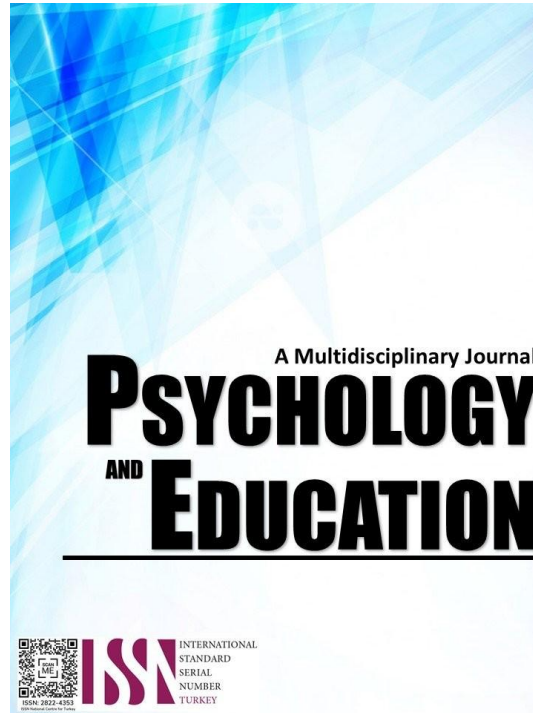


PARENTS AND COMMUNITY INVOLVEMENT AMONG SENIOR HIGH SCHOOL LEARNERS AND LEARNERS ACADEMIC ACHIEVEMENT



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Parents and Community Involvement Among Senior High School Learners and Learners Academic Achievement

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Abstract

This study was conducted to investigate the impact of parental and community involvement on the academic performance of Senior High School (SHS) students at Can-ayan Integrated School in Malaybalay City, Philippines. The study employed a descriptive correlational method, using questionnaires to gather data from 152 SHS students. This study uses a descriptive correlation method of research relying primarily on the researcher's questionnaires to gather information regarding the Impact of Parent and Community Involvement on SHS Students' Academic Performance. The results revealed that students reported high levels of parental and community support, with parents actively engaging in school-related activities and the community providing various resources and encouragement. However, the study found that parental and community support cannot be associated with the relationship between student academic performance and parental support, community involvement, and academic performance. Teachers' perceptions of students' academic performance were negatively associated with actual academic performance, suggesting that higher expectations from teachers may motivate students to achieve better results. Based on the findings of the study, the following conclusions were derived: the Senior High School (SHS) students generally reported a high level of parental support and community involvement. Strengthen academic intervention programs that directly improve students' learning, and then conduct longitudinal studies to track changes in academic performance as recommended.

Keywords: *academic performance, parental support and community involvement, intervention relationship*

Introduction

Parental support plays a vital role in a child's education. When parents are involved and supportive, it can lead to improved academic performance, increased motivation and confidence, and better attendance and behavior as student shows inside the classroom. Parental and community involvement in education plays a significant role in enhancing student academic performance, particularly in the Philippines. Recent studies conducted in the country have highlighted the positive impact of active parental engagement on students' academic success. For example, research by Cuevas (2020) found that students with higher levels of parental involvement, such as consistent monitoring of academic progress and participation in school activities, demonstrated better academic outcomes.

Cuevas (2020) further emphasized that students whose parents regularly communicated with teachers and attended school meetings were more likely to show improvements in their grades and overall academic engagement. The study also revealed that parental involvement positively influences students' attitudes toward learning, leading to increased motivation and a stronger commitment to their studies.

Despite these findings, there remains considerable variation in the academic performance of Senior High School (SHS) students in the Philippines, even among those who receive parental and community support. This variation raises concerns about the factors that may be influencing the effectiveness of these support systems. Specifically, there is a need to explore how students' demographic profiles—such as socioeconomic status and parental education levels—interact with the type and level of parental and community involvement they receive. Understanding these relationships is crucial for identifying gaps and challenges in the current support structures that may be contributing to disparities in academic performance.

This study occurred at Can-Ayan Integrated School in the Division of Malaybalay City, where the SHS offerings are Accountancy, Business, and Management (ABM) and General Academic Strand (GAS). By focusing on this specific educational setting, the research will provide a contextual analysis of how parental and community involvement influences the academic performance of students within these strands.

