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## ROLE OF PARENTAL INVOLVEMENT AND MOTIVATION: THEIR INFLUENCE ON STUDENT PERFORMANCE IN MULTIGRADE SCHOOLS

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### Abstract

*This study aimed to determine the significant relationship between Parental Involvement and Student Motivation in Multigrade Schools at Monkayo East District, Monkayo, Davao de Oro. The research employed a descriptive-correlation design, utilizing the validated questionnaire and first-quarter grades as the primary data-gathering tools. The respondents were 68 pupils and their parents from three schools, selected through purposive sampling. The data collected were analyzed using statistical methods such as mean and Pearson  $r$ . The results showed that parental involvement in terms of parenting, communication, volunteering, learning at home, decision-making, and collaboration with the community, although generally moderate to high across all domains, does not significantly influence academic performance. Moreover, student motivation was high, indicating it is a strong and significant predictor of academic performance. However, students' academic performance remains satisfactory, indicating that while learning is occurring, there is still potential for improvement. The study concludes that student motivation is a key determinant of academic performance in multigrade schools; it recommends that schools, teachers, and parents prioritize strengthening students' intrinsic and extrinsic motivation and align parental involvement with academically focused practices to effectively improve student performance in multigrade classrooms.*

**Keywords:** Elementary Education, parental involvement, student motivation, academic performance, multigrade school, Philippines, descriptive-correlation design

### INTRODUCTION

#### Background of the Study

Multigrade schools in rural and remote areas continue to face significant challenges that affect student performance. In the Monkayo East District, one of the pressing concerns is the lack of student motivation, which has been directly linked to low parental involvement and poor academic outcomes. This situation contrasts with Bernardo's (2008) claim that Filipino students should be

supported by their parents to remain motivated and successful in their studies. However, the extent to which these factors influence the academic performance of Grades 4–6 students in multigrade settings within the Monkayo East District remains unclear, highlighting the need for this study.

Globally, Munje and Mncube (2018) found that low parental involvement in students' education is a major factor behind low student motivation and academic engagement in underprivileged areas in South Africa. Based on a study conducted in public elementary schools, students tend to feel less inspired and motivated to actively participate in school activities when parents do not monitor schoolwork, communicate with teachers, and provide academic assistance at home. Due to combined grade levels and teacher attention constraints, students in multigrade or resource-constrained educational environments already need extra academic support.

The same applies in the Philippines. According to Salac and Florida (2023), some learners in Cabiao, Nueva Ecija actively participate in classroom discussions and school events, but a good number are also struggling with their studies. During lessons, learners lost their attention, and some had difficulty reading. Thus, based on the attendance record during the Parents–Teacher Conference, not all parents made an effort to attend the activity. At regular quarterly meetings, mostly the same parents attend. There are parents who just seem to vanish. The parents seem to forget to attend to their children's needs.

Moreover, at New Malinao Elementary School in Monkayo, Davao de Oro, the problem of student motivation is highly evident. Teachers reported that many students demonstrate inconsistent engagement and low participation in class; they receive low grades and lose motivation to attend school because they take on some of their parents' responsibilities. As a result, children often miss classes due to caring for siblings, lack of food, or farm work, and this, along with low interest, leads to declining academic performance.

Several studies have established that parental involvement and student motivation promote learning, but most are limited to traditional institutions at a single grade level. The role of parental involvement and motivation in learners' performance in a multigrade environment, especially in rural schools like those in Monkayo East, is not clear-cut. This gap needs to be studied to better understand how these factors influence student performance in multigrade classes.

### Purpose of the Study/Research Questions

This action research sought to answer the following objectives:

1. What is the level of parental involvement of parents of multigrade students in terms of:
  - 1.1. Parenting,
  - 1.2. Communication,
  - 1.3. Volunteering,
  - 1.4. Learning at home,
  - 1.5. Decision-making, and
  - 1.6. Collaboration with community
2. What is the level of student motivation of multigrade in terms of:
  - 2.1. Intrinsic Motivation
  - 2.2. Extrinsic Motivation
3. What is the academic performance of the students based on their average grades in the first grading period?
4. Is there a significant relationship between parental involvement and the academic performance of multigrade students?

5. Is there a significant relationship between student motivation and the academic performance of multigrade students?

## METHODOLOGY

### Participants/ Respondents/ Informants/ Subjects

The respondents of this study are the 68 students and parents of Grades 4–6 students in a multigrade school in the Monkayo East District who are officially enrolled for the Academic Year 2025–2026. This study used purposive sampling to select parents and students from the multigrade school.

