Parental involvement also increases the likelihood that children and adolescents will refrain from harmful behaviors like sexual risk behaviors and substance abuse. Efforts to enhance the health of children and adolescents have traditionally focused on specific health risk behaviors, such as cigarette use or violence (Martin-Criado, Casas & Ortega-Ruiz, 2021; Salvatierra & Cabello, 2022).

### **b. Nature of Work**

The data revealed that there was a moderate parental involvement  $\bar{x}$  (2.38). It indicates that their characteristics were moderately involved among the Grade 3 parents. Encountering little to no challenges when fulfilling my tasks as a para-teacher more effectively  $\bar{x}$  (2.2). Providing with enough support from school administrators and teachers, which is relevant to my role as a para-teacher  $\bar{x}$  (2.6), quickly fulfill my objective of providing educational support to their child  $\bar{x}$  (2.7). Finding it easy to follow instructions and manuals provided by the school  $\bar{x}$  (2.1). Finding it easy to follow instructions and manuals provided by the school experience in delivering teaching support to my child  $\bar{x}$  (2.3).

Parents' primary source of money is their occupation, which impacts their children's development, particularly their academic success. One of the components of socioeconomic standing is occupational prestige, which includes money and status. An individual's educational attainment corresponds to their occupational level, which makes getting a better job and keeping a better job a foregone conclusion. Consequently, it is a result of describing occupational characteristics. It becomes an indicator and measure of social position/status in a culture (Davis, 2022; Salac & Flowrida, 2022).

Furthermore, sociological researchers generally ask countrywide samples of adults to rank the general standing of a series of jobs to determine occupational prestige. These subjective ratings provide insight into how individuals value specific jobs. Professionals like doctors, professors, judges, and lawyers are highly regarded, whereas

jobs like electrician, insurance agent and police officer are ranked in the middle. Maids, garbage collectors, and shoe shiners have low occupational status (Davis, 2022; Kerbaiv & Bernhardt, 2018).

### **c. Praise and Recognition**

The data revealed that the parental involvement in terms of praise and recognition was moderate as shown in the mean of 2.5. It indicates that their characteristics were moderately involved among the Grade 3 parents. Teachers and the school's administrator provide gifts and other rewards for parents like us when we can provide exemplary performance as para-teachers  $\bar{x}$  (2.4). The school has a recognition system in place to encourage parents like me to perform better at my tasks as para-teacher  $\bar{x}$  (2.7). Teachers and school administrators are open to coordinating successes and challenges for parents like me  $\bar{x}$  (2.2). Teachers and school administrators specifically state what we did that are being recognized  $\bar{x}$  (2.4). Finally, teachers and school administrators manifest the right attitude and treatment towards parents who are encouraging and motivating garnered a mean of 2.8.

Academic engagement is an excellent predictor of academic success. The more pupils participate in the lesson, the more likely they will succeed. It is common knowledge that academic engagement is linked to improved study skills, intellectual production, and essential classroom behavior. Encouraging our learners through positive reinforcement is one technique to guarantee the best learning environment possible. Through the teacher's support, learners learn to self-monitor, manage their time, and set objectives and self (Cowling, et al., 2021).

With the following facts, learners whose parents were uninvolved were twice as likely as those whose parents were engaged to be in the lowest half of their class or repeat a grade. *"There is some evidence that the level of parental participation is more important in learners' school success than practically any other element, including race, socioeconomic class, or native language"* Johnston says (Acar, Chen & Xie, 2021).

### **4.4 Academic Performance of Learner-Respondents in KSA**

Table 4 presents the academic performance of learner-respondents in Riyadh, Kingdom of Saudi Arabia, in all subjects such as English, Mathematics, Science, Filipino, Araling Panlipunan and MAPEH. Frequency and Percentage were utilized to get the average grades in 8 subjects.

The data revealed that 9 or 7% of the respondents got an excellent academic performance with a rating of 95-100. It meant that the respondents performed more than what was expected of them. 21 or 18% belonged to excellent academic performance with a rating of 90-94. 55 or 48% had an outstanding academic performance with a rating of 85-89, meaning that the learners met what they expected. On the other hand, 31 or 27% had an adequate academic performance with a rating of 80-84, meaning the learners' performance was moderately good and acceptable, and none needed improvement.



**Table 4: Academic Performance of Learner-Respondents in KSA**

Description	Frequency (n=116)	Percentage
Excellent 95-100	9	7
Very Good 90-94	21	18
Good 85-89	55	48
Fair 80-84	31	27
Needs Improvement 75-79	0	0
<b>Total</b>	<b>116</b>	<b>100</b>

Moreover, grade point average (GPA), high school graduation rate, annual standardized examinations, and college admission exams are all used to assess learner achievement. A learner's GPA is usually calculated on a scale of zero to four, with higher GPAs indicating better grades in the classroom. State and federal education officials gather graduation rates as a baseline metric of secondary school performance. Each state administers annual tests to measure learner performance in topics such as English and mathematics at the elementary, middle, and high school levels. These assessments are also used to meet government educational requirements. School districts also keep track of learners' ACT and SAT scores to gauge their preparation for further education (Goss, 2019; O'Connor, et al., 2022).

#### 4.5 Significant Relationship between Parental Involvement and Learner's Academic Performance in Riyadh, KSA

The data for this sub-problem is presented in Table 5. Pearson's Product Moment Coefficient of Correlation was used to treat the data gathered.

**Table 5: Significant Relationship between Parental Involvement and Academic Performance of Learners in Riyadh, KSA**

Variables	Df	rxy value (n = 67)		Decision	Analysis
		Computed	Tabular		
Level of Parental Involvement vs Academic Performance	65	0.83	0.21	Reject null hypothesis	There is a significant relationship.

