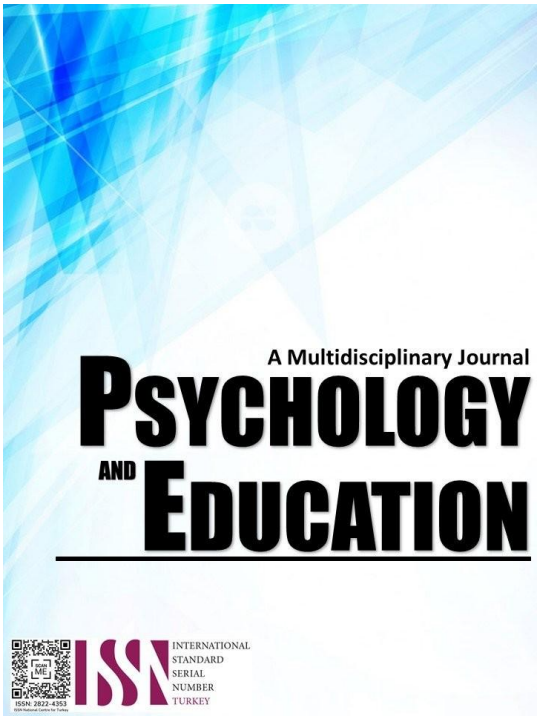
PARENTS' EMOTIONAL SUPPORT AND ACADEMIC PERFORMANCE AMONG CHILDREN WITH LEARNING DISABILITIES



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Research Article

Parents' Emotional Support and Academic Performance among Children with Learning Disabilities

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Abstract

Parental emotional involvement plays an influential role in the overall development and academic success of special education learners. This study explores the extent and impact of parental emotional involvement on the learning outcomes and socio-emotional well-being of children with special needs. Employing a purposive approach, the research examined the factors influencing parental engagement, including the emotional climate of the home, coping strategies, and collaboration with educators. Findings indicated that while parents express high levels of emotional investment, barriers such as lack of training, limited resources, and communication gaps with schools hinder their effectiveness. The significant findings are that Pearson's r correlation results indicate that none of the emotional or environmental variables examined have a statistically significant relationship with learners' academic performance, as all p-values are well above 0.05. Emotional support, emotional intelligence taught, coping strategies, and the emotional climate of the home environment all show very low r-values, suggesting weak to negligible correlations. Consequently, the null hypothesis (H0) was not rejected for any variable, indicating that no significant linear relationships were found. The study highlights the importance of equipping parents with the skills and knowledge to create a supportive home environment and engage meaningfully in their child's educational journey. Recommendations include targeted training programs, parent-teacher collaboration frameworks, and the establishment of peer support networks to enhance parental emotional involvement. These initiatives aim to empower parents, improve learner outcomes, and strengthen the partnership between families and educational institutions.

Keywords: *emotional support, emotional intelligence, coping strategies, home environment climate, parental involvement, special education, academic performance & special education teachers*

Introduction

Parental emotional presence is one of the most important aspects of the developmental and emotional well-being of children, especially for those with learning disabilities. Children with learning disabilities face unique challenges that require additional support and understanding from caregivers. Parental warmth, responsiveness, and emotional support–all represent parent involvement and have a substantial impact on a child's self-esteem, motivation, and academic success.

Therefore, this study aims to examine the nature and extent of parental emotional engagement, as well as its impact on educational engagement and educational outcomes, in the context of children with learning disabilities. The study aims to offer insights by examining different levels and types of parental engagement, with the goal of understanding their influence on the holistic growth and academic achievements of children with learning issues.

Helping children with learning disabilities: a worldwide concern. Studies indicate the importance of emotional involvement by parents, which helps children with learning disabilities in their academic performance and emotional well-being. However, there exist some notable differences in the concept and definitions of parental emotional involvement across cultures.

In various areas, a responsibility gap in learning disabilities due to stigma and lack of awareness constitutes a major obstacle where parents are not consulted adequately. Cultural attitudes and stereotypes regarding learning disabilities often limit caregivers' ability to provide appropriate support. Moreover, differences in access to resources and support systems globally impact the extent to which parents can engage with and support their children. Such variations highlight the need for culturally sensitive practices and equitable services to support families and enhance the engagement of parents of children with learning disabilities to improve the well-being of their children worldwide.

In the Philippines, children with learning disabilities face enormous difficulties, in part because of restrictions in the education sector. The education system is often ill-equipped with trained professionals who can meet the specialized needs of these children. As a result, we see parents shoulder these struggles alone, with little help or systemic direction. Development, given the context of disability, can incentivize social stigmatization and social isolation primarily for the child and their family members.

In line with this, there is an urgent need for robust and accessible parental support systems to empower parents to provide the utmost emotional and developmental support to their children. These have been very pronounced. Schools nearby often struggle with resources, and teachers may lack training specific to helping children with learning disabilities. In addition, the economic difficulties of many families in the area can make it challenging for parents or guardians to seek out or provide extra support for their children.

The lack of studies on the specific needs of Sta. Filomina complicates the job of designing effective interventions even more. Filling these gaps necessitates a localized approach that must not only take into account its unique socioeconomic and cultural context but also complement nationwide efforts aimed at enhancing support systems for children with learning disabilities throughout the Philippines.

Many studies have analyzed the overarching idea of parental involvement and its impact on children's academic and emotional growth. Studies have confirmed that children with parents who support them tend to perform better academically, exhibit greater self-confidence, and demonstrate higher social competence. However, most of these studies do not differentiate among different forms of parental involvement or do not explicitly focus on children with learning disabilities.

Although parental involvement is recognized to be one of the significant prerequisites for learning in general, and in particular for children with learning disabilities, research specifically examining the role of parents' emotional involvement in children with learning disabilities remains under-explored. Previous studies have focused on more general aspects of parental involvement in schooling, such as academic support and engagement in school-related activities; however, relatively little has been done to examine the provision of emotional support.

