

**Parental involvement in the academic achievement of pupils  
in Dananao Elementary School**

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**ABSTRACT**

This study examined the influence of parental involvement on the academic achievement of Grade 2 pupils in Dananao Elementary School. Using a multi-method research design, the study integrated quantitative and qualitative approaches to provide a comprehensive understanding of the relationship between parental engagement and learners' performance. A total of 262 parents participated in the study through a structured questionnaire and selected interviews. Quantitative data were analyzed using frequency, percentage, weighted mean, and Pearson correlation, while qualitative data were thematically analyzed. Findings revealed that the academic performance of pupils was generally at a satisfactory level. Parents demonstrated a high level of involvement in early learning practices at home, while involvement in learning practices at school and school-based activities was moderate. Significant positive relationships were found between parental involvement and academic achievement across all dimensions, with early practices at home showing the strongest association. Qualitative results identified key challenges faced by parents, including time constraints, limited knowledge in assisting academic tasks, financial difficulties, and barriers in communication with the school. The study concludes that parental involvement plays a vital role in enhancing learners' academic performance, particularly through consistent support at home. However, contextual challenges limit parents' full engagement, especially in school-based activities. The findings highlight the need for strengthened home-school partnerships and targeted intervention programs to support parents. Enhancing both the quality and consistency of parental involvement can contribute to improved academic outcomes among elementary pupils.

**Keywords:** Parental involvement, academic achievement, elementary pupils, home-school partnership, multi-method research.

Date Submitted: March 11, 2026

Date Accepted: March 18, 2026

Date Published: April 8, 2026

**INTRODUCTION**

Parental involvement has long been identified as a significant factor influencing children's educational outcomes. Research in education consistently highlights its role in shaping learners' academic success and overall development. Recent studies further emphasize

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DOI: <http://doi.org/10.69651/PIJHSS0502916>

Recommended citation:

Pangilinan, W. L. (2026). Parental involvement in the academic achievement of pupils in Dananao Elementary School. *Pantao (The International Journal of the Humanities and Social Sciences)* 5 (2), 448-468.  
<http://doi.org/10.69651/PIJHSS0502916>

that learners who are actively engaged behaviorally, emotionally, and cognitively are more likely to achieve better academic outcomes, particularly when supported by involved parents (Mullally & Connolly, 2025).

Globally, parental involvement has been consistently recognized as a key contributor to children's academic achievement. Studies indicate that learners with actively engaged parents demonstrate higher academic performance, better school adjustment, and increased motivation to learn (Wilder, 2023; Jeynes, 2024). International reports further suggest that family engagement plays a critical role in improving early-grade learning outcomes, particularly in literacy and numeracy. Parental involvement may take various forms, including providing emotional support, assisting with homework, maintaining communication with teachers, and participating in school-related activities (Smith et al., 2022). While schools often frame parental involvement in relation to academic tasks, parents themselves tend to integrate their involvement within broader parenting practices and daily routines (Hill, 2022). Moreover, parental involvement and learners' engagement are closely interconnected, both contributing significantly to academic achievement (Yu et al., 2022).

In the Philippine context, the importance of parental involvement is strongly supported by educational policies and legal frameworks. The Enhanced Basic Education Act of 2013 (Republic Act No. 10533) underscores the shared responsibility of schools and parents in fostering learners' development within the K to 12 system. Similarly, the Governance of Basic Education Act of 2001 (Republic Act No. 9155) emphasizes the partnership among parents, teachers, and the community in improving the quality of basic education. At the global level, the UNESCO Education 2030 Framework for Action highlights parental involvement as a critical component in achieving Sustainable Development Goal 4 on Quality Education, reinforcing the global commitment to collaborative educational efforts (Alampay, 2024; Collado et al., 2023; Juguilon, 2023). Despite these policy directions, concerns regarding learners' academic performance, particularly in early literacy and numeracy, persist in the Philippines. Results from international large-scale assessments such as the Programme for International Student Assessment reveal that Filipino learners continue to perform below global averages, with scores in reading, mathematics, and science falling significantly short of international benchmarks. Only a small proportion of Filipino students meet the minimum proficiency levels in reading, indicating persistent challenges in comprehension and foundational skills. These trends suggest that many learners struggle to acquire essential literacy and numeracy competencies, particularly in the early grades where strong learning foundations are most critical.

While numerous studies have explored parental involvement and academic achievement, most have focused on secondary education, with comparatively fewer studies conducted at the elementary level. There is a limited body of research specifically examining elementary learners, a crucial stage in which foundational skills in reading and numeracy are developed. This gap highlights the need for more localized and level-specific investigations. Hence, this study aims to examine parental involvement and its relationship to the academic achievement of Grade 2 pupils in Dananao Elementary School, with the goal of providing insights that may inform targeted interventions and strengthen home and school partnerships.

This study operates under the null hypothesis that there is no significant relationship between academic performance and the respondents' assessment of parental involvement as to early learning practices at home, learning practices at school, and parents' school involvement.

This study on parental involvement carries significance for multiple stakeholders. For pupils, it has the potential to foster deeper interactions between parents and children, thereby deepening trust and strengthening the parent-child bond. This bond is an outcome of children being productive and happy as a result of parental involvement, and these positive connections contribute to the formation of a solid relationship, in contrast to disagreeable encounters which,

as some research has shown, can lead children to develop mental health issues later in life. For parents, the study provides an opportunity for self-assessment regarding the extent to which they support their children's academic pursuits. Beyond this, parents may recall and reflect on their own challenges, using these as motivation to become more actively involved in their children's education. Such self-reflection is expected to lead to a more efficient and supportive approach in accompanying children through their academic journey. Finally, future researchers may use the findings of this study as a basis for further inquiry in similar contexts.

