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Perceived social support and parental involvement as predictors of academic performance of primary school students in the department of Madre de Dios, Peru

Abstract

This study investigates the relationship between perceived social support and parental involvement as predictors of academic performance in primary school students from the Madre de Dios department, in Peru. Through a cross-sectional quantitative design, the sample included 365 parents and students. Sociodemographic data were analyzed, and various validated scales were used, including the Parental Involvement Scale and the Perceived Social Support Scale. The results showed that both perceived social support ($r = 0.31, p < 0.001$) and parental involvement ($r = 0.15, p < 0.01$) were significantly associated with students' academic performance. Furthermore, parental involvement was a significant predictor of academic performance ($\beta = 0.05, p = 0.000$), and this prediction was moderated by the father's/mother's gender ($\beta = -0.08, p = 0.000$), with a greater influence of parental involvement on academic performance depending on the parent's gender. Perceived social support was also a significant predictor ($\beta = 0.05, p = 0.000$), explaining 9.7% of the variability in performance. It is concluded that social support and parental involvement, along with the parent's gender, play a key role in academic performance, and it is recommended to foster support networks among parents, schools, and the community.

Keywords: Perceived social support, parental involvement, academic performance, primary school students, predictors, education.

Introducción

Academic performance is key in the educational aspect both nationally and internationally (Navarro, 2003), low performance in school has become a worrying problem due to its high incidence rate in recent years (Ventocilla, 2019), problems with academic performance exist as a constant in schools, and those who are poor and/or work in rural areas are the ones who suffer the most; likewise, learning poverty in academic performance rose from 52% in 2019 to 75% in 2022 in Latin America and the Caribbean; and it is expected to improve with the new policies and plans to be implemented in the following years (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2022).

The program for international student assessment called PISA, orders the results into 1B, 1A, 2, 3, 4, 5 and 6, with 1B being the lowest level and 6 the highest. The results considered optimal by the Organization for Economic Cooperation and Development, OECD; They are from level 2. However, in Peru 2.8% is even below level 1B, which does not even achieve 260 points; 19% are in level 1B; 36.7% in 1A; while 27% achieved level 2, 11.5% level 3 and only 2% level 4. Peru failed to overcome Colombia, Mexico and Brazil; falling far behind Chile, Uruguay and Costa Rica; at the Latin American level (MINEDU, 2018).

There is a need to encourage family involvement in their children, since 76.8% of parents in urban areas and 60.8% in rural areas report asking students what they did at school; while 81.3% of parents in urban areas and 68.7% in rural areas report consulting their children about their grades in school; however, both parents in urban and rural areas agree that the student has done all their homework, 74.3% in urban areas and 71.3% in rural areas; which would indicate in general a greater involvement of parents in urban areas than in rural areas (MINEDU, 2017).

Velázquez (2011) states that a good family social climate is considered an important source of support and assistance for academic growth and performance. And especially important because it helps each member to face the challenges and difficulties that arise. Academic performance will be favored by a family environment that fosters communication, attachment, motivation and appreciation for learning.

The lack of involvement of parents in the academic performance of their children may be related to the same disinterest or problems that have been reinforced by new social changes that have led to configurations of family structures; whether at work or at school, they are

directly affected by the way the family is organized and run (Rocha et al., 2021). A family that does not understand the importance of its role and function cannot promote and support an optimal environment but can create one that is harmful to its members, especially reflected in the academics of school-age children (Alves et al., 2017).

Children who develop academically without obstacles will achieve excellent results, which will be reflected in their bimonthly results, if there is a healthy family environment, which includes good family interaction and support in academic activities. Out of a total of 300 students, 35% who lived in a good family social climate achieved an expected academic achievement of 67%, unlike the others with a lower family social climate (Briones, 2021).

Children from families more involved in education and school do better than those from less engaged families. In the research article by Martínez et al., (2020) 33.6% of students who live in an excellent family environment have excellent academic performance, 27.4% have good performance, 10.6% average and 0% low. Families, committed to school, have children with better performance. Children from families more involved in education and school do better than those from less engaged families. An issue that should not be overlooked in family-school relationship strategies is that low-income families cannot support their children's education and connect with schools (Razeto, 2016).

