# Gender Equality and Parental Involvement in Relation to Quality Education among Secondary Schools

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## ABSTRACT

Inclusive, equitable, and quality education requires deliberate attention to foundational factors like gender equality and family-school partnerships, particularly within under-resourced rural settings. This study investigated the relationship between gender equality, parental involvement, and the perceived quality of education in secondary schools under the Labason District Cluster 5 in Zamboanga del Norte, during the School Year 2024–2025. A descriptive-correlational research design was employed, with 107 teachers and 254 students. Data were gathered using structured, validated questionnaires and subsequently analyzed using Mean, Standard Deviation, Spearman's Rank-Order Correlation, and Multiple Linear Regression. Key findings revealed very high overall perceptions of gender equality, and quality of education, and a high level of perceived parental involvement. Significant positive correlations were identified, particularly between gender equality constructs such as school culture and policies and student outcomes. Regression analysis revealed that gender equality was a significant predictor of perceived quality education, whereas parental involvement was not a significant predictor in the combined model. Institutionalizing gender-responsive practices is a direct and crucial strategy for enhancing educational quality as perceived by stakeholders. School leaders may prioritize the strengthening of gender-sensitive curricula, and teacher training, while also designing targeted strategies to deepen the educational impact of parental engagement.

**Keywords:** gender equality, parental involvement, quality education, SDG 4, secondary schools

## INTRODUCTION

In recent years, global efforts to ensure inclusive and equitable quality education have become more urgent, especially as the world moves closer to the 2030 target set by the Sustainable Development Goals (SDGs). Among these, Sustainable Development Goal 4 (SDG 4) emphasizes "inclusive and equitable quality education and lifelong learning opportunities for all," highlighting core issues such as gender equality and stakeholder engagement (UNESCO, 2022). In the Philippine context, the Department of Education continues to push for reforms aligned with SDG 4.1, which aims for universal completion of free primary and secondary education with effective learning outcomes (DepEd Order No 24, s. 2022). However, achieving these goals remains a challenge in many rural and under-resourced regions of the country due to disparities in gender and limited parental engagement in education.

Gender equality in education refers to the provision of equal opportunities and treatment for all learners regardless of their gender identity, ensuring that both boys and girls can access, participate in, and benefit from quality educational experiences. It entails more than parity in enrollment; it encompasses fairness in treatment, inclusivity in pedagogy, and equity in learning outcomes (UNESCO, 2022). According to Unterhalter et al. (2022), achieving gender equality in education is essential to dismantling systemic barriers that hinder the full participation of marginalized genders. In the context of the Sustainable Development Goals, SDG 4 and SDG 5 are interlinked in their call for equitable, inclusive, and gender-sensitive education systems that promote lifelong learning for all. Within primary education, gender equality involves teacher training, curriculum design, and school policies that actively promote respect, inclusivity, and empowerment for all learners.

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A number of studies have documented persistent gender inequalities in education systems, particularly in low- and middle-income countries. For instance, Kuteesa et al. (2023) found that girls in rural areas of Southeast Asia continue to face elevated risks of school dropout due to early marriage, gender-based violence, and household responsibilities. Similarly, Hye (2022) observed that in the Philippines, although gender parity in enrollment has largely been achieved, gaps remain in the classroom experience, particularly in areas such as representation, access to leadership roles, and gender-based discrimination. The Philippine Institute for Development Studies (PIDS, 2020) further emphasizes that implicit gender biases in teaching materials and teacher expectations can subtly reinforce inequality. These findings demonstrate that gender equality in education must go beyond statistics and tackle the socio-cultural norms and institutional practices that perpetuate discrimination.

In response to these challenges, gender-sensitive educational interventions have been shown to foster more inclusive and supportive learning environments. Research by Nwafor (2023) indicates that implementing gender-responsive pedagogy improves learners' academic performance, self-confidence, and social skills. Matsukura et al. (July 2025) argue that equitable access to extracurricular activities, gender-inclusive textbooks, and the promotion of positive gender role models can significantly impact student perceptions and engagement. Likewise, Leach (2016) stresses the importance of teacher training programs that promote gender awareness and challenge traditional stereotypes. These interventions contribute to transforming schools into spaces where both boys and girls can thrive equally, contributing to the broader aims of SDG 4 and SDG 5.

Despite these advancements, the integration of gender equality into educational policy and practice remains inconsistent, especially in rural and under-resourced areas. In the Philippine context, many primary schools lack the institutional support and professional development necessary to implement gender-inclusive strategies effectively (Cabus & Witte, 2021). This is compounded by limited monitoring mechanisms to assess the effectiveness of gender-sensitive interventions. UNESCO (2021) notes that without accountability structures and regular evaluation, progress toward gender equality in education may stagnate. Therefore, further empirical investigation is needed to explore how gender equality initiatives are operationalized at the grassroots level, particularly in rural districts such as Labason in Zamboanga del Norte, where structural and cultural barriers may be more deeply entrenched.

Another essential factor influencing educational outcomes is parental involvement. Parental involvement refers to the active engagement of parents in supporting their children's education through various forms such as learning at home, attending school events, participating in governance, and maintaining communication with teachers (Teach Educator, 2025). It is considered a crucial determinant of student academic success, as it fosters stronger school-home linkages and enhances learners' motivation, discipline, and self-efficacy. According to Hoover-Dempsey and Sandler (2005), when parents believe they can positively influence their child's education, they are more likely to become involved in meaningful ways. In the broader context of SDG 4, parental involvement supports equitable access to education by helping bridge resource and learning gaps, especially in marginalized communities (UNICEF, 2020).

Numerous studies have established a positive correlation between parental involvement and educational outcomes. For instance, Erdem and Kaya (2020) found that students whose parents regularly participate in school activities exhibit higher academic achievement, lower absenteeism, and better classroom behavior. Parental support enhances children's literacy and numeracy skills, especially in the early grades, by reinforcing what is taught in school through home-based learning activities (Niklas & Schneider, 2017; Sénéchal & LeFevre, 2014). Similarly, research by Benner et al. (2021) concluded that parental expectations and educational expectation significantly influence student performance and persistence. These findings underline the critical role of families as co-educators and partners in the learning process.

In the Philippine rural context, however, several structural and cultural challenges hinder consistent parental involvement. A recent study highlights that socioeconomic constraints and low parental education and notably, logistical challenges such as transportation and distance to schools pose significant barriers to parental involvement in school-related activities (Luad, Prosia, & Paglinawan, 2023). Reyes and Galang (2022) found that in indigenous and farming communities, traditional norms often delegate educational responsibilities solely to teachers, while parents focus on subsistence work. Additionally, low levels of digital literacy and limited access to communication technologies have further exacerbated disconnection between homes and schools,

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especially during the COVID-19 pandemic (Abocejo & Ealdama, 2021). These barriers must be addressed through targeted, community-responsive strategies that empower families with the tools and knowledge necessary to participate effectively in their children's education.

