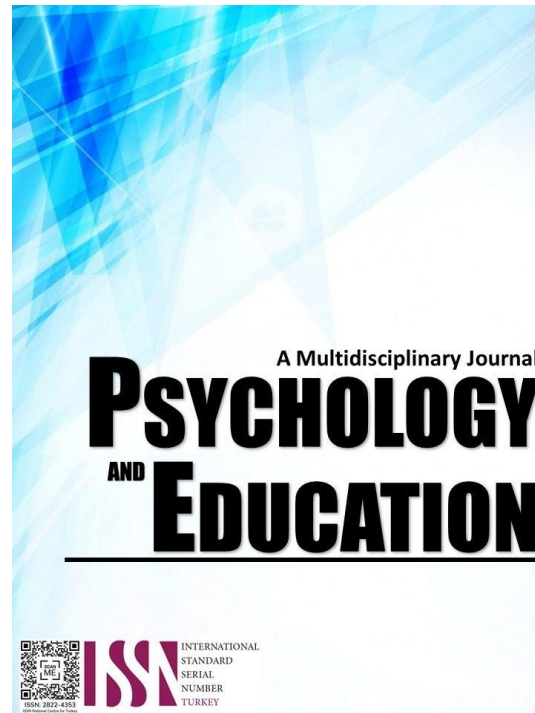


PARENTAL INVOLVEMENT ON ACADEMIC ACHIEVEMENT AMONG GRADE 10 STUDENTS AT CAN-AVID NATIONAL HIGH SCHOOL



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Parental Involvement on Academic Achievement Among Grade 10 Students at Can-Avid National High School

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Abstract

This study examined the level of parental involvement and its correlation with the academic achievement of Grade 10 students at Can-avid National High School during the 2024–2025 school year. Grounded in Epstein's Framework of Parental Involvement and supported by sociocultural and motivational learning theories, the study aimed to assess parental engagement in three key areas: academic support, emotional and motivational support, and school-related engagement. A descriptive-correlational research design was employed, utilizing a validated Likert-scale survey and students' General Weighted Averages (GWA) to gather data from 260 students and their parents. Findings revealed that parental involvement was high in academic ($M = 4.07$) and emotional support ($M = 4.13$), while moderate in school-related engagement ($M = 3.67$). Students demonstrated satisfactory academic achievement (Mean GWA = 89.94). Pearson correlation analysis indicated a moderate positive relationship between academic support ($r = 0.52$) and emotional support ($r = 0.47$) with academic achievement, while school-related engagement showed a weak but positive correlation ($r = 0.39$). The study concludes that academic and emotional forms of parental involvement significantly contribute to students' academic performance. It recommends strengthening home-based support strategies and expanding flexible communication channels between parents and schools to enhance overall student success.

Keywords: *parental involvement, academic achievement, emotional support, school-related engagement, Grade 10 students*

Introduction

Education is a fundamental driver of individual success and national development. Parental involvement has been recognized as one of the most critical determinants of student achievement (Pinquart & Ebeling, 2019). Parental engagement in their children's education—whether through academic support, communication with teachers, or involvement in school activities—positively correlates with students' academic performance, motivation, and persistence in completing their studies (Paun, 2024).

Studies across various countries have shown that students with actively engaged parents tend to perform better academically and have lower dropout rates. A meta-analysis conducted by Pinquart and Ebeling (2019) found that parental expectations have a small to moderate positive correlation with student academic performance ($r = .30$) and long-term achievement ($r = .28$). The study also highlighted that parental involvement is more effective when it includes direct academic assistance rather than passive monitoring.

In the United States, a report from the National Center for Education Statistics (NCES) revealed that high school students with parents who regularly check their homework, attend school meetings, and communicate with teachers have a 30% higher likelihood of graduating on time compared to students with low parental engagement (NCES, 2022). Similarly, in the United Kingdom, a study by Sylva et al. (2021) emphasized that students whose parents actively participate in school activities score, on average, 20% higher in standardized tests than their peers with less involved parents.