It was found out that when the level of Parental involvement vs. the pupils' academic performance was tested, the required significance level was 0.21. The data were tested at the Alpha level of .05 with a df of 65. The table shows that the computed Pearson's Product Moment Coefficient of Correlation value was 0.83. It was more significant than

the tabular value of .21. Which led to the rejection of the null hypothesis. The level of parental involvement significantly influenced the pupil's academic performance.

Parent-child connection is a solid basis for academic success—the higher the intellectual achievement, the stronger the ties, especially regarding educational issues. The findings are now conclusive. When schools and families collaborate to support learning, children are more likely to succeed not just in school but in life. Learner achievement, school adaptability, and excellent behavior are all attributed to parental involvement in the educational process (Lu, 2021; Patil, et al., 2019).

Furthermore, it published a thorough research survey documenting the profound and comprehensive benefits for learners, families, and schools when parents and family members were involved in their children's education and life. Hundreds of studies have concluded that children are more successful when their parents are involved in their lives. The most popular learner performance indicators are grade point average (GPA) and test results. Research shows that children benefit from higher grades and test scores, better attendance and homework completion, fewer special education placements, positive attitudes and conduct, higher graduation rates, and higher enrolment in postsecondary education (de Ordinola & Alarcon, 2021; Viner, et al., 2020).

#### 4.6 Significant Relationship between Level of Job Satisfaction and Learner's Academic Performance in Riyadh, KSA

The data for this sub-problem is presented in Table 6 on page 63. Pearson's Product Moment Coefficient of Correlation was utilized to treat the data gathered.

**Table 6:** Significant Relationship between Level of Job Satisfaction and Academic Performance of Learners in Riyadh, KSA

Variables	Df	rxy value (n=67)		Decision	Analysis
		Computed	Tabular		
Level of Job Satisfaction vs Academic Performance	65	0.74	0.21	Reject null hypothesis	There is a significant relationship

It was found that when the level of Job Satisfaction vs. the pupils' Academic Performance was tested, the required significance level was 0.21. The data were tested at the Alpha level of .05 with a df of 65. The table shows that the computed Pearson's Product Moment Coefficient of Correlation value was 0.74. It was more significant than the tabular value of .21. This led to the rejection of the null hypothesis. The level of parental involvement significantly influenced the pupil's academic performance.

A school's attention is always on how to increase pupils' performance successfully. Teachers' poor compensation has a detrimental psychological impact. Change has an impact on pupils' learning abilities. The school administration feels that evaluating

teachers' performance is crucial for students and an efficient way to motivate them to enhance both the quality of their instruction and the learning outcomes of their students (Garbe, et al., 2020).

Moreover, the "U-shaped" link between them has been reversed. Teachers' income and psychological status are related in that teachers' psychological levels improve as their salary rises, peak, and then declines. Furthermore, many professors stated that the misalignment of compensation and workload, a lack of opportunity for advancement, relationships, and limited time with family all contribute to a lack of commitment to work. These findings demonstrated that material stimulation alone is insufficient to tackle the problem of teacher motivation. It is a practical technique to address teachers' psychological requirements if the school administration strives for higher teacher performance (Cayak, 2021; Masud, et al., 2019).

## **5. Recommendations**

Based on the findings of the study, the following recommendations are offered to various stakeholders involved in the educational process:

Learners may actively engage in their learning and maintain open communication with their parents, teachers, and school leaders. Seek guidance and support from parents and teachers when facing academic challenges or making decisions related to his/ her education. Further, participate in extracurricular activities that promote physical fitness and overall well-being, while maintaining a balance with academic responsibilities.

Parents may maintain regular communication with teachers and school leaders to stay informed about his/ her child's academic progress and well-being. Provide consistent encouragement and support to their children, utilizing reward systems and praise to boost their self-esteem and motivation. Offer guidance and advice to their children in relation to their studies, while also monitoring their behavior and fostering a healthy balance between academics and personal life. Teachers may recognize and appreciate the efforts of parents in supporting their children's education and collaborate with them to enhance students' academic success. Create an inclusive and supportive classroom environment that promotes open communication, active engagement, and positive reinforcement for both students and parents. Work closely with school leaders to implement strategies that address teachers' psychological needs and work conditions, ultimately improving the learning outcomes of students.

School leaders may encourage and facilitate open communication between parents, teachers, and students to foster a collaborative learning environment. Provide resources, training, and support for teachers to address their psychological needs and improve their job satisfaction, which in turn, will positively impact students' academic performance. Implement programs and initiatives that promote parental involvement in various aspects of their children's education, including decision-making, physical fitness, and guidance.

Overall, the study demonstrates the significant role of parental involvement in various aspects of their children's education and its positive influence on academic success. While socioeconomic factors do play a role, the study challenges the theoretical underpinnings that parental involvement is solely dictated by these factors. Instead, open communication, collaboration, and support from teachers and school administrators can foster parental involvement and enhance academic success, regardless of socioeconomic background.

## **6. Conclusion**

The following conclusions were established based on the data gathered. The study reveals valuable insights into the various dimensions of parental involvement, job satisfaction and its influence on learners' academic performance. High levels of parental attention, guidance, and involvement in decision-making and caring for children's physical fitness were found to positively impact students' academic performance, motivation, and overall well-being.

On the other hand, moderate levels of parental encouragement and their role as para-teachers suggest that there is room for improvement in these areas to further enhance students' educational experiences and outcomes.

In addition, the research examined the relationship between job satisfaction and learners' academic performance, as well as the relationship between parental involvement and job satisfaction of parents. The results indicate that job satisfaction significantly impacts learners' academic performance, emphasizing the importance of addressing teachers' psychological needs and work conditions.