Purposive sampling is a non-probability sampling method in which participants are deliberately selected based on specific characteristics relevant to the study's objectives. In this research, the respondents are chosen because they meet the criteria of being Grade 4 to 6 students and their parents in a multigrade setting. This ensures that participants can provide appropriate and meaningful data aligned with the study's focus.

Table 1. Number of Grade 4-6 Enrollees in 3 Multigrade Schools in the Monkayo East District.

| Name of school                         | Total population | Grade 4 to 6 enrollees |
|--|------------------|------------------------|
| New Malinao Elementary School          | 59               | 15                     |
| Matangad Elementary School             | 44               | 14                     |
| Salvacion Elementary School– Extension | 75               | 39                     |
| Total                                  | 178              | 68                     |

All three multigrade schools in Monkayo East District were purposively selected for the study because they are relevant to the research focus on multigrade education. The selection was guided by specific criteria, such as the presence of Grades 4–6 classes and their suitability to provide data on parental involvement, student motivation, and academic performance.

For the parent respondents, one parent or guardian of each student was also included through purposive selection, ensuring that they are directly associated with the identified student participants. This approach ensures that each child respondent corresponds to one parent respondent, thereby providing complete and accurate data regarding parental involvement, motivation, and student performance in multigrade settings.

### Data Gathering Method

The researcher began data collection after securing formal approval from the appropriate school authorities, including the school principals and teachers handling multigrade classes, via a written request letter. Since the selected participants were under the supervision of the Department of Education (DepEd), the researcher sent a letter to the Schools District Supervisor of Monkayo East District as well as the Principal and School Heads of New Malinao Elementary School, Matangad Elementary School, and Salvacion Elementary School – Extension requesting permission to conduct the study at the selected schools.

Once permission was granted, the researcher coordinated with the class advisers of selected schools to obtain the list of Grade 4 to 6 students enrolled in multigrade classes. Their respective parents or guardians were identified as the primary respondents. Since the total population of Grades 4 to 6 students was manageable, total

enumeration was used, including all 68 students and one parent or guardian per student in the study.

Prior to administering the instruments, informed consent forms were distributed to the parents or guardians. Only those who voluntarily agreed to participate were included, and the study objectives and confidentiality assurances were explained in the local language when necessary. The parents were provided with a Likert-scale questionnaire based on Epstein's (2001) framework to assess the extent of their involvement, and the students were given a Likert-scale questionnaire based on Donna Grace Herman (2019) to measure their intrinsic and extrinsic motivation.

The questionnaires were administered in print during planned meetings, such as Parent-Teacher Association (PTA) meetings, or at special gatherings arranged with the assistance of teachers. In cases where respondents experienced difficulty reading or writing, the researcher or a trained assistant facilitated them in maintaining the accuracy and completeness of their responses by administering guided interviews. The academic performance of the students was obtained from official school records with the consent of the school authorities and the parents, specifically focusing on the students' grades for the first grading period.

After the questionnaires were completed, the researcher checked the consistency and completeness of the responses, and as much as possible, the respondents should be able to clarify the entries made in the questionnaires. All data were coded and organized using statistical software. The levels of parental involvement, student motivation, and student performance were analyzed using descriptive statistics like the mean, percentage, and standard deviation. The Pearson Product-Moment Correlation Coefficient (Pearson *r*) was used to test the relationship between the variables. The confidentiality of all respondents was upheld, and all data collected were securely stored for research purposes only.

#### Data Analysis Plan

This research is quantitative in nature, specifically utilizing a descriptive-correlational design. Quantitative research is defined as systematic research that involves measuring relationships, behaviors, phenomena, and variables using statistical, mathematical, or computational methods (Creswell, 2014). It focuses on objective, statistical, and numerical analyses of data collected through questionnaires, surveys, and tests (Ary, Jacobs, and Sorensen, 2010).

