

Linking self-construal to parental engagement: A study of Grade 10 students in a public secondary education in Cebu City, Cebu, Philippines

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ABSTRACT

In the adolescent stage, perceived parental involvement plays a vital role in shaping learners' academic motivation, emotional well-being, and school performance. This study attempted to answer the self-construal and perceived parental school involvement of Grade 10 students in Apas National High School, Omega street, Barangay Apas, Cebu City, Cebu for the academic year 2025–2026. The researcher employed descriptive statistics to scrutinize the data meticulously using an adapted questionnaire as the primary data collection tool. The study involved 192 respondents from the identified research environment. The research design involved a descriptive correlational research design. The study employed statistical tools such as the weighted mean, simple percentage, and pearson product-moment correlation r for significant relationships and data analysis. The data gathered were then analyzed statistically. Findings indicated that the grand mean of the level of self-construal of the respondents is 5.30 and a verbal description of high. Also, the grand mean of the summary on level of perceived parental school involvement of the respondents is 3.10 and a verbal description of high. Based on the findings of the study, it concluded that there is a significant relationship between the respondents' self-construal and their perceived parental school involvement. Thus, null hypothesis is hereby rejected. Therefore, the researcher recommends the development and implementation of a Guidance and Counseling Enhancement Plan.

Keywords: Major in Guidance and Counseling, self-construal, parental engagement, descriptive-correlational research design, Guidance and Counseling Enhancement Plan, Apas Lahug, Cebu City.

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INTRODUCTION

Adolescence represents a critical developmental period during which parental involvement serves as a foundational influence on learners' academic motivation, emotional well-being, and school performance. For junior high school students, particularly those in Grade 10 who stand at a pivotal transition toward senior high school, parental support functions as a protective factor that buffers academic stress and enhances achievement motivation (Wang et al., 2020). Educational scholars define parental involvement as the extent to which parents actively participate in their child's educational experiences through communication about schoolwork, participation in school-related activities, and assistance with learning tasks at home (Hill & Tyson, 2020). Alongside this, adolescents' social relationships with peers, teachers, and family members become central to identity formation and psychosocial adjustment, shaping how learners interpret their place within the school environment (Wentzel, 2019). Positive perceptions of interpersonal relationships foster a sense of belonging, which has been identified as a key predictor of motivation, participation, and academic persistence among secondary school students (Allen et al., 2021). When students believe they are accepted, respected, and supported by others, they are more likely to demonstrate confidence, cooperation, and active engagement in classroom activities.

Central to understanding how students experience parental involvement is the construct of self-construal, which refers to how individuals perceive, comprehend, and interpret the self in relation to others. According to Singelis (1994), self-construal can be categorized as independent, wherein the self is viewed as autonomous and distinct, or interdependent, wherein the self is understood as connected and relational. These self-orientations influence how students interpret the intentions and actions of others, including their parents. A student with an interdependent self-construal may feel genuinely supported when parents are directly involved in schoolwork, while one with an independent self-construal may perceive the same behavior as interference. This dynamic underscores the importance of recognizing the cultural and psychological filters through which students experience parental support. More recent scholarship has further established that self-construal is not merely a stable personality trait but a flexible framework shaped by environmental, familial, and societal factors (Fresno-Diaz et al., 2023). Studies have also shown that interdependent self-construal strengthens the positive effects of mindfulness on emotional resilience and interpersonal harmony, particularly among Filipino students (Baloran et al., 2023), while students' academic disciplines and peer environments further influence which orientation becomes dominant (Wee et al., 2021).

The theoretical foundation of the present study draws primarily from Self-Construal Theory as articulated by Markus and Kitayama (1991), which posits that individuals perceive and construct their sense of self through two dominant orientations: independent and interdependent self-construals. Individuals with an independent self-construal tend to view themselves as autonomous and self-reliant, emphasizing personal goals and self-expression, whereas those with an interdependent self-construal see themselves as fundamentally connected to others, prioritizing group harmony, social roles, and collective responsibility (Markus & Kitayama, 1991). This distinction carries direct implications for how parental involvement is enacted and perceived. Parents with interdependent self-construals may regard school involvement as a communal duty and be more inclined to participate in collaborative activities with teachers and other parents, while those with independent orientations may support their children's learning through more individualized means, such as encouraging self-reliance in problem-solving (Wang et al., 2022). A meta-analysis by Ma et al. (2024) further confirmed that parental self-construal significantly predicts different dimensions of school engagement, with interdependent parents more likely to participate in school activities and

foster home-school communication, reflecting a stronger sense of shared educational responsibility.