Furthermore, existing studies rarely frame these findings within the context of the Philippines. Specifically, there is a shortage of studies concerning the distinctive issues that children with learning disabilities and their families encounter in localities like Sta. Filomena, Iligan City, Lanao del Norte. Research specific to particular national and regional contexts is sorely needed to explore how parental emotional involvement may have nuanced effects in different cultural and socioeconomic contexts.

Therefore, this study aimed to contribute to the existing literature by investigating the effect of parental emotional engagement on the academic, social, and emotional outcomes of children with learning disabilities at Sta. Filomena Central School. In particular, it aimed to explore how different kinds and degrees of emotional engagement affect these children's academic outcomes, self-concept, and social skills.

Examining this relationship would ultimately offer meaningful insights that can inform the development of improved support for parents and educators. It is anticipated that the findings from this study will advance knowledge about the needs of learners with learning disabilities and could guide improvements in educational practices and policies to better support this vulnerable population.

The researcher has a background in educational psychology and child development, which foundation is used to examine the impact of parents' emotional support on children with learning disability. With an academic background in education and experienced family members who have learning disabilities, the researchers are deeply passionate about this area of study.

Understanding the emotional components in these children can lead to the development of an intervention that helps the learner overcome these components. The study aims to promote the comprehensive growth and wellness of these learners by enhancing inclusive and supportive teaching practices.

Research Questions

This study investigated the effects of parental emotional support and academic performance on children with learning disabilities in Sta. Filomena Central School and Iligan City National High School S.Y. 2024-2025. Specifically, it sought to answer the following questions.

1. What is the demographic profile of parent respondents in terms of:
    1.1. age;
    1.2. sex;
    1.3. educational attainment;
    1.4. employment status; and
    1.5. average monthly income?
2. What is the extent of parental emotional support provided by parents in terms of:
    2.1. emotional intelligence (EI) skills taught; and
    2.2. coping strategies taught?
3. What is the extent of the home environment's emotional climate of the respondents?
4. What is the academic performance of the learners with disabilities?
5. Is there a significant relationship between the respondents' parental emotional involvement, the home environment's emotional climate, and learners' academic performance?
6. Which of the respondents' demographic profiles, parental emotional involvement, and home environment's emotional climate significantly influence learners' academic performance?
7. What enhancement plan to increase overall well-being?

Methodology

Research Design

The study employed a descriptive-correlational design to examine the relationships between parental emotional involvement and various outcomes for children with learning disabilities. This design allowed for the exploration of associations between independent variables (emotional support, emotional intelligence skills taught, coping strategies taught, and contextual factors) and the dependent variable (academic performance). The used of a correlational design enabled the identification of patterns and trends in the data,

providing insights into how different types and levels of parental involvement impact children's academic and emotional outcomes.

Respondents

The respondents of this study consisted of the parents or guardians of learners enrolled at Sta. Filomena Central School and Iligan City National High School were identified as having learning disabilities. These learners, with their unique educational needs, were central to the study's focus on understanding and addressing local educational challenges.

This research employed purposive sampling. This technique were chosen because the study specifically requires data from this group (Special Education parents or guardians), ensuring the collection of needed information from eligible participants. The sampling procedure involved distributing questionnaires to the parents of Sta. Filomena Central School and Iligan City National High School.

The study included a total of 6 teachers—4 from Sta. Filomena Central School, 55 parent/guardians and learners in Iligan City National High School—2 teachers representing 56 parent/guardians and enrolled learners, 111 in total. This selection ensured a comprehensive understanding of the educational needs of students with learning disabilities in these institutions.

Instrument

The primary research instrument consists of a structured survey questionnaire designed to gather data from parents, teachers, and students. This questionnaire is divided into three sections: Parental Emotional Involvement and Academic Performance. To ensure a well-founded assessment, the instrument incorporates elements from established scales such as the Perceived Parental Autonomy Support Scale (P-PASS) by Mageau et al., the Parental Support Questionnaire (PSQ) by Mannarino and Cohen, the Parents' Beliefs about Children's Emotions Questionnaire (PBACE) by Halberstadt et al., and the Parental Assistance with Child Emotion Regulation (PACER) Questionnaire by Cohodes et al. These validated tools provide a strong foundation for measuring parental emotional support and its impact on children's academic performance and emotional well-being.

The survey includes items with Likert scales to capture quantitative data, as well as open-ended questions for qualitative data. An instrument is developed based on available literature and tested for reliability and validity in a pilot study.

The questionnaire was validated through a pilot study, involving 40 indicators, and achieved a Cronbach's Alpha value greater than 0.700 for all variables, indicating acceptable reliability. Specifically, the variables—Emotional Support, Emotional Intelligence Skills Taught, Coping Strategies, and Home Environment's Emotional Climate—yielded Cronbach's Alpha scores of 0.742, 0.767, 0.740, and 0.791, respectively. These results demonstrate the instrument's reliability and consistency in measuring the intended constructs.

Procedure

The data collection was done systematically. Initially, the researchers requested permission from their research adviser to proceed with the study. Next, permission to conduct the research in the selected schools was requested from School heads, and the Superintendent approved a letter of request of the School Divisions from the Division office.

Once obtained, the researchers visit the respective school to administer the survey instruments to the respondents, who are the parents. The questionnaires were distributed to the parents during their vacant time in the parents' lounge area. The parents/guardian responded to the survey in a conducive and distraction-free environment within 10 to 15 minutes. All respondents signed written informed consent forms indicating that they were participating in the study voluntarily.

The collected data were reviewed and analyzed in an orderly manner. This involved a careful analysis of the responses, with the statistician working closely with the researcher to draw useful insights and conclusions that were appropriate to the study's aims.

Data Analysis

The data collected will be sorted, tabulated, and analyzed using the following statistical treatments: For Problems 1 and 4, frequency and percentage will be used to describe the profile of the respondents in terms of age, sex, educational attainment, employment status, average monthly income, and academic performance. For Problems 2 and 3, weighted mean and standard deviation will be used to determine the extent of parental emotional support provided by parents in terms of emotional intelligence (EI) skills and coping strategies.