The study aimed to investigate the impact of parental and community involvement on the academic performance of SHS students at Can-ayan Integrated School by analyzing the correlation between students' demographic profiles and the type of support they receive. Additionally, the study will examine how different forms of parental support, such as emotional, financial, and academic assistance, affect students' ability to complete performance tasks effectively (Santos & Reyes, 2022). Cuevas (2020) also highlighted that the type of support provided by parents, whether it be academic guidance, emotional encouragement, or the provision of resources, plays a crucial role in shaping students' ability to perform well in school.

It aligns with the current study's focus on understanding the impact of different types of parental support on student outcomes. Through this investigation, the study seeks to provide insights that can inform the development of more effective strategies for engaging parents and communities in ways that directly support student achievement.

The primary objective of this study is to assess the impact of parental and community involvement on the academic performance of SHS students at Can-ayan Integrated School. Specifically, the study aims to determine the correlation between students' demographic profiles and their academic performance, analyze the relationship between the level of parental support and students' performance in school tasks, and examine the influence of community involvement on academic outcomes. Additionally, the study will explore the effects of different types of parental support on students' performance tasks and evaluate the combined impact of demographic profiles, parental support, and community involvement on overall academic achievement (Garcia & Cruz, 2023). By achieving these objectives, the study seeks to contribute to the development of more effective and contextually relevant strategies for enhancing parental and community involvement in the educational process in the Philippines.

Research Questions

The academic performance of Senior High School (SHS) learners is influenced by various factors, including parental and community involvement, as well as learners' demographic profiles. Despite the recognized importance of these factors, there is limited empirical research specifically examining how they interact to affect learner outcomes in the context of Philippine schools, particularly at Can-ayan Integrated School in the Division of Malaybalay City. Specifically, this study sought to answer the following questions:

1. What is the level of parental support and community involvement reported by SHS students?
2. What is the level of teachers' perceptions of SHS students' academic performance?
3. What is the level of academic performance among SHS students at Canayan Integrated School?
4. Is there a significant relationship between parental support, community involvement, teachers' perceptions, and academic performance among SHS students?

Literature Review

This section presents a review of related studies and literature cited by some researchers, and supports the concept of this study. They are considered relevant because they provide the necessary background and evidence concerning the significance of the use of multimedia techniques in the teaching process, specifically in teaching social studies, wherein facts and evidence are always in focus. These include text, graphics, audio, video, and animation, which can be used in teaching. Researchers from local and foreign sources are likewise discussed to highlight the importance of multimedia in teaching, specifically in Social Studies.

Demographic Profile

Research has consistently shown that various aspects of students' demographic profiles significantly impact their academic performance. For instance, Mendoza et al. (2022) explored the influence of age on academic achievement among high school students in the Philippines. Their study revealed that older students often perform better academically due to greater maturity and developed study habits, underscoring the role of cognitive development and motivation in academic outcomes.

Gender plays a crucial role in academic performance as well. Santos and Reyes (2021) investigated gender differences among Filipino students and found notable variations in performance across different subjects. Their study highlighted that societal expectations and gender roles might influence educational outcomes, suggesting the need for gender-sensitive educational approaches.

The impact of grade level on student performance was examined by Alvarado and Jimenez (2023). They discovered that academic performance generally improves as students progress through higher grade levels. This improvement is attributed to the cumulative nature of learning and increasing academic demands, contributing to better outcomes in more advanced stages of education.

Socioeconomic status (SES) has been extensively studied for its influence on academic performance. De Guzman and Parilla (2022) provided evidence for Philippine schools, demonstrating that students from higher socioeconomic backgrounds often achieve better academic results due to better access to educational resources and support. Their study highlights the disparities caused by SES and suggests the need for targeted interventions to address these inequalities.

Garcia et al. (2023) examined the effect of the highest educational attainment of parents on student academic achievement. Their findings indicated that students with parents who have higher educational qualifications generally perform better academically. This correlation is attributed to the higher expectations and enhanced support systems provided by more educated parents.