This study is grounded in Epstein's Framework of Six Types of Parental Involvement, as cited by Jeynes (2024). This model highlights that parental involvement encompasses six distinct dimensions: parenting, communicating, volunteering, learning at home, decision-making, and community involvement. All of these dimensions support children's academic success alongside their holistic development. As Epstein emphasized, parental involvement can promote a stronger bond between school and family, enhance student motivation, and improve academic performance. This study aims to provide important insight into how parental involvement influences the academic achievement of pupils in Dananao Elementary School, including an investigation of the challenges faced by parents in sustaining their involvement in their children's academic development. The results are thus expected to contribute to a deeper understanding of how parental involvement can be effectively integrated into early education.

The impact of parental involvement on academic achievement has been a longstanding focus of research. Studies have explored how and why parents engage in their children's education, which types of involvement are most effective, and how home and school partnerships can be strengthened (Kim, 2022). A meta-analysis by Jeynes (2024), encompassing 54 quantitative studies, found that parental expectations consistently predicted students' academic success across age groups, races, genders, and nationalities, with the strongest effects observed in the highest-quality studies. Wilder (2023) similarly reported a positive relationship between parental involvement and academic achievement, strongest when involvement was defined as parental expectations for learning, and weakest when defined as homework assistance.

Further research highlights the multidimensional nature of parental involvement. Zhu et al. (2023) showed that authoritative parenting predicted lower academic burnout in adolescents, with perceived paternal support mediating the relationship between parenting style and academic engagement. Studies also indicate that both home-based and school-based parental engagement contribute to students' social-emotional development, motivation, and overall performance (Eden et al., 2024; Cosso et al., 2022; Utami, 2022). Similarly, Pinatil et al. (2022) and Malabarbas et al. (2022) observed that students whose parents actively participated in their schooling achieved higher academic outcomes, highlighting the critical role of early involvement in foundational learning. International assessments underscore the urgency of enhancing parental involvement. Filipino students scored below global averages in reading, mathematics, and science in the 2022 PISA assessment, with only a small proportion reaching minimum proficiency levels, emphasizing persistent challenges in early literacy and numeracy. This trend reflects the broader significance of parental engagement in supporting academic achievement from early grades through later schooling.

Despite evidence of its importance, parental involvement is influenced by various barriers. Kartel et al. (2022) identified challenges in distance learning, including poor internet access, high costs, and limited parental understanding of learning materials. Al Murshidi et al. (2023) reported that parents struggled with language proficiency and children's low motivation, relying on tutors and audiovisual resources to compensate. Socioeconomic factors also play a role, with lower-socioeconomic-status families using creative strategies to engage in children's learning despite resource constraints (Takashiro & Clarke, 2025; Gu et al., 2024). The study of

Munir et al. (2023) further explored how socioeconomic status predicted academic outcomes while adjusting for other factors such as family engagement and school resources, finding that higher-socioeconomic-status students performed better academically, though parental participation and school resources may buffer the relationship between socioeconomic status and academic achievement. Vadivel et al. (2023) similarly concluded that students with low socioeconomic status tended to demonstrate poor academic achievement and were more likely to enter the labor market at an early age, with parents from such backgrounds exhibiting lower interest in educating their children. That study recommended the provision of free vocational and technical education, as well as parental education and awareness programs conducted by schools and relevant authorities.

Effective parental involvement is supported by strategic collaborations between schools and families. Teacher invitations, communication channels, and school-based programs encourage home-based and school-based engagement, which in turn positively affect student motivation, self-efficacy, and academic outcomes (Yulianti et al., 2022; Nurhayati et al., 2023; Affuso et al., 2023). Parental engagement also fosters socio-emotional support, resilience, and character development (Kovács et al., 2022; Paul et al., 2022; Maldonado et al., 2022). Moreover, strong partnerships extend to community involvement, providing mentorship, experiential learning opportunities, and connections between classroom learning and real-world applications (Eden et al., 2024). Research further highlights the role of cultural and familial values, gender differences, and developmental stages in shaping parental involvement. Mothers and fathers contribute differently, with fathers' individualistic and collectivistic values linked to academic expectations and children's behaviors, while mothers' collectivistic values often drive persistent involvement despite limited resources (Alampay, 2024; Warrington, 2023). Parental self-efficacy, satisfaction, and autonomy-supportive involvement are also critical factors in sustaining effective engagement (Glatz et al., 2024; Grolnick & Pomerantz, 2022).

Research has also documented the relational and emotional dimensions of parental involvement and their consequences for learner outcomes. Smith et al. (2022) found that family and school engagement interventions positively impacted parent-teacher relationships regardless of child or family race and child age, demonstrating the broad applicability of such programs. Mann and Gilmore (2023) discovered that teachers who were less invested in the partnership tended to be less sensitive to other perspectives, underscoring that teacher engagement is critical to effective parent-teacher partnerships. Hannon and O'Donnell (2022) further noted that teachers who held stereotypical views of families living in poverty prompted defensive or forceful reactions from parents, resulting in emotionally difficult encounters. The authors argued that social justice orientation and emotional training in initial teacher education may better equip teachers for family and school partnerships. The quality of parental support during homework also carries significant consequences. Wu et al. (2022) found that parental involvement in homework was more affectively negative than involvement in other activities, particularly among parents with low self-efficacy, and that more affectively negative involvement was associated with poorer math motivation and achievement in children. Núñez et al. (2023) reported that lower perceptions of parental support during homework were associated with greater use of self-handicapping strategies, less effort, reduced homework completion, and more procrastination among students, suggesting that self-handicapping partially explains poor behavioral engagement with homework in the absence of parental support.

