



# Level Of Parental Involvement as A Predictor of Academic Achievement and School Adjustment

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### **ABSTRACT**

Children at pre-school, as well as their parents, stand to profit from their parents' participation. This was demonstrated through a study that looked into the extent of parental involvement that mother parents have in their children's educational experiences. This research was carried out in Tuguegarao City at a number of different private and public preschools, with the participation of mother parents in direct participation. In particular, it determined the profile of mother parents, their level of engagement, and the substantial variations between the levels of involvement that mother parents had in relation to their children's academic accomplishment and their ability to adapt to school. This study, which took a descriptive approach, came to the conclusion that the majority of the parents had at least a bachelor's degree and that they placed a strong emphasis on maintaining open lines of communication between themselves and their children's teachers, actively participating in extracurricular activities, and providing support for their children's education at home. Children benefit in a variety of ways from their parents' active participation in their lives. In the formative years of their lives, the lessons that they receive from their parents, and in particular from their mothers, have an impact on the lives that they go on to lead. Learning at home receives a very strong amount of support from mothers. They participate in the activities of their preschoolers' schools to a very significant degree. When compared with non-professional parents, professional parents have a very different level of involvement in their children's education. Women in professional roles have a participation rate that is noticeably greater than that of their peers. If parents want their children to improve their academic performance and their social adjustment, it is recommended that they increase the frequency of contact or communication they have with the teachers of their children, that they take an active role in participating in the extracurricular activities that their children are involved in at school, and that they provide more support for learning at home.

**Keywords:** academic achievement, parental involvement, school adjustment

### **INTRODUCTION**

Both the children and their parents who attend pre-school stand to benefit from their parents' active engagement in the program. This was revealed by a study that looked at the level of parental involvement that mother parents had in their children's educational experiences. The study focused specifically on mother parents. This study was conducted in the city of Tuguegarao in a variety of private and public preschools, with the participation of mother parents in direct participation wherever possible. In particular, it was able to determine the profile of mother parents, their level of engagement, as well as the substantial differences that existed between the levels of involvement that mother parents had in relation to their children's academic accomplishment and their capacity to adapt to school. This study, which took a descriptive approach, came to the conclusion that the majority of the parents had at least a bachelor's degree, and that they placed a strong emphasis on actively participating in extracurricular activities, maintaining open lines of communication between themselves and their children's teachers, and providing support for their children's education at home. The involvement of parents in the daily lives of their children is beneficial for the offspring in a number of different ways. The teachings that children acquire from their parents, and in particular from their mothers, throughout the formative years of their lives have an effect on the lives that they go on to lead after those formative years have passed. Mothers provide a tremendous amount of support and encouragement for their children's education when it is carried out at home. They spend a very considerable amount of time getting involved in the events that take place at their preschoolers' schools. The level of involvement in their children's education that professional parents have is vastly different from that of non-professional parents. The percentage of women working in professional capacities is significantly higher than the participation rate of their male counterparts. It is recommended that parents increase the frequency of contact or communication they have with the teachers of their children, that they take an active role in participating in the extracurricular activities that their children are

involved in at school, and that they provide more support for learning at home if they want their children to improve both their academic performance and their social adjustment.

Participation from one's parents might look extremely different depending on the child. In addition, the extent to which parents are involved in their children's educational experiences is positively correlated with the degree to which those children are able to adjust to the change in environment that occurs when they go from the home to the classroom. When it comes to adjusting to the change in environment that occurs when children go from their homes to their classrooms, numerous studies have shown that parental participation is of immense assistance to them (Crozier, 2001). Parents who are actively involved in their children's lives provide more encouragement to their children, particularly in the areas of being inquisitive and reading books, as well as in making learning an enjoyable experience. Importantly, studies have pointed out that interventions like these aid increase academic performance for youngsters, which is a positive development. In addition, research has shown that increased parental involvement has a positive impact on the cognitive and social functioning of children, specifically in the following areas: (a) social competence, relations between teachers and students, and relationships among students (Jordan et al., 2001); (b) motivation for learning, commitment to complete school, and level of aspiration; and (c) level of aspiration (Henderson & Mapp, 2002).