Cruz and Aquino (2021) studied the effect of students' age on their learning outcomes, finding that older students often show higher levels of academic success due to greater life experience and cognitive development. It contributes to the understanding of how age-related factors influence learning and achievement.

In addition, Rivera and Ramos (2022) investigated how gender affects academic performance in different subject areas. Their study found gender differences, with male and female students excelling in different subjects, suggesting that educational strategies should consider gender-specific learning needs.

The significance of grade level was further supported by a study by De Guzman and Santos (2024), which explored how performance metrics such as grades and test scores change with advancing grade levels. Their research indicated that students in higher grades tend to perform better due to the accumulation of knowledge and experience.

Lastly, Lim and Castro examined the role of the highest educational attainment of parents (2023). They found that parental education significantly influences student academic performance, with higher parental educational attainment positively impacting students' academic achievements and aspirations.

These studies collectively provide a comprehensive understanding of how various demographic factors—including age, gender, grade level, socioeconomic status, and parental education—affect academic performance, offering valuable insights for educational strategies and interventions.

Parental Support

Parental support is a well-documented factor influencing students' academic performance. For example, Santiago and Perez (2023) conducted a study on the impact of parental support on the academic achievements of high school students in the Philippines. Their research revealed that students who received consistent academic support from their parents, including assistance with homework and project guidance, tended to have higher academic performance. This study underscores the importance of parents' active involvement in their children's educational processes to foster better learning outcomes.

In a study by Fernandez and Cruz (2021), the effects of parental involvement in extracurricular activities were examined. The researchers found that parents who engaged in their children's extracurricular activities, such as sports and arts, positively influenced their academic performance. The involvement provided additional support and motivation for students, which translated into improved academic results. This study highlights the benefits of holistic parental engagement beyond the classroom.

Mendoza and Reyes (2022) explored the relationship between parental emotional support and student performance. Their findings indicated that emotional support from parents, such as encouragement and understanding, was crucial for enhancing students' academic motivation and achievement. The study suggests that a supportive emotional environment at home can significantly impact students' academic success and overall well-being.

Similarly, Alvarez and Santos (2023) investigated the impact of parental financial support on students' academic performance. They found that financial assistance, including funding for educational materials and extracurricular activities, positively affected students' academic outcomes. This study highlights the role of financial support in enabling students to access necessary resources that contribute to their academic success.

Furthermore, a study by Ramirez and Lim (2023) focused on how parental involvement in school governance affects student achievement. The researchers discovered that when parents were actively involved in school boards and committees, it created a more supportive educational environment, which in turn led to improved student performance. The study underscores the significance of parental involvement in school-level decision-making processes.

A related study by Ortega and Flores (2022) examined how parental engagement in teacher-parent conferences impacted students' academic performance. The findings showed that students whose parents attended regular teacher-parent meetings had better academic outcomes. This involvement helped bridge communication between home and school, leading to enhanced support for students' educational needs.

These studies collectively provide a comprehensive understanding of how various forms of parental support—academic, emotional, financial, extracurricular, and involvement in school governance—affect students' academic performance. They highlight the critical role of active and varied parental engagement in fostering academic success and improving educational outcomes.

Community Involvement

Community involvement has been widely recognized as a crucial factor in enhancing educational outcomes. Garcia and Tan (2023) explored the impact of community involvement programs on high school students' academic achievements. They found that students engaged in local service projects and youth programs demonstrated notable improvements in academic performance. This study highlighted that community engagement fosters social skills and responsibility, contributing to better school performance.

Expanding on this, Mendoza and Santos (2022) investigated the role of community support in Filipino schools. Their research revealed that strong community networks, such as local businesses and organizations, provide essential resources that enhance students' educational experiences. The findings aligned with Garcia and Tan's conclusions, showing that communities actively supporting education contribute to higher academic performance and increased student engagement.

Reyes and Aquino (2021) further elaborated on the benefits of community involvement by focusing on community-based learning activities. Their study found that students participating in internships and local projects showed improved academic results and higher engagement with their studies. It supports Mendoza and Santos's findings by demonstrating that integrating community experiences into the educational curriculum can significantly enhance student performance.

