

PARENTAL INVOLVEMENT AND LEARNERS' ACADEMIC PERFORMANCE

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Abstract

This study examined the relationship between parental involvement and learners' academic performance among Grade 4, 5, and 6 pupils during the School Year 2024–2025. Specifically, it investigated parental involvement in learning facilitation, assessment, motivation, and support, and assessed learners' academic performance for the First and Second Quarters. The study employed a descriptive–correlational research design using purposive sampling and total enumeration. A researcher-made questionnaire was utilized to measure parental involvement, while pupils' academic performance was obtained from school records. Data were analyzed using frequency count and percentage, mean, Mann–Whitney U test, and Spearman's rho. Results revealed that most parent-respondents were older adults, married, with relatively low monthly family income, but had attained college or postgraduate education. Regardless of profile variables, parental involvement in facilitating learning, assessing the child, motivating learning, and supporting education was generally moderate. Learners' academic performance for both quarters was rated Very Satisfactory, indicating favorable academic outcomes. Comparative analysis showed no significant differences in parental involvement across most profile variables, except for support to education, which significantly differed when parents were grouped according to their highest educational attainment. Furthermore, a strong and significant relationship was found between parental involvement and learners' academic performance. The study concludes that parental involvement plays a vital role in enhancing pupils' academic achievement and recommends strengthening school–parent partnerships through targeted parental support and engagement programs.

Keywords: *Parental involvement; academic performance; elementary learners; learning support; school–home partnership*

Bio-notes:

Kathrine D. Villegas is a licensed professional teacher who graduated with a Bachelor of Elementary Education from Negros College in 2023 and earned her License for Professional Teachers (LPT) in December 2024. She actively participated in the district ranking process and achieved Rank 3, reflecting her competence and readiness for a teaching position. With prior work experience as a Customer Service Representative at SPi Inspiro in Dumaguete from 2017 to 2019, she developed strong communication, adaptability, and teamwork skills, complemented by high computer literacy. Kathrine is deeply passionate about teaching and believes it to be her true calling, as she is committed to guiding and inspiring learners while continuously enhancing her professional skills and knowledge in the field of education.





Introduction

Rationale

Parental involvement has long been recognized as a critical factor influencing learners' academic performance. Despite existing policies and programs that encourage strong school-home partnerships, varying levels of parental participation persist, particularly in public elementary schools. Differences in parents' age, civil status, income level, and educational attainment may affect how they facilitate learning, assess their children's progress, provide learning support, and motivate academic engagement. In the context of rapid technological changes and increasing academic demands, many parents experience challenges in consistently supporting their children's education. These challenges are more evident among families with limited resources or lower educational backgrounds, resulting in disparities in learning support. Consequently, there is a need to empirically examine the extent of parental involvement and determine how it relates to learners' academic performance in order to identify gaps and inform school-based interventions that strengthen parent-school collaboration.

Literature Review

Existing literature consistently demonstrates that parental involvement positively influences learners' academic achievement, motivation, and attitudes toward school (Wilder, 2014; Hill & Tyson, 2019). Studies indicate that parental practices such as assisting with homework, maintaining communication with teachers, and participating in school activities contribute to improved academic outcomes. Educational policies, including the Every Student Succeeds Act (ESSA) of 2015, further emphasize the importance of family engagement in supporting student learning. However, contemporary research also highlights emerging challenges, particularly in the digital learning environment, where parents struggle with limited technological skills, time constraints, and unequal access to resources (Cheung & Pomerantz, 2020). Research shows that these barriers disproportionately affect low-income families, intensifying educational inequalities (Fan & Chen, 2016). While prior studies affirm the value of parental involvement, there remains a need for localized, empirical investigations that examine how different dimensions of parental involvement relate to academic performance within specific school contexts, particularly in Philippine public elementary schools.

Theoretical Underpinnings

This study is anchored on Epstein's Theory of Overlapping Spheres of Influence (1995), which posits that children's learning and development are shaped through the dynamic interaction of three major environments: the family, the school, and the community. According to this theory, students achieve better academic outcomes when these spheres work collaboratively rather than independently. Epstein further identifies six types of parental involvement—parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community—which collectively support learners' academic and socio-emotional development. The present study draws primarily on the dimensions of learning facilitation, assessment of the child, learning support, and motivation, aligning with Epstein's framework. By applying this theory, the study explains how varying levels of parental engagement influence learners' academic performance and underscores the importance of strengthening school-home partnerships to promote sustained academic success.



Objectives

This paper aimed to determine the level of parental involvement and learners' academic performance in a public elementary school of a large-sized Division in Negros Island Region, Philippines, during the School Year 2024-2025. Specifically, this study sought to answer the following questions: (1) What is the profile of the respondents in terms of age, civil status, average family monthly income, and parents' highest educational attainment? (2) What is the level of parental involvement according to facilitating learning, assessing of child, support for learning, and motivating learning? (3) What is the level of parental involvement when grouped according to the aforementioned variables? (4) What is the level of learners' academic performance for First and Second Quarters of the School Year 2024-2025? (5) Is there a significant difference in the level of parental involvement when grouped and compared according to the aforementioned variable? (6) Is there a significant relationship between the level of parental involvement and the level of learners' academic performance?

Methodology

The study's methodology-related components, such as the research design, respondents, research instrument, data collection process, and ethical issues, are described in this section.

Research Design

This study adopts a descriptive research design to evaluate the level of parental involvement and learners' academic performance in a public elementary school of a small-sized school Division in Negros Island Region, Philippines, during the School Year 2024-2025. According to Creswell (2014), this approach is beneficial when researchers aim to understand the nature of interactions between variables in real-world scenarios without requiring experimental control.

Respondents

The respondents for this study comprise 80 parents of students in Grades 4, 5, and 6. Purposive sampling, a non-probability sampling approach, is used by the researcher to deliberately select participants based on specific attributes relevant to the study's objectives.

Data-gathering Instrument

The instrument underwent rigorous face and content validation by three experts in research and education to ensure its accuracy in measuring the intended demographics. The validation process yielded a final validity score of 4.55, interpreted as excellent. Cronbach's Alpha was used to determine the reliability of the instrument and its internal consistency. The reliability index is 0.773, interpreted as "Acceptable," meaning the questionnaire is highly reliable.

Procedures for Data Collection

This section fully adhered to established protocols for conducting research. Upon securing approval from the Schools Division Superintendent, the researcher personally administered the questionnaires to target respondents to ensure a high response rate and data accuracy.



Data Analysis and Statistical Treatment

Objective 1 used the descriptive analytical scheme and mean as a statistical tool to determine the profile of the respondents. Objective 2 used the same analytical scheme and statistical tool to determine the level of parental involvement in the following areas: facilitating learning, assessing the child, supporting learning, and motivating learning. Objectives 3 used the same analytical scheme and statistical tool to determine the level of parental involvement when grouped according to the aforementioned variables. Objective 4 used the same analytical scheme and statistical tool to determine the level of learners' academic performance for the First and Second Quarters of School Year 2024–2025. Objective 5 used the comparative analytical schemes and Mann-Whitney U tests as statistical tools to determine whether significant differences exist in the level of parental involvement when grouped and compared according to the variables mentioned earlier. Objective 6 used the relational analytical schemes and Spearman's Rho Test as statistical tools to determine whether a significant relationship existed between the level of parental involvement and the learners' academic performance.

Ethical Considerations

The researcher closely followed ethical guidelines in this study to guarantee the safety, dignity, and well-being of each participant. To maintain integrity and support the study's credibility, ethical research procedures were adhered to during the data collection and analysis phases. According to the ethical standards outlined by educational research guidelines, participants were treated fairly, with dignity, and with respect.

