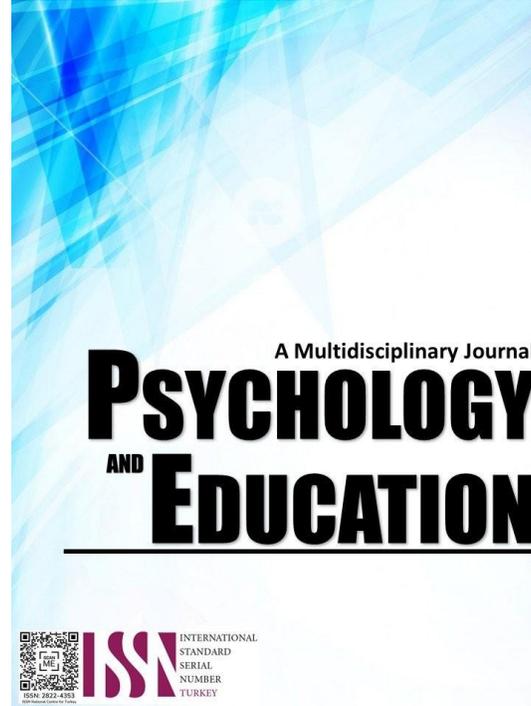


PARENTAL CRUCIAL ROLES AND RESPONSIBILITIES TOWARDS PUPILS' LEARNING PERFORMANCE



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 53

Issue 1

Pages: 1-9

Document ID: 2026PEMJ5137

DOI: 10.70838/pemj.530101

Manuscript Accepted: 08-02-2025

Parental Crucial Roles and Responsibilities Towards Pupils' Learning Performance

Louie Jay S. Balighot*

For affiliations and correspondence, see the last page.

Abstract

The study sought to examine the crucial roles and responsibilities of parents in parenting, communication, and collaboration with the community in relation to academic achievement. A descriptive-correlational research method was employed, and the statistical tools used in the study were the mean and standard deviation to determine the extent of parental crucial roles and responsibilities, and frequency and percentage were used for the respondents' academic achievement. Spearman's Rank Correlation Coefficient was used to assess the relationship between respondents' academic achievement and their parents' crucial roles. Findings revealed that parents most of the time (mean: 2.93) praise their children for good achievement in school, are willing to help with their projects, educate them to be respectful, and show concern to them. Further, parents always provide for their children's needs in school. Furthermore, as for communication, parents often (mean: 2.44) attended homeroom PTA meetings, coordinated with teachers to ask their children what they can do to improve their grades, and visited the school to assess whether the environment is conducive to learning and to get updates on their children's academic performance. In summary, it was recommended that the Parents be informed of the findings of this study to make them aware of the effects of their parental involvement and to enable them to improve their parenting influence to address the child's need to improve his/her academic performance. They should give full motivation, guidance, and assistance for the children's educational endeavors. Teachers should help students referred for academic counseling, especially those who are not performing well academically.

Keywords: *parenting, communicating, collaborating with the community, and pupils' academic achievement*

Introduction

Filipinos place tremendous value on children and go to great lengths to ensure their positive growth. In the Philippines, parents expect obedience from their children while also providing them with tremendous affection, care, and nurturance. Parent-child relationships are often influenced by *kapwa*, a sense of shared identity that Filipino family members, particularly parents and children, share with one another.

The family is the primary environment in which the child grows and first learned to read and write through the parents' mentoring. Parents play an essential role in their children's education, and their school performance is attributed to their involvement and mentoring skills.

The crafting and implementation of Article 77, Chapter 2 of the Presidential Decree No. 603 also known as "Child and Youth Welfare Code" of the Education Act of 1982 defines the role of parents and teachers in elementary and secondary schools to provide support and collaborate in the education of children through full cooperation of parents in effective and efficient implementation of curriculum and school programs.

Further, the law emphasizes the roles of parents and teachers in the education of children. They are all encouraged to actively provide appropriate and conducive learning environments at home for children to learn, as well as to implement programs and activities that promote child welfare.

Pangilinan (2019) pointed out that parents are the primary individuals through whom a child learns and develops their academic interests and creativity. Strong parental support and mentoring in schools and academic activities are essential to ensure pupils' acceptable performance in school.

