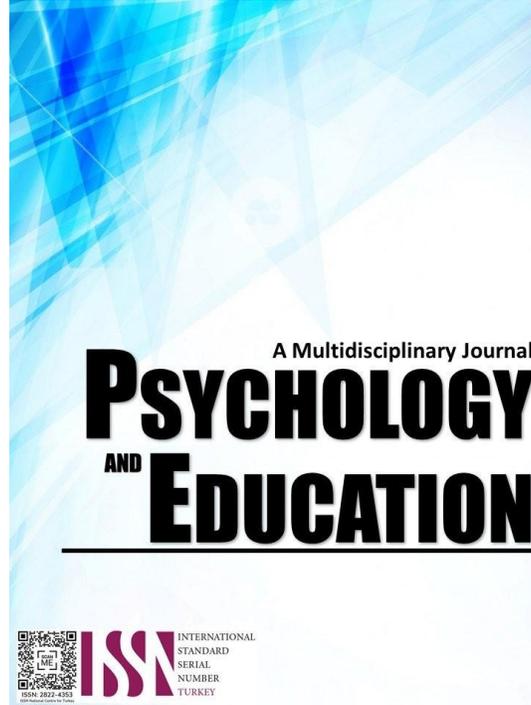


PARENTAL SUPPORT: ITS INFLUENCE TO THE INDIGENOUS LEARNERS' ACADEMIC PERFORMANCE



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 43

Issue 10

Pages: 1248-1273

Document ID: 2025PEMJ4227

DOI: 10.70838/pemj.431001

Manuscript Accepted: 06-09-2025

Parental Support: Its Influence to the Indigenous Learners' Academic Performance

Joanna P. Bahian,* Roberto L. Dechos Jr.

For affiliations and correspondence, see the last page.

Abstract

This study determined the role of parental support in the academic performance of Indigenous learners, focusing on how demographic factors and parental involvement influence educational outcomes. It explores parents' age, sex, occupation, educational attainment, number of children, and relationship to the learner in relation to emotional support, educational involvement, provision of resources, cultural reinforcement, and monitoring. Findings revealed that parental support, particularly emotional and educational involvement, significantly impacts learners' academic performance. Positive correlations were found between better academic outcomes and parental educational attainment, while demanding occupations and limited resources posed challenges. Regression analysis showed that 83.1% of the variance in academic performance could be attributed to parental occupation, education, and involvement. These results highlighted the need for additional resources, enhanced parental engagement, and strategies to address socio-economic barriers. Recommendations include workshops for parents, increased resource access, and culturally relevant programs to improve academic success for Indigenous students.

Keywords: *indigenous parents, academic performance, parental support, educational involvement, cultural reinforcement*

Introduction

In Filipino culture, including among Indigenous families, academic success is highly valued as a means of improving the family's well-being and preserving their cultural heritage. Indigenous parents, like many Filipino families, prioritize their children's education. They view it as a pathway to fulfilling familial and community expectations (Enteria & Tagyam, 2020). Children in these families often see academic achievement as a way to honor their parents' sacrifices and contribute to the collective welfare of their community.

For students, academic success is not achieved in isolation but is deeply influenced by various factors. One of these factors is parental support. Parents provide emotional encouragement, practical guidance, and resources that create an environment conducive to lifelong learning. In connection, DepEd Order No. 62, s. 2011, The National Indigenous Peoples Education Policy Framework serves as a model for promoting continuous conversations, shared accountability, dedication, and partnerships with the government, IP groups, and other partners in education in advocating IP learners' educational rights.

The Indigenous Peoples Education (IPEd) Program is the Department of Education's response to indigenous peoples' right to primary education contextually sensitive, acknowledges their identities, and values their indigenous knowledge, skills, and other attributes of their culture and legacy (Reyes, 2022).

Hence, this study centers on understanding the nature and extent of indigenous parents' support for their children's education. It sought to uncover how parental involvement, rooted in the Indigenous communities' unique cultural practices, traditions, and values of Indigenous communities, influences, influences their children's academic performance and overall educational experiences of their children.

Exploring parental involvement in the context of indigenous communities is vital, as it highlights how cultural heritage shapes educational aspirations and practices. This study also sought to understand the strategies indigenous families employ families' strategies to overcome challenges such as socioeconomic constraints, systemic inequities, and geographic isolation. By examining these dynamics, the study aimed to provide valuable insights that can help educators, policymakers, and community leaders develop inclusive approaches to education that honor the strengths and needs of indigenous families.

There is a pressing need for localized and culturally sensitive research that considers specific indigenous communities' traditions, values, and experiences. Indigenous families often navigate complex intersections of cultural identity, socioeconomic hardship, and systemic inequities, which influence their approach to education. Research that respects and incorporates these elements is crucial for accurately understanding the dynamics of parental involvement and its impact on children's educational outcomes.

This study aimed to fill this gap by focusing on how cultural practices shape parental support and how it affects students' academic performance. By exploring these aspects, the study has the potential to contribute significantly to the body of knowledge on indigenous education. It also offers valuable insights for educators, policymakers, and community leaders to develop strategies and interventions that respect and support the educational aspirations of indigenous families, thereby fostering more inclusive and effective educational environments.

The purpose of this study was to determine the level of support that indigenous parents provide for their children's education, with a focus on emotional support, educational involvement, resource provision, cultural reinforcement, and monitoring and guidance.

Research Questions

This study determined the role of parental support in the academic performance of indigenous learners, focusing on how demographic factors and parental involvement influence educational outcomes. Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 occupation;
 - 1.4 educational attainment;
 - 1.5 number of children;
 - 1.6 relationship to the learner; and
 - 1.7 indigenous affiliation?
2. What is the level of indigenous parental support in terms of the following dimensions:
 - 2.1 emotional support;
 - 2.2 educational involvement;
 - 2.3 provision of resources;
 - 2.4 cultural reinforcement; and
 - 2.5 monitoring and guidance?
3. What is the learner's academic performance during the 2nd quarter of the School Year 2024-2025?
4. Is there a significant relationship between the respondents' level of support and learners' academic performance?
5. Which of the respondents' demographic profiles and the level of support significantly predict learners' academic performance?
6. What action plan can be designed based on the findings of the study?

Methodology

Research Design

This study utilized a quantitative research design, emphasizing numerical data to conclude the relationships between variables. Specifically, the descriptive-correlational design was chosen to explore and quantify the connections between Indigenous parental support and learners' academic performance. The quantitative approach allowed for the collection and analysis of measurable data, enabling the researcher to draw objective conclusions based on statistical relationships between parental involvement and learners' academic outcomes.

The descriptive aspect of the design focused on describing the demographic profile of Indigenous parents and the levels of support they provide to their children. Meanwhile, the correlational aspect investigated the relationships between the various dimensions of parental support and the learners' second-quarter academic performance. The findings from this study will inform the development of an action plan to enhance indigenous parental involvement in education to improve educational outcomes for indigenous learners. By employing this quantitative approach, the study provides evidence-based recommendations for effective practices and interventions, ensuring that the action plan is grounded in the data collected and analyzed throughout the research process.

Respondents

The respondents of this study were the parents of the learners who are enrolled in three schools, Mahayahay Integrated School, Malibato Integrated School, and Dunque Elementary School, in the district of Manticao, Misamis Oriental.

This study employed simple random sampling to select Indigenous parents as respondents from Malibato Integrated School, Dunque Elementary School, and Mahayahay Integrated School. The total number of Indigenous parents across the schools was 150, and 125 respondents were chosen to participate in the study. To ensure a consistent ratio between the number of respondents and the Indigenous parents for each school, the ratio of respondents to parents was set at 0.833.

To carry out the sampling, the number of respondents from each school was determined proportionally to the number of indigenous parents—i.e., 30 respondents from 36 parents in Malibato Integrated School, 15 respondents from 18 parents in Dunque Elementary School, and 80 respondents from 96 parents in Mahayahay Integrated School. A complete list of Indigenous parents for each school was obtained, and each parent was assigned a unique identifier. Random sampling was conducted using draw lots to select the required respondents. As shown in Table 1, the resulting sample of 125 respondents adequately represents the population of Indigenous parents, providing reliable data for analyzing the relationship between their support and their children's academic performance.

On the other hand, the grades of the learners were also obtained. The learners are not considered respondents in this study. While their grades were obtained, the study did not directly involve them in answering questionnaires or providing data through participation. Therefore, the parents of these indigenous learners were the only ones considered as respondents, as the study focused on their level of support and its relationship to their children's academic performance.

However, the learners' grades served as secondary data to measure academic performance as a dependent variable in the correlation

analysis. This means that while their information was included in the study, they were not directly surveyed or interviewed, and therefore, they do not qualify as respondents.

Table 1. *Respondents of the Study*

<i>Schools</i>	<i>Total Number of Indigenous Parents</i>	<i>Number of respondents</i>
Malibato Integrated School	36	30
Dunque Elementary School	18	15
Mahayahay Integrated School	96	80
Total	150	125

Instrument

A structured questionnaire was developed as the primary tool for data collection in this study. It was designed to capture essential information about the respondents' demographic profiles, learners' academic performance, and the level of parental support provided. The questionnaire consisted of three distinct parts, ensuring comprehensive data gathering.

The first section focused on collecting basic demographic information about the respondents. It included questions about age, sex, occupation, educational attainment, number of children, and the relationship to the learner. These variables provided valuable context for understanding patterns and relationships between parental characteristics and other aspects of the study.

The second part revealed the learners' Second-Quarter Average grades, which serve as a key quantitative indicator of academic performance. This data was used to examine the influence of parental support on the learners' educational outcomes.

Table 2. *Range of Responses*

<i>Scale</i>	<i>Range</i>	<i>Verbal Description</i>	<i>Interpretation</i>
5	4.21 – 5.00	Always	Very High Level of Support
4	3.41 – 4.20	Often	High Level of Support
3	2.61 – 3.40	Sometimes	Moderate Level of Support
2	1.81 – 2.60	Rarely	Low Level of Support
1	1.00 – 1.80	Never	Very Low Level of Support

Table 2 shows the range of responses that the respondents may choose in answering the items in the questionnaire. It is found in the third section of the questionnaire, which assessed parental support across five dimensions—i.e., emotional support, educational involvement, provision of resources, cultural reinforcement, and monitoring and guidance. Each dimension was represented by 10 statements, comprising 50 indicators. Respondents were asked to indicate their level of agreement for each statement using a Likert scale—i.e., 1 – Never, 2 – Rarely, 3 – Sometimes, 4 – Often, and 5 – Always. This scaling method allowed for a detailed evaluation of the frequency and extent of parental involvement in their children's education.

The questionnaire used in this study underwent thorough validity and reliability testing to ensure the accuracy and relevance of the data collected. Before the actual data collection, a pilot study was conducted to assess the instrument's effectiveness. This preliminary study allowed for identifying any unclear or ambiguous questions, ensuring that the respondents understood the questionnaire and appropriately measured the intended variables. The questionnaire has a Cebuano translation.

The pilot study was administered to 25 respondents, similar to the study's target population. Feedback from the participants was used to refine and improve the wording of questions, the overall structure, and the clarity of the instructions. Some of this feedback includes (1) questions that are too broad and need to be specific, (2) the test should be administered with guidance, and (3) the questionnaire being lengthy. This feedback was addressed, ensuring that the final version of the questionnaire accurately captured the information needed for the research.

After the pilot study, a reliability test was conducted to assess the consistency of the responses. Cronbach's alpha coefficient was calculated for each section of the questionnaire to determine the internal consistency and reliability of the scale. The Cronbach's Alpha result for the entire questionnaire was 0.85, which is considered an excellent value. This indicates a high level of internal consistency, meaning that the items within the questionnaire are closely related to each other and effectively measure the same underlying constructs.

Table 3. *Reliability Analysis of Variables*

<i>Variables</i>	<i>Number of Indicators</i>	<i>Cronbach Alpha</i>	<i>Interpretation</i>
<i>Levels of Parental Support</i>			
Emotional Support	10	0.949	Excellent
Educational Involvement	10	0.961	Excellent
Provision of Resources	10	0.793	Acceptable
Cultural Reinforcement	10	0.930	Excellent
Monitoring and Guidance	10	0.951	Excellent

Legend: 0.90 and up – Excellent | 0.80–0.89 – Good | 0.70–0.79 – Acceptable | 0.60–0.69 – Questionable | 0.50–0.59 – Poor | Less than 0.50 – Unacceptable

Table 3 presents the reliability analysis of variables. The result showed that the questionnaire had 50 indicators and a Cronbach Alpha value greater than 0.700, which implied that all indicators were reliable. The threshold value in the literature is much higher than 0.700. The participating respondents clearly understood the research questions, and similar indicators were answered similarly.

Research indicates that enhancing parental communication skills can improve children's educational outcomes, particularly in indigenous contexts where traditional communication styles may differ from mainstream practices (Macniven et al., 2020). Furthermore, fostering a supportive environment encouraging parents to express their emotional support verbally can help bridge the gap between traditional practices and contemporary educational expectations (Lamiña, 2024).

Furthermore, Shah et al. (2019) said that when parents actively engage in discussions about school activities, it enhances the child's academic performance and strengthens the family's emotional bonds. Duran (2024) noted that integrating sustainable practices into educational frameworks can help mitigate some of these challenges by ensuring that resources are utilized efficiently and effectively. According to Peacock et al. (2020), fostering respect for cultural differences among learners helps build a more harmonious learning environment and enhances social cohesion in multicultural settings. This is particularly relevant in the Philippine context, where cultural diversity is significant, and educational practices must reflect and respect this diversity (Chechenia & Bragoli-Barzan, 2021).

Consistent monitoring of schoolwork is a key factor in enhancing learners' academic performance, particularly in families where parents actively engage in their children's educational progress (Maldonado-Carreño et al., 2021). Research has shown that parental education programs can significantly improve parents' ability to help their children with homework and academic challenges, thereby enhancing overall academic performance (Garbacz et al., 2019).