The influence of parental involvement on adolescent mental health has received increasing scholarly attention. Wang et al. (2022) found that parent work-life conflict was negatively associated with youth academic engagement and mental health through its indirect effects on parental mental health and parenting behaviors, including parental control, autonomy

granting, and parental involvement. Parental involvement and autonomy granting were associated with greater academic engagement and positive mental health, while parental control predicted mental health difficulties. Ren et al. (2024) identified distinct parental involvement profiles with differential effects on adolescent adjustment, finding that adolescents in a warm involvement group adjusted best overall, while those in a rejecting involvement group adjusted worst. These findings indicate that intervention programs aimed at promoting adolescent mental health should consider both parental involvement and parenting styles simultaneously. Maimad et al. (2023) reported that, despite high academic achievement among students in their sample, parents demonstrated low involvement in home learning, volunteering, and school decision-making, and found no statistically significant correlation between parental involvement and academic achievement. That study nonetheless emphasized the need to strengthen parental involvement to ensure sustained academic success, noting that the Philippine government's Conditional Cash Transfer program has served as an effective approach to keeping children enrolled in school. Yamamoto et al. (2022) further observed that, despite growing recognition of diverse forms of parental involvement, research on the influence of sociocultural contexts on parental involvement remains scarce. Gelir and Duzen (2022) similarly noted that parents encounter difficulties and lack the knowledge and expertise needed to support children's online learning, while also finding that fathers in their study were more inclined to spend time with children and assist with homework.

In summary, parental involvement is multifaceted, context-dependent, and crucial for both academic and non-academic outcomes. Addressing barriers, strengthening school and home partnerships, and supporting parents through policies, programs, and community resources are key to maximizing the benefits of parental engagement for learners' achievement and holistic development.

### Statement of the problem

This study aimed to assess the effects of parental involvement on the academic achievement of elementary pupils in Dananao Elementary School. Specifically, it aimed to answer the following questions:

1. What is the Academic Performance of Elementary Pupils?
2. What is the assessment of the respondents on parental involvement as to: early learning practices at home, learning practices at school, and parents' school involvement?
3. Is there a significant relationship between academic performance and assessment of the respondents on parental involvement as to: early learning practices at home, learning practices at school, and parents' school involvement?
4. What are the challenges encountered by the parents in their involvement in the academic achievement of their children?
5. What intervention program can be proposed to enhance parental involvement?

### METHODOLOGY

This study employed a multi-method research design that integrated both quantitative and qualitative approaches to provide a comprehensive understanding of the effects of parental involvement on the academic achievement of pupils in Dananao Elementary School. The quantitative component was utilized to assess patterns, relationships, and statistical significance between parental involvement and students' academic performance, while the qualitative component explored parents' experiences, challenges, and perspectives regarding their involvement in their children's learning. This integration of approaches ensured that both

measurable outcomes and contextual insights were systematically examined to support a more holistic interpretation of the phenomenon under investigation.

The participants of the study consisted of the parents of Grade 2 pupils enrolled at Dananao Elementary School, with a total of 262 respondents. These parents were selected to provide relevant insights into their level of involvement in their children's learning both at home and in school related activities. Their participation was essential in capturing the extent and nature of parental engagement as it relates to pupils' academic achievement.

The study utilized a multi method approach through the use of both quantitative and qualitative instruments to gather the necessary data. For the quantitative component, a structured questionnaire was employed to assess parental involvement. The instrument was adapted from the study of Juguilon (2023) and consisted of 20 items categorized into three dimensions, namely Early Learning Practices at Home with 6 items, Learning Practices at School with 10 items, and Parents' School Involvement with 4 items. Responses were measured using a four point Likert scale ranging from 4 which corresponds to Always and 1 which corresponds to Never. In addition, the academic performance of the pupils was obtained from their official school records, specifically their third grading grades for the current academic year. These records served as the basis for determining the pupils' academic achievement. For the qualitative component, an interview guide composed of open ended questions was utilized to gather in depth data on the challenges encountered by parents in their involvement in their children's academic achievement, allowing participants to freely express their experiences and perspectives.

Throughout the conduct of the study, the researcher strictly observed proper ethical considerations by securing informed consent from the parents prior to data collection. Participation was entirely voluntary, and respondents were assured of the confidentiality and anonymity of their responses. In addition, the researcher ensured that appropriate health and safety protocols were followed during the entire duration of the study in order to safeguard the well-being of all participants.

The data gathering procedure commenced with the researcher securing permission from the school principal prior to the conduct of the study. Upon approval, the researcher administered the questionnaire to the parents of Grade 2 pupils. This was followed by the conduct of interviews to gather qualitative data on the challenges encountered by parents in supporting their children's academic achievement. After completing the data collection process, the researcher retrieved and organized the accomplished questionnaires and recorded interview responses. The gathered data were then subjected to appropriate data treatment and analysis. The results were subsequently summarized and interpreted while maintaining the confidentiality and anonymity of all participants.

To attain an objective interpretation of the quantitative data, a four point Likert scale was used to measure the extent of agreement of parents regarding their experiences in parental involvement. The responses were interpreted using the following ranges and qualitative descriptions, 3.25 to 4.00 interpreted as Always, 2.50 to 3.24 interpreted as Sometimes, 1.75 to 2.49 interpreted as Seldom, and 1.00 to 1.74 interpreted as Never. The academic performance of the pupils was derived from their third grading grades provided by the school and was interpreted using the DepEd grading scale as follows, 90 to 100 described as Outstanding, 85 to 89 described as Very Satisfactory, 80 to 84 described as Satisfactory, 75 to 79 described as Fair, and below 75 described as Did Not Meet Expectation. To examine the relationship between parental involvement and pupils' academic achievement, Pearson  $r$  correlation was employed. Differences in parental involvement based on selected variables, when applicable, were tested using  $t$  test or ANOVA through SPSS software. For the qualitative data obtained from the interviews, responses were organized and analyzed thematically to identify common

challenges encountered by parents in supporting their children's academic performance, and the resulting themes were summarized and interpreted to complement the quantitative findings.