Further, it was emphasized that parents' mentoring established the necessary home support system to inspire, encourage, and motivate schoolchildren to participate in school. This serves as a vital component of home-school communication and of parents' involvement in their children's education.

Furthermore, Javier (2019) espoused that parents' ability to mentor children at home in their academic activities creates an atmosphere of support where learning is valued differently, establishes an atmosphere for skills development, provides the needed learning experiences, and provides the knowledge that parents bring to educational decisions regarding the needs of individual pupils.

Subsequently, it was emphasized that, to help pupils improve their school performance, parents should provide appropriate mentoring for their children. Some parents tend to overlook the fact that the home environment is one of the core reasons for better school performance. Furthermore, parents who create a home learning environment are widely believed to play an essential role in developing pupils' academic interest, which in turn leads to satisfactory learning performance.

Marzano (2019) suggests that parents' ability to mentor children in school activities helps improve pupils' school learning performance.

Parents had expressed concerns about the quality of learning at home and the development of family relationships in the exercise of their parental roles in the education of their children.

Additionally, parents are much more than just a vehicle for the teacher's status reports on a pupil's learning performance or behavior. They are recognized for promoting pupils' classroom performance.

Parents' mentoring of their children provides a mechanism to improve learning and intensify support and engagement in pupils' education. It also provides the link between classroom and home learning activities. Additionally, parents' mentoring is an essential factor in the foundation of children's education. However, many parents do not appear to be involved in their children's education and leave their children's education to the teachers. This lack of involvement in their children's education may have an undesirable impact on pupils' performance in and out of the classroom and ultimately affect their ongoing learning, development, and success.

It is based on the afore-cited considerations that the researcher is motivated to conduct the study to ascertain the parents' mentoring role in achieving higher learning and pupils' learning performance in Malinao Elementary School of the Division of Gingoog City for the school year 2024-2025.

Research Questions

This study aimed to determine and analyze the correlation between pupils' academic achievement and parental crucial roles and responsibilities using the average grades of Grade 3 pupil-respondents at Malinao Elementary School, Malinao, Division of Gingoog City, School Year 2024-2025. Specifically, this study sought to answer the following questions.

1. What are the parental crucial roles and responsibilities in terms of:
 - 1.1 parenting;
 - 1.2 communicating; and
 - 1.3 collaborating with the community?
2. What is the academic achievement of the Grade 3 pupil-respondents in their general point average in terms of:
 - 2.1 outstanding;
 - 2.2 very satisfactory;
 - 2.3 satisfactory;
 - 2.4 fairly satisfactory; and
 - 2.5 did not meet expectations?
3. Is there a significant relationship between academic achievement and parental crucial roles and responsibilities of the Grade 3 pupil-respondents in their general point average in terms of the following:
 - 3.1 parenting;
 - 3.2 communicating; and
 - 3.3 collaborating with the community?

Literature Review

This section discusses the review of related literature and studies that have a significant bearing on the present study. It provides information on previous studies regarding parental involvement in school.

Parental Crucial Roles and Responsibilities, Pupils' Academic Achievement

Department of Education (2009) order number 117 significantly established a cooperative partnership among the PTA, school-based pupils, and student organizations. It should foster and teach pupils and students various lessons in good leadership, good citizenship, transparency, and accountability, the same values practiced by the PTA as an organization.

The Department of Education order 54, s.2009 Revised Guidelines Governing Parents-Teachers Associations (PTAs) at the School Level states its general policy that every elementary and secondary school shall organize a Parents-Teachers Association (PTA) for the purpose of providing a forum for the discussion of issues and their solutions related to the total school program and to ensure the full cooperation of parents in the efficient implementation of such program.

The major concepts of the study are parents' mentoring skills, communication, and collaboration and partnership with teachers in the education of children. They are all encouraged to actively provide a conducive and appropriate learning environment for children and to implement programs and activities that promote child welfare.

Martin et al. (2019) demonstrated that parents' mentoring helps pupils learn at higher levels and, at the same time, improves pupils' learning and school performance. Additionally, it was revealed that parents need to strengthen their mentoring skills to support children in their academic activities at school.

Parents need to be supportive of their children's schooling to help them succeed academically. The roles of family members, schools, and communities influence pupils' performance.

Further, it was emphasized that parents' mentoring skills help provide support for children's schooling, which is essential for fulfilling their academic responsibilities. However, Chavez (2019) espoused that children whose parents are involved in learning show greater social and emotional development.