Despite these positive findings, disparities exist due to socio-economic factors. Research by Wang and Eccles (2020) suggests that while middle- and high-income families are more likely to be involved in their children's education, low-income families often struggle due to work constraints, lack of educational resources, or limited awareness of the importance of their role in academic success. These global insights underscore the need for localized studies to comprehend how parental involvement functions in diverse educational and cultural contexts.

In Southeast Asia, parental involvement is recognized as a crucial factor in students' educational success; yet, many parents face barriers such as economic hardship and limited educational opportunities (Paun, 2024). A study conducted in Vietnam by Nguyen and Dang (2021) found that students with parents actively involved in their schooling were 25% less likely to drop out compared to those with minimal parental engagement.

Similarly, in Indonesia, parental involvement has been found to have a direct, positive impact on students' motivation and academic self-efficacy, leading to improved grades and reduced dropout rates (Setiawan et al., 2022). However, cultural expectations often place the primary responsibility of education on teachers rather than parents, reducing direct parental involvement in school-related activities.

In the Philippines, where the K-12 educational system has been fully implemented, parental engagement remains a critical factor in

ensuring student success, especially in Grade 10.

A study by Resonar and Claveria (2022) revealed that in the Philippines, students with supportive parents are 40% more likely to achieve high academic performance compared to those with disengaged parents. However, their research primarily focused on junior high school students, leaving a gap in understanding how parental involvement affects retention in this stage of education.

The Philippine Statistics Authority (PSA, 2023) reported that the dropout rate among senior high school students in the Philippines is approximately 7.5%, with economic hardship, lack of parental support, and academic struggles cited as primary reasons. The Department of Education (DepEd) has introduced programs such as Brigada Eskwela and the Adopt-a-School Program, which encourage community and parental involvement in education. However, there remains a significant need to assess their impact, especially at the senior high school level.

At Can-avid National High School, anecdotal evidence and initial school records indicate that parental involvement is inconsistent among Grade 10 students. Many students come from low-income families where parents are preoccupied with work, leaving little time to supervise their children's education. Additionally, some parents lack familiarity with the grade 10 curriculum, which focuses on critical thinking, research, and the social sciences, making academic support more challenging.

School reports suggest that while some students excel academically, others struggle due to a lack of motivation and external support. Recent school data indicate that retention rates among Grade 10 students have fluctuated, with a dropout rate of approximately 5.8% in the most recent school year. This trend raises concerns about the role of parental involvement in helping students stay in school and perform well academically.

While previous studies have established a strong link between parental involvement and academic success, significant gaps remain in understanding its specific impact on student retention at the senior high school level, particularly in the HUMSS strand. Existing literature largely focuses on elementary and junior high school students, with limited research examining how parental involvement affects students nearing the transition to higher education or employment (Resonar & Claveria, 2022).

Thus, by investigating this issue at Can-avid National High School, this study aims to provide empirical evidence that can inform policies and interventions designed to enhance parental engagement. Through this research, it is hoped that a stronger bridge will be established between home and school, ensuring that students receive the necessary support to thrive academically and complete their education.

Research Questions

This study aimed to examine the extent of parental involvement and its impact on the academic achievement of Grade 10 students at Can-avid National High School. Specifically, the study sought to answer the following questions:

1. What is the level of parental involvement among the parents of Grade 10 students in terms of:
 - 1.1. academic support (e.g., assisting with homework, monitoring study habits);
 - 1.2. emotional and motivational support; and
 - 1.3. school-related engagement (e.g., participation in meetings, communication with teachers)?
2. What is the academic achievement of Grade 10 students in terms of their General Weighted Average (GWA) in the school year 2024-2025?
3. Is there a significant relationship between parental involvement and academic achievement among Grade 10 students?