Furthermore, the study used adopted questionnaires to gather data on parental involvement, student motivation, and student performance in multigrade schools. It used a four-point Likert scale to quantify parents' and students' responses, with 4 as Strongly Agree, 3 as Agree, 2 as Disagree, and 1 as Strongly Disagree. The instrument underwent expert validation to ensure its reliability, clarity, and accuracy in measuring the intended variables. An adopted survey questionnaire by Yulianti et al. (2023) on Epstein's Framework of Parental Involvement was used to determine the extent of parents' participation in their children's education. The analyzed data were interpreted using the scale:

| Range of Means | Level of Agreement | Interpretation   |
|----------------|--------------------|--|
| 3.50-4.00      | Strongly Agree     | Parents <b>always</b> put high regard on their involvement |
| 2.50-3.49      | Agree              | Parents <b>often</b> put high regard on their involvement  |

|           |                   |  |
|-----------|-------------------|--|
| 1.50-2.49 | Disagree          | Parents <b>rarely</b> put high regard on their involvement |
| 1.00-1.49 | Strongly Disagree | Parents <b>never</b> put high regard on their involvement  |

To measure student motivation, a Likert-scale questionnaire adapted from Donna Grace Herman's (2019) questionnaire was administered, covering indicators of intrinsic and extrinsic motivation. The analyzed data were interpreted using the scale below:

| Range of Means | Level of Agreement | Interpretation                                |
|----------------|--------------------|---|
| 3.50-4.00      | Strongly Agree     | Student Motivation is <b>always</b> exhibited |
| 2.50-3.49      | Agree              | Student Motivation is <b>often</b> exhibited  |
| 1.50-2.49      | Disagree           | Student Motivation is <b>rarely</b> exhibited |
| 1.00-1.49      | Strongly Disagree  | Student Motivation is <b>never</b> exhibited  |

Student performance, on the other hand, was obtained through documentary analysis of official school records, specifically the students' first grading performance. All instruments were subjected to expert validation to ensure their reliability and appropriateness for the study.

## RESULTS AND DISCUSSION

The chapter shows the obtained data and analyzes the results in response to the research questions.

#### Level of Parental Involvement

Included in Parental Involvement are Parenting, Communication, Volunteering, Learning at home, Decision-making, and Collaboration with the community.

**Parenting.** Table 2 shows the level of Parenting in Parental Involvement.

**Table 2.**

#### PARENTING

| Indicators  | Mean | Description    |
|---|------|----------------|
| As a parent ...   |      |                |
| 1. I fulfill my child's basic needs (food, clothing, and shelter).                        | 3.9  | Strongly Agree |
| 2. I make sure that my child attends school in compliance with all rules and regulations. | 3.6  | Strongly Agree |
| 3. I discuss the importance of good education with my child.                              | 3.8  | Strongly Agree |
| 4. I handle conflict with my child quite well.  | 3.7  | Strongly Agree |
| 5. I supervise my child when he/she watches television.                                   | 2.4  | Disagree       |
| 6. I supervise my child when  | 2.8  | Agree          |

|                              |     |       |
|------------------------------|-----|-------|
| he/she plays computer games. |     |       |
| Overall Mean                 | 3.4 | Agree |

Shown in Table 2 is the summary of the results of the level of Parental Involvement in the Parenting Domain, with the overall mean being 3.4 (Agree). In the area of parenting, the highest-rated indicator is *fulfilling the child's basic needs* with a mean of 3.9 (Strongly Agree). This indicates that parents always prioritize providing essential needs such as food, clothing, and shelter, reflecting strong responsibility and care for their children. In contrast, the lowest-rated indicator is *supervising children while watching television* with a mean of 2.4 (Disagree). This suggests that parents are rarely consistent in monitoring their children's media consumption, which may affect children's behavior and academic focus.

**Communication.** Table 3 shows the level of parents' communication in Parental Involvement.

**Table 3.**

**Communication**

| Indicators<br>As a parent ...   | Mean | Description    |
|---|------|----------------|
| 1. I meet my child's teacher at school during report card day (parent-teacher conference).                                | 3.7  | Strongly Agree |
| 2. I read the school newsletter.  | 3.4  | Agree          |
| 3. I take the initiative in contacting my child's teacher.  | 3.2  | Agree          |
| 4. If I have any questions pertaining to my child, I can contact my child's teacher.                                      | 3.9  | Strongly Agree |
| 5. I receive information regarding my child's educational/academic progress from his/her teacher and/or homeroom teacher. | 3.9  | Strongly agree |
| Overall Mean  | 3.6  | Strongly Agree |

For Table 3. The communication domain shows the overall mean is 3.6 (Strongly Agree), reflecting a high level of parental involvement. The highest-rated indicators are *contacting the teacher when there are concerns* and *receiving information about the child's academic progress*, both with a mean of 3.9 (Strongly Agree). This indicates that parents are always highly responsive and value communication with teachers. However, the lowest-rated indicator is *taking the initiative to contact the teacher* with a mean of 3.2 (Agree), suggesting that parents tend to communicate more reactively rather than proactively.