In addition to the pilot study, a validity test was performed to ensure the questionnaire accurately measured the intended concepts. Content validity was established by seeking feedback from three experts in the field of education. They rated the questionnaire in content validity and commented on its length, clarity, relevance, and alignment with the study's objectives.

Through these validation and reliability measures, the questionnaire demonstrated robustness and consistency, ensuring the data collected were valid and reliable for the study's analysis.

Procedure

The data-gathering process for this study was conducted in several stages to ensure a systematic and ethical approach to collecting quantitative data. Initially, the researcher sought formal permission from the Schools Division Superintendent of Misamis Oriental. This letter outlined the purpose and significance of the study, its potential contributions to the field, and the methodology to be employed. Upon receiving approval from the school authorities, the researcher proceeded with the next steps in the data collection process.

After securing permission, the researcher distributed an informed consent form to all respondents. The form explained the study's purpose, the voluntary nature of participation, and the confidentiality of the responses. Respondents were informed that they could withdraw from the study at any time without consequence.

Once the informed consent forms were signed, the researcher distributed the survey questionnaire to the parents of learners who belong to the indigenous group. The survey questionnaire consisted of three main sections. The first section collected the demographic profile of the parents, including information such as age, gender, occupation, educational attainment, number of children, and relationship to the learner. The second section dealt with the average grade of the learner in the Second Quarter.

The third section determined the level of parents' support in terms of emotional support, educational involvement, provision of resources, cultural reinforcement, and monitoring and guidance ranging from 1-5 (Never, Rarely, Sometimes, Often, Always). The scale provided a structured way to interpret the study's frequency and consistency of parental involvement.

Data Analysis

In this study, the researcher employed a quantitative data analysis method to address the research questions, focusing on how the level of parental involvement impacts learners' academic performance. The analysis facilitated a comprehensive understanding of the extent and effects of parental support on student achievement.

The researcher used frequencies to determine the distribution of responses for each survey question. Additionally, percentages were utilized to categorize and summarize demographic factors of the respondents (e.g., age, education, socioeconomic status).

This study used mean and standard deviation to summarize and analyze the level of parental support in various areas, such as emotional support, educational involvement, resource provision, cultural reinforcement, and monitoring. The mean provided an average score for each indicator, representing the general level of support provided by Indigenous parents. The standard deviation measured the variability or consistency of responses among participants.

To identify significant relationships, the researcher applied Pearson's Correlation Coefficient to examine the association between the respondents' level of support and the learners' academic performance. This determined whether higher or lower levels of parental involvement are linked to better or worse educational outcomes for learners. This study used it to assess the strength and direction of

the relationship between parental support and the academic performance of indigenous learners.

Regression analysis was used in this study to determine which factors among the respondents' demographic profiles and levels of parental support significantly influenced the academic performance of indigenous learners. By analyzing variables such as age, sex, occupation, educational attainment, number of children, relationship to the learner, emotional support, educational involvement, provision of resources, cultural reinforcement, and monitoring and guidance, this study identified their individual and combined effects on the learners' academic outcomes. The method provided a statistical basis for understanding the strength and direction of these relationships. This analysis was essential in pinpointing specific areas where interventions, such as resource allocation and parental engagement programs, could be most effective.

Results and Discussion

This section presents the data gathered to answer the problems of the study. It also analyzes and interprets the data collected by the researchers to solve the issues in the study. The presentation, interpretation, and analysis were supported by tables and arranged in the same manner as the questions presented in the statement of the problem.

Problem 1: What is the demographic profile of the respondents in terms of age, sex, occupation, educational attainment, number of children, and relationship to the learner?

Table 4. Age

Age	Frequency	Percentage (%)
20 years and below	2	1.6
21 – 30 years old	55	44.0
31 – 40 years old	30	24.0
41 – 50 years old	27	21.6
51 – 60 years old	8	6.4
60 years and above	3	2.4
Total	125	100.0

Table 4 presents the age of the respondents. The result showed that the majority (44%) of the respondents are in the age gap between belonging to the 21–30-year-old age group, followed by 24.0% in the 31–40-year-old category and 21.6% in the 41–50-year-old range. This distribution indicates that a significant portion of indigenous parents or guardians involved in the study are relatively young adults, likely in the early stages of their parenting journey. The presence of only 1.6% of respondents aged 20 years and below, alongside 8.8% aged 51 and above, suggests that older individuals, potentially grandparents or other guardians, also support learners' education. The low representation of respondents aged 51 and above may reflect reduced involvement due to generational differences or physical and financial constraints. Similarly, the minimal participation of those aged 20 and below likely indicates limited parental responsibilities or ongoing educational pursuits.

The predominance of younger parents may bring energy and adaptability to their children's educational experiences; however, they may also face challenges stemming from limited experience and economic resources. Younger parents in the Philippines often bear the brunt of child-rearing responsibilities while lacking the financial stability and educational background necessary to support their children's academic needs fully (Rose-Clarke et al., 2019).

Conversely, older parents or guardians may offer invaluable wisdom and a deeper understanding of cultural traditions. However, due to age-related constraints, they might struggle to engage with modern educational practices or meet the academic demands placed upon their children. Recent literature highlights older parents' challenges in engaging with modern educational practices due to generational differences and evolving academic demands. Bristow (2023) discussed how rapid cultural changes create new challenges for parents, particularly older ones, in adapting to contemporary educational expectations. This underscores the need for open communication and mutual respect between generations to balance the preservation of cultural values with the requirements of modern education.

Supporting literature reinforces these observations. A parent's life stage can significantly influence their capacity to provide developmental support. Younger parents may have varying access to resources and time compared to their older counterparts, which can affect their involvement in their children's education. The generational gap between young and older parents can lead to divergent approaches to educational involvement. Younger parents are more inclined to utilize digital learning platforms, while older parents may prioritize traditional forms of support (Thamarapani, 2020). This generational divide in educational engagement underscores the need for tailored interventions that address the unique challenges both younger and older parents face.

The findings resonate with the broader educational landscape. The K to 12 program, which aims to enhance the quality of education, has been met with mixed responses from parents of varying ages. Younger parents, often more familiar with technology, may embrace the digital aspects of this educational reform, while older parents may find it challenging to adapt to new methodologies (Moralista & Oducado, 2020). This highlights the necessity for educational stakeholders to consider parents' diverse backgrounds and experiences when designing programs and resources to foster parental involvement in education.

Community support systems also play a crucial role in shaping parental involvement in education. Community-based initiatives that

promote parental engagement can help bridge the gap between younger and older parents, fostering collaboration and shared learning experiences (Habito et al., 2019). For instance, programs that facilitate workshops or training sessions can empower parents with the knowledge and skills needed to support their children's education effectively. Such initiatives can also create a sense of community among parents, fostering connections that can enhance their involvement in their children's educational journeys.

Understanding the age distribution among respondents provides valuable insights into how different generations of indigenous parents support their children's education. A substantial number of younger parents suggests a potential for innovation and adaptability in educational practices, while the involvement of older guardians highlights the importance of cultural continuity and wisdom. To enhance educational involvement, targeted programs may be necessary to cater to the distinct needs of both younger and older parents. Such initiatives could empower parents across generations to engage more effectively in their children's education, fostering a more supportive learning environment.

Table 5 shows the sex of the respondents. The result presented that the majority, 73.6%, are females, and only 26.4% are males. This finding may suggest that females are more likely to engage in activities related to the study's focus, potentially reflecting traditional roles or responsibilities within family or educational support systems. Research indicated that women often take on more active roles in managing children's academic activities than men, as caregiving responsibilities are frequently attributed to them in various cultural contexts (Lirag et al., 2023). This aligns with the observations made by Angeles et al. (2021), who discussed the impact of gender roles on educational engagement and participation in physical education settings, indicating that societal expectations often lead to higher female involvement in educational support roles.

Table 5. Sex

Sex	Frequency	Percentage (%)
Male	33	26.4
Female	92	73.6
Total	125	100.0

Moreover, the implications of this gender distribution extend to behavioral management practices within educational settings. Females generally exhibit more nurturing and empathetic behaviors when addressing learners' needs, which can influence their effectiveness in educational roles (Yang & Zheng, 2024).

Women are often perceived as more capable in nurturing roles, which may contribute to their higher representation in educational support and management positions (Ayunon & Haloc, 2021). This gender dynamic could have significant implications for the relationship between behavioral management practices and learners' academic performance, suggesting that further analysis is warranted to explore how this imbalance affects educational outcomes.

The predominance of female respondents may also reflect broader societal trends regarding gender roles in education and caregiving. Cultural expectations often place women in positions responsible for children's educational development, which may explain their higher participation rates in studies related to educational practices (Akbar, 2022). This cultural context is crucial for understanding the motivations behind female engagement in educational activities, as it underscores the systemic factors that influence gender dynamics in educational settings.

Table 6 displays the occupations of the respondents. The result presented that a significant majority are engaged in farming (52.8%), followed by mining (18.4%), carpentry (12.8%), and vending (11.2%). Government employees constitute a minor fraction (3.2%), while other occupations account for 1.6%. This distribution is indicative of a predominantly rural community, where agriculture is often the primary source of livelihood. The findings aligned with the observations of Mallari et al. (2020), who emphasized that rural communities in the Philippines heavily depend on farming as their main economic activity. This reliance on agriculture can significantly shape the availability of resources and influence behavioral management practices within these families, as economic contributions often take precedence over academic involvement.

Table 6. Occupation

Occupation	Frequency	Percentage (%)
Farmer	66	52.8
Vendor	14	11.2
Carpenter	16	12.8
Miner	23	18.4
Government Employee	4	3.2
Others	2	1.6
Total	125	100.0

The diversity in occupations among the respondents also highlights varying socioeconomic conditions, which can impact educational outcomes. Parental occupations can directly affect the time and energy parents can devote to their children's academic pursuits. For instance, the physically demanding nature of jobs such as farming and mining may limit parents' capacity to engage in their children's education, thereby affecting academic performance (Haw et al., 2020). This is particularly relevant in rural settings, where the labor-

intensive nature of agricultural work can lead to long hours and fatigue, further diminishing the likelihood of parental involvement in educational activities.

Moreover, the little representation of government employees and other professions suggests limited access to higher-paying or more stable employment opportunities within the community. Socioeconomic factors are closely linked to academic success, as financial stability often translates to better access to educational resources and support systems. The lack of diverse employment opportunities can create a cycle of poverty that adversely affects educational attainment and overall community development (Tanner et al., 2023). This underscores the importance of addressing socioeconomic disparities when evaluating educational outcomes and behavioral management practices in rural areas.

These findings have profound implications, as they suggest that a community's socioeconomic landscape plays a critical role in shaping educational practices and outcomes. Understanding parents' specific occupations can provide valuable insights into their capacity for involvement in their children's education. Future research could delve deeper into how particular occupations influence parental engagement and the subsequent effects on learners' academic performance. This could lead to more tailored interventions aimed at enhancing educational support for families in rural communities.

The occupational distribution of respondents in this study reflects the socioeconomic realities of rural communities in the Philippines. The predominance of farming as a livelihood and the limited representation of higher-paying jobs highlight the challenges families face in these areas. Addressing these socioeconomic factors is essential for improving educational outcomes and fostering greater parental involvement in children's academic lives. Further studies are warranted to explore the intricate relationships between occupation, socioeconomic status, and educational engagement in rural settings.

Table 7 presents the educational attainment of the respondents. The data reveals that 45.6% of respondents reached a high school level of education, while 34.4% completed elementary education. Only 16.0% graduated from high school, with a marginal 4.0% having attended college. No respondents achieved a college degree or other higher education. This limited educational attainment underscores a potential barrier to offering direct academic assistance to children.

Table 7. Educational Attainment

<i>Educational Attainment</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Elementary Level	0	0
Elementary Graduate	43	34.4
High School Level	57	45.6
High School Graduate	20	16.0
College Level	5	4.0
College Graduate	0	0
Total	125	100.0

According to Lim (2021), parental educational background strongly predicts their capacity to engage in their children's schooling. Most elementary and high school-level education suggests parents may contribute through motivational and emotional support rather than direct academic interventions. This aligned with findings from Şengönül (2022) and Calib-og (2023) that emphasize the importance of parental involvement in children's education, particularly in contexts where parents may not have the educational qualifications to assist directly with academic tasks.

Moreover, the absence of higher education among respondents highlights systemic educational inequalities within indigenous communities. Ali et al. (2022) asserted that indigenous families often face limited access to quality education, perpetuating low academic achievement intergenerational cycles. This situation is exacerbated by socioeconomic status, which significantly influences educational outcomes. Research indicates that children from families with lower educational attainment are less likely to achieve high academic performance (Pinatil et al., 2022; Zuo, 2024). Despite this, parents may emphasize the importance of education to inspire their children to attain what they could not achieve, a phenomenon documented by Shimi (2024).

The implications of these findings are profound. Limited educational attainment among parents can restrict their ability to provide academic support, which is crucial for children's success in school. Parental involvement is a key determinant of children's academic performance, with educated parents often more engaged in their children's education (Maimad, 2023; Angwaomaodoko, 2023). This involvement can take various forms, including helping with homework, attending school events, and fostering a positive attitude towards education (Aker & Biswas, 2022).

In the Philippine context, the educational landscape is marked by significant disparities, particularly among marginalized groups. Research indicates that socioeconomic factors heavily influence educational access and quality, leading to a cycle of disadvantage that is difficult to break (Hu, 2024; Wang et al., 2022). For instance, children from families with lower educational attainment are often less likely to pursue higher education, perpetuating a cycle of low academic achievement (Bani et al., 2022).

Furthermore, the findings suggest a need for targeted interventions to improve educational outcomes in these communities. Educational policies focusing on increasing enrollment rates in secondary and tertiary education, particularly for low-income families, are essential for breaking the cycle of poverty and improving overall community well-being (Imran et al., 2020; Sirait, 2024). Community-based

programs that support students and families can enhance educational attainment and promote lifelong learning (Bhatti, 2021; Fateel et al., 2021).