Complementing this theoretical grounding, the study also draws on Epstein's Framework of Parental Involvement (1995), which identifies six overlapping domains of engagement: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. These categories recognize that parental engagement is not monolithic but encompasses various forms, each with distinct functions and implications for student development. Xu et al. (2024) found that parental support in the learning at home and communication categories had a significant impact on student achievement and motivation, particularly when parents were emotionally supportive and responsive to their children's educational needs. Critically, Epstein's model is adaptable to different cultural contexts, which aligns well with self-construal theory's emphasis on cultural variability. In collectivist societies where interdependence is prioritized, parents may focus more on community-based and collaborative forms of engagement, whereas in individualist contexts, parents may gravitate toward supporting their children's personal academic success at home. As Alamer (2021) notes, integrating cultural models such as self-construal into educational research allows for more inclusive and effective strategies for encouraging family-school partnerships. Together, Self-Construal Theory and Epstein's Framework offer a powerful and complementary lens for studying how cultural orientation shapes parental engagement behaviors in ways that are both psychologically meaningful and educationally observable.

The review of related literature reinforces and extends these theoretical propositions across diverse cultural and educational contexts. Meta-analytical research consistently establishes that parental involvement has a positive, though nuanced, effect on student performance. According to Xu et al. (2024), different forms of involvement such as emotional support and parental expectations correlate positively with academic achievement, particularly in mathematics. However, overly controlling or excessive homework assistance may have diminished or even negative returns on learning outcomes. Jeynes (2022) further confirms that indirect forms of involvement, including setting high expectations, fostering discussions about school, and encouraging autonomy, are more effective than direct homework monitoring or enforcement. These findings suggest that the quality and students' perception of involvement matter more than its mere quantity. Beyond academics, Cosso et al. (2023) demonstrated that children whose parents are actively engaged, especially through home-based interactions and school communication, tend to exhibit stronger emotional regulation, resilience, and character strengths, particularly when such involvement is accompanied by positive parent-teacher collaboration.

Converging evidence further highlights the role of familial and developmental variables in shaping self-construal. Li and Wang (2022) demonstrated that perceived parental investment and warmth predict adolescents' self-construal orientation, underscoring the role of family systems in identity formation. This finding is especially significant in collectivist societies where interdependence is reinforced by strong family bonds and expectations. Jits, Proulx, and Castelli (2018) similarly found that the salience of the parenting role tends to shift an individual's self-view from independent to interdependent, particularly in cultures that value collectivism, thereby predisposing parents toward collaborative engagement with teachers and schools. Cross-cultural research by Wang et al. (2022) corroborated this, finding that parents with interdependent self-construals often favor structured, collective approaches to education such as close supervision and regular communication with teachers, while parents with independent self-construals tend to support autonomy and self-directed learning. These orientations shape not only the type of parental involvement but also how school policies and

teacher communication are perceived, indicating that cultural orientation mediates the entire relational ecology of family-school engagement. Furthermore, parental self-construal has been shown to impact self-efficacy, the belief in one's ability to support learning at home, which in turn predicts school involvement, as parents who view themselves as competent and relationally engaged are more likely to initiate and sustain contact with educators (Ma et al., 2024).

The effectiveness of parental involvement is further moderated by cultural background and socioeconomic conditions. In collectivist cultures such as those of the Philippines and China, family-based educational support and emotional closeness have more pronounced effects than in more individualist cultures (Hoang & Yang, 2022). Parental involvement strategies that align with cultural values such as respect, duty, and interdependence are shown to have a stronger impact on children's academic and moral development. Pusser et al. (2022) noted that in low-socioeconomic-status Filipino communities, flexible parental involvement programs such as school-led text updates, parent education sessions, and home visits significantly increased engagement levels, underscoring the need for schools to adapt strategies that overcome socioeconomic barriers and encourage inclusive participation. Ishak et al. (2024) further emphasized that urban school environments, which are often overcrowded and understaffed, lead to weak or inconsistent communication between parents and educators, compounding the difficulty of sustained family-school collaboration. Urban schools also serve highly diverse populations, which can produce cultural mismatches between schools' expectations and parents' values or capabilities, particularly for low-income parents who may feel marginalized due to linguistic barriers or unfamiliarity with formal education systems (Alharthi, 2022). Zhang et al. (2022) additionally found that perceived parental involvement in early adolescence predicted sustained school engagement over time, especially when parents encouraged autonomy and open dialogue, highlighting the longitudinal significance of early engagement patterns.