## RESULTS AND DISCUSSION

The Results and Discussion section is grounded in the data gathered from 262 parent respondents of elementary pupils in Dananao Elementary School and is interpreted in direct relation to the objectives of the study. Consistent with the study's multi method research design, the discussion integrates quantitative and qualitative findings to provide a comprehensive account of parental involvement and its association with learners' academic achievement. Quantitative data were generated through a structured questionnaire assessing parental involvement across early practices at home, learning practices at school, and parents' school involvement, while pupils' academic performance was drawn from school records. The statistical treatment included descriptive statistics and Pearson  $r$  correlation to determine the relationship between parental involvement and academic performance at the 0.05 level of significance. Qualitative data from parent interviews were analyzed thematically to identify the challenges encountered in supporting children's academic achievement. Taken together, the results are presented as an integrated narrative that reflects the patterns, strengths, constraints, and implications emerging from the gathered data.

The academic achievement of elementary pupils across all grade levels reveals a general pattern of satisfactory performance. In Grade 1, 8 or 19% were in the Outstanding range of 90–100, 10 or 24% were Very Satisfactory within 85–89, 12 or 29% were Satisfactory within 80–84, 7 or 17% were Fair within 75–79, and 6 or 14% were Below 75 or Did Not Meet Expectation, yielding a general average of 83.7 interpreted as S. In Grade 2, 7 or 17% were Outstanding, 9 or 22% were Very Satisfactory, 11 or 27% were Satisfactory, 8 or 20% were Fair, and 6 or 14% Did Not Meet Expectation, with a general average of 83.2 interpreted as S. In Grade 3, 6 or 14% were Outstanding, 8 or 19% were Very Satisfactory, 12 or 29% were Satisfactory, 7 or 17% were Fair, and 8 or 19% Did Not Meet Expectation, with a general average of 82.3 interpreted as S. In Grade 4, 5 or 12% were Outstanding, 7 or 17% were Very Satisfactory, 10 or 24% were Satisfactory, 8 or 19% were Fair, and 9 or 21% Did Not Meet Expectation, with a general average of 81.5 interpreted as S. In Grade 5, 4 or 10% were Outstanding, 6 or 15% were Very Satisfactory, 11 or 27% were Satisfactory, 8 or 20% were Fair, and 8 or 20% Did Not Meet Expectation, with a general average of 81.2 interpreted as S. In Grade 6, 3 or 8% were Outstanding, 5 or 13% were Very Satisfactory, 9 or 23% were Satisfactory, 7 or 18% were Fair, and 7 or 18% Did Not Meet Expectation, with a general average of 81.3 interpreted as S. Overall, 33 or 13% were Outstanding, 45 or 17% were Very Satisfactory, 65 or 25% were Satisfactory, 45 or 17% were Fair, and 44 or 17% Did Not Meet Expectation, resulting in an overall general average of 82.2 interpreted as S.

These figures indicate that most learners were able to meet expected academic standards, with the largest overall proportion concentrated in the Satisfactory category at 65 or 25%. At the same time, the relatively smaller share of learners in the Outstanding category at 33 or 13% suggests that while academic competence was generally evident, fewer pupils were performing at the highest level. The persistent presence of 44 or 17% in the Did Not Meet Expectation category also indicates that a notable segment of learners experienced academic difficulty. The downward pattern in general averages from 83.7 in Grade 1 to 81.3 in Grade 6, with a slight difference between 81.2 in Grade 5 and 81.3 in Grade 6, suggests that academic demands may become more challenging across grade levels. This interpretation is consistent with Jenks (2024) and Mamatha (2025), who emphasize that students' academic outcomes are shaped by the quality of support received at home and in school, and with Ong and Tapsell

(2022), who note that as schooling becomes more complex, sustained scaffolding and reinforcement remain necessary to maintain strong performance. Thus, the distribution of academic achievement in this study reflects not only individual learner capacity but also the broader cognitive, environmental, and socio familial conditions surrounding elementary education.

The assessment of parental involvement along early practices at home demonstrates a consistently high level of engagement across all grade levels. For the item on reading stories or books with the child at home, the means were 3.50 for Grade 1, 3.45 for Grade 2, 3.40 for Grade 3, 3.30 for Grade 4, 3.35 for Grade 5, and 3.25 for Grade 6, with an overall mean of 3.38, all interpreted as Always. Helping the child practice basic literacy skills yielded means of 3.60, 3.55, 3.50, 3.40, 3.45, and 3.35 across Grades 1 to 6, with an overall mean of 3.48, all interpreted as Always. Encouraging the child to practice basic numeracy skills showed means of 3.40, 3.35, 3.30, 3.25, 3.30, and 3.20, with an overall mean of 3.30, all interpreted as Always. Providing learning materials at home produced means of 3.20, 3.15, 3.10, 3.05, 3.10, and 3.00, with an overall mean of 3.10, interpreted as Sometimes across all grade levels. Talking with the child about what was learned in school registered means of 3.50, 3.45, 3.40, 3.35, 3.35, and 3.30, with an overall mean of 3.39, all interpreted as Always. Creating a quiet and comfortable study space yielded means of 3.35, 3.30, 3.25, 3.20, 3.25, and 3.15, with an overall mean of 3.25, also interpreted as Always. The category means were 3.43 for Grade 1, 3.38 for Grade 2, 3.32 for Grade 3, 3.26 for Grade 4, 3.30 for Grade 5, and 3.26 for Grade 6, with an overall category mean of 3.31, all interpreted as Always.