Contrary to the theoretical underpinnings suggesting that parental involvement is solely dictated by socioeconomic factors, the study demonstrated that other factors, such as open communication, collaboration, and support from teachers and school administrators, can play a significant role in fostering parental involvement and enhancing academic success. This challenges the notion that socioeconomic factors are the primary drivers of parental involvement, suggesting that a more holistic approach should be taken to understand and support the various aspects of parental involvement in their children's education.

In conclusion, the study emphasizes the importance of parental involvement in multiple dimensions, such as attention, encouragement, guidance, decision-making, and care for physical fitness, and their positive influence on children's academic performance and well-being. The findings also highlight the significance of addressing teachers' psychological needs and work conditions, as well as fostering open communication and collaboration among parents, teachers, and school administrators to maximize the potential of parental involvement in promoting academic success, regardless of socioeconomic background.

### **Acknowledgements**

The researcher would like to express her sincere and genuine gratitude to the people who contributed in so many ways to making this study possible.

To her adviser, Dr. Johnny S. Bantulo, for his advice, support, and suggestion for the improvement of this study;

To the members of the panel: Dr. Lyndon A. Quines, Dr. Noe P. Garcia, and Dr. Cornelio D. Rollo who made scholarly suggestions to this work, she is equally grateful for;

To her loving family, especially to her husband, for his untiring support morally and financially and for helping her in exploring the internet and in encoding the final manuscript of the study;

To all whom she owned the inspiration, her heartfelt thanks; and above all, to the Almighty God, who showered her with all the countless blessings, strength, good health and wisdom that enabled her to undergo this study;

For all the glory belong to Lord Jesus Christ the highest.

### **Conflict of Interest Statement**

The authors affirm that they have no competing interests with regard to this study. Since there were no financial or interpersonal ties that might have influenced how the data were interpreted or reported, the study was carried out independently. The authors may rest easy knowing that none of the study participants suffered injury. Additionally, the researcher, who had no power or influence over the respondents, forced them to take part in the survey. No proof existed that the respondents to the study were given false information concerning any possible risk. Participants' rights in studies must be zealously upheld.

### **About the Authors**

**Sharon P. Perocho** is a graduate of Bachelor of Elementary Education (BEEd) and currently a Teacher I at New Society Central Elementary School, Division of General Santos City, Philippines. She is one of the writers in Self-Learning Modules (SLMs) in Edukasyon Sa Pagpapakatao (ESP). She underwent Early Learning in Literacy and Numeracy seminars.

**Johnny S. Bantulo (EdD)** is a graduate of Bachelor of Elementary Education (BEEd), a master degree holder in Master in Education major in Educational Management (MAEd), and a Doctor of Education major in Educational Management (EdD). He is a professor in Ramon Magsaysay Memorial Colleges.

## References

- Abbood, M., & Dakhil, A. (2021). Teacher-Parent Interactions: Discovering Full Accomplishments in Language Learning Environments Through Parental Involvement Among Iraqi Efl Teenagers. *Multicultural Education*, 7(3).
- Acar, S., Chen, C.-I., & Xie, H. (2021). Parental involvement in developmental disabilities across three cultures: A systematic review. *Research in Developmental Disabilities*, 110(103861), 103861. <https://doi.org/10.1016/j.ridd.2021.103861>
- Adegboyega, L. O. (2017). Influence of achievement motivation on Nigerian undergraduates' attitude towards examination. *International Journal of Instruction*, 11(1), 77–88. <https://doi.org/10.12973/iji.2018.1116a>
- Albulescu, I., Labar, A. V., Manea, A. D., & Stan, C. (2023). The Mediating Role of Anxiety between Parenting Styles and Academic Performance among Primary School Students in the Context of Sustainable Education. *Sustainability*, 15(2), 1539.
- Aleta, A. J., Mallari, N., Opana, A., Royo, K. J., & Ugto, A. (2020). Challenges Encountered by Grade 12 HUMSS Strand Students in Practical Research 2 Subject at Bestlink College of the Philippines. *Ascendens Asia Singapore–Bestlink College of the Philippines Journal of Multidisciplinary Research*, 2(1).
- Allensworth, E., & Schwartz, N. (2020). School practices to address student learning loss. Brief no. 1. *EdResearch for Recovery Project*. <http://files.eric.ed.gov/fulltext/ED607662.pdf>
- Altun, I., Cinar, N., & Bede, C. (2021). "The contributing factors to poor sleep experiences according to the university students: A cross-sectional study". *Journal of Research in Medical Sciences*, 6, 557–561. <https://www.atlantis-pess.com/proceedings/icet-18/125926659>
- Andriningrum, H., & Gunawan, I. (2018, December). Cultivation of healthy life for students in school: A literature review. In *International Conference on Education and Technology (ICET 2018)* (pp. 16-17). Atlantis Press.
- Attention, P. (2020). The Contribution of Parents Attention to Student Achievement Motivation.
- Barrero-Castillero, A., Pierce, L. J., Urbina-Johanson, S. A., Pirazzoli, L., Burris, H. H., & Nelson, C. A. (2022). Perinatal and early childhood biomarkers of psychosocial stress and adverse experiences. *Pediatric Research*, 92(4), 956-965.
- Berkowitz, R., Astor, R. A., Pineda, D., DePedro, K. T., Weiss, E. L., & Benbenishty, R. (2021). Parental involvement and perceptions of school climate in California. *Urban Education*, 56(3), 393–423. <https://doi.org/10.1177/0042085916685764>
- Bhamani, S., Makhdoom, A. Z., Bharuchi, V., Ali, N., Kaleem, S., & Ahmed, D. (2020). Home learning in times of COVID: Experiences of parents. *Journal of Education and Educational Development*, 7(1), 9. <https://doi.org/10.22555/joed.v7i1.3260>