The Philippine legislative and policy landscape provides further grounding for this inquiry. Republic Act No. 9258, known as the Guidance and Counseling Act of 2004, professionalizes the practice of guidance and counseling in the Philippines and establishes the legal and ethical parameters within which counselors operate, including assessment, counseling, consultation, and referral (Republic Act No. 9258, 2004). One of the Act's key objectives is to support individuals in better understanding themselves, thereby promoting self-awareness, self-construal, and positive interpersonal relationships. Professional counselors, under the guidelines of this Act, are expected to consider familial and cultural influences in their counseling practices, and to use culturally sensitive approaches when helping adolescents explore issues related to identity formation, parental expectations, and self-construal (Wang X et al., 2022). In this context, the Act empowers guidance counselors to design school-based and community-based interventions, including psychosocial programs, family counseling, and parenting workshops, that promote healthy self-construal and responsive parental engagement. Abay-Abay et al. (2024) have demonstrated that little-to-moderate parental involvement predicts stronger academic motivation and self-concept among Filipino students, further affirming the counseling relevance of this construct.

Republic Act No. 10533, the Enhanced Basic Education Act of 2013, further situates parental involvement within the structural reform of Philippine education through the K to 12 curriculum. The law's emphasis on holistic and learner-centered development intersects directly with students' self-construal, as the curriculum promotes self-awareness, critical thinking, emotional regulation, and interpersonal competencies through subjects such as *Edukasyon sa Pagpapakatao* and Social Studies. These competencies help learners form a clear and healthy self-concept that integrates both independence and social connectedness. Section 5 of the law highlights the need for collaboration with families and communities to ensure the

holistic development of students, and the implementation of mother tongue-based multilingual education under DepEd Order No. 74, s. 2009, requires active parental participation to reinforce learning at home. Studies have shown that students taught in their first language develop stronger cultural identity and relational self-understanding, especially when family and community values are integrated into learning (Tupas & Martin, 2020). When parents see their native language and cultural knowledge being used in school, they feel more empowered and competent to support their children's education (Perez, 2022). The use of the mother tongue also improves communication between parents and educators, which helps students perceive their parents as actively involved in their learning (Mercado & Javier, 2023), while inviting parents to contribute to the development of learning materials and school activities positions them as co-educators, thereby strengthening perceived parental relevance in children's academic success (Espiritu & Balane, 2024). This policy alignment with culturally responsive pedagogy further supports the integration of self-construal theory and family-school engagement frameworks, as emphasized by Dela Cruz and Tolentino (2023).

Despite the richness of international and theoretical literature on self-construal and parental involvement, there remains a notable gap in local Philippine research examining how students' cultural self-views shape their perception of parental involvement in school. Local educational policies, including DepEd Order No. 74 and the Homeroom Guidance Program, highlight the need to strengthen family-school partnerships, yet they lack cultural psychological grounding. Preliminary observations among Grade 10 public school students in Cebu reveal varied patterns in how learners engage with their parents regarding school matters. Some students report high appreciation for parental supervision and support, while others prefer autonomy and minimal parental involvement. Teachers and guidance counselors have also noted that some students misinterpret parental reminders as pressure or lack of trust, suggesting that individual differences rooted in cultural self-construals may affect the effectiveness of parental involvement efforts. These patterns resonate with the broader literature indicating that self-construal moderates the perception and impact of familial behaviors, and that cultural orientation must be considered when designing family engagement strategies. Zhou et al. (2022) have additionally recognized self-construal as increasingly relevant in psychological interventions aimed at improving outcomes in anxiety, self-esteem, and group belongingness, further affirming its significance for school-based guidance programs.

Addressing this theoretical and contextual gap, the present study aims to explore the relationship between self-construal and perceived parental involvement among selected Grade 10 students enrolled in public schools in Cebu City during the academic year 2024 to 2025. Specifically, it seeks to determine whether students' self-construal orientation, whether independent or interdependent, significantly influences how they perceive their parents' involvement in their education. Grounded in the convergence of Self-Construal Theory (Markus & Kitayama, 1991), Epstein's Framework of Parental Involvement (1995), and the mandates of Republic Act No. 9258 and Republic Act No. 10533, the study is positioned to contribute evidence-based recommendations for school guidance programs and parent engagement strategies that are culturally sensitive and responsive to students' psychological orientations. Ultimately, the research seeks to enhance academic support systems and contribute to the holistic development of Filipino learners during a pivotal stage of their educational journey, offering a nuanced and culturally grounded understanding of how self-perception and family engagement interact to shape student outcomes in the Philippine public school context. You said: Reformat the provided Statement of the Problem into a clear, logically organized academic structure.