Parental involvement at home refers to follow-up practices whereby parents regulate their children's free time, monitor the progress and completion of school activities at home, cooperate with peers, or monitor the level of academic performance reported by the school. In addition, tracking as information refers to information that parents receive about their children's activities, location, and relationships; while, as a behavior, it involves actions that ensure children's actions or force them to meet expectations (Anderson & Branstetter, 2012).

Parental involvement and its relationship with the school establishes and influences in a direct, positive and significant way the motivation for studying, it also fosters environments for the implementation of strategies favoring school performance (Espinoza, 2022) (Padrós et al., 2020), then, when parents are involved in the school environment, school success is encouraged. therefore, students whose parents participate in school activities report better academic performance in this sense, support and communication allow a better understanding of the effects of parental involvement on academic performance in adolescents (Morales & Aguirre, 2018); in the same way, learning at home and positive participation, i.e., support in homework, constant monitoring of parents in the school life of students is a predictor of academic performance (Gandhey, 2019).

Ortiz & Moreno, (2016) mention that it gives in a sample of 90 participants from Querétaro, Mexico; 32.3% of the parents presented an authoritarian style, and their children showed the best grades, followed by 52.9% of the students who had parents with a democratic style, and 14.7% of the sample corresponded to the students with the worst performance and who had neglectful parents.

Parental involvement and social support are associated with higher results in school performance, in addition, students with greater social vulnerability, i.e., with difficulties in health, education, housing, population factors, etc., have higher expectations about their studies (Torres et al., 2017); Additionally, it has been shown that the involvement of parents from the opening of the school year until the last day of school allows a better relationship between parents and students, since the parent will be up to date with the student's topics and progress, thus avoiding disruptive behaviors in the school environment. When there is

parental involvement with autonomy for their minor children to carry out their school activities, it is positively reflected in their school performance (Ventocilla, 2019).

In the research work in the United States shows 271 Asian American and Latino 218 American students Parental support was perceived as autonomy in the Asian sample academic success and had a direct positive effect on academic success, self-esteem, academic motivation and the indirect effect on academic motivation self-esteem, perception of parental control. Although the results in the field of academic planning had a direct negative effect on self-esteem and performance. Academic, however, the support of the parents was found in the Latin American team. Academic autonomy had an indirect positive effect on academic success. Mediated by academic motivation and self-esteem, control and planning. Academics had a direct negative effect on both self-esteem and academic motivation (Jiang et al., 2011)

Another research work where the objective was to analyze the relationship between parenting styles and the academic performance of 173 students from three telesecundaria schools in rural areas of Michoacán, Mexico. The present study has a quantitative methodology with a non-experimental, descriptive, correlational cross-sectional design. Sampling was non-probabilistic and intentional. The students' perception of their parents' parenting styles was evaluated with the Scale of Norms and Demands (ENE-H), which classifies them as: inductive or democratic, rigid or authoritarian, and indulgent or permissive; and academic performance was obtained directly from the report card. No differences were found by sex or age in the parenting style scores. A significant negative relationship was found between the lenient style and the grades of some subjects, the other two parental styles (authoritarian and democratic) are not related to academic performance (Padrós et al., 2020).

In the same way, in the research work of Ventocilla, (2019) whose objective was to determine the relationship between perceived parental support and academic performance in primary

level students. Materials and methods: the approach was quantitative, correlational scope, cross-sectional. The sample consisted of 200 students selected through intentional non-probabilistic sampling. The Children Parental Perception Scale (CPPS) and the documentary analysis technique were also used. For the inferential analysis, Chi-Square, T-Student, Anova, and Pearson with a significance level less than or equal to 0.05 were used. Results: It was evidenced that the highest average corresponds to the involvement and support of parental autonomy. Regarding academic performance, most students achieved the grade of achieved (A) in the areas of communication (90%), mathematics (87%) and science (97%). Likewise, statistically significant associations were found between parental support and academic performance in all its dimensions; age was related to paternal ($p=0.00$) and maternal ($p=0.00$) autonomy; the school grade with paternal autonomy ($p=0.01$) and maternal autonomy ($p=0.02$), the area of communication and the school grade ($p=0.04$) and finally, the area of science with the type of family ($p=0.04$).