Moreover, the role of cultural attitudes towards education cannot be overlooked. Education is highly valued in many communities, and parents often strive to instill this value in their children despite their educational limitations (Anierobi, 2024). This cultural emphasis on education can motivate children, encouraging them to pursue academic success even in the face of systemic barriers (Fang et al., 2023; Kaptich et al., 2019).

The educational attainment data presented reflects significant challenges that affect individual and community development. Addressing these challenges requires a multifaceted approach that includes policy reform, community support, and targeted educational programs. Investing in education, particularly for marginalized populations, can foster social mobility and improve the overall quality of life in the Philippines.

Table 8 illustrates the number of children among the respondents. The majority (68.8%) have 3 to 5 children, 20.0% have 6 to 9 children, 8.8% have two or fewer children, and a small percentage (2.4%) have 10 or more children. This distribution reflects a common trend in many Filipino families, where moderate to large family sizes are prevalent due to cultural and socio-economic factors (Mantaring, 2023; Khan, 2021).

Table 8. *Number of Children*

<i>Number of Children</i>	<i>Frequency</i>	<i>Percentage (%)</i>
2 and below	11	8.8
3 – 5	86	68.8
6 – 9	25	20.0
10 and above	3	2.4
Total	125	100.0

The data indicates that most respondents have moderately sized families, which aligns with the norms observed in many Indigenous communities, where having larger families is culturally significant. The number of children in a household often reflects societal expectations, familial roles, and access to reproductive health services within indigenous settings (Oducado & Estoque, 2021). This is particularly relevant in the Philippine context, where family size is often influenced by traditional beliefs and economic conditions (Saat et al., 2022; Dagdag et al., 2019).

Having 3 to 5 children as the majority group may affect parental support in education. Larger families might spread parental resources across multiple children, including time, attention, and finances. Parents in larger households may rely more on motivational support and encourage older siblings to assist younger ones with academic tasks (Guillena, 2023). This dynamic can foster a sense of responsibility among siblings, which may contribute positively to the educational outcomes of younger children (Braun et al., 2020).

On the other hand, households with 6 to 9 or 10 above children may face more significant challenges in providing individualized support due to limited resources. These families may prioritize basic needs over educational investments, potentially affecting their children's academic performance.

Economic constraints in larger families often necessitate more significant reliance on external support systems, such as community programs or schools, to complement parental guidance (Gana, 2023; Riyanti et al., 2022). This reliance on external resources can be crucial in mitigating the adverse effects of larger family sizes on educational attainment (Deng et al., 2022).

The smaller percentage (8.8%) of families with two or fewer children suggests that some parents might allocate more focused time and resources to their children's education, potentially leading to better academic outcomes.

However, cultural and economic contexts remain critical in shaping the actual dynamics of parental involvement. Research indicates that families with fewer children often have more financial flexibility to invest in educational resources and extracurricular activities, which can enhance academic performance (Murhadi, 2024). Nevertheless, the overall impact of family size on educational outcomes is complex and influenced by various socio-economic factors (Parveen, 2022; Alipio, 2020).

The findings reflect significant trends in family size among the respondents, highlighting the interplay between cultural norms, economic conditions, and educational support systems. The implications of family size on educational outcomes underscore the need for targeted interventions that consider the unique challenges larger families face in the Philippines.

Table 9. *Relationship to the Learners*

<i>Relationship to the Learners</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Father	31	24.8
Mother	92	73.6
Guardian	2	1.6
Father	31	24.8
Total	125	100.0

Table 9 presents the respondents' relationship to the learner. The result presented that most respondents (73.6%) are mothers, followed by fathers at 24.8%, and a small portion (1.6%) identified as guardians. The predominance of mothers as respondents reflects traditional familial roles, particularly in indigenous communities, where mothers are often the primary caregivers and are more actively involved in their children's education. Research indicates that maternal involvement has been positively linked to improved academic performance in children (Mohan, 2024; Sianturi et al., 2022). In the Philippines, maternal engagement is crucial in shaping educational outcomes, especially in rural and indigenous settings where cultural expectations often place the responsibility of education on mothers (Wright et al., 2022; Ponnappalli et al., 2023).

Fathers, comprising 24.8% of the respondents, also play a critical role in supporting their children's education. Although less frequent in direct academic activities, paternal support is often manifested through financial provisions and emotional encouragement. This indirect support significantly contributes to learners' motivation and overall educational achievement (Peltier, 2024; Delprato, 2019). In the Philippine context, fathers are increasingly recognized for their roles in educational support, particularly in providing resources and stability that enable children to pursue their studies effectively (Lavi, 2021). Fathers' involvement in educational activities, though less pronounced than that of mothers, has been shown to foster a more supportive learning environment for children (Hewitt & Walter, 2021).

The small percentage of guardians (1.6%) highlights the presence of extended family or non-parental figures assuming parental responsibilities. This arrangement may arise due to migration, economic challenges, or cultural practices such as fostering by relatives. Guardians often face additional challenges in providing academic support due to a lack of resources or familiarity with the learners' needs, potentially impacting the learners' educational outcomes (Corporal et al., 2020). In indigenous communities, the role of guardians can be particularly significant, as they may serve as cultural transmitters and provide stability in the absence of biological parents (Dockery & Sykes, 2022). The unique challenges guardians face in these contexts necessitate targeted support systems to enhance their ability to assist learners effectively (Garcia, 2020).

The results emphasized the crucial role of parental and familial support in learners' academic success. Recognizing the dominant role of mothers in this study suggests that targeted programs to empower and equip mothers with practical strategies for supporting education could yield significant benefits. Furthermore, encouraging greater paternal involvement and providing resources for guardians could further strengthen the support system for Indigenous learners. In the Philippines, initiatives that focus on enhancing the educational engagement of both mothers and fathers while also supporting guardians could lead to improved educational outcomes for children in indigenous communities. Integrating culturally relevant practices and community-based support systems is essential in fostering a holistic approach to education that acknowledges the diverse roles of family members in a child's learning journey.

Table 10. *Indigenous Affiliation*

<i>Indigenous Affiliation</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Higaonon	125	100
Total	125	100.0

Table 10 presents the respondents' indigenous affiliation. This study specifically focused on Indigenous parental support among the Higaonon community; therefore, only Higaonon parents were selected as respondents. The data shows that all 125 participants (100%) belong to the Higaonon Indigenous group. This purposive sampling ensured that the study accurately captured the experiences and perspectives of Higaonon parents regarding their involvement in their children's education.

This study focused exclusively on Higaonon parents; the target respondents selected through purposive sampling to ensure relevance to Indigenous parental support in education. All 125 participants (100%) belong to the Higaonon group, highlighting the study's intent to explore how their cultural values, traditions, and socioeconomic conditions shape their involvement in their children's academic progress.

The findings underscore the need for culturally responsive educational programs that integrate Indigenous knowledge and strengthen parental engagement. Research suggests that parental involvement is a significant factor in student success, particularly in Indigenous communities where education extends beyond formal schooling. Schools and policymakers should implement capacity-building workshops and collaborative initiatives that equip Indigenous parents with skills to support their children academically while preserving their cultural heritage (Enteria & Tagyam, 2020). Strengthening parent-teacher collaboration and incorporating Indigenous learning approaches in the curriculum can foster academic achievement, cultural preservation, and holistic development among Indigenous learners.

Problem 2: What is the level of Indigenous parents' support in terms of emotional support, educational involvement, provision of resources, cultural reinforcement, and monitoring and guidance?

Table 11 shows the level of emotional support respondents have. The result showed that the respondents always provide emotional support to their children. This reflects a strong emotional commitment among Indigenous parents to their children's education despite various challenges. Such emotional support is crucial as it has been linked to positive educational outcomes and resilience in children from Indigenous backgrounds, where parental involvement is often a significant predictor of academic success (Sun et al., 2022).



Table 11. Emotional Support of the Respondents to the Learners

Indicators	Mean	±	SD	Description
1. I encourage my child to go to school despite our poverty and tough living conditions.	4.35	±	.48	Always
2. I use kind and uplifting words to motivate my child to study.	4.18	±	.67	Often
3. I appreciate my child’s achievements in school no matter how small.	4.32	±	.52	Always
4. I give my child emotional support when he/she has problems in school.	4.27	±	.50	Always
5. I am proud of my child’s progress in school.	4.26	±	.52	Always
6. I help my child build confidence to succeed in school.	4.26	±	.46	Always
7. I remind my child how important education is for his/her future.	4.22	±	.42	Always
8. I care about how my child feels when they face challenges in school.	4.26	±	.49	Always
9. I encourage my child to believe in his/her abilities.	4.26	±	.46	Always
10. I believe my emotional support helps my child do better in school.	4.22	±	.45	Always
Weighted Mean	4.26	±	.46	Always

Legend: 4.21–5.00 – Always | 3.41–4.20 – Often | 2.61–3.40 – Sometimes | 1.81–2.60 – Rarely | 1.00–1.80 – Never

Among the indicators, the highest mean was 4.35 (SD = 0.48) for the statement, “I encourage my child to go to school despite our poverty and tough living conditions.” This suggests that parents prioritize education and strive to motivate their children to attend school despite financial hardships. This finding aligns with the resilience often observed in Indigenous communities, where education is viewed as a pathway to overcoming generational poverty and improving quality of life. The emphasis on education as a means of breaking the cycle of poverty is a recurring theme in education, focusing on indigenous populations and highlighting parental encouragement’s critical role in fostering educational aspirations among children (Ponnappalli et al., 2023).

The lowest mean was 4.18 (SD = 0.67) for the statement, “I use kind and uplifting words to motivate my child to study.” While still within the often category, this result implies that some parents might face challenges in consistently using verbal affirmations due to limited communication skills or cultural norms emphasizing actions over words. Wilson et al. (2021) emphasized that verbal encouragement positively impacts a child’s self-esteem and motivation to learn, suggesting an area for improvement through parental training or community-based programs. The importance of verbal affirmation in child development cannot be overstated, as it has been shown to correlate with higher self-esteem and better academic performance among Indigenous youth (Schill et al., 2019).

The high emotional support demonstrated in this study underscores the strong familial bonds within Indigenous communities, which serve as a foundation for fostering academic success. However, the slight gap in verbal encouragement suggests the need for workshops or interventions that equip parents with effective communication strategies to support their children emotionally. Research indicates that enhancing parental communication skills can improve children’s educational outcomes, particularly in Indigenous contexts where traditional communication styles may differ from mainstream practices (Macniven et al., 2020).

By addressing these areas, schools and policymakers can create programs that further empower Indigenous parents, recognizing their vital role in nurturing emotional well-being and academic excellence among their children. Integrating culturally relevant training programs to enhance parental engagement and communication could significantly contribute to the educational success of Indigenous children (Donovan et al., 2023). Furthermore, fostering a supportive environment encouraging parents to express their emotional support verbally can help bridge the gap between traditional practices and contemporary educational expectations (Lamiña, 2024).

The findings of this study highlight the importance of emotional support in the educational journeys of Indigenous children. While parents’ commitment to their children’s education is evident, targeted interventions that enhance communication skills and encourage verbal affirmations remain needed. By investing in such initiatives, educational institutions can better support Indigenous families, leading to improved academic outcomes and stronger community resilience.

Table 12. Educational Involvement of the Respondents to the Learners

Indicators	Mean	±	SD	Description
1. I join parent-teacher meetings or school activities.	4.06	±	.62	Often
2. I ask my child about their school activities and grades.	4.15	±	.57	Often
3. I check my child’s homework.	3.98	±	.74	Often
4. I help my child finish school projects on time.	3.98	±	.72	Often
5. I talk to my child about his/her academic goals and plans.	3.89	±	.81	Often
6. I talk to teachers about my child’s academic needs.	3.91	±	.78	Often
7. I encourage my child to join extracurricular activities.	4.02	±	.66	Often
8. I track my child’s performance in every subject.	3.92	±	.87	Often
9. I help my child prepare for exams.	4.06	±	.62	Often
10. I teach my child to balance schoolwork and personal activities.	3.90	±	.80	Often
Weighted Mean	3.99	±	.66	Often

Legend: 4.21–5.00 – Always | 3.41–4.20 – Often | 2.61–3.40 – Sometimes | 1.81–2.60 – Rarely | 1.00–1.80 – Never

Table 12 presents the respondents’ level of support in terms of educational involvement. The result showed that the respondents often involve themselves in their children’s education. This highlights the proactive role Indigenous parents take in supporting their children’s

learning experiences. Research indicates that parental involvement is crucial for children's academic success, as it fosters a supportive environment that encourages learning and development (Utami, 2022; Ali et al., 2022).

Among the indicators, the highest mean was 4.15 (SD = 0.57) for the statement, "I ask my child about their school activities and grades." This suggests that many parents regularly communicate with their children about their academic progress, reflecting their interest and concern for educational achievements. This finding aligns with Angwaomaodoko (2023), who noted that parental engagement in tracking children's academic activities fosters stronger parent-child relationships and better academic outcomes. Furthermore, Shah et al. (2019) and Zhang (2020) agreed that when parents actively engage in discussions about school activities, it enhances the child's academic performance and strengthens the family's emotional bonds.

On the other hand, the lowest mean was 3.89 (SD = 0.81) for the statement, "I talk to my child about his/her academic goals and plans." While still within the often range, this result suggests that some parents may not frequently discuss long-term academic aspirations, potentially due to a lack of familiarity with goal-setting strategies or the immediate focus on meeting daily challenges. Geduld (2024) argues that the lack of parental involvement and poor self-regulation among learners have been identified as significant factors affecting the ongoing high rates of failure and dropout in schools situated in the lower socioeconomic strata. Moreover, research has indicated that when parents set academic goals with their children, it significantly enhances the children's motivation and self-efficacy, which are critical for academic success (Shao & Kang, 2022).

The findings demonstrate that indigenous parents actively participate in their children's education, especially by monitoring progress and supporting daily school activities. However, the slightly lower engagement in discussing academic goals indicates a need for interventions that promote future-oriented thinking among parents. Schools could address this by organizing goal-setting workshops or informational sessions to empower parents to guide their children toward long-term academic success. These initiatives would enhance short-term involvement and sustained educational outcomes (Utami, 2022).