Statement of the problem

This research determined the self-construal and perceived parental school involvement of Grade 10 students in Apas National High School, Omega Street, Barangay Apas, Cebu City, Cebu for the academic year 2025 to 2026 as basis for a Guidance and Counseling Enhancement Plan.

Specifically, it answered the following questions:

1. What is the profile of the respondents in terms of age and gender, person they live with, number of siblings, birth order, and combined family monthly income?
2. What is the level of self-construal of the respondents in terms of independent self-construal and interdependent self-construal?
3. What is the level of perceived parental school involvement of the respondents in terms of parental expectations, parent-child communication, homework supervision, and school-based involvement?
4. Is there a significant relationship between the respondents' self-construal and their perceived parental school involvement?
5. Based on the findings, what Guidance and Counseling Enhancement Plan can be proposed?

METHODOLOGY

The study employed a quantitative research approach utilizing a descriptive and correlational design. This design was suitable given the goal of understanding how students' perceptions of themselves, whether more independent or interdependent, relate to how they perceive their parents' involvement in their education. Since both variables were based on subjective perceptions and personal experiences, a correlational approach effectively captured the strength and direction of their relationship. As posited by Taguchi (2018), Bloomfield and Fisher (2019), and Remler and Ryzin (2021), descriptive research provides an avenue for closer observation of facts and essential knowledge about people's experiences. In addition, the correlational research design examined relationships between variables without manipulating them (Ary et al., 2018; Seeram, 2019; Coe et al., 2021), particularly the respondents' self-construal and their perceived parental school involvement.

The study followed an Input-Process-Output (IPO) system model in gathering the essential data needed. The first stage determined the input of the study, encompassing the profile, the self-construal, and the perceived parental school involvement of Grade 10 students. The second stage constituted the process of the study, during which the researcher transmitted the necessary documentation prior to data gathering, including the letter permitting the conduct of the study and the respondents' consent forms. Upon approval, the researcher distributed the questionnaire to the respondents and ensured that all parts were completed. The researcher then proceeded to tally, organize, summarize, interpret, and analyze the data results using appropriate statistical tools. The last stage involved the formulation of the output of the study, which was a guidance enhancement plan proposed to address the needs of Junior High School students.

The study was conducted at Apas National High School, located along Omega Street, Barangay Apas, Cebu City, Cebu. The school is a public secondary educational institution under the supervision of the Department of Education and is committed to delivering accessible, inclusive, and quality basic education aligned with national educational standards. Situated in an urban community, the school serves learners from diverse socioeconomic backgrounds, providing opportunities for academic growth, skills development, and holistic

learner formation. Established in 2012, Apas National High School was founded to address the increasing demand for public secondary education in Barangay Apas and neighboring communities. Since its establishment, the school has continuously expanded its facilities, instructional programs, and student services to accommodate a growing student population. Guided by the goals of the K to 12 Basic Education Program, the institution emphasizes learner-centered instruction, values formation, and the development of 21st-century competencies such as critical thinking, collaboration, and communication.

The school offers both Junior High School programs covering Grades 7 to 10 and Senior High School programs covering Grades 11 to 12, following the Department of Education's K to 12 curriculum. The Junior High School program focuses on strengthening foundational knowledge and skills across core learning areas, preparing students for academic specialization in senior high school. The Senior High School department provides multiple learning pathways designed to meet students' interests, abilities, and career aspirations. These include the Academic Track, which offers strands such as the General Academic Strand, Science, Technology, Engineering, and Mathematics, and Humanities and Social Sciences, as well as the Technical-Vocational-Livelihood Track, which equips learners with industry-relevant competencies and practical skills necessary for employment, entrepreneurship, or further education. In addition to its academic offerings, Apas National High School actively participates in various division and city-level academic competitions, leadership programs, and co-curricular activities that promote student excellence and community engagement. The school has demonstrated commitment to improving learner performance through teacher professional development initiatives, school-based programs, and collaborative partnerships with parents and local stakeholders. As the research setting, Apas National High School provides an appropriate environment for examining students' self-construal and perceived parental school involvement, as it reflects a typical urban public secondary school implementing the K to 12 curriculum.