Rivera and Cruz (2023) examined how partnerships between schools and community organizations affect educational outcomes. Their research showed that schools with robust community partnerships, including collaborations with non-profits and local businesses, experienced better student performance and enhanced resources. This study complements Reyes and Aquino's findings, emphasizing

that effective community partnerships are vital for supporting educational success.

Villanueva and Flores (2022) investigated the impact of community involvement in school improvement initiatives. They discovered that active community participation in school development projects led to significant enhancements in school facilities and educational programs. This finding builds on Rivera and Cruz's research, illustrating that community engagement in decision-making processes not only improves school resources but also enhances educational quality and student performance.

Further supporting these conclusions, Alvarez and Santos (2023) explored the effects of community volunteer programs on student academic performance. They found that students involved in community volunteer activities achieved higher academic results and developed better interpersonal skills. This research aligns with previous studies by highlighting how community service fosters both academic success and personal growth.

Moreover, Lopez and Castillo (2023) examined how community-based support programs affect student outcomes in elementary schools. Their findings indicated that tutoring and mentorship programs significantly improved students' academic performance and motivation. This study reinforces the importance of community involvement in providing additional academic support, complementing the evidence from earlier research.

Thus, Fernandez and Cruz (2023) looked into the impact of community engagement in school governance on student achievement. Their study found that schools with active community participation in governance experienced enhanced educational outcomes and greater parental satisfaction. This finding ties together the previous research by demonstrating that community input in school policies is crucial for improving student performance and overall educational quality.

These studies underscore the multifaceted role of community involvement in education, illustrating how various forms of engagement, from support programs to influence academic outcomes and student success governance, positively impact.

Academic Performance

Recent studies emphasize the multifaceted nature of academic performance, with key influences stemming from parental involvement, community engagement, socioeconomic status (SES), and psychological factors. Parental involvement continues to be a strong predictor of academic success. For instance, a 2023 review found that parents who actively monitor their children's academic progress, help with homework, and communicate with teachers foster better academic outcomes, as these actions reinforce student motivation and provide necessary support.

Community involvement also plays a crucial role in academic achievement. A recent study noted that communities offering educational resources like tutoring, scholarships, and mentoring programs positively impact students' academic performance, particularly in low-income settings where additional support can fill gaps in resources available at home.

Additionally, socioeconomic status remains a significant determinant of academic success. However, research in 2023 indicates that strong parental and community involvement can mitigate some disadvantages faced by students from lower SES backgrounds by providing emotional and educational support that compensates for limited financial resources.

Lastly, psychological engagement is crucial. A 2023 study confirmed that students who perceive high levels of support from both family and community tend to be more engaged in school, which translates to improved academic performance. Engaged students exhibit better task completion, motivation, and resilience against academic challenges.

Methodology

Research Design

This study used a descriptive correlational method of research, relying primarily on the researcher's questionnaires to gather information regarding the Impact of Parent and Community Involvement on SHS Students' Academic Performance. The descriptive correlational method was the most common and widely used method for gathering data and information using a questionnaire checklist. Gay (1976) defined descriptive research as the process of collecting data to test hypotheses or to answer questions concerning the current status of the subject of the study.

Respondents

The subjects of the study were all the senior high school learners of Can-ayan Integrated School; there were two strands, the ABM and GAS, who served as subject respondents to the study.

The data concerning the Impact of Parent and Community Involvement on SHS Students' Academic Performance in Can-ayan Integrated School under the Division of Malaybalay City were obtained through the use of a research instrument. The respondents were chosen using the complete enumeration technique. In determining the respondents of the study, the official list of learners in the Senior High School was obtained.

Instrument

The research instrument for this study, "The Impact of Parent and Community Involvement on SHS Students' Academic Performance," was adapted from several established frameworks. The section on Parental Involvement was based on Epstein's Six Types of Parental Involvement (1995), while the section on Community Involvement drew from Henderson and Mapp's Research on Community and Family Involvement (2002). Additionally, the Academic Performance and Perception of Influence section utilized items from the Student Engagement Instrument (Appleton et al., 2006), ensuring a comprehensive assessment of the research topic.