This descriptive and correlational research sought to observe the relationship between family social climate and academic performance in 204 sixth-grade children from some public and private schools in a municipality in northeastern Mexico, who were administered the Family Social Climate Scale by Moos, Moos, and Trickett (1989). Data were collected on the average achievement of each student in the two months prior to the administration of the instrument. When analyzing the results obtained, a positive relationship was found between the family social climate and the academic performance of the students in the study, a significant positive correlation was observed between the family social climate and academic performance ($r = .227$, $p = .001$). The results show the importance of fostering relationships and family stability to contribute to students' school performance (Soto & Rodríguez, 2019).

5 Así mismo otra investigación cuyo objetivo fue demostrar la relación que existe entre el clima social familiar y las actitudes para el desarrollo del aprendizaje en niños del nivel inicial de las instituciones educativas de Sangarara-Cusco, 2017. La población en estudio consta de 147 varones de la edad de 5 años. la metodología del estudio fue de alcance descriptivo correlacional de diseño no experimental transversal, el tipo de muestreo fue probabilístico. Según los resultados obtenidos se llegó a la siguiente conclusión: existe relación entre el clima social familiar y las aptitudes para el desarrollo del aprendizaje escolar en niños de educación inicial de las instituciones educativas de Sangarará- Cusco, 2017, podemos afirmar que a la luz de los resultados que se verifica esta hipótesis pues como se puede apreciar en la tabla N°18 estas variables no son independientes, existiendo entre ellas una correlación alta y significativa de 0.451 para el coeficiente Tau b de Kendall (Peña, 2018).

1 In the same way, the objective of this study was to determine if there is a relationship between family climate and academic performance in students in the fifth year of secondary school in Lima, Peru. The design used was descriptive correlational. The sample was composed of 300 students in the fifth year of secondary school, aged between 16 and 17 years old, belonging to 04 private and state educational institutions in Lima, Peru. The Family Social Climate Scale (FES) was used and academic grades were obtained through 2018 evaluation minutes of the participants. The results indicated that there is a direct and significant relationship between the family climate and its dimensions with the academic performance of students in the fifth year of secondary school in Lima, Peru; On the other hand, the descriptive results revealed that in the total sample the highest prevalence of family climate levels were medium (56%), in addition it is observed that 67% of the students have an academic performance in expected achievement. Finally, the theoretical and practical scope of the research was discussed based on the findings obtained (Briones, 2021).

Parental involvement is demonstrated when parents regulate their children's use of free time, supervise the development and completion of school activities at home, do work with peers, or check the level of academic achievement reported by their children. In addition, monitoring, as knowledge, refers to the information that parents obtain about their children's activities, location and bonds; while as a behavior it includes actions to verify the actions of the children or force the fulfillment of expectations (Morales-Castillo et al., 2019).

Perceived social support refers to the dynamics between parents and children in the home in the context of the family environment. Both their quantity and quality may differ. It is the type of family interactions that individuals develop from early childhood that have an impact on various stages of their lives, favoring or impeding relationships in various fields of activity, including family, education, training, and social interactions (García, 2005).

4 School performance is a "level of knowledge demonstrated in an area or subject compared to the norm of age and academic level", we find that student performance should be understood from their evaluation processes, however. The simple measurement and/or evaluation of the performance achieved by students does not in itself provide all the necessary guidelines for action aimed at improving the quality of education. In the best of cases, if we intend to conceptualize academic performance based on its evaluation, it is necessary to consider not only the individual performance of the student but also the way in which he or she is influenced by the peer group, the classroom or the context itself (Edel Navarro, 2003)

For the above, the present work is considered important for teachers, parents and students, since the influence of parental involvement and perceived social support as predictors of academic performance in primary school students is studied, in addition the variable sex of the father is considered as a moderator, with the results of the research work will contribute to

know the reality of academic performance and take into account for future intervention work in the department of Madre de Dios in Peru.

Methodology

Design

The study had a quantitative, cross-sectional approach and correlational scope. This is a non-experimental study because the variables were not manipulated, it was measured as they are found in the units of analysis. (Shaughnessy et al., 2015).