Furthermore, schools need to recognize the cultural contexts of Indigenous families and tailor their programs accordingly. Engaging parents in culturally relevant discussions about education can foster a more inclusive environment that respects and acknowledges their unique perspectives and experiences (Macam et al., 2022; Estorgio, 2024). Research has shown that when schools actively involve parents in the educational process, it leads to improved academic performance among students, as parents feel more connected and invested in their children's education (Utami, 2022; Angwaomaodoko, 2023; Ali et al., 2022).

While indigenous parents exhibit a commendable level of involvement in their children's education, there is a clear opportunity to enhance discussions around academic goals. By implementing targeted interventions and fostering a collaborative school-parent relationship, educational outcomes for Indigenous children can be significantly improved. This approach benefits the students academically and strengthens the community's overall educational framework.

Table 13. *Provision of Resources of the Respondents to the Learners*

<i>Indicators</i>	<i>Mean</i>	<i>±</i>	<i>SD</i>	<i>Description</i>
1. I give my child the school supplies he/she needs like notebook, paper, ballpen.	4.26	±	.44	Always
2. I ensure my child has books and other supplementary learning materials or resources.	4.24	±	.43	Always
3. I provide a quiet, well-lit, and conducive space at home for my child to study.	4.13	±	.57	Often
4. I ensure my child has the proper uniform or clothes for school.	4.19	±	.40	Often
5. I give my child money for snacks and meals at school.	4.06	±	.58	Often
6. I include my child's school needs in the household budget.	4.02	±	.65	Often
7. I give my child money for transportation to and from school.	1.75	±	1.20	Never
8. I provide my child with healthy meals.	4.13	±	.54	Often
9. I save money to ensure my child can continue their education.	3.59	±	.95	Often
10. I provide my child access to the internet to help him/her finish schoolwork effectively.	1.73	±	1.26	Never
Weighted Mean	3.61	±	.55	Often

Legend: 4.21–5.00 – Always | 3.41–4.20 – Often | 2.61–3.40 – Sometimes | 1.81–2.60 – Rarely | 1.00–1.80 – Never

Table 13 shows the respondents' level of support in terms of provision of resources. Respondents often provide the necessary resources for their children's schooling. This finding aligns with the broader understanding that parental involvement is crucial for educational success, as parents who actively engage in their children's education tend to provide better support and resources (Ablasa, 2024).

The indicator with the highest mean is "I give my child the school supplies he/she needs like notebook, paper, ballpen," with a mean of 4.26 (SD = 0.44), classified as always. This reflects the respondents' commitment to fulfilling the basic academic needs of their children. According to Eduardo and Gabriel (2021), providing essential school supplies is significant in ensuring learners' readiness and motivation for school. It underscores the parents' understanding of the value of equipping their children for academic success, which is further supported by findings highlighting the importance of essential educational resources in enhancing student performance (Almerino et al., 2020).

Conversely, the indicator with the lowest mean is “I provide my child access to the internet to help him/her finish schoolwork effectively,” with a mean of 1.73 (SD = 1.26), classified as never. Similarly, “I give my child money for transportation to and from school” is also classified as never with a mean of 1.75 (SD = 1.20). These results reveal limitations in providing modern resources or support for transportation, likely due to financial constraints or lack of infrastructure. Lack of internet access can hinder students from completing assignments or accessing supplementary learning materials, widening the digital divide and affecting academic performance (Gaspar et al., 2022). This is particularly relevant in the Philippines, where disparities in access to technology can significantly impact educational outcomes.

The findings highlight that while indigenous parents prioritize traditional forms of academic support, such as school supplies, they face challenges in providing more modern resources like internet access. This disparity suggests the need for schools and local governments to collaborate in providing digital resources and subsidizing transportation costs for students from marginalized communities (Ablasa, 2024). Interventions such as community-based internet hubs or transportation assistance programs could significantly enhance access to essential resources.

Addressing these gaps cannot be overstated, as providing adequate resources is critical for fostering an environment conducive to learning. Duran (2024) noted that integrating sustainable practices into educational frameworks can help mitigate some of these challenges by ensuring that resources are utilized efficiently and effectively. Additionally, the role of community engagement in supporting educational initiatives is crucial, as local stakeholders can provide valuable insights and resources that align with their communities' specific needs (Ablasa, 2024).

While parents' commitment to providing basic educational resources is evident, the challenges associated with modern educational needs highlight a significant area for intervention. Addressing these issues through collaborative efforts between schools, local governments, and communities can improve educational outcomes for children, particularly in marginalized areas of the Philippines.

Table 14. *Cultural Reinforcement of the Respondents to the Learners*

<i>Indicators</i>	<i>Mean</i>	<i>±</i>	<i>SD</i>	<i>Description</i>
1. I teach my child the values of hard work and determination.	4.18	±	.45	Often
2. I tell him/her folktales that inspire my child to do well in his/her studies.	3.94	±	.67	Often
3. I encourage my child to take pride in our indigenous heritage.	4.13	±	.51	Often
4. I support my child's involvement in cultural activities at school.	4.38	±	.49	Always
5. I encourage my child to respect teachers and classmates despite our differences in culture and traditions.	4.39	±	.49	Always
6. I highlight the importance of education for improving our Indigenous community.	4.36	±	.48	Always
7. I teach my child how to balance traditional practices with their school responsibilities.	4.20	±	.49	Often
8. I talk to my child about the importance of honoring our cultural traditions.	4.22	±	.42	Always
9. I value my child's education as a way to preserve and promote our cultural identity.	4.26	±	.49	Always
10. I believe that my child's education contributes to the advancement of our community.	4.24	±	.48	Always
Weighted Mean	4.23	±	.44	Always

Legend: 4.21–5.00 – Always | 3.41–4.20 – Often | 2.61–3.40 – Sometimes | 1.81–2.60 – Rarely | 1.00–1.80 – Never

Table 14 displays the respondents' level of support in terms of cultural reinforcement. The result showed that respondents consistently integrate cultural values and traditions into their support for their children's academic endeavors. This finding aligns with the literature that emphasizes the importance of cultural reinforcement in education, particularly among Indigenous communities, where cultural values play a crucial role in shaping educational practices and parental involvement (Enteria & Tagyam, 2020).

The indicator with the highest mean is “I encourage my child to respect teachers and classmates despite our differences in culture and traditions,” with a mean of 4.39 (SD = 0.49), classified as always. This result highlights the strong emphasis Indigenous parents place on teaching respect for diversity and inclusivity. According to Peacock et al. (2020), fostering respect for cultural differences among learners helps build a more harmonious learning environment and enhances social cohesion in multicultural settings. This is particularly relevant in the Philippine context, where cultural diversity is significant, and educational practices must reflect and respect this diversity (Chechenia & Bragoli-Barzan, 2021).

On the other hand, the indicator with the lowest mean is “I tell him/her folktales that inspire my child to do well in his/her studies,” with a mean of 3.94 (SD = 0.67), classified as often. While this suggests that parents recognize the value of storytelling, it may also indicate a shift in focus toward modern academic priorities over traditional practices. Integrating cultural stories into education can bridge traditional values and contemporary education, motivating students to excel while staying rooted in their heritage (Jacob et al., 2019). This shift may reflect broader societal changes where modern educational demands sometimes overshadow traditional practices, even among indigenous families (Forsyth et al., 2019).

The findings suggest that indigenous parents effectively utilize cultural reinforcement to support their children's education. However, the slightly lower emphasis on storytelling may reflect a lack of time or an evolving perspective on its relevance. Schools could collaborate with Indigenous parents to incorporate cultural narratives into the curriculum. Additionally, educational programs highlighting culture's role in academic success can help parents integrate traditional practices more effectively (Tessaro et al., 2021). This collaboration could foster a more inclusive educational environment that respects and integrates indigenous knowledge and practices, benefiting students and the broader educational community (Nesterova, 2020).

Furthermore, integrating cultural values into educational practices can enhance students' engagement and academic performance. Research indicates that when students see their cultural identities reflected in their education, they are more likely to feel valued and motivated to succeed (David-Chavez et al., 2020). This is particularly important in the Philippines, where Indigenous students often face challenges related to cultural disconnection in mainstream educational settings (Delprato, 2019). Schools can create a more supportive and effective learning environment for Indigenous students (Milne & Wotherspoon, 2020).

The data presented underscores the critical role of cultural reinforcement in supporting Indigenous children's education. While there is a strong commitment to instilling respect for diversity, the lesser emphasis on storytelling suggests an area for growth. By fostering partnerships between schools and Indigenous families, educational institutions can better support integrating cultural values into the learning process, thereby enhancing the educational experiences of indigenous students and preserving their rich cultural heritage.

Table 15. *Monitoring and Guidance of the Respondents to the Learners*

<i>Indicators</i>	<i>Mean</i>	<i>±</i>	<i>SD</i>	<i>Description</i>
1. I check if my child attends school every day.	4.36	±	.48	Always
2. I monitor if my child does his/her homework and assignments on time.	4.40	±	.54	Always
3. I remind my child of important school tasks.	4.20	±	.58	Often
4. I talk to my child about balancing study time and free time.	4.18	±	.54	Often
5. I ask my child about his/her test scores and grades.	4.27	±	.45	Always
6. I set clear rules at home to help my child balance his/her household chores and studies.	4.13	±	.54	Often
7. I talk to my child about his/her perception toward education.	4.26	±	.49	Always
8. I guide my child when they have trouble understanding their lessons.	4.05	±	.75	Often
9. I ensure my child gets enough rest and sleep.	4.24	±	.47	Always
10. I control my child's use of gadget.	4.13	±	.66	Often
Weighted Mean	4.22	±	.50	Always

Legend: 4.21–5.00 – Always | 3.41–4.20 – Often | 2.61–3.40 – Sometimes | 1.81–2.60 – Rarely | 1.00–1.80 – Never

Table 15 presents the level of indigenous parents' support in terms of monitoring and guidance. The data reveals a high level of Indigenous parents' support in monitoring and guidance, with a weighted mean of 4.22 (+0.50), categorized as "Always." The indicator with the highest mean is "I monitor if my child does his/her homework and assignments on time," with a mean of 4.40 (SD = 0.54), classified as always.

This result underscores the proactive role Indigenous parents play in ensuring their children stay on track with their academic responsibilities. Consistent monitoring of schoolwork is a key factor in enhancing learners' academic performance, particularly in families where parents actively engage in their children's educational progress (Maldonado-Carreño et al., 2021). This is further supported by research indicating that parental monitoring positively correlates with academic achievement, as involved parents tend to foster a conducive learning environment at home (Kondratska et al., 2021).

The indicator with the lowest mean is "I guide my child when they have trouble understanding their lessons," with a mean of 4.05 (SD = 0.75), classified as often. This may suggest challenges in providing direct academic assistance due to limited educational attainment or unfamiliarity with the current curriculum. Parents may require additional school support, such as training programs or workshops, to assist their children in challenging subjects better (Bedečković, 2022). This highlights a critical area where educational institutions can intervene to enhance parental capabilities, ensuring that parents can effectively support their children in their academic pursuits (Mantovani et al., 2021).

The implications of these findings indicate that Indigenous parents prioritize monitoring and guiding their children's academic activities, contributing significantly to their academic success. However, the lower emphasis on guiding children with difficult lessons highlights a potential gap in skills or resources. Schools and community organizations could collaborate to provide parents with accessible educational tools and programs to address this issue effectively. Moreover, reinforcing the role of parental involvement through workshops can further enhance their ability to support their children academically. This approach is consistent with the literature advocating for community-based educational initiatives that empower parents, particularly in marginalized communities (Aker & Biswas, 2022).

The significance of parental involvement in education demonstrates how cultural factors influence parenting styles and educational outcomes. Cultural values play a role in shaping parental attitudes towards education, suggesting that indigenous families often view education as a communal responsibility, further motivating them to engage actively in their children's learning (Merlo et al., 2023). This cultural perspective is crucial in understanding the dynamics of parental involvement and its impact on educational success.

Furthermore, the findings suggest that while Indigenous parents are committed to monitoring their children's academic activities, targeted interventions are needed to enhance their capacity to provide academic support. Programs that focus on equipping parents with the necessary skills and knowledge to assist their children in understanding complex subjects could bridge this gap. Research has shown that parental education programs can significantly improve parents' ability to help their children with homework and academic challenges, thereby enhancing overall academic performance (Garbacz et al., 2019).

Moreover, the role of schools in facilitating parental involvement cannot be overstated. Schools should actively engage parents by providing resources, training, and support systems that empower them to take an active role in their children's education. Schools can create a supportive network that enhances children's learning experiences by fostering a collaborative environment between parents and educators. Saka (2022) revealed the moderating influence of parental engagement on the impact of attention span on students' academic achievement.

The data presented in Table 13 reflects a strong commitment among Indigenous parents to monitor and guide their children's education. However, the identified gaps in providing academic support suggest a need for comprehensive strategies involving educational institutions and community organizations. Addressing these challenges through targeted interventions and fostering a collaborative approach can enhance the educational outcomes for indigenous children and empower their families in the process.

Table 16 displays the learners' academic performance during the 2nd quarter of the School Year 2024-2025. The data reveals that most learners fall under the Very Satisfactory category (45.6%), with a grading scale of 85–89. This is followed by 31.2% of learners who achieved a Satisfactory performance (80–84) and 18.4% who attained an Outstanding performance (90–100). Only 4.8% were categorized as Fairly Satisfactory (75–79), while none of the learners fell below the Did Not Meet Expectations threshold. The distribution of academic performance among learners indicates a positive trend in educational outcomes, which can be attributed to various factors, including parental involvement and educational support systems.

Problem 3: What is the academic performance of the learners during the 2nd quarter of the School Year 2024-2025?