Participation on the part of parents in their children's growth and development is associated with a number of positive outcomes. One thing to consider is that genuine parental participation is beneficial not only to children but also to their own parents. To begin, significant parental participation is beneficial not only to children but also to the parents themselves. Second, helping your child through their time at preschool will assist them in overcoming feelings of worry associated with being away from you. It is a well-known fact that sending one's children off to school marks the beginning of a significant new chapter in the life of one's parents, and those parents will need to adjust to the idea that it is necessary for them to move out of the house in order to pursue their education. Thirdly, numerous studies have demonstrated that a solid foundation for a person who is highly educated can be laid by parents who are actively involved in their children's educational experiences.

One further reason why it is essential for parents to be actively involved in their children's pre-school education is so that any weaknesses in the child can be addressed immediately. Parents are better able to understand their child's strengths and weaknesses, as well as their mental, physical, social, and emotional handicaps, when they are actively involved in their child's day-to-day schooling.

However, the early studies indicated a variety of conclusions that were inconsistent with one another and even contradicted one another. According to Desforges and Abuouchar (2003), a number of studies came to the conclusion that parental participation had no impact whatsoever on the academic accomplishment of students or their ability to adjust to their environments. However, other research discovered a negative association, but it was only present in certain variables. Some reported a strikingly favorable effect.

In light of this, the primary purpose of the research was to investigate the relationship between the variable parental involvement and the distinctive social environment of the Philippines in comparison to that of other countries, as well as the relationships between this variable and two additional variables, namely academic achievement and school adjustment. As was mentioned earlier, despite the fact that several studies conducted outside of the Philippines have shown both positive and negative relationships between these variables, it is important and very valuable in the field of educational management to test these hypotheses or see whether or not the relationships in question hold true in the Philippine context. This is a distinct challenge. In this investigation, however, a concrete measure of parental involvement is used, covering both the home and school context. This measure takes into account things like the frequency of interactions between parents and teachers, parents' participation in school activities, and parental support for learning at home (Hornby & Blackwell, 2018).

In particular, the purpose of this research was to find out the amount of involvement that parents have in the education of their pre-school children and to establish the impact that this level of involvement has on their children's academic progress and their ability to adjust to school.

### **Statement of the Problem**

This study was an investigation of the parental involvement and its effects to academic achievement and school adjustment of pre-school children. Specifically, the study sought to answer the following questions:

1. What is the profile of the parents in terms of
  - 1.1 age
  - 1.2 highest educational attainment
  - 1.3 occupation
  - 1.4 income
  - 1.5 religion
  - 1.6 number of children
2. What is the level of parents' involvement in the education of their pre-school children in the following parameters as assessed by the teachers and the parents themselves?

- 2.1 frequency of parent-teacher encounter
- 2.2 parents' participation in school activities
- 2.3 parental support for learning at home
3. Is there significant difference in the level of parent involvement when grouped according to their profile?

## METHODOLOGY

### Research Design

The descriptive correlational research approach was the one that was used for the investigation. Given the purpose of the study, which was to determine the characteristics of the respondents and the extent of parental involvement in the education of their pre-school children, the descriptive method was selected as the appropriate research approach. The correlational component of the study is conducting an inquiry to see whether or not there is a discernible difference in the level of parental participation when the parents are categorized according to their profile.

### Locale of the Study

The study was conducted in Tuguegarao City. Three (3) public pre-school and three (3) private pre-school were used in the study. The identification of these respondent institutions was based on the long tradition of pre-school which they have established and offered for many years.

### Respondents and Sampling Procedure

The parents and instructors of the children who participated in the survey were the respondents. It is solely the moms who are considered to be parents. This was due to the fact that, in comparison to fathers in the household, mothers play a more crucial and substantial role in the pre-school transition of their children. This was the reasoning for this. The respondents from the preschool teachers were picked using complete enumeration, which resulted in a total of nineteen (19), while the respondents from the preschool parents were selected using convenient sampling, which resulted in a total of 180. On the other hand, in order to ascertain the parents who participated in the survey, convenient sampling was utilized. In this particular instance, a random selection procedure was used to select thirty preschoolers from each school. It is important to highlight that the preparatory level was taken into consideration in this study because nurseries and kindergartens are not offered as part of the pre-school program in public schools.