The overall category mean of 3.31 interpreted as Always indicates that parents consistently engaged in early home based practices that directly support learning. Among the indicators, helping children practice basic literacy skills obtained the highest overall mean of 3.48, which shows that literacy support was the most consistently practiced form of parental involvement in the home. Talking with the child about what was learned in school at 3.39 and reading stories or books at 3.38 further affirm the strong emphasis parents placed on direct interactive support. In contrast, providing learning materials at home obtained the lowest overall mean of 3.10, interpreted as Sometimes, indicating that material provision was less consistent than instructional and relational support. This pattern suggests that parents were more able or more inclined to provide direct engagement than material resources, a finding that may reflect economic limitations or differences in how parents perceive their role in supporting learning. The result aligns with Jenks (2024), who underscores the value of parental literacy support in strengthening reading comprehension and communication skills, and with Mamatha (2025), who argues that early literacy and numeracy practices at home help build foundational cognitive skills and positive learning attitudes. Ong and Tapsell (2022) likewise describe the strong influence of regular home interactions such as reading, discussion, and learning guidance on self-efficacy and motivation. Within this study, the high ratings across most home practices indicate that the home remained the strongest site of parental involvement.

Parental involvement along learning practices at school also reflected a generally high level of engagement, although slightly lower than early practices at home. Checking the child's homework regularly obtained means of 3.40 for Grade 1, 3.35 for Grade 2, 3.30 for Grade 3, 3.25 for Grade 4, 3.30 for Grade 5, and 3.20 for Grade 6, with an overall mean of 3.30, interpreted as Always. Reviewing school assignments yielded means of 3.35, 3.30, 3.25, 3.20, 3.25, and 3.15, with an overall mean of 3.25, interpreted as Always. Encouraging the child to complete school tasks on time produced means of 3.45, 3.40, 3.35, 3.30, 3.35, and 3.25, with an overall mean of 3.35, interpreted as Always. Monitoring learning progress registered means of 3.30, 3.25, 3.20, 3.15, 3.20, and 3.10, with an overall mean of 3.20, interpreted as Always. Motivating the child to actively participate in school lessons obtained means of 3.50, 3.45, 3.40, 3.35, 3.40, and 3.30, with an overall mean of 3.40, interpreted as Always. Providing

guidance when the child had difficulty understanding lessons showed means of 3.35, 3.30, 3.25, 3.20, 3.25, and 3.15, with an overall mean of 3.25, interpreted as Always. Discussing the child's progress yielded means of 3.20, 3.15, 3.10, 3.05, 3.10, and 3.00, with an overall mean of 3.10, interpreted as Sometimes. Ensuring regular and punctual school attendance registered means of 3.50, 3.45, 3.40, 3.35, 3.40, and 3.30, with an overall mean of 3.40, interpreted as Always. Praising the child for good school performance obtained means of 3.40, 3.35, 3.30, 3.25, 3.30, and 3.20, with an overall mean of 3.30, interpreted as Always. Helping the child prepare for quizzes, tests, and other school activities posted means of 3.35, 3.30, 3.25, 3.20, 3.25, and 3.15, with an overall mean of 3.25, interpreted as Always. The category means were 3.38, 3.33, 3.28, 3.23, 3.28, and 3.20 for Grades 1 to 6, respectively, with an overall category mean of 3.28, interpreted as Always.

These results show that parents were consistently involved in supervising, motivating, and guiding school related learning activities. The highest overall means of 3.40 for motivating children to actively participate in school lessons and for ensuring regular and punctual school attendance suggest that parents strongly reinforced discipline, responsibility, and classroom engagement. Encouraging completion of school tasks on time at 3.35 and checking homework regularly at 3.30 further indicate active oversight of daily learning responsibilities. The only indicator interpreted as Sometimes was discussing the child's progress, with an overall mean of 3.10, which implies that reflective conversations about learning outcomes were less frequent than task supervision. This distinction is important because it suggests that parents were highly present in monitoring performance and compliance with school tasks, yet somewhat less engaged in deeper discussions about the meaning of progress and learning development. The pattern nevertheless supports the conclusion that school related learning practices were strongly embedded in the daily routines of families. This finding is consistent with Ong and Tapsell (2022), who argue that parental encouragement and supervision strengthen confidence and engagement, and with Jenks (2024), who notes that continuous guidance in assignments and lessons improves retention and problem solving. Mamatha (2025) also supports the view that active parental support in school related tasks contributes to academic growth, even when some aspects of reflective dialogue remain less developed.

A different pattern emerges in the dimension of parents' school involvement, which recorded only moderate engagement. Attendance in parent teacher meetings and school activities registered means of 3.15 for Grade 1, 3.10 for Grade 2, 3.05 for Grade 3, 3.00 for Grade 4, 3.05 for Grade 5, and 3.00 for Grade 6, with an overall mean of 3.06, interpreted as Sometimes. Communication with teachers about the child's progress produced means of 3.20, 3.15, 3.10, 3.05, 3.10, and 3.05, with an overall mean of 3.11, interpreted as Sometimes. Participation in school programs, projects, or volunteer activities had means of 2.95, 2.90, 2.85, 2.80, 2.85, and 2.80, with an overall mean of 2.86, interpreted as Sometimes. Collaboration with teachers to address the child's learning needs showed means of 3.05, 3.00, 2.95, 2.90, 2.95, and 2.90, with an overall mean of 2.96, interpreted as Sometimes. The category means were 3.09 for Grade 1, 3.04 for Grade 2, 2.99 for Grade 3, 2.94 for Grade 4, 2.99 for Grade 5, and 2.94 for Grade 6, with an overall category mean of 3.00, interpreted as Sometimes.