Furthermore, parents' mentoring as part of parental involvement is more likely to result in increased test scores, a lower absenteeism rate, a decrease in dropout rate, improved attendance and pupil behavior, improved parent-teacher relations, greater commitment to schoolwork, and greater self-esteem and an improved attitude toward school.

Parents and teachers are pushing children to grow up too fast. Parents are badgering them to master some skills much too early. In so doing, Parents are frustrating them, and teachers too. For many parents, it means putting more pressure on their already overstressed lifestyles.

In a similar investigation, Plata (2019) noted that parents' mentoring was emphasized as an advantageous potential for fostering pupils' success in a well-managed home-school environment. A home that establishes shared responsibility and fosters effective communication with parents can contribute to learners' academic progress.

Further, Martinez (2019) espoused that parents' mentoring requires a parent-teacher partnership to maintain consistent, open communication with parents and teachers, which may result in increased learners' motivation and improved academic performance.

Subsequently, it was emphasized that pupils' learning and mastery of the basic competencies in each learning area can be strengthened through parents' continuous monitoring. Pupils need help from parents in the process. It is along these lines that the need to recognize successful interventions arises. Research indicates that parents' mentoring requires collaboration with teachers and is an effective strategy for ensuring pupils' learning success (Barnard, 2018; Desimone, 2019; Hill & Craft, 2018; Hill & Taylor, 2020; Zellman & Waterman, 1998). It requires parental involvement and has many positive effects on pupils and other academics, including increased motivation, self-esteem, and self-reliance, which may lead to academic success regardless of economic background. Conversely, research affirms that inadequate or absent parental monitoring and parental involvement contribute to low student achievement and engagement (Bower & Griffin, 2019). In essence, parents, siblings, and other significant relatives can create rich learning environments to enhance children's academic development.

Traditional forms of parents' monitoring and learning involvement include participating in school activities (e.g., Parent Teacher Associations [PTA]), attending back-to-school nights, open houses, and parent-teacher conferences, or volunteering at the school. According to Bower and Griffin (2019), "Parents' monitoring and learning involvement through activities such as providing nurturance to their children, instilling cultural values, and talking with their children, do not align with traditional forms of parental involvement as defined by school."

Epstein et al. (2019) noted that parent-teacher partnerships enhance support for monitoring learners' academic performance, which is a challenge in tracking it. Additionally, it was revealed that many parents are not involved and are unaware of activities and skills being taught in the classroom. Many parents are unaware of homework assignments and ways to assist their children with homework and other curriculum-related activities.

Further, Hatter (2019) purported that Parents can be a significant tool in encouraging students to complete homework assignments and other activities, in setting personal goals for success in school, and in preparing for post-secondary education or work. Parents may benefit from involvement in learning-at-home activities by gaining a better understanding of the curriculum and the skills their children are learning, making it easier to assist them with curriculum-related activities throughout the year.

On the other hand, the difficulty in dealing with parents, Llamas (2019) explained, should prompt teachers to support positive parenting by respecting and affirming the strengths and skills parents need to fulfill their roles. To facilitate such a scheme, a set of effectively designed forms of school-to-home and home-to-school communication about school programs and students' progress must be established.

According to Bang (2019), parents' mentoring skills are an essential factor in U.S. schools, particularly for young children. Many parents may believe that their involvement is limited to the years of prior schooling; however, many studies suggest that this support is essential as children begin their schooling experience.

Additionally, it was also emphasized that parents' role is critical in early childhood education, because moving from home to school is a major transition for children and families. According to Litwack, Moorman, and Pomerantz (2017), "The aim of increasing parent involvement in children's schooling is based on a wealth of research suggesting that such involvement is beneficial for children".

Despite the findings, at times parents feel they limit their participation due to a lack of either knowledge or support to do so. At times, parents can feel overwhelmed or confused and need sources of support. (Vandrick, 2019, p. 249). As educators, we need to value the wealth of knowledge parents have about their children already, which can benefit everyone, the student, the parent, and the teacher. Teachers stressed that parents' contributions are needed to enhance students' learning.



Methodology

This section presents the research design, research respondents, research instrument, data-gathering procedure, variable categorization and scoring guidelines, and statistical treatment of the study.