Participants

An intentional non-probabilistic sampling was performed. Table 1 shows the sociodemographic data of the study sample, which consisted of 365 parent participants whose average age was 33.97 years, with a standard deviation of 6.73, indicating a moderate variability in the ages of the study subjects. Regarding the gender distribution, it was observed that 79.45% of the participants were women, while 20.55% were men. In relation to the marital status of the participants, 80.00% identified themselves as single, 16.44% as married, 2.74% as divorced, and 0.82% as widowed.

When analyzing the age of the participants' children, an average age of 8.29 years was found, with a standard deviation of 0.53. This finding reveals the homogeneity in the age of the children in the sample. In terms of the grade of the children, 67.4% were in second grade, while 32.6% were in third grade. Finally, the geographical origin of the participants was examined, finding that 56.44% came from Tambopata, 24.11% from Huepetue, 13.15% from La Novia, and 6.30% from Triunfo.

Table 1
Sociodemographic data

Variable	f	%
Age (M: 33.97; SD: 6.73)		
Sex		
Female	290	79.45

Male	75	20.55
Marital status		
Single	292	80.00
Married	60	16.44
Divorced	10	2.74
Widow(er)	3	0.82
Age of Child (M: 8.29; SD: 0.53)		
Child's Grade		
2nd	246	67.4
3ro	119	32.6
City		
Tambopata	206	56.44
Huepetue	88	24.11
La Novia	48	13.15
El Triunfo	23	6.30

Note: M: Medium; SD: Standard Deviation

Data Collection Techniques

To measure parental involvement and perceived social support, the survey technique was used, through validated scales, while to measure academic performance the marks of the students' record of minutes will be used.

Parental Involvement Scale. It is a scale designed to measure the organization and performance of activities related to the child and that occur in daily family life, by the parents; It consists of 5 dimensions and 18 items: direct care (items 1 to 5), indirect care (6 to 9), teaching and discipline (items 10 to 12), play (items 13 to 16), leisure activities outside the home (items 17 and 18), by means of a five-point Likert scale, whose extreme values are: 1 = "always the mother" and 5 = "always the father" and the mean value is 3 = "both the mother and the father". Its psychometric properties were demonstrated in parents in Peru, with evidence of validity of the internal structure [GFI = .90; CFI = .95; TLI = .94; RMSEA = .036, 90% CI = (.031-.041); SRMR = .05], Cronbach's alpha reliability between .66 and .78 and McDonald's omega between .70 and .75 (Nóblega et al., 2022).

Perceived Social Support Scale, is a self-administered questionnaire of 20 items. The first item assesses structural support (refers to quantitative or objective characteristics of the social support network, such as size and density), is answered by mentioning the names or

type of bond and is evaluated by counting the number of people who provide support for the respondent. The remaining 19 items evaluate perceived functional support (the effects or consequences that the subject's access to and preservation of the social relationships he or she has in his or her network provides). The interviewee is asked how often each type of support is perceived and answered using a 5-point Likert scale ("never", "rarely", "sometimes", "most of the time", "always"). Factor extraction showed a predominant factor of functional social support that explained 26.93 % of the variance. Cronbach's alpha coefficient was .84 for the total scale (Ventocilla, 2019).

Academic performance. Academic performance will be measured with the grades of the same surveyed students, evaluation records or consolidated records uploaded to the SIAGE final grades of the students, in the areas of communication, mathematics, science and technology and social personnel (Ventocilla, 2019).

Statistical Techniques for Information Processing

A previous cleaning of the data obtained was carried out using the Excel tool. Subsequently, data analysis was carried out in the statistical package R and RStudio version 4.2.0. First, a descriptive analysis of the sociodemographic data was carried out through frequency tables of the categorical variables. To test the assumption of normality of the variables, the coefficients of asymmetry and kurtosis were used, considering the values between ± 2 as an acceptable normal distribution. Secondly, Pearson's correlation coefficient was used to determine the relationship between the study variables, considering a value of $p < .05$ significant. Finally, a simple linear regression analysis was carried out to analyze the predictive capacity of the variables studied, where the values of $p < 0.05$ were considered to be statistically significant.

Ethical Aspects

Parents were informed about the project and asked to sign the informed consent to participate in the study, then data were collected through the parental involvement scale. To obtain access to the notes, permission was requested from the management of the

educational institution. As for the Universidad Peruana Unión, the research was carried out respecting the code of ethics and the rules established by the Graduate School.