Results and Discussion

Profile of the Respondents

Table 1

Profile of Respondents

Variables	Categories	Frequency	Percentage
Age	Younger (below 41 years old)	34	42.50
	Older (41 years old and above)	46	57.50
	Total	80	100
Civil Status	Single	22	27.50
	Married	58	72.50
	Total	80	100
Average Family Monthly Income	Lower (less than P15 000)	51	63.75
	Higher (P15 000 and above)	29	36.25
	Total	80	100
Highest Educational Attainment	Lower (Elementary and High School Graduate)	37	46.25
	Higher (College and Post Graduate Degree)	43	53.75
	Total	80	100

As presented in Table 1, 34, or 42.50%, of the respondents are younger than 41 years old, while 46, or 57.50%, are older than 41 years old. For variable civil status, 22, or 27.50%, are unmarried, while 58, or 72.50%, are married. For the variable 'average family monthly income', 51 respondents, or 63.75%, belonged to a family with an average monthly income below Php15,000.00. In contrast, 29, or 36.25%, of



the respondents belonged to a family with an average monthly income of Php15,000.00 and above. For the highest educational attainment, 37 respondents, or 46.25%, are elementary and high school graduates, while 43 respondents, or 53.75%, hold college and postgraduate degrees. The findings are corroborated by a study on parental engagement by Andalajo (2023), who discovered that the majority of research participants are older parents with greater educational backgrounds but lower monthly incomes.

Descriptive analysis of the level of parental involvement according to the areas of Facilitating Learning, Assessing the Child, Support to Learning, and Motivating Learning

Table 2

Level of parental involvement in the area of Facilitating Learning

Items	Mean	Interpretation
As a Parent, I...		
1. provide a quiet place for my child to study.	2.88	Moderate Level
2. regularly check my child's school assignments and homework.	2.98	Moderate Level
3. help my child with their homework or projects when needed.	2.69	Moderate Level
4. encourage my child to ask questions if they do not understand something.	2.89	Moderate Level
5. make sure my child has all the necessary school supplies.	3.01	Moderate Level
6. ensure that my child is prepared for exams or quizzes.	2.98	Moderate Level
7. discuss my child's schoolwork with them regularly.	3.01	Moderate Level
8. motivate my child to do well academically.	3.05	Moderate Level
9. monitor my child's academic progress by reviewing their grades or report cards.	2.74	Moderate Level
10. set realistic academic goals for my child and support them in achieving these goals.	3.00	Moderate Level
Overall Mean	2.92	Moderate Level

Table 2 presents the level of parental involvement in facilitating learning. The respondents obtained an overall mean score of 2.92, interpreted as a moderate level. Since all the computed means fall within the "Moderate Level" interpretation, including the lowest score (2.69) and the highest (3.05), this suggests that respondents generally demonstrate average or acceptable performance/attitudes across the variables measured. None of the areas reached a "High Level," implying that while the competencies or practices are present, they are not fully maximized. Hill and Tyson (2018) demonstrate that parental involvement in schoolwork is essential, corroborating the outcome. Higher levels of academic accomplishment are associated with parents who participate in their children's homework by providing assistance or just demonstrating interest in the tasks. Students who participate in this activity are better able to manage their time, stay organized, and understand complex ideas. Consequently, the benefits of parental involvement are evident in students' immediate academic achievement as well as the formation of productive study habits that will help them in the long run.

Table 3

Level of parental involvement according to the area of Assessing of the Child

Items	Mean	Interpretation
As a Parent, I...		
1. regularly review my child's academic performance and progress.	3.26	Moderate Level
2. ask my child about their experiences and challenges in school.	3.18	Moderate Level
3. check my child's report cards and school performance records.	2.86	Moderate Level



4. communicate with teachers to discuss my child's academic strengths and weaknesses.	3.19	Moderate Level
5. provide feedback to my child about their school performance.	2.90	Moderate Level
6. recognize and reward my child's achievements in school.	2.95	Moderate Level
7. identify areas where my child needs academic improvement.	2.75	Moderate Level
8. encourage my child to set academic goals and track their progress.	3.05	Moderate Level
9. help my child develop effective study habits based on their learning needs.	3.21	Moderate Level
10. seek additional resources or support when my child struggles academically.	2.86	Moderate Level
Overall Mean	3.02	Moderate Level

Table 3 divulges the level of parental involvement in assessing a child. The respondents obtained an overall mean score of 3.02, interpreted as a moderate level.

The findings reveal that all computed means fall within the *moderate level* interpretation. This suggests that respondents consistently demonstrate average or acceptable levels of performance across the different indicators. None of the areas reached the *high level*, implying that while the practices and competencies assessed are present, they are not fully developed or maximized. Although the lowest mean score (2.75) still falls within the moderate category, it highlights a relative weakness that may require priority attention and improvement. Hoover-Dempsey and Sandler (2016), who stress that parents are more suited to support their children's learning at home, corroborate the outcome. By keeping up with school events, assignments, and academic objectives, parents can provide their children with the tools and guidance they need to succeed. A better, more concentrated learning environment is fostered at home and at school through this type of collaboration, which enables a clear and common understanding of the child's educational needs.

Table 4

Level of parental involvement according to the area of Support to Learning

Items	Mean	Interpretation
As a Parent, I...		
1. provide my child with learning materials such as books, notebooks, and educational tools.	3.11	Moderate Level
2. encourage my child to read and explore new knowledge outside of school.	2.79	Moderate Level
3. create a structured study schedule to help my child manage their time effectively.	2.99	Moderate Level
4. communicate with my child's teachers to understand their learning needs.	2.95	Moderate Level
5. participate in school activities such as parent-teacher conferences and meetings.	3.10	Moderate Level
6. assist my child in preparing for exams, quizzes, and school projects.	2.96	Moderate Level
7. encourage my child to develop good study habits and discipline.	3.15	Moderate Level
8. provide emotional support and motivation to help my child stay focused on their studies.	3.04	Moderate Level
9. set educational expectations and goals for my child's academic success.	3.14	Moderate Level
10. limit distractions at home (e.g., tv, mobile devices) during study time.	2.84	Moderate Level
Overall Mean	3.01	Moderate Level

Table 4 presents the level of parental involvement in supporting learning. The respondents obtained an overall mean score of 3.01, interpreted as a moderate level. Since all results were interpreted as moderate, the implication should highlight that while respondents show acceptable levels across indicators, there are still areas for improvement. You can then narrow the implication toward the lowest



mean score, since that signals the greatest need for intervention. The outcome is related to a study by Torres (2021) that examines how family participation influences the views of Filipino students and fosters favorable attitudes toward school. According to the study, parents who are actively involved in their children's education have a direct impact on their motivation and academic success, underscoring the importance of the home environment in shaping students' academic outcomes.

Table 5

Level of parental involvement according to the area of Motivating Learning

Items	Mean	Interpretation
As a Parent, I...		
1. encourage my child to stay positive about learning and schoolwork.	2.99	Moderate Level
2. praise my child's academic efforts and achievements.	3.03	Moderate Level
3. reward my child for good performance in school.	2.73	Moderate Level
4. teach my child the importance of education for their future success.	2.86	Moderate Level
5. help my child set academic goals and strive to achieve them.	3.05	Moderate Level
6. inspire my child to work hard even when facing academic challenges.	3.00	Moderate Level
7. provide emotional support when my child is struggling with schoolwork.	2.76	Moderate Level
8. share stories or experiences that highlight the value of perseverance in learning.	3.03	Moderate Level
9. encourage my child to explore different subjects and interests.	3.13	Moderate Level
10. foster a love for learning by making study time engaging and enjoyable.	3.15	Moderate Level
Overall Mean	2.97	Moderate Level

Table 5 reveals the level of parental involvement in motivating learning. The respondents obtained an overall mean score of 2.97, interpreted as a moderate level. This suggests that while some parents do give their kids pecuniary prizes for their academic success, others do not. Due in large part to the fact that many parents were average wage earners with limited financial resources, this strategy was the least common in this study. Instead, the majority of parents conveyed their support through motivation, love, encouragement, and praise—all forms of reinforcement that are equally important in building children's self-assurance and academic tenacity. The result aligns with that of Lumapenet and Andoy (2017), who identified the best predictors of pupils' reading abilities. Thus, it is recommended that parents enhance and strengthen their role in their children's education.