The respondents of this study were the Grade 10 students of Apas National High School, Omega Street, Barangay Apas, Cebu City, Cebu, for the Academic Year 2025 to 2026. Grade 10 students were specifically chosen because they are at a critical stage of adolescent development, transitioning from junior high school to senior high school, which presents unique academic, social, and emotional challenges (Steinberg, 2020). At this stage, learners are developing greater self-awareness, independence, and social identity, making them particularly sensitive to parental involvement and perceptions of their relationships with others (Allen et al., 2021). The researchers selected the respondents based on accessibility and availability within the locale of the study. The total number of respondents was 192 Grade 10 students, representing 100% of the study population. This distribution provided the demographic profile necessary for interpreting the results of the study and ensuring the reliability and validity of the findings.

Data were gathered using a survey questionnaire composed of three parts. The first part was designed to collect information on the profile of the respondents with respect to their age, gender, number of siblings, birth order, and the person with whom they live. The second part employed the Self-Construal Scale developed by Tina M. Singelis (1994) in the article "The Measurement of Independent and Interdependent Self-Construals." This scale was designed to measure two distinct cultural-psychological dimensions: viewing oneself as an autonomous and unique individual, and viewing oneself through connections and relationships with others. The instrument was originally administered to undergraduate students at the University of Hawaii and has since been adapted and used across diverse adult populations internationally, including 226 Polish university students, Turkish adults using the expanded version, and

Greek-translated samples, among others. The scale consists of 24 items in total, with 12 items measuring independence and 12 items measuring interdependence. Independence items tap dimensions such as uniqueness, directness, and self-expression, while interdependence items tap harmony, group respect, and relational sensitivity. Respondents rated their agreement with each item using a 7-point Likert scale. A rating of 7 corresponded to Strongly Agree, indicating the strongest level of agreement with the statement. A rating of 6 corresponded to Agree, indicating agreement with the statement. A rating of 5 corresponded to Somewhat Agree, indicating slight agreement. A rating of 4 corresponded to Neither Agree nor Disagree, indicating a neutral stance. A rating of 3 corresponded to Somewhat Disagree, indicating slight disagreement. A rating of 2 corresponded to Disagree, indicating disagreement with the statement. A rating of 1 corresponded to Strongly Disagree, indicating the strongest level of disagreement with the statement.

The third part of the survey questionnaire employed the Student-Rated Parental School Involvement Questionnaire, abbreviated as SR-PSIQ, developed by Julie Goulet, Isabelle Archambault, Julien Morizot, Elizabeth Olivier, and Kristel Tardif-Grenier at the University of Montreal and Universite du Quebec en Outaouais. This instrument was designed to assess elementary-aged students' perceptions of their parents' involvement in school, filling a gap in the literature by providing a brief, multidimensional, valid, and reliable tool for measuring how children perceive different aspects of parental involvement. It also enables examination of measurement invariance across time, gender, immigration background, and socioeconomic status. The questionnaire is student-rated, meaning it is completed by the children themselves, and its validation involved 923 French-Canadian primary school students across four time points, representing a range of demographics. The scale adopts a 4-factor model, with each factor composed of 4 items representing the following dimensions: parental expectations, parent-child communication, homework supervision, and school-based involvement. Each item is rated on a Likert-type scale, and reliability was measured using omega coefficients derived from longitudinal invariant loadings. Responses to this scale were interpreted using a 4-point numerical and descriptive rating system. A weight of 4, corresponding to a range of 3.25 to 4.00, was categorized as Totally True, showing high acceptance of the statement. A weight of 3, corresponding to a range of 2.50 to 3.24, was categorized as Somewhat True, showing high or little acceptance of the statement. A weight of 2, corresponding to a range of 1.75 to 2.49, was categorized as Somewhat False, showing little acceptance of the statement. A weight of 1, corresponding to a range of 1.00 to 1.74, was categorized as Totally False, showing very little acceptance of the statement.

The data gathering procedure was carried out in three stages. During the preliminary stage, the researchers sent a transmittal letter to the school principal requesting permission to conduct the study. Once approved, the researcher arranged with the school a schedule for meeting the respondents and administering the instruments. During the data gathering stage, the researchers facilitated an orientation regarding the research, during which salient matters such as the purpose of the study, its procedure, and the measures taken to protect the confidentiality of the respondents were discussed. Administration of the survey questionnaires followed immediately after the orientation. Instructions were provided on how to answer the questionnaires, assistance was offered while the respondents were completing them, and sufficient time was allocated for their completion. During the post data gathering stage, the collected data were tallied, organized, summarized, interpreted, and analyzed. Appropriate statistical tools were applied in the treatment of data.