The data were gathered from the learners enrolled in the Senior High School of Can-ayan Integrated School in the Malaybalay City Division through the use of survey questionnaires. Written permission from the Schools Division Superintendent was secured through the recommendation of the Dean of the Graduate School of Valencia Colleges (INC), Bukidnon, Valencia City, for the approval letter. The request was also made through the Public Schools District Supervisor to signify the administrator's cooperation and support.

Procedure

The administration of the questionnaire began by requesting permission from the Schools Division Superintendent of Malaybalay City. Once approved, the researcher sent a letter to the School Principal of Can-ayan Integrated School seeking approval to administer the questionnaire to the Senior High School (SHS) students of Can-ayan Integrated School.

During the administration of the questionnaire, respondents were informed that all responses would remain confidential, and no one, except the researcher, would have access to their answers. However, the District Supervisor or the Principal was briefed on the purpose and content of the questionnaire.

This study used the Likert Scale of Scoring, which was numbered 1–5, and each number had a corresponding qualifying description. For the Impact of Parent and Community Involvement on SHS Students' Academic Performance, 5 meant to a very large extent, 4 to a moderate extent, 3 to a small extent, 2 to a very small extent, and 1 to an extremely small extent.

Data Analysis

The responses to the items in the questionnaire checklist were scored and tabulated. The following treatments were employed to analyze and interpret the data gathered. To describe the respondents' demographic profile, frequency counts, percentages, and standard deviations were used. To determine the Impact of Parent and Community Involvement on SHS Students' Academic Performance, the mean was computed. To determine the significant relationship of the Impact of Parent and Community Involvement on SHS Students' Academic Performance, Pearson's r was used.

Results and Discussion

This section contains the presentation, analysis, and interpretation of data gathered from the respondents. The order of the presentation is based on the order of specific problems in the statement of the problem.

It covers the level of parental support and community involvement reported by SHS students, the level of teachers' perceptions of SHS students' academic performance, and the level of academic performance among SHS students at Can-ayan Integrated School. The test of a significant relationship between parental support, community involvement, teachers' perceptions, and academic performance among SHS students is also included.

Tables 1 and 2 report parental support and community involvement by SHS students, and Table 3 reports the teachers' perceptions of SHS students' academic performance at Can-ayan Integrated School. Lastly, Table 6 is the test of a significant relationship between parental support, community involvement, teachers' perceptions, and academic performance among SHS students.

Table 1 shows the level of parental support reported by SHS students. The indicators, means, and standard deviations are shown in the table.

Table 1. *Level of parental support reported by SHS students.*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
My parents/guardians attend parent-teacher meetings and school events.	4.66	0.774	Very High Level
My parents/guardians provide resources (e.g., books, supplies) necessary for my schoolwork.	4.14	0.695	High Level
My parents/guardians communicate with my teachers about my academic progress.	3.93	0.706	High Level
My parents/guardians limit distractions at home (e.g., TV, phone) while I am studying.	3.89	0.490	High Level
My parents/guardians monitor my use of technology and the internet for educational purposes.	3.81	0.688	High Level
My parents/guardians regularly discuss my academic progress with me.	3.76	0.748	High Level
My parents/guardians encourage me to participate in extracurricular activities at school.	3.71	0.715	High Level
My parents/guardians set high expectations for my academic success.	3.43	0.983	High Level
My parents/guardians help me create a study schedule at home.	3.20	0.565	Moderate Level
Overall	3.84	0.273	High Level

Scale, Range, Qualitative Description, Qualitative Interpretation — 5: 4.20–5.00, Strongly Agree, Very High Level; 4: 3.40–4.19, Agree, High Level; 3: 2.60–3.39, Somewhat Agree, Moderate Level; 2: 1.80–2.59, Disagree, Low Level; 1: 1.00–1.79, Strongly Disagree, Very Low Level.