Results

Table 2 shows the descriptive analyses of the study variables. Regarding the results of academic performance, none of the variables presents a normal distribution because they have high kurtosis values. Regarding the Parental Involvement and Global Social Support Index, it was found that the variables and dimensions are within the normal range (± 2) except for the Direct Care dimension.

Table 2

Descriptive Analysis of Study Variables

Study variables	Min	Max	M	SD	g1	g2
Academic Performance	5	20	14.83	2.28	-1.55	7.45
Communication	1	4	2.95	0.54	-1.08	4.79
Mathematics	1	4	2.93	0.55	-1.03	4.6
Science, Technology and Environment	1	4	2.98	0.46	-1.4	8.32
Personal Social	1	4	3.01	0.46	-1.24	8.32
Parental Involvement	18	90	38.72	14.52	0.8	1.38
Direct Care	5	25	9.14	4.17	1.44	2.68
Indirect Care	3	20	7.86	3.72	1.05	0.85
Teaching and Discipline	3	15	6.82	3.15	0.38	-0.5
Game	4	20	10.12	4.15	0.13	-0.67
Leisure activities outside the house	2	10	4.78	1.96	0.06	-0.45
Global Social Support Index	19	95	73.02	15.56	-0.69	0.24
Emotional Support	8	40	29.96	7.16	-0.54	-0.23
Material Help	4	20	15.53	3.69	-0.67	-0.22
Social Relationships of Leisure and Distraction	4	20	14.65	4.02	-0.39	-0.63
Affective Support	3	15	12.4	2.97	-1.13	0.55

Note: M: Medium; SD: Standard Deviation; g1: Skewness; g2: Kurtosis

Table 3 presents the correlations between the study variables: academic performance (AR), parental involvement (PI) and social support (SA). Academic performance (AR) shows a significant moderate positive correlation with social support (SA) ($r = 0.31$, $p < 0.001$), suggesting that students with higher social support tend to have better academic performance.

In addition, academic performance is also positively correlated, although weaker, with parental involvement (PI) ($r = 0.15$, $p < 0.01$), indicating that greater parental involvement is associated with better academic performance. On the other hand, parental involvement (PI) also shows a significant weak positive correlation with social support (SA) ($r = 0.16$, $p < 0.01$), suggesting that greater social support is related to greater parental involvement.

Table 3

Correlation between study variables

	RA	IP	AS
Academic Performance	1		
Parental Involvement	0.15**	1	
Social Support	0.31***	0.16**	1

Grade: RA: Academic Performance; PI: Parental Involvement; AS: Social Support

Table 4 shows the differences in the level of parental involvement between fathers and mothers. It is observed that fathers report having a significantly higher level of parental involvement ($M = 50.65$, $SD = 17.7$) compared to mothers ($M = 35.63$, $SD = 11.77$), $t(XX) = -6.96$, $p < 0.001$. This indicates a statistically significant difference in the level of parental involvement between the two groups. The effect size, as measured by Cohen's d , is -1.14 , suggesting a substantial difference between fathers and mothers in terms of parental involvement. In addition, the 95% confidence interval for d , ranging from -1.40 to 0.87 , confirms the significance of this difference.

Table 4

Differences in Parental Involvement by Sex

	M	SD	g1	g2	t	p	d
Male	50.65	17.7	0.57	0.1	-6.96	0.000	-1.14
Female	35.63	11.77	0.16	-0.48			[-1.40; 0.87]

Note: M: Medium; SD: Standard Deviation; g1: Asymmetry; g2: Kurtosis; t: Student's t; p: significance; d: d for Cohen

Table 5 presents the correlations between parental involvement and academic performance according to the sex of the parents. For fathers (male), a significant negative correlation was found between parental involvement and academic performance ($r = -0.24$, $p = 0.035$). This

suggests that, in this group, a higher level of parental involvement is associated with slightly lower academic performance. On the other hand, for mothers (female), a significant positive correlation was found between parental involvement and academic performance ($r = 0.26$, $p = 0.000$). This indicates that, in this group, a higher level of parental involvement is related to better academic performance.