Research Design

The descriptive-correlational research method will be employed in the study. Descriptive research involves the collection of data, description, recording, analysis, and interpretation of conditions that existed at the time this research was conducted in order to test the hypothesis or to answer the questions concerning the current status of the subject of the study. It further describes the dependent variable, academic achievement, and the independent variable, parental crucial roles. The study focuses on respondents' academic achievement and the essential roles of parents.

Respondents

The respondents of the study are the Fifty (50) Grade 3 pupils of Malinao Elementary School, Malinao, Division of Gingoog City, school year 2024-2025. Fifty (50) pupils were purposively selected for the researcher's convenience and accessibility. The clientele of this school came from various barangays of Gingoog City, particularly Malinao barangay.

Instrument

Two sets of research instruments were proposed for collecting the data needed for this study. The questionnaires are adapted from the study by Fabela (2015), entitled "Impact of Parental Roles on the Academic Achievement of Pupils".

The first set inquired about Epstein's Joyce framework on the Crucial Roles of parents, namely, parenting, communicating, and collaborating with the community. The second set referred to the Form 138-E (Form 137-A) of the pupils for the school year 2024-2025 to determine their academic achievement.

Procedure

The researcher requested permission from the Schools Division Superintendent of Gingoog City to administer the questionnaire to the Grade 3 pupils of Malinao Elementary School, Gingoog City Division. The researcher personally conducted the survey.

The adviser's grades were documented reasonably to avoid suspicion in the future, and all respondents' grades were recorded correctly. The researcher informed the concerned respondents that the information would be kept confidential. They were told that there are no wrong answers to the survey. Clear instructions are given to the respondents to ensure honest answers to the questions.

Categorization of Variables / Scoring Procedure

In the analysis and interpretation of gathered data, the following are scored as follows.

Table 1. *Parent's Crucial Roles*

Category	Responses	Mean Value	Score
Parenting	Always	3.25 - 4.00	4
	Often	2.50 - 3.24	3
	Seldom	1.75 - 2.49	2
	Never	1.00 - 1.74	1
Communicating	Always	3.25 - 4.00	4
	Often	2.50 - 3.24	3
	Seldom	1.75 - 2.49	2
	Never	1.00 - 1.74	1
Collaborating with the Community	Always	3.25 - 4.00	4
	Often	2.50 - 3.24	3
	Seldom	1.75 - 2.49	2
	Never	1.0 - 1.74	1

Table 2. *Pupils' Academic Achievement*

Grades	Qualitative Description	Score
90 – 100	Outstanding	5
85-89	Very Satisfactory	4
80-84	Satisfactory	3
75-79	Fairly Satisfactory	2
74 and below	Did not meet expectations	1
Grades	Qualitative Description	Score



Data Analysis

The following statistical methods were used to analyze the data in this study: descriptive statistics, such as mean and standard deviation, were used in Problem 1. Frequency and percentage were utilized for problem 2. Spearman's Rank Correlation Coefficient was used to test the relationship between respondents' academic achievement and parents' crucial roles.

Results and Discussion

This section presents the interpretation and analysis of the results of the statistical treatment of the gathered data. A thorough understanding is written from the analysis. The presentation of tables and figures is consistent with the problems presented in section 1.

What is the respondents' level of parental involvement in terms of types such as parenting, communication, and collaboration with the community?

The following tables present the parents' crucial roles in parenting, communication, and collaboration with the community.

Table 3. Mean Distribution of the Parents' Role in terms of Parenting

Indicators	Mean	SD	Verbal Description
My parents provide my needs so I could study well.	3.50	.678	Always
My parents praise me for my good achievements in school.	2.88	1.002	Oftentimes
My parents are willing to pay for my project in school.	3.08	1.006	Oftentimes
My parents educate me to be respectful to teachers and classmates in school.	2.70	1.015	Oftentimes
My parents are concerned that I am in the company of good children.	2.48	.931	Oftentimes
Overall	2.93	.926	Oftentimes

Description: 3.25–4.00 = Always; 2.50–3.24 = Oftentimes; 1.75–2.49 = Sometimes; 1.00–1.74 = Never.

It is clearly shown above that the parents most of the time provided full support for their children's education, as indicated by the overall mean of 2.93 and the verbal description of 'oftentimes'.