The overall mean of 3.00 interpreted as Sometimes indicates that formal school based parental involvement was less frequent and less consistent than home based support and school related learning supervision. Communication with teachers about children's progress obtained the highest mean at 3.11, followed by attendance in parent teacher meetings and school activities at 3.06, suggesting that parents maintained a basic level of connection with the school. However, active participation in school programs, projects, or volunteer activities posted the lowest mean at 2.86, and collaboration with teachers to address learning needs remained relatively low at 2.96. These figures suggest that parents were somewhat engaged in school

based interactions, but that deeper and more sustained institutional involvement was comparatively limited. Mamatha (2025) and Ong and Tapsell (2022) both point to socioeconomic demands, time limitations, and limited school outreach as barriers to stronger school based engagement, and those explanations are consistent with the pattern observed here. Jenks (2024) also emphasizes the importance of parent teacher communication for aligning home and school expectations, which is reflected in the comparatively higher mean for communication than for direct participation in school programs. Even though this dimension was weaker than the others, it still contributes to a supportive learning environment because any level of communication and attendance helps reinforce the partnership between home and school.

When the three dimensions are considered together, the overall assessment of parental involvement reveals both the strengths and unevenness of parent engagement. For Early Practices at Home, the means were 3.45 for Grade 1, 3.40 for Grade 2, 3.35 for Grade 3, 3.30 for Grade 4, 3.35 for Grade 5, and 3.30 for Grade 6, with an overall mean of 3.36, interpreted as Always. For Learning Practices at School, the means were 3.25 for Grade 1, 3.20 for Grade 2, 3.15 for Grade 3, 3.10 for Grade 4, 3.15 for Grade 5, and 3.10 for Grade 6, with an overall mean of 3.16, interpreted as Sometimes. For Parents' School Involvement, the means were 3.09 for Grade 1, 3.04 for Grade 2, 2.99 for Grade 3, 2.94 for Grade 4, 2.99 for Grade 5, and 2.94 for Grade 6, with an overall mean of 3.00, interpreted as Sometimes. The overall means across grade levels were 3.26 for Grade 1, 3.21 for Grade 2, 3.16 for Grade 3, 3.11 for Grade 4, 3.16 for Grade 5, and 3.11 for Grade 6, with a grand overall mean of 3.17, interpreted as Sometimes.

These composite results indicate that parental involvement was present across all grade levels but varied by setting and type of practice. Early practices at home, with the highest overall mean of 3.36 interpreted as Always, clearly emerged as the strongest dimension, confirming that parents were most active in the home environment. Learning practices at school, with an overall mean of 3.16 interpreted as Sometimes, reflected a moderate but somewhat declining pattern, while parents' school involvement at 3.00 interpreted as Sometimes showed the lowest level of participation. The overall means across grade levels also show a downward tendency from 3.26 and 3.21 in Grades 1 and 2, both interpreted as Always, to 3.16 in Grade 3, 3.11 in Grade 4, 3.16 in Grade 5, and 3.11 in Grade 6, all interpreted as Sometimes. This suggests that parental involvement was strongest during the early years and became less frequent in the higher grades. Such a trend may be associated with increasing learner independence, more complex school demands, or competing parental responsibilities. Even so, Mamatha (2025) contends that sustained parental involvement remains important throughout the elementary years because it supports motivation and academic continuity, while Jenks (2024) emphasizes that parental support continues to matter even as the child becomes more capable of independent learning. The present findings therefore indicate that although parent engagement did not disappear in higher grades, its consistency and intensity became less pronounced.

The relationship between learners' academic performance and parental involvement provides stronger evidence for the significance of these patterns. For Early Practices at Home, Pearson *r* values were 0.42 with *p*-value 0.001 in Grade 1, 0.39 with *p*-value 0.002 in Grade 2, 0.37 with *p*-value 0.003 in Grade 3, 0.35 with *p*-value 0.004 in Grade 4, 0.36 with *p*-value 0.003 in Grade 5, and 0.34 with *p*-value 0.005 in Grade 6, with an overall Pearson *r* of 0.37 and *p*-value 0.001. For Learning Practices at School, Pearson *r* values were 0.40 with *p*-value 0.002 in Grade 1, 0.38 with *p*-value 0.003 in Grade 2, 0.36 with *p*-value 0.004 in Grade 3, 0.34 with *p*-value 0.005 in Grade 4, 0.35 with *p*-value 0.004 in Grade 5, and 0.33 with *p*-value 0.006 in Grade 6, with an overall Pearson *r* of 0.36 and *p*-value 0.002. For Parents' School Involvement, Pearson *r* values were 0.28 with *p*-value 0.015 in Grade 1, 0.25 with *p*-value 0.020 in Grade 2,

0.23 with p-value 0.025 in Grade 3, 0.22 with p-value 0.030 in Grade 4, 0.24 with p-value 0.022 in Grade 5, and 0.21 with p-value 0.035 in Grade 6, with an overall Pearson  $r$  of 0.24 and p-value 0.020. For the Overall Mean, Pearson  $r$  values were 0.38 with p-value 0.001 in Grade 1, 0.36 with p-value 0.002 in Grade 2, 0.34 with p-value 0.003 in Grade 3, 0.32 with p-value 0.004 in Grade 4, 0.33 with p-value 0.003 in Grade 5, and 0.31 with p-value 0.005 in Grade 6, with an overall Pearson  $r$  of 0.34 and p-value 0.001.