### Research Instrument

Through the use of the Teacher Reports of Parents' Involvement that were published in Hoover-Dempsey et al., researchers were able to determine the degree to which parents participate in their pre-school children's educational experiences (2002). Nevertheless, the researcher made some adjustments to this questionnaire, and several questions were eliminated because they do not correspond to standard operating procedures in the Philippine context. Statements that are relevant to the current circumstances in the area have been inserted in place of those that have been removed. The questionnaire consists of fifteen items, each of which examines one of the following four factors: the frequency of communication between teachers and parents; parents' participation in school and class activities; parental support for learning that takes place at home. The students' teachers and parents have each responded individually to this questionnaire. The participation of the teachers in this discussion was done with the intention of verifying the responses provided by the parents.

### Data Analysis

The data collected was analyzed using descriptive statistics. Specifically, frequency count and percentage was used to analyze the profile of the respondent parents while the level of parental involvement in the education of their pre-school children was presented using means measured in terms of the five point Likert Scale:

	Arbitrary Scale	Likert Scale	Level of Parental Involvement
1	Never (0% done)	4.20 – 5.00	Very Low
2	Sometimes (25% done)	3.20 – 4.19	Low
3	Often (50%)	2.60 – 3.49	Moderate
4	Usually (75% done)	1.80 – 2.59	High
5	Always (100% done)	1.00 – 1.79	Very High

RESULTS AND DISCUSSION

Table 1: Profile of the Mothers

Variables		Frequency	Percent
Age	20-25	6	3.3
	26-30	51	28.3
	31-35	59	32.8
	36-40	39	21.7
	41-45	18	10.0
	46 and above	7	3.9
Highest Educational Attainment	Elementary	9	5.0
	High School	21	11.7
	College undergrad	34	18.9
	College	105	58.3
	Graduate	0	0
	Masters	10	5.6
	Doctoral	1	0.6
Occupation	Professional	85	47.2
	Business	35	19.4
	Farming	10	5.6
	Carpentry	1	.6
	Tricycle Driving	4	2.2
	Vending	14	7.8
	Others	11	6.11
	Unemployed	20	11.1
Monthly Income	Less than 10k	68	37.8
	10,001- 20,000	71	39.4
	20,001-30,000	38	21.1
	30,001-40,000	2	1.1
	40,001-50,000	1	.6
Religion	Roman Catholic	149	82.8
	Methodist	15	8.3
	INC	3	1.7
	Mormon	1	0.6
	Born Again	7	3.9
	Others	5	2.8
Number of Children	1-2	53	29.4
	3-4	74	41.1
	5-7	35	19.4
	7 and more	18	10

Understanding the profile of the respondent mothers is essential in uncovering where do they come from. Knowing this profile may provide vital data which may influence their parental involvement which is a very important variable in this study.

Table 1 presents the profile of the respondent mothers. It can be gleaned from the table that in terms of age, 59 (32.8%) of the respondent mothers are aged 31-35 and 51 (28.3%) have ages ranging from 26-30. This data reveals that most of the respondent parents are young others. On the other hand, 39 (21.7%) are in the age bracket of 36-40; 18 (10%) have ages from 41-45 and 7 (3.9%) are aged 46-above. Finally, 6 (3.3%) have ages ranging from 20-25.

As regards highest educational attainment, majority (105 or 58.3%) are college graduates, 34 (18.9%) are college undergraduates and 21 (11.7%) are high school graduates. Meanwhile, 10 (5.6%), 9 (5.0%) and 1 (.6%) of the respondents are graduates of masters degree, elementary and doctorate degree, respectively.

With respect to occupation, 85 (47.2%) belong to professional groups like those working as teachers, policewomen, engineers, banks tellers, government offices, doctors, nurses and the like. They are those whom are considered to be degree holders. This group is followed by businessmen with 35 (19.4%); unemployed (20 or 11.1%) and vending (14 or 7.8%). The least number of respondents are into farming (10 or 5.6%); tricycle driving (4 or 2.2%) and others (11 or 6.11%). The mothers who in the 'others' category are involved in laundrying, house helping, and as manicurists or pedicurists in beauty parlors.