For Problem 5, Pearson's r correlation analysis will be used to determine the relationship between the respondents' parental emotional involvement, the home environment's emotional climate, and the learners' academic performance. For Problem 6, linear regression will be used to determine whether respondents' demographic profiles, parental emotional involvement, and the emotional climate of their home environment significantly influence learners' academic performance.

Results and Discussion

This section presents the data gathered to address the study's research questions. It also analyzes and interprets the data collected by the researchers to solve the issues in the study.

Problem 1: What is the demographic profile of the respondents in terms of age, sex, educational attainment, employment status, and average monthly income?

Table 1. *Age of the Respondents*

Age	*Frequency*	*Percentage (%)*
25 – 34	16	14.4
35 – 44	58	52.3
45 – 54	31	27.9
55 and above	6	5.4
Total	111	100.0

Table 1 represent the age of the respondents. The results showed that the age group 35-44, with 52.3% of the participants, dominated the majority of the survey, indicating a strong focus or engagement among middle-aged adults. A significant proportion of the survey respondents were second to the largest age group, 45-54, with 27.9%. This implies that a smaller proportion of the group indicated fewer younger participants compared to middle-aged individuals aged 25-34 with 14.4%. The least represented group was the sample of older adults aged 55 and above, comprising 5.4%. Comprising 111 respondents, which sum up to 100%. The dominance of the 35–44 age group has been supported by research (Keller, 2019), which shows that this age group has greater financial stability, career advancement, and active involvement in professional or community activities. This indicates an underrepresentation of younger participants, with only 14.4% in the 25-34 age bracket. Older people are underrepresented the most: only 5.4% of the sample are 55+, a group that is increasingly missing from this sample. N = 111, total not equal to 100%

The prevalence in the 35-44 age group aligns with Keller's (2019) findings, which suggest that individuals in this age group tend to exhibit better financial management, career growth, and increased engagement in professional and community activities. Interestingly, this suggests that middle-aged adults (35-44-year-olds) are key to both the educational aspect of child-rearing and motivational support. The current age group is typically at a point in their life where they have achieved financial stability, established career progression, and a steady family structure, which should allow this group to spend time and money to devote to ensuring their children grow in the right manner, both academically and emotionally.

They had the third-highest number of respondents (17%), so it's clear that many parents still care deeply about their child's educational needs and are making an effort to be involved in their child's development. On the other hand, the underrepresentation of respondents aged 25-34 suggests that younger parents are often torn between building their careers and participating in school-related activities, which may explain the lower rate of participation among younger parents. Since respondents aged 55 and older comprised a small percentage of the sample, older parents or guardians likely have less direct involvement as their children transition into independence or advanced education.

In short, the age distribution highlights the importance of middle-aged parental support in their children's education. It also highlights the need to support younger parents in achieving a better work-life balance. Also, efforts to encourage older parents to become involved in their children's education could benefit the overall support system.

Table 2. *Sex of the Respondents*

Sex	*Frequency*	*Percentage (%)*
Male	41	36.9
Female	70	63.1
Total	111	100.0

Table 2 shows the sex distribution of the respondents. The results reveal that females dominate the group, comprising 63.1% of the respondents, while males make up 36.9%. This gives a total of 100% with 111 respondents. The data suggests that females constitute the majority of the population, making up 63.1%, and males represent 36.9%. Therefore, any initiatives, policies, or services should primarily focus on the preferences, needs, or behaviors of the female demographic to effectively address the majority.

This is supported by Smith and Wang (2021), who suggested that higher female participation may reflect targeted outreach or the perceived relevance of societal issues. Women are more likely to engage in initiatives focused on health, education, or social well-being. Based on the results, it is clear that females represent a significantly larger portion of the respondent group, with 63.1% compared to 36.9% for males. This disproportionate representation indicates that future initiatives, policies, or services should prioritize addressing the needs and preferences of women. Given their majority, the perspectives and priorities of females should be central in designing and implementing programs aimed at this population.

For example, when developing outreach strategies or designing services in areas such as health, education, or social well-being, it is essential to recognize that the issues most relevant to women may differ from those important to men. This could include focusing on maternal health, gender equality, or girls' education, which are often more salient to women. Additionally, the data suggests that women may be more engaged in social causes or programs that align with their interests, as reflected in their higher participation rate.

Furthermore, the larger female representation could indicate that women are more responsive to outreach efforts or feel a stronger connection to the topics being addressed. This insight implies that any interventions designed for this group should incorporate elements

that resonate with female participants, ensuring that the initiatives are both effective and inclusive. Ultimately, considering the gender distribution in the respondent group is essential for ensuring that policies and services meet the needs of the majority, in this case, women.

Table 3. *Educational Attainment of the Respondents*

Educational Attainment	*Frequency*	*Percentage (%)*
High School Graduate	5	4.5
College Level	58	52.3
College Graduate	41	36.9
Master's Graduate	4	3.6
Doctorate Graduate	3	2.7
Total	111	100.0

Table 3 presents the educational attainment of the respondents. A strong trend toward higher education is evident in the respondents' educational levels. The largest proportion has attained a college degree (52.3%), with a considerable percentage being college graduates (36.9%). This means that higher education is viewed as a significant step in life, likely because it is associated with enhancing future career opportunities and securing economic stability. Needless to say, education (particularly post-secondary) has been a major driver in determining opportunity over the past 30 years.

However, only 6.3% of respondents have advanced degrees (Master's or Doctorate), suggesting a significant decline in attendance in postgraduate education. This underrepresentation of people with higher-level qualifications could be due to factors including the cost/time of education, or the belief that employability as long as they have a degree.

The percentage of high school graduates is quite low (4.5%), reinforcing the trend of pursuing higher education. This may indicate a cultural shift in which a high school diploma is no longer considered sufficient for economic mobility. In an environment increasingly deemed necessary for successful competition among applicants for jobs, changing economic conditions and labor market demands are requiring job applicants to hold a degree even as many members of society lose faith in the value of higher education essentially allowing the requirement of a degree to serve as the entry ticket for better, higher-paying, more secure jobs.