- Biber, K., Kayis, A. N., Kopuk, M., & Dagdeviren, S. (2019). The Effect of Parents' Attention on the Technology Usage of Children between the Ages of Four and Six. *Asian Journal of Education and Training*, 5(3), 473-481.
- Bokayev, B., Torebekova, Z., Davletbayeva, Z., & Zhakypova, F. (2021). Distance learning in Kazakhstan: estimating parents' satisfaction of educational quality during the coronavirus. *Technology Pedagogy and Education*, 30(1), 27-39. <https://doi.org/10.1080/1475939x.2020.1865192>
- Bond, M., & Bedenlier, S. (2019). Facilitating student engagement through educational technology: towards a conceptual framework. *Journal of Interactive Media in Education*, 2019(1).
- Boonk, L., Gijsselaers, H. J. M., Ritzen, H., & Brand-Gruwel, S. (2018). A review of the relationship between parental involvement indicators and academic achievement. *Educational Research Review*, 24, 10-30. <https://doi.org/10.1016/j.edurev.2018.02.001>
- Bryman, A. (2016). *Social research methods*. Oxford University Press.
- Çayak, S. (2021). The effect of sustainable leadership behaviors of school principals on teachers' organizational commitment and job satisfaction. *Discourse and Communication for Sustainable Education*, 12(1), 102-120. <https://doi.org/10.2478/dcse-2021-0008>
- Chang, G.-C., & Yano, S. (n.d.). *How are countries addressing the Covid-19 challenges in education? A snapshot of policy measures*. Gecv.Ac.In. Retrieved April 12, 2023, from <https://gecv.ac.in/uploads/ssip/UNESCO%20snap%20shot%20for%20maintainin%20education.pdf>
- Cho, Y., Kataoka, S., & Piza, S. (2021). *Philippine Basic Education System: Strengthening Effective Learning During the COVID-19 Pandemic and Beyond*. World Bank.
- Cohen, J., & Kupferschmidt, K. (2020). Countries test tactics in "war" against COVID-19. *Science (New York, N.Y.)*, 367(6484), 1287-1288. <https://doi.org/10.1126/science.367.6484.1287>
- Coleman, S. (2018). Output-driven schools: Principles of design. In *Redesigning American Education* (pp. 13-38). Routledge.
- Condo, S., Chan, S., & Kofler, J. (2022). Examining the effects of ADHD symptoms and parental involvement on children's academic achievement. *Research in Developmental Disabilities*, 122, 104156.
- Cosso, J., von Suchodoletz, A., & Yoshikawa, H. (2022). Effects of parental involvement programs on young children's academic and social-emotional outcomes: A meta-analysis. *Journal of Family Psychology: JFP: Journal of the Division of Family Psychology of the American Psychological Association (Division 43)*, 36(8), 1329-1339. <https://doi.org/10.1037/fam0000992>
- Cowling, B. J., Ali, S. T., Ng, T. W. Y., Tsang, T. K., Li, J. C. M., Fong, M. W., Liao, Q., Kwan, M. Y., Lee, S. L., Chiu, S. S., Wu, J. T., Wu, P., & Leung, G. M. (2020). Impact assessment of non-pharmaceutical interventions against coronavirus disease 2019

- and influenza in Hong Kong: an observational study. *The Lancet. Public Health*, 5(5), e279–e288. [https://doi.org/10.1016/S2468-2667\(20\)30090-6](https://doi.org/10.1016/S2468-2667(20)30090-6)
- Cresswell, T. (2012). Mobilities II: Still. *Progress in Human Geography*, 36(5), 645–653. <https://doi.org/10.1177/0309132511423349>
- Da Cruz Carvalho, A., Riana, I. G., & Soares, A. D. C. (2020). Motivation on job satisfaction and employee performance. *International research journal of management, IT and social sciences*, 7(5), 13-23.
- Davis, L. (2022). *An Analysis of the Relationship of Elementary Teachers' Perceived Teaching Self-Efficacy, Parental Involvement Self-Efficacy, and Parental Involvement Practices* (Doctoral dissertation, Tarleton State University).
- De Ordinola, M. D. P. B., & Alarcón, J. A. S. (2021). Child Neurodevelopment and Parental Involvement in the Educational Process. *Espirales revista multidisciplinaria de invesitgación científica*, 5(36), 46-62.
- Dianto, M., Gistituati, N., & Mudjiran, M. (2017). Kontribusi Dukungan Sosial dan Konsep Diri Terhadap Motivasi Berprestasi Siswa di SMP Negeri Kecamatan Batang Kapas Pesisir Selatan. *Konselor*, 4(1), 19. <https://doi.org/10.24036/02015416451-0-00>
- Ennis, R. P., Royer, D. J., Lane, K. L., Menzies, H. M., Oakes, W. P., & Schellman, L. E. (2018). Behavior-specific praise: An effective, efficient, low-intensity strategy to support student success. *Beyond Behavior*, 27(3), 134-139.
- Epstein, J. L., & Dauber, S. L. (1991). School programs and teacher practices of parent involvement in inner-city elementary and middle schools. *The Elementary School Journal*, 91(3), 289–305. <https://doi.org/10.1086/461656>
- Erdem, C., & Kaya, M. (2020). A meta-analysis of the effect of parental involvement on students' academic achievement. *Journal of Learning for Development*, 7(3), 367–383. <https://doi.org/10.56059/jl4d.v7i3.417>
- Extension Alliance for Better Child Care. Retrieved August 13, 2021, from <https://childcare.extension.org/encouragement-is-more-effective-than-praise-in-guiding-childrens-behavior/>
- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13(1), 1–22. <http://www.jstor.org/stable/23358867>
- Ferri, F., Grifoni, P., & Guzzo, T. (2020). Online learning and emergency remote teaching: Opportunities and challenges in emergency situations. *Societies (Basel, Switzerland)*, 10(4), 86. <https://doi.org/10.3390/soc10040086>
- Fisher, J., Languilaire, J.-C., Lawthom, R., Nieuwenhuis, R., Petts, R. J., Runswick-Cole, K., & Yerkes, M. A. (2020). Community, work, and family in times of COVID-19. *Community, Work & Family*, 23(3), 247–252. <https://doi.org/10.1080/13668803.2020.1756568>
- García, E., & Weiss, E. (2020). COVID-19 and student performance, equity, and U.s. education policy: Lessons from pre-pandemic research to inform relief, recovery,