Evidently, their parents always (mean: 3.50) provide their children needs in school; and oftentimes praise them for the good achievements in school (mean: 2.88); willing to pay their project in school (mean: 3.08); educate them to be respectful (mean: 2.70); and they are concerned that they are in the company of good children (mean: 2.48).

This study, in coherence with the study by Napoles et al. (2019), revealed that children with directly supportive parents scored highest on the children's test. They are followed by children with parents who are passively supportive.

Additionally, parents' involvement in their children's education has been found to improve students' academic performance, attendance (Epstein & Sheldon, 2002), and behavior in school, as well as their completion of homework (Keith, 1993). There is a general agreement that parents' involvement enhances academic achievement. Students whose parents are involved in their education perform better in school regardless of parental education or family structure (Bogenschneiden, 2019).

Table 4. Mean Distribution of Parents' Role in terms of Communicating

Indicators	Mean	SD	Verbal Description
My parents attend homeroom PTA meeting every grading period.	3.04	.947	Oftentimes
My parents coordinate with my teachers regarding my problems in my studies.	2.74	1.084	Oftentimes
My parents ask me what they can do to improved my grades.	2.30	1.074	Sometimes
My parents visit my school to check if the environment is conducive to learning.	1.86	.808	Sometimes
My parents communicate with my teacher regularly for some updates in school and with my performance.	2.28	.881	Sometimes
Overall	2.44	.959	Sometimes

Description: 3.25–4.00 = Always; 2.50–3.24 = Oftentimes; 1.75–2.49 = Sometimes; 1.00–1.74 = Never.

It can be gleaned above that parents sometimes contact teachers at school to follow up on their children's school performance, as evidenced by the overall mean of 2.44, which is described as 'sometimes'.

In details, oftentimes parents attended homeroom PTA meeting (mean: 3.04); and sometimes coordinate with teachers' regarding their children's studies (mean: 2.74); ask what they can do to improve their grades (mean: 2.30); visit the school to check if the environment is conducive to learning (mean: 1.86); and regularly visited the school for some updates of their children's academic grades (mean: 2.28).

In relation to this study, Aina et al. (2019) stated that parenting and parental communication play a vital role in a child's life. The involvement of a parent in a child's life determines the future of that child.

Further, communication between parents and teachers may benefit both parties. Better communication with parents, a deeper understanding of the family of their pupils and their situation, may help both homes and the school (Epstein, 2009).

In addition, Gale (2020) claims that schools will benefit from parental involvement through improved teacher morale, greater family



support, and higher student academic achievement. Likewise, Clarke (2018) asserts that schools function best when parents and the community are active participants and have a sense of ownership of the school. Therefore, it is safe to say that these six factors not only benefit students but also their parents, teachers, and schools.

Table 5. Mean Distribution of Parents' Role in terms of Collaborating with the Community

Indicators	Mean	SD	Verbal Description
My parents give full support for the clean-up drive in school.	2.70	1.055	Oftentimes
My parents attend orientation about drugs in the school.	2.84	1.037	Oftentimes
My parents give service like "Pahina" in school/classroom to strengthen school program.	2.72	.069	Oftentimes
My parents donate some resources for school like books and other educational resources.	1.06	.424	Never
My parents participate on any school activity like nutrition month celebration.	1.72	.927	Never
Overall	2.10	.902	Sometimes

Description: 3.25–4.00 = Always; 2.50–3.24 = Oftentimes; 1.75–2.49 = Sometimes; 1.00–1.74 = Never.

The table shows that parents sometimes collaborate in their children's school activities, as evidenced by the overall mean of 2.10.

As evidence, sometimes parents give support for the clean-up drive in school (mean: 2.70); attend school orientation (mean: 2.84); give service like "Pahina" (mean: 2.72); donate some resources (mean: 1.06); and participate in school activity (mean: 1.72).

This study, in line with Toper's (2019) research, states that the family is critical to student achievement. When parents are involved in their children's education, children progress farther in school, and the schools they attend are better. There is a strong correlation between parental involvement and higher academic achievement.