Literature Review

Parental Involvement

Parental involvement is widely recognized as a critical factor influencing students' academic success. Studies have consistently shown that active parental engagement is correlated with improved academic outcomes across various educational settings. For instance, a meta-analysis by Wang et al. (2023) found that parental involvement exerts a small but significant impact on students' academic motivation, with variations observed based on parental gender, country, and school level (Thórsson et. al, 2024).

However, the nature and impact of parental involvement can vary significantly across different cultural and socio-economic contexts. A cross-cultural analysis by Roy and Giraldo-García (2023) highlighted that while engaged parents provide emotional support and resources that enhance academic outcomes, the effectiveness of such involvement is influenced by cultural norms, socio-economic status, and parental education levels (Thórsson et al., 2024).

Recent studies have also highlighted the challenges of maintaining student engagement during adolescence. A phenomenon termed "Passenger Mode" describes teenagers who, despite attending school and completing assignments, lack genuine interest and investment in learning. This disengagement is prevalent, with a study revealing that while 74% of third graders enjoyed school, only 26% of tenth graders felt the same. Researchers suggest that traditional schooling models may fail to challenge and engage students meaningfully, and that parental strategies promoting autonomy can help build motivation and essential skills for long-term success (Anderson, et.al, 2025).

In Southeast Asia, parental involvement plays a pivotal role in bridging educational inequalities, especially in public schools with limited resources. Studies have shown that active parental engagement can enhance students' learning experiences and academic performance. However, many parents in this region face challenges such as financial constraints, limited educational backgrounds, and time limitations, which can hinder their ability to participate fully in their children's education.

Research suggests that empowering parents through education and support programs can have a significant impact on students' academic outcomes. For example, initiatives that provide parents with the necessary skills and knowledge to support their children's education have been linked to improved student performance. These findings underscore the importance of involving parents in educational reforms and policy-making processes to address systemic barriers to parental involvement.

In the Philippines, the relationship between parental involvement and students' academic performance has been a subject of interest. Escol and Alcopra (2024) conducted a study examining this relationship among learners in Cagayan de Oro City. The research highlighted that while parental involvement is generally associated with better academic outcomes, various factors, such as socio-economic status and parental education levels, can influence the degree and effectiveness of such involvement. Another study by Escandallo (2023) explored the mediating effect of teacher support on the relationship between parental involvement and student academic productivity among Grade 6 students in Cambanogoy Central Elementary School. The findings suggested that while parental involvement has a positive influence on academic productivity, the presence of supportive teachers enhances this effect, highlighting the importance of collaborative efforts between parents and educators.

Furthermore, research by Roy and Giraldo-García (2023) emphasized the role of social and emotional skills in conjunction with parental involvement. Their systematic literature review indicated that parental engagement, coupled with the development of students' social and emotional competencies, contributes significantly to academic success.

While existing literature underscores the importance of parental involvement in enhancing students' academic performance, several gaps remain. Notably, the relationship between parental engagement and academic achievement in specific educational tracks, such as the Humanities and Social Sciences (HUMSS) strand in the Philippine senior high school system, is underexplored. Additionally, there is a need for more localized studies that consider cultural nuances, socio-economic factors, and the unique challenges faced by parents in different communities. Understanding these dynamics can inform the development of targeted interventions and policies that foster effective parental involvement, ultimately leading to improved educational outcomes.

Academic Achievement of Senior High School Students

Academic achievement is a critical measure of student success and a key indicator of educational effectiveness. It is influenced by various factors, including psychological well-being, study habits, school environment, parental involvement, and socio-economic conditions. This review synthesizes literature from global, Southeast Asian, and Philippine contexts to examine these factors, highlight current trends, and identify research gaps.

Recent studies highlight the strong relationship between psychological well-being and academic performance. Dings and Spinath (2021) conducted a systematic review and found that emotional stability, self-efficacy, and motivation are significant predictors of student success. Similarly, Gilar-Corbi et al. (2019) emphasized that high levels of stress, anxiety, and depression negatively impact students' ability to concentrate, leading to lower academic achievement. These findings suggest the need for school-based mental health programs to support students in managing academic pressures effectively.