**Volunteering.** Table 4 shows the level of parents' volunteering in Parental Involvement.

**Table 4.**

**Volunteering**

| Indicators<br>As a parent ...  | Mean | Description    |
|--|------|----------------|
| 1. I volunteer in my child's class activities (e.g. reading, cooking, arts and crafts, etc.).  | 3.3  | Agree          |
| 2. I volunteer in maintaining of the school building (e.g. garden maintenance, repainting the school along with other parents and teachers). | 3.5  | Strongly Agree |
| 3. I volunteer in coordinating school field trips or out-of-school activities.   | 3.0  | Agree          |
| 4. I volunteer in supervising school field trips or out-of-school activities such as museum or zoo visits.                                   | 1.9  | Disagree       |
| 5. I volunteer in my child's school activities (e.g. birthday parties, education fairs, etc.).   | 2.9  | Agree          |
| Overall Mean   | 2.9  | Agree          |

| Indicators<br>As a parent ...  | Mean | Description    |
|--|------|----------------|
| 1. I volunteer in my child's class activities (e.g. reading, cooking, arts and crafts, etc.).  | 3.3  | Agree          |
| 2. I volunteer in maintaining of the school building (e.g. garden maintenance, repainting the school along with other parents and teachers). | 3.5  | Strongly Agree |
| 3. I volunteer in coordinating school field trips or out-of-school activities.   | 3.0  | Agree          |
| 4. I volunteer in supervising school field trips or out-of-school activities such as museum or zoo visits.                                   | 1.9  | Disagree       |
| 5. I volunteer in my child's school activities (e.g. birthday parties, education fairs, etc.).   | 2.9  | Agree          |
| Overall Mean   | 2.9  | Agree          |

Table 4 shows the volunteering domain; the overall mean is 2.9 (Agree). The highest-rated indicator is *participating in school maintenance activities* with a mean of 3.5 (Strongly Agree), which shows that parents are always willing to support school improvement. On the other hand, the lowest-rated indicator is *supervising field trips or out-of-school activities such as museum or zoo visits* with a mean of 1.9 (Disagree), reflecting very low participation of parents. This implies that parents may have limitations such as time constraints or other responsibilities that affect their ability to engage in more demanding school activities.

**Learning at Home.** Table 5 shows the level of parents' learning at home in Parental Involvement.

**Table 5.**

**Learning at Home**

| Indicators<br>As a parent ...   | Mean | Description    |
|---|------|----------------|
| 1. I participate in learning activities with my child, such as playing educative games. | 3.9  | Strongly Agree |
| 2. My child and I talk about his/her activities and what was learned in school.         | 3.6  | Strongly Agree |
| 3. I help my child with homework.   | 3.8  | Strongly Agree |
| 4. I help my child prepare for tests and examinations at school.                        | 3.7  | Strongly Agree |
| 5. I read books to my child or hold a discussion regarding books.                       | 2.4  | Disagree       |
| Overall Mean  | 3.5  | Strongly Agree |

Table 5 shows the overall mean for learning at home is 3.5 (Strongly Agree), indicating a high level of parental involvement in supporting their children's learning at home. The highest-rated indicator is *"I participate in learning activities with my child, such as playing educative games"* with a mean of 3.9 (Strongly Agree), which shows that parents are always actively engaged in their

child's educational activities. On the other hand, the lowest-rated indicator is "I read books to my child or hold discussions regarding books" with a mean of 2.4 (Disagree). This shows that while parents are involved in academic tasks, they are less engaged in literacy-related activities such as reading and discussion.

**Decision-making.** Table 6 shows the level of parents' decision-making in Parental Involvement.

**Table 6.**

**Decision-making**

| Indicators<br>As a parent ...   | Mean | Description    |
|---|------|----------------|
| 1. I voice my opinions regarding the school and its development.  | 3.4  | Agree          |
| 2. I am involved in the school's decision-making process regarding curriculum and learning strategies, school financial planning, or the recruitment of teachers and staff. | 3.4  | Agree          |
| 3. I have an influence over what happens in my child's classroom, e.g. by providing suggestions regarding learning activities in class.                                     | 3.2  | Agree          |
| 4. If I need a change in my child's school, I can contact the school committee to voice my opinions.  | 3.4  | Agree          |
| 5. I vote for parent representatives in my child's class and the school committee.  | 3.5  | Strongly Agree |
| Overall Mean  | 3.4  | Agree          |