Table 16. Academic Performance of the Learners

<i>Grading Scale</i>	<i>Frequency</i>	<i>Percentage (%)</i>	<i>Descriptor</i>
90 – 100	23	18.4	Outstanding
85 – 89	57	45.6	Very Satisfactory
80 – 84	39	31.2	Satisfactory
75 – 79	6	4.8	Fairly Satisfactory
Below 75	0	0	Did not meet Expectations
Total	125	100.0	

The prevalence of learners in the Very Satisfactory and Satisfactory categories indicates that Indigenous parents' support significantly contributes to their children's academic success. Emotional encouragement, educational involvement, and resource provision influence learners' performance positively. This finding aligns with the study of Española et al. (2022), who explored the challenges faced by the Mamanwa community in San Francisco, Surigao del Norte, highlighting the importance of parental involvement in fostering a positive academic environment for children. Family engagement is critical in enhancing educational outcomes, particularly in indigenous communities where cultural values emphasize collective support for children's education.

Likewise, Napanoy and Peckley (2020) examined the assessment literacy of public elementary school teachers in indigenous communities in Bontoc, Northern Philippines, highlighting its influence on education quality, implying a that continued efforts to foster collaboration between families and educational institutions to sustain and improve academic performance among learners in the Philippines and beyond.

The high percentage of learners in the Outstanding category (18.4%) further reinforces the impact of strong parental monitoring and guidance, as reflected in the previous discussions. However, the small percentage in the Fairly Satisfactory category (4.8%) may point to potential areas for improvement in addressing learners' specific academic challenges. This involves targeted interventions, such as remedial programs, individualized support, or enhanced teacher-parent collaboration and highlighted that these approaches effectively promoted parental engagement (Diaz, 2023). This suggests that effective communication between parents and educators is essential for identifying and addressing the unique needs of learners, particularly those who may be struggling academically.

A child's development is significantly influenced by interactions between their immediate environment, including family and school. For instance, Mercado (2021) revealed that teachers align content and competencies with students' ancestral domain and cultural practices, although their understanding of these practices is often superficial. Indigenous parents' consistent support in cultural reinforcement, emotional stability, and guidance creates a nurturing environment conducive to academic achievement.

Additionally, Ancheta and Casem (2024) emphasized that the combined efforts of parents and educators ensured educational success. This collaborative approach is crucial in fostering resilience and motivation among learners, particularly in contexts where educational resources may be limited.

The findings from this study resonate with broader educational research that underscores the importance of a supportive home

environment in promoting academic success. For instance, children who receive encouragement and resources from their families tend to perform better academically, as they are more likely to engage in learning activities and develop positive attitudes toward education (Perez et al., 2021). Moreover, integrating cultural values in educational practices has enhanced student engagement and achievement.

The findings not only reflect learners' academic performance but also highlights the significant role of parental involvement in shaping educational outcomes. The data generally reflects a positive academic standing, with most students achieving satisfactory or better grades. However, the presence of a few students in the "Fairly Satisfactory" category indicates that targeted interventions may be necessary to help them reach higher academic standards and ensure that all students can achieve their full potential.

Table 17 illustrates the relationship between the respondents' level of support and the learners' academic performance. The result showed a highly significant correlation between the learners' academic performance and the respondents' level of support. Thus, the null hypothesis, which states no significant relationship between respondents' level of support and the learners' academic performance, was rejected.

Problem 4: Is there a significant relationship between the respondents' level of parental support and learners' academic performance?

Table 17. Relationship¹ Respondents' Level of Support and the Learners' Academic Performance

Variables	Learners' Academic Performance		Remarks	Decision
	r-value	p-value		
Emotional Support	0.754***	<0.001	Significant	Reject H ₀
Educational Involvement	0.846***	<0.001	Significant	Reject H ₀
Provision of Resources	0.783***	<0.001	Significant	Reject H ₀
Cultural Reinforcement	0.779***	<0.001	Significant	Reject H ₀
Monitoring and Guidance	0.769***	<0.001	Significant	Reject H ₀

Legend: 1 – Based on Pearson's r correlation | *** – $p < 0.001$ | ** – $p < 0.01$ | * – $p < 0.05$ | ns – $p > 0.05$

Emotional support ($r = 0.754$, $p < 0.001$) significantly influences learners' academic performance. This finding highlights the critical role of parental encouragement and reassurance in fostering a learner's emotional well-being, which is fundamental to their academic success. Maslow's Hierarchy of Needs underscores that emotional security and belongingness are prerequisites for achieving higher-order cognitive skills, such as critical thinking and problem-solving (Dharma, 2024).

When Indigenous parents provide uplifting words, encouragement, and emotional stability, learners are better equipped to face academic challenges with resilience. A study by Wang and Sheikh-Khalil (2020) also emphasized that emotional support from parents is positively associated with learners' motivation and persistence, which are vital for academic achievement, especially in high school. In the Philippines, research has shown that parental emotional support is crucial in enhancing children's academic performance, particularly in rural areas where educational resources may be limited. However, Garcia and de Guzman (2020) revealed that indigenous parents help their children academically by helping with schoolwork, motivating children, and providing structure at home as critical to academic achievement, aligning with existing literature.

Educational involvement ($r = 0.846$, $p < 0.001$) demonstrated the strongest correlation with academic performance among the domains. This highlights the significant impact of parents actively engaging in their child's education, such as attending school meetings, monitoring grades, and assisting with homework. These actions are essential for fostering a positive learning environment at home and reinforcing the importance of education (Meng, 2024). The implication is that schools should strengthen programs encouraging parental engagement, particularly for Indigenous families.

Research by Deng et al. (2020) also confirmed that such involvement enhances learners' academic outcomes by promoting better time management and study habits. In Indonesia, increased parental involvement in enriching their indigenous values correlates with improved student performance, especially in communities where educational attainment is traditionally low (Pernantah et al., 2022).

The provision of resources ($r = 0.783$, $p < 0.001$) significantly impacts academic performance, emphasizing the importance of equipping learners with the materials and conditions necessary for effective learning. Resource-based theory explains that adequate resources, such as school supplies, a quiet study environment, and financial support, directly affect academic outcomes by reducing barriers to learning (Defitrika & Mahmudah, 2021).

This finding implies that efforts should be made to support Indigenous families accessing these resources, as doing so can level the educational playing field. Española et al. (2022) revealed that socioeconomic factors, including resource availability, strongly influence students' academic achievements, particularly among marginalized groups. In the Philippine context, access to educational resources is often a significant determinant of academic success, highlighting the need for targeted interventions to assist underprivileged families (Li-Jie & Fan, 2023).



Cultural reinforcement ($r = 0.779, p < 0.001$) was also found to correlate strongly and significantly with learners’ academic performance. Cultural and social contexts influence a child’s development, suggesting that parents who instill cultural pride and identity in their children enhance their self-esteem and motivation. Indigenous parents who actively promote cultural values, respect for traditions, and participation in cultural activities help their children develop a sense of belonging and purpose. This cultural grounding serves as a motivational force for learners to excel academically. Jeynes (2022) concluded that parental engagement leads to higher grades and better attitudes toward school. Students with strong cultural identities often perform better academically because they feel supported and valued within their educational environments. In the Philippines, integrating cultural values in education has enhanced student engagement and academic performance, particularly among indigenous groups (Oclarit et al., 2023).

Monitoring and guidance ($r = 0.769, p < 0.001$) exhibited a significant relationship with academic performance, underscoring the importance of parental oversight and structured support. Vygotsky’s Zone of Proximal Development theory highlights that learners achieve their full potential when guided by a more knowledgeable individual, such as a parent (Apriani et al., 2023). Indigenous parents who monitor school attendance, track academic progress, and provide consistent guidance create an environment conducive to learning.

The implication is that schools should collaborate with parents to enhance monitoring strategies, particularly in communities where such practices may be underutilized. Research by Fan and Chen (2001) supported this, showing that parental monitoring is positively linked to improved academic outcomes as it ensures that children remain focused on their educational goals (Putra, 2024). Effective monitoring by parents has been associated with higher student achievement, particularly in areas where educational resources are scarce (Khan, 2023).

The relationship between Indigenous parents' support and learners’ academic performance is significant and underscores the vital role that family involvement plays in educational success. Emotional support, in particular, has been shown to create a nurturing environment that helps children overcome challenges and boosts their academic motivation and self-esteem, ultimately leading to better academic outcomes (Mantau, 2024). Educational involvement, including participation in school activities and maintaining communication with teachers, has been consistently linked to higher academic achievement, as it provides learners with the guidance and encouragement they need to excel.

Similarly, providing resources, such as school supplies and access to a conducive learning environment, directly impacts learners’ ability to perform well in school. Cultural reinforcement, which connects learners to their heritage, fosters a sense of pride and identity, contributing to their resilience and determination in school (Chavajay, 2020).

Lastly, monitoring and guidance, including ensuring regular school attendance and homework completion, provide the structure necessary for academic success (Wagner, 2022). These findings align with existing literature, such as the works of Jeynes (2022), which emphasized the positive correlation between parental involvement and academic performance, particularly in Indigenous and marginalized communities. When parents actively engage in these domains, learners are more likely to perform better academically, highlighting the importance of fostering parental support in all aspects of education.

Problem 5: Which of the respondents’ demographic profiles and the level of support significantly predict learners’ academic performance?

Table 18. Variables that best predict Learners’ Academic Performance

Indicator	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	66.612	2.902		22.951	<0.001
Age	-.067	.217	-.018	-.308	.758
Sex	.278	.812	.031	.342	.733
Occupations	-.406	.152	-.141	-2.665	.009
Educational Attainment	3.314	.527	.673	6.285	<0.001
Number of Siblings	.536	.391	.081	1.369	.174
Relationship to the learner	-.144	.798	-.017	-.180	.858
Emotional Support	1.961	1.182	.224	1.660	.100
Educational Involvement	1.885	.855	.311	2.206	.029
Provision of Resources	-1.946	.926	-.269	-2.102	.038
Cultural Reinforcement	-1.346	2.694	-.149	-.500	.618
Monitoring and Guidance	1.354	1.707	.168	.793	.429
	R = 0.911	R ² = 0.831	F = 50.335	Sig. = <0.001	

Table 18 presents the variables that best predict learners’ academic performance. The learners’ academic performance was affected by the respondents’ occupations with $\beta = -0.141, t = -2.665, p = 0.009$, educational attainment with $\beta = 0.673, t = 6.285, p < 0.001$, educational involvement with $\beta = 0.311, t = 2.206, p < 0.029$, and provisions of resources with $\beta = -0.269, t = -2.102, p = 0.038$. This implied that the respondents’ occupations, educational attainment, educational involvement, and provisions of resources affect the learners’ academic performance.

The R^2 value of 0.831 implies that 83.1% of the variance in the learners' academic performance can be explained by the respondents' occupations, educational attainment, educational involvement, and provisions of resources. Hence, 16.9% of the learners' academic performance difference can be attributed to other variables not included in the regression model.

The regression analysis is significant, with an F-value of 50.335 and a p-value of <0.001 . Therefore, the null hypothesis stating that “the respondents' demographic profile and the level of support did not significantly influence the learners' academic performance” was rejected as to respondents' occupations, educational attainment, educational involvement, and provisions of resources

The respondents' educational attainment was a strong positive predictor of learners' academic performance ($\beta = 0.673$, $t = 6.285$, $p < 0.001$). Parents with higher educational levels tend to understand the educational process better, which allows them to provide more effective support to their children. This is supported by research showing that parental educational attainment is positively associated with better academic outcomes for children (Pinatil et al., 2022). Educated parents are more likely to foster a learning environment at home and have higher expectations for their children's academic success (Utami, 2022). Parents with higher educational attainment are more likely to value education and to have the skills necessary to support their children academically, further reinforcing the link between parental education and student success. This finding aligns with human capital theory, which emphasizes the importance of educational resources and skills in shaping the educational outcomes of future generations (Akter & Biswas, 2022). In the context of the Philippines, a study found that parents' educational levels significantly influenced their children's academic performance, highlighting the critical role of educational attainment in shaping educational trajectories (Pinatil et al., 2022).

Educational involvement was also a significant positive predictor of learners' academic performance ($\beta = 0.311$, $t = 2.206$, $p = 0.029$). This positive relationship suggests that the more involved parents are in their children's education, the better the learners' academic performance. Research supports this finding, revealing that parental involvement in school activities, communication with teachers, and support at home leads to better student outcomes (Rahman et al., 2023). In the Philippines, parental involvement has been shown to correlate positively with students' academic performance, reinforcing the idea that active participation by parents can lead to improved educational outcomes (Guimary & Buniel, 2022).

The respondents' occupations significantly predicted the learners' academic performance ($\beta = -0.141$, $t = -2.665$, $p = 0.009$), with a negative relationship indicating that certain occupations might limit the time or resources parents can dedicate to their children's education. This finding is consistent with previous research showing that low-income or time-demanding jobs can impede parents' ability to support their children academically (Yosef, 2024). Parents in occupations demanding long hours or having less flexibility might find it harder to participate in their children's academic lives, negatively impacting their performance. This highlights the need for schools to support parents by offering resources or programs that help bridge these gaps in involvement. In the Philippine context, the impact of parents' occupations on their children's academic performance has been documented, indicating that socioeconomic factors play a crucial role in educational outcomes (Cepada & Grepon, 2021).

However, the study also points to the negative effect of providing resources, which indicates that a lack of adequate support, such as school supplies or access to learning materials, can hinder students' academic progress. Provision of resources had a negative impact on academic performance ($\beta = -0.269$, $t = -2.102$, $p = 0.038$), which suggests that parents' ability to provide necessary resources, such as books or study materials, is inversely related to students' academic success. While this may seem counterintuitive, it could be that providing resources alone is insufficient without ensuring the quality and effectiveness of how those resources are used. This is supported by socioeconomic status and educational outcomes research, which shows that access to resources does not guarantee academic success (Yosef, 2024).