Following data collection, the data underwent different statistical treatments with the aid of a statistician. Frequency count was used to determine the number of respondents falling within the same category, particularly with respect to their profile. Percentage was utilized to describe the proportion of respondents belonging to the same category in relation to the total

number of respondents, specifically regarding their profile. Weighted mean was used to describe numerically the level of both the independent and dependent variables of the study and their interpretation based on descriptive ratings. The Pearson Product-Moment Correlation Coefficient was used to determine the strength and direction of the relationship between the respondents' self-construal and their perceived parental school involvement. Together, these statistical tools ensured that the analysis was systematic, rigorous, and appropriate to the research design and the nature of the variables under investigation.

RESULTS AND DISCUSSION

This chapter presents, analyzes, and comprehensively interprets the data collected from 192 Grade 10 students enrolled at Apas National High School, Omega Street, Barangay Apas, Cebu City, Cebu, for the academic year 2025 to 2026. The study employed a quantitative descriptive-correlational research design, utilizing the Self-Construal Scale developed by Singelis (1994) and the Student-Rated Parental School Involvement Questionnaire to gather data on students' self-construal orientations and their perceived parental school involvement. Descriptive statistics, including frequency counts, percentages, and weighted means, were used to analyze the profile of the respondents and the levels of the study variables, while the Pearson Product-Moment Correlation Coefficient was employed to determine the significance of the relationship between self-construal and perceived parental school involvement. All results are interpreted in direct relation to the objectives of the study, and the discussion is grounded entirely in the data gathered from the respondents.

With respect to the age and gender profile of the respondents, the data reveal that the majority, comprising 124 or 64.58% of the total respondents, are 15 years old, of whom 75 or 39.06% are female and 49 or 25.52% are male. This is followed by 26 or 13.54% who are 16 years old, with 11 or 5.73% female and 15 or 7.81% male. A total of 24 or 12.50% are 14 years old, consisting of 14 or 7.29% female and 10 or 5.21% male, while the smallest group comprises 18 or 9.38% who are 17 years old and above, of whom 15 or 7.81% are female and 3 or 1.56% are male. Overall, there are 115 or 59.90% female respondents and 77 or 40.10% male respondents across all age groups, yielding a total of 192 respondents. The predominance of 15-year-old learners is developmentally significant, as this age marks a critical period in adolescent development characterized by identity formation and self-concept exploration. During mid-adolescence, individuals increasingly reflect on their personal values, beliefs, and social roles, which helps them develop a clearer sense of self in relation to others and their environment (Steinberg, 2022). Around 15 years old, adolescents engage more deeply in social comparison and begin to navigate complex social dynamics, shaping their independent and interdependent self-construals (Zimmer-Gembeck & Skinner, 2021). The self-construal formed at this stage, whether more autonomous or more relational in orientation, is actively influenced by social interactions within both the family and school contexts, making this age group particularly appropriate for the purposes of the present inquiry.

Regarding the living arrangements of the respondents, 120 or 62.50% reported living with both parents, while 35 or 18.23% live with a single parent, 13 or 6.77% live with a guardian, another 13 or 6.77% live with grandparents, 5 or 2.60% live with an uncle or aunt, 4 or 2.08% live with siblings, 1 or 0.52% lives with a partner, and 1 or 0.52% lives alone. The predominance of two-parent households carries important implications for the educational experiences of the respondents. Research indicates that children residing with both parents tend to benefit from more consistent and visible parental involvement, which positively influences academic achievement and emotional support (Smith & Johnson, 2021). This stable family

structure facilitates coordinated parenting efforts, enabling parents to more effectively monitor school activities, communicate expectations, and offer resources that support learning (Garcia & Lee, 2023). It may also contribute to a stronger sense of interdependence or a balanced self-construal in adolescents, as they experience regular interactions and role modeling from both maternal and paternal figures.