The COVID-19 pandemic brought unprecedented challenges to education worldwide. A report by Curriculum Associates (2024) found that learning recovery has been slow, with student achievement levels in 2024 remaining similar to those recorded in 2021. Many students struggled with remote learning, experiencing reduced engagement, inadequate teacher supervision, and limited social interaction, which collectively hindered their academic progress. The pandemic has underscored the importance of developing resilient educational systems that can support learning continuity even in crises.

Student engagement is a crucial determinant of academic success. However, research indicates a growing trend of "passenger mode" learning, where students attend classes and complete assignments without meaningful engagement (Gilar-Corbi et al., 2019). Disengagement is often linked to uninspiring teaching methods, lack of autonomy, and excessive academic pressure. Addressing this issue requires a shift toward student-centered learning approaches that promote critical thinking and active participation.

In Southeast Asia, research consistently shows that effective study habits contribute significantly to student performance. Balan, Katenga, and Simon (2019) found that students who maintain disciplined study routines, engage in self-directed learning, and actively participate in classroom discussions tend to perform better academically. The study emphasizes the role of teachers and parents in fostering a positive learning environment that encourages consistent study practices.

Many senior high school students in Southeast Asia take on leadership roles while managing their academic responsibilities. A study conducted in the Philippines by Relucio (2019) found that student leaders frequently encounter time management challenges, which can impact their academic performance. Schools must implement support programs that help student leaders balance their academic and extracurricular commitments effectively.

Mental health concerns, such as anxiety and emotional distress, significantly impact student performance. A study conducted in the northeastern Philippines found that students experiencing high levels of psychological stress tend to have lower academic achievement (Labasano, 2021). This finding underscores the importance of integrating mental health support services into educational institutions to promote students' overall well-being and academic success.

Several studies in the Philippines have explored key determinants of student achievement. Labasano (2021) identified class attendance, study habits, and participation in review sessions as strong predictors of academic success in research subjects. Similarly, Relucio (2019) found that students who develop effective time management strategies and engage in consistent study routines achieve higher academic performance. These studies highlight the need for structured academic support programs in senior high schools.

Effective study habits are essential for academic success. A study conducted among Grade 11 students in Pangasinan revealed that students who dedicated regular hours to studying, used active learning techniques, and sought teacher assistance when needed achieved significantly higher grades (Relucio, 2019). This research reinforces the idea that educational institutions should implement programs that encourage students to develop and maintain effective study habits.

The type of school a student attends can also influence their academic performance. A study assessing the impact of public and private school environments found that factors such as teacher quality, school facilities, and peer influences significantly shape academic achievement (Balan et al., 2019). This research underscores the need for equitable access to quality education, regardless of school type.

Despite the wealth of research on academic achievement, several gaps remain: There is a need for long-term studies that track students' academic progress over multiple years to assess how various factors influence achievement over time. Few studies have evaluated the effectiveness of specific interventions aimed at improving study habits, mental health support, and student engagement in the Philippine and Southeast Asian contexts. Most studies focus on urban schools, leaving a gap in understanding how socio-economic factors, teacher availability, and access to educational resources affect the academic performance of rural students.

While socio-economic status is acknowledged as a determinant of academic success, more research is needed to explore how financial constraints interact with mental health, study habits, and school environment to affect student performance.

Addressing these gaps will provide deeper insights into the multifaceted nature of academic achievement among senior high school students and inform the development of more effective educational policies and strategies.

Relationship Between Parental Involvement and Academic Achievement

Parental involvement has long been recognized as a critical factor influencing students' academic achievement. The role of parents in their children's education extends beyond financial support, encompassing active participation in school-related activities, monitoring academic progress, and providing emotional encouragement. Numerous studies worldwide, in Southeast Asia, and in the Philippines have examined this relationship; however, gaps remain in understanding how different forms of parental involvement uniquely contribute to student success, particularly among senior high school students.