As shown in Table 6, the overall mean for decision-making is 3.4 (Agree), indicating a moderate level of parental involvement in school-related decisions. The highest-rated indicator is "I vote for parent representatives in my child's class and the school committee" with a mean of 3.5 (Strongly Agree). This means that parents always actively participate in formal decision-making processes, particularly in selecting representatives who can voice their concerns and interests in the school. On the other hand, the lowest-rated indicator is "I have an influence over what happens in my child's classroom" with a mean of 3.2 (Agree). This indicates that while parents are involved, they may feel that their direct influence on classroom-level decisions is somewhat limited.

**Collaboration with community.** Table 7 shows the level of parents' collaboration with the community in Parental Involvement.

**Table 7.**

**Collaboration with community**

| Indicators<br>As a parent ...  | Mean | Description    |
|--|------|----------------|
| 1. I encourage/take my child to participate in community-based activities within the local school community as informed by my child's teacher. | 3.7  | Strongly Agree |

|   |     |                |
|---|-----|----------------|
| 2. I am involved in cooperative programs between the school and the local community (e.g. programs for the local health clinics, local villages). | 3.7 | Strongly Agree |
| 3. I am involved in celebrations with the locals in the school area that are conducted by the school (e.g. Tribal Day and Family Day).            | 3.7 | Strongly Agree |
| 4. I am involved in religious activities at my child's school (e.g. Fiesta, and Thanksgiving etc.)  | 3.7 | Strongly Agree |
| Overall Mean  | 3.7 | Strongly Agree |

As shown in Table 7, the overall mean for collaboration with the community is 3.7 (Strongly Agree), indicating a high level of parental involvement. All indicators obtained the same mean of 3.7 (Strongly Agree); This shows that parents consistently encourage participation in community activities, engage in cooperative programs, and support school-related community events. This implies that parents recognize the importance of community involvement in enhancing their child's social and cultural development.

Overall, one of the most important findings of this study is that parental involvement, which has six domains, namely parenting, communicating, volunteering, learning at home, decision-making, and collaboration with the community, although generally moderate to high across all domains, does not significantly influence academic performance. This may seem contradictory at first, especially since parents demonstrate strong engagement in areas such as providing basic needs, maintaining communication with teachers, and participating in community activities. However, a closer examination of the data reveals that not all types of parental involvement directly contribute to academic success. In addition, Cotton and Wikelund (2005) declare that the more parents are actively involved in their children's learning, the more beneficial the achievement effects. Thus, it is believed that when parents monitor homework, motivate them to participate in extracurricular activities, are active in parents' teacher associations, and help their children develop plans for their future, the children are more likely to do well in school.

Level of parenting describes a moderate range of parental involvement. With higher ratings, parents exhibit a sense of responsibility for providing the basic needs and behavior guidance of children. Ratings of responsibility drop for the supervision of children's television viewing and gadget usage, indicating that parents are less diligent in controlling their children's exposure to media. This implies that parents have a primary caregiver role, but there is less impulse supervision that would support children's discipline and academic concentration. Similarly, in a comparative analysis of American and Filipino parents, Blair (2014) has found that, although Filipino parents are highly dedicated to the academic development of their children, their cultural beliefs tend to focus on the needs of the entire family instead of the ambitions of an individual.

Meanwhile, a level of communication offers a higher parental involvement. Particularly, parents talk to teachers, and this is more pronounced in communication regarding the teacher's concerns and in tracking the academic progress of the child. Ratings are also

a bit lower for suggestions toward starting communication, indicating that parents have more of a reactive communication rather than a proactive one. It signifies there is the presence of a communication line, but it would be beneficial to the school and home partnership to enhance communication from the parent's side.

Language compatibility between both home and school is also significant in helping establish good communication and literacy growth. Stahl and Yaden (2020) described that children whose first language is the same as that of the school language are most likely to form stronger literacy backgrounds and easily adjust to a formal learning environment.

The level of volunteering also shows a moderate level of parental involvement. Parents are more likely to be involved in the maintenance of the school and classroom activities, as indicated by higher ratings, but they are less involved in more demanding responsibilities, such as supervising field trips and participating in activities. This indicates that time availability, work obligations, or rather the sheer level of the volunteer commitment required, may be the restricting factors for their involvement in school-related volunteer activities. Another study by Gee (2011) investigated parental volunteering in schools that had more than one child in the school. The results showed that volunteering allowed parents to present the interests of their children and become more a part of the school.