Table 1 shows that the level of parental support reported by senior high school (SHS) students varied across different indicators. The highest level of parental support was observed in "My parents/guardians attend parent-teacher meetings and school events." (Mean = 4.66, SD = 0.774), which falls under the Very High Level category. It suggests that parents are actively engaged in school-related activities. On the other hand, the lowest level of parental support was noted in "My parents/guardians help me create a study schedule at home" (Mean = 3.20, SD = 0.565), categorized under the Moderate Level. It indicates that while parents support their children in various ways, structured academic planning at home may be less emphasized.

Other indicators revealed a High Level of parental support, including "My parents/guardians provide resources (e.g., books, supplies) necessary for my schoolwork." (Mean = 4.14, SD = 0.695) and "My parents/guardians communicate with my teachers about my academic progress." (Mean = 3.93, SD = 0.706). Similarly, "My parents/guardians limit distractions at home (e.g., TV, phone) while I am studying." (Mean = 3.89, SD = 0.490) and "My parents/guardians monitor my use of technology and internet for educational purposes." (Mean = 3.81, SD = 0.688) also indicate strong parental involvement in fostering a conducive learning environment. Additionally, discussions about academic progress (Mean = 3.76, SD = 0.748) and encouragement to join extracurricular activities (Mean = 3.71, SD = 0.715) were evident. While setting high expectations for academic success (Mean = 3.43, SD = 0.983) also ranked under the High Level category, its relatively lower mean suggests variations in parental emphasis on academic excellence.

The study of Santiago and Perez (2023) on the impact of parental support on the academic achievements of high school students in the Philippines revealed that students who received consistent academic support from their parents, including assistance with homework and project guidance, tended to have higher academic performance. This study underscores the importance of parents' active involvement in their children's educational processes to foster better learning outcomes. Similarly, Alvarez and Santos (2023) investigated the impact of parental financial support on students' academic performance. This study highlights the role of financial support in enabling students to access necessary resources that contribute to their academic success.

Overall, the general parental support level was rated High (Mean = 3.84, SD = 0.273). The findings indicate that while parents are generally supportive, there are areas, particularly in structured academic planning, that could be strengthened to enhance student performance further.

Table 2. Level of community involvement reported by SHS students.

Indicator	Mean	SD	Interpretation
My community organizes events that promote education (e.g., workshops, seminars).	4.75	0.511	Very High Level
There are role models in my community who inspire me to do well in school.	4.64	0.612	Very High Level
I feel a sense of encouragement from my community to pursue academic excellence.	4.30	0.887	Very High Level
My community offers mentoring programs that support students in academic tasks.	4.14	0.695	High Level
I receive academic support from community centers or organizations (e.g., libraries, tutorials).	3.61	0.726	High Level
My community encourages students to engage in academic competitions (e.g., quiz bees, debates).	3.32	0.732	Moderate Level
The community I live in provides scholarships or financial aid to support students' education.	2.91	0.684	Moderate Level
Overall	3.96	0.241	High Level

Scale, Range, Qualitative Description, Qualitative Interpretation — 5: 4.20–5.00, Strongly Agree, Very High Level; 4: 3.40–4.19, Agree, High Level; 3: 2.60–3.39, Somewhat Agree, Moderate Level; 2: 1.80–2.59, Disagree, Low Level; 1: 1.00–1.79, Strongly Disagree, Very Low Level.

Table 2 shows that the level of community involvement reported by senior high school (SHS) students varies across different indicators. The highest-rated indicator was "My community organizes events that promote education (e.g., workshops, seminars)" (Mean = 4.75, SD = 0.511), categorized under Very High Level. It suggests that students recognize the community's strong efforts in fostering educational growth through organized events. Similarly, "There are role models in my community that inspire me to do well in school" (Mean = 4.64, SD = 0.612) also falls under the Very High Level, indicating that students see influential figures who encourage academic success.

It supports the study of Villanueva and Flores (2022), which investigated the impact of community involvement in school improvement initiatives. They discovered that active community participation in school development projects led to significant enhancements in school facilities and educational programs. This finding builds on Rivera and Cruz's research, illustrating that community engagement in decision-making processes not only improves school resources but also enhances educational quality and student performance.