College education is widely regarded as a crucial engine for career advancement, earnings security, and social mobility (Oreopoulos and Petronijevic, 2019). This accounts for why most respondents have sought education beyond high school, and why many have turned to college as a means of opening such doors. According to the latest Census data, higher education has become accessible to a significant portion of the population and is perceived as a vital means of social and economic advancement. his increasing accessibility to higher education has been a key driver of demographic shifts, with more individuals from diverse backgrounds pursuing college degrees. As a result, the wage gap between those with and without a college degree has widened, further solidifying the value of higher education in the labor market.

Table 4. *Employment Status of the Respondents*

Employment Status	*Frequency*	*Percentage (%)*
Employed	72	64.9
Unemployed	39	35.1
Total	111	100.0

Table 4 illustrates the employment status of the respondents. The results show that 64.9% of the population is employed, indicating a reasonably high labor force participation rate. This suggests a relatively strong job market or a significant drive among individuals to secure employment. However, the remaining 35.1% unemployment rate is noteworthy, pointing to a potential mismatch between job opportunities and the available workforce.

Oreopoulos and Salvanes (2019) emphasized that higher education significantly increases employability, improving not only the likelihood of securing a job but also contributing to better job quality, such as higher wages, job stability, and opportunities for career advancement.

The 64.9% employment rate reflects strong workforce participation and economic engagement, suggesting that many individuals have access to job opportunities and are actively contributing to the economy. On the other hand, the 35.1% unemployment rate highlights a substantial portion of the population still seeking work, indicating potential gaps in job availability, skills alignment, or access to opportunities that need to be addressed.

To improve employment outcomes, it is crucial to address factors such as education, skill development, and job market accessibility. Enhancing vocational training programs and aligning them with industry needs can help reduce unemployment. Furthermore, partnerships between employers, government, and educational institutions can play a vital role in creating sustainable employment opportunities.

Additionally, improving education, skills, and access to jobs is key to better employment, which requires stronger vocational training aligned with industry demands. Finally, ensuring good job quality—including fair wages and career progression—yields broad

economic and social benefits. Efforts to improve job quality, such as providing stable wages and clear pathways for career growth, are crucial.

Table 5. *Average Monthly Income of the Respondents*

Average Monthly Income	*Frequency*	*Percentage (%)*
2,000.00 – 5,000.00	7	6.3
5,001.00 – 10,000.00	14	12.6
10,001.00 – 20,000.00	36	32.4
20,001.00 – 30,000.00	43	38.7
30,001.00 – 40,000.00	4	3.6
40,001.00 and above	7	6.3
Total	111	100.0

Table 5 presents the average monthly income of the respondents. The results show that the majority of individuals fall within the income bracket of ₱10,001.00–₱30,000.00, comprising 71.1% of the respondents. This indicates a strong representation of middle-income earners, suggesting a relatively stable economic status for most individuals. It reflects access to moderate-level occupations and possibly a decent standard of living.

On the other hand, 18.9% of the respondents earn ₱10,000.00 or less, which raises concerns about economic vulnerability. Individuals in these income brackets may struggle to meet basic needs. This finding is supported by Oreopoulos and Salvanes (2019), who noted that the economic challenges faced by low-income groups can be addressed through education, job creation, and wage policies, thereby promoting upward mobility. Simultaneously, fostering inclusive growth strategies can help reduce income inequality and enhance overall societal well-being.

While the majority of respondents have access to moderate-paying jobs and a decent standard of living, the 18.9% earning ₱10,000.00 or less highlights economic vulnerability. These individuals may face significant challenges in meeting basic needs and achieving financial security.

Addressing income disparities requires policies that support low-income earners through job creation, skills training, and wage enhancement programs. Encouraging equitable economic growth can also help reduce income inequality, providing broader access to opportunities and improving the quality of life. Additionally, investments in education and social programs are essential in promoting upward mobility and fostering an inclusive, sustainable economic environment.

While the majority of respondents enjoy access to moderate-paying jobs and a generally decent standard of living, the fact that 18.9% of the population earns ₱10,000.00 or less per month highlights a significant segment facing economic hardship. This income level is considerably below the estimated cost of living in many urban and even some rural areas in the Philippines.

Despite a generally acceptable standard of living for most Filipinos, a substantial minority (18.9%) struggles with economic hardship due to low monthly income (₱10,000.00 or less). This income is insufficient to meet the cost of living in many areas, highlighting income inequality. Addressing this disparity requires focused efforts to improve economic opportunities for this vulnerable segment of the population.

In the Philippines, while a significant portion of the population enjoys a relatively acceptable standard of living, the 18.9% who earn ₱10,000 or less per month face persistent economic hardship. This low income is insufficient to cover basic needs such as food, healthcare, education, and housing, especially in urban areas where the cost of living has steadily risen. The disparities between the wealthy and the economically disadvantaged have grown more pronounced, with many struggling to break out of the cycle of poverty despite working multiple jobs. These economic pressures also contribute to social unrest, limiting access to quality education and healthcare, and further entrenching systemic inequality. However, it is equally important to focus on creating sustainable economic opportunities, such as vocational training programs, job creation, and support for small businesses in underserved regions.

Problem 2: What is the extent of parental emotional support provided by parents in terms of emotional intelligence (EI) skills taught, and coping strategies taught?

Table 6 shows the respondents' emotional support provided by parents. The result showed the emotional support provided by parents to their children, with all indicators falling under the "Strongly Agree" category (weighted mean = 3.75, SD = 0.30). Among the statements, "I take my child's needs (belonging, food & snack) while attending class and school activities" has the highest mean (3.83), while "I want my child to work well in his/her school assignment" has the lowest mean (3.62). The highest indicator: "I take my child's needs (belonging, food & snack)". This high rating implies that parents prioritize fulfilling their children's basic needs and ensuring their comfort during school activities. Providing these necessities indicates parental attentiveness and can positively impact children's emotional security and academic performance. The emphasis on meeting basic needs aligns with Maslow's (1943) hierarchy of needs, which posited that fulfilling physiological and safety needs is foundational for fostering emotional stability and cognitive growth. Addressing these needs helps create an environment conducive to learning and promotes a sense of belonging and self-worth in children.