The level of learning at home indicates a high level of parental involvement. Parents actively help with homework, prepare their children for exams, and participate in learning activities. However, the lowest-rated indicator, such as reading books or discussing reading, shows less support for literacy. Additionally, Chophel (2021) underscores the fact that by engaging their children in their homework, parents become role models in terms of positive attitudes, knowledge, and learning skills.

Also, the level of decision-making indicates a moderate level of involvement. Parents engage in school-related decisions by sharing their opinions and participating in school processes. The highest rating for voting on parent representatives shows participation in formal structures, while the lower rating for influencing classroom activities suggests limited involvement at the classroom level. This implies that parents are involved but may not feel fully empowered in decision-making roles. As indicated by Dunn (2012), parental involvement in education decision-making is a form of accountability and empowerment, as it leads to communal responsibility among all stakeholders towards the success of students.

Lastly, the level of collaboration with the community indicates a high level of parental involvement. Parents consistently support and participate in community activities such as school programs, local celebrations, and cooperative initiatives. The consistently high ratings across all indicators suggest strong engagement and recognition of the importance of community collaboration in supporting children's development. Schools and communities working together are really important for students to do well in school. Auerbach (2021) said that when schools and communities work together, it helps students do better in school because parents, teachers, and community members all feel responsible for helping students. This creates a support system for students both in school and outside of school.

According to Ochoa and Torre (n.d.), in recent years, Filipino families have been experiencing rapid changes because of the changing social and economic situations. With education moving to 21st-century learning, children have become subjected to various learning environments, and therefore the role of parents ensures that these environments are able to serve the needs of their kids. This indicates that parental involvement in this context is more supportive than instructional. In other words, parents provide care, encouragement, and general support, but may not be deeply engaged in the academic processes that directly enhance learning.

### Level of Student Motivation

Included in Student Motivation are Intrinsic Motivation and Extrinsic Motivation.

**Intrinsic Motivation.** Table 8 shows the level of intrinsic motivation in student motivation.

**Table 8.**

#### Intrinsic Motivation

| Indicators   | Mean | Description    |
|--|------|----------------|
| As a student ...   |      |                |
| 1. I find learning enjoyable.  | 3.8  | Strongly Agree |
| 2. I enjoy my subject in school.                                     | 3.6  | Strongly Agree |
| 3. I like difficult and challenging assignments.                     | 2.9  | Agree          |
| 4. I am interested in learning new things.                           | 3.6  | Strongly Agree |
| 5. I find learning pleasurable.                                      | 3.7  | Strongly Agree |
| 6. I join a certain activity in class because I find it challenging. | 3.6  | Strongly Agree |
| 7. School activities bring me enjoyment and satisfaction.            | 3.7  | Strongly Agree |
| 8. I like learning new things because it boosts my confidence.       | 3.6  | Strongly Agree |
| 9. I want to be recognized as one of the top students in class.      | 3.7  | Strongly Agree |
| 10. I participate in school activities because I find it fulfilling. | 3.7  | Strongly Agree |
| Overall Mean   | 3.6  | Strongly Agree |

Table 8 shows the overall mean for intrinsic motivation is 3.5 (Strongly Agree), indicating that students are always internally motivated to learn. The highest-rated indicator is "I find learning enjoyable" with a mean of 3.8 (Strongly Agree), showing that students have a positive attitude toward learning. The lowest-rated indicator is "I like difficult and challenging assignments" with a mean of 2.9 (Agree), indicating that students are less inclined toward challenging academic tasks. This means that students are motivated to learn, but may need support in developing confidence and persistence in handling more complex activities.