In terms of the number of siblings, 93 or 48.44% of the respondents have 1 to 3 siblings, 77 or 40.10% have 4 to 6 siblings, 11 or 5.73% have no siblings, 10 or 5.21% have 7 to 9 siblings, and 1 or 0.52% has more than 9 siblings. The prevalence of families with 1 to 3 siblings suggests a moderate family size that can positively influence the level of parental involvement. Research shows that in families with a moderate number of children, parents are often better able to allocate their time, attention, and resources more evenly among their offspring compared to larger families where resources may be stretched thin (Rodriguez & Kim, 2022). This balanced distribution of parental support can lead to more consistent academic monitoring, emotional support, and engagement in school-related activities for each child (Miller & Sanchez, 2021). Additionally, having siblings provides a social context within which adolescents may develop a more interdependent self-construal, as they regularly navigate relationships, share responsibilities, and engage in cooperation.

With respect to birth order, 54 or 28.13% of the respondents are the eldest among their siblings, 51 or 26.56% are the youngest, 42 or 21.88% are the second child, 34 or 17.71% occupy the middle position, and 11 or 5.73% are only children. The predominance of eldest children carries important developmental implications, particularly in the study of self-construal and perceived parental school involvement. Eldest children often experience unique family dynamics such as heightened parental expectations and responsibilities, which can shape their self-concept and social roles (Chen & Wang, 2023). Research indicates that eldest siblings are more likely to develop an independent self-construal due to their role as family leaders and caretakers, while simultaneously perceiving greater parental involvement as parents invest more heavily in their academic and social development (Liu & Zhang, 2021). Being the eldest may also contribute to a leadership-oriented self-construal, as these students often serve as role models for younger siblings, shaping how they perceive and respond to parental engagement.

Regarding the combined family monthly income, 114 or 59.38% of the respondents reported a combined family monthly income of less than 10,957 pesos, 54 or 28.13% reported an income ranging from 10,957 to 21,914 pesos, 17 or 8.85% reported an income between 21,915 and 43,828 pesos, 4 or 2.08% reported an income of 76,700 pesos and above, and 3 or 1.56% reported an income between 43,829 and 76,699 pesos. The majority of respondents coming from households with a combined monthly income of less than 10,957 pesos reflects the socioeconomic realities of many urban public school learners in the Philippines. Studies show that economic constraints often restrict parents' ability to actively participate in their children's education due to challenges such as extended working hours, limited transportation options, and insufficient access to learning materials (Johnson & Rivera, 2022). These barriers can reduce the frequency and quality of parental engagement, affecting children's academic support and motivation (Nguyen & Smith, 2021). This finding underscores the need for school-based interventions that are sensitive to the socioeconomic conditions of families and that offer flexible and accessible means for parental participation.

The level of independent self-construal among the respondents was assessed using 12 indicators drawn from the Self-Construal Scale. Among all indicators, statement 12, "Even when I strongly disagree with group members, I avoid an argument," obtained the highest weighted mean of 6.08 with a standard deviation of 1.21 and a verbal description of Very High. This was followed by statement 6, "I will sacrifice my self-interest for the benefit of the group I am in," which obtained a weighted mean of 5.91 with a standard deviation of 1.41 and a

verbal description of Very High. Statement 10, "I will stay in a group if they need me, even when I am not happy with the group," obtained a weighted mean of 5.78 with a standard deviation of 1.41 and a verbal description of Very High, while statement 11, "If my brother or sister fails, I feel responsible," obtained a weighted mean of 5.68 with a standard deviation of 1.37 and a verbal description of Very High. Statement 3, "My happiness depends on the happiness of those around me," yielded a weighted mean of 5.36 with a standard deviation of 1.42 and a verbal description of Very High. Statement 4, "I would offer my seat in a bus to my professor," obtained a weighted mean of 5.21 with a standard deviation of 1.59 and a verbal description of High, while statement 1, "I have respect for the authority figures with whom I interact," obtained a weighted mean of 5.07 with a standard deviation of 1.62 and a verbal description of High. Statement 7, "I often have the feeling that my relationships with others are more important than my own accomplishments," obtained a weighted mean of 5.03 with a standard deviation of 1.83 and a verbal description of High. Statement 9, "It is important to me to respect decisions made by the group," yielded a weighted mean of 4.73 with a standard deviation of 1.58 and a verbal description of High, while statement 5, "I respect people who are modest about themselves," obtained a weighted mean of 4.71 with a standard deviation of 2.11 and a verbal description of High. Statement 8, "I should take into consideration my parents' advice when making education or career plans," obtained a weighted mean of 4.63 with a standard deviation of 1.88 and a verbal description of High, and statement 2, "It is important for me to maintain harmony within my group," obtained a weighted mean of 4.27 with a standard deviation of 1.96 and a verbal description of Moderate. The aggregate mean for independent self-construal is 5.21 with an aggregate standard deviation of 1.62 and a verbal description of High, based on the scale where 6.22 to 7.00 is Extremely High, 5.35 to 6.21 is Very High, 4.48 to 5.34 is High, 3.61 to 4.47 is Moderate, 2.74 to 3.60 is Low, 1.87 to 2.73 is Very Low, and 1.00 to 1.86 is Extremely Low.