Table 6. *Parental Emotional Support*

Indicators	*Mean*	+	*SD*	*Description*
1. I treat my child fairly at home/ school.	3.74	+	0.46	Strongly Agree
2. I want my child to work well on his/her school assignment.	3.62	+	0.51	Strongly Agree
3. I allow my child to make fun of his brother, sister, and classmates.	3.64	+	0.54	Strongly Agree
4. I want my child to feel respect for his brother/sister and classmates.	3.76	+	0.43	Strongly Agree
5. I am available to help/assist my child when he/she has questions.	3.75	+	0.44	Strongly Agree
6. I take my child's needs (belongings, food & snacks) while attending class and school activities.	3.83	+	0.38	Strongly Agree
7. I take extra time/effort with my child whenever he/she is sad, angry, or confused.	3.79	+	0.43	Strongly Agree
8. I provide materials for my child's school activities.	3.81	+	0.42	Strongly Agree
9. I counsel my child whenever he/she commits mistakes.	3.73	+	0.47	Strongly Agree
10. I enjoy accompanying my child in all school programs, meetings, or consultations.	3.81	+	0.42	Strongly Agree
Weighted Mean	3.75	+	0.30	Strongly Agree

Note: 3.25–4.00 – Strongly Agree; 2.50–3.24 – Agree; 1.75–2.49 – Disagree; 1.00–1.74 – Strongly Disagree.

Based on the data, the indicator with the highest mean is "I take my child's needs (belongings, food & snacks) while attending class and school activities," which received a mean score of 3.83 with a standard deviation of 0.38. This suggests that parents are highly attentive to their children's basic needs during school-related events, indicating strong involvement in their children's daily routines and overall well-being. The high level of agreement reflects the value parents place on ensuring that their child is physically prepared and cared for during school activities, which may contribute positively to the child's comfort and participation in school life.

On the other hand, the lowest mean score was observed in the indicator "I want my child to work well on his/her school assignment," with a mean of 3.62 and a standard deviation of 0.51. Although it still falls within the "Strongly Agree" category, the relatively lower score suggests that academic performance, while important, may not be emphasized as much as physical and emotional support. The higher standard deviation also indicates greater variability in parents' responses to this item. This may reflect differences in educational expectations, academic priorities, or parents' confidence in supporting academic tasks at home.

The results suggest that parental support has a significant impact on children's emotional security and academic success. Parents who prioritize both emotional and material needs contribute to a positive learning environment, boosting children's confidence, motivation, and resilience in school. This level of involvement also strengthens the parent-child relationship, fostering trust and open communication, which are essential for children's holistic growth and development. Parental support strongly impacts children's emotional well-being and academic achievement. Meeting both emotional and material needs creates a positive learning environment, building children's confidence and resilience. This strong parent-child bond, built on trust and communication, is crucial for overall child development.

Parental support plays a pivotal role in shaping a child's emotional and academic well-being, as children who feel secure at home are better able to focus and excel in school. When parents provide both emotional encouragement and material resources, they not only boost their children's self-esteem but also create an environment where children feel valued and motivated to succeed. Moreover, the open lines of communication and trust fostered by engaged parents allow children to develop problem-solving skills, emotional intelligence, and a sense of stability that benefits them both in school and in life.

Table 7. *Emotional Intelligence (EI) Skills Taught*

Indicators	*Mean*	+	*SD*	*Description*
1. I admit to my child that I commit mistakes and apologize.	3.36	+	.64	Strongly Agree
2. I let go of my child whenever he/she is angry, sad, or fearful.	3.50	+	.55	Strongly Agree
3. I take time for my child to reflect on his/her learning.	3.36	+	.64	Strongly Agree
4. I know that my child is not perfect but I value him/her.	3.50	+	.55	Strongly Agree
5. I neither buy my anger nor let it explode whenever my child is not willing to learn.	3.36	+	.64	Strongly Agree
6. I admit to my child his/her strengths and weaknesses.	2.83	+	.73	Strongly Agree
7. I am interested in helping my child in his/her academic performance.	3.45	+	.54	Strongly Agree
8. I am good at managing my child's moods and try not to bring negative emotional feedback.	2.82	+	.72	Agree
9. I can easily identify the emotions of my child when he/she is willing to learn.	2.82	+	.72	Agree
10. I sense when my child is low and take a break to recharge.	3.44	+	.52	Strongly Agree
Weighted Mean	3.25	+	.32	Strongly Agree

Note: 3.25–4.00 – Strongly Agree; 2.50–3.24 – Agree; 1.75–2.49 – Disagree; 1.00–1.74 – Strongly Disagree.

Table 7 presents the emotional support provided by parents in terms of the emotional intelligence (EI) skills they teach their children. The results indicate that all indicators align strongly with either the "Strongly Agree" or "Agree" categories, as shown by the weighted mean of 3.25 (SD = 0.32).

The highest mean value corresponds to the statement, "I let go of my child whenever he/she is angry, sad, or fearful" (mean = 3.50), while the lowest mean value is attributed to "I admit to my child his/her strengths and weaknesses" (mean = 2.83). These findings are supported by Hungerford and Cox (2021), who emphasized that emotional intelligence involves recognizing, understanding, and

managing emotions in oneself and others. Parents who model emotional regulation provide an environment that fosters the development of similar skills in their children, equipping them to handle emotional challenges effectively throughout life.

Hungerford and Cox (2021) further highlighted that children who feel supported in meeting their emotional needs are better able to focus and engage in learning. This highlights the importance of teaching emotional intelligence skills at home, as these practices have a positive impact on children's emotional and academic development.

When parents demonstrate behaviors such as emotional regulation, empathy, and open communication, they help their children build resilience and navigate emotional challenges more effectively.