The key to increasing student achievement and ensuring more equitable practices in schools is increasing parent and community involvement. However, the study by Vellymalay (2019) reveals that academic achievement is combined with a teaching-learning approach for teachers with parent involvement. Both teachers and parents use a simple structure to organize the family and the classroom for academic achievement. The idea behind this is that high-achieving children typically come from homes where there is a match between home and school, and because of this match, they better understand how to participate more successfully at school. When this match does not take place, children leave home and have more difficulty in participating successfully in school. Often, their lack of achievement is not due to a lack of ability but to "distance" between home and school. When we create this synchrony, children work harder; get their homework done more often, and at higher standards. In addition, students feel more accountable, the teacher has fewer conduct problems to deal with, and parents have better relationships with their children, have an easier time motivating children to do their family chores, and experience less conflict.

Furthermore, parent and family involvement has been shown to lead not only to higher academic achievement but also to better attendance and improved behavior at home and school (Cheadle, 2018). When school and home work collaboratively and use a competent approach to education, it can make a huge difference in student achievement, highlight the importance of establishing caring and trusting relationships between parents and school staff, and recognize parents as valuable partners in the school.

Hence, a child's learning is enhanced when schools encourage parents to stimulate their children's intellectual development. Numerous studies have shown that the home environment has a powerful effect on what children and youth learn, not only in school but also outside of school. This environment is considerably more powerful than parents' income and education in shaping what children learn in the first six years of life and during the 12 years of primary and secondary education (Covay et al., 2020). One major reason that parental influence is so strong is that the children spend more than ninety percent (90%) of their time from infancy throughout their childhood outside school under the influence of their parents. Therefore, the parents are ultimately their first and most important teachers.

What is the academic achievement of the Grade 3 pupil respondents in their general point average in terms of outstanding, very satisfactory, satisfactory, fairly satisfactory, and did not meet expectation?

Table 6 presents the pupil-respondents' academic achievement as indicated in their general point average.

Table below revealed that majority (56%) of the pupils obtained a fairly satisfactory grade (75-79%); however, 14% (7 pupils) got an outstanding rate (90-100%); 18% (9 pupils) for very satisfactory grade (85-89%); and 10% (5 pupils) for satisfactory grade (80-84%); and one (1) pupil failed in their academic grades.

This study, supported by Plunkett et al. (2020), states that parent involvement in a child's early education is consistently positively associated with a child's academic performance. Specifically, children whose parents are more involved in their education achieve higher academic performance than those whose parents are less involved. The influence of parents' involvement on academic success has not only been noted by researchers but also by policymakers, who have integrated efforts to increase parent involvement into broader educational policy initiatives. Coupled with these findings on the importance of early academic success, a child's academic success has been found to be relatively stable after early elementary school (Wright, 2019). Therefore, it is important to examine factors that contribute to early academic success and that are amenable to change.

Table 6. Frequency Distribution of the Pupils' Academic Achievement

<i>Pupils' Academic Achievement</i>	<i>Frequency</i>	<i>Percentage</i>
Outstanding	7	14%
Very Satisfactory	9	18%
Satisfactory	5	10%
Fairly Satisfactory	28	56%
Did not meet Expectation	1	2%
Overall	50	100%

Moreover, parent involvement is clear about its positive impact on student achievement; this impact is seen in improved attendance, behavior, grades, and efforts to complete homework, and it extends beyond elementary school and includes the special needs of children (DePlanty, 2019). When parents choose to become involved at school, they are showing their children how important education is to them and giving value to their child's education.

Is there a significant relationship between academic achievement and parental crucial roles of the Grade 3 pupil-respondents in their general point average in terms of parenting, communicating, and collaborating with the community?

Table 7 shows the significant relationships between the dependent and independent variables of the study.

Table 7. Statistical Data Showing the Interplay between the Pupils' Academic Performance and the Parents' Crucial Roles

<i>Parents' Crucial Roles</i>	<i>Academic Achievement</i>			
	<i>(rs)</i>	<i>Sig. (2-tailed)</i>	<i>Interpretation</i>	<i>Decision on Ho</i>
Parenting	.536	.000	Signifies a moderate correlation	Rejected
Communicating	.664	.000	Signifies a moderate correlation	Rejected
Collaborating with Community	.517	.000	Signifies a moderate correlation	Rejected

The statistical results directly showed a moderate correlation between pupils' academic achievement and parents' crucial roles. Specifically, based on the computed values, parenting ($rs = .536$) and communicating ($rs = .517$) influence pupils' academic performance in school, as shown in the results, which are all described as moderate correlations. Therefore, null hypotheses were rejected.