- and rebuilding. *Economic Policy Institute*.  
<http://files.eric.ed.gov/fulltext/ED610971.pdf>
- Giannini, S. (2020). Three ways to plan for equity during the coronavirus school closures. *World Education Blog*.  
<https://mowusublog.wordpress.com/2020/03/25/threeways-to-plan-for-equity-during-the-coronavirus-school-closures-world-education-blog/>
- Goss, A. C. (2019). Power to engage, power to resist: A structuration analysis of barriers to parental involvement. *Education and Urban Society*, 51(5), 595–612.  
<https://doi.org/10.1177/0013124517747363>
- Gong, J., Zhou, Y., Wang, Y., Liang, Z., Hao, J., Su, L., ... & Wang, Y. (2022). How parental smartphone addiction affects adolescent smartphone addiction: The effect of the parent-child relationship and parental bonding. *Journal of Affective Disorders*, 307, 271-277.
- Grahl, J., & Kong, J. L. (2020). Self-Motivation and Learning: Donald Stewart Early Childhood Center. *Journal of Character Education*, 16(2), 55-59.
- Gumapac, J. R., E. M. Aytona, and M. G. R. Alba. "Parents involvement in accomplishing students learning tasks in the new normal." *International Journal of Research in Engineering, Science and Management* 4.7 (2021): 367-380
- Hanssen, N. B., & Mamonka, V. (2021). Parental involvement in early childhood education in Belarus. In *Pagarental Engagement and Early Childhood Education Around the World* (1st Edition, pp. 40–49). Routledge.  
<https://www.taylorfrancis.com/chapters/edit/10.4324/9780367823917-4/parental-involvement-early-childhood-education-belarus-natallia-bahdanovich-hanssen-volha-mamonka>
- Harris, A., & Jones, M. (2020). COVID 19 – school leadership in disruptive times. *School Leadership and Management*, 40(4), 243–247.  
<https://doi.org/10.1080/13632434.2020.1811479>
- Harwood, C. G., Knight, C. J., Thrower, S. N., & Berrow, S. R. (2019). Advancing the study of parental involvement to optimise the psychosocial development and experiences of young athletes. *Psychology of Sport and Exercise*, 42, 66–73.  
<https://doi.org/10.1016/j.psychsport.2019.01.007>
- Hojholt, C., & Kousholt, D. (2019). Developing knowledge through participation and collaboration: Research as mutual learning processes. *Annual Review of Critical Psychology*, 16, 575-604. (Retrieved April 12, 2023, from [https://www.academia.edu/download/61629657/arcp-16-2019-complete\\_issue20191229-54407-1qm34vx.pdf#page=587](https://www.academia.edu/download/61629657/arcp-16-2019-complete_issue20191229-54407-1qm34vx.pdf#page=587)
- Hoover-Dempsey, K. V., & Sandler, H. M. (1997). Why do parents become involved in their children's education? *Review of Educational Research*, 67(1), 3–42.  
<https://doi.org/10.3102/00346543067001003>

- Hornby, G., & Blackwell, I. (2018). Barriers to parental involvement in education: an update. *Educational Review*, 70(1), 109–119. <https://doi.org/10.1080/00131911.2018.1388612>
- Hwang, D., & Kang, Y. (2023). How Does constructive feedback in an educational game sound to children?. *International Journal of Child-Computer Interaction*, 36, 100581.
- Hung, J. (2020). Systematic Review on How the Delivery of Vision Care Policies Affects Students' Academic Performance and Mental Health. *Asian Social Science*, 16(7), 1-94.
- Jeong, H. J., Kim, S., & Lee, J. (2023). Mental health, life satisfaction, supportive parent communication, and help-seeking sources in the wake of COVID-19: First-generation college students (FGCS) Vs. Non-first-generation college students (non-FGCS). *Journal of College Student Psychotherapy*, 37(2), 71-86.
- Jeynes, W. H. (2018). A practical model for school leaders to encourage parental involvement and parental engagement. *School Leadership and Management*, 38(2), 147–163. <https://doi.org/10.1080/13632434.2018.1434767>
- Kalaycı, G., & Öz, H. (2018). Parental involvement in English language education: understanding parents' perceptions. *International Online Journal of Education & Teaching*, 5(4), 832–847. <http://acikerisim.ufuk.edu.tr/xmlui/handle/20.500.14065/3753>
- Kalkan, B., Kılıç, A. F., & Yılmaz, A. D. (2022). Teknoloji kullanımında ebeveyn tutum ölçeğinin geliştirilmesi. *Erken Çocukluk Çalışmaları Dergisi*, 6(2), 364-386.
- Kerbaiv, D., & Bernhardt, A. (2018). Parental Intervention in the School. In *Parents, Their Children, and Schools* (1st Edition, pp. 115–146). Routledge. <https://www.taylorfrancis.com/chapters/edit/10.4324/9780429498497-5/parental-intervention-school-david-kerbaiv-annette-bernhardt>
- Khan, F. N., Begum, M., & Imad, M. (2019). Relationship between students' home environment and their academic achievement at secondary school level. *Pakistan Journal of Distance and Online Learning*, 5(2), 223–234. <http://files.eric.ed.gov/fulltext/EJ1266643.pdf>
- Kong, Q. (2020). Practical exploration of home study guidance for students during the COVID-19 Pandemic: A case study of Hangzhou Liuxia elementary school in Zhejiang Province, China. *Sci Insigt Edu Front*, 5(2), 557-561.
- Koronczai, B., Urbán, R., & Demetrovics, Z. (2020). Parental bonding and problematic internet or social media use among adolescents. *Psychiatria Hungarica*, 35(1), 73-80.
- Kwarteng, P., Asiamah, F., Twumasi, A. O., Nkansah, J. O., Issaka, J., & Afetorgbor, S. K. (2022). Parental involvement in the academic performance of students in Ghana: Socio-economic status. *Open Journal of Educational Research*, 2(3), 114–125. <https://doi.org/10.31586/ojer.2022.305>
- Lara, L., & Saracostti, M. (2019). Effect of parental involvement on children's academic achievement in Chile. *Frontiers in psychology*, 10, 1464.