As regards monthly income of the respondent mothers, 71 (39.4%) receive P10,000 -P20,000, 68 (37.8%) earn less than P10,000 and 38 (21.1%) have income between P20,001 -P30,000. Meanwhile, 2 (1.1%) receive an income between P30,001 - P40,000 and 1 (.6%) earn between the range of P40,001-P50,000. Moreover, Table 1 shows the religious affiliation of the respondent mothers. It can be gleaned that majority (149 or 82.8%) are Roman Catholics, 15 (8.3%) are Methodists and 7 (3.9%) are Born Again. Also, 5 (2.8%) belong to ‘other’ minority religious sects, 3 (1.7%) are Iglesia Ni Cristo and 1 (.6%) is affiliated with the Mormons. Finally, the data on the number of children reveals that 74 (41.1%) have 3-4 children and 53 (29.4%) have 1-2 children. Furthermore, 35 (19.4%) have 5-6 children and 18 (10%) have 7 and more children.

**Table 2: Level of Parental involvement of the respondent mothers as assessed by the mothers themselves and the teachers of their preschoolers**

Parental Involvement		Very Low		Low		Moderate		High		Very High	
		freq	%	freq	%	freq	%	freq	%	freq	%
Frequency of Parents-teacher communication	Parents	9	5.0	26	14.4	27	15.0	47	26.1	71	39.4
	Teachers	4	2.2	19	10.6	39	21.7	45	25.0	73	40.6
	Overall	6	3.3	22	12.2	35	19.4	53	29.4	64	35.6
Frequency of Parents' participation in school activities	Parents	3	1.7	10	5.6	18	10.0	53	29.4	96	53.3
	Teachers	1	0.6	15	8.3	18	10.0	44	24.4	102	56.7
	Overall	2	1.1	6	3.3	25	13.9	58	32.2	89	49.4
Frequency of Parents' support for learning at home	Parents	3	1.7	4	2.2	31	17.2	49	27.2	93	51.7
	Teachers	1	0.6	6	3.3	36	20.0	42	23.3	95	52.8
	Overall	1	0.6	5	2.8	27	15.0	66	36.7	81	45.0
Frequency of Parents Involvement	Parents	4	2.2	7	3.9	38	21.1	54	30.0	77	42.8
	Teachers	0	0.0	13	7.2	37	17.2	56	31.1	80	44.4
	Overall	0	0.0	7	3.9	35	19.4	68	37.8	70	38.9

A central interest of this research is the determination of the level of parental involvement of the mothers. In the study, parental involvement was measured into three (3) parameters namely, parents-teacher communication, parents’ participation in school activities and parents’ support for learning at home. Also, to have a more reliable and impartial data on this concern, the level of parental involvement was assessed by the teachers and the parents themselves.

As shown in the summary of level of parental involvement found in Table 2, 70 (38.9%) of the teachers and the mothers as well rated their parental involvement to be “very high”. This is followed by “high” parental involvement as disclosed by 68 or 37.8% of the teacher and parent mothers. Meanwhile, 35 or 19.4% of both respondents revealed that they have “moderate” parental involvement and 7 or 3.9% said that they have “low” parental involvement.

A closer look on the same table reveals that there is a consistently “very high” parental involvement of the mothers in the education of their preschoolers particularly in the areas of parents-teacher communication, parents’ participation in school activities and parents support for learning at home. The ‘very high’ parental involvement of the mothers along parents-teacher communication implies that the mothers always contact the teacher of their child when their children are having problems with learning, that they contact the teacher when they have something really good or improvement to report about their children’s learning and that they ask the teachers for specific activities that they can do at home to help in the study of their children. Similarly, the mothers always give the teachers information about their children’s needs, interests, or talents for proper intervention and guidance and that they asks the teachers about the interpersonal relationship and academic performance of their sons or daughters in school.

Meanwhile, the “very high” parental involvement of the mothers with respect to participation in school activities of their children reveals that they always attend scheduled parent-teacher conferences/meetings, they at all times attend school or class programs like family day, preschool day etc. and that they constantly volunteer to help in the classroom activities or projects initiated in school. Moreover, it also connotes that they always socialize with the parents of other children so as to maintain the good interpersonal relationship of their kids and that at all times they visit their children’s classroom even without any scheduled events propounded by Xitao (2001).

Finally, the “very high” parents support for learning at home indicates that the mothers all the time help their children with their homework and projects, that they constantly assist their children in learning how to read and

write, and they at all times provide books, and other educational materials (puzzles, toys) for their children to use. Alongside, they, too, constantly take their children for travel and to the library, museums, zoos, and parks for educational purposes, they always motivate or encourage their children to perform well in both academic and non-academic activities in school.