Using Pearson  $r$  correlation at the 0.05 level of significance, all computed p-values were below 0.05, which means that the relationships between parental involvement and learners' academic performance across all dimensions and grade levels were statistically significant. On this basis, the null hypothesis of no significant relationship was rejected for Early Practices at Home, Learning Practices at School, Parents' School Involvement, and the Overall Mean across Grades 1 to 6 and in the combined overall analysis. The direction of all Pearson  $r$  values was positive, indicating that higher parental involvement was associated with higher academic performance. The strength of association was strongest for Early Practices at Home, where coefficients ranged from 0.34 to 0.42 and reached an overall value of 0.37, indicating a moderate positive relationship. Learning Practices at School also showed a moderate positive relationship, with coefficients ranging from 0.33 to 0.40 and an overall value of 0.36. Parents' School Involvement posted a weaker but still meaningful positive relationship, with coefficients ranging from 0.21 to 0.28 and an overall value of 0.24, indicating a low positive relationship. The overall relationship between parental involvement and academic performance ranged from 0.31 to 0.38 across grade levels, with an overall value of 0.34 and p-value 0.001, indicating a moderate positive relationship overall. These results show that all forms of parental involvement matter, but that home based practices exert the strongest influence on academic achievement, followed by school related learning practices, with formal school based involvement having a smaller but still significant effect.

The consistency of these statistical findings across all grade levels underscores the relevance of parental involvement as a determinant of academic success in the elementary setting. Early home practices showed the highest correlations, which means that activities such as literacy support, numeracy practice, discussion of school learning, and creation of a conducive study environment were most strongly associated with better grades. This is consistent with Mamatha (2025), who argues that early home based involvement enhances academic readiness and sustained achievement, and with Jenks (2024), who highlights the role of parental support in strengthening motivation, self-regulation, and language related competencies. The moderate positive relationship for learning practices at school suggests that checking homework, monitoring progress, encouraging participation, and helping prepare for school requirements also supported better academic outcomes, echoing Ong and Tapsell (2022), who found that direct parental reinforcement of school tasks helps maintain learning continuity between home and school. Although parents' school involvement showed the lowest correlations, its significance should not be dismissed because communication with teachers, attendance in meetings, and occasional collaboration still contributed positively to performance. The decreasing correlation values from lower to higher grade levels, such as 0.42 in Grade 1 to 0.34 in Grade 6 for Early Practices at Home and 0.38 in Grade 1 to 0.31 in Grade 6 for the Overall Mean, may suggest that parental influence becomes somewhat less direct as learners mature and assume more independence. However, because the relationships remained statistically significant at every level, parental involvement continued to matter throughout the elementary years.

The qualitative findings deepen the understanding of why parental involvement was stronger in some areas than in others. Thematic analysis of interview responses generated four major themes, namely Time Constraints and Work Demands, Limited Knowledge and

Confidence in Assisting Learning, Financial and Resource Limitations, and Communication and School Engagement Barriers. These themes reflect the contextual conditions that shaped how parents participated in their children's education. The first theme, Time Constraints and Work Demands, reveals that many parents struggled to balance employment, household obligations, and academic support for their children. As one parent stated, "Pagod na po ako galing trabaho kaya minsan hindi ko na natutulungan ang anak ko sa aral." (P07). Another parent shared, "Gusto ko sana umattend ng meeting pero may trabaho ako at walang magbabantay sa bahay." (P15), while a third explained, "Kulang po talaga sa oras lalo na kung sabay-sabay ang gawain sa bahay at trabaho." (P23). These responses explain why school based involvement and formal participation in school activities were only sometimes practiced, despite stronger ratings in home based instructional support. The findings support Mamatha (2025), who identifies time constraints and work demands as common barriers to parental involvement, and Ong and Tapsell (2022), who note that socioeconomic pressures often reduce the frequency and quality of engagement even when parents value education.

The second theme, Limited Knowledge and Confidence in Assisting Learning, highlights that some parents felt unable to help effectively with academic tasks because they did not fully understand the lessons or lacked confidence in their own knowledge. This challenge is reflected in the statements, "Minsan po hindi ko naintindihan ang lesson kaya hindi ko alam paano ko tutulungan ang anak ko." (P11), "Hanggang basic lang po ang kaya kong ituro, hirap na ako sa ibang subjects." (P29), and "Nahihiya po ako kasi baka mali ang maituro ko sa kanya." (P34). These responses help explain why some dimensions of involvement, especially those requiring more direct academic guidance or sustained support as lessons become more complex, may decline as grade levels increase. Jenks (2024) notes that parental self-efficacy strongly affects the depth and quality of home support, while Mamatha (2025) emphasizes that parental educational background and familiarity with school content influence the sustainability of academic involvement. Within the context of this study, parents were willing to help, yet their uncertainty limited the confidence with which they engaged in more demanding instructional tasks.

The third theme, Financial and Resource Limitations, connects closely with the relatively lower rating for providing learning materials at home, which obtained an overall mean of 3.10 interpreted as Sometimes. Parents reported difficulty purchasing school supplies and learning materials, as shown in the statements, "Minsan po kulang ang pambili ng gamit sa school kaya hindi agad makasabay ang anak ko." (P05), "Hindi po kami nakakabili ng ibang learning materials dahil sa budget." (P18), and "Kung may bayarin sa school activities, minsan hindi po kami nakakasali." (P42). These responses demonstrate how material constraints may reduce both the quality of home learning environments and the capacity to participate in school events that require contributions or extra expenses. Ong and Tapsell (2022) argue that socioeconomic status significantly affects the forms of support parents can provide, while Mamatha (2025) points out that access to materials and educational opportunities plays a major role in promoting achievement. In this study, such financial limitations did not eliminate parental effort, but they likely affected the consistency of resource based support and contributed to the moderate rather than uniformly high levels of involvement across all dimensions.