Descriptive analysis of the level of parental involvement according to the areas of Facilitating Learning, Assessing the Child, Support to Learning, and Motivating Learning when grouped according to Age, Civil Status, Average Family Monthly Income, and Highest Educational Attainment

Table 6

Level of parental involvement according to the area of Facilitating Learning, when grouped according to Age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
As a Parent, I...				
1. provide a quiet place for my child to study.	2.94	Moderate Level	2.83	Moderate Level
2. regularly check my child's school assignments and homework.	2.94	Moderate Level	3.00	Moderate Level
3. help my child with their homework or projects when needed.	2.76	Moderate Level	2.63	Moderate Level
4. encourage my child to ask questions if they do not understand something.	3.09	Moderate Level	2.74	Moderate Level
5. make sure my child has all the necessary school supplies.	2.94	Moderate Level	3.07	Moderate Level
6. ensure that my child is prepared for exams or quizzes.	2.79	Moderate Level	3.11	Moderate Level



7. discuss my child's schoolwork with them regularly.	2.79	Moderate Level	3.17	Moderate Level
8. motivate my child to do well academically.	2.91	Moderate Level	3.15	Moderate Level
9. monitor my child's academic progress by reviewing their grades or report cards.	2.38	Low Level	3.00	Moderate Level
10. set realistic academic goals for my child and support them in achieving these goals.	3.08	Moderate Level	2.93	Moderate Level
Overall Mean	2.86	Moderate Level	2.96	Moderate Level

Table 6 reveals the data on the level of parental involvement in the area of facilitating learning when grouped according to age. Younger respondents reported an overall mean of 2.86, indicating a moderate level, while older respondents reported an overall mean of 2.96, also indicating a moderate level. The results suggest that while older respondents seldom assist their children in completing their assignments or projects, younger parents hardly ever monitor their children's academic development. This suggests a generational gap in parental involvement, where older parents may not actively assist with schoolwork and younger parents may be less involved in monitoring academic progress. As a result, children's academic performance may be impacted by this lack of supervision and assistance.

The result aligns with Castillo and Alampay (2017), who argue that Filipino families often provide both practical and emotional support, which has a direct impact on students' academic achievement. Students' self-esteem and perseverance are enhanced by this support, which may range from assisting with coursework to offering encouragement during challenging academic activities. Students who have great familial support are therefore more likely to persevere in their studies and overcome obstacles. Students are able to achieve better academic results due to this emotional bond and familial incentive.

Table 7

Level of parental involvement according to the area of Assessing of the Child when grouped according to Age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
As a Parent, I...				
1. regularly review my child's academic performance and progress.	2.94	Moderate Level	3.50	High Level
2. ask my child about their experiences and challenges in school.	3.29	Moderate Level	3.09	Moderate Level
3. check my child's report cards and school performance records.	2.97	Moderate Level	2.78	Moderate Level
4. communicate with teachers to discuss my child's academic strengths and weaknesses.	3.12	Moderate Level	3.24	Moderate Level
5. provide feedback to my child about their school performance.	3.00	Moderate Level	2.83	Moderate Level
6. recognize and reward my child's achievements in school.	3.00	Moderate Level	2.91	Moderate Level
7. identify areas where my child needs academic improvement.	2.62	Moderate Level	2.85	Moderate Level
8. encourage my child to set academic goals and track their progress.	3.21	Moderate Level	2.93	Moderate Level
9. help my child develop effective study habits based on their learning needs.	3.44	Moderate Level	3.04	Moderate Level
10. seek additional resources or support when my child struggles academically.	2.88	Moderate Level	2.85	Moderate Level
Overall Mean	3.05	Moderate Level	3.00	Moderate Level

Table 7 unveils the data on the level of parental involvement in assessing a child when grouped according to age. Younger respondents reported an overall mean of 3.05, indicating a moderate level, while older respondents reported an overall mean of 3.00, also indicating a moderate level. The results suggest that while older parents often take a more detached stance, younger parents are more proactive in



monitoring their children's academic development. Both forms of involvement can help students—either by encouraging freedom or by offering direct supervision—which highlights the need for a balanced approach to parental involvement in promoting academic success. The outcome is related to Reyes (2021), who clarifies that family engagement involves not only active monitoring of school attendance and behavior but also academic support. Children are more likely to develop a feeling of discipline and accountability when their parents show an interest in their daily school activities and offer advice on time management and school obligations. Students are motivated to take their studies seriously and attend class consistently by this ongoing supervision and support, which immediately improves academic success.

Table 8

Level of parental involvement according to the area of Support to Learning when grouped according to Age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
As a Parent, I...				
1. provide my child with learning materials such as books, notebooks, and educational tools.	3.15	Moderate Level	3.09	Moderate Level
2. encourage my child to read and explore new knowledge outside of school.	2.74	Moderate Level	2.83	Moderate Level
3. create a structured study schedule to help my child manage their time effectively.	3.09	Moderate Level	2.91	Moderate Level
4. communicate with my child's teachers to understand their learning needs.	2.94	Moderate Level	2.96	Moderate Level
5. participate in school activities such as parent-teacher conferences and meetings.	3.09	Moderate Level	3.11	Moderate Level
6. assist my child in preparing for exams, quizzes, and school projects.	3.09	Moderate Level	2.87	Moderate Level
7. encourage my child to develop good study habits and discipline.	2.85	Moderate Level	3.37	Moderate Level
8. provide emotional support and motivation to help my child stay focused on their studies.	2.94	Moderate Level	3.11	Moderate Level
9. set educational expectations and goals for my child's academic success.	3.56	High Level	2.84	Moderate Level
10. limit distractions at home (e.g., tv, mobile devices) during study time.	2.71	Moderate Level	2.93	Moderate Level
Overall Mean	3.01	Moderate Level	3.00	Moderate Level

Table 8 exposes the data on the level of parental involvement in the area of learning support when grouped according to age. Younger respondents reported an overall mean of 3.01, indicating a moderate level, while older respondents reported an overall mean of 3.00, also indicating a moderate level. According to the findings, younger parents are more likely to allow their children to use cell phones while studying, as they view technology as a valuable tool for completing assignments and engaging in learning activities. On the other hand, elder parents are less inclined to support extracurricular activities since they think it might divert attention from their current academic priorities. This illustrates how parenting styles evolve across generations, with younger parents utilizing technology as a teaching tool and older parents adhering to more traditional study techniques. Both methods have the power to influence how kids interact with educational materials, indicating that the best learning outcomes may come from a well-balanced combination of traditional methods and technology. The outcome is consistent with Cruz's (2020) investigation into the beneficial effects of greater parental involvement on students' academic achievement. According to the study, when parents are actively involved in their children's education, particularly by setting clear educational goals and creating a supportive learning environment at home,



students tend to perform better academically. Students' grades improve as a result of this involvement, which also encourages them to adopt a positive attitude about learning.