- Latipah, E., Cahyo, H., & Himawan, H. (2021). How are the parents involvement, peers and agreeableness personality of lecturers related to self-regulated learning? *European Journal of Educational Research*, 10(1), 413–425. <https://doi.org/10.12973/eu-jer.10.1.413>
- Lawrence, K. C., & Fakuade, O. V. (2021). Parental involvement, learning participation and online learning commitment of adolescent learners during the COVID-19 lockdown. *Research in Learning Technology*, 29. <https://doi.org/10.25304/rlt.v29.2544>
- Leander, J., & Fabella, E. (2020). *Parental Involvement and Academic Performances of Grade 7 Students*. <http://dx.doi.org/10.2139/ssrn.3630178>
- Lee, S. J., Ward, K. P., Chang, O. D., & Downing, K. M. (2021). Parenting activities and the transition to home-based education during the COVID-19 pandemic. *Children and Youth Services Review*, 122(105585), 105585. <https://doi.org/10.1016/j.childyouth.2020.105585>
- Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School leadership & management*, 40(1), 5-22.
- Linton, R. (1936). The study of man: an introduction. *Ix*, 503. <https://psycnet.apa.org/fulltext/1937-03343-000.pdf>
- Lu, M. (2021). (2021). *Structural relationships among school-family partnerships, parental involvement, students' self-efficacy, and students' math achievement: A multilevel SEM approach*. <https://search.proquest.com/openview/e715eb6660e97cf81628bc6f5c8bf4ed/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Ma, R. (2022). *Chinese Parents' Perspectives on Parental Involvement in Children's Education at Elementary Level (6-12 years old) (Master's thesis, Itä-Suomen yliopisto)*. Uef.Fi. Retrieved April 13, 2023, from [https://dspace.uef.fi/bitstream/handle/123456789/27671/urn\\_nbn\\_fi\\_uef-20220569.pdf?sequence=1&isAllowed=y](https://dspace.uef.fi/bitstream/handle/123456789/27671/urn_nbn_fi_uef-20220569.pdf?sequence=1&isAllowed=y)
- Martínez, I. M., Youssef-Morgan, C. M., Chambel, M. J., & Marques-Pinto, A. (2019). Antecedents of academic performance of university students: Academic engagement and psychological capital resources. *Educational Psychology*, 39(8), 1047-1067.
- Martín-Criado, J. M., Casas, J. A., & Ortega-Ruiz, R. (2021). Parental supervision: Predictive variables of positive involvement in cyberbullying prevention. *International Journal of Environmental Research and Public Health*, 18(4), 1562. <https://doi.org/10.3390/ijerph18041562>
- Masud, S., Mufarrih, S. H., Qureshi, N. Q., Khan, F., Khan, S., & Khan, M. N. (2019). Academic performance in adolescent students: The role of parenting styles and Socio-demographic factors - A cross sectional study from Peshawar, Pakistan. *Frontiers in Psychology*, 10, 2497. <https://doi.org/10.3389/fpsyg.2019.02497>
- Mishra, J., Sagar, R., Parveen, S., Kumaran, S., Modi, K., Maric, V., ... & Gazzaley, A. (2020). Closed-loop digital meditation for neurocognitive and behavioral

- development in adolescents with childhood neglect. *Translational psychiatry*, 10(1), 153.
- Morris, J. L., Daly-Smith, A., Archbold, V. S., Wilkins, E. L., & McKenna, J. (2019). The Daily Mile™ initiative: Exploring physical activity and the acute effects on executive function and academic performance in primary school children. *Psychology of Sport and Exercise*, 45, 101583.
- Muller, C., & Kerbow, D. (2018). Parent involvement in the home, school, and community. In *Parents, Their Children, and Schools* (1st Edition, pp. 13–42). Routledge. Retrieved January 10, 2023 from: <https://www.taylorfrancis.com/chapters/edit/10.4324/9780429498497-2/parent-involvement-home-school-community-chandra-muller-david-kerbow>
- Ni, S., Lu, S., Lu, K., & Tan, H. (2021). The effects of parental involvement in parent–child reading for migrant and urban families: A comparative mixed-methods study. *Children and Youth Services Review*, 123, 105941.
- Nofrizal, N., Nirwana, H., & Alizamar, A. (2020). The contribution of parents attention to student achievement motivation. *Journal of Educational and Learning Studies*, 3(1), 55-63.
- Novrialdy, E., Nirwana, H., & Ahmad, R. (2019). High school students understanding of the risks of online game addiction. *Journal of Educational and Learning Studies*, 2(2), 113-119.
- Ntekane, A. (2018). Parental involvement in education. *Research Gate*, 1, 1-5.(N.d.). Researchgate.net. Retrieved February 13, 2023, from [https://www.researchgate.net/profile/Abie-Ntekane/publication/324497851\\_PARENTAL\\_INVOLVEMENT\\_IN\\_EDUCATIO\\_N/links/5ad09062aca2723a33472c9f/PARENTAL-INVOLVEMENT-IN-EDUCATION.pdf](https://www.researchgate.net/profile/Abie-Ntekane/publication/324497851_PARENTAL_INVOLVEMENT_IN_EDUCATIO_N/links/5ad09062aca2723a33472c9f/PARENTAL-INVOLVEMENT-IN-EDUCATION.pdf)
- O'Connor Bones, U., Bates, J., Finlay, J., & Campbell, A. (2022). Parental involvement during COVID-19: experiences from the special school. *European Journal of Special Needs Education*, 37(6), 936–949. <https://doi.org/10.1080/08856257.2021.1967297>
- Ogurlu, U., Garbe, A., Logan, N., & Cook, P. (2020). Parents' experiences with remote education during COVID-19 school closures. *American Journal of Qualitative Research*, 4(3), 45–65. <https://doi.org/10.29333/ajqr/8471>
- Olivier, E., Archambault, I., De Clercq, M., & Galand, B. (2019). Student self-efficacy, classroom engagement, and academic achievement: Comparing three theoretical frameworks. *Journal of youth and adolescence*, 48, 326-340.
- Olufemi, O. T., Adediran, A. A., & Oyediran, W. O. (2018). Factors affecting students' academic performance in colleges of education in Southwest, Nigeria. *British Journal of Education*, 6(10), 43-56.
- Oomen, A. M. F. A. (2021). *Parental involvement in career education and guidance in senior general secondary schools in the Netherlands*. University of Derby (United Kingdom).