Globally, research has consistently demonstrated a strong correlation between parental involvement and academic achievement. A meta-analysis by Wilder (2020) found that students whose parents actively participated in their education performed better academically than those whose parents were less involved. The study highlighted that parental engagement in school governance, communication with teachers, and at-home learning support had the most significant positive effects.

Similarly, Jeynes (2021) emphasized the importance of both direct and indirect parental involvement. Direct involvement includes assisting with homework, attending parent-teacher meetings, and participating in school activities. Indirect involvement, on the other hand, involves fostering a supportive home environment that values education. The study revealed that students with highly involved parents demonstrated better problem-solving skills, higher test scores, and greater motivation to succeed in school.

Moreover, a longitudinal study by Fan and Williams (2022) examined the impact of various parental involvement styles and found that authoritative parenting—characterized by warmth, responsiveness, and high expectations—was associated with higher academic performance. The study further noted that parental expectations and aspirations were stronger predictors of academic success than mere attendance at school events.

In Southeast Asia, where cultural norms emphasize familial responsibility in education, parental involvement is seen as integral to student achievement. A study conducted in Malaysia by Tan et al. (2020) found that students whose parents regularly communicated with teachers and monitored their academic progress showed better performance in standardized assessments. The study suggested that parental involvement mitigates negative influences such as peer pressure and distractions from technology.

In Indonesia, Putri and Arifin (2021) conducted research examining the relationship between parental support and student motivation. Their findings indicated that when parents provided emotional and academic support, students exhibited higher levels of engagement and perseverance in their studies. However, excessive parental control was associated with increased stress and reduced academic self-efficacy.

Meanwhile, a study in Vietnam by Nguyen and Tran (2023) analyzed how parental involvement differs by socio-economic status. The research concluded that while wealthier parents had more resources to provide tutoring and learning materials, lower-income parents compensated by dedicating more time to assisting their children with schoolwork. The study highlighted that parental involvement, regardless of financial status, positively affected academic achievement.

In the Philippines, parental involvement remains a key factor in student performance, particularly at the senior high school level. A study by Reyes et al. (2020) explored how different parental involvement strategies affected the academic success of senior high school students in Metro Manila. The research found that students whose parents actively engaged in their education—by providing academic guidance, attending school meetings, and fostering a positive home environment—achieved significantly higher grades than their peers.

Similarly, research by David and Santiago (2021) emphasized the role of parental communication and its impact on student motivation. The study revealed that students who frequently discussed school-related matters with their parents exhibited better study habits and stronger aspirations for higher education.

However, a study by Villanueva (2022) in rural areas of the Philippines found that many parents faced barriers to involvement, such as limited education, financial constraints, and work-related time constraints. Despite these challenges, the study noted that parents who expressed high expectations for their children's academic success had students who were more likely to excel.

Despite the extensive research on parental involvement and academic achievement, several gaps remain: Most studies focus on elementary and junior high school students, with limited research specifically examining how parental involvement impacts senior high school learners who have different academic pressures and responsibilities. While some studies have explored the effects of parental engagement, there is a need for more research that distinguishes between different types of involvement (e.g., academic guidance, school participation, emotional support) and their varying impacts. The rise of online and hybrid learning environments due to the COVID-19 pandemic has transformed parental involvement.

Methodology

Research Design

This study employed a descriptive-correlational research design to examine the relationship between parental involvement and academic achievement among Grade 10 students at Can-avid National High School. The descriptive aspect of the study aimed to assess the levels of parental involvement and the academic performance of students, while the correlational component sought to determine the extent to which parental involvement influenced academic achievement.