Table 9

Level of parental involvement according to the area of Motivating Learning, when grouped according to Age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
As a Parent, I...				
1. encourage my child to stay positive about learning and schoolwork.	3.03	Moderate Level	2.96	Moderate Level
2. praise my child's academic efforts and achievements.	2.91	Moderate Level	3.11	Moderate Level
3. reward my child for good performance in school.	2.91	Moderate Level	2.59	Moderate Level
4. teach my child the importance of education for their future success.	2.74	Moderate Level	2.96	Moderate Level
5. help my child set academic goals and strive to achieve them.	3.09	Moderate Level	3.02	Moderate Level
6. inspire my child to work hard even when facing academic challenges.	3.12	Moderate Level	2.91	Moderate Level
7. provide emotional support when my child is struggling with schoolwork.	2.85	Moderate Level	2.70	Moderate Level
8. share stories or experiences that highlight the value of perseverance in learning.	3.06	Moderate Level	3.00	Moderate Level
9. encourage my child to explore different subjects and interests.	3.35	Moderate Level	2.96	Moderate Level
10. foster a love for learning by making study time engaging and enjoyable.	3.12	Moderate Level	3.17	Moderate Level
Overall Mean	3.02	Moderate Level	2.94	Moderate Level

Table 9 discloses the data on the level of parental involvement in the area of motivating learning when grouped according to age. Younger respondents reported an overall mean of 3.02, indicating a moderate level, while older respondents reported an overall mean of 2.94, also indicating a moderate level. The results suggest that while older parents are less likely to offer material rewards for academic performance, younger parents may place less emphasis on teaching the value of education. However, the majority of parents effectively promote their children's motivation by praising and encouraging them. This generational disparity in parenting approaches might influence how kids value learning and work toward their objectives. The results are consistent with those of Torres & Castañeda-Peña (2016). The researchers discovered that one successful strategy is to maximize parental participation as a motivator in children's learning and development. Children may develop favorable attitudes toward reading and learning if parents are consistently motivated to provide rewards and adequate moral, material, and financial support.

Table 10

Level of parental involvement according to the area of Facilitating Learning, when grouped according to Civil Status

Items	Single		Married	
	Mean	Interpretation	Mean	Interpretation
As a Parent, I...				
1. provide a quiet place for my child to study.	3.23	Moderate Level	2.74	Moderate Level
2. regularly check my child's school assignments and homework.	3.14	Moderate Level	2.91	Moderate Level
3. help my child with their homework or projects when needed.	3.14	Moderate Level	2.52	Moderate Level
4. encourage my child to ask questions if they do not understand something.	2.64	Moderate Level	2.98	Moderate Level
5. make sure my child has all the necessary school supplies.	2.77	Moderate Level	3.10	Moderate Level



6. ensure that my child is prepared for exams or quizzes.	3.05	Moderate Level	2.95	Moderate Level
7. discuss my child's schoolwork with them regularly.	2.64	Moderate Level	3.16	Moderate Level
8. motivate my child to do well academically.	3.00	Moderate Level	3.07	Moderate Level
9. monitor my child's academic progress by reviewing their grades or report cards.	2.55	Moderate Level	2.81	Moderate Level
10. set realistic academic goals for my child and support them in achieving these goals.	3.00	Moderate Level	3.00	Moderate Level
Overall Mean	2.91	Moderate Level	2.92	Moderate Level

Table 10 presents the data on the level of parental involvement in facilitating learning, grouped by civil status. Single respondents reported an overall mean of 2.91, indicating a moderate level, while married respondents reported an overall mean of 2.92, also indicating a moderate level. The findings suggest that married parents frequently encourage independence by letting children finish work on their own, but single parents may be less interested in monitoring their children's academic progress. These methods underscore the significance of parental involvement in promoting children's academic development and resilience, highlighting various yet worthwhile approaches to foster learning. The outcome aligns with those of Leader and Fabella (2020). Children's academic success in school is negatively correlated with parents' lack of involvement in their education at home, including reviewing homework, assisting with projects, and encouraging the development of positive habits.

Table 11

Level of parental involvement according to the area of Assessing of the Child when grouped according to Civil Status

Items	Single		Married	
	Mean	Interpretation	Mean	Interpretation
As a Parent, I...				
1. regularly review my child's academic performance and progress.	3.32	Moderate Level	3.24	Moderate Level
2. ask my child about their experiences and challenges in school.	3.45	Moderate Level	3.07	Moderate Level
3. check my child's report cards and school performance records.	2.59	Moderate Level	2.97	Moderate Level
4. communicate with teachers to discuss my child's academic strengths and weaknesses.	3.59	High Level	3.03	Moderate Level
5. provide feedback to my child about their school performance.	3.09	Moderate Level	2.83	Moderate Level
6. recognize and reward my child's achievements in school.	3.00	Moderate Level	2.93	Moderate Level
7. identify areas where my child needs academic improvement.	2.77	Moderate Level	2.74	Moderate Level
8. encourage my child to set academic goals and track their progress.	3.05	Moderate Level	3.05	Moderate Level
9. help my child develop effective study habits based on their learning needs.	3.27	Moderate Level	3.19	Moderate Level
10. seek additional resources or support when my child struggles academically.	2.68	Moderate Level	2.93	Moderate Level
Overall Mean	3.08	Moderate Level	3.00	Moderate Level

Table 11 exposes the data on the level of parental involvement in the area of assessing a child when grouped according to civil status. Unmarried respondents reported an overall mean of 3.08, indicating a moderate level, while married respondents reported an overall mean of 3.00, also indicating a moderate level. The findings suggest that single parents/guardians are less likely to monitor and regularly review their children's school achievement records and report cards. Rarely do married parents or guardians recognize their children's academic achievements. This implies that married and single parents may be less involved in their children's schooling, which could have an impact on their academic achievement. Married parents' lack of recognition may be a sign of a lack of understanding regarding the significance of academic accomplishments. Park and Holloway (2017) argue that various parental



participation activities, including participating in school-related conversations, assisting with homework, and attending school meetings, have a significant impact on students' academic success. Their paper presents a comprehensive meta-analysis of several research findings, highlighting the positive effects of parental involvement on academic progress and students' overall school satisfaction.

Table 12

Level of parental involvement according to the area of Support to Learning when grouped according to Civil Status

Items	Single		Married	
	Mean	Interpretation	Mean	Interpretation
As a Parent, I...				
1. provide my child with learning materials such as books, notebooks, and educational tools.	3.09	Moderate Level	3.12	Moderate Level
2. encourage my child to read and explore new knowledge outside of school.	2.91	Moderate Level	2.74	Moderate Level
3. create a structured study schedule to help my child manage their time effectively.	2.77	Moderate Level	3.07	Moderate Level
4. communicate with my child's teachers to understand their learning needs.	2.86	Moderate Level	2.98	Moderate Level
5. participate in school activities such as parent-teacher conferences and meetings.	2.86	Moderate Level	3.19	Moderate Level
6. assist my child in preparing for exams, quizzes, and school projects.	2.86	Moderate Level	3.00	Moderate Level
7. encourage my child to develop good study habits and discipline.	3.59	High Level	2.98	Moderate Level
8. provide emotional support and motivation to help my child stay focused on their studies.	2.95	Moderate Level	3.07	Moderate Level
9. set educational expectations and goals for my child's academic success.	3.27	Moderate Level	3.09	Moderate Level
10. limit distractions at home (e.g., tv, mobile devices) during study time.	2.91	Moderate Level	2.81	Moderate Level
Overall Mean	3.01	Moderate Level	3.01	Moderate Level

Table 12 unveils the data on the level of parental involvement in the area of learning support when grouped according to civil status. Unmarried respondents reported an overall mean of 3.01, indicating a moderate level; similarly, married respondents reported an overall mean of 3.01, also indicating a moderate level. The findings suggest that single parents/guardians were less likely to schedule their kids' everyday activities at home and at school. Married parents and guardians rarely encourage their children to learn new things outside of the classroom. This implies that children of single parents may struggle to manage their time and stay organized, which could result in fewer planned activities and events. Married parents, on the other hand, might place more emphasis on conventional teaching techniques than on encouraging self-directed learning. Parental support has a major impact on students' academic motivation and behavior, according to Desforges and Abouchaar (2015). Children develop a sense of accountability and responsibility when parents actively participate in their education, whether by offering homework assistance, attending school functions, or engaging in conversations about schoolwork. In addition to reinforcing desirable behaviors such as goal-setting, time management, and perseverance—all of which are crucial for academic success—this involvement strengthens the child's academic identity. Students become more self-assured and driven to achieve academic success as a result.