- Paniz Mallmann, C., Hideo Nasu, V., & Carvalho de Souza Domingues, M. J. (2021). Relationship between book reading and academic performance: an analysis addressing applied social sciences students. *Revista de Educação e Pesquisa em Contabilidade*, 15(2).
- Papadakis, S., Zaranis, N., & Kalogiannakis, M. (2019). Parental involvement and attitudes towards young Greek children's mobile usage. *International Journal of Child-Computer Interaction*, 22(100144), 100144. <https://doi.org/10.1016/j.ijcci.2019.100144>
- Park, S., & Holloway, S. (2018). Parental involvement in adolescents' education: An examination of the interplay among school factors, parental role construction, and family income. *School Community Journal*, 28(1), 9–36. <http://files.eric.ed.gov/fulltext/EJ1184925.pdf>
- Patil, S. P., Ayappa, I. A., Caples, S. M., Kimoff, R. J., Patel, S. R., & Harrod, C. G. (2019). Treatment of adult obstructive sleep apnea with positive airway pressure: An American Academy of Sleep Medicine clinical practice guideline. *Journal of Clinical Sleep Medicine: JCSM: Official Publication of the American Academy of Sleep Medicine*, 15(2), 335–343. <https://doi.org/10.5664/jcsm.7640>
- Pengpid, S., & Peltzer, K. (2018). Parental involvement, health behaviour and mental health among school-going adolescents in seven Pacific Island countries. *Journal of Human Behavior in the Social Environment*, 28(8), 1068–1077. <https://doi.org/10.1080/10911359.2018.1507861>
- Peper, E., Wilson, V., Martin, M., Rosegard, E., & Harvey, R. (2021). Avoid zoom fatigue, be present and learn. *NeuroRegulation*, 8(1), 47–56. <https://doi.org/10.15540/nr.8.1.47>
- Popa, M. (2022). Reflections and perspectives on parental involvement in children's school activity. *Technium Soc. Sci. J.*, 30, 75. (N.d.). Heinonline.org. Retrieved April 01, 2023, from [https://heinonline.org/hol-cgi-bin/get\\_pdf.cgi?handle=hein.journals/techssj30&section=9](https://heinonline.org/hol-cgi-bin/get_pdf.cgi?handle=hein.journals/techssj30&section=9)
- Popkin, M. H., PhD. (2021, July 9). *In praise of encouragement*. Active Parenting. Retrieved August 13, 2021, from <https://activeparenting.com/praise-of-encouragement/>
- Rasmussen, E.R.F., 2017. Screen time and kids: Insights from a new report. Available from <https://www.pbs.org/parents/authors/ericasmussen-phd>.
- Reimann, F., Rubio, C., Marta, P., García-Rodríguez, J. J., Lu, V. B., García-Martínez, I., Alén, R., Patricia, S.-S., Toledo-Lobo, M. V., Saiz, J., Ruperez, J., Barbas, C., Menchén, L., Gribble, F. M., Guijarro, L. G., Carrascosa, J. M., & Valverde, A. M. (2022). *Impact of global PTP1B deficiency on the gut barrier permeability during NASH in mice*. <https://doi.org/10.17863/CAM.48676>
- Retanal, F., Johnston, N. B., Di Lonardo Burr, S. M., Storozuk, A., DiStefano, M., & Maloney, E. A. (2021). Controlling-supportive homework help partially explains the relation between parents' math anxiety and children's math achievement. *Education Sciences*, 11(10), 620.