According to Vellymalay (2018), academic achievement is combined with a teaching-learning approach for teachers and parent involvement. Both teachers and parents use a simple structure to organize the family and classroom for academic achievement. The idea behind this is that high-achieving children typically come from homes where there is a match between home and school, and because of this match, they better understand how to participate more successfully at school. When this match does not take place, children leave home and have more difficulty participating successfully in school. Often, their lack of achievement is not due to a lack of ability but to the "distance" between home and school. When we create this synchrony, children work harder, complete their homework more often, and achieve higher standards. In addition, students feel more accountable, the teacher has fewer conduct problems to deal with, and parents have better relationships with their children, have an easier time motivating children to do their family chores, and experience less conflict.

Obeidat et al. (2019) added that, with the statement above, parents took a personal interest in their children's education, and several outcomes occurred. The child received a strong message: education is essential for succeeding in life; it is not something parents dump on someone else's lap. Caring, involved parents usually instill in their children a love of learning. This love translated into a sense of pride and achievement as knowledge was accumulated and put to good use for their children.

Conclusions

This study concludes that parents who are genuinely committed to their children's education are willing to invest the necessary time, effort, and financial resources to ensure meaningful learning outcomes. Beyond providing basic needs, parents who model the value of education foster a positive attitude toward learning in their children. When children observe that education is prioritized at home, they are more likely to develop greater interest and motivation in their studies. Moreover, establishing a supportive physical and emotional home environment prepares children mentally and psychologically for academic tasks, thereby enhancing their readiness to learn.

The findings further affirm that parents play a vital role both at home and in collaboration with the school. Parental influence is consistently associated with higher academic achievement in subjects such as language and mathematics, enrollment in more challenging academic programs, and stronger academic persistence. In addition, children with involved parents tend to demonstrate better behavior, improved social skills, greater adaptability to school environments, better attendance, and lower dropout rates. These outcomes highlight the far-reaching impact of parental engagement on both academic and socio-emotional development.

Parental involvement emerges as one of the most crucial forms of support that families can provide. It significantly shapes children's study habits at home and directly contributes to their overall academic success. Parental roles encompass guidance, encouragement, monitoring of schoolwork, and meaningful communication about school-related activities. Although definitions of parental involvement vary slightly among researchers, the central idea remains consistent: active interaction and support from parents enhance

children's performance and experiences in the classroom.

Based on these conclusions, several recommendations are proposed. Parents should be informed about the findings of this study to raise awareness of how their involvement influences academic performance and to encourage stronger motivation, guidance, and assistance for their children's educational pursuits. Parent-Teacher Associations (PTAs) may use these results as a benchmark in organizing conferences and family-oriented programs that strengthen parent-child relationships in partnership with the school. Teachers should provide targeted academic counseling and interventions for students who are struggling, particularly when challenges may be linked to parental factors. School administrators, together with teachers, should foster learning environments that address students' diverse needs and enhance academic outcomes. Finally, future researchers are encouraged to broaden the scope of investigation by including additional variables and larger populations to gain a deeper understanding of how parental profiles influence academic performance.