A quantitative research approach was utilized to collect numerical data that could be analyzed statistically. This design was suitable because it enabled the objective measurement of variables and the identification of significant relationships between them. The study collected data using a structured survey questionnaire, in conjunction with students' academic records, to identify patterns and associations between parental involvement factors (e.g., parenting style, communication with teachers, home-based learning support, and school-related participation) and academic performance indicators (e.g., grades, attendance, and engagement).

By employing this research design, the study provided empirical evidence on how different forms of parental involvement contributed to students' academic success, which served as a basis for policy recommendations and interventions to enhance student outcomes.

Respondents

The respondents of the study were the Grade 10 junior high school students and their parents of Can-avid National High School. The study employed a total enumeration sampling technique, wherein all Grade 10 students at Can-avid National High School during the 2024–2025 academic year were included as participants. Stratified Random Sampling was appropriate for this study as it ensured that every eligible student within the specified population was considered, leading to more comprehensive and accurate findings.

By including all Grade 10 students, the study eliminated potential sampling bias and provided a complete analysis of the relationship between parental involvement and academic achievement within this specific academic strand. This approach was particularly beneficial in studies with a manageable population size, allowing for a more detailed examination of trends, patterns, and variations in parental involvement and its impact on student performance.

Instrument

This study utilized a survey questionnaire as the primary research instrument to gather data on parental involvement and academic achievement among Grade 10 students at Can-avid National High School. The questionnaire was structured into three main sections to ensure comprehensive data collection.

Part I focused on the Level of Parental Involvement. A Likert-scale questionnaire was used to measure the level of parental involvement in terms of: Home-Based Support (e.g., assisting with homework, setting academic goals); School-Based Involvement (e.g., attending PTA meetings, volunteering in school activities); and Communication with Teachers (e.g., discussing student progress, addressing academic concerns).

Each item was rated on a 5-point Likert scale, where: 5 – Always (Strongly Agree); 4 – Often (Agree); 3 – Sometimes (Neutral); 2 – Seldom (Disagree); 1 – Never (Strongly Disagree).

Part II included Academic Achievement. This section collected students' General Weighted Average (GWA) from school records for the 2024–2025 school year.

The research instrument was validated by a panel of experts, including educators and research specialists, to ensure content validity and appropriateness. A pilot test was conducted with a small sample of students to assess the reliability of the instrument using Cronbach's Alpha.

Procedure

The data collection process for this study followed a systematic approach to ensure accuracy, reliability, and validity. The first step involved preparing and validating the research instrument. The survey questionnaire was designed based on relevant literature and studies on parental involvement and academic achievement. To ensure its clarity and appropriateness, a panel of experts, including educators and research specialists, reviewed and validated the instrument. A pilot test was conducted with a small group of Grade 10 students who were not included in the actual study. The reliability of the instrument was assessed using Cronbach's Alpha.

Once the questionnaire was finalized, the researcher sought approval and permission from relevant authorities. A formal request letter was submitted to the School Principal of Can-avid National High School to obtain authorization to conduct the study. Additional consent was obtained from the Junior High School Department Head and the concerned class advisers to facilitate access to the student respondents. To adhere to ethical research protocols, parental consent was obtained to ensure voluntary participation of students.

Following the approval process, the administration of the research instrument took place. The validated questionnaire was distributed to all Grade 10 students using the total enumeration sampling technique. The researcher personally administered the survey to ensure that respondents received clear instructions and had the opportunity to seek clarification. Adequate time was provided for students to complete the questionnaire, ensuring that they provided thoughtful and honest responses.

In addition to survey responses, the researcher collected academic records to measure students' academic achievement. Coordination with the Registrar's Office or class advisers was conducted to obtain the General Weighted Average (GWA) and subject grades of the respondents. All records were handled with strict confidentiality and in compliance with data privacy regulations.

After data collection, the researcher proceeded to compile and organize the data. Completed questionnaires were checked for completeness and encoded in a database for systematic analysis. Responses were tabulated, categorized, and prepared for statistical evaluation. Descriptive statistics, such as mean, frequency, and percentage, were used to assess the level of parental involvement, while inferential statistics, particularly Pearson's correlation, were used to examine the relationship between parental involvement and academic achievement.