**Extrinsic Motivation.** Table 9 shows the level of extrinsic motivation in student motivation.

**Table 9.****Extrinsic Motivation**

| Indicators<br>As a student ...   | Mean | Description    |
|--|------|----------------|
| 1. I study because of the rewards given by my parents.                           | 3.6  | Strongly Agree |
| 2. I study to gain additional points from my teachers.                           | 3.8  | Strongly Agree |
| 3. I study to avoid punishments from my parents or teachers.                     | 3.2  | Agree          |
| 4. I join academic contests to have medals or to achieve something.              | 3.7  | Strongly Agree |
| 5. I join academic contests to make my parents proud.                            | 3.7  | Strongly Agree |
| 6. I join academic contest to receive prizes (cash, gift certificates, gadgets). | 3.5  | Strongly Agree |
| 7. I join extracurricular activities to get additional grades.                   | 3.7  | Strongly Agree |
| 8. I do household chores to cover up my failed quizzes or exams.                 | 2.7  | Agree          |
| 9. I do special projects to raise my grades.                                     | 3.7  | Strongly Agree |
| 10. I study to graduate.   | 4.0  | Strongly Agree |
| Overall Mean   | 3.6  | Strongly Agree |

Shown in Table 9 is the overall mean for extrinsic motivation, which is 3.6 (Strongly Agree), reflecting a high level of motivation influenced by external factors. The highest-rated indicator is “*I study to graduate*” with a mean of 4.0 (Strongly Agree), indicating that students are strongly driven by long-term goals. Other high indicators include gaining rewards and recognition (3.7–3.8), which emphasize the importance of external incentives. Meanwhile, the lowest-rated indicator is “*I do household chores to cover up my failed quizzes or exams*” with a mean of 2.7, suggesting that this type of motivation is less effective or less practiced. The findings indicate that students are strongly motivated by rewards, recognition, and future aspirations.

Taken together, based on the results, student motivation emerged as a strong and significant predictor of academic performance. The findings show that both intrinsic motivation and extrinsic motivation are high among students. This indicates that students are driven not only by internal enjoyment and interest in learning but also by external rewards and long-term goals such as graduation. Nagi and Maruthachalam (2017) explain that motivation is influenced by four key factors: context, temperament, goals, and instruments. They further emphasize that an appropriate level of motivation is necessary for individuals to achieve their goals, particularly in academic settings.

The level of intrinsic motivation indicates that students are highly motivated from within. Students find learning enjoyable,

interesting, and satisfying, showing a positive attitude toward learning. However, the lower rating for handling difficult tasks suggests that students may need help in building confidence and persistence when faced with more challenging academic work. This was supported by Howard et al. (2021), who found that students who are intrinsically motivated typically exhibit higher levels of curiosity, enthusiasm, and perseverance when completing learning tasks. However, the study found that when students lack confidence in their skills, they may find it difficult to overcome challenging academic obstacles.

On the other hand, extrinsic motivation is also strongly evident among students. The results indicate that learners are highly influenced by external factors such as rewards, recognition, and future goals. Many students are motivated by aspirations such as completing their education and achieving success in the future. This shows that they are goal-oriented and responsive to external reinforcement. Within the Philippine setting, according to a study in Tagogaoan District, Misamis Oriental (2024), both extrinsic and intrinsic factors play a very important role in determining the academic performance of students. The paper found that external motivations like parental pressure and grades are very important to learners, as they are associated with improved performance in core subjects. This implies that extrinsic motivation is significant in maintaining the interest of students in the learning process, particularly where family demands and school rewards are key motivational factors (Ronquillo-Elvina & Quirap, 2024).

**LEVEL OF ACADEMIC PERFORMANCE**

This section presents the results on the level of academic performance of Multigrade students in the first Grading period.

**Table 10. Level of academic performance of Multigrade students in the first Grading period**

| Descriptive Statistics |          |
|------------------------|----------|
|                        | Acad Per |
| <b>Valid</b>           | 68       |
| <b>Missing</b>         | 0        |
| <b>Mean</b>            | 82.97    |
| <b>Std. Deviation</b>  | 4.246    |
| <b>Minimum</b>         | 72.00    |
| <b>Maximum</b>         | 92.00    |

Mean Grade= 83%

Level of Performance = Satisfactory

Table 10 shows the level of academic performance of students, with a mean grade of 82.97, interpreted as satisfactory. The standard deviation of 4.246 indicates consistent performance among students, with grades ranging from 72 to 92. This shows that while students are generally meeting expectations, there is still room for improvement toward higher levels of achievement. Moreover, the level of academic performance of students in multigrade schools is satisfactory. This shows that while students are generally meeting expectations, there is still room for improvement toward higher levels of achievement. Rodríguez, Piñeiro, and Regueiro (2017) have discovered that highly intrinsically motivated students get better academic performance

due to the fact that they process information more profoundly and are more interested in learning activities in the long run. Their results also indicate that academic performance is enhanced considerably when the students are motivated internally and supported well by the systems at home and school.