In the Philippines, Quijano (2023) revealed that the effective use of educational resources is essential for improving academic performance, emphasizing the need for quality over quantity in resource provision. The regression analysis highlights that several factors, including respondents' occupations, educational attainment, educational involvement, and provision of resources, significantly predict the learners' academic performance. This suggests that improving parents' ability to engage in their children's education—through better access to resources, opportunities for educational involvement, and support for parents in demanding occupations—can enhance student performance. Schools and policymakers should focus on providing resources to parents, particularly those with demanding jobs or lower educational levels, to ensure that all students have equal opportunities to succeed academically. Parents and teachers should encourage parental engagement because of its positive effect and congruence with the learners' academic achievement (Ogg et al., 2021).

Addressing these factors is crucial for fostering an equitable educational environment that supports all learners in the Philippine educational landscape (Pinatil et al., 2022; Guimary & Buniel, 2022; Cepada & Grepon, 2021). The results offer valuable insights into the factors that influence academic outcomes and indicate areas where interventions could help improve support for students, particularly those from resource-limited backgrounds.

Problem 6: What action plan can be designed based on the findings of the study?

Based on the findings of this study, the researcher proposes an action plan that aims to improve the educational experience and academic success of students, especially those in rural and Indigenous communities. It focuses on supporting teachers, parents, and learners by enhancing teaching practices, encouraging parental involvement, and strengthening student support systems. The plan

emphasizes working with the school community to provide better learning opportunities and overall student development. This plan considers the challenges that indigenous learners and their families face. Activities like cultural workshops, mentoring, and providing resources are included to promote both academic success and cultural identity. Parental involvement is also a key focus, as learners perform better when their parents actively support their education.

The plan gives parents the opportunity to be informed about the common ways by which they can help their children in terms of academics. Bi-monthly meetings that address their children's needs, newsletters written in the Higaonon language, and an online community group for parents can actually help raise their awareness.

This also includes professional development programs for teachers to help them manage classrooms effectively and create a positive learning environment. The various seminars and trainings that will be conducted can also develop teachers' behavioral management.

Initiatives such as tutoring, remedial classes, and recognition programs aim to boost academic performance and motivation. Mental health programs and stress management activities also address emotional well-being to support students' overall development.

This action plan is a strategic framework to bridge educational gaps and empower indigenous learners by fostering strong partnerships among parents, teachers, and the school community. It ensures that indigenous students receive holistic and equitable learning opportunities by integrating culturally responsive initiatives, enhancing parental involvement, and strengthening academic and emotional support systems. Ultimately, its implementation will improve academic performance, preserve cultural identity, promote lifelong learning, and create a more inclusive and supportive educational environment for future generations.

Conclusion

After gathering and analyzing the findings, it can be concluded that Indigenous parents play a significant and positive role in their children's academic performance. The study revealed that the demographic profile of the parents, including their age, occupation, educational attainment, and family structure, directly influences the level and type of support they provide.

Although many parents face economic challenges due to their agriculture or manual labor occupations, they still firmly commit to supporting their children's education, mainly through emotional support, cultural reinforcement, and monitoring academic tasks. Parental involvement, particularly in educational activities, correlates clearly and positively with student academic success. Parents who actively engage in school-related activities and provide emotional encouragement tend to have children who perform better academically. This finding aligns with previous research, emphasizing parental engagement's importance in fostering student motivation and achievement.

However, the study also highlights areas where further support is needed, especially regarding providing resources, such as digital access, which can limit students' ability to perform in an increasingly technology-driven educational environment. The analysis also identified that certain demographic factors, such as educational attainment and occupation, significantly predict learners' academic performance. Parents with higher levels of education are more likely to engage in their children's academic lives, while professions that require long hours or low-paying jobs can limit parental involvement.

Despite these challenges, the study shows that parents with limited resources can contribute significantly to their children's academic outcomes through active participation and emotional support. The results further underscore the importance of creating an educational environment that adequately supports students and their families. Interventions addressing the economic and educational challenges Indigenous parents face, such as resource provision, targeted workshops, and flexible engagement opportunities, are crucial for ensuring that all students, regardless of their socioeconomic background, have equal opportunities to succeed academically.

In conclusion, this study's findings provide valuable insights into the role of parental support in Indigenous communities and highlight the significant factors that influence academic performance. It is clear that parental involvement, particularly in emotional and educational support, plays a pivotal role in shaping students' academic success. However, further efforts are needed to bridge the gaps in resources and access to educational opportunities, ensuring that all students can achieve their full potential.

Several actionable recommendations are proposed to strengthen the support Indigenous parents provide for their children and enhance academic outcomes. These are as follows:

It is recommended that digital tools, such as computers, internet connectivity, and learning materials, be made available in schools. Parents do not have the financial capacity to provide for their children. Collaboration between schools, local governments, and community organizations is necessary to establish programs that equip Indigenous families with the tools needed for academic success in today's digital learning environment.

It is recommended that parents attend workshops on effectively supporting their children's education at home, which is crucial. These sessions could include practical strategies for fostering positive study habits and creating conducive home learning environments. Flexible meeting schedules, such as evening or weekend options, should also be considered to accommodate parents with demanding work schedules.

It is recommended to strengthen communication between parents and teachers through regular in-person or online updates ensure that

parents stay informed about their children's academic progress. This ongoing dialogue can help identify and address challenges early, promoting continuous improvement.

It is recommended that schools initiate donation campaigns and establish partnerships with local businesses to provide much-needed educational materials, such as books, supplies, and learning software, at no or low cost. These efforts can ease the financial strain on families and better equip students for success.

It is recommended that schools collaborate with indigenous leaders to incorporate cultural traditions, values, and practices into the curriculum. Such programs help foster cultural pride and identity, enabling students to connect more deeply with their education.

It is recommended that schools should offer flexible options for involvement, such as evening or weekend parent-teacher conferences, workshops, or school activities, to ensure greater participation.

It is recommended that the schools implement mentorship programs where knowledgeable community members or senior students guide parents in supporting their children academically to fill existing gaps. Peer support networks can also be established to help parents exchange strategies and ideas for fostering academic growth.

References

- Ablasa, L. (2024). Parental involvement in learners' education: Significance, benefits, and barriers. *Journal of Interdisciplinary Perspectives*, 2(3). <https://doi.org/10.69569/jip.2024.0033>
- Akbar, F. (2022). Gender wage gap: Evidence from employment in the informal sector. *The Journal of Indonesia Sustainable Development Planning*, 3(2), 104–117. <https://doi.org/10.46456/jisdep.v3i2.301>
- Akter, S., & Biswas, A. (2022). Effects of parental guidance on academic achievement of secondary students in Dumuria Upazila of Khulna District, Bangladesh. *Khulna University Studies*, 15(1–2), 105–116. <https://doi.org/10.53808/kus.2018.15.1and2.1707-s>
- Alampay, L. P., & Garcia, A. S. (2019). Education and parenting in the Philippines. In E. Sorbring & J. Lansford (Eds.), *School systems, parent behavior, and academic achievement* (Vol. 3). Springer. https://doi.org/10.1007/978-3-030-28277-6_6
- Ali, N., Mukhtar, S., Khan, Y., Ahmad, M., & Khan, Z. (2022). Analysis of secondary school students' academic performance and parental involvement in children's education at home. *The Education and Science Journal*, 24(9), 118–142. <https://doi.org/10.17853/1994-5639-2022-9-118-142>
- Alipio, M. (2020). Predicting academic performance of college freshmen in the Philippines using psychological variables and expectancy-value beliefs to outcomes-based education: A path analysis. *OSF Preprints*. <https://doi.org/10.35542/osf.io/pr6z>
- Almerino, P., Ocampo, L., Abellana, D., Almerino, J., Mamites, I., Pinili, L., & Peteros, E. (2020). Evaluating the academic performance of K–12 students in the Philippines: A standardized evaluation approach. *Education Research International*, 2020, 1–8. <https://doi.org/10.1155/2020/8877712>
- Ancheta, O., & Casem, R. Q. (2024). Navigating educational crossroads: An in-depth analysis of the Indigenous Peoples Education (IPED) program in Santol, La Union, Philippines. *Diversitas Journal*, 9(2). <https://doi.org/10.48017/dj.v9i2.2998>
- Angeles, A., Donaire, S., Reyes, R., & Cabauatan, R. (2021). The effect of gender inequality in education, labor force participation, and economic opportunity on the income distribution of India. *Jurnal Studi Guru dan Pembelajaran*, 4(3), 781–794. <https://doi.org/10.30605/jsgp.4.3.2021.1479>
- Angwaomaodoko, E. (2023). The impact of parental involvement on students' academic achievement in Nigeria: A case study of parents in Asaba, Delta State. *International Journal of Education*, 15(4), 37. <https://doi.org/10.5296/ije.v15i4.20981>
- Anierobi, E. (2024). Students' academic engagement in secondary schools: Parental involvement and academic resilience as predictor variables. *International Journal of Educational and Psychological Studies*, 2(1), 13–26. <https://doi.org/10.59890/ijeps.v2i1.1207>
- Apriani, A., Sari, I., Salim, A., Harun, H., & Wuryandani, W. (2023). Developing an assessment instrument for character education reinforcement (PPK) of upper-class students of elementary school. *Kne Social Sciences*. <https://doi.org/10.18502/kss.v8i8.13281>
- Ayunon, C., & Haloc, L. (2021). How far have we gone? Integration of intercultural language learning principles in Philippine ESL classrooms. *Journal of Education and Learning* (Edulearn, 15(1), 144–152. <https://doi.org/10.11591/edulearn.v15i1.20056>
- Baker, T. L., Wise, J., Kelley, G., & Skiba, R. J. (2020). Identifying barriers: Creating solutions to improve family engagement. *School Community Journal*, 26(2), 161–184. <https://eds-b-ebshost-com.ezp.roehampton-online.com/eds/detail/detail?vid=5&sid=0ced8230-c2f8-45a3-aff4-e5171fd78305%40sessionmgr101&bdata=JnNpdGU9ZWRzLWxpdmU%3D#db=ehh&AN=120454452>
- Bani, C., Sahiruddin, S., & Nurhayani, I. (2022). The role of parental guidance on vocabulary achievement in an Indonesian EFL elementary education setting. *Klausea (Kajian Linguistik Pembelajaran Bahasa dan Sastra)*, 5(2), 95–110.

<https://doi.org/10.33479/klausav5i02.436>

Bedeković, V. (2022). Indicators of planning and documenting the quality of the educational process and monitoring children's development in institutions of early childhood and preschool education. *Croatian Journal of Education - Hrvatski Časopis za Odgoj i Obrazovanje*, 24(2). <https://doi.org/10.15516/cje.v24i2.4538>

Bhatti, M. (2021). Effects of parent-children communication on academic performance of the children: A study of Southern Punjab, Pakistan. *Journal of Early Childhood Care and Education (JECCE)*, 5(1). <https://doi.org/10.30971/jecce.v5i1.864>

Bourdieu, P. (2001). *Outline of a theory of practice*. Cambridge University Press.

Bradley, G. L., Ferguson, S., & Zimmer-Gembeck, M. J. (2021). Parental support, peer support, and school connectedness as foundations for student engagement and academic achievement in Australian youth. In *Springer series on child and family studies* (pp. 219–236). Springer. https://doi.org/10.1007/978-3-030-70262-5_15

Braun, R., Aghdam, M., Bañaga, P., Betito, G., Cambaliza, M., Cruz, M., ... & Sorooshian, A. (2020). Long-range aerosol transport and impacts on size-resolved aerosol composition in Metro Manila, Philippines. *Atmospheric Chemistry and Physics*, 20(4), 2387–2405. <https://doi.org/10.5194/acp-20-2387-2020>

Bristow, J. (2023). Who cares for children? The problem of intergenerational contact. In E. Lee, J. Bristow, C. Faircloth, & J. Macvarish (Eds.), *Parenting culture studies* (pp. 131–162). Springer. <https://doi.org/10.1007/978-3-031-44156-1>

Calib-og, J. (2023). Parental involvement and academic performance of learners. *International Journal of Research Publications*, 131(1). <https://doi.org/10.47119/ijrp1001311820235392>

Casas, M. E., & Quiambao, V. G. Jr. (2023). Academic challenges of indigenous peoples: A qualitative study. *Southeast Asian Journal of Multidisciplinary Studies*, 3(3). <https://cmc.edu.ph/research/index.php/journals/article/view/125>

Cepada, C., & Grepon, B. (2021). Absenteeism and parental involvement in home and school among middle school students of public school in Northern Mindanao, Philippines: Basis for intervention. *OSF Preprints*. <https://doi.org/10.31219/osf.io/d9nxt>

Chavajay, P. (2020). Organizational patterns in problem solving among Mayan fathers and children. *Developmental Psychology*, 44(3), 882–888. <https://doi.org/10.1037/0012-1649.44.3.882>

Chechenia, T., & Bragoli-Barzan, L. (2021). Challenges encountered by indigenous youth in postsecondary education. *McGill Journal of Education*, 55(2), 463–485. <https://doi.org/10.7202/1077977ar>

Cheraghian, H., Moradian, K., & Nouri, T. (2023). Structural model of resilience based on parental support: The mediating role of hope and active coping. *BMC Psychiatry*, 23, Article 260. <https://doi.org/10.1186/s12888-023-04678-z>

Corporal, S., Sunderland, N., O'Leary, P., & Riley, T. (2020). Indigenous health workforce: Exploring how roles impact experiences in higher education. *International Journal of Critical Indigenous Studies*, 13(1), 101–122. <https://doi.org/10.5204/ijcis.v13i1.1405>

Dagdag, J., Cuizon, H., & Bete, A. (2019). College students' problems and their link to academic performance: Basis for needs-driven student programs. *Journal of Research Policy & Practice of Teachers & Teacher Education*, 9(2), 54–65. <https://doi.org/10.37134/jrptte.vol9.no2.5.2019>

da Silva, C., Pereira, F., & Amorim, J. P. (2023). The integration of indigenous knowledge in school: A systematic review. *Compare: A Journal of Comparative and International Education*, 54(7), 1–19. <https://doi.org/10.1080/03057925.2023.2184200>