Finally, the study ensured that ethical considerations were maintained throughout the research process. All collected data, including survey responses and academic records, were kept strictly confidential and used exclusively for research purposes. No names or identifying information were disclosed in the final report. Respondents also had the right to withdraw from the study at any point without facing any consequences.

Data Analysis

The data collected in this study were analyzed systematically to address the specific research questions outlined in the Statement of the Problem (SOP). The statistical methods employed focused on examining the level of parental involvement, the academic achievement of Grade 10 students, and the relationship between these two variables at Can-avid National High School.

To analyze SOP 1: What was the level of parental involvement among Grade 10 students at Can-avid National High School? Descriptive statistics were used to determine the overall level of parental involvement. The following statistical measures were applied: frequency and percentage, to categorize the different levels of parental involvement (low, moderate, and high). Mean and standard deviation—to measure the average level of parental involvement based on key dimensions (e.g., parental support, supervision, communication with teachers).

To interpret the results, a Likert scale was used, where responses were categorized as very low, low, moderate, high, or very high parental involvement.

To address SOP 2: What was the academic achievement of Grade 10 students at Can-avid National High School? the study assessed students' academic performance by gathering their General Weighted Average (GWA) from official school records. The mean and standard deviation were computed to determine the overall academic performance of the students. Frequency distribution was used to categorize students' academic achievement levels (e.g., outstanding, very satisfactory, satisfactory, fairly satisfactory, did not meet expectations) according to DepEd grading guidelines.

To answer SOP 3: Was there a significant relationship between parental involvement and academic achievement among Grade 10 students at Can-avid National High School? Inferential statistical methods were applied, using Pearson's Correlation Coefficient (r) to

measure the strength and direction of the relationship between parental involvement and academic achievement. A positive correlation was found between higher parental involvement and higher academic achievement.

Ethical Considerations

This study adhered to strict ethical guidelines to ensure the protection, privacy, and rights of all participants involved. The following ethical considerations were observed throughout the research process:

Informed Consent. Prior to data collection, all participants, including Grade 10 students and their parents, were provided with an Informed Consent Form that detailed the purpose, objectives, procedures, and potential implications of the study. Participation was voluntary, and respondents had the right to withdraw at any stage without consequences.

Confidentiality and Anonymity. The study ensured that all collected data remained strictly confidential. Participants' personal identities, academic records, and survey responses were coded and stored securely. No personally identifiable information was disclosed in reports, presentations, or publications.

Data Privacy and Security. All data, whether in physical or electronic format, was protected and stored securely. Digital files were password-protected, and hard copies were kept in a locked cabinet. Only the researcher and authorized personnel had access to the data. After the study was completed, the data were disposed of properly in accordance with data protection policies.

Non-Maleficence and Beneficence. The study upheld the principle of "do no harm" by ensuring that participation did not cause psychological, emotional, or social distress. Instead, it aimed to benefit the academic community by providing valuable insights into the role of parental involvement in student achievement.

Fairness and Non-Discrimination. All participants were treated fairly and without discrimination based on gender, socio-economic status, or academic standing. The study ensured inclusivity and equal opportunity for all eligible participants.

Accuracy and Integrity of Research. The researcher is committed to ensuring that all data collection, analysis, and reporting were conducted with the highest degree of accuracy, objectivity, and honesty. Plagiarism and data falsification were strictly avoided, and all sources were properly cited.

Ethical Approval and Institutional Review. This study underwent an ethical review and approval process with relevant authorities, including the school administration and research ethics board, prior to the commencement of data collection.

By upholding these ethical standards, the study ensured credibility, reliability, and respect for participants' rights, ultimately contributing to the ethical conduct of academic research.

Results and Discussion

This section presents the data collected from this study, along with the results of the statistical analysis, in both tabular and textual forms, and their implications.