Additionally, these practices enhance self-awareness and interpersonal relationships, equipping children with the tools to manage their emotions constructively in school and social settings. By promoting emotional intelligence, these supportive practices help children recognize and understand their own feelings, as well as the emotions of others, which is vital for navigating complex social interactions. This emotional awareness also contributes to healthier peer relationships, as children with secure attachments tend to demonstrate empathy and effective communication skills.

Table 8. *Coping Strategies Taught*

Indicators	*Mean*	+	*SD*	*Description*
1. I've been turning to work with my child's school activities to make him/her happy in school.	2.80	+	.70	Agree
2. I've been concentrating effort on my child on doing something to improve his/her academic performance.	2.79	+	.70	Agree
3. I've been using digital technology to make my child learn and perform school activities.	3.42	+	.53	Strongly Agree
4. I've been getting emotional to support the needs of my child.	2.79	+	.70	Agree
5. I've been giving utmost desire and time to help my child learn school activities.	2.82	+	.69	Agree
6. I've been abiding teacher's/ class adviser's recommendation about my child's academic performance.	3.45	+	.52	Strongly Agree
7. I've been asking assistance from my friends, colleagues/relatives how to improve the academic performance of my child.	2.79	+	.70	Agree
8. I've been working with effective strategies to help my child's school performance.	2.79	+	.70	Agree
9. I've been getting comfort and understanding from my parents/ brother/ sister regarding the outputs of my child.	3.46	+	.52	Strongly Agree
10. I've been regularly consulting the teachers about my child's academic performance.	2.80	+	.70	Agree
Weighted Mean	2.99	+	.48	Agree

Note: 3.25–4.00 – Strongly Agree; 2.50–3.24 – Agree; 1.75–2.49 – Disagree; 1.00–1.74 – Strongly Disagree.

Table 9 presents the parents active involvement in teaching coping strategies to their children, with a weighted mean of 2.99, categorized under the "Agree" range. A significant strength lies in the role of extended family members, as reflected in the highest mean value, "I've been getting comfort and understanding from my parent/brother/sister regarding the outputs of my child" (mean = 3.46). This highlights the importance of extended family networks in offering emotional support to both parents and children.

Meanwhile, the lowest mean value, "I've been concentrating effort to my child on doing something to improve his/her academic performance" (mean = 2.79), indicates an area for growth. Parents can focus more on engaging directly with their child's school activities and academic development. Enhancing parental involvement through structured strategies and programs could bridge this gap.

Emotional support from parents and extended family is crucial, as it creates a secure and confident environment for children. According to Lynch and Cicchetti (2020), such support reduced parental stress, enabling them to better engage with their child's needs. This fosters children's emotional resilience and improves their academic outcomes, making a balanced approach to emotional and academic support essential.

On the other hand, most other strategies—such as participating in school activities to engage the child, consulting teachers, or seeking help from peers—fall under the "Agree" category, with mean scores ranging from 2.79 to 2.82. This reflects moderate but consistent efforts from parents to help their children academically, often through emotional support and practical involvement. The findings indicate that while parents are committed to helping their children cope with academic demands, there remains room to enhance their engagement, especially in direct academic interventions and strategy development.

Problem 3: What is the extent of the home environment's emotional climate of the respondents?

Table 9 highlights the extent of the home environment's emotional climate, with a weighted mean of 3.05, falling under the "Agree" category. This suggests that, overall, the respondents provide a positive and supportive atmosphere for their children. Among the indicators, the highest mean value is "I feel soft and secure when my child is in my home" (mean = 3.46), which underscores the importance of emotional security in creating a nurturing environment. On the other hand, the lowest mean value, "I enjoy working with my child's school assignments, projects, etc." (mean = 2.79), suggests an area that may benefit from increased parental engagement

and enthusiasm toward academic activities.

Table 9. *Home Environment's Emotional Climate*

Indicators	*Mean*	+	*SD*	*Description*
1. I enjoy working on my child's school assignments, projects, etc.	2.79	+	.70	Agree
2. I have lots of friends at home/ school to support the needs of my child.	3.42	+	.53	Strongly Agree
3. I am motivated to help my child to learn his/her school assignment/ projects.	2.79	+	.70	Agree
4. I am excited when my child asking support from me	2.82	+	.69	Agree
5. My knowledge, skills, and emotional support are useful in dealing with my child's education.	3.44	+	.52	Strongly Agree
6. I enjoy being a parent of my child with disabilities.	2.78	+	.69	Agree
7. I am happy when my child gets good results in school assignments.	2.78	+	.69	Agree
8. I feel soft and secure when my child is in my home.	3.46	+	.52	Strongly Agree
9. I find comfort when my child is in a good mood.	2.78	+	.69	Agree
10. I provide opportunities for my child to learn from his/her assignment.	3.46	+	.52	Strongly Agree
Weighted Mean	3.05	+	.42	Agree

Note: 3.25–4.00 – Strongly Agree; 2.50–3.24 – Agree; 1.75–2.49 – Disagree; 1.00–1.74 – Strongly Disagree.

The emotional climate at home plays a significant role in shaping a child's well-being and academic success. Parents who create emotionally secure and supportive environments enable their children to feel safe and valued, which in turn fosters their confidence and emotional development. The high ratings for statements like "I feel soft and secure when my child is in my home" and "I provide opportunities for my child to learn from his/her assignments" reflect the importance of emotional availability and providing learning opportunities at home. These aspects contribute to building trust and promoting a growth mindset in children.

However, the relatively lower mean scores for statements like "I enjoy working with my child's school assignments, projects, etc." and "I am happy when my child gets good results in school assignments" suggest that some parents may struggle with maintaining consistent enthusiasm when engaging in their child's academic journey. Enhancing this aspect through structured strategies, workshops, or school-led programs can help parents better appreciate the value of academic involvement and its direct impact on their child's success.

Goleman's Theory (2013) further supported these findings, emphasizing that emotional safety in the home is a foundation for fostering emotional intelligence in children. When children feel secure in expressing and managing their emotions, they are better equipped to face challenges in school and social settings. Parents who actively support their children emotionally and academically not only nurture their confidence but also create an environment conducive to long-term personal and academic growth.