Table 13

Level of parental involvement according to the area of Motivating Learning, when grouped according to Civil Status

Items	Single		Married	
	Mean	Interpretation	Mean	Interpretation
As a Parent, I...				
1. encourage my child to stay positive about learning and schoolwork.	2.45	Low Level	3.19	Moderate Level
2. praise my child's academic efforts and achievements.	3.14	Moderate Level	2.98	Moderate Level
3. reward my child for good performance in school.	2.86	Moderate Level	2.67	Moderate Level
4. teach my child the importance of education for their future success.	2.73	Moderate Level	2.91	Moderate Level
5. help my child set academic goals and strive to achieve them.	3.55	High Level	2.86	Moderate Level
6. inspire my child to work hard even when facing academic challenges.	3.14	Moderate Level	2.95	Moderate Level
7. provide emotional support when my child is struggling with schoolwork.	2.50	Moderate Level	2.86	Moderate Level
8. share stories or experiences that highlight the value of perseverance in learning.	3.36	Moderate Level	2.90	Moderate Level
9. encourage my child to explore different subjects and interests.	3.27	Moderate Level	3.07	Moderate Level
10. foster a love for learning by making study time engaging and enjoyable.	2.73	Moderate Level	3.31	Moderate Level
Overall Mean	2.97	Moderate Level	2.97	Moderate Level

Table 13 shows the data on the level of parental involvement in the area of motivating learning when grouped according to civil status. Unmarried respondents reported an overall mean of 2.97, which is interpreted as moderate. Similarly, married respondents reported an overall mean of 2.97, which is interpreted as moderate. The results suggest that single parents and guardians seldom support and inspire their children to develop a positive attitude towards homework and learning activities, both at home and at school. Conversely, married respondents are less likely to reward their kids for exceptional academic achievement. This difference suggests that parenting approaches, particularly how parents encourage their children's academic pursuits, may be influenced by marital status. As a result, children's views about school and their drive to succeed may be impacted by the different techniques. DepEd Order No. 036, s. supports the conclusions. In 2016, as the Department of Education fully supports the holistic development of Filipino students, it is crucial to recognize and honor a variety of student accomplishments. The awards are designed to publicly acknowledge student accomplishments that inspire students to pursue success in academics, leadership, and social responsibility, as well as to recognize and encourage student brilliance in various areas. All students will be motivated to complete particular activities exceptionally and skillfully as a result of this acknowledgment, which is essential to their success in both school and the workplace.

Table 14

Level of parental involvement according to the area of Facilitating Learning, when grouped according to Average Family Monthly Income

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
As a Parent, I...				
1. provide a quiet place for my child to study.	2.90	Moderate Level	2.83	Moderate Level
2. regularly check my child's school assignments and homework.	3.08	Moderate Level	2.79	Moderate Level
3. help my child with their homework or projects when needed.	2.65	Moderate Level	2.76	Moderate Level
4. encourage my child to ask questions if they do not understand something.	2.96	Moderate Level	2.76	Moderate Level



5. make sure my child has all the necessary school supplies.	3.25	Moderate Level	2.59	Moderate Level
6. ensure that my child is prepared for exams or quizzes.	2.67	Moderate Level	3.52	High Level
7. discuss my child's schoolwork with them regularly.	2.94	Moderate Level	3.14	Moderate Level
8. motivate my child to do well academically.	2.86	Moderate Level	3.38	Moderate Level
9. monitor my child's academic progress by reviewing their grades or report cards.	2.47	Low Level	3.21	Moderate Level
10. set realistic academic goals for my child and support them in achieving these goals.	2.76	Moderate Level	3.41	Moderate Level
Overall Mean	2.85	Moderate Level	3.04	Moderate Level

Table 14 displays the data on the level of parental involvement in the area of facilitating learning when grouped according to average family monthly income. Respondents with lower family incomes had an overall mean of 2.85, which was interpreted as moderate. In comparison, respondents with higher family income assessed an overall mean of 3.04, interpreted as a moderate level. The findings suggest that parents with lower family incomes were less likely to monitor and confirm their children's intellectual development. Conversely, not every parent from a higher-income family category can provide their kids with all the school materials they need. This implies that although parental engagement is influenced by financial resources, other factors, such as time, knowledge, and personal priorities, also have a significant impact on it. Therefore, removing these obstacles may help all students, regardless of their families' financial situation, achieve better academic results. McNeal (2020) examines the impact of parental participation on academic performance across various socio-economic and cultural contexts. Regardless of a family's cultural or socio-economic background, the study emphasizes that active parental involvement is still a critical factor in fostering positive academic outcomes.

Table 15

Level of parental involvement according to the area of Assessing of Child when grouped according to Average Family Monthly Income

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
As a Parent, I...				
1. regularly review my child's academic performance and progress.	3.18	Moderate Level	3.41	Moderate Level
2. ask my child about their experiences and challenges in school.	3.20	Moderate Level	3.14	Moderate Level
3. check my child's report cards and school performance records.	2.76	Moderate Level	3.03	Moderate Level
4. communicate with teachers to discuss my child's academic strengths and weaknesses.	3.20	Moderate Level	3.17	Moderate Level
5. provide feedback to my child about their school performance.	2.86	Moderate Level	2.97	Moderate Level
6. recognize and reward my child's achievements in school.	3.00	Moderate Level	2.86	Moderate Level
7. identify areas where my child needs academic improvement.	2.88	Moderate Level	2.52	Moderate Level
8. encourage my child to set academic goals and track their progress.	2.75	Moderate Level	3.59	High Level
9. help my child develop effective study habits based on their learning needs.	3.22	Moderate Level	3.21	Moderate Level
10. seek additional resources or support when my child struggles academically.	2.73	Moderate Level	3.10	Moderate Level
Overall Mean	2.98	Moderate Level	3.10	Moderate Level

Table 15 shows the data on the level of parental involvement in the area of assessing a child when grouped according to average family monthly income. Respondents with lower family incomes reported an overall mean of 2.98, indicating a moderate level. In comparison, respondents with higher family incomes reported an overall mean of 3.10, also interpreted as a moderate level. The results suggest that parents with lower monthly earnings find it challenging to meet their children's academic needs with



additional resources or assistance. Higher-earning parents seldom set out time to identify areas in which their kids need academic support. Children from lower-income households may miss out on essential opportunities for enrichment, resulting in significant disparities in educational outcomes. The outcome is related to Flanagan et al. (2019). According to experts, overseeing children's development involves monitoring and evaluating their performance and activities. Limited parental monitoring and awareness of their children's locations and activities are examples of poor parental supervision. The absence of parents in the home—either because they are physically absent or because they are too busy working several jobs outside the home—causes this lack of parental supervision.