### PARENTAL INVOLVEMENT AND ACADEMIC PERFORMANCE

#### Pearson Correlations

|             |             | Par Involve | Stu Motiv | Acad Per |
|-------------|-------------|-------------|-----------|----------|
| Par Involve | Pearson's r | —           |           |          |
|             | p-value     | —           |           |          |
| Stu Motiv   | Pearson's r | 0.163       | —         |          |
|             | p-value     | 0.184       | —         |          |
| Acad Per    | Pearson's r | 0.221       | 0.453     | —        |
|             | p-value     | 0.070       | < .001    | —        |

**Table 11. Relationship between parental involvement and the academic performance of multigrade students.**

| Pearson r | Level of Correlation | P – value | Remarks         |
|-----------|----------------------|-----------|-----------------|
| 0.2       | Low                  | .07       | Not Significant |

The Pearson correlation coefficient between parental involvement and academic performance is  $r = 0.2$ , which indicates a low positive correlation. However, the computed p-value of 0.07 is greater than the 0.05 level of significance. This means that although there is a slight positive relationship, it is not statistically significant. Therefore, parental involvement does not have a meaningful influence on the academic performance of the students in multigrade school. It further explains that while parents are supportive in general aspects like providing needs and communicating with teachers, their involvement in direct academic support in literacy and consistent supervision is limited. Recent studies support this claim. Hornby and Lafaele (2011) explain that parents from low-income backgrounds often face structural barriers such as work demands, financial instability, and limited time, which reduce their ability to actively participate in school-related activities. Similarly, Castro et al. (2015) found that socioeconomic disadvantage is consistently associated with lower levels of parental involvement, particularly in home-based academic support. These constraints may weaken school-home collaboration and contribute to reduced parental influence on students' academic outcomes.

### STUDENT MOTIVATION AND ACADEMIC PERFORMANCE

**Table 12. Relationship between student motivation and the academic performance of multigrade students**

| Pearson r | Level of Correlation | P – value | Remarks     |
|-----------|----------------------|-----------|-------------|
| 0.5       | Moderate             | <.001     | Significant |

The correlation analysis shows that student motivation has a moderate positive relationship with academic performance, with a Pearson r value of 0.5. The p-value ( $< 0.001$ ) indicates that this relationship is statistically significant. This indicates that students

who are more motivated tend to perform better academically. Based on the results, student motivation, both intrinsic and extrinsic, emerges as a strong determinant of academic success. Students who enjoy learning, value achievement, and are driven by goals are more likely to perform better academically. In line with this, Martin (2010) came up with the conclusion that highly motivated students are more resilient, work harder, and are engaged in the work, which are all crucial towards achieving positive study outcomes.

## CONCLUSION

Based on the findings, the level of parental involvement is at a moderate level, and student motivation is high. Parental Involvement is present and generally strong in the non-academic and supportive domains, but it is not sufficiently aligned with the academic-focused practices to significantly influence student performance in a multigrade school. Student motivation is a key determinant of academic success, as it directly influences the students' engagement, persistence, and learning behaviors. The academic performance of students remains at a satisfactory level, indicating that while learning is occurring, there is still potential for improvement. The lack of a significant relationship between parental involvement and academic performance suggests that the quality and type of involvement are more important than the level alone. Student motivation operates as an independent and powerful factor in improving the academic outcomes of the student. With this, in multigrade classrooms, students tend to rely more on internal motivation and self-directed learning, which makes motivation a more critical factor than external support.

## RECOMMENDATIONS

*Teachers.* They are encouraged to implement strategies that enhance both intrinsic and extrinsic motivation, such as interactive teaching methods, goal-setting activities, and recognition of student achievements. Introduce challenging tasks to help students build confidence, resilience, and higher-order thinking skills.

*Parents.* It is suggested that they are encouraged to engage in academically focused involvement, such as reading with their children, monitoring study habits, and providing guidance in schoolwork. Parents should move from reactive to proactive communication with teachers to better support their child's academic progress.

*School Administrators.* They may design programs that educate parents on effective ways to support their children academically, particularly in literacy and learning at home. Strengthening student motivation should be prioritized, such as recognition programs, enrichment activities, and student-centered learning approaches.

*Future Researchers.* Future studies may explore other variables that influence academic performance, such as teaching strategies, learning environment, or peer influence. Further research may also examine the quality of parental involvement rather than just its level. Studies may be conducted in different contexts or with larger samples to validate and expand the findings.

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