Level of Parental Involvement

Table 1.1 *Level of Parental Involvement*

<i>N</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Interpretation</i>
130	4.07	0.87	High

The mean score of 4.07 indicates that parental academic support is generally high among the respondents. This includes assisting with homework and monitoring study habits. This aligns with the findings of Silinskas et al. (2020), who emphasized that active academic support from parents positively impacts students' learning confidence and outcomes.

Level of Parental Involvement in Terms of Emotional and Motivational Support

Table 1.2. *Level of Parental Involvement in Terms of Emotional and Motivational Support*

<i>N</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Interpretation</i>
130	4.13	0.82	High

With a mean of 4.13, parents demonstrate a high level of emotional and motivational support. According to Cheung and Pomerantz (2019), parental warmth and encouragement play crucial roles in motivating students to achieve academic success by promoting emotional security and persistence.

Level of Parental Involvement in Terms of School-Related Engagement

Table 1.3. *Level of Parental Involvement in Terms of School-Related Engagement*

<i>N</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Interpretation</i>
130	3.67	0.99	Moderate



Parental school-related engagement scored a moderate mean of 3.67. This implies that while some parents attend school events and communicate with teachers, others may not consistently participate. A study by Nguyen et al. (2021) from Southeast Asia highlights that logistical challenges and socio-economic constraints often reduce active school-based parental participation.

Academic Achievement of Grade 10 Students

Table 2. Descriptive Statistics on General Weighted Average (GWA)

N	Mean	Standard Deviation	Minimum	Maximum
130	89.94	3.28	85.06	95.86

The students' average GWA is 89.94, suggesting a satisfactory academic standing. This supports the assertion of De Guzman and Torres (2023) that consistent parental guidance is linked to stable academic performance in senior high school, especially in the Philippine K-12 system.

Relationship Between Parental Involvement and Academic Achievement

The Pearson correlation analysis was used to determine the relationship between the sub-components of parental involvement and academic achievement.

Table 3. Correlation Between Parental Involvement and Academic Achievement (GWA)

Variables	r-value	Interpretation
Academic Support vs. GWA	0.52*	Moderate Positive
Emotional Support vs. GWA	0.47*	Moderate Positive
School Engagement vs. GWA	0.39	Weak Positive

*p < 0.05 (Significant)

There is a moderate positive correlation between academic support and GWA ($r = 0.52$) and between emotional support and GWA ($r = 0.47$), indicating that higher levels of support are associated with better academic performance. This corroborates the study of Barger et al. (2019), which suggests that students with emotionally and academically engaged parents are more likely to achieve higher grades. However, school-related engagement had a weaker correlation ($r = 0.39$), which was attributed to the limited physical presence of parents due to work or other responsibilities (Alampay, 2020).

Conclusions

Based on the findings, the following conclusions were drawn:

Parental academic and emotional support are prevalent among Grade 10 students, significantly contributing to their positive learning attitudes and study habits. Students demonstrated satisfactory academic performance, which may be partially attributed to the presence of consistent parental involvement, especially in academic and emotional aspects. A significant positive relationship exists between parental involvement and academic achievement, particularly in terms of both academic and emotional support, suggesting that these forms of engagement play a crucial role in enhancing student performance.

Based on the conclusions, the following are recommended:

Encourage continuous parental engagement at home by promoting activities that support academic work (e.g., homework assistance, study scheduling). Schools can hold seminars or virtual orientations to help parents understand how to support learning at home more effectively. Develop and implement school programs that foster strong emotional connections between parents and children. Counseling services or school-family partnerships can be introduced to strengthen parent-child communication, motivation, and emotional resilience. Enhance school-related engagement by offering flexible opportunities for parents to participate in school activities, such as online conferences, modular feedback systems, or mobile-based communication. This will help address the moderate level of participation observed and strengthen the parent-teacher-student triad.

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