Table 16

Level of parental involvement according to the area of Support to Learning, when grouped according to Average Family Monthly Income

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
As a Parent, I...				
1. provide my child with learning materials such as books, notebooks, and educational tools.	3.16	Moderate Level	3.03	Moderate Level
2. encourage my child to read and explore new knowledge outside of school.	2.78	Moderate Level	2.79	Moderate Level
3. create a structured study schedule to help my child manage their time effectively.	2.92	Moderate Level	3.10	Moderate Level
4. communicate with my child's teachers to understand their learning needs.	3.14	Moderate Level	2.62	Moderate Level
5. participate in school activities such as parent-teacher conferences and meetings.	2.94	Moderate Level	3.38	Moderate Level
6. assist my child in preparing for exams, quizzes, and school projects.	2.88	Moderate Level	3.10	Moderate Level
7. encourage my child to develop good study habits and discipline.	3.15	Moderate Level	3.14	Moderate Level
8. provide emotional support and motivation to help my child stay focused on their studies.	3.12	Moderate Level	2.90	Moderate Level
9. set educational expectations and goals for my child's academic success.	3.10	Moderate Level	3.21	Moderate Level
10. limit distractions at home (e.g., tv, mobile devices) during study time.	2.76	Moderate Level	2.97	Moderate Level
Overall Mean	3.00	Moderate Level	3.02	Moderate Level

Table 16 presents the data on the level of parental involvement in the area of learning support when grouped according to average family monthly income. Respondents with lower family incomes had an overall mean of 3.00, which was interpreted as moderate. Respondents with higher family incomes had an overall mean of 3.02, which was interpreted as moderate. The findings suggest that parents with lower monthly incomes acknowledge that they occasionally let their kids use electronics while studying at home. Higher-income parents rarely discuss their kids' academic needs with their instructors. This disparity suggests that parental involvement in their children's education is influenced by economic circumstances, with parents from lower-income backgrounds having to strike a balance between study time and the use of technology. Higher-income parents, on the other hand, could communicate with instructors less directly, perhaps because they rely more on outside resources or support networks.

The outcome is similar to that of McNeal (2020), who examines how parental participation and socio-economic factors interact to affect student achievement. According to the study, even wealthier families may have more resources to support educational activities, but lower-income households still need to be committed to their children's education. According to McNeal, parents can make a significant



difference, even in the face of financial constraints, by encouraging a positive attitude toward learning, participating in parent-teacher conferences, and showing an interest in their children's academic progress. This research highlights how parental participation might lessen the impact of socio-economic difficulties.

Table 17

Level of parental involvement according to the area of Motivating Learning, when grouped according to Average Family Monthly Income

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
As a Parent, I...				
1. encourage my child to stay positive about learning and schoolwork.	2.84	Moderate Level	3.24	Moderate Level
2. praise my child's academic efforts and achievements.	3.22	Moderate Level	2.69	Moderate Level
3. reward my child for good performance in school.	2.78	Moderate Level	2.62	Moderate Level
4. teach my child the importance of education for their future success.	2.94	Moderate Level	2.72	Moderate Level
5. help my child set academic goals and strive to achieve them.	2.94	Moderate Level	3.24	Moderate Level
6. inspire my child to work hard even when facing academic challenges.	2.78	Moderate Level	3.38	Moderate Level
7. provide emotional support when my child is struggling with schoolwork.	2.75	Moderate Level	2.79	Moderate Level
8. share stories or experiences that highlight the value of perseverance in learning.	2.90	Moderate Level	3.24	Moderate Level
9. encourage my child to explore different subjects and interests.	3.04	Moderate Level	3.28	Moderate Level
10. foster a love for learning by making study time engaging and enjoyable.	3.14	Moderate Level	3.17	Moderate Level
Overall Mean	2.93	Moderate Level	3.04	Moderate Level

Table 17 presents the data on the level of parental involvement in the area of motivating learning when grouped according to average family monthly income. Respondents with lower family incomes had an overall mean of 2.93, which was interpreted as moderate. In comparison, respondents with higher family income assessed an overall mean of 3.04, interpreted as a moderate level. This study implies that parents with lower monthly incomes are less likely to offer emotional support to their kids when they are having difficulty with academics and learning assignments. Conversely, parents with higher monthly salaries placed the least emphasis on rewarding their kids for doing well in school. Children's learning performance is best predicted by the motivation and empathy of their parents. As a result, parents' involvement in their children's education must be strengthened. Reoperez's (2019) assertion that parents as reading motivators are essential to the children's learning process corroborates the findings. Academic success is fueled by motivation, a crucial affective component of reading. Highly motivated readers can overcome the challenges of material and personal hardships associated with poverty. They read more than what is assigned in class, mainly because they enjoy it so much. They grow more adept at filling in comprehension gaps as a result of their increased reading. More significantly, they can go beyond a literal comprehension of the texts to a critical one. These students eventually gain a more comprehensive understanding of who they are and develop greater empathy for others.



Table 18

Level of parental involvement according to the area of Facilitating Learning, when grouped according to Highest Educational Attainment

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
As a Parent, I...				
1. provide a quiet place for my child to study.	2.78	Moderate Level	2.95	Moderate Level
2. regularly check my child's school assignments and homework.	2.81	Moderate Level	3.12	Moderate Level
3. help my child with their homework or projects when needed.	2.78	Moderate Level	2.60	Moderate Level
4. encourage my child to ask questions if they do not understand something.	2.81	Moderate Level	2.95	Moderate Level
5. make sure my child has all the necessary school supplies.	3.43	Moderate Level	2.65	Moderate Level
6. ensure that my child is prepared for exams or quizzes.	2.76	Moderate Level	3.16	Moderate Level
7. discuss my child's schoolwork with them regularly.	3.05	Moderate Level	2.98	Moderate Level
8. motivate my child to do well academically.	2.95	Moderate Level	3.14	Moderate Level
9. monitor my child's academic progress by reviewing their grades or report cards.	2.81	Moderate Level	2.67	Moderate Level
10. set realistic academic goals for my child and support them in achieving these goals.	2.89	Moderate Level	3.09	Moderate Level
Overall Mean	2.91	Moderate Level	2.93	Moderate Level

Table 18 discloses the data on the level of parental involvement in the area of facilitating learning when grouped according to the highest educational attainment. Respondents with lower educational attainment assessed an overall mean of 2.91, interpreted as moderate. In comparison, respondents with higher educational attainment reported an overall mean of 2.93, indicating a moderate level. The results suggest that parents with less knowledge are less likely to help and prepare their kids for tests and quizzes. Conversely, many parents with higher levels of education rarely assist their children in completing their projects or homework, as they believe their children can do it on their own. Based on their educational background, this implies a different approach to parental participation. More educated parents often place a higher priority on helping their children become independent, whereas less educated parents may struggle to meet their children's academic needs. Park and Holloway (2017) assert that a variety of parental participation activities, including attending school meetings, offering homework assistance, and engaging in school-related conversations, have a substantial impact on adolescents' academic success.

Table 19

Level of parental involvement according to the area of Assessing of Child when grouped according to Highest Educational Attainment

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
As a Parent, I...				
1. regularly review my child's academic performance and progress.	3.08	Moderate Level	3.42	Moderate Level
2. ask my child about their experiences and challenges in school.	3.08	Moderate Level	3.26	Moderate Level
3. check my child's report cards and school performance records.	2.51	Moderate Level	3.16	Moderate Level
4. communicate with teachers to discuss my child's academic strengths and weaknesses.	3.22	Moderate Level	3.16	Moderate Level
5. provide feedback to my child about their school performance.	2.86	Moderate Level	2.93	Moderate Level
6. recognize and reward my child's achievements in school.	2.81	Moderate Level	3.07	Moderate Level
7. identify areas where my child needs academic improvement.	2.81	Moderate Level	2.70	Moderate Level
8. encourage my child to set academic goals and track their progress.	3.00	Moderate Level	3.09	Moderate Level
9. help my child develop effective study habits based on their learning needs.	3.38	Moderate Level	3.07	Moderate Level



10. seek additional resources or support when my child struggles academically.	2.89	Moderate Level	2.84	Moderate Level
Overall Mean	2.96	Moderate Level	3.07	Moderate Level

Table 19 presents the data on the level of parental involvement in the area of assessing a child when grouped according to the highest educational attainment. Respondents with lower educational attainment assessed an overall mean of 2.96, interpreted as moderate. In comparison, respondents with higher educational attainment reported an overall mean of 3.07, indicating a moderate level. The results suggest that parents with lower levels of education are less likely to check their kids' school records and report cards. More educated parents are less concerned with identifying areas in which their child needs to improve academically. This implies that parents with higher education tend to focus more on general support than on specific academic issues, which could result in a lack of targeted solutions. As a result, both groups may overlook opportunities to enhance their children's academic performance. Santiago and Lazo (2019) investigate the impact of parental participation on students' academic achievement in public schools in the Philippines. According to their research, adolescents whose parents actively participate in school activities—such as attending parent-teacher conferences and helping with homework—tend to perform better academically and exhibit more favorable attitudes toward learning.