Another notable aspect is the perceived encouragement from the community to pursue academic excellence (Mean = 4.30, SD = 0.887), which further highlights the community's support in motivating students. However, some indicators reflect a High Level of involvement, such as "My community offers mentoring programs that support students in academic tasks." (Mean = 4.14, SD = 0.695) and "I receive academic support from community centers or organizations (e.g., libraries, tutorials)." (Mean = 3.61, SD = 0.726). These findings suggest that while academic mentoring and resource centers are available, they are not as strongly felt as other forms of support.

The lowest-rated indicator was "The community I live in provides scholarships or financial aid to support students' education" (Mean = 2.91, SD = 0.684), classified as Moderate Level. It suggests that financial support opportunities may be limited or not widely accessible to students. Similarly, "My community encourages students to engage in academic competitions (e.g., quiz bees, debates)" (Mean = 3.32, SD = 0.732) also falls under Moderate Level, indicating that while there is some encouragement, it may not be as strong as other aspects of community involvement. Overall, the reported level of community involvement was High (Mean = 3.96, SD =



0.241).

Table 3. Level of teachers' perceptions on SHS students' academic performance.

Indicator	Mean	SD	Interpretation
I am confident that both my family and community want me to succeed in school.	4.85	0.358	Very High Level
My parents' involvement has a positive impact on my academic performance.	4.82	0.469	Very High Level
My community's involvement positively influences my academic performance.	4.82	0.384	Very High Level
My parents' support motivates me to complete my assignments on time.	4.21	0.491	Very High Level
My academic performance has improved because of the tutoring or mentoring I receive from the community.	4.13	0.534	High Level
I have access to the resources I need for schoolwork through my community (e.g., internet, study space).	3.51	0.835	High Level
I complete my performance tasks on time because of the assistance I receive from my parents/guardians.	3.48	0.835	High Level
Overall	4.26	0.218	Very High Level

Scale, Range, Qualitative Description, Qualitative Interpretation — 5: 4.20–5.00, Strongly Agree, Very High Level; 4: 3.40–4.19, Agree, High Level; 3: 2.60–3.39, Somewhat Agree, Moderate Level; 2: 1.80–2.59, Disagree, Low Level; 1: 1.00–1.79, Strongly Disagree, Very Low Level.

Table 3 presents the level of teachers' perceptions of senior high school (SHS) students' academic performance, which reflects a generally positive outlook. The highest-rated indicator was "I am confident that both my family and community want me to succeed in school" (Mean = 4.85, SD = 0.358), categorized under Very High Level. It suggests that students feel strong support from both their families and communities in achieving academic success. Two other indicators, "I believe my parents' involvement has a positive impact on my academic performance." (Mean = 4.82, SD = 0.469) and "I believe my community's involvement positively influences my academic performance." (Mean = 4.82, SD = 0.384), also fall under Very High Level, reinforcing the perception that external support systems significantly contribute to students' academic achievements.

Another aspect of strong parental involvement is evident in "My parents' support motivates me to complete my assignments on time" (Mean = 4.21, SD = 0.491), which also falls under the Very High Level. However, some indicators reflect a High Level of agreement, such as "My academic performance has improved because of the tutoring or mentoring I receive from the community." (Mean = 4.13, SD = 0.534) and "I have access to the resources I need for schoolwork through my community (e.g., internet, study space)." (Mean = 3.51, SD = 0.835).

The lowest-rated indicator was "I complete my performance tasks on time because of the assistance I receive from my parents/guardians" (Mean = 3.48, SD = 0.835), classified under High Level. It indicates that while parental assistance is present, it may not be the primary factor influencing students' ability to meet academic deadlines. Overall, the level of teachers' perceptions regarding students' academic performance was Very High (Mean = 4.26, SD = 0.218).

Table 4. Level of academic performance among SHS students at Can-ayan Integrated School.

Range	f	%	Adjectival Rating
90 – 100	30	21.4	Outstanding
85 – 89	77	55.0	Very Satisfactory
80 – 84	18	12.9	Satisfactory
75 – 79	15	10.7	Fairly Satisfactory
74 and Below	0	0	Did Not Meet Expectations
Total	140	100	

Scale, Range, Qualitative Description, Qualitative Interpretation — 5: 4.20–5.00, Strongly Agree, Very High Level; 4: 3.40–4.19, Agree, High Level; 3: 2.60–3.39, Somewhat Agree, Moderate Level; 2: 1.80–2.59, Disagree, Low Level; 1: 1.00–1.79, Strongly Disagree, Very Low Level.