References

- Avvisati, F., Besbas, B., & Guyon, N. (2010). Parental involvement in school: A literature review. 48 Boulevard Jordan: JEL Classification.
- Black, G. S. (2007). Harris Interactive - Council of American Survey Research Organizations (CASRO). New York, NY: Harris-Black, Ltd.
- Bourdieu, P., & Passeron, J.-C. (2010). *Reproduction in education, society, and culture*. Beverly Hills, CA: Sage.
- Cheadle, J. E. (2008). Educational investment, family context, children's parental involvement in math and reading growth from kindergarten through the third grade. *Sociology of Education*, 81(1), 1–31.
- Cheadle, J. E. (2009). Parent educational investment and children's general knowledge development. *Social Science Research*, 38(2), 477–491.
- Clarke, A. (2007). *The handbook of school management*. Cape Town, South Africa: Kate McCallum.
- Conway, K. S., & Houtenville, A. (2008). *Parental involvement strongly impacts student achievement*. New Hampshire: University of New Hampshire.
- Covay, E., & Carbonaro, W. (2010). After the bell: Participation in extracurricular activities, classroom behavior, and academic achievement. *Sociology of Education*, 83(1), 20–45.
- Department of Education (DepEd). (2009). DepEd Order 117: Pupil and student participation in the Parents-Teachers Associations (PTAs). http://www.affordablecebu.com/load/Philippine_government/pupil_and_student_participation_in_the_parents_teachers_associations_ptas/5-1-0-951#ixzz2NKJpVd73
- Department of Education (DepEd). (2009). DepEd Order No. 54, s. 2009: Collaborative effort by the Parent Teacher Association. http://www.affordablecebu.com/load/philippine_government/pupil_and_student_participation_in_the_parents_teachers_associations_ptas/5-1-0-951#ixzz2NKJFAHby
- DepEd. (2009). Memorandum Order No. 54, Series of 2009: Revised guidelines governing parents-teachers community associations (PTCA's), school level. *Annual DepEd Journals*, 21, 189–195.
- DePlanty, J., Coulter-Kern, R., & Duchane, K. A. (2007). Perceptions of parent involvement in academic achievement. *The Journal of Educational Research*, 100(6), 361–368.
- Epstein, J. L. (2007). Improving family and community involvement in secondary schools. *Principal Leadership*, 8, 16–22.
- Epstein, J. L. (2009). *School, family, and community partnerships: Your handbook for action* (3rd ed.). Thousand Oaks, CA: Corwin Press.
- Evans, E. (2010). *Parent Teacher Association*. New York, NY: Kindle Publishing.
- Gale, F. (2010). Parental involvement in a culturally diverse society. *Cengage Learning Journal of Humanities and Social Science*, 2(19). <http://www.ijhssnet.com>
- Glazebrook and Associates. (2013). Steps for creating or improving a parent involvement in education program. Parenting Resources. <http://www.parenting-resources.com/parent-involvement-in-education.htm>
- Obeidat, O. M., & Al-Hassan, S. M. (2009). School-parent-community partnerships: The experience of teachers who received the Queen Rania Award for Excellence in Education in the Hashemite Kingdom of Jordan. *The School Community Journal*, 19(1), 119–136.
- Plunkett, S. W., & Bamaca-Gomez, M. Y. (2010). The relationship between parenting, acculturation, and adolescent academics in

- Mexican-origin immigrant families in Los Angeles. *Hispanic Journal of Behavioral Sciences*, 25, 222–239.
- Ricker, V. K. (2007). A child's perception of parental involvement and its effects on academic achievement.
- Ringenberg, M., McElwee, E., & Israel, K. (2009). Cultural capital theory and predicting parental involvement in Northwest Indiana schools. *The South Shore Journal*, 3, 86–124.
- Sanders, M. G. (2008). How parent liaisons can help bridge the home-school gap. *Journal of Educational Research*, 101, 287–297.
- Speth, T., Saifer, S., & Forehand, G. (2008). Parent involvement activities in school improvement plans in the Northwest Region. USA: National Center for Educational Evaluation.
- Steen, S. (2010). Parenting and counseling: School counseling in the Graduate School of Education and Human Development. Washington, DC: George Washington American School Counselor Association.
- Temitope, H. M. S. (2010). Effect of parent involvement on students' academic performance. Howard.M.Sandler@Vanderbilt.edu
- Topor, D. R., Keane, S. P., Shelton, T. L., & Calkins, S. D. (2011). Parent involvement and student academic performance: A multiple mediational analysis. *Journal of Prevention & Intervention in the Community*, 38(3), 183–197.
- Vellymalay, S. K. N. (2012). The impact of parents' socioeconomic status on parental involvement at home: A case study on high-achieving Indian students of a Tamil school in Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 2(8), 3–24.
- Wildhagen, T. (2009). Why does cultural capital matter for high school academic performance? An empirical assessment of teacher-selection and self-selection mechanisms as explanations of the cultural capital effect. *The Sociological Quarterly*, 50(1), 173–200.
- Wildhagen, T. (2010). Capitalizing on culture: How cultural capital shapes educational experiences and outcomes. *Sociology Compass*, 4(7), 519–531.
- Wright, T. (2009). Parent and teacher perceptions of effective parental involvement (Doctoral dissertation). Liberty University, Lynchburg, VA.

Affiliations and Corresponding Information

Louie Jay S. Balighot

Malinao Elementary School

Department of Education – Philippines

 louiejay.balighot1990@deped.gov.ph