This data implies that while parents generally provide a positive emotional climate, there are opportunities to enhance their involvement, particularly in academic activities. By building stronger connections between emotional security and academic engagement, parents can further support their child's overall development and resilience.

Problem 4: What are the academic performance of the learners with disabilities?

Table 10. *Academic Performance*

Academic Performance	*Frequency*	*Percentage (%)*
Graded	22	19.8
Non-Graded	89	80.2
Total	111	100.0

Table 10 presents the academic performance of learners, categorizing them as either "Graded" or "Non-Graded." The data reveal that only 19.8% of learners were graded, while a substantial majority, 80.2%, were non-graded. This significant disparity suggests potential implications for educational practices and learner outcomes.

The predominance of non-graded learners may indicate a growing preference for alternative assessment methods, such as formative assessment or competency-based learning. These approaches emphasize skill acquisition and continuous learning progress rather than focusing solely on traditional letter grades. This shift could foster a more inclusive and supportive learning environment, particularly for learners who may not perform well under the pressure of high-stakes grading systems.

Furthermore, the focus on non-graded systems aligns with the research of Ryan and Deci (2022), who advocated for reducing the emphasis on grades to enhance intrinsic motivation and promote deeper learning. According to their study, minimizing the pressure of traditional grading systems enables students to engage with their studies in a more meaningful way, as they are less likely to fear failure and more inclined to focus on mastering skills and concepts.

This data underscores the importance of understanding the broader implications of a predominantly non-graded system. While it encourages skill development and reduces grade-related anxiety, it also raises questions about how learning outcomes are measured and communicated to parents, educators, and learners. Schools and educators must ensure that alternative assessment methods maintain clear benchmarks for progress and accountability while supporting diverse learning needs.

Moreover, the smaller percentage of graded learners highlights the ongoing relevance of traditional grading for certain contexts, such

as summative assessments or standardized evaluations. Striking a balance between graded and non-graded systems may be key to addressing the diverse needs of learners, ensuring both academic rigor and personalized learning experiences.

In summary, while the dominance of non-graded learners reflects a progressive shift in educational strategies, it also calls for careful implementation and monitoring. This balanced approach ensures that all learners are supported in their academic journeys, regardless of the assessment method used.

Problem 5: Is there a significant relationship between the respondents' parental emotional involvement, the home environment's emotional climate, and learners' academic performance?

Table 11. *Relationship Learner's Academic Performance and Respondents Parental Emotional Involvement and Home Emotional Climate*

Variables	*Learners' Academic Performance*		*Remarks*	*Decision*
	r-value	p-value		
Emotional Support	0.030	0.759	Not Significant	Failed to reject Ho
Emotional Intelligence taught	0.049	0.613	Not Significant	Failed to reject Ho
Coping Strategies	0.035	0.714	Not Significant	Failed to reject Ho
Home Environment's Emotional Climate	0.021	0.828	Not Significant	Failed to reject Ho

*Note: 1 – based on Pearson's r Correlation; ns – p > 0.05; * – p < 0.05; ** – p < 0.01; *** – p < 0.001.*

Table 11 presents the relationship between learners' academic performance and respondents' parental emotional involvement, emotional intelligence taught, coping strategies, and the emotional climate of the home environment. The results indicate that no significant associations were found between these variables, as reflected by the r-values and p-values. The null hypothesis, which states that there is no significant relationship between the respondents' parental emotional involvement, home environment's emotional climate, and learners' academic performance, was not rejected.

These findings suggest that while emotional support, emotional intelligence taught, coping strategies, and home climate are essential elements of a child's development, they do not directly predict academic performance. This aligns with the idea that academic outcomes are multifaceted and influenced by a combination of internal and external factors.

The findings are further understood in light of Lazarus and Folkman's Transactional Model of Stress and Coping (1984). This model emphasized the interaction between individuals and their environment in managing stressors.

According to the theory, a learner's academic performance may rely more on how they appraise and respond to stressors rather than solely on external emotional factors such as parental involvement or home climate. This implies that while emotional environments provide a supportive foundation, individual cognitive and emotional processes—such as resilience, motivation, and self-regulation—play a more direct role in shaping academic achievement.

Additionally, the absence of significant relationships suggests that other variables not included in the study may have a stronger impact on academic performance. Factors such as instructional quality, peer interactions, and individual learning styles can also significantly contribute to student outcomes. This calls for a more holistic approach to examining academic performance, considering a wider array of influences beyond emotional support and the home environment.

While the results indicate no direct association, this does not diminish the importance of emotional involvement and a supportive home climate. These factors may still contribute to long-term benefits, such as emotional well-being, a positive self-concept, and social competence, which can indirectly impact academic performance over time. The lack of significance in this study emphasizes the need to explore other mediating variables and contexts that may affect the interplay between emotional support and academic achievement.

The results highlight the complex nature of academic performance, emphasizing the interplay between personal and environmental factors. While parental involvement and home climate are vital components of a child's development, their impact on academic outcomes may be indirect, mediated by the child's abilities to manage and adapt to challenges. Future research could benefit from including broader variables to better understand the dynamic factors influencing academic success.

To conclude, the results underscore the intricate nature of academic performance, highlighting the interplay between personal and environmental factors.

While parental involvement and home climate are vital components of a child's development, their impact on academic outcomes may be indirect, mediated by the child's abilities to manage and adapt to challenges. Future research could benefit from including broader variables to better understand the dynamic factors influencing academic success.

Strengthening parental support systems and providing training on effective coping strategies may further enhance students' resilience and academic engagement. Schools and communities must work together to bridge the gaps between home and academic settings, thereby fostering a more supportive environment for learners.

Problem 6: Which of the respondents' demographic profiles, parental emotional involvement, and home environment's emotional climate significantly influence learners' academic performance?