David-Chavez, D., Valdez, S., Estevez, J., Martínez, C., García, Á., Josephs, K., ... & Troncoso, A. (2020). Community-based (rooted) research for regeneration: Understanding benefits, barriers, and resources for indigenous education and research. *Alternative: An International Journal of Indigenous Peoples*, 16(3), 220–232. <https://doi.org/10.1177/1177180120952896>

Defitrika, F., & Mahmudah, F. (2021). Development of life skills education as character building. *International Journal of Educational Management and Innovation*, 2(1), 1–16. <https://doi.org/10.12928/ijemi.v2i1.3195>

Delprato, M. (2019). Parental education expectations and achievement for indigenous students in Latin America: Evidence from TERCE learning survey. *International Journal of Educational Development*, 65, 10–25. <https://doi.org/10.1016/j.ijedudev.2018.12.004>

Deng, Y., Cherian, J., Khan, N., Kumari, K., Sial, M., Comite, U., ... & Popp, J. (2022). Family and academic stress and their impact on students' depression level and academic performance. *Frontiers in Psychiatry*, 13. <https://doi.org/10.3389/fpsy.2022.869337>

Dharma, S. (2024). Effectiveness of cultural value-based ecoliteracy citizenship education materials in strengthening student responses to global citizenship issues. <https://doi.org/10.4108/eai.24-10-2023.2342353>

Diaz, L. B. (2023). Current approaches for engaging parents in students' academic performance: Basis for parental engagement policy. *American Journal of Multidisciplinary Research and Innovation*, 2(4), 32–41. <https://doi.org/10.54536/ajmri.v2i4.1817>

- Dockery, A., & Sykes, E. (2022). Remote housing for Indigenous children in the Fitzroy Valley, Western Australia: A case study. *Australian Journal of Social Issues*, 58(3), 640–668. <https://doi.org/10.1002/ajs4.248>
- Donovan, R., Drane, C., Owen, J., Murray, L., Nicholas, A., & Anwar-McHenry, J. (2023). Impact on stakeholders of a cultural adaptation of a social and emotional well-being intervention in an Aboriginal community. *Health Promotion Journal of Australia*, 35(1), 134–143. <https://doi.org/10.1002/hpja.723>
- Duran, M. (2024). Sustainability integration in Philippine higher education curricula: A structural equation modeling assessing teacher intention to integrate. *Sustainability*, 16(9), 3677. <https://doi.org/10.3390/su16093677>
- Eduardo, J., & Gabriel, A. (2021). Indigenous peoples and the right to education: The Dumagat experience in the provinces of Nueva Ecija and Aurora, in the Philippines. *SAGE Open*, 11(2). <https://doi.org/10.1177/21582440211009491>
- Enteria, O., & Tagyam, R. P. (2020). Parental involvement in the education development of Indigenous people in selected elementary schools in the northern part of Mindanao, Philippines. *Asian Journal of Advanced Research and Reports*, 13(2), 16–27. <https://doi.org/10.9734/ajarr/2020/v13i230304>
- Española, R. P., Sulima, J. R., Tanguihan, L. G., Retita, G. A., Causing, P. M., Sinaca, M. B., Caba, A. B., Crisanta, Ma., Mitsu, E., & Cavite, I. E. (2022). Building new literacies of Indigenous youth and their parents and teachers: A research-community extension project. *Journal of Community Development Research (Humanities and Social Sciences)*, 15(4), 97–109. <https://doi.org/10.14456/jcdrhs.2022.38>
- Estorgio, M. (2024). Parental involvement: Urban elementary school in focus. *Asian Journal of Education and Social Studies*, 50(7), 371–385. <https://doi.org/10.9734/ajess/2024/v50i71470>
- Fan, X., & Chen, M. (2021). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13(1), 1–22. <https://doi.org/10.1023/A:1009048817385>
- Fang, X., Luo, Y., & Qian, Y. (2023). The impact of family economic situation and parents' educational expectations on academic performance of junior high school students. *Lecture Notes in Education Psychology and Public Media*, 6(1), 379–386. <https://doi.org/10.54254/2753-7048/6/20220370>
- Fateel, M., Mukallid, S., & Arora, B. (2021). The interaction between socioeconomic status and preschool education on academic achievement of elementary school students. *International Education Studies*, 14(8), 60. <https://doi.org/10.5539/ies.v14n8p60>
- Forsyth, C., Irving, M., Short, S., Tennant, M., & Gilroy, J. (2019). Students don't know what they don't know: Dental and oral health students' perspectives on developing cultural competence regarding Indigenous peoples. *Journal of Dental Education*, 83(6), 679–686. <https://doi.org/10.21815/jde.019.078>
- Francisco, M. S. A., Pauya, D. E., & Ambayon, C. M. (2021). Cultural practices and academic performance of Blaán pupils in Sinapulan Elementary School. *Budapest International Research and Critics in Linguistics and Education (BIRLE) Journal*, 4(2), 784–797. <https://doi.org/10.33258/birle.v4i2.1841>
- Gana, M. (2023). Family functioning, parental attachment, and students' academic success. *Journal of Infrastructure Policy and Development*, 8(1). <https://doi.org/10.24294/jipd.v8i1.2565>
- Garbacz, S., Hall, G., Young, K., Lee, Y., Youngblom, R., & Houlihan, D. (2019). Validation study of the family involvement questionnaire—elementary version with families in Belize. *Assessment for Effective Intervention*, 46(3), 238–243. <https://doi.org/10.1177/1534508419862857>
- Garcia, A. S., & de Guzman, M. R. T. (2020). The meanings and ways of parental involvement among low-income Filipinos. *Early Childhood Research Quarterly*, 53, 343–354. <https://doi.org/10.1016/j.ecresq.2020.05.013>
- Gaspar, M., Gabriel, J., Manuel, M., Ladrillo, D., Gabriel, E., & Gabriel, A. (2022). Transparency and accountability of managing school financial resources. *Journal of Public Administration and Governance*, 12(2), 102. <https://doi.org/10.5296/jpag.v12i2.20146>
- Geduld, B. (2024). Parental involvement in homework to foster self-regulated learning skills: A qualitative study with parents from selected higher quintile schools. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2343526>
- Goulet, L., Linds, W., Episknew, J., & Schmidt, K. (2020). Seeking to improve student success by building connections between Indigenous parents and schools: A case study in Alberta, Canada. In N. Mayuzumi, M. Motobayashi, & M. Nagao (Eds.), *Intersectionality of critical pedagogy and systems theory: Connections and praxis* (pp. 1-15). Springer. https://link.springer.com/referenceworkentry/10.1007/978-3-030-29553-0_71-1
- Guillena, J. (2023). The effects of social networking sites needs and academic stressors on academic motivation of college students. *International Journal of Educational Management and Development Studies*, 4(2), 138-169. <https://doi.org/10.53378/352992>

- Guimary, C., & Buniel, J. (2022). Involvement of parents in modular distance learning amidst COVID-19 pandemic in the northern part of Mindanao, Philippines. *International Journal of Applied Science and Engineering Review*, 3(3), 123-136. <https://doi.org/10.52267/ijaser.2022.3313>
- Habito, C., Vaughan, C., & Morgan, A. (2019). Adolescent sexual initiation and pregnancy: What more can be learned through further analysis of the demographic and health surveys in the Philippines? *BMC Public Health*, 19(1). <https://doi.org/10.1186/s12889-019-7451-4>
- Haw, N., Uy, J., Sy, K., & Abrigo, M. (2020). Epidemiological profile and transmission dynamics of COVID-19 in the Philippines. *Epidemiology and Infection*, 148. <https://doi.org/10.1017/s0950268820002137>
- Hedges, H., Fleeer, M., Fleeer-Stout, F., & Hanh, L. T. B. (2020). Aspiring to quality teacher–parent partnerships in Vietnam: Building localised funds of knowledge. *Australian Research in Early Childhood Education*, 7(3), 49–68. <https://doi.org/10.4225/03/584fa3c698b7c>
- Hewitt, B., & Walter, M. (2021). The consequences of household composition and household change for Indigenous health: Evidence from eight waves of the longitudinal study of Indigenous children (LSIC). *Health Sociology Review*, 31(2), 121-138. <https://doi.org/10.1080/14461242.2020.1865184>
- Hu, H. (2024). The impact of parental educational expectations and parental education on adolescent academics. *Journal of Psychology and Behavior Studies*, 4(1), 62-67. <https://doi.org/10.32996/jpbs.2024.4.1.7>
- Imran, M., Kakar, K., & Yousaf, M. (2020). Effect of parenting styles on academic performance of disabled students in Quetta, Pakistan. *World Journal of Advanced Research and Reviews*, 7(3), 062-069. <https://doi.org/10.30574/wjarr.2020.7.3.0324>
- Jacob, M., Sabzalian, L., Johnson, S., Jansen, J., & Morse, G. (2019). “We need to make action now, to help keep the language alive”: Navigating tensions of engaging Indigenous educational values in university education. *American Journal of Community Psychology*, 64(1-2), 126-136. <https://doi.org/10.1002/ajcp.12374>
- Jeynes, W. H. (2022). A meta-analysis of the efficacy of different types of parental involvement programs for urban students. *Urban Education*, 47(4), 706-742. <https://doi.org/10.1177/0042085912445643>
- Kaptich, P., Kiplangat, H., & Munyua, J. (2019). Relationship between parental involvement in pupils’ educational activities at school and their academic performance in Ainabkoi Sub-County, Kenya. *IRA International Journal of Education and Multidisciplinary Studies*, 15(1), 36. <https://doi.org/10.21013/jems.v15.n1.p5>
- Khan, D. (2021). Gender differences in personality traits in relation to academic performance. *MIER Journal of Educational Studies Trends & Practices*, 124-137. <https://doi.org/10.52634/mier/2020/v10/i1/1356>
- Kondratska, H., Voloshyn, O., Prots, R., Kopko, I., & Stets, V. (2021). Influence of sports disciplines on the development of key competencies of future physical education teachers. *Linguistics and Culture Review*, 5(S2), 537-547. <https://doi.org/10.21744/lingcure.v5ns2.1389>
- Lamiña, A. (2024). Settler urbanism, emotional geographies, and Indigenous planning in Ecuadorian Amazonia. *Environment and Planning D: Society and Space*, 42(3), 380–400. <https://doi.org/10.1177/02637758241240872>
- Lavi, N. (2021). “We only teach them how to be together”: Parenting, child development, and engagement with formal education among the Nayaka in South India. *Anthropology & Education Quarterly*, 53(1), 84–102. <https://doi.org/10.1111/aeq.12406>
- Li-jie, L., & Fan, L. (2023). The vision of ideological culture in contemporary Chinese education: Preserving society and state. *Culture and Education*, 35(3), 774–815. <https://doi.org/10.1080/11356405.2023.2206300>
- Lim, W. (2021). Impacts of parental involvement and parents’ level of education on student’s academic accomplishment. *Education Journal*, 10(1), 35. <https://doi.org/10.11648/j.edu.20211001.15>
- Lirag, M., Foronda, V., & Ativo, A. (2023). Demographic evaluation of Pili farmers and their production capacity in Bicol Region, Philippines. *Asian Journal of Agricultural Extension, Economics & Sociology*, 15–25. <https://doi.org/10.9734/ajaees/2023/v4i1i1826>
- Macam, S., Mack, W., Palinkas, L., Kipke, M., & Javier, J. (2022). Evaluating an evidence-based parenting intervention among Filipino parents: Protocol for a pilot randomized controlled trial. *JMIR Research Protocols*, 11(2), e21867. <https://doi.org/10.2196/21867>
- Maimad, M. (2023). Parental involvement and academic achievement: Keys to translating No Poverty and Quality Education SDGs in Philippine peripheral communities. *Journal of Teacher Education for Sustainability*, 25(2), 76–88. <https://doi.org/10.2478/jtes-2023-0017>
- Maldonado-Carreño, C., Yoshikawa, H., Escallón, E., Ponguta, L., Nieto, A., Kagan, S., ... & Motta, A. (2021). Measuring the quality of early childhood education: Associations with children’s development from a national study with the IMCEIC tool in Colombia.