Efforts to enhance parental involvement have proven successful when they are contextually grounded and culturally sensitive. A study by Torregosa (2023) demonstrated that community-based learning sessions and parent education programs in Zamboanga Peninsula significantly improved school attendance and academic performance among primary learners. Similarly, a study from Australian Institute for Teaching and School Leadership (2024) showed that training programs aimed at increasing parental engagement led to improved communication between home and school, greater participation in school events, and enhanced learner support at home. Hutchins et al. (2024) updated framework for school-family partnerships suggests that inclusive school policies, flexible communication channels, and recognition of diverse family structures are key to fostering sustainable parental involvement. These approaches can serve as models for intervention in rural Philippine settings, particularly in advancing the quality and inclusiveness of education under SDG 4.

Both gender equality and parental involvement are crucial for advancing the goals of SDG 4. When students receive equal opportunities regardless of gender, and when parents are actively involved in educational processes, schools become more inclusive and effective. However, few studies have explored the combined impact of these two variables especially in the rural Philippine context on the actual progress toward SDG 4. There remains a gap in understanding how the integration of gender-equitable practices and family-school collaboration affects the overall quality of education delivered to primary learners. This study, therefore, aims to address this gap by examining the influence of gender equality and parental involvement on advancing SDG 4: Quality Education in Philippine primary schools, specifically within the Labason District Cluster 5 in Zamboanga del Norte. By assessing perceptions of stakeholders teachers, parents, and administrators regarding gender equality and parental engagement, and evaluating their relationship to access and quality of education, the study hopes to generate data-driven insights. These findings can guide future interventions, policy formulation, and localized educational reforms that truly align with the global agenda for sustainable, inclusive, and equitable education.

**Statement of the Problem**

The study aimed to examine the relationship between gender equality, parental involvement, and education in secondary schools in Labason District Cluster 5, Zamboanga Del Norte. It sought answers to the following questions:

1. What is the level of gender equality perceived by teachers and students in terms of equal access and participation, fair treatment and classroom interaction, gender-responsive curriculum and instruction, school culture and policies, and gender sensitivity of teachers and staff?

2. What is the level of parental involvement perceived by students in terms of parenting support at home, learning support and supervision, communication with teachers and school, participation in school activities, and educational expectations and encouragement?

3. What is the level of perceived quality education in secondary schools in terms of curriculum relevance and responsiveness, effective teaching and learning practices, learning environment and school climate, assessment and feedback mechanisms, and student outcomes and academic performance?

4. Is there a significant relationship between gender equality and perceived quality education in secondary schools as perceived by respondents?

5. Is there a significant relationship between parental involvement and perceived quality education in secondary education as perceived by respondents?

6. Which of the independent variables predict singly or in combination with the students' perceived quality education?

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# RESEARCH METHODOLOGY

## Design

This quantitative study employed a descriptive-correlational design. This approach allowed the researcher to describe and determine the relationships among the variables of gender equality, parental involvement, and quality education as they contributed to the advancement of Sustainable Development Goal 4 (SDG 4) in secondary education. The descriptive aspect focused on assessing respondents' perceptions of gender equality and parental involvement. In contrast, the correlational aspect examined the statistical relationships among these variables and their influence on quality education. The descriptive-correlational design was appropriate for this study, as it provided numerical data to explain perceptions, behaviors, and interactions of stakeholders concerning gender equality, parental involvement, and education (Kapici & Akçay, 2016). Through this design, the researcher identified significant patterns and relationships between gender equality, parental involvement, and perceived quality of education, thereby reinforcing their interconnected roles in promoting inclusive and equitable learning in Labason District Cluster 5, Zamboanga del Norte, in alignment with SDG 4.

## Setting

The study was conducted in Labason District Cluster 5, under the Division of Zamboanga del Norte. This cluster comprised four (4) secondary schools: Dansalan Integrated School, Ubay National High School, Malintuboan National High School, and Patawag National High School. These schools were located in various barangays within the municipality of Labason. They were recognized for their efforts to promote inclusive and equitable quality education, in line with the Department of Education's goals and the Sustainable Development Goals (SDGs). During the 2024–2025 school year, the schools continued to implement the Basic Education Curriculum with a strong emphasis on improving literacy and numeracy, promoting gender equity, and fostering community involvement.

## Respondents

The respondents in this study comprised 107 teachers and 254 students from the four secondary schools in Labason District Cluster 5, Division of Zamboanga del Norte, during the School Year 2024–2025. Using a stratified random sampling technique, fair representation across the schools was ensured. Teacher-respondents included permanent teachers assigned to any of the four schools, who were actively teaching during the school year and willing to participate voluntarily in the study. Meanwhile, student-respondents were those currently enrolled in Grades 7 to 12 and willing to participate with the consent of their parents or guardians.

## Instruments

Data for this study were collected through a 56-item structured questionnaire designed to measure gender equality, parental involvement, and perceived quality of education in secondary schools—the instrument combined items adapted from established international frameworks and contextualized for Philippine public-school settings. Expert validators reviewed the tool to ensure its content was relevant, clear, and culturally appropriate. A pilot test was conducted with 15 non-respondents who were not part of the main study sample. Their responses were used to assess the instrument's internal consistency. Results showed a Cronbach's alpha of .976, indicating excellent reliability.

The Teacher–Student Gender Equality Perception Scale (TQ) explored how learners perceived gender equality in their school environment. It covered five key areas: equal access and participation, fairness in treatment and interactions, gender-responsive instruction, school culture and policies, and the gender sensitivity demonstrated by teachers and staff. This section of the instrument contained 15 items, each rated on a five-point Likert scale ranging from strongly disagree to strongly agree. Several of the statements were adapted from internationally recognized frameworks, including the UNESCO Gender Monitoring Framework (2019), the OECD PISA gender indicators (2018), and Plan International's gender audit tools (2020). Responses were interpreted based on verbal descriptors aligned with the mean scores, where higher values reflected stronger agreement and a higher level of perceived gender equality within the school context.

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The Parental Involvement Questionnaire (PIQ) was structured according to the model developed by Hoover-Dempsey and Sandler (2005). It consisted of 18 items designed to capture students' perceptions of their parents' or guardians' involvement in their education. The questions focused on the support parents provided at home, their supervision of learning activities, their communication with teachers, their participation in school events, and the expectations they set for their children's schooling. A five-point Likert scale ranging from 'never' to 'always' was used to assess the extent of parental engagement. The responses were interpreted using descriptive categories indicating the degree of parental involvement, from very low to very high. Before deployment, the items underwent expert validation, and the pilot test confirmed that this section contributed effectively to the overall reliability of the 56-item instrument.

The Quality Education Perception Questionnaire (QEPQ) was developed using Barrett et al.'s (2019) Whole Child Approach as its foundation and focused on learners' perceptions of the quality of the education they received. This 10-item subscale examined the relevance of the curriculum, the nature of classroom teaching and learning processes, the conduciveness of the school environment, the appropriateness of assessment practices, and the general outcomes reflected in students' learning experiences. Similar to the other components of the instrument, it used a five-point Likert scale ranging from strongly disagree to strongly agree. Education specialists reviewed the items to ensure contextual and content validity, and pilot testing further supported the readiness of this subscale for use in the local secondary school setting. The interpretation of the responses followed the same set of verbal descriptors, allowing the study to determine the perceived level of quality education provided by the participating schools.

**Data Gathering Procedure**

The data-gathering process for this study followed a systematic, ethical approach to ensure the reliability of the collected data and the protection of participants' rights and confidentiality. The researcher first secured formal approval from the Dean of the Graduate School of Misamis University before data collection. Following this, an official letter of request was submitted to the Office of the Schools Division Superintendent of Zamboanga del Norte to obtain permission to conduct the study in the identified secondary schools under Labason District Cluster 5. Upon receiving authorization, the researcher coordinated with the school heads and designated research focal persons of Dansalan Integrated School, Ubay National High School, Malintuboan National High School, and Patawag National High School. These consultations helped schedule the administration of the questionnaires at a time that did not disrupt regular class activities.

Data gathering took place during designated school hours, with the consent of the school administration. Before administering the questionnaires, the researcher met with participating students and teachers to explain the study's purpose, scope, and significance. They were informed about their rights as participants, including the voluntary nature of their involvement and their freedom to withdraw at any point without penalty. Questionnaires were distributed in a supervised setting to ensure clear responses and maintain the integrity of the data collection process. Completed forms were collected immediately to reduce the risk of loss or tampering with the data.

To uphold ethical standards and protect participant confidentiality, no personally identifiable information was collected. All responses were treated with strict confidentiality. Physical copies of the data were stored in a locked cabinet, and digital files were password-protected. Access to the data was limited to the researcher and authorized academic personnel only. All collected data were retained for 3 years, after which they were securely destroyed to ensure privacy and compliance with ethical research standards.

**Ethical Consideration**

Before implementation, ethical clearance was obtained from the Ethics Committee of Misamis University, specifically through the MU-Research Ethics Committee (MUREC). The researcher ensured that no conflict of interest, whether financial, familial, or proprietary, affected the conduct and outcomes of the study. All procedures adhered to the principles of integrity, fairness, and transparency. The privacy and confidentiality of all participants, including secondary school teachers and students of Labason District Cluster 5, were strictly upheld. Data were handled with discretion, and no personally identifiable information appeared in reports, publications, or presentations. To ensure protection, hard copies of documents were kept in a locked cabinet. At

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the same time, electronic files were stored in password-protected systems accessible only to the researcher and authorized academic personnel.

Before participation, respondents were fully informed of the objectives, scope, and procedures of the study. They received a detailed explanation of how their data would be collected, stored, analyzed, and used. Participation was voluntary, and all participants were reminded of their right to refuse or withdraw at any point without negative consequences. Written informed consent was obtained using forms prepared in both English and the local dialect. For students below the legal age, parental or guardian consent was sought. Assent was obtained in accordance with ethical guidelines: no assent was required for children below seven years old, verbal assent for those aged seven to eleven, simplified assent forms for ages twelve to fourteen, and co-signed informed consent with parents for ages fifteen to seventeen. Special safeguards were observed considering the vulnerability of participants, particularly minors and teachers, as members of hierarchical institutions. Recruitment was conducted fairly and transparently, coordinated with school administrators, and free from coercion or undue influence. The study posed minimal risks, limited to possible discomfort in answering surveys or interviews. Mitigation measures, such as voluntary participation, confidentiality, and the right to withdraw, minimized potential harm. Any unexpected issues or adverse events were addressed immediately. While participants did not receive direct material benefits, the study offered indirect advantages, including access to findings, improved educational practices, and enhanced understanding of gender equality and parental involvement. No financial incentives were provided; however, participants benefited from non-material gains such as awareness-building and shared results that could contribute to better school practices.

This research was institution-based and did not involve multi-country or multi-institution collaboration. Nevertheless, a formal request to conduct the study was submitted to the Office of the Schools Division Superintendent of Zamboanga del Norte to ensure transparency, accountability, and proper authorization. The study adhered to the principles of autonomy, beneficence, non-maleficence, and justice, and was conducted in compliance with the Data Privacy Act of 2012 (RA 10173). Ethical practices were continuously monitored throughout the process to safeguard the rights, dignity, and welfare of all participants. Any concerns or queries about data handling or participant rights were directed to the researcher for clarification and immediate action.

**Data Analysis**

To address the research questions, this study employed a combination of descriptive and inferential statistical techniques. Descriptive statistics (mean and standard deviation) were used to determine the levels of gender equality, parental involvement, and perceived quality of education. For inferential analysis, because the data violated normality and homogeneity assumptions, nonparametric methods were applied. Spearman's Rank-Order Correlation examined relationships among variables, and Multiple Linear Regression with bootstrapping identified predictors of perceived educational quality.

The study used descriptive statistics to compute the means and standard deviations of the three main variables, which served as the basis for normality testing before selecting the appropriate inferential analyses. Gender equality, parental involvement, and perceived quality of education all produced high to very high mean scores with corresponding levels of variability. These descriptive patterns laid the groundwork for determining whether the data met the assumptions required for the subsequent statistical procedures.

To determine the suitability of parametric or nonparametric analysis, the study conducted normality tests using the Kolmogorov–Smirnov and Shapiro–Wilk statistics. Several GEQ groups exhibited p-values below .05, particularly at mean scores of 4.00, 4.10, 4.20, and 4.30, indicating significant deviations from normality. PIQ distributions were closer to normal but still exhibited non-normality. These results align with Norman's (2010) observation that Likert-type educational data often fail to meet the assumptions of normality and therefore benefit from nonparametric statistical approaches when distributions are irregular.

The Levene Test for Homogeneity of Variances was also performed to assess equality of variances across score groups. GEQ showed significant results across all Levene's criteria, confirming unequal variances. Although PIQ showed nonsignificant values, the heterogeneity detected in GEQ warranted the use of analytic procedures that do not assume homogeneity of variance. This analytic choice is supported by Tomarken and Waller (2005),

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who emphasize that nonparametric tools are more robust when normality and homogeneity assumptions are violated.

Based on these diagnostic results, the study employed the Spearman Rank-Order Correlation to address the first two research questions. This method is appropriate for ordinal Likert-scale data and for distributions that do not meet the normality requirements. Therefore, the relationships between GEQ and QEQ and between PIQ and QEQ were assessed using Spearman's rho.

To address the third research question on the predictors of perceived educational quality, a multiple linear regression with bootstrapping was used. Bootstrapping was chosen because it produces reliable coefficient estimates and confidence intervals even when residuals deviate from normality. Hayes and Scharkow (2013) demonstrated that bootstrapped regression methods enhance the trustworthiness of inferential results under non-normal conditions, making this procedure well-suited to the present dataset.

## RESULTS AND DISCUSSION

### Level Gender Equality Perceived by Teachers and Students

Table 1 presents the perceptions of gender equality in schools as reported by teachers (n=107) and students (n=255) across five constructs: Equal Access and Participation, Fair Treatment and Classroom Interaction, Gender-Responsive Curriculum and Instruction, School Culture and Policies, and Gender Sensitivity of Teachers and Staff. The combined data reveal a "Very High" overall perception of gender equality (M = 4.49, SD = 0.40). Teachers and students show strong consensus in several areas. Both groups rate Equal Access and Participation (Teachers: M=4.55; Students: M=4.57) and the Gender Sensitivity of Teachers and Staff (Both: M=4.56) at the highest level. This indicates shared confidence in the school's structural fairness and the professional conduct of its staff. Similarly, perceptions of School Culture and Policies are aligned and very high (Teachers: M=4.53; Students: M=4.56), reflecting a shared recognition of institutional commitment, which aligns with frameworks that emphasize embedding equity in school structures.

A critical finding is the notable perceptual gap regarding the Gender-Responsive Curriculum and Instruction. While students perceive this very positively (M = 4.56), teachers' rating is significantly lower (M = 4.34), though still "Very High." This divergence is highly instructive. It suggests that students, as recipients of the curriculum, may assess it based on its stated intent and formal content. Teachers, however, as the practitioners responsible for its daily delivery, are likely more acutely aware of the challenges in its consistent, nuanced, and effective implementation. This aligns with Cendaña's (2018) observation of uneven application of gender-fair principles and Duma's (2022) point that gender mainstreaming plans often require reinforcement to translate into classroom practice. The teachers' more critical self-assessment implies a professional awareness of the gap between policy and practice.

Both groups concur that Fair Treatment and Classroom Interaction is the lowest-rated construct (Combined M = 4.34). It is the only area where neither group's mean score reaches 4.40. This consistent finding across stakeholders highlights a tangible area for improvement. It underscores that while macro-level policies and access are well-regarded, the micro-dynamics of daily interaction, where bias can be subtle and unintentional, are perceived as less equitable. This points directly to the complex challenge of translating institutional frameworks into consistent, gender-sensitive interpersonal behavior in every classroom, a process noted by Lualhati (2019) and Santiago & Rabago (2025).

The implications of these findings are twofold. First, the teacher-student gap on curriculum implementation suggests that professional development should move beyond awareness-raising to focus on practical pedagogical skills for gender-responsive teaching. Second, the shared identification of classroom interactions as a relative weakness indicates a need for strategies that make equity visible and actionable in daily school life, such as peer observation frameworks or student-led feedback on classroom climate.

The school environment is perceived as strongly committed to gender equality. The high ratings confirm a solid foundation in policy, access, and staff sensitivity. The analysis, however, reveals that the frontier for enhancing

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gender responsiveness lies in deepening the application of these principles in two key areas: the consistent implementation of the curriculum by teachers and the quality of the everyday interpersonal treatment students experience.

Table 1 Level of Gender Equality Perceived by Teachers and Students

| Constructs | Teachers(n=107) | | | Students (n=255) | | | Overall Perception | | |
|---|---|---|---|---|---|---|---|---|---|
| | M | SD | I | M | SD | I | M | SD | I |
| 1. Equal Access and Participation | 4.55 | 0.41 | VH | 4.57 | 0.41 | VH | 4.56 | 0.41 | VH |
| 2. Fair Treatment and Classroom Interaction | 4.33 | 0.38 | VH | 4.34 | 0.37 | VH | 4.34 | 0.38 | VH |
| 3. Gender-Responsive Curriculum and Instruction | 4.34 | 0.37 | VH | 4.56 | 0.40 | VH | 4.45 | 0.39 | VH |
| 4. School Culture and Policies | 4.53 | 0.41 | VH | 4.56 | 0.41 | VH | 4.55 | 0.41 | VH |
| Gender Sensitivity of Teachers and Staff | 4.56 | 0.40 | VH | 4.56 | 0.40 | VH | 4.56 | 0.40 | VH |
| 5. Overall Gender Quality | 4.46 | 0.39 | VH | 4.52 | 0.40 | VH | 4.49 | 0.40 | VH |

*Note: Scale: Scale: 4.20–5.00 (Very High); 3.40–4.19 (High); 2.60–3.19 (Moderate); 1.80–2.59 (Low); 1.00–1.79 (Very Low)*

**Level Parental Involvement in Secondary Schools**

Table 2 presents the level of parental involvement as perceived by teachers (n = 107) and students (n = 255) across five constructs and overall parental involvement. Overall parental involvement was perceived at a very high level, with identical ratings from teachers and students (M = 3.98, SD = 0.35). From the teachers' perspective, this level of involvement reflects consistent parental support for school initiatives, learner discipline, and instructional continuity, which contributes to a more conducive learning environment. Students, on the other hand, experience this involvement as guidance, encouragement, and shared responsibility for their learning. The convergence of perceptions suggests coherence between what teachers observe in school and what students experience at home. This finding is consistent with Epstein's (2011) school–family partnership framework and with Jeynes' (2012) assertion that sustained parental involvement strengthens students' academic motivation and engagement.

Parenting support at home registered a very high overall rating (M = 3.97, SD = 0.34), with both teachers and students reporting similarly high perceptions. Teachers may interpret this as evidence that students are nurtured in environments that promote values, discipline, and emotional readiness for learning, which are reflected in classroom behavior and engagement. Students likely perceive this support through parental care and guidance, as well as the provision of home routines conducive to learning. The alignment of perspectives suggests that home parenting practices are translated into observable academic and behavioral outcomes in school. This finding supports Hill and Craft's (2003) view that positive home environments are foundational to students' academic adjustment and school success.

Learning support and supervision at home, although the lowest among the constructs, still fell within the very high category (M = 3.93, SD = 0.34). Teachers may view this as an indication that parents monitor academic tasks and learner progress, even if the depth of direct instructional assistance varies. Students may experience this form of involvement primarily through reminders, checking of schoolwork, and general supervision rather than intensive tutoring. The slightly lower mean suggests practical constraints such as time availability or task complexity rather than diminished parental concern. This pattern is consistent with Castro et al. (2015), who found that parental involvement often emphasizes monitoring and encouragement, and with Hill and Tyson (2009), who observed a reduction in direct instructional involvement as academic demands increased.

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Communication with teachers and the school was perceived at a very high level, with teachers reporting a mean of 3.97 (SD = 0.37) and students slightly higher at 4.00 (SD = 0.37), yielding an overall mean of 3.99 (SD = 0.37). Teachers may regard this as evidence of parents' responsiveness and openness to dialogue concerning learners' progress and concerns. Students may experience the effects of this communication through consistent messages and coordinated guidance between home and school. The alignment of perspectives highlights the role of communication in fostering shared expectations and accountability. This finding aligns with Sheridan et al. (2010), who emphasized that effective parent–teacher communication enhances student engagement, and Kraft and Dougherty (2013), who demonstrated that regular communication positively influences academic outcomes.

Participation in school activities emerged as the highest-rated construct, with teachers (M = 4.04, SD = 0.32) and students (M = 4.02, SD = 0.32), resulting in an overall mean of 4.03 (SD = 0.32). Teachers may perceive high parental participation as reinforcement of school programs and shared responsibility in student development. Students may interpret parental presence in school activities as a sign of support and value placed on education, which can strengthen school attachment and motivation. This pattern aligns with Hoover-Dempsey and Sandler's (2005) assertion that parental involvement is strongly influenced by school invitations and role clarity, as well as with Hill and Tyson's (2009) findings on school-centered parental engagement.

Educational expectations and encouragement were also perceived at very high levels, with teachers (M = 3.99, SD = 0.38) and students (M = 3.97, SD = 0.38), yielding an overall mean of 3.98 (SD = 0.38). Teachers may view this as parental reinforcement of academic standards and learner accountability, which complements instructional efforts. Students may experience this through encouragement, motivation, and aspirational guidance that shapes their academic attitudes and persistence. This finding supports Fan and Chen's (2001) meta-analysis, which identified parental expectations as a strong predictor of academic achievement, and Wang and Sheik-Khalil's (2014) evidence that encouragement enhances engagement when paired with supportive practices.

Table 2 Level Parental Involvement in Secondary Schools

| Constructs | Teachers(n=107) | | | Students (n=255) | | | Overall Perception | | |
|---|---|---|---|---|---|---|---|---|---|
| | M | SD | I | M | SD | I | M | SD | I |
| Parenting Support at Home | 3.97 | 0.34 | H | 3.97 | 0.34 | H | 3.97 | 0.34 | VH |
| Learning Support and Supervision | 3.93 | 0.34 | H | 3.92 | 0.34 | H | 3.93 | 0.34 | VH |
| Communication with Teachers and School | 3.97 | 0.37 | H | 4.00 | 0.37 | H | 3.99 | 0.37 | VH |
| Participation in School Activities | 4.04 | 0.32 | H | 4.02 | 0.32 | H | 4.03 | 0.32 | VH |
| Educational Expectations and Encouragement | 3.99 | 0.38 | H | 3.97 | 0.38 | H | 3.98 | 0.38 | VH |
| Overall Parental Involvement | 3.98 | 0.35 | H | 3.98 | 0.35 | H | 3.98 | 0.35 | VH |

*Note: Scale: Scale: 4.20–5.00 (Very High); 3.40–4.19 (High); 2.60–3.19 (Moderate); 1.80–2.59 (Low); 1.00–1.79 (Very Low)*

**Perceptions of Quality Education in Secondary Schools**

Table 3 presents the level of quality education in secondary schools as perceived by teachers (n = 107) and students (n = 255) across five constructs and overall quality education. Overall quality of education was perceived at a very high level, with teachers reporting a mean of 4.16 (SD = 0.49) and students slightly higher at 4.24 (SD = 0.48), resulting in an overall mean of 4.20 (SD = 0.49). From the teachers' perspective, this rating reflects confidence in the delivery of educational programs, instructional practices, and learner development within the school. From the students' perspective, the very high rating suggests that they experience the school as effective, supportive, and responsive to their learning needs. The convergence of perceptions indicates a

shared understanding of educational quality among stakeholders, a key indicator of a well-functioning secondary school system. This finding aligns with UNESCO's (2015) quality education framework, which emphasizes coherence among curriculum, instruction, environment, and outcomes.

Curriculum and relevance were perceived at a very high level by both teachers and students (M = 3.95, SD = 0.49). Teachers may view this finding as evidence that the curriculum is aligned with national standards and learning competencies, ensuring coherence and progression across grade levels. Students, on the other hand, may perceive curriculum relevance through meaningful learning experiences that connect lessons to real-life contexts and future aspirations. The consistency in ratings suggests alignment between intended curriculum goals and learners' experiences. This finding supports Tyler's (2013) curriculum rationale, which emphasizes relevance and alignment as the foundations of effective educational programs, as well as studies showing that relevant curricula enhance student engagement and transfer of learning.

Teaching and learning processes obtained a very high overall rating (M = 4.38, SD = 0.49), with students reporting notably higher perceptions (M = 4.55, SD = 0.43) than teachers (M = 4.21, SD = 0.54). Teachers may evaluate their teaching practices more critically through professional standards and reflective practice, while students may experience instructional strategies as engaging, supportive, and responsive to their learning needs. This difference highlights the dynamic nature of classroom interactions, in which students' perceptions are shaped by engagement and the clarity of instruction. This finding aligns with constructivist learning theories emphasizing active engagement and learner-centered instruction, and with Hattie's (2012) meta-analyses underscoring the strong impact of effective teaching practices on student achievement.

The school environment was rated at a very high level, with teachers reporting (M = 3.96, SD = 0.48) and students slightly higher (M = 4.04, SD = 0.53), resulting in an overall mean of 4.00 (SD = 0.51). Teachers may interpret this finding as evidence of a supportive institutional climate that enables teaching and learning, including adequate facilities, safety, and administrative support. Students may experience the school environment through feelings of belonging, safety, and comfort, which contribute to positive learning experiences. The alignment of perceptions suggests that environmental conditions support both instructional delivery and student well-being. This finding is consistent with Bronfenbrenner's ecological systems theory and studies indicating that positive school climates enhance student engagement and academic outcomes.

Assessment practices were also perceived at a very high level, with teachers (M = 4.00, SD = 0.53) and students (M = 4.04, SD = 0.51), yielding an overall mean of 4.02 (SD = 0.52). Teachers may view assessment practices as aligned with learning objectives and used to monitor student progress. In contrast, students may perceive assessments as fair, transparent, and reflective of what has been taught. The close similarity in perceptions suggests shared understanding of assessment purposes and processes. This finding supports Black and Wiliam's (2009) work on formative assessment, which emphasizes the role of aligned and feedback-oriented assessment in improving learning outcomes.

Student outcomes emerged as the highest-rated construct, with teachers (M = 4.66, SD = 0.42) and students (M = 4.62, SD = 0.46), resulting in an overall mean of 4.64 (SD = 0.44). Teachers may interpret this finding as evidence of effective instruction and curriculum implementation leading to desirable academic and developmental outcomes. Students may perceive outcomes through their own academic achievements, skill development, and readiness for future educational or career pathways. The consistently high ratings indicate that the educational processes in place are translating into meaningful learner gains. This finding aligns with outcome-based education principles and with empirical studies demonstrating that coherent instructional systems contribute to improved student performance.

Quality education in secondary schools is experienced as a coherent and well-integrated system by both teachers and students. The consistently very high ratings across curriculum relevance, teaching and learning processes, school environment, assessment practices, and student outcomes indicate that instructional inputs, contextual supports, and learning results are mutually reinforcing. Notably, the highest perceptions of student outcomes alongside strong evaluations of teaching–learning processes imply that effective instructional practices and supportive environments are translating into meaningful learner gains. The close alignment between teacher and

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student perceptions further reflects shared understanding and collective confidence in the school's educational practices, underscoring the strength of internal processes that sustain quality education in secondary schools.

Table 3 Perceptions of Quality Education in Secondary Schools

| Constructs | Teachers(n=107) | | | Students (n=255) | | | Overall Perception | | |
|---|---|---|---|---|---|---|---|---|---|
| | M | SD | I | M | SD | I | M | SD | I |
| Curriculum and Relevance | 3.95 | 0.49 | VH | 3.95 | 0.48 | VH | 3.95 | 0.49 | VH |
| Teaching and Learning Processes | 4.21 | 0.54 | VH | 4.55 | 0.43 | VH | 4.38 | 0.49 | VH |
| School Environment | 3.96 | 0.48 | VH | 4.04 | 0.53 | VH | 4.00 | 0.51 | VH |
| Assessment Practices | 4.00 | 0.53 | VH | 4.04 | 0.51 | VH | 4.02 | 0.52 | VH |
| Student Outcomes | 4.66 | 0.42 | VH | 4.62 | 0.46 | VH | 4.64 | 0.44 | VH |
| Overall Quality Education | 4.16 | 0.49 | VH | 4.24 | 0.48 | VH | 4.20 | 0.49 | VH |

*Note: Scale: Scale: 4.20–5.00 (Very High); 3.40–4.19 (High); 2.60–3.19 (Moderate); 1.80–2.59 (Low); 1.00–1.79 (Very Low)*

**Significant Relationships between Gender Equality and Quality of Education**

Table 4 presents the significant relationships between gender equality constructs and the dimensions of quality education, as measured by Pearson's correlation analysis. Among the variables examined, statistically significant relationships were observed exclusively between selected gender equality constructs and student outcomes, indicating that gender equality is most strongly associated with learners' educational results rather than with structural or instructional components.

Access and participation demonstrated a significant positive relationship with student outcomes ($r = .129$, $p = .014$). This finding suggests that when schools ensure equal access to educational opportunities and promote inclusive participation regardless of gender, students tend to exhibit better academic and developmental outcomes. Although the correlation coefficient indicates a small effect size, the relationship's significance underscores the cumulative impact of inclusive access on learners' success. From a nuanced perspective, equitable participation may enhance students' sense of belonging, engagement, and motivation, thereby supporting improved outcomes. This finding is consistent with UNESCO (2015) and Unterhalter et al. (2014), who emphasized that equitable access is a foundational condition for achieving positive educational outcomes and reducing gender-based disparities in learning achievement. This finding aligns with Human Capital Theory (Becker, 1964), which posits that equitable access to quality instruction yields higher returns in terms of productivity and earnings. The implication for practice is that schools should conduct annual gender audits to identify and remove barriers to participation, ensuring that all learners have equal opportunities to benefit from educational investments.

Fair treatment was also significantly related to student outcomes ($r = –.112$, $p = .034$). The negative direction of the relationship indicates that perceptions of unfair or unequal treatment are associated with poorer student outcomes. This suggests that even subtle experiences of bias or discrimination may undermine students' confidence, engagement, and academic performance. From a nuanced standpoint, fairness in interactions, expectations, and disciplinary practices contributes to a psychologically safe learning environment, while perceived inequity may lead to disengagement or reduced effort. This finding aligns with the work of Benabou and Tirole (2006) and OECD (2018), which reported that perceived unfairness in school settings negatively affects student motivation and long-term achievement.

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School culture policies showed a significant positive relationship with student outcomes (r = .131, p = .013). This finding indicates that schools with clear, inclusive, and gender-sensitive policies tend to achieve better student outcomes. Although the relationship is modest in strength, it highlights the role of institutional culture in shaping learners' experiences and success. A nuanced interpretation suggests that gender-responsive policies help establish norms of respect, inclusion, and equity, which positively influence students' academic engagement and socio-emotional development. This result supports prior studies by Leithwood and Sun (2012) and UNICEF (2020), which emphasized that inclusive school policies contribute to improved learner outcomes by creating supportive and equitable educational environments.

Teacher and staff sensitivity was likewise significantly related to student outcomes (r = .116, p = .027). This finding suggests that when teachers and school staff demonstrate awareness, respect, and responsiveness to gender-related concerns, students are more likely to achieve positive educational outcomes. From a nuanced perspective, gender-sensitive interactions may reduce classroom bias, encourage participation, and foster inclusive teacher–student relationships that support learning. This finding is consistent with research by Skelton (2010) and Hattie (2012), who highlighted that teacher attitudes and relational practices play a critical role in shaping student achievement and engagement, particularly in diverse learning contexts.

Access and participation did not show significant relationships with curriculum relevance (r = .009, p = .871), teaching and learning processes (r = .089, p = .093), school environment (r = .042, p = .426), and assessment practices (r = .001, p = .986). This finding suggests that while equitable access and participation are important for student outcomes, they may not directly influence curricular design, instruction, or assessment. A nuanced interpretation is that these instructional and structural components are often governed by standardized policies and curricular frameworks, limiting the variability that could be attributed to access-related factors. This aligns with OECD (2019) reports indicating that access to schooling alone does not necessarily translate into changes in pedagogical or assessment practices unless accompanied by instructional reforms.

Fair treatment was likewise not significantly related to curriculum relevance (r = –.028, p = .591), teaching and learning processes (r = –.002, p = .970), school environment (r = –.042, p = .424), and assessment practices (r = .025, p = .642). This suggests that perceptions of fairness may operate more strongly at the interpersonal and experiential levels than they do in formal instructional structures. From a nuanced perspective, fairness may be embedded implicitly in professional standards and codes of conduct, resulting in minimal observable variation across these domains. This finding is consistent with Benabou and Tirole (2006), who argued that while fairness strongly affects motivation and outcomes, its effects on institutional processes may be indirect and less immediately measurable.

Gender-responsive curriculum did not exhibit significant relationships with curriculum relevance (r = .059, p = .262), teaching and learning processes (r = .074, p = .160), school environment (r = –.016, p = .764), assessment practices (r = .016, p = .756), or student outcomes (r = –.027, p = .603). This finding suggests that gender-responsive elements in the curriculum may already be integrated at a baseline level, resulting in limited differentiation in how they are perceived or implemented. Another nuanced explanation is that gender responsiveness in curriculum content may not be sufficiently explicit or emphasized to influence broader instructional practices or learner outcomes. This aligns with Unterhalter et al. (2014), who noted that gender-responsive curriculum reforms often require strong implementation mechanisms before measurable effects on teaching and learning can be observed.

School culture policies did not show significant relationships with curriculum relevance (r = .026, p = .620), teaching and learning processes (r = .094, p = .073), school environment (r = .042, p = .423), and assessment practices (r = –.005, p = .927). These results suggest that the presence of gender-related policies alone may not be sufficient to influence instructional and environmental practices unless they are actively translated into daily school operations. A nuanced interpretation is that policies may exist at the formal level but vary in depth of implementation and visibility. This finding is consistent with Leithwood and Sun (2012), who emphasized that school policies affect outcomes primarily through enactment and leadership practices rather than through policy existence alone.

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Teacher and staff sensitivity was not significantly associated with curriculum relevance (r = .046, p = .387), teaching and learning processes (r = .081, p = .123), school environment (r = .039, p = .463), and assessment practices (r = .026, p = .626). This finding suggests that while sensitivity influences relational aspects of schooling and student experiences, it may not directly reshape curriculum structures, instructional design, or assessment systems. A nuanced view is that teacher sensitivity manifests more strongly in interpersonal interactions rather than in formal pedagogical frameworks. This observation aligns with Skelton (2010), who argued that gender-sensitive teaching often influences classroom climate and learner engagement more than structural instructional elements.

Gender equality exerts a selective yet meaningful influence on quality education, with its strongest associations observed at the level of student outcomes rather than across instructional and structural dimensions. The significant relationships involving access and participation, fair treatment, school culture policies, and teacher and staff sensitivity underscore that learners' academic and developmental outcomes are particularly shaped by how equitably they experience schooling on a day-to-day basis. In contrast, the absence of significant relationships between gender equality constructs and curriculum relevance, teaching and learning processes, school environment, and assessment practices suggests that these dimensions are largely governed by standardized frameworks and institutional policies that may already embed gender-neutral principles or limit variability in practice. Taken together, the results suggest that while gender equality initiatives may not immediately alter formal curricular or instructional structures, they play a crucial role in shaping students' engagement, sense of belonging, and overall school success. This synthesis highlights gender equality as an enabling and contextual factor that enhances the effectiveness of existing educational systems by influencing how students experience and benefit from educational opportunities.

Table 4 Significant Relationships between Gender Equality and Quality of Education

| Gender Equality | Curriculum Relevance | Teaching & Learning | School Environment | Assessment Practices | Student Outcomes |
|---|---|---|---|---|---|
| Access & Participation | r = .009<br>p = .871 | r = .089<br>p = .093 | r = .042<br>p = .426 | r = .001<br>p = .986 | r = .129*<br>p = .014 |
| Fair Treatment | r = –.028<br>p = .591 | r = –.002<br>p = .970 | r = –.042<br>p = .424 | r = .025<br>p = .642 | r = –.112*<br>p = .034 |
| Gender-Responsive Curriculum | r = .059<br>p = .262 | r = .074<br>p = .160 | r = –.016<br>p = .764 | r = .016<br>p = .756 | r = –.027<br>p = .603 |
| School Culture Policies | r = .026<br>p = .620 | r = .094<br>p = .073 | r = .042<br>p = .423 | r = –.005<br>p = .927 | r = .131*<br>p = .013 |
| Teacher & Staff Sensitivity | r = .046<br>p = .387 | r = .081<br>p = .123 | r = .039<br>p = .463 | r = .026<br>p = .626 | r = .116*<br>p = .027 |

*Notes: Ho: There is no significant relationship between gender equality constructs and education quality constructs. Probability Value Scale: *p < .001 (Highly Significant); p < .01 (Highly Significant); * p < .05 (Significant); p > .05 (Not Significant)*

**Significant Relationships between Parental Involvement and Education Quality**

Table 5 presents the significant relationships between parental involvement constructs and dimensions of education quality using Pearson's correlation analysis. The analysis examined whether different forms of parental involvement are associated with curriculum relevance, teaching and learning processes, school environment, assessment practices, and student outcomes. The findings indicate that parental involvement demonstrates selective relationships with education quality, influencing specific domains rather than exerting a broad effect across all areas.

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Home support showed a statistically significant positive relationship with assessment practices (r = .152, p = .004). This finding indicates that when parents consistently support learning at home by encouraging study routines, monitoring schoolwork, and reinforcing responsibility-assessment practices, they are more likely to be perceived more positively. Such support may help students prepare more effectively for tests and performance tasks, understand evaluation criteria, and respond constructively to feedback. In this way, home support appears to strengthen the link between instruction and assessment by enhancing students' readiness to engage with academic demands. This finding is consistent with previous studies showing that supportive home environments contribute to improved academic monitoring and assessment-related performance (Hill & Craft, 2003; Jeynes, 2012).

Learning supervision was significantly related to the school environment (r = .119, p = .024). This result suggests that parental monitoring of learning activities, such as checking assignments and tracking academic progress, is associated with more positive perceptions of the school climate. Students who experience consistent supervision at home may exhibit greater discipline, engagement, and respect for school norms, thereby contributing to a more orderly and supportive learning environment. This pattern reflects the interconnectedness of home and school contexts, in which behaviors reinforced at home influence interactions and conditions in the school, as described in ecological perspectives on learning (Castro et al., 2015).

In contrast, home support did not show significant relationships with curriculum relevance (r = –.053, p = .311), teaching and learning processes (r = –.018, p = .740), school environment (r = –.059, p = .260), or student outcomes (r = –.063, p = .230). These findings suggest that while home support enhances students' engagement with assessment, it may not directly shape curricular design, instructional strategies, or overall academic outcomes. Curriculum and instruction are often guided by institutional standards and professional decision-making, which may limit the direct influence of home-based support on these dimensions.

Similarly, learning supervision did not demonstrate significant relationships with curriculum relevance (r = .006, p = .912), teaching and learning processes (r = –.010, p = .854), assessment practices (r = –.042, p = .429), or student outcomes (r = –.073, p = .167). This suggests that while supervision reinforces responsibility and task completion, it may not, on its own, influence instructional quality or learning outcomes. Monitoring without direct instructional guidance or alignment with classroom practices may support compliance rather than deeper learning gains, a pattern noted in prior research on parental involvement (Hill & Tyson, 2009).

Parent–school communication did not yield significant relationships with any of the education quality dimensions, including curriculum relevance (r = –.006, p = .902), teaching and learning processes (r = –.030, p = .566), school environment (r = –.018, p = .729), assessment practices (r = –.037, p = .478), and student outcomes (r = –.083, p = .117). This finding indicates that communication alone may primarily serve as a coordination mechanism rather than a direct contributor to educational quality. Without accompanying instructional support or follow-through, information exchange between home and school may have a limited influence on how teaching, assessment, or learning outcomes are experienced.

Likewise, school participation was not significantly related to curriculum relevance (r = –.060, p = .255), teaching and learning processes (r = .087, p = .099), school environment (r = .066, p = .214), assessment practices (r = .054, p = .303), or student outcomes (r = –.065, p = .216). While parental presence in school activities strengthens visibility and partnership, such participation may remain ceremonial or supportive. It may not directly affect instructional practices or academic outcomes unless it is intentionally linked to learning goals.

Finally, educational expectations did not show significant relationships with curriculum relevance (r = –.011, p = .841), teaching and learning processes (r = .012, p = .816), school environment (r = .043, p = .418), assessment practices (r = .015, p = .781), or student outcomes (r = –.079, p = .135). This finding suggests that holding high expectations alone may not influence education quality unless expectations are translated into concrete forms of support and guidance that directly assist learners.

Taken together, the findings indicate that parental involvement influences educational quality in specific, context-dependent ways. Meaningful relationships were observed in which parental actions directly intersect with students' daily academic experiences, particularly in assessment preparation and school climate. In contrast,

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the predominance of non-significant relationships suggests that multiple interacting factors beyond parental involvement alone shape curriculum, instruction, and learning outcomes. Overall, parental involvement appears to function most effectively as a reinforcing support that complements school-based practices rather than as an independent determinant of overall education quality. This result is consistent with Social Learning Theory (Bandura, 1977), as students observe and internalize fairness or bias in teacher interactions, which directly shapes their engagement and self-concept. In practice, schools should implement classroom observation protocols that specifically monitor equitable teacher feedback and interaction patterns across genders.

Table 5 Significant Relationships between Parental Involvement and Education Quality

| Parental Involvement | Curriculum Relevance | Teaching & Learning | School Environment | Assessment Practices | Student Outcomes |
|---|---|---|---|---|---|
| Home Support | r = –.053<br>p = .311 | r = –.018<br>p = .740 | r = –.059<br>p = .260 | r = .152**<br>p = .004 | r = –.063<br>p = .230 |
| Learning Supervision | r = .006<br>p = .912 | r = –.010<br>p = .854 | r = .119*<br>p = .024 | r = –.042<br>p = .429 | r = –.073<br>p = .167 |
| Parent–School Communication | r = –.006<br>p = .902 | r = –.030<br>p = .566 | r = –.018<br>p = .729 | r = –.037<br>p = .478 | r = –.083<br>p = .117 |
| School Participation | r = –.060<br>p = .255 | r = .087<br>p = .099 | r = .066<br>p = .214 | r = .054<br>p = .303 | r = –.065<br>p = .216 |
| Educational Expectations | r = –.011<br>p = .841 | r = .012<br>p = .816 | r = .043<br>p = .418 | r = .015<br>p = .781 | r = –.079<br>p = .135 |

*Notes: Ho: There is no significant relationship between parental involvement and education quality. Probability Value Scale: *p < .001 (Highly Significant); p < .01 (Highly Significant); *p < .05 (Significant); p > .05 (Not Significant)*

**Predictors of Students' Perceived Quality of Education**

Table 6 presents the results of the multiple regression analysis identifying the predictors of students' perceived quality of education. The regression model examined the combined predictive influence of gender equality and parental involvement on how students evaluate the overall quality of their educational experience. The overall model was statistically significant ($F = 3.542$, $p = .030$), indicating that, taken together, the predictors meaningfully explain variation in students' perceptions of education quality beyond chance levels. However, the proportion of variance explained by the model was relatively small ($R^2 = .019$, Adjusted $R^2 = .014$), suggesting that students' perceptions of education quality are shaped by a wide range of interacting factors, including instructional practices, peer relationships, school climate, leadership, and personal learning experiences, beyond the two predictors examined. Nonetheless, even modest explanatory power is meaningful in educational research, particularly when perceptions and psychosocial constructs are involved, as complex, multi-layered school experiences influence them.

Gender equality emerged as a statistically significant positive predictor of students' perceived quality of education ($\beta = 0.110$, $p = .008$). This finding indicates that as students perceive greater gender fairness, inclusivity, and sensitivity in the school environment, their overall evaluation of educational quality improves. This relationship suggests that gender equality contributes not merely as a policy ideal but as a lived experience that shapes students' sense of safety, respect, and belonging in school. When students feel that opportunities, expectations, and interactions are equitable regardless of gender, they are more likely to view the school as supportive and effective. This result reinforces equity-based education theories, which argue that inclusive environments enhance students' engagement, motivation, and trust in educational institutions. Moreover, the

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predictive power of gender equality underscores its role as a foundational condition that shapes how students interpret and integrate their academic, social, and emotional experiences in school.

Based on the regression coefficients, the predictive equation for students' perceived quality of education can be expressed as:$\hat{Y}$ = 18.601 + 0.110(Gender Equality) – 0.011(Parental Involvement). The constant (18.601) represents the baseline level of perceived educational quality when both gender equality and parental involvement are set to zero. While this value does not have a direct substantive interpretation in isolation, it serves as the reference point for estimating the effects of the predictors. The positive coefficient for gender equality indicates that, holding parental involvement constant, a one-unit increase in perceived gender equality corresponds to a 0.110-unit increase in students' perceived quality of education. Conversely, the coefficient for parental involvement is negative but extremely small and statistically non-significant, indicating that changes in parental involvement do not meaningfully alter students' overall perception of education quality when gender equality is taken into account.

This indicates that while gender equality contributes positively to students' perceived quality of education, parental involvement alone may not have a direct impact in this context. The model highlights that interventions aiming to improve students' perceptions of quality education should prioritize promoting gender-equitable policies, inclusive practices, and staff awareness. Complementary strategies to enhance parental engagement may be necessary, but these should be designed to directly support students' educational experiences in ways that reinforce their perception of school quality (Bibi & Akram, 2022; Wang, 2023).

Gender equality plays a more salient role than parental involvement in shaping students' overall perceptions of education quality. While the model's explained variance is modest, the significance of gender equality underscores the importance of inclusive, fair, and responsive school environments in shaping how students experience and evaluate their education. The results suggest that students' judgments of quality extend beyond academic support from home and are strongly informed by their day-to-day experiences of equity and inclusion within the school context.

Table 6 Predictors of Students' Perceived Quality of Education

| Predictors | Coef (β) | SE Coef | t-value | p-value |
|---|---|---|---|---|
| (Constant) | 18.601 | 0.932 | 19.956 | <.001 |
| Gender Equality | 0.110 | 0.041 | 2.660 | 0.008 |
| Model Summary: $R^2$ = 0.019; F-value = 3.542, p-value (overall model) = 0.030 | | | | |

## CONCLUSIONS AND RECOMMENDATIONS

Secondary schools have effectively established inclusive and equitable practices, as reflected in the very high perceptions of gender equality, strong parental involvement, and high quality of education among teachers and students. These findings indicate that learner-centered and coherent educational processes are consistently implemented across schools. Moreover, gender equality significantly influences educational success and stands out as a key determinant of perceived quality education, while parental involvement contributes meaningfully but more specifically to areas such as assessment practices and the school environment.

School administrators and gender focal persons sustain gender-inclusive practices through regular audits, integration of gender indicators, and continuous training; school heads and parent–teacher associations strengthen structured parental engagement through clear roles, orientations, and effective communication platforms; and teachers and academic coordinators ensure alignment of curriculum, instruction, and assessment through collaboration and data-informed practices. School leaders and guidance personnel should embed gender equality in daily school processes through inclusive strategies and student support programs, while teachers and parent coordinators focus parental involvement on assessment and school climate using practical support tools. Finally, policymakers, administrators, and teachers should prioritize gender equality as a core element of

educational quality through institutionalized policies, accountability mechanisms, and continuous monitoring. Future studies should also explore the reasons behind the non-significant effect of parental involvement using qualitative methods such as interviews or focus group discussions.

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