Table 12. *Variables that best predict Learners' Academic Performance*

Indicator	*Unstandardized Coefficients*		*Standardized Coefficients*		
	B	*Std. Error*	*Beta*	*t*	*Sig.*
(Constant)	1.324	.573		2.311	.023
Age	-.022	.053	-.043	-.423	.673
Sex	.132	.083	.159	1.577	.118
Educational attainment	-.065	.053	-.131	-1.229	.222
Employment status	.040	.084	.048	.485	.629
Average monthly income	.048	.037	.139	1.295	.198
Emotional Support	.064	.088	.074	.729	.468
Emotional intelligence skills taught	.092	.161	.118	.569	.570
Coping strategies taught	.739	.845	.885	.875	.383
Home environment's emotional climate	-.788	.981	-.831	-.803	.424

R = 0.226 R2 =0.051 F = 0.607 Sig. = 0.790

Table 12 displays the variables that best predict learners' academic performance. The analysis suggests that factors such as the learners' demographic profile, parental emotional involvement, and the emotional climate of their home environment do not significantly affect their academic outcomes. This indicates that no single variable in this model accounted for variations in learners' academic performance.

The R-squared value of 0.051 indicates that just 5.1% of the variance in academic performance is explained by these factors. This leaves 95.4% of the variation in performance to be influenced by other factors not included in the regression model, highlighting the complexity of the influences on academic success.

Additionally, the regression analysis showed no statistical significance, with an F-value of 0.607 and a p-value of 0.790. This result suggests that the null hypothesis—stating that demographic profile, parental emotional involvement, and the emotional climate of the home environment do not significantly influence learners' academic performance—was not rejected. Psychological and behavioral support factors, including emotional support, emotional intelligence skills taught, coping strategies taught, and the emotional climate of the home environment, also failed to yield significant effects. The model's overall explanatory power was low, with an R^2 of only 0.051, indicating that these predictors account for just 5.1% of the variance in academic performance. This suggests that other, unmeasured variables—such as cognitive abilities, school-related factors, peer influences, or intrinsic motivation—may play a more substantial role and should be explored in future research.

The findings can be better understood through the lens of Lazarus and Folkman's Transactional Model of Stress and Coping (1984). This theory posits that individuals' responses to stressors are influenced by their cognitive assessment and coping mechanisms for those stressors. When applied to academic performance, this model suggests that students' ability to cope with academic challenges may be more crucial than external factors such as demographic details or home environment. The results of this study suggest that learners may be employing effective coping strategies that mitigate the impact of negative environmental influences, such as a lack of emotional support or unfavorable home environments. Consequently, these adaptive coping mechanisms could neutralize the potentially harmful effects of parental involvement or the home environment's emotional climate, leading to the insignificant results observed in this analysis.

Conclusions

Based on the findings, parents demonstrated a strong commitment to providing emotional support and fostering positive emotional climates. However, there is room for improvement in areas such as engagement in school-related tasks and teaching effective coping strategies. Despite these efforts, no significant correlation was found between parental emotional involvement, the emotional climate of the home, and academic performance, emphasizing the complexity of factors affecting learning outcomes. The demographic profile of the study primarily consisted of middle-aged, female, employed, and middle-income participants. While this provides context to the findings, future research should aim for broader demographic representation.

The lack of significant predictors in the regression analysis supports the conclusion that factors beyond the influence of parental or home environment, such as individual coping mechanisms and cognitive processes shape academic performance. In summary, while parental involvement and emotional support are important, academic achievement is a multifaceted phenomenon. Further investigation is needed to identify additional determinants and to develop a more comprehensive understanding of the factors affecting the academic performance of learners with disabilities.

Based on the findings and conclusions drawn from this study, the following recommendations are offered for consideration. Educators may prioritize consistent and meaningful communication with parents to ensure a coordinated and holistic approach to addressing the academic and emotional needs of children with learning disabilities. Special attention should be given to involving parents in school-related activities, such as homework assistance and teaching coping strategies, to foster a collaborative environment. Teachers should

also consider incorporating differentiated instruction and tailored interventions that are based on each student's unique learning style, cognitive abilities, and emotional needs. Parents are encouraged to continue fostering a positive emotional climate at home, ensuring open communication, emotional security, and consistency in routines. While parents already demonstrate strong emotional support, further efforts should be directed toward enhancing active participation in school-related tasks and developing strategies to better cope with academic challenges. In particular, parents should be guided in managing their expectations and fostering resilience in children by focusing on both academic achievement and emotional well-being, while also being made aware of how their mental health, stress levels, and emotional regulation can influence their child's performance. School heads are encouraged to facilitate and promote active parental involvement by encouraging attendance at parent-teacher conferences, Individualized Education Program (IEP) meetings, and school events. Additionally, they are urged to prioritize the promotion of emotional intelligence development among students and parents through workshops on emotional regulation, resilience, and positive social interactions. Recognizing the influence of parental mental health and stress, school heads should also ensure that school environments are emotionally supportive for both students and their families. Guidance counselors should work in collaboration with special education professionals to guide parents, focusing on effective coping strategies that align with their child's needs, while also addressing the emotional and mental health of siblings to ensure a supportive home environment.

Curriculum planners should expand their focus to include additional variables that may impact parental support and student outcomes, such as socioeconomic status, cultural background, family structure, parental mental health, and parental education levels, while also considering broader environmental factors, including community resources, peer relationships, and access to extracurricular support programs. These factors may shape the availability and effectiveness of parental emotional support. Additionally, cognitive processes, learning styles, and coping mechanisms should be considered when designing curricula and teaching methods for children with learning disabilities. Future researchers may strive for a more diverse demographic representation, as the current study predominantly involved middle-aged, employed, and middle-income participants. It is important to examine how variables such as gender, ethnicity, family structure, parental mental health, and social support networks influence emotional and academic outcomes in children with learning disabilities. Longitudinal studies should be conducted to investigate the impact of sustained parental emotional support on long-term academic and psychological development. Moreover, future studies should explore the potential role of technology in supporting children with learning disabilities, investigating how digital tools, apps, and online resources can enhance both learning and emotional regulation, thereby complementing traditional educational approaches.

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