It is noteworthy that the highest-rated item under independent self-construal reflects a tendency to avoid argumentation even in the face of disagreement, which paradoxically may suggest a leaning toward group harmony over self-assertion. Avoiding arguments despite strong personal disagreement may indicate a lower tendency toward autonomy and personal expression, signaling a weaker independent self-construal or a stronger inclination toward interdependence (Kim & Park, 2022). Similarly, the second-highest item, which reflects the willingness to sacrifice self-interest for the benefit of the group, points toward an identity shaped by social roles and collective responsibility rather than personal autonomy. In many cultural contexts, especially collectivist societies, the self is understood in relation to others, and fulfilling expected roles within family and community is central to identity formation (Nguyen & Lee, 2021). This orientation prioritizes group harmony, social responsibility, and relational duties over individual desires or autonomy, influencing how individuals make decisions and interact within social settings (Garcia et al., 2022). These patterns suggest that while respondents demonstrate a generally high level of independent self-construal as reflected in their aggregate mean, the specific items receiving the highest endorsement are more consistent with relational and collective orientations, pointing to the cultural influence of collectivism on Filipino adolescents' self-perceptions.

The level of interdependent self-construal among the respondents was likewise assessed using 12 indicators. Statement 1, "I would rather say no directly than risk being misunderstood," obtained the highest weighted mean of 6.23 with a standard deviation of 1.09 and a verbal description of Extremely High. Statement 5, "I am the same person at home that I am at school," obtained the second highest weighted mean of 5.91 with a standard deviation of 1.19 and a verbal description of Very High. Statement 8, "I feel comfortable using someone's

first name soon after I meet them, even when they are much older than I am," obtained a weighted mean of 5.84 with a standard deviation of 1.44 and a verbal description of Very High, followed by statement 2, "Speaking up during a class is not a problem for me," with a weighted mean of 5.74 with a standard deviation of 1.19 and a verbal description of Very High. Statement 4, "I am comfortable with being singled out for praise or rewards," obtained a weighted mean of 5.65 with a standard deviation of 1.48 and a verbal description of Very High, while statement 9, "I prefer to be direct and forthright when dealing with people I've just met," obtained a weighted mean of 5.54 with a standard deviation of 1.49 and a verbal description of Very High. Statement 12, "I value being in good health above everything," yielded a weighted mean of 5.37 with a standard deviation of 1.65 and a verbal description of Very High, and statement 3, "Having a lively imagination is important to me," obtained a weighted mean of 5.39 with a standard deviation of 1.71 and a verbal description of Very High. Statement 6, "Being able to take care of myself is a primary concern for me," obtained a weighted mean of 4.97 with a standard deviation of 1.53 and a verbal description of High, while statement 11, "My personal identity independent of others is very important to me," yielded a weighted mean of 4.90 with a standard deviation of 1.79 and a verbal description of High. Statement 7, "I act the same way no matter who I am with," obtained a weighted mean of 4.66 with a standard deviation of 1.92 and a verbal description of High, and statement 10, "I enjoy being unique and different from others in many respects," obtained a weighted mean of 4.50 with a standard deviation of 1.85 and a verbal description of High. The aggregate mean for interdependent self-construal is 5.39 with an aggregate standard deviation of 1.53 and a verbal description of Very High.

The highest-rated item under interdependent self-construal, which involves preferring to say no directly rather than risk being misunderstood, reflects an assertive and direct communication style that contrasts with the indirect, context-sensitive approach typically associated with interdependent orientations. This directness may suggest a weaker alignment with interdependent self-construal and a possible inclination toward independent traits such as valuing clarity and personal boundaries, as individuals with interdependent self-construals tend to prioritize maintaining harmony and avoiding confrontation in social interactions (Kim & Park, 2022). The second-highest item, reflecting consistency of self-presentation across home and school contexts, may similarly reflect an independent orientation, as individuals with strong interdependent self-construal tend to adapt their behaviors and self-expression according to the demands of different social contexts, emphasizing relational harmony and role flexibility (Markus & Kitayama, 2023). Despite these nuances, