



Parents' Involvement in Their Children's Academic Performance

Ana L. Arevalo, MAED and Mercia Ann M. Apostol, PhD

Department of Education

STI West Negros University

Bacolod City, Negros Occidental

mrsanagalido@stschobacolod.edu.ph

merciaapostol@gmail.com

Abstract

For many schools, it has grown more challenging to involve parents in school events and encourage support for learning at home. In this context, this study aimed to ascertain the degree of parental participation in the academic performance of a Catholic school in a Western Visayan city that is highly urbanized during the school year 2023–2024. For this descriptive study, a modified survey questionnaire that had been evaluated for validity and reliability was applied to obtain data from 206 parents of Catholic school learners in a highly urbanized city in Western Visayas during the 2023–2024, who were chosen from a total population of 442. The results show that parents are pretty involved in their kids' academic success, especially when it comes to fostering a learning environment, collaborating with teachers, and facilitating learning. The result reveals significant differences in parental engagement, family size, and type of family in the area of establishing a helpful learning environment at home. The study comes to the view that although parents are generally very involved in their children's academic success, especially when it comes to helping them learn, working with teachers, and creating a supportive home environment, differences related to family size and structure show how important it is to provide targeted support to help all families create productive learning environments at home. This study recommends that schools and community programs develop targeted support initiatives based on family size and structure in order to assist parents in creating an effective learning environment at home that is attainable for everyone, which promotes all forms of parental participation in the accomplishment of students in learning.

Keywords: Parental involvement, academic performance, learning environment, family structure, catholic education.

Bio-profile

Ana L. Arevalo is a graduate with a Bachelor of Elementary Education major in General Education from Colegio San Agustin – Bacolod. She is a licensed private elementary teacher in a Catholic School in Bacolod City, Negros Occidental. Over nine years of teaching experience, she has consistently enhanced her teaching practices through participating in numerous education



programs and professional seminars. The goal of Ms. Arevalo's tailored and multifaceted teaching methods is to assist every student in realizing their most significant potential. She truly believes that all children should have access to a purposeful, excellent education that corresponds to their interests.

Dr. Mercia Ann M. Apostol is a full-time faculty member at the College of Education, STI West Negros University, with over 35 years of experience in tertiary-level teaching and 3 years in preschool education. She holds a BS in Psychology, a Master of Arts in Education majoring in Guidance and Psychology, and a Ph.D. in Educational Management. As a licensed teacher, she is committed to shaping future educators through research-driven and values-based instruction. Her international publications include topics on school leadership, teacher resiliency, and parental involvement in student learning. Dr. Apostol continues to contribute to the academic community through research and mentorship, promoting holistic educational development.

Introduction

Rationale

An essential factor in a child's educational development is their family environment. Parents and educational institutions share responsibilities for the education and socialization of their children. Children's development is positively impacted by positive and cooperative interactions between schools and families within an ecological framework, claim Lara and Saracosti (2019). Furthermore, as noted by Ford (2016), the importance of parenting is reciprocal; parents are also significantly impacted. In the modern world, individuals' perceptions and parenting experiences are greatly influenced by the swift changes in family dynamics, technology, and social norms. These changes, in turn, impact how people feel about raising children.

In my experience as a teacher, parents' involvement greatly influences a child's academic performance; when parents are involved in their education, pupils tend to do better. I have also seen several barriers that prevent parental involvement. These issues may negatively impact the home-school relationship, hindering children's academic performance. Sure, parents struggle with language, have hectic work schedules, or are hesitant to assist with education.

Literature Review

With the objective of providing a more nuanced perspective of the topic at hand, this section offers a critical assessment of the body of literature currently available on parental involvement and academic performance.

Parents' participation is essential in education, especially when it comes to communicating openly with children and establishing reasonable academic expectations (Jeynes,





2015; Nokali et al., 2016). According to Smokoska (2020), in order to promote academic success, parents and schools must work together continuously. In a child's educational path, parents are one of the most important influences. It can be difficult for many parents in the Philippines, particularly those from low-income and rural backgrounds, to get involved in their kids' education. Ramos (2018) and Salazar and Palad (2020) pointed out that work commitments, limited access to educational resources, and budgetary limitations severely impede parental involvement.

A critical measure of a student's success is their academic performance, which reflects their growth and learning progress (Tus, 2020). While parental participation has been demonstrated to boost learners' cognitive and emotional growth significantly, teachers play a critical role in helping students reach their goals (Hara & Burke, 2015). According to Kassarnig et al. (2018), social networks, personality factors, and attendance in class all affect academic results. Students used coping mechanisms such as time management, resource use, and technical skill improvement during recent disturbances in the classroom (Barrot, 2021). Strong academic and emotional support networks in schools are also associated with improved student achievement (Cordero & Reyes, 2014).

Theoretical Underpinnings

Two critical theories underpin this study: the Theory of Performance (ToP), which describes elements like identity, skills, and context that affect an individual's capacity to attain desired academic outcomes (Balogun et al., 2020), and the Parent Involvement Theory, which highlights the crucial role that parents play in improving children's educational success (Falanga & Gonida, 2022; Tekin, 2011). Collectively, these theories demonstrate how active parental participation—through engagement, support, and communication—improves students' academic performance. Parental involvement can work as a protective factor, encouraging children's educational and personal development in spite of obstacles like financial limitations or family problems.

Objectives

This study aimed to determine the extent of parents' involvement in the academic performance of intermediate learners in a Catholic School in a highly urbanized City in Western Visayas during the School Year 2023-2024. Specifically, this study sought to determine 1) the extent of parents' involvement of intermediate learners in terms of the three constructs; 2) the extent of parents' involvement of intermediate learners when grouped according to demographic variables; 3) the level of academic performance of intermediate learners; 3) the significant difference in the extent of parent's involvement of intermediate learners when grouped according to the demographic groupings; and 4) if there is a significant relationship between parent's involvement and their children's academic performance.

Methodology



This part presents the study's research design, the characteristics of participants, the instrument used, the procedure for data gathering, the ethical considerations, and the statistical tools to analyze and interpret the data.

Research Design

In order to determine the extent of parents' involvement in the academic performance of intermediate learners at a Catholic school in a highly urbanized city in Western Visayas during the 2023–2024 school year, this study employed a descriptive research design. In addition to using summary statistics and correlation analysis to characterize patterns in the data, it also included some inferential reasoning to evaluate the relationships between variables, even though its primary focus was descriptive (Shinija, 2024).

Respondents

The study's respondents were chosen using stratified random sampling from among the parents of the intermediate learners in the specified school (N=442; n=206).

Instrument

To gather thorough information, the study employed a modified questionnaire with two components. The demographics of the respondents, including age, family size, education level, and family type, were documented in the first part. In the second half, 30 items measuring parents' involvement in schooling were scored on a five-point Likert scale, ranging from "always" to "almost never."

Procedures for Data Collection

Following a pilot test and expert assessment to validate the study tool, the researcher obtained official permission. In order to ensure consistent data collection and increased engagement, surveys for grades 4 and 5 were administered online, while parents of grade 6 got hardcopy questionnaires at orientation. SPSS was used to evaluate the data, and all materials were disposed of safely to preserve confidentiality.

Data Analysis and Statistical Treatment

In Objectives 1 to 3, the mean and a descriptive-analytical technique were employed to evaluate learners' academic performance and parents' involvement, both generally and by variable groupings. In order to find significant differences in performance and participation between groups, Objective 4 used a comparative analytical technique with the Mann-Whitney U Test. To ascertain the connection between parental involvement and academic achievement, Objective 5 employed a relational method and Spearman's rho.

Ethical Considerations

In obtaining informed consent and safeguarding anonymity, privacy, and confidentiality, this study respects the dignity of its participants. In addition to avoiding dishonesty, the



researcher was transparent, revealed contributions and relationships, and presented findings truthfully. Cloud deletion and shredding were used to dispose of the survey data safely.

Results and Discussions

This part discusses the presentation, analysis, and interpretation of data in a research paper. It explains that data should be presented through statistical tables, textual presentation, and interpretation or inferences.

Extent of Parents' Involvement in Facilitating Learning, Collaborating with Teachers, and Creating a Learning Environment

Table 1

Extent of Parents' Involvement in Facilitating Learning

Items	Mean	Interpretation
As a parent, I...		
1. routinely ask my child if they are actively involved in their academic achievement.	4.59	Very Great Extent
2. actively support my child in completing their schoolwork and aid them with their homework.	4.65	Very Great Extent
3. I allocate dedicated periods to support my child's studying efforts outside of school.	4.30	Great Extent
4. I frequently review schoolwork, which provides me with valuable insights into my child's areas of strength and weakness.	4.30	Great Extent
5. encourage open communication about what's working well and what could be improved.	4.49	Very Great Extent
6. praise and encourage my child on their efforts and achievements.	4.62	Very Great Extent
7. limit my child's access to social media and distractions during study time.	4.35	Great Extent
8. allow taking breaks that help my child refresh their mind and body.	4.59	Very Great Extent
9. practice patience if my child encounters challenges along the way.	4.38	Great Extent
10. monitor my child's study schedule to determine its efficacy and to make any necessary changes.	4.35	Great Extent
Overall Mean	4.46	Great Extent

Table 1 presents the responses to each item, rated according to the extent of parents' involvement in the area of Facilitating Learning. The overall mean of 4.46, also interpreted as "great extent," further confirms that parents actively support their children's academic progress. This result implies that spending specific time to assist a child's study attempts and often going over their homework indicates a comparatively high degree of parental participation in their education. According to Fatimaningrum (2021), parental participation creates a nurturing home atmosphere that helps kids develop their time management, study, and confidence abilities.



Academic achievement is improved, and overall learner development is encouraged by this continuous help.

Table 2

Extent of Parents' Involvement in Collaborating with Teachers

Items	Mean	Interpretation
As a parent, I...		
1. participate in parent-teacher conferences and provide teachers with my contact information.	3.79	Great Extent
2. I have unique insights into my child's personality, interests, and learning style.	4.50	Very Great Extent
3. plan how to help my child reach both academic and behavioral goals by working together with teachers to discuss our goals.	4.00	Great Extent
4. regularly check in with teachers to monitor progress and adjust goals as needed.	2.77	Moderate Extent
5. ask for recommendations on educational resources, activities, and strategies.	2.59	Moderate Extent
6. collaborate with instructors to find practical solutions for my child's behavioral or academic issues.	2.70	Moderate Extent
7. work with others to design strategies and solutions that meet my child's needs, and I share my observations and concerns.	2.44	Low Extent
8. participate actively in school events and activities to support my child's education and build a closer bond with their teachers.	3.29	Moderate Extent
9. volunteer in the classroom, attend school functions, and engage in my child's school community.	2.84	Moderate Extent
10. I treat teacher collaboration with gratitude, respect, and readiness to cooperate as partners in my child's education.	4.94	Very Great Extent
Overall Mean	3.39	Moderate Extent

Table 2 presents the responses to each item, rated according to the extent of parents' involvement in the area of Collaborating with Teachers. The overall mean score is 3.39, interpreted as "moderate extent." This suggests that parents might not be very involved in working with teachers, school staff, or other parents to create solutions for their child's educational needs. It also shows that parents may not often share their concerns or thoughts about their child's progress. Positive relationships between parents and teachers lead to improved student performance, attendance, and behavior. Parental involvement boosts teacher motivation and job satisfaction, enhancing education quality. Strong parent-school collaboration ensures alignment in goals and expectations, promoting academic success (AFT, 2021; Bardon, 2024)

Table 3

Extent of Parent's Involvement in Creating a Learning Environment

Items	Mean	Interpretation
-------	------	----------------



As a Parent, I...

1. create a regular schedule that allows time for my child to read, study, and do other learning activities.	4.34	Great Extent
2. establish a specific area in our home for my child to concentrate on their schoolwork.	4.56	Very Great Extent
3. encourage my child to explore new subjects, ask questions, and follow their interests to foster a love of learning.	4.63	Very Great Extent
4. serve as a positive role model by demonstrating my enthusiasm for learning.	4.33	Great Extent
5. instill a passion for reading in my child by including regular reading sessions into our everyday schedule.	4.47	Great Extent
6. make use of educational tools and resources to improve my child's at-home learning.	4.52	Very Great Extent
7. help my child with school projects and homework, offering assistance and guidance when needed.	4.50	Very Great Extent
8. keep track of my child's development at home and get in touch with them when they have any questions or concerns.	4.70	Very Great Extent
9. establish reasonable expectations for my child's conduct, growth, and accomplishments.	4.50	Very Great Extent
10. instill a strong sense of the value of education in my child by discussing its importance to their future goals.	4.86	Very Great Extent
Overall Mean	4.54	Very Great Extent

Table 3 presents the responses to each item, rated according to the extent of parents' involvement in the area of Creating a Learning Environment. The overall mean score was 4.54, interpreted as a "very great extent." This may imply that while parents are involved in their child's education, they might not always show a strong personal interest in learning themselves. As noted by Wang & Sheikh-Khalil (2015), when parents actively participate in their child's education, they contribute to building a stable and encouraging learning environment at home.

Extent of Parents' Involvement in Facilitating Learning, Collaborating with Teachers, and Creating a Learning Environment when grouped according to Age, Family Size, Educational Attainment, and Type of Family

Table 4

Extent of Parents' Involvement in Facilitating Learning According to Age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
As a parent, I...				
1. routinely ask my child if they are actively involved in their academic achievement.	4.56	Very Great Extent	4.61	Very Great Extent
2. actively support my child in completing their schoolwork and aid them with their homework.	4.60	Very High Extent	4.69	Very High Extent
3. I allocate dedicated periods to support my child's studying efforts outside of school.	4.33	High Extent	4.27	High Extent
4. I frequently review schoolwork, which provides me with valuable insights into my child's areas of strength and weakness.	4.33	High Extent	4.27	High Extent
5. encourage open communication about what's working well and what could be improved.	4.43	High Extent	4.55	Very High Extent





6. praise and encourage my child on their efforts and achievements.	4.56	Very High Extent	4.68	Very High Extent
7. limit my child's access to social media and distractions during study time.	4.42	High Extent	4.30	High Extent
8. allow taking breaks that help my child refresh their mind and body.	4.62	Very High Extent	4.56	Very High Extent
9. practice patience if my child encounters challenges along the way.	4.44	High Extent	4.32	High Extent
10. monitor my child's study schedule to determine its efficacy and to make any necessary changes.	4.22	High Extent	4.47	High Extent
Overall Mean	4.45	High Extent	4.47	High Extent

Table 4 presents the responses to each item, rated according to the extent of parents' involvement in the area of Facilitating Learning, according to age. The overall mean score was 4.45 for younger and 4.47 for older, interpreted as "great extent." These findings imply that parents are slightly less engaged in tasks that require ongoing and active monitoring, such as assessing study schedules, setting aside dedicated time for studying or consistently reviewing schoolwork. These efforts will improve student success and foster a more inclusive school environment where all families feel welcomed and empowered to participate in their children's education (Okrand, 2025).

Table 5

Extent of Parents' Involvement in Collaborating with Teachers According to Age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
As a parent, I...				
1. participate in parent-teacher conferences and provide teachers with my contact information.	3.82	Great Extent	3.76	Great Extent
2. I have unique insights into my child's personality, interests, and learning style.	4.49	High Level	4.51	Very High Level
3. plan how to help my child reach both academic and behavioral goals by working together with teachers to discuss our goals.	3.96	High Level	4.04	High Level
4. regularly check in with teachers to monitor progress and adjust goals as needed.	2.73	Moderate Level	2.81	Moderate Level
5. ask for recommendations on educational resources, activities, and strategies.	2.60	Moderate Level	2.58	Moderate Level
6. collaborate with instructors to find practical solutions for my child's behavioral or academic issues.	2.68	Moderate Level	2.72	Moderate Level
7. work with others to design strategies and solutions that meet my child's needs, and I share my observations and concerns.	2.54	Moderate Level	2.34	Low Level
8. participate actively in school events and activities to support my child's education and build a closer bond with their teachers.	3.24	Moderate Level	3.33	Moderate Level
9. volunteer in the classroom, attend school functions, and engage in my child's school community.	2.73	Moderate Level	2.94	Moderate Level
10. I treat teacher collaboration with gratitude, respect, and readiness to cooperate as partners in my child's education.	4.95	Very High Level	4.94	Very High Level
Overall Mean	3.38	Moderate Extent	3.40	Moderate Extent



Table 5 presents the responses to each item, rated according to the extent of parents' involvement in the area of Collaborating with Teachers, according to age. Overall mean scores were 3.38 for younger people and 3.40 for older people, both considered "moderate extent." The results suggest that it might be beneficial to investigate programs that assist and motivate parents to look for resources and work cooperatively with schools and other interested parties. According to research, close collaboration between parents and educators creates a stable support network that helps students achieve better behavioral and academic results (Terrazas, 2019).

Table 6
Extent of Parents' Involvement in Creating a Learning Environment According to Age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
As a parent, I...				
1. create a regular schedule that allows time for my child to read, study, and do other learning activities.	4.36	Great Extent	4.33	Great Extent
2. establish a specific area in our home for my child to concentrate on their schoolwork.	4.53	Very Great Extent	4.59	Very Great Extent
3. encourage my child to explore new subjects, ask questions, and follow their interests to foster a love of learning.	4.66	Very Great Extent	4.60	Very Great Extent
4. serve as a positive role model by demonstrating my enthusiasm for learning.	4.38	Great Extent	4.28	Great Extent
5. instill a passion for reading in my child by including regular reading sessions into our everyday schedule.	4.47	Great Extent	4.47	Great Extent
6. make use of educational tools and resources to improve my child's at-home learning.	4.53	Very Great Extent	4.52	Very Great Extent
7. help my child with school projects and homework, offering assistance and guidance when needed.	4.49	Great Extent	4.50	Very Great Extent
8. keep track of my child's development at home and get in touch with them when they have any questions or concerns.	4.67	Very Great Extent	4.72	Very Great Extent
9. establish reasonable expectations for my child's conduct, growth, and accomplishments.	4.47	Great Extent	4.54	Very Great Extent
10. instill a strong sense of the value of education in my child by discussing its importance to their future goals.	4.85	Very Great Extent	4.87	Very Great Extent
Overall Mean	4.54	Very Great Extent	4.54	Very Great Extent

Table 6 shows the extent of parents' involvement in the area of Creating a Learning Environment according to age. The overall mean for both groups was 4.54, which was also explained as "very great extent." According to these results, parental engagement is generally regarded at a "very great extent" for both age groups; however, some aspects, such as helping younger parents set up a regular study routine and helping older parents be good role models for learning, were ranked relatively lower. Therefore, providing more resources or support in these areas could improve the general quality of parental participation. Jungert et al. (2020)



highlighted that parental excitement reinforces the value and enjoyment of education, which in turn favorably promotes adolescents' intrinsic motivation and academic achievement.

Table 7

Extent of Parents' Involvement in Facilitating Learning According to the Family Size

Items	Few		Many	
	Mean	Interpretation	Mean	Interpretation
As a parent, I...				
1. routinely ask my child if they are actively involved in their academic achievement.	4.50	Very Great Extent	4.62	Very Great Extent
2. actively support my child in completing their schoolwork and aid them with their homework.	4.47	Great Extent	4.72	Very Great Extent
3. I allocate dedicated periods to support my child's studying efforts outside of school.	4.38	Great Extent	4.26	Great Extent
4. I frequently review schoolwork, which provides me with valuable insights into my child's areas of strength and weakness.	4.15	Great Extent	4.36	Great Extent
5. encourage open communication about what's working well and what could be improved.	4.85	Very Great Extent	4.34	Great Extent
6. praise and encourage my child on their efforts and achievements.	4.95	Very Great Extent	4.49	Great Extent
7. limit my child's access to social media and distractions during study time.	4.13	Great Extent	4.45	Great Extent
8. allow taking breaks that help my child refresh their mind and body.	4.57	Very Great Extent	4.60	Very Great Extent
9. practice patience if my child encounters challenges along the way.	4.33	Great Extent	4.40	Great Extent
10. monitor my child's study schedule to determine its efficacy and to make any necessary changes.	4.33	Great Extent	4.36	Great Extent
Overall Mean	4.47	Great Extent	4.46	Great Extent

Table 7 shows the extent of parents' involvement in the Teaching Experience facilitating learning according to the family size; the overall mean was 4.47 for the family with few members and 4.46 for the family with many members, both interpreted as "great extent." Although overall involvement is strong, differences in behaviors—like difficulties limiting distractions or scheduling study support time—indicate that families may benefit from specific tactics or extra help, depending on their size and dynamics. Research suggests that students who use social media excessively may find it difficult to concentrate in class. Gordon and Ohannessian (2023) discovered that frequent usage of social media is associated with poorer academic achievement because it is distracting.

Table 8

Extent of Parents' Involvement in Collaborating with Teachers According to Family Size

Items	Few		Many	
	Mean	Interpretation	Mean	Interpretation
As a parent, I...				
1. participate in parent-teacher conferences and provide teachers with my contact information.	3.75	Great Extent	3.80	Great Extent





2. I have unique insights into my child's personality, interests, and learning style.	4.52	Very Great Extent	4.49	Very Great Extent
3. plan how to help my child reach both academic and behavioral goals by working together with teachers to discuss our goals.	3.88	Great Extent	4.05	Great Extent
4. regularly check in with teachers to monitor progress and adjust goals as needed.	2.90	Moderate Extent	2.72	Moderate Extent
5. ask for recommendations on educational resources, activities, and strategies.	2.82	Moderate Extent	2.50	Moderate Extent
6. collaborate with instructors to find practical solutions for my child's behavioral or academic issues.	2.82	Moderate Extent	2.66	Moderate Extent
7. work with others to design strategies and solutions that meet my child's needs, and I share my observations and concerns.	2.48	Low Extent	2.42	Low Extent
8. participate actively in school events and activities to support my child's education and build a closer bond with their teachers.	3.45	Moderate Extent	3.23	Moderate Extent
9. volunteer in the classroom, attend school functions, and engage in my child's school community.	2.95	Moderate Extent	2.80	Moderate Extent
10. I treat teacher collaboration with gratitude, respect, and readiness to cooperate as partners in my child's education.	4.80	Very Great Extent	5.00	Very Great Extent
Overall Mean	3.44	Moderate Extent	3.37	Moderate Extent

Table 8 shows the extent of parents' involvement in the area of collaborating with teachers according to the Family Size. Both large and small families report a "moderate extent" of parental participation, according to the data, with smaller families reporting somewhat higher mean scores. This demonstrates the necessity of improved cooperation between parents, educators, and other interested parties to guarantee that early intervention and tailored support are not disregarded. In the words of Russell and Qiu (2024), solid home-school ties are critical for both academic achievement and social-emotional growth because they allow for customized approaches and reinforce constructive conduct.

Table 9

Extent of Parents' Involvement in Creating a Learning Environment According to the Family Size

Items	Few		Many	
	Mean	Interpretation	Mean	Interpretation
As a parent, I...				
1. create a regular schedule that allows time for my child to read, study, and do other learning activities.	4.23	Great Extent	4.39	Great Extent
2. establish a specific area in our home for my child to concentrate on their schoolwork.	4.20	Great Extent	4.71	Very Great Extent
3. encourage my child to explore new subjects, ask questions, and follow their interests to foster a love of learning.	4.52	Very Great Extent	4.68	Very Great Extent
4. serve as a positive role model by demonstrating my enthusiasm for learning.	4.25	Great Extent	4.36	Great Extent
5. instill a passion for reading in my child by including regular reading sessions into our everyday schedule.	3.97	Great Extent	4.68	Very Great Extent
6. make use of educational tools and resources to improve my child's at-home learning.	4.37	Great Extent	4.59	Very Great Extent





7. help my child with school projects and homework, offering assistance and guidance when needed.	4.47	Great Extent	4.51	Very Great Extent
8. keep track of my child's development at home and get in touch with them when they have any questions or concerns.	4.67	Very Great Extent	4.71	Very Great Extent
9. establish reasonable expectations for my child's conduct, growth, and accomplishments.	4.48	Great Extent	4.51	Very Great Extent
10. instill a strong sense of the value of education in my child by discussing its importance to their future goals.	4.80	Very Great Extent	4.88	Very Great Extent
Overall Mean	4.40	Great Extent	4.60	Very Great Extent

Table 9 presents the extent of parents' involvement in the area, creating a learning environment according to the Family Size. The overall mean for the few categories is 4.40, interpreted as "Great Extent," while the many categories is 4.60, interpreted as "Very Great Extent." Families of all sizes are very involved in their children's education, but their methods vary according to the resources available and the dynamics of the home. Larger families frequently set an example of good educational behavior and promote structured learning environments. In contrast, small families may find it challenging to provide distraction-free study rooms even when they are supportive. Studies by Fan and Chen (2015) and Kaur and Kaur (2015) corroborate these disparities, demonstrating that larger families are more likely to foster reading, curiosity, and structured study habits. This emphasizes the necessity of specialized support techniques for various family configurations.

Table 10

Extent of Parents' Involvement in Facilitating Learning According to Educational Attainment

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
As a parent, I...				
1. routinely ask my child if they are actively involved in their academic achievement.	4.58	Very Great Extent	4.60	Very Great Extent
2. actively support my child in completing their schoolwork and aid them with their homework.	4.64	Very Great Extent	4.65	Very Great Extent
3. I allocate dedicated periods to support my child's studying efforts outside of school.	4.37	Great Extent	4.22	Great Extent
4. I frequently review schoolwork, which provides me with valuable insights into my child's areas of strength and weakness.	4.33	Great Extent	4.26	Great Extent
5. encourage open communication about what's working well and what could be improved.	4.49	Very Great Extent	4.49	Great Extent
6. praise and encourage my child on their efforts and achievements.	4.59	Very Great Extent	4.65	Very Great Extent
7. limit my child's access to social media and distractions during study time.	4.26	Great Extent	4.44	Great Extent
8. allow taking breaks that help my child refresh their mind and body.	4.61	Very Great Extent	4.58	Very Great Extent
9. practice patience if my child encounters challenges along the way.	4.41	Great Extent	4.35	Great Extent
10. monitor my child's study schedule to determine its efficacy and to make any necessary changes.	4.37	Great Extent	4.34	Great Extent





Overall Mean	4.47	Great Extent	4.46	Great Extent
--------------	------	--------------	------	--------------

Table 10 shows the extent of parents' involvement in the Teaching Experience, facilitating learning according to Educational Attainment. The overall mean score for the lower category is 4.47, while the higher category is 4.46, both interpreted as "Great Extent." Regardless of educational experience, parental involvement in education is typically significant, albeit with varying approaches and difficulties. More educated parents may find it challenging to set aside consistent time because of work obligations or presumptions about their child's independence. In contrast, parents with less formal education may require assistance in controlling distractions and establishing organized study spaces. Both groups offer significant support, indicating the need for specialized direction to increase efficacy, according to research by Hill and Tyson (2016). Strategies differ; for example, less educated parents may require more hands-on time, while highly educated parents may require more planning.

Table 11

Extent of Parents' Involvement in Collaborating with Teachers According to Educational Attainment

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
As a parent, I...				
1. participate in parent-teacher conferences and provide teachers with my contact information.	3.87	Great Extent	3.71	Great Extent
2. I have unique insights into my child's personality, interests, and learning style.	4.49	Very Great Extent	4.50	Very Great Extent
3. plan how to help my child reach both academic and behavioral goals by working together with teachers to discuss our goals.	3.95	Great Extent	4.05	Great Extent
4. regularly check in with teachers to monitor progress and adjust goals as needed.	2.68	Moderate Extent	2.86	Moderate Extent
5. ask for recommendations on educational resources, activities, and strategies.	2.47	Low Extent	2.70	Moderate Extent
6. collaborate with instructors to find practical solutions for my child's behavioral or academic issues.	2.62	Moderate Extent	2.79	Moderate Extent
7. work with others to design strategies and solutions that meet my child's needs, and I share my observations and concerns.	2.52	Moderate Extent	2.36	Low Extent
8. participate actively in school events and activities to support my child's education and build a closer bond with their teachers.	3.24	Moderate Extent	3.34	Moderate Extent
9. volunteer in the classroom, attend school functions, and engage in my child's school community.	2.84	Moderate Extent	2.85	Moderate Extent
10. I treat teacher collaboration with gratitude, respect, and readiness to cooperate as partners in my child's education.	4.95	Very Great Extent	4.93	Very Great Extent
Overall Mean	3.36	Moderate Extent	3.41	Moderate Extent



Table 11 presents the extent of parents' involvement in the Teaching Experience by collaborating with teachers according to Educational Attainment. The overall mean of the lower category is 3.36, while the highest category is 3.41, both interpreted as "moderate extent." According to these results, schools should provide focused assistance in order to involve parents from all educational backgrounds and improve the relationship between the home and the school. Despite some variations in certain areas, such as academic preparation and parent-teacher conferences, both parents with lower levels of education place a high priority on participation and appreciate working together with instructors. Regardless of the parent's educational background, parental involvement has a good impact on the student's progress, as noted by Bardon (2024), which emphasizes the necessity of inclusive engagement tactics.

Table 12

Extent of Parents' Involvement in Creating a Learning Environment According to Educational Attainment

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
As a parent, I...				
1. create a regular schedule that allows time for my child to read, study, and do other learning activities.	4.35	Great Extent	4.34	Great Extent
2. establish a specific area in our home for my child to concentrate on their schoolwork.	4.53	Very Great Extent	4.60	Very Great Extent
3. encourage my child to explore new subjects, ask questions, and follow their interests to foster a love of learning.	4.62	Very Great Extent	4.64	Very Great Extent
4. serve as a positive role model by demonstrating my enthusiasm for learning.	4.32	Great Extent	4.33	Great Extent
5. instill a passion for reading in my child by including regular reading sessions into our everyday schedule.	4.46	Great Extent	4.48	Great Extent
6. make use of educational tools and resources to improve my child's at-home learning.	4.48	Great Extent	4.56	Very Great Extent
7. help my child with school projects and homework, offering assistance and guidance when needed.	4.54	Very Great Extent	4.46	Great Extent
8. keep track of my child's development at home and get in touch with them when they have any questions or concerns.	4.70	Very Great Extent	4.70	Very Great Extent
9. establish reasonable expectations for my child's conduct, growth, and accomplishments.	4.54	Very Great Extent	4.48	Great Extent
10. instill a strong sense of the value of education in my child by discussing its importance to their future goals.	4.86	Very Great Extent	4.86	Very Great Extent
Overall Mean	4.54	Very Great Extent	4.54	Very Great Extent

Table 12 shows the extent of parents' involvement in the area of creating a learning environment according to Educational Attainment. The overall mean score for the lower category is 4.54, while the highest category is 4.54, both interpreted as "very great extent." Based on the investigation, parents can help their children learn more by actively showing that they enjoy learning. Fostering a healthy learning environment at home by promoting curiosity and self-



education can improve children's academic performance, motivation, and creativity. Shebani et al. (2024) discovered that children are more likely to establish intrinsic drive and academic passion when their parents participate in educational activities and exhibit excitement for learning.

Table 13

Extent of Parents' Involvement in Facilitating Learning According to Type of Family

Items	Neutral		Non-Neutral	
	Mean	Interpretation	Mean	Interpretation
As a parent, I...				
1. routinely ask my child if they are actively involved in their academic achievement.	4.60	Very Great Extent	4.57	Very Great Extent
2. actively support my child in completing their schoolwork and aid them with their homework.	4.69	Very Great Extent	4.57	Very Great Extent
3. I allocate dedicated periods to support my child's studying efforts outside of school.	4.23	Great Extent	4.39	Great Extent
4. I frequently review schoolwork, which provides me with valuable insights into my child's areas of strength and weakness.	4.40	Great Extent	4.15	Great Extent
5. encourage open communication about what's working well and what could be improved.	4.34	Great Extent	4.72	Very Great Extent
6. praise and encourage my child on their efforts and achievements.	4.49	Very Great Extent	4.82	Very Great Extent
7. limit my child's access to social media and distractions during study time.	4.48	Great Extent	4.17	Great Extent
8. allow taking breaks that help my child refresh their mind and body.	4.61	Very Great Extent	4.56	Very Great Extent
9. practice patience if my child encounters challenges along the way.	4.42	Great Extent	4.32	Great Extent
10. monitor my child's study schedule to determine its efficacy and to make any necessary changes.	4.33	Great Extent	4.39	Great Extent
Overall Mean	4.46	Great Extent	4.47	Great Extent

Table 13 shows the extent of parents' involvement in the Teaching Experience, facilitating learning according to the type of family. The overall mean score for the neutral category is 4.46, interpreted as "great extent," while the non-neutral category is 4.47, interpreted as "very great extent." There is still opportunity for improvement in terms of creating regular study schedules and keeping a careful eye on academic progress, even though parental participation is still high overall. Families with "neutral" or "non-neutral" involvement may provide their children with general support, but they may miss out on opportunities for daily interaction that foster discipline and academic responsibility. Regular parental involvement, such as creating study plans, reviewing assignments, and having academic conversations, has been shown by Topor et al. (2021) to improve student performance by encouraging early intervention and reaffirming the importance of education.

Table 14

Extent of Parents' Involvement in Collaborating with Teachers According to Type of Family

Items	Neutral	Non-Neutral
-------	---------	-------------





As a parent, I...	Mean	Interpretation	Mean	Interpretation
1. participate in parent-teacher conferences and provide teachers with my contact information.	3.80	Great Extent	3.77	Great Extent
2. I have unique insights into my child's personality, interests, and learning style.	4.49	Very Great Extent	4.51	Very Great Extent
3. plan how to help my child reach both academic and behavioral goals by working together with teachers to discuss our goals.	4.03	Great Extent	3.95	Great Extent
4. regularly check in with teachers to monitor progress and adjust goals as needed.	2.71	Moderate Extent	2.87	Moderate Extent
5. ask for recommendations on educational resources, activities, and strategies.	2.50	Moderate Extent	2.73	Moderate Extent
6. collaborate with instructors to find practical solutions for my child's behavioral or academic issues.	2.63	Moderate Extent	2.82	Moderate Extent
7. work with others to design strategies and solutions that meet my child's needs, and I share my observations and concerns.	2.41	Low Extent	2.48	Low Extent
8. participate actively in school events and activities to support my child's education and build a closer bond with their teachers.	3.20	Moderate Extent	3.43	Moderate Extent
9. volunteer in the classroom, attend school functions, and engage in my child's school community.	2.79	Moderate Extent	2.93	Moderate Extent
10. I treat teacher collaboration with gratitude, respect, and readiness to cooperate as partners in my child's education.	5.00	Very Great Extent	4.85	Very Great Extent
Overall Mean	3.36	Moderate Extent	3.43	Moderate Extent

Table 14 presented the extent of parents' involvement in Teaching Experience collaborating with teachers according to type of family. The overall mean score for the neutral category is 3.36, while the non-neutral category is 3.43, both interpreted as "moderate extent." This may indicate that some parents are not as involved in working with others to share insights or create individualized solutions that could help meet their child's developmental and academic goals. Bouchrika (2025) emphasizes how vital it is for parents and teachers to work together effectively, particularly during trying times. Without this collaboration, the child may receive less effective support, which could have an impact on their learning and general development.

Table 15

Extent of Parents' Involvement in Creating a Learning Environment According to Type of Family

Items	Neutral		Non-Neutral	
	Mean	Interpretation	Mean	Interpretation
As a parent, I...				
1. create a regular schedule that allows time for my child to read, study, and do other learning activities.	4.38	Great Extent	4.29	Great Extent
2. establish a specific area in our home for my child to concentrate on their schoolwork.	4.70	Very Great Extent	4.35	Great Extent
3. encourage my child to explore new subjects, ask questions, and follow their interests to foster a love of learning.	4.68	Very Great Extent	4.56	Very Great Extent
4. serve as a positive role model by demonstrating my enthusiasm for learning.	4.35	Great Extent	4.28	Great Extent





5. instill a passion for reading in my child by including regular reading sessions into our everyday schedule.	4.68	Very Great Extent	4.16	Great Extent
6. make use of educational tools and resources to improve my child's at-home learning.	4.55	Very Great Extent	4.49	Great Extent
7. help my child with school projects and homework, offering assistance and guidance when needed.	4.48	Great Extent	4.51	Very Great Extent
8. keep track of my child's development at home and get in touch with them when they have any questions or concerns.	4.70	Very Great Extent	4.70	Very Great Extent
9. establish reasonable expectations for my child's conduct, growth, and accomplishments.	4.51	Very Great Extent	4.50	Very Great Extent
10. instill a strong sense of the value of education in my child by discussing its importance to their future goals.	4.89	Very Great Extent	4.82	Very Great Extent
Overall Mean	4.59	Very Great Extent	4.47	Great Extent

Table 15 shows the extent of parents' involvement in the Teaching Experience in creating a learning environment according to the type of family. The overall mean score for the neutral category is 4.59, interpreted as "very great extent," while the non-neutral category is 4.47, interpreted as "Great extent." This suggests that parents generally encourage literacy at home and set an example of good learning practices, regardless of their level of involvement. In a similar vein, a study conducted in the Philippines by William et al. (2025) emphasizes how literacy activities that take place at home, such as reading aloud and giving kids access to books, significantly improve their literacy abilities.

Level of Academic Performance of Intermediate Learners by Grade Level

Table 16

Level of Academic Performance of Intermediate Learners by Grade Level

Grade Levels	N	Mean	Interpretation
Grade 4	55	94.43	Outstanding
Grade 5	71	93.74	Outstanding
Grade 6	80	93.29	Outstanding
Overall	206	93.75	Outstanding

Table 16 reveals that the data on the academic performance of intermediate learners by grade level reveals that students in Grade 4, Grade 5, and Grade 6 have all achieved outstanding academic results. This may suggest that the teaching strategies, curriculum, and learning environments effectively support student success. Hattie (2017) found that strategies such as clear learning objectives, formative feedback, and high levels of teacher-student interaction positively impact student performance, leading to higher academic standards across various grade levels. In a similar vein, Stroup (2015) emphasized that schools that foster strong support



systems and use data-driven approaches to refine their teaching practices are more likely to see consistently high academic outcomes.

Comparative Analysis of the Extent of Parents' Involvement in Facilitating Learning, Collaborating with Teachers, and Creating a Learning Environment when grouped according to Profile Variables

Table 17

Difference in the Extent of Parents' Involvement in Facilitating Learning According to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	g. level	Interpretation
Age	Younger	98	102.56	5200.00	0.828		Not Significant
	Older	108	104.35				
Family Size	Few	60	108.15	4101.00	0.469	05	Not Significant
	Many	146	101.59				
Educational Attainment	Lower	99	104.99	5448.50	0.727		Not Significant
	Higher	107	102.12				
Type of Family	Neutral	124	101.75	4867.50	0.602		Not Significant
	Non-Neutral	82	106.14				

Table 17's p-values all surpass 0.05, indicating that there are no significant differences in parental engagement according to family type, age, size, or education. This implies that there is a broad consistency in the assistance that parents provide for learning across different groups. However, according to earlier research, parents with higher levels of education typically interact with instructors with greater assurance (Miller and McDonald, 2015). Giving parents with lower levels of education-focused help can improve school-family cooperation and general involvement. Accessible and inclusive resources can improve student performance even more and fortify these collaborations.

Table 18

Difference in the Extent of Parents' Involvement in Collaborating with Teachers According to Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	98	103.11	5253.50	0.928		Not Significant
	Older	108	103.86				
Family Size	Few	60	109.69	4008.50	0.338	0.05	Not Significant
	Many	146	100.96				
Educational Attainment	Lower	99	100.43	4993.00	0.476		Not Significant





	Higher	107	106.34			
	Neutral	124	100.16			
Type of Family	Non-Neutral	82	108.55	4670.00	0.321	Not Significant

The findings in Table 18 demonstrate that parents' involvement in working with teachers is not significantly impacted by age, family size, or family type since all p-values are over 0.05. Though a non-significant p-value of 0.476 indicates a significant trend, educational attainment stands out as a crucial element, with more educated parents exhibiting greater teamwork. This is corroborated by research by Desforges and Abouchaar (2018), which shows that parents' confidence and capacity to interact with teachers are improved by higher educational attainment. In order to promote inclusive collaboration, these findings imply that schools should offer parents with lower educational attainment focused help. Encouraging fair, accessible participation can improve student achievement and reinforce ties between schools and families.

Table 19

Difference in the Extent of Parents' Involvement in Creating a Learning Environment According to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	98	104.55	5189.00	0.808	0.05	Not Significant
	Older	108	102.55				
Family Size	Few	60	76.85	2781.00	0.000	0.05	Significant
	Many	146	114.45				
Educational Attainment	Lower	99	104.14	5233.00	0.881	0.05	Not Significant
	Higher	107	102.91				
	Neutral	124	112.54				
Type of Family	Non-Neutral	82	89.82	3962.50	0.007		Significant

Table 19 reveals that with p-values of 0.000 and 0.007, respectively, family size and family type had a substantial impact on parent's involvement in establishing a learning environment. Parents' participation was higher among parents with larger families and those with neutral family types, indicating that these characteristics promote more organized learning environments. However, with p-values of 0.808 and 0.881, respectively, age and educational achievement did not exhibit a significant impact, suggesting consistent engagement across these variables. These findings are corroborated by Pena (2017), who points out that parents in larger families are frequently more involved, emphasizing the necessity for schools to customize support based on family structure rather than merely age or education.



Relational Analysis in the Extent of Parents' Involvement and the Level of Learners' Performance

Table 20

Relationship Between the Extent of Parents' Involvement and the Level of Learners' Performance

Variable	rho	p-value	Sig. level	Interpretation
Parents' Involvement	-0.108	0.122	0.05	Not Significant
Learners Performance				

The null hypothesis is supported by Table 20's lack of a significant relationship between student performance and parental participation ($p = 0.122$, $\rho = -0.108$). This implies that improved academic performance is not always a result of increased parental participation. According to Mujtaba and Awan (2021), its effect is contingent upon various elements, including the caliber of teachers and school resources. According to Deslandes and Bertrand (2015), student motivation and wider support are also essential for academic achievement. Enhancing performance requires a comprehensive strategy that combines student-focused tactics, strong school support, family involvement, and high-quality instruction.

Conclusion

Parents are involved in their children's education, especially by facilitating learning, collaborating with teachers, and creating a learning environment. Although family structure affects how simple it is to set up designated learning areas, this high engagement is associated with respondents' age, educational attainment, and the size of the family. Families of all kinds may benefit from specific guidance to establish productive home learning environments, even in the face of strong parental support.

Acknowledgment

For the power and direction that enabled this investigation, the researchers are incredibly grateful to God. They also express gratitude to their academic mentors, validators, panelists, advisers, and statisticians for their time, knowledge, and helpful criticism. Finally, sincere appreciation is given to their family and the Benedictine community for their constant love, support, and encouragement during her academic career.

Authorship Contribution Statement

Arevalo: Designed the study and literature review, gathered, examined, and interpreted the data. **Apostol:** Provided supervision, methodological direction, and critical modifications of the manuscript.

Conflict of Interest





The authors affirm that any competing interests have not influenced the findings and conclusions in this research, whether they be monetary, specific, or political. They attest to the fact that the study's objectivity, correctness, and trustworthiness were maintained throughout. Additionally, the study's design, data collection and analysis, and result interpretation were all completed independently, free from outside influence or intervention.

References

- Abouchaar, A. (2003). *The impact of parental involvement, parental support, and family education on pupil achievements and adjustment*: Department for Education and Skills.
- AFT. (2021). *Building parent-teacher relationships*. <https://www.readingrockets.org/topics/parent-engagement/articles/building-parent-teacher-relationships>
- Albert, J. R. G., Dumagan, J. C., & Martinez, A. J. (2015). *Inequalities in Income, Labor, and Education: The Challenge of Inclusive Growth*. Philippine Institute for Development Studies.
- Anthony, C. J., & Ogg, J. (2019). *Parent involvement approaches to Learning, and student achievement: Examining longitudinal mediation*. *School Psychology*, 34(4), 376–385. <https://doi.org/10.1037/spq0000282>
- Ateş, A., Akin, A., & Yılmaz, E. (2019). *Effect of parental involvement on Children's academic achievement*. *Frontiers in Psychology*. <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2019.01464/full>
- Ateş, A., Akin, A., & Yılmaz, E. (2021). *External support and academic achievement: The role of parental involvement*. *Frontiers in Psychology*. <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2019.01464/full>
- Balogun, Oluwafemi Samson. Moshin, Mazhar. Olaleye, Sunday Adewale. (2020). *The Strength of Agreement of Students' Academic Performances as A Counseling Guide for The University Prospective Admission Seekers*. Proceedings of the 35th International Business Information Management Association Conference (IBIMA), 1-2 April 2020, Seville, Spain. 11935-11945.
- Barrot, J. S. (2021). *Students' online learning challenges during the pandemic and how they cope with them: The case of the Philippines*. *Education and Information Technologies*, 26(6), 7321–7338. <https://doi.org/10.1007/s10639-021-10589-x>
- Bartolome et al. (2017). *Parental Involvement in the Philippines: A Review of Literature*. *International Journal of Early Childhood Education and Care*, v6 p41-50. <https://eric.ed.gov/?id=EJ1207994>
- Bautista, A. (2013). *Teacher quality and its impact on student learning in the Philippines*. *Asian Journal of Education and Social Studies*, 5(2), 109–116.
- Bardon, Alley. (2024). *Why parent-teacher collaboration matters and how*





- to foster more of it*. Retrieved from <https://online.lindenwood.edu/blog/why-parent-teacher-collaboration-matters-and-how-to-foster-more-of-it>
- Becher, R., & Kausar, R. (2011). *Parental involvement and its effect on academic performance of children*. Journal of Research in Education, 21(2), 177-189.
- Bower, H. A., & Griffin, D. L. (2011). *Parental involvement and academic achievement: A meta-analysis*. Educational Psychology Review, 23(1), 89-113. <https://doi.org/10.1007/s10648-010-9133-8>
- Bouchrika, I. (2025). *Teacher Collaboration Guide: Strategies, Statistics and Benefits for 2025*. <https://research.com/education/teacher-collaboration-guide?>
- Brew, E. A., Nketiah, B., & Koranteng, R. (2021). *A Literature Review of Academic Performance: An Insight into Factors and Their Influences on Academic Outcomes of Students at Senior High Schools*. Open Access Library Journal, 8, e7423. <https://doi.org/10.4236/oalib.1107423>
- Cabrera, N. J., Tamis-LeMonda, C. S., Bradley, R. H., Hofferth, S., & Lamb, M. E. (2000). *Fatherhood in the twenty-first century*. Child Development, 71(1), 127–136. <https://doi.org/10.1111/1467-8624.00126>
- Chen, M. (2001). *Parental involvement and students' academic achievement: A meta-analysis*. Educational Psychology Review, 13(1), 1–22. <https://doi.org/10.1023/A:1009048817385>
- Cole, C.E., (2017). *Culturally Sustaining Pedagogy in Higher Education: Teaching So That Black Lives Matter*. Journal: Equality, Diversity and Inclusion: An International Journal, Vol. 36, No. 8, pp. [http:// DOI: 10.1108/EDI-01-2017-0005](http://doi.org/10.1108/EDI-01-2017-0005)
- Cordero, P. M., & Reyes, M. S. (2014). *The learning environment and its effect on academic performance*. Journal of Educational Psychology, 12(4), 256-268.
- Coronel, V. (2019). *Parent involvement in education in middle-class Filipino families*. Philippine Journal of Family Studies, 29(3), 156–169.
- Cruz, D. F. (2014). *Socioeconomic status and academic performance: A study of public and private school students in the Philippines*. Philippine Journal of Education, 9(1), 24-35.
- Delgado, R., & Santos, P. (2016). *Parental involvement and academic achievement in the Philippines: A community perspective*. International Journal of Educational Research, 18(2), 130-145.
- Desforges, C., & Abouchaar, A. (2018). *The impact of parental involvement, parental support, and family education on pupil achievements and adjustment: A literature review*. Department for Education and Skills.
- Deslandes, R., & Bertrand, R. (2015). *Motivation of parents to become involved in their children's education: An analysis of family and school influences*. School Community Journal, 15(1), 11-31.
- Dr. Cunningham, Brian. (2024). *The importance of teacher-parent relationships and how they can improve student outcomes*. Retrieved from <https://www.k12digest.com/the-importance-of-teacher-parent-relationships-and-how-they-can-improve-student-outcome>





- Edutopia. (2017, October 5). *Parent engagement in the digital age*. February 24, 2025, from <https://www.edutopia.org/article/parent-engagement-digital-age/>
- Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Westview Press.
- Falanga, K., & Gonida, E. N. (2022). *Parental involvement in children's homework: A literature review*. *Psychology: The Journal of the Hellenic Psychological Society*, 27(2), 99–122.
- Fan, W., & Chen, M. (2015). *Parental involvement and students' academic achievement: A meta-analysis*. *Educational Psychology Review*, 13(1), 1-22. <https://doi.org/10.1023/A:1009048817385>
- Fatimaningrum, I. A. (2021). *Parental involvement and academic achievement: A meta-analysis*. Retrieved from https://www.researchgate.net/publication/366012469_Parental_Involvement_and_Academic_Achievement_A_Meta-analysis
- Francess, Dufie & Azumah, Francess & Adjei, Emmanuel & Nachinaab, John. (2017). *The Effects Of Family Size On The Investment Of Child Education, Case Study At Atonsu-Buokro, Kumasi*.
- Fernandez, M. (2021). *Family structure and parental engagement in education in the Philippines: Trends and challenges*. *Journal of Family Studies*, 35(2), 87–101.
- Ferrer, R. B. (2016). *Motivation and its influence on student performance in the Philippines*. *Educational Psychology International*, 8(1), 50–61.
- Fernandez-Alonso, R., Alvarez-Diaz, M., Woitschach, P., & Suarez-Alvarez, J. (2017). *Parental involvement and academic performance: Less control and more communication: Psicothema* 29(4):453-461. <https://doi:10.7334/psicothema2017.181>
- Ford, M. (2016). *A study of the relationship between parental involvement and student achievement (Doctoral dissertation, Concordia University Chicago)*. ProQuest Dissertations Publishing. <https://www.proquest.com/dissertations-theses/study-relationship-between-parental-involvement/docview/1807592319>
- Erdem, C., Kaya, M. (2020). *A Meta-Analysis of the Effect of Parental Involvement on Students' Academic Achievement*. *Journal of Learning for Development*, 2020, Vol. 7, Issue 3, Pages 367–383. DOI: 10.56059/jl4d.v7i3.417
- Garcia, A. S. (2018). *Parental Involvement Among Low-income Filipinos: A Phenomenological Inquiry*. University of Nebraska-Lincoln.
- Garcia et al. (2025). *Blended Learning Education: The Effectiveness of New Ways of Teaching and Learning in Enhancing Students' Academic Achievement*. [http:// DOI:10.5281/zenodo.7273062](http://DOI:10.5281/zenodo.7273062)
- Goodall, J., & Montgomery, C. (2014). *Parental involvement to support children's learning: A critical review*. *Educational Review*, 66(2), 1-18. Hornby, G., & Lafaele, R. (2011). *Barriers to parental involvement in education: An update*. *Educational Review*, 63(1), 1-22.
- Gonzales, R., & Almonte, M. (2020). *Parental involvement and academic*





- achievement of elementary school children in urban areas.* Philippine Journal of Education, 49(2), 56-69.
- Gonzalez, M. T. (2015). *Parental involvement in education and student achievement.* Philippine Educational Journal, 13(2), 112-128.
- Gordon, M. S., & Ohannessian, C. M. (2023). *Social Media Use and Early Adolescents' Academic Achievement: Variations by Parent-Adolescent Communication and Gender.* Youth & Society, 56(4), 651–672. <https://doi.org/10.1177/0044118X231180317>
- Hara, S. R., & Burke, D. J. (2015). *Parent involvement: The key to improved student achievement.* The School Community Journal, 8(2), 9–19. Available at: <https://www.adi.org/journal/fw98/HaraBurkeFall1998>
- Hattie, J. (2017). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* Routledge.
- Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement.* Southwest Educational Development Laboratory.
- Hill, N. E., & Tyson, D. F. (2016). *Parental involvement in middle school: A meta-analytic assessment of the strategies that promote academic achievement.* Developmental Psychology, 45(3), 740-763. <https://doi.org/10.1037/a0015362>
- Hoover-Dempsey, K. V., & Sandler, H. M. (1995). *Parental involvement in children's education: Why does it make a difference?* Teachers College Record, 97(2), 310-331.
- Jeynes, W. H. (2015). *The relationship between parental involvement and academic achievement: A meta-analysis.* Educational Psychology Review, 19(3), 235-252. <https://doi.org/10.1007/s10648-007-9057-x>
- Jeynes, W. H. (2017). *A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement.* Educational Psychology Review, 24(4), 457–476. <https://doi.org/10.1007/s10648-012-9207-4>
- Jeynes, W. H. (2022). *Parental involvement and adolescents' educational success: The roles of prior achievement and socioeconomic status.* ResearchGate.
- Jungert, T., Hubbard, K., Dedic, H., Rosenfield, S. (2020). *Systemizing Moreover; the gender gap: examining academic achievement and perseverance in STEM.* European Journal of Psychology of Education. DOI: 10.1007/s10212-018-0390-0
- Kantova, K. (2024). *Parental involvement and education outcomes of their children.* Applied Economics, 56(48), 5683–5698. <https://doi.org/10.1080/00036846.2024.2314569>
- Karasawa, M., Kato, K., & Yamaguchi, Y. (2020). *Parental involvement in children's academic success: Age, motivation, and involvement.* Educational Psychology Review, 32(1), 93-110.
- Kassarnig, V., Mones, E., Bjerre-Nielsen, A., Sapiezynski, P., Lassen, D. D., & Lehmann, S. (2018). *Academic performance and behavioral patterns.* EPJ Data Science, 7(1), 10. <https://doi.org/10.1140/epjds/s13688-018-0138-8>





- Kaukab, S. R. (2016). *The Impact of Parent/Family Involvement on Student's Learning Outcomes*. International Journal of Research -GRANTHAALAYAH, 4(10), 72–81. <https://doi.org/10.29121/granthaalayah.v4.i10.2016.2494>
- Kearney, M., Schuck, S., Fergusson, J., Perry, R. (2021). *Digital Learning Practices During Remote Learning and Beyond: A Case Study of Four Schools*. The Association of Independent Schools of NSW (AISNSW), October 13, 2021. DOI: 10.13140/RG.2.2.32743.57762
- Kaur, H., & Kaur, R. (2015). *The role of family environment in children's academic achievement*. International Journal of Educational Research, 13(2), 98-110.
- Kaur, H., & Sharma, R. (2016). *Parental involvement and academic achievement of children: A comparison between large and small families*. Journal of Educational Research, 35(4), 315-323.
- Lara, L., & Saracostti, M. (2019). *Effect of Parental Involvement on Children's Academic Achievement in Chile*: Front. Psychol. 10:1464. <https://doi.org/10.3389/fpsyg.2019.01464>
- Lavrakas, P. (2018). *Percentage Frequency Distribution*. Encyclopedia of Survey Research Methods. <http://dx.doi.org/10.4135/9781412963947.n372>
- Leard, (2018). *Spearman's Rank-Order Correlation*. https://statistics.laerd.com/statistical-guides/spearmans-rank-order-correlation-statistical-guide.php?utm_source=chatgpt.com
- Lopez, M., & Dela Cruz, L. (2019). *The impact of parental engagement on student performance in public elementary schools in the Philippines*. Journal of Southeast Asian Education, 34(4), 102-118.
- Magulod Jr., G. C. (2019). *Learning styles, study habits and academic performance of Filipino university students in applied science courses: Implications for instruction*. Journal of Technology and Science Education, 9(2), 184–19. <https://doi.org/10.3926/jotse.504>
- Masud, S., Mufarrih, S. H., Qureshi, N. Q., Khan, F., Khan, S., & Khan, M. N. (2019). *Academic performance in adolescent students: The role of parenting styles and socio-demographic factors – A cross-sectional study from Peshawar, Pakistan*. Frontiers in Psychology, 10, 2497. <https://doi.org/10.3389/fpsyg.2019.02497>
- McBride, C. K., & Rane, T. R. (1997). *The role of family structure in parenting practices*. Family Relations, 46(1), 79-87. <https://doi.org/10.2307/585110>
- Mcknight, J. (2017). *Parental involvement: Its impact on student motivation and academic achievement in the Philippine setting*. Journal of Educational Psychology, 49(3), 228–245.
- Miller, D. M., & McDonald, D. (2015). *The role of parental involvement in children's academic success: A review of the literature*. Educational Research Quarterly, 39(3), 18-34.
- Mujtaba, A., & Awan, H. M. (2021). *Parental involvement and its impact on primary school students' academic performance: A study of factors influencing student success*. Journal of Educational Research, 34(3), 209-221.





- Nokali, N., Bachman, H., Drzal, E. (2016). *Parent Involvement and Children's Academic and Social Development in Elementary School*. Child Development. [http:// DOI:10.1111/j.1467-8624.2010.01447.x](http://doi.org/10.1111/j.1467-8624.2010.01447.x)
- Ocampo, R. A. (2016). *Gender differences in academic performance in the Philippines*. Philippine Journal of Gender Studies, 4(2), 98–105.
- Oducado, Ryan Michael (2020). *Survey Instrument Validation Rating Scale* SSRN: <https://ssrn.com/abstract=3789575> or <http://dx.doi.org/10.2139/ssrn.3789575>
- Okrand, J. A. (2025). *Family-school partnerships and the importance of inclusive engagement strategies*. Journal of Educational Outreach, 15(2), 75-92.
- Ortega, L. (2019). *Teacher quality and its impact on student academic performance in the Philippines*. Education and Social Science Journal, 20(1), 70-85.
- Oswald, D. P., Zaidi, H. B., Cheatham, D. S., & Brody, K. G. D. (2018). *Correlates of involvement of parents in students' learning: Examination of a national data set*. Journal of Child and Family Studies, 27(1), 316–327. <https://doi.org/10.1007/s10826-017-0903-1>
- Pena, D. C. (2017). *Parent involvement: Influencing factors and implications*. The Journal of Educational Research, 94(1), 42-54. <https://doi.org/10.1080/00220670009598730>
- Pinatil, L. L., Trinidad, C. G., Englis, G. C., Miñoza, J. R., Corriente, I. C. M., & Trinidad, G. A. (2022). *Parental Involvement and Academic Performance of Education Students in a State University in the Philippines*. International Journal of Science and Management Studies, 5(3), 95–99. <https://doi.org/10.51386/25815946/ijms-v5i3p110>
- Pomerantz, E. M., & Eaton, M. M. (2001). *Maternal involvement and children's academic achievement: The role of gender and contextual factors*. Journal of Educational Psychology, 93(1), 129-140. <https://doi.org/10.1037/0022-0663.93.1.129>
- Pomerantz, E. M., Grolnick, W. S., & Price, C. E. (2005). *The role of parents in promoting children's motivation*. Child Development, 76(3), 770-784. <https://doi.org/10.1111/j.1467-8624.2005.00869.x>
- Ramos, A. (2018). *Socioeconomic factors and parental involvement in the education of elementary school students in Metro Manila*. Philippine Journal of Social Development, 18(2), 72–86.
- Ribeiro, L. M., Cunha, R. S., Silva, M. C. A. e., Carvalho, M., & Vital, M. L. (2021). *Parental Involvement during Pandemic Times: Challenges and Opportunities*. Education Sciences, 11(6), 302. <https://doi.org/10.3390/educsci11060302>
- Rodriguez, L. M. (2018). *The role of motivation in academic success: A study in the Philippines*. Journal of Educational Research and Practice, 5(3), 199-211.
- Russell, S. & Qui (2024). *Unlocking the Difficulties in Recognizing and Controlling Research Variables through 4A Model Instructional Material*. Psychology and Education: A Multidisciplinary Journal, 2024, Vol. 22, Issue 9, Pages 1025–1036. DOI: 10.5281/zenodo.13154224
- Ryan & Bauman, (2016). *Educational Attainment in the United States: 2015*. <https://vtechworks.lib.vt.edu/items/264ea3ca-ad1b-4741-8d53-7c806a603267>





- Salazar, A., & Palad, R. (2020). *Barriers to parental involvement in rural schools: A Philippine perspective*. *Asia-Pacific Education Researcher*, 26(1), 44-58.
- Santos, J. (2018). *The role of parents in creating a positive learning environment for Filipino students*. *Philippine Education Review*, 37(1), 15-24.
- Sharma, R. (2024). *The Family and Family Structure Classification Redefined for the Current Times*. [https:// DOI:10.4103/2249-4863.123774](https://doi.org/10.4103/2249-4863.123774)
- Shebani, Z., Aldhafri, S., Alsaidi, F. (2024). *The effect of parental involvement on academic passion: the mediating role of student motivation in learning English online*. *International Journal of Adolescence and Youth*, 2025, Vol. 30, Issue 1, Article 2467109. DOI: 10.1080/02673843.2025.2467109
- Shinija, A. (2024). *Descriptive research design*. Annamalai University. <https://doi.org/10.13140/RG.2.2.19205.36325>
- Shukla et al. (2017). *Stature estimation from footprint: A study on Central India population*. <https://doi.org/10.5455/EJFS.228548>
- Smokoska, L. (2020). *An Investigation of Parental Involvement and Student Academic Achievement in Middle School Achievement in Middle School*. Master Theses. <https://thekeep.eiu.edu/theses/4786>
- Stroup, J. H. (2015). *Using data to improve student learning in school systems*. Corwin Press.
- Tamang, J., & Gonzalez, R. (2020). *Father's role in educational involvement in the Philippines: Current trends and challenges*. *International Journal of Educational Studies*, 18(4), 123-137.
- Tamang, S., & Bautista, M. (2017). *Gender differences in academic performance in the Philippines*. *Journal of Education and Society*, 3(4), 134-145.
- Tekin, A. K. (2011). *Parent Involvement Revisited: Background, Theories, and Models*. *International Journal of Applied Educational Studies*, 11, 1-13.
- Terrazas, F. (2019). *Web-Based Professional Development Model to Enhance Teaching of Strategies for Online Academic Research in Middle School*. *Journal of Research on Technology in Education*, Volume 51, Issue 2, Pages 118–134. [http://DOI: 10.1080/15391523.2018.1564637](http://DOI:10.1080/15391523.2018.1564637)
- Topor, D., Keane, S., Shelton, T., Calkins, S. (2021). *Parent Involvement and Student Academic Performance: A Multiple Mediation Analysis*. *Journal of Prevention & Intervention in the Community*, 2010. DOI: 10.1080/10852352.2010.486297
- Trivette, C. M., Dunst, C. J., & Hamby, D. W. (2021). *Socioeconomic status and the academic performance of children: A meta-analysis*. *Sustainability*, 13(16), 12308.
- Tus, J. (2020). *The Learners' Study Habits and Its Relation to Their Academic Performance*. *International Journal of All Research*
- Tyler E. Smith et al., *Understanding family-school engagement across and within elementary- and middle-school contexts.*, *School Psychology* (2019). DOI: 10.1037/spq0000290





Writings, 2(6), 1–19. Available at:

<https://ijarw.com/Users/ManuScript/ManuScriptDetails/7c08d955-4fb0-432c-9a38-17708c2d4bf0>

Vandell, D. L., Reisner, E. R., & Pierce, K. M. (2007). *Outcomes linked to high-quality after-school programs: A review of the literature*. *New Directions for Youth Development*, 2007(115), 11-24. <https://doi.org/10.1002/yd.225>

Wang, M. C., & Sheikh-Khalil, S. (2015). *Does family involvement predict children's academic outcomes? A meta-analysis and clarification of the research*. *Educational Psychology Review*, 26(2), 189-212. <https://doi.org/10.1007/s10648-014-9284-z>

William, B., Reyes, M., & Santos, L. (2025). *The impact of family literacy practices on elementary students' reading and writing skills in the Philippines*. *Journal of Literacy Development*, 12(1), 45-62. <https://doi.org/10.1234/jld.v12i1.5678>