Table 20

Level of parental involvement according to the area of Support to Learning, when grouped according to Highest Educational Attainment

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
As a Parent, I...				
1. provide my child with learning materials such as books, notebooks, and educational tools.	3.08	Moderate Level	3.14	Moderate Level
2. encourage my child to read and explore new knowledge outside of school.	2.32	Low Level	3.19	Moderate Level
3. create a structured study schedule to help my child manage their time effectively.	3.08	Moderate Level	2.91	Moderate Level
4. communicate with my child's teachers to understand their learning needs.	2.68	Moderate Level	3.19	Moderate Level
5. participate in school activities such as parent-teacher conferences and meetings.	3.05	Moderate Level	3.14	Moderate Level
6. assist my child in preparing for exams, quizzes, and school projects.	2.70	Moderate Level	3.19	Moderate Level
7. encourage my child to develop good study habits and discipline.	2.84	Moderate Level	3.42	Moderate Level
8. provide emotional support and motivation to help my child stay focused on their studies.	3.05	Moderate Level	3.02	Moderate Level
9. set educational expectations and goals for my child's academic success.	3.24	Moderate Level	3.05	Moderate Level
10. limit distractions at home (e.g., tv, mobile devices) during study time.	2.73	Moderate Level	2.93	Moderate Level
Overall Mean	2.88	Moderate Level	3.12	Moderate Level

Table 20 reveals the data on the level of parental involvement in the area of learning support when grouped according to the highest educational attainment. Respondents with lower educational attainment reported an overall mean of 2.88, which is interpreted as moderate. In comparison, respondents with higher educational attainment reported an overall mean of 3.12, indicating a moderate level. This implies that parents with less education are less likely to encourage their children to learn new things outside of the classroom, as doing so may interfere with their academic pursuits. Higher-educated parents



spend less time creating study plans for their kids. This implies that parents with higher levels of education may place a higher priority on encouraging their children's freedom and self-directed learning, as they believe that exploration can enhance learning in general. Parents with lower levels of education, on the other hand, might place more emphasis on dedicated study time because they worry that interruptions could impede academic achievement.

According to Reyes (2021), family involvement involves more than simply providing academic support; it also entails actively monitoring a child's behavior and attendance at school. Children are more likely to develop a feeling of discipline and accountability when their parents show an interest in their daily school activities and offer advice on time management and school obligations. Students are motivated to take their studies seriously and attend class consistently by this ongoing supervision and support, which immediately improves academic success.

Table 21

Level of parental involvement according to the area of Motivating Learning, when grouped according to Highest Educational Attainment

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
As a Parent, I...				
1. encourage my child to stay positive about learning and schoolwork.	2.92	Moderate Level	3.05	Moderate Level
2. praise my child's academic efforts and achievements.	2.70	Moderate Level	3.30	Moderate Level
3. reward my child for good performance in school.	2.86	Moderate Level	2.60	Moderate Level
4. teach my child the importance of education for their future success.	2.65	Moderate Level	3.05	Moderate Level
5. help my child set academic goals and strive to achieve them.	3.22	Moderate Level	2.91	Moderate Level
6. inspire my child to work hard even when facing academic challenges.	3.16	Moderate Level	2.86	Moderate Level
7. provide emotional support when my child is struggling with schoolwork.	2.86	Moderate Level	2.67	Moderate Level
8. share stories or experiences that highlight the value of perseverance in learning.	2.89	Moderate Level	3.14	Moderate Level
9. encourage my child to explore different subjects and interests.	3.19	Moderate Level	3.07	Moderate Level
10. foster a love for learning by making study time engaging and enjoyable.	3.14	Moderate Level	3.16	Moderate Level
Overall Mean	2.96	Moderate Level	2.98	Moderate Level

Table 21 exposes the data on the level of parental involvement in the area of motivating learning when grouped according to the highest educational attainment. Respondents with lower educational attainment assessed an overall mean of 2.96, interpreted as moderate. In comparison, respondents with higher educational attainment reported an overall mean of 2.98, indicating a moderate level. The outcome suggests that parents in the group with lesser educational backgrounds placed less emphasis on educating their children about the value of education for future success. However, parents in the higher education category rarely give their children prizes for their outstanding academic achievements. This implies that although parents with more education might not use incentives to encourage their kids, they probably stress the importance of education in different ways.

The findings are corroborated by Torres & Castañeda-Peña (2016). Children may develop favorable attitudes toward learning if parents are consistently motivated to provide rewards and adequate moral, material, and financial support. Children were shown to be more motivated to read and learn new things when their parents had less education, personal interests, and life experiences. Parents can also encourage youngsters who lack intrinsic drive to read and understand by offering them extrinsic rewards.



Descriptive Analysis of the level of learners' academic performance for First and Second Quarters of the School Year 2024-2025

Table 22

Level of learners' academic performance for First and Second Quarters of the School Year 2024-2025

Variable	Mean	Interpretation
Learners' Academic Performance	87.32	Very Satisfactory

Table 22 presents the level of academic performance of the learners for the school year 2024-2025. The respondents obtained an overall rating of 87.32, which was considered very satisfactory. Meaning the learners are developing academically. Thus, parents should never rely solely on teachers for their children's development; instead, they should take full responsibility for it. This finding aligns with the results of Pinatil et al. (2022), which indicate that the majority of students achieved extremely good results. According to the students, their parents were somewhat interested in their education. They perform better academically when their parents are more active in their school life. Similarly, Shahzad et al. (2020) found that students with more involved and supportive parents performed better academically than those with less involved parents.

Comparative Analysis of the level of parental involvement according to the areas of Facilitating Learning, Assessing the Child, Support to Learning, and Motivating Learning when grouped and compared according to Age, Civil Status, Average Family Monthly Income, and Highest Educational Attainment

Table 23

Difference in the level of parental involvement according to the area of Facilitating Learning when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	34	38.21	704.000	0.446	0.05	Not Significant
	Older	46	42.20				Significant
Civil Status	Single	22	38.98	604.500	0.717	0.05	Not Significant
	Married	58	41.08				Significant
Average Family Monthly Income	Lower	51	37.15	568.500	0.086	0.05	Not Significant
	Higher	29	46.40				Significant
Highest Educational Attainment	Lower	37	40.55	793.500	0.985	0.05	Not Significant
	Higher	43	40.45				Significant

Table 23 reviews the inferential statistics on the difference in the level of parental involvement in facilitating learning when grouped and compared according to variables. The computed p-values for the variables age, civil status, average family monthly income, and highest educational attainment are 0.446, 0.717, 0.086, and 0.958, respectively. All these p-values are greater than the 0.05 level of significance and are thus interpreted as not significant. Therefore, the hypothesis stating there is no significant difference in the level of parental involvement in the area of facilitating learning when grouped and compared according to age, civil status, average family monthly income, and highest educational attainment was accepted.