The “very high” and “high” involvement of parents implies that the mothers are very much engaged in the school activities of their preschoolers. Perhaps, this is because majority of the mothers are college graduates and that they value parental intervention especially those that could develop the academic achievement and social adjustments of their children. Result of interview with the mothers and teachers reveal that indeed mothers who have attained higher level of education are very much involved with the education of their kids. One parent succinctly said; “Bilang isang professional na nanay, nais kong maibigay sa aking anak ang magandang edukasyon. Nakatulong sa akin ang natamo kong edukasyon at gusto ko na ang aking anak ay ganun din. At saka, mahirap ngayon ang buhay. Naniniwala ako na sa pamamagitan lamang ng isang magandang edukasyon na mapaplano ko ng mabuti ang kinabukasan ng aking anak.” (As a professional working mother, I want that my son will also obtain good education. I have benefited from good education and I want that my child will also do the same. Moreover, I know the difficulty of life nowadays and I don’t like that my son will suffer latter. I believe that it is only through good education that I plan his good future.

**Table 3: Difference in the parental involvement of mothers based on their profile**

Profile Var	Df	Pvalue
Highest educational attainment	5	0.535
Occupation	5	0.010*
Income	4	0.981
Religion	4	0.708
No. of Children	3	0.175

\*significant difference at 0.05 level

Using Kruskal-Wallis Test and Dunn’s multiple comparison test, it was found out that at .05 level of significance, only occupation as a variable shows a significant difference in the parental involvement of the respondents. This is revealed by a p value of 0.010 and a degree of freedom at 5. This finding therefore connotes that parents’ involvement is significantly different between those who are professional and with those who are not professionals. This refers in particular to mothers who are involved in farming, vending, tricycle driving, business, carpentry and the like. This implies that professional mothers have significantly higher involvement than their counterparts particularly with respect to parents-teacher communication, parents’ participation in school activities and parents’ support for learning at home.

This finding lends credence to the hypothesis that the vast majority of the mothers who participated in this research have at least a bachelor’s degree. Inasmuch as one of the goals of the study is to determine socio-economic factors in the setting of the Philippines that may be related to parental involvement, interviews with the mothers and teachers were conducted to elucidate this concept. This was done because one of the interests of the study is to determine socio-economic variables in the setting of the Philippines that may be related to parental involvement. During the course of the interview, mothers and preschool teachers reveal that in the Philippine context, parents who are professionals have a tendency to be more active and participative in their child’s education because they place a high value on their child’s education and want to see them succeed. They stated that Filipinos have a very high appreciation for education because they believe that education is the only path out of poverty for them. If a parent with a professional career wants to give their children the best possible opportunities for the future, they need to be actively involved in their children’s schooling. They are all of one mind when they remark that letting their children to live in a way that is haphazard or random because they do not participate in their education is the same as allowing their children to go astray. Several parents who are successful in their chosen fields shared during the course of the conversation that they believe it is their ethical responsibility to contribute financially to their children’s educational endeavors. They argued that the fulfillment of their responsibility to their children does not solely consist of supplying them with the material items that they require to live a healthy life. In addition to this, it is their ethical responsibility to make investments in their children’s education. The term “investment” was used by these parents to refer to the financial commitment required to meet the instructional requirements not only of their children when they were attending school but also while they were studying at home. This includes, but is not limited to, giving kids access to books, encyclopedias, laptops with internet connections, and toys that have the potential to improve their analytical and imaginative thinking. According to the moms, an investment in their children’s education involves not just a monetary contribution but also an investment of their time and effort as well. This includes providing their children with personal tutoring even if they are exhausted from work, paying for tutorial services if they were

unable to really attend to their children, and spending quality time with their children by engaging in activities such as playing and reading fairy tales before bedtime.

Meanwhile, other reasons opined by the professional mothers why they actively participate in the education of their kids is because “they want their children to have a brighter future” and “they want their children to be achievers so that they could be proud of them.” Others also revealed that “they want to maintain the social status of their family (status quo), in any others, as family of educated people. They opined that it is so shameful for the community to say that their parents are professionals but their children are not. Thus, they uttered; “we find education as our duty as parents to our children.” It can therefore be said based on this finding that the reasons forwarded by the professional mothers on their active involvement in their children’s education are related with the Human Capital Theory. This theory asserts that education is a form of investment that yields a return. In this case, parents are investing time, money and effort to the education of their children because they expect that with such investment, they will be able to have return of investment i.e., better job and successful life of their children in the future (Jeynes,2003).