- Ribeiro, L. M., Cunha, R. S., Silva, M. C. A. e., Carvalho, M., & Vital, M. L. (2021). Parental Involvement during Pandemic Times: Challenges and Opportunities. *Education Sciences*, 11(6), 302. <https://doi.org/10.3390/educsci11060302>
- Ridgway, L., Hackworth, N., Nicholson, J. M., & McKenna, L. (2021). Working with families: A systematic scoping review of family-centred care in universal, community-based maternal, child, and family health services. *Journal of Child Health Care*, 25(2), 268-289.
- Roksa, J., & Kinsley, P. (2019). The role of family support in facilitating academic success of low-income students. *Research in Higher Education*, 60, 415-436.
- Salac, L. M., & Florida, J. U. (2022). Epstein model of parental involvement and academic performance of learners. *European Online Journal of Natural and Social Sciences*, 11(2), 379–386. <https://european-science.com/eojnss/article/view/6398>
- Salvatierra, L., & Cabello, V. (2022). Starting at home: What does the literature indicate about parental involvement in early childhood STEM education? *Education Sciences*, 12(3), 218. <https://doi.org/10.3390/educsci12030218>
- Sanguiliano, J., Anderson, K., Welcome, S., Hissom, P., Hannah, B., & Lovero, N. (2019). Strong Families and Successful Students: A Qualitative Study of Families Involved in a Strength-Based Community Program. *Journal of At-Risk Issues*, 22(1), 19-27.
- Sari, N. Y., & Wisroni, W. (2020). The Urgency of Parental Guidance for Youth Education in the Belajar Dari Rumah (BDR) Era. *SPEKTRUM: Jurnal Pendidikan Luar Sekolah (PLS)*, 8(3), 309-321.
- Silinskas, G., & Kikas, E. (2019). Parental involvement in math homework: Links to children's performance and motivation. *Scandinavian Journal of Educational Research*, 63(1), 17-37.
- Smith, T. E., Reinke, W. M., Herman, K. C., & Sebastian, J. (2021). Exploring the link between principal leadership and family engagement across elementary and middle school. *Journal of School Psychology*, 84, 49–62. <https://doi.org/10.1016/j.jsp.2020.12.006>
- Sobri, M. N. N. A., Soh, N. F. A. C., & Roziman, N. A. L. M. (2022). The importance of parental involvement in early childhood education for children under 4-year old. *Journal of Education and Literacy Studies (JELS)*, 1(1), 13–20. <https://doi.org/10.37698/jels.v1i1.104>
- Steinmayr, R., Heyder, A., Naumburg, C., Michels, J., & Wirthwein, L. (2018). School-related and individual predictors of subjective well-being and academic achievement. *Frontiers in Psychology*, 9, 2631. <https://doi.org/10.3389/fpsyg.2018.02631>
- Tus, J. (2021). Amidst the Online Learning in the Philippines: The Parental Involvement and Its Relationship to the Student's Academic Performance. *International Engineering Journal for Research & Development*. (N.d.). Researchgate.net. Retrieved April 13, 2023, from [https://www.researchgate.net/profile/Jhoselle-Tus/publication/352368179\\_Amidst\\_the\\_Online\\_Learning\\_in\\_the\\_Philippine\\_Th](https://www.researchgate.net/profile/Jhoselle-Tus/publication/352368179_Amidst_the_Online_Learning_in_the_Philippine_Th)

[e Parental Involvement and Its Relationship to the Student's Academic Performance/links/60c688ab4585157774d6c27f/Amidst-the-Online-Learning-in-the-Philippines-The-Parental-Involvement-and-Its-Relationship-to-the-Students-Academic-Performance.pdf](https://doi.org/10.1016/S2352-4642(20)30095-X)

- Vadakkayil, S. T., & Moshahid, M. (2019). Influence of Self-concept, Classroom Environment and Parental Involvement in the Academic Achievement of Boys and Girls in Secondary Schools. *Educational Quest-An International Journal of Education and Applied Social Sciences*, 10(3), 135-140.
- Vetcho, S., Cooke, M., & Ullman, A. J. (2020). Family-centred care in dedicated neonatal units: An integrative review of international perspectives. *Journal of Neonatal Nursing*, 26(2), 73-92.
- Viner, R. M., Russell, S. J., Croker, H., Packer, J., Ward, J., Stansfield, C., Mytton, O., Bonell, C., & Booy, R. (2020). School closure and management practices during coronavirus outbreaks including COVID-19: a rapid systematic review. *The Lancet. Child & Adolescent Health*, 4(5), 397–404. [https://doi.org/10.1016/S2352-4642\(20\)30095-X](https://doi.org/10.1016/S2352-4642(20)30095-X)
- Warren, J. M., & Locklear, L. A. (2021). The role of parental involvement, including parenting beliefs and styles, in the academic success of American Indian students. *Professional School Counseling*, 25(1), 2156759X2098583. <https://doi.org/10.1177/2156759x20985837>
- Wei, H., Dorn, A., Hutto, H., Webb Corbett, R., Haberstroh, A., & Larson, K. (2021). Impacts of nursing student burnout on psychological well-being and academic achievement. *Journal of Nursing Education*, 60(7), 369-376.
- Wu, H., Li, S., Zheng, J., & Guo, J. (2020). Medical students' motivation and academic performance: the mediating roles of self-efficacy and learning engagement. *Medical education online*, 25(1), 1742964.
- Xia, T., Gu, H., & Li, W. (2019). Effect of parents' encouragement on reading motivation: The mediating effect of reading self-concept and the moderating effect of gender. *Frontiers in psychology*, 10, 609.
- Yan-Li, S., Roslan, S., Abdullah, M. C., & Abdullah, H. (2020). Do family environment, parental care and adolescent externalizing problem mediate the relationship between parental readiness and adolescent school performance among commuter families?. *Community, Work & Family*, 23(3), 342-365.
- Yulianti, K., Denessen, E., & Droop, M. (n.d.). *The effects of parental involvement on children's education: a study in elementary schools in Indonesia*. Ubn.Ru.Nl. Retrieved April 13, 2023, from <https://repository.ubn.ru.nl/bitstream/handle/2066/191260/191260.pdf>

Sharon P. Perocho, Johnny S. Bantulo  
LEVEL OF PARENTAL INVOLVEMENT, JOB SATISFACTION OF PARENTS IN  
KINGDOM OF SAUDI ARABIA (KSA) AND ACADEMIC PERFORMANCE OF THEIR CHILDREN:  
BASIS FOR A PROPOSED LEARNER'S KEY TO SUCCESS- PARENTING MATTERS PROGRAM

---

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Education Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflicts of interest, copyright violations and inappropriate or inaccurate use of any kind content related or integrated into the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).