Table 4 highlights the level of academic performance among senior high school (SHS) students at Can-ayan Integrated School, revealing that the majority of students performed well academically. The largest proportion of students fell within the 85–89 range (f = 77, 55.0%), earning a Very Satisfactory rating. It indicates that more than half of the students demonstrated strong academic performance. Additionally, a significant number of students achieved an Outstanding rating, with 30 students (21.4%) scoring within the 90–100 range, showcasing exceptional academic achievement.

Meanwhile, 18 students (12.9%) fell within the 80–84 range, receiving a Satisfactory rating, suggesting that they met the expected competencies but with room for further improvement. A smaller proportion, 15 students (10.7%), scored within the 75–79 range, earning a Fairly Satisfactory rating, indicating that while they passed, their academic performance was at a lower level compared to their peers. Notably, no students (0%) scored 74 and below, meaning that all students met the minimum expectations for academic performance.

The impact of grade level on student performance was examined by Alvarado and Jimenez (2023). They discovered that academic performance generally improves as students progress through higher grade levels. This improvement is attributed to the cumulative nature of learning and increasing academic demands, contributing to better outcomes in more advanced stages of education.

Table 5. *Test of the significant relationship between parental support, community involvement, teachers' perceptions, and academic performance among SHS students.*

<i>Variable</i>	<i>r</i>	<i>p-value</i>	<i>Interpretation</i>
Parental Support	.086	.315	Not Significant
Community Involvement	.018	.834	Not Significant
Teachers' Perceptions	-.215	.011	Significant

Table 6 shows the test of significant relationships between parental support, community involvement, teachers' perceptions, and academic performance among senior high school (SHS) students, revealing varying degrees of association. The relationship between Parental Support and academic performance was found to be not significant ($r = .086$, p -value = .315), suggesting that while parental support is present, it does not have a statistically significant impact on students' academic performance. Similarly, Community Involvement also showed a non-significant relationship with academic performance ($r = .018$, p -value = .834), indicating that the level of community support does not strongly influence students' academic outcomes.

However, a significant negative relationship was found between Teachers' Perceptions and academic performance ($r = -.215$, p -value = .011). As teachers' perceptions of students' academic performance become more critical or less favorable, students tend to perform better academically. This inverse relationship may imply that higher expectations or constructive feedback from teachers drives students to improve their academic performance. Therefore, the null hypothesis is rejected because there is a significant relationship between teachers' perceptions and academic performance among SHS students.

Conclusions

Based on the findings of the study, the following conclusions were derived.

The Senior High School (SHS) students generally reported a high level of parental support and community involvement. Teachers' perceptions of students' academic performance were found to be very high. Furthermore, most students achieved a very satisfactory level of academic performance. Despite the high levels of parental support and community involvement, the study found that Parental and community supports cannot be associated with students' academic performance. Teachers' perceptions of students' academic performance were negatively associated with students' actual academic performance.

To enhance the effectiveness of parental support and community involvement among Senior High School Learners, some important factors for recommendations are considered. Specifically, students should develop independent study habits and self-motivation to enhance their academic performance. Since teachers' perceptions do not always align with actual academic performance, students may seek constructive feedback and use it to improve rather than be discouraged by perceptions. Parents may continue providing support and encouragement to students, but also focus on strategies that directly enhance learning, such as monitoring study habits and reinforcing discipline. Instead of relying solely on external support, please encourage students to take responsibility for their academic growth.

School administrators may organize professional development programs for teachers to help them make more accurate and constructive assessments of students' academic abilities. Strengthen academic intervention programs that directly improve students' learning rather than solely relying on parental and community involvement. Future researchers may explore other factors that have a stronger impact on students' academic performance, such as study habits, learning styles, or school resources. Investigate why teachers' perceptions negatively correlate with actual performance and how this can be addressed in educational practices. Conduct longitudinal studies to track changes in academic performance over time and the evolving role of parental and community support.

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