In contrast, the low parental involvement of the mothers who are not professionals or degree holders does not mean they are not concerned with the education and future of their children. As a matter of fact, their degree of concern is comparable with their counterpart. The only inhibiting factor for the non-professional mothers to participate in the education of their children is that they have to prioritize the basic needs of the family rather than following up the lessons and assignments of their children (Fan & Chen, 2001). Since most of these mothers are into daily wage and that “no work, no pay” scheme applies to them, they just entrust the education of their children to the teachers which is the very mission of the DepEd,” according to the mothers who are not professionals. For them, the teachers exist in the society to teach their children and they know more how to effectively teach their children because they have been professionally trained to do it. After a day’s work, they said that they are already very tired to follow the lessons of their kids because they exert more physical energy in their work.

In sum, this finding of the study affirms many studies and literature reviews which stressed that parents with higher education level are better qualified than less educated parents to help their children with homework (Depleany et al. 2007). While the lessons in the preschool are easy, the manner or procedure in teaching the said concepts are not known by parents who have not undergone higher level of schooling. Furthermore, Kohl, et al. (2000) supports this finding when he argued that parental education was positively related to parent- teacher contact. The more educated the parent, the greater was their involvement in their child’s education. A lack of extended personal educational experience has, argues Kohl et al (2000) rendered some parents lacking in relevant skills or appropriate conception of ‘ parents as co- educator’.

In the same light, Reay’s study (2004) also found that most middle class mothers have a good educational background and it is invested in their children’s educational success in the form of self-confidence and participation. A high level of education among the parents’ also allows the children to have more opportunity to develop motivation and educational aspirations to involve in various educational activities, (Green, Walker, Hoover-Dempsey, & Sandler, 2007).

Moreover, Wilder (2014), also supports the idea that educated parents tend to communicate and interact with their children based on their intellectual development which grows the children towards a positive learning and a successful achievement. An addition to the studies discussed above, proved that a child whose father is a professional and mother who is highly educated had high scores in Mathematics. Hence, it can be said here that parent’s children’s education.

This parental involvement increases the academic achievement of the child. In another study, Kaplan, et al., (2001) proves that parent’s who have low level of education and a high negative self-feeling may not have high expectations on children in education achievement. The more the level of parent’s education, the higher the education aspirations hold by the parents towards the academic achievement of their children (Hamlin & Flessa, 2018).

On the other hand, statistical results show that highest educational attainment, income, religion and number of children do not make any significant difference in the parental involvement of the parent respondents. This means that irrespective of educational attainment, income, religion and number of children, parents show similar parental involvement in the academic achievement and school adjustment of their children.

On the whole, the study therefore accepted its null hypothesis stating that there is no significant difference in the level of parents’ involvement when grouped according to their profile since the only variable which has shown significant difference in the level of parental involvement is occupation.

## CONCLUSION

This study investigated the level of parental involvement of mothers of pre-school children. Specifically, it determined the profile of the respondent mothers, and the difference in their level of involvement when grouped according to their profile.



Based on the findings of this investigation, mothers' involvement is particularly focused in the areas of frequency of parent teacher communication, participation in school activities and support for learning at home. Parental involvement has many positive effects on children. Relatively, the children's brains are like sponges during the first few years of their lives and they absorb in everything surrounding them. Therefore, what they learn from their parents, particularly from their mothers, in the foundation years of their lives will impact them for the rest of their lives.

Moreover, mothers should never think that the education of their children is the primary obligation of teachers once they enroll or "junk" them in school. Rather, mothers are one of the most influential factors in their children's education and society should encourage more participation of mothers in the public and private education of their children

## RECOMMENDATIONS

The following recommendations are forwarded with respect to the results and conclusions of the study:

1. Parents must increase their frequency of contact or communication with their children's teacher, be active in participating in school activities of their children and increase support for learning at home if they desire to improve the academic achievement and social adjustment of their children.
2. School home partnership must be strengthened by the school management
3. Findings of this study must be disseminated to schools and parents during the Parents-Teachers-Community meetings and other academic forums.
4. Future researchers must conduct similar researches on region-wide to compare the results with this study. This will provide a more comprehensive picture of the relationship between parental involvement and preschoolers' academic achievement and the socio-economic variables of parents that may influence educational success.

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