Child Development, 93(1), 254–268. <https://doi.org/10.1111/cdev.13665>

Mallari, E., Lasco, G., Sayman, D., Amit, A., McKee, M., Mendoza, J., ... & Palafox, B. (2020). Connecting communities to primary care: A qualitative study on the roles, motivations and lived experiences of community health workers in the Philippines. *BMC Health Services Research*, 20(1). <https://doi.org/10.1186/s12913-020-05699-0>

Mantaring, B. (2023). Students and faculty experiences, perceptions, and knowledge on distress during the COVID-19 pandemic: A descriptive cross-sectional study. *Acta Medica Philippina*, 57(10). <https://doi.org/10.47895/amp.v57i10.7219>

Mantau, B. (2024). The culture and tradition of educational practice in madrasah. *Tafkir: Interdisciplinary Journal of Islamic Education*, 5(2), 202–216. <https://doi.org/10.31538/tijie.v5i2.890>

Mantovani, S., Bove, C., Ferri, P., Manzoni, P., Bianchi, A., & Picca, M. (2021). Children ‘under lockdown’: Voices, experiences, and resources during and after the COVID-19 emergency. Insights from a survey with children and families in the Lombardy region of Italy. *European Early Childhood Education Research Journal*, 29(1), 35–50. <https://doi.org/10.1080/1350293x.2021.1872673>

Meng, G. (2024). Education and learning guidelines for the preservation and protection of Qinghai Mongolian folk songs in China. *Journal of Education and Learning*, 13(2), 75. <https://doi.org/10.5539/jel.v13n2p75>

Mercado, M. G. M. (2021). Culturally responsive curriculum: A case study of IP school in the Philippines. *Journal of Community Development Research (Humanities and Social Sciences)*, 14(3), 1–9. <https://doi.org/10.14456/jcdr-hs.2021.21>

Merlo, G., Chifari, A., Chiazzese, G., Denaro, P., Ferrera, N., Savio, N., ... & Seta, L. (2023). The Behave application as a tool to monitor inclusive interventions for subjects with neurodevelopmental disorders. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.943370>

Milne, E., & Wotherspoon, T. (2020). Schools as “really dangerous places” for Indigenous children and youth: Schools, child welfare, and contemporary challenges to reconciliation. *Canadian Review of Sociology/Revue Canadienne De Sociologie*, 57(1), 34–52. <https://doi.org/10.1111/cars.12267>

Mohan, D. (2024). Wisdom of the ancestors: Harnessing Indigenous knowledge for contemporary challenges. *International Journal of Applied Research*, 10(3), 112–119. <https://doi.org/10.22271/allresearch.2024.v10.i3b.11591>

Montaño, C. L. N., Bang, M., & McDaid-Morgan, N. (2019). Indigenous family engagement: Authentic partnerships for transformative learning. In C. M. McWayne, F. Doucet, & S. M. Sheridan (Eds.), *Ethnocultural diversity and the home-to-school link* (pp. 55–73). Springer. <https://doi.org/10.1007/978-3-030-14957-4>

Moralista, R., & Oducado, R. (2020). Faculty perception toward online education in a state college in the Philippines during the coronavirus disease 19 (COVID-19) pandemic. *Universal Journal of Educational Research*, 8(10), 4736–4742. <https://doi.org/10.13189/ujer.2020.081044>

Moyo, N. (2022). Parental involvement and academic achievement: Voices of role players in selected primary schools in East London Education District. *African Educational Research Journal*, 10(3), 304–312. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1414066.pdf>

Murhadi, W. (2024). The good corporate governance: Case study in Indonesia and Philippines. *JBTI Jurnal Bisnis Teori Dan Implementasi*, 15(1), 1–15. <https://doi.org/10.18196/jbti.v15i1.19871>

Napanoy, J. B., & Peckley, M. K. (2020). Assessment literacy of public elementary school teachers in the indigenous communities in Northern Philippines. *Universal Journal of Educational Research*, 8(11B), 5693–5703. <https://doi.org/10.13189/ujer.2020.082203>

Nesterova, Y. (2020). Rethinking environmental education with the help of indigenous ways of knowing and traditional ecological knowledge. *Journal of Philosophy of Education*, 54(4), 1047-1052. <https://doi.org/10.1111/1467-9752.12471>

Oclarit, F., Betarmos, V., & Casinillo, L. (2023). Unheard sentiments of Mamanwa (indigenous) learners in the mainstream education: A basis for educational policy. *International Journal of Indonesian Education and Teaching*, 7(2), 136–157. <https://doi.org/10.24071/ijiet.v7i1.6234>

Oducado, R., & Estoque, H. (2021). Online learning in nursing education during the COVID-19 pandemic: Stress, satisfaction, and academic performance. *Journal of Nursing Practice*, 4(2), 143-153. <https://doi.org/10.30994/jnp.v4i2.128>

Ogg, J., Clark, K., Strissel, D., & Rogers, M. (2021). Parents’ and teachers’ ratings of family engagement: Congruence and prediction of outcomes. *School Psychology*, 36(3), 142-154. <https://doi.org/10.1037/spq0000379>

Parveen, K. (2022). Impacts of intimate partner violence on academic performance of married female students. *International Journal of Multidisciplinary Educational Research (IJMER)*, 1(1), 25-32. <https://doi.org/10.32996/ijmer.2022.1.1.4>

Peacock, H., Prehn, J., Guerzoni, M., Aitken, W., & Andersen, C. (2020). Upholding heightened expectations of indigenous children?

- Parents do, teachers do not. *The Australian Journal of Indigenous Education*, 50(2), 331-339. <https://doi.org/10.1017/jie.2020.28>
- Peltier, C. (2024). Culturally appropriate consent processes for community-driven indigenous child health research: A scoping review. *BMC Medical Ethics*, 25(1). <https://doi.org/10.1186/s12910-023-00996-9>
- Perez, A., Perez, D., & Illescas, C. (2021). Indigenous people's education, career aspirations, career choice and challenges among senior high school students in rural communities in Palawan. *International Journal of Education and Learning*, 3(1), 20-37. <https://doi.org/10.31763/ijele.v2i2.158>
- Pernantah, P., Sariyatun, S., Warty, W., & Aisiah, A. (2022). The reinforcement of Sumpah Satie Bukik Marapalam values for character building of students in the learning of history. *Agastya Jurnal Sejarah Dan Pembelajarannya*, 12(1), 20-30. <https://doi.org/10.25273/ajsp.v12i1.7976>
- Pinatil, L., Trinidad, C., Englis, G., Miñoza, J., Corriente, I., & Trinidad, G. (2022). Parental involvement and academic performance of education students in a state university in the Philippines. *International Journal of Science and Management Studies (IJSMS)*, 95-99. <https://doi.org/10.51386/25815946/ijms-v5i3p110>
- Ponnappalli, A., Fisher, T., & Turner, K. (2023). Exploring indigenous community conceptions of parent wellbeing: A qualitative analysis. *International Journal of Environmental Research and Public Health*, 20(4), 3585. <https://doi.org/10.3390/ijerph20043585>
- Putra, W. (2024). Competence of Arabic language learning media lecturers in the perspective of the Australian Federation of Modern Language Teachers Associations (AFMLTA). *Scaffolding Jurnal Pendidikan Islam Dan Multikulturalisme*, 6(1), 129-141. <https://doi.org/10.37680/scaffolding.v6i1.4511>
- Quijano, H. (2023). Parental involvement and academic performance of Grade 12 students. *Asian Journal of Education and Social Studies*, 47(4), 11-17. <https://doi.org/10.9734/ajess/2023/v47i41029>
- Rahman, S., Munam, A., Hossain, A., & Bhuiya, R. (2023). Socio-economic factors affecting the academic performance of private university students in Bangladesh: A cross-sectional bivariate and multivariate analysis. *SN Social Sciences*, 3(2). <https://doi.org/10.1007/s43545-023-00614-w>
- Ramos, M. F., Bamdad, T., & Lloyd, C. M. (2021). Strategies to virtually support and engage families of young children during COVID-19 (and beyond): Lessons from research and considerations for your community. *Child Trends*. https://cms.childtrends.org/wpcontent/uploads/2021/01/VirtualFESstrategiesBrief_ChildTrends_Jan21.pdf
- Reyes, A. (2022). The implementation of Indigenous Peoples Education (IPED) program: Towards a proposed plan of action. *Asia Pacific Journal of Advanced Education and Technology Special Issue*, 13–24. <https://apjaet.com/wp-content/uploads/2022/08/The-Implementation-of-Indigenous-Peoples-Education-IPED-Program-Towards-A-Proposed-Plan-of-Action.pdf>
- Riyanti, N., Murhadi, W., & Utami, M. (2022). The influence of good corporate governance through gender diversity on firm performance. *Proceedings of the International Conference on Economics, Business, Social, and Humanities (ICEBSH 2022)*, 5-12. https://doi.org/10.2991/978-94-6463-008-4_2
- Rose-Clarke, K., Bentley, A., Marston, C., & Prost, A. (2019). Peer-facilitated community-based interventions for adolescent health in low- and middle-income countries: A systematic review. *PLOS ONE*, 14(1), e0210468. <https://doi.org/10.1371/journal.pone.0210468>
- Saat, A., Thani, S., Salihan, S., & Saliluddin, S. (2022). The association between learning style, social demographic background, and pharmacology assessment results amongst first-year medical students in Universiti Putra Malaysia during the COVID-19 pandemic. *Malaysian Journal of Medicine and Health Sciences*, 18(s14), 19-27. <https://doi.org/10.47836/mjmhs.18.s14.3>
- Saka, A. (2022). Moderating influence of parental engagement on the impact of attention span on students' academic achievement in senior secondary school computer studies. *Pedagogi Jurnal Ilmu Pendidikan*, 22(2), 99-110. <https://doi.org/10.24036/pedagogi.v22i2.1297>
- Schill, K., Terbasket, E., Thurston, W., Kurtz, D., Page, S., McLean, F., & Oelke, N. (2019). Everything is related and it all leads up to my mental well-being: A qualitative study of the determinants of mental wellness amongst urban Indigenous elders. *The British Journal of Social Work*, 49(4), 860-879. <https://doi.org/10.1093/bjsw/bcz046>
- Şengönül, T. (2022). A review of the relationship between parental involvement and children's academic achievement and the role of family socioeconomic status in this relationship. *Pegem Journal of Education and Instruction*, 12(2), 32–57. <https://www.pegegog.net>
- Shah, S., Naz, S., & Mumtaz, N. (2019). The role of parents and teachers in academic achievement of students in Hazara Division, Pakistan. *Global Regional Review*, 4(3), 187-194. [https://doi.org/10.31703/grr.2019\(iv-iii\).21](https://doi.org/10.31703/grr.2019(iv-iii).21)
- Shao, Y., & Kang, S. (2022). The link between parent-child relationship and learning engagement among adolescents: The chain mediating roles of learning motivation and academic self-efficacy. *Frontiers in Education*, 7. <https://doi.org/10.3389/educ.2022.854549>



- Shimi, R. (2024). The impact of parental involvement on students' academic performance. *International Journal of Academic Research in Business and Social Sciences*, 14(1). <https://doi.org/10.6007/ijarbss/v14-i1/19891>
- Sianturi, M., Lee, J., & Cumming, T. M. (2022). A systematic review of Indigenous parents' educational engagement. *Review of Education*, 10(2). <https://doi.org/10.1002/rev3.3362>
- Sirait, C. (2024). The influence of parenting style on student academic achievement based on gender. *Journal of Scientific Research Education and Technology (JSRET)*, 3(1), 416-429. <https://doi.org/10.58526/jsret.v3i1.369>
- Spencer, C. M., Topham, G. L., & King, E. L. (2020). Do online parenting programs create change?: A meta-analysis. *Journal of Family Psychology*, 34(3), 364-374. <https://doi.org/10.1037/fam0000605>
- Sun, J., Goforth, A., Nichols, L., Violante, A., Christopher, K., Howlett, R., ... & Graham, N. (2022). Building a space to dream: Supporting Indigenous children's survivance through community-engaged social and emotional learning. *Child Development*, 93(3), 699-716. <https://doi.org/10.1111/cdev.13786>
- Tanner, K., Xu, J., O'Rourke, S., Ganta, R., & Zhang, X. (2023). Pediatric outpatient occupational therapy: Transitioning from in-person services to telehealth. *OTJR: Occupational Therapy Journal of Research*, 43(3), 487-494. <https://doi.org/10.1177/15394492231155090>
- Tessaro, D., Landertinger, L., & Restoule, J. (2021). Strategies for teacher education programs to support Indigenous teacher employment and retention in schools. *Canadian Journal of Education / Revue Canadienne de l'Éducation*, 44(3), 600-623. <https://doi.org/10.53967/cje-rce.v44i3.4461>
- Thamarapani, D. (2020). Natural disasters and child health. *Environment and Development Economics*, 26(1), 26-44. <https://doi.org/10.1017/s1355770x20000182>
- The Courier Mail. (2024, November 15). Learning on Country program wins Indigenous Governance Award. The Courier Mail. <https://www.couriermail.com.au/news/a-local-indigenousted-education-program-wins-nations-top-governance-award/news-story/644c60d859f1c1137cbae32be3e8c43f>
- Utami, A. (2022). The role of parental involvement in student academic outcomes. *Journal of Education Review Provision*, 2(1), 17-21. <https://doi.org/10.55885/jerp.v2i1.156>
- Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wagner, J. (2022). Ada, ada, ada, and ada: Transforming learner identities through social practice. *Anthropology & Education Quarterly*, 54(2), 165-182. <https://doi.org/10.1111/aeq.12439>
- Wang, H., Chen, Y., Yang, X., Yu, X., Zheng, K., Lin, Q., ... & He, T. (2022). Different associations of parental involvement with children's learning of Chinese, English, and math: A three-wave longitudinal study. *European Journal of Psychology of Education*, 38(1), 269-285. <https://doi.org/10.1007/s10212-022-00605-0>
- Wang, M.-T., & Sheikh-Khalil, S. (2020). Does parental involvement matter for student achievement and mental health in high school? *Child Development*, 85(2), 610-625. <https://doi.org/10.1111/cdev.12153>
- Warschauer, M. (2024). *Technology and social inclusion: Rethinking the digital divide*. MIT Press. <https://doi.org/10.7551/mitpress/2365.001.0001>
- Wenjin, Z. (2023). The influence of demographic-based factors on parental educational investment decisions. *International Journal of Academic Research in Progressive Education and Development*, 12(3). <https://doi.org/10.6007/ijarped/v12-i3/18566>
- Wilson, H., Neufeld, H., Anderson, K., Wehkamp, C., & Khoury, D. (2021). Exploring Indigenous undergraduate students' experiences within urban and institutional food environments. *Sustainability*, 13(18), 10268. <https://doi.org/10.3390/su131810268>
- Wright, A., VanEvery, R., Johnson, D., Martin, L., McGall, C., Cano, J., ... & Burnside, H. (2022). International perspectives on the role of Indigenous fathers in caring for their infants: A scoping study. *International Indigenous Policy Journal*, 13(3). <https://doi.org/10.18584/iipj.2022.13.3.14491>
- Yang, Y., & Zheng, J. (2024). Unfolding the moderating role of gender in the relationship between teacher support and students' well-being: Evidence from PISA 2022. *Child Indicators Research*, 17, 2503-2526. <https://doi.org/10.1007/s12187-024-10172-z>
- Yosef, Y. (2024). Exploring elementary teacher education students' perception on parental involvement. *International Journal of Evaluation and Research in Education (IJERE)*, 13(1), 230. <https://doi.org/10.11591/ijere.v13i1.25441>
- Zhang, Y. (2020). Quality matters more than quantity: Parent-child communication and adolescents' academic performance. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.01203>



Zuo, J. (2024). The influence of educational expectations on academic performance and education expenditures: A mediation analysis. <https://doi.org/10.3233/atde231393>

Affiliations and Corresponding Information

Joanna P. Bahian

Department of Education – Philippines

Roberto L. Dechos Jr., PhD

St. Peter's College – Philippines