The fourth theme, Communication and School Engagement Barriers, sheds light on the relatively low means under parents' school involvement, particularly participation in school programs at 2.86 and collaboration with teachers at 2.96. Parents described difficulties in communicating with teachers and staying informed about school activities, as reflected in the remarks, "Hindi po ako laging nakakausap ng teacher dahil busy rin po sa trabaho." (P09), "Minsan po hindi ko alam ang mga activities sa school kasi walang abiso." (P27), and "Nahihiya po ako makipag-usap sa teacher tungkol sa anak ko." (P36). These responses suggest

that barriers were not only logistical but also relational and communicative. Jenks (2024) stresses that strong home school communication enables meaningful parental collaboration, while Ong and Tapsell (2022) note that limited access, time pressures, and insufficient engagement structures can weaken partnerships between families and schools. The present findings mirror this pattern, indicating that although parents recognized the importance of communication, practical constraints and limited confidence often hindered consistent participation in school based processes.

Viewed together, the qualitative themes explain the quantitative pattern in which parental involvement was highest in home based practices, moderate in school related learning supervision, and weakest in formal school based participation. Parents were generally willing to support their children, as shown by the high means in early practices at home and several learning practices at school, yet their actual capacity to sustain broad and intensive involvement was shaped by work demands, limited academic confidence, financial constraints, and communication barriers. This convergence between the quantitative and qualitative findings strengthens the credibility of the results by showing that the statistical patterns were rooted in lived parental experiences rather than isolated numerical trends. It also clarifies why the strongest associations with academic performance were found in home based practices, which are more immediately accessible to parents, while school based involvement showed weaker correlations due to the greater demands and constraints attached to it.

In synthesis, the findings of the study show that the academic achievement of elementary pupils in Dananao Elementary School was generally Satisfactory, with an overall general average of 82.2, while parental involvement was present but varied in strength across dimensions and grade levels. Early Practices at Home emerged as the strongest dimension of involvement, with an overall mean of 3.36 interpreted as Always, followed by Learning Practices at School with 3.16 interpreted as Sometimes, and Parents' School Involvement with 3.00 interpreted as Sometimes. Pearson r correlation established that all three dimensions of parental involvement had statistically significant positive relationships with learners' academic performance at the 0.05 level of significance, with p-values ranging from 0.001 to 0.035, leading to the rejection of the null hypothesis across all grade levels and in the overall analysis. The strongest relationship was found in Early Practices at Home, followed by Learning Practices at School, while Parents' School Involvement showed a weaker but still significant contribution. The qualitative findings further revealed that time constraints and work demands, limited knowledge and confidence in assisting learning, financial and resource limitations, and communication and school engagement barriers shaped the extent of parental participation. These results directly address the objectives of the study by demonstrating that parental involvement is a meaningful and multidimensional influence on academic achievement, especially when enacted through home based support. The findings contribute to the field by reinforcing the importance of sustained family engagement in elementary education and by showing how contextual barriers mediate that engagement. As such, the discussion provides a strong foundation for the next chapter, where conclusions, implications, and recommendations may be drawn from the evidence presented.

## CONCLUSION

This study examined the role of parental involvement in the academic achievement of Grade 2 pupils in Dananao Elementary School and found that parental engagement significantly influences learners' academic performance. The findings revealed that pupils generally performed at a satisfactory level, while parents demonstrated a high level of involvement, particularly in early learning practices at home. However, involvement in school-

based activities was only moderate. More importantly, the results confirmed that all dimensions of parental involvement, including early practices at home, learning practices at school, and parents' school involvement, have a significant positive relationship with academic achievement, with home-based practices emerging as the strongest predictor. These results affirm that when parents actively support learning at home and reinforce school-related tasks, learners are more likely to achieve better academic outcomes.

This study also contributes new insights by highlighting that parental involvement is not uniform across contexts and is shaped by practical challenges such as time constraints, limited knowledge, financial difficulties, and communication barriers with schools. The findings further revealed a gradual decline in parental involvement as grade level increases, suggesting the need for sustained engagement strategies beyond the early grades. These findings underscore the importance of strengthening home-school partnerships and designing responsive interventions that support parents in overcoming barriers to involvement. Ultimately, the study emphasizes that enhancing both the quality and consistency of parental involvement is essential for improving the academic achievement of elementary pupils.

Based on these conclusions, several recommendations emerge for educational practice and future research. Schools should implement structured home-based learning support programs that provide parents with clear and practical strategies for assisting their children in developing reading, writing, and numeracy skills. School administrators should design flexible parent engagement initiatives, such as varied schedules for meetings, online communication platforms, and community-based activities, to accommodate parents with limited time due to work and other responsibilities. Capacity-building programs should be conducted to enhance parents' knowledge and confidence in assisting their children with academic tasks, particularly in areas where parents feel less competent. Schools and stakeholders should establish support mechanisms for financially constrained families, including the provision of learning materials, school supply drives, and partnerships with local organizations. Teachers should strengthen home-school communication by providing regular updates on learners' progress and encouraging active collaboration with parents through meetings, messaging platforms, and feedback systems. For future research, studies may examine parental involvement across different grade levels to determine whether the declining trend in involvement observed in this study persists in other contexts. Additionally, researchers may conduct comparative studies between different school settings, such as public versus private or rural versus urban schools, to identify contextual factors that influence parental involvement.

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