Table 5

Correlation between Parental Involvement and Academic Performance by Sex

	r	p
Male	-0.24	0.035
Female	0.26	0.000

Table 6 shows the results of the regression analysis, where parental involvement is considered as a predictor of academic performance, with the sex of the father as the moderating variable. The results reveal that both parental involvement and the sex of the parent have a significant effect on the academic performance of the children. First, a significant positive effect of parental involvement on academic performance was found ($\beta = 0.05$, $p = 0.000$), indicating that a higher level of parental involvement is associated with better academic performance. In addition, the sex of the father also has a significant effect on academic performance ($\beta = 3.54$, $p = 0.000$), suggesting that the sex of the father is a different predictor of the children's academic performance. The interaction between parental involvement and the sex of the father was also significant (Parental Involvement defined by Sex (male)): $\beta = -0.08$, $p = 0.000$. This indicates that the prediction between parental involvement and academic performance is different depending on the sex of the parent.

Table 6

Regression analysis of Parental Involvement as a predictor of Academic Performance with Sex of the father as moderating variable.

Predictor	B	SE	t	p	Intercept	R2
					12.87	0.072
Parental Involvement	0.05	0.011	4.86	0.000		
Sex of parent (male)	3.54	0.878	4.03	0.000		

Parental Involvement by Sex (male)	-0.08	0.018	-4.42	0.000
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Table 7 presents the results of the regression analysis, where perceived social support as a predictor of academic performance was evaluated. A significant effect of perceived social support on students' academic performance was found ($\beta = 0.05$, $p = 0.000$). This indicates that a higher level of perceived social support is associated with better academic performance. The regression model explains approximately 9.7% of the variability in academic performance, with an R^2 of 0.097.

Table 7

Regression Analysis of Perceived Social Support as a Predictor of Academic Performance

Predictor	B	ES	t	p	Intercept	R2
					11.51	0.097
Social Support	0.05	0.007	6.241	0.000		

Discussion

The objective of this study was to identify the influence of parental involvement and perceived social support as predictors of academic performance and parental sex as a moderating variable in a sample of parents with school-age children. The results indicate that both variables are significant predictors.

It was found that the influence of parental involvement on academic performance is significant, having the variable sex of the father/mother as a moderator ($\beta = -0.08$, $p < 0.001$), which indicates that the perception of parental involvement by parents (particularly males) in the achievements and academic commitment of their children is high. These results coincide with a study that found a positive direct relationship between parental support for autonomy and academic self-efficacy, as well as self-regulated learning, in addition to showing a positive indirect effect on academic performance (Grijalva-Quiñonez et al., 2020). It was also determined that parental mediation at home has a greater impact on academic performance than mediation carried out in schools (Halpern et al., 2021). Likewise, it was observed that the

closeness and emotional support of parents, considered as a form of parental tutoring, positively influence the school success of children, especially during the pandemic, when the quality of the support provided was decisive in meeting expectations about the academic performance of children and adolescents (Sánchez & Dávila, 2022). We did not find any studies that distinguish between the influence of the father or the mother on academic performance (Gutiérrez et al., 2021; Morillo Cano et al., 2021).

The results of this study have several important implications for the education and academic development of school-aged students. First, the importance of parental involvement in the academic performance of children is highlighted. The findings suggest that parents, especially boys, who are actively involved in their children's education can positively influence their academic achievement. This highlights the need to encourage the involvement of both fathers in the education of their children, not just mothers, as is often assumed. In addition, perceived social support also emerges as a significant predictor of academic performance. This suggests that not only the family environment, but also the support of friends and teachers plays a crucial role in students' academic success. Schools and communities must work together to create support networks that help students feel supported and motivated in their learning.

This study has some limitations that should be considered when interpreting the results. First, the gender variable was considered only as a moderator in the first hypothesis, so future studies could further explore the differences between fathers and mothers in their involvement and support. Another aspect to consider is the predictive nature of the study, which does not allow definitive causal relationships to be established between parental involvement, perceived social support and academic performance, where longitudinal studies could provide a deeper understanding of how these variables influence each other over time.

In conclusion, both parental involvement and perceived social support are crucial factors that positively influence students' academic performance. Promoting a supportive environment

that engages family, friends, and the school community can contribute significantly to students' academic success and overall well-being.

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