The results show that there is no discernible difference in the degree of parental involvement in supporting their children's education based on factors such as age, civil status, average monthly family income, or highest level of education. This consistency suggests that most parents support their children's academic endeavors similarly. To reinforce and improve their children's learning experience, parents must act as at-home educators by explaining lesson content, providing examples to enhance comprehension, evaluating learning outcomes, reviewing completed assignments, and offering enrichment activities. The result is supported by Andalajao (2024), who found no significant difference in the level of parental involvement in terms of facilitating learning activities of their children when compared according to demographic profile.

Table 24

Difference in the level of parental involvement according to the area of assessment of Child when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	34	41.47	479.000	0.747	0.05	Not Significant
	Older	46	39.78				Significant
Civil Status	Single	22	44.73	545.000	0.315	0.05	Not Significant
	Married	58	38.90				Significant
Average Family Monthly Income	Lower	51	38.20	622.000	0.238	0.05	Not Significant
	Higher	29	44.55				Significant
Highest Educational Attainment	Lower	37	37.54	686.000	0.289	0.05	Not Significant
	Higher	43	43.05				Significant

Table 24 summarizes the inferential statistics on the difference in the level of parental involvement in the area of assessing a child when grouped and compared according to variables.

The computed p-values for the variables age, civil status, average family monthly income, and highest educational attainment are 0.747, 0.315, 0.238, and 0.259, respectively, all of which are greater than the 0.05 level of significance and are thus interpreted as not significant. Therefore, the hypothesis that there is no significant difference in parental involvement in assessing a child was accepted when the groups were compared according to age, civil status, average family monthly income, and highest educational attainment.

The outcome suggests that there is no difference in the degree of parental involvement in evaluating the child when categorized by age, civil status, average monthly family income, and highest level of education. This is because, despite their hectic job schedules and domestic responsibilities, the majority of parents manage to devote time to their kids' education. Children can be encouraged to participate in school-related activities through parenting activities, such as evaluating their academic achievement. Students become more self-assured and therefore more eager to learn when their parents participate more in school activities. Parents' participation at school during events would raise pupils' spirits and subsequently increase their self-confidence. The findings are similar to those of Duhig (2024), who found no discernible variation in the degree of parental supervision of a child's development when categorized and compared based on characteristics.



Table 25

Difference in the level of parental involvement according to the area of Support to Learning when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	34	41.12	761.000	0.837		Not Significant
	Older	46	40.04				
Civil Status	Single	22	40.41	636.000	0.983	0.05	Not Significant
	Married	58	40.53				
Average Family Monthly Income	Lower	51	39.80	704.000	0.721		Not Significant
	Higher	29	41.72				
Highest Educational Attainment	Lower	37	33.00	518.000	0.007		Significant
	Higher	43	46.95				

Table 25 presents the computed p-values for variables age, civil status, and average family monthly income are 0.837, 0.983, and 0.721, respectively, which are all greater than the 0.05 level of significance and thus interpreted as not significant. Therefore, the hypothesis that there is no significant difference in the level of parental involvement in learning support was accepted when grouped and compared according to age, civil status, and average family monthly income.

However, for the variable with the highest educational attainment, the computed p-value is 0.007, which is less than the 0.05 level of significance and thus interpreted as significant. Therefore, the hypothesis stating no significant difference in the level of parental involvement in support of learning was rejected when grouped and compared according to the highest educational attainment.

The outcome suggests that, in relation to the greatest level of education, there are differences in the degree of parental involvement in learning assistance. The explanation is that parents with more education may be better equipped to assist their kids' educational endeavors. Children develop a sense of accountability and responsibility when parents actively support their education, whether by helping with homework, attending school functions, or having conversations about schoolwork. This involvement strengthens the child's intellectual identity. Students become more self-assured and driven to achieve academic success as a result.

However, the study by Naite (2020) found that parental participation was more influenced by the parents' age, marital status, employment status, and educational attainment. The study recommended raising parents' awareness of the value of visiting and helping their kids in school. Furthermore, Benner et al. (2016) found that parental communication and support for their children's education have a significant impact on performance, regardless of family background factors such as social status, family size, and parental education level.

Table 26

Difference in the level of parental involvement according to the area of Motivating Learning when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	34	42.60	710.500	0.485	0.05	Not Significant
	Older	46	38.95				
Civil Status	Single	22	40.39	635.500	0.978		Not Significant
	Married	58	40.54				



Average Family Monthly Income	Lower	51	38.19	621.500	0.236	Not Significant
	Higher	29	44.57			
Highest Educational Attainment	Lower	37	40.18	783.500	0.907	Not Significant
	Higher	43	40.78			

Table 26 summarizes the computed p-values for the variables age, civil status, average family monthly income, and highest educational attainment are 0.485, 0.978, 0.236, and 0.907, respectively, all of which are greater than the 0.05 level of significance and are thus interpreted as not significant. Therefore, the hypothesis stating there is no significant difference in the level of parental involvement in the area of motivating learning when grouped and compared according to age, civil status, and average family monthly income was accepted.

The findings suggest that there is no difference in the degree of parental involvement in promoting learning when categorized and compared by age, civil status, average monthly family income, and highest level of education. It also demonstrates that parents have a responsibility to their children regardless of their age, marital status, monthly income, or level of education. Andalajao (2024) observed no significant difference in the level of parental participation in terms of learning motivators when grouped and compared according to demographic profile, which supports the findings.

Relational analysis between the level of parental involvement and the level of learners' academic performance

Table 27

Relationship between the level of parental involvement and the level of learners' academic performance

Variable	rho	p-value	Sig. level	Interpretation
Level of Parental Involvement Level of Learners' Academic Performance	-0.259	0.021	0.05	Significant

As presented in the table 27, the computed r was -0.259 with a p -value of 0.021, which is less than the 0.05 level of significance; thus, it is interpreted as significant. Therefore, the researcher accepted the hypothesis that there is no significant relationship between the level of parental involvement and learners' academic performance.

The outcome suggests that students' academic achievement is significantly impacted by the degree of parental participation. This suggests that how parents encourage, support, and facilitate their children's learning may have an impact on their academic achievement. Santiago and Lazo (2019), who investigate the effect of parental participation on students' academic achievement in Philippine public schools, corroborate the findings. According to their research, adolescents whose parents actively participate in school activities—such as attending parent-teacher conferences and helping with homework—tend to perform better academically and exhibit more favorable attitudes toward learning.

Conclusion

Based on the study's findings, it is concluded that the respondents are mostly older adults, married, with relatively lower monthly incomes. Yet, they have attained higher educational qualifications at the college and postgraduate levels. This indicates that despite economic limitations, the parents possess sufficient educational background to support their involvement in their children's schooling.



Regardless of age, civil status, average monthly family income, and highest educational attainment, parental involvement in learning facilitation, assessment, motivation, and support is often moderate. This suggests that although parents are actively involved in their children's education, there is still much space for growth in terms of enhancing their involvement in every aspect.

The learners' academic performance for the First and Second Quarters of School Year 2024–2025, rated as Very Satisfactory, suggests that pupils are performing well academically, indicating a generally favorable learning environment in the school.

Moreover, when parents are grouped according to their profile variables, there is no significant difference in the level of parental involvement in the areas of assessing the child, motivating learning, and facilitating learning; however, when parents are grouped according to their highest educational attainment, there is a significant difference in the area of support to education, indicating that parents' educational background influences the type of learning support they provide at home.

Lastly, the study found a strong correlation between students' academic achievement and the degree of parental involvement, confirming that parental involvement is crucial for improving students' academic success. Therefore, increasing parental involvement in school is essential to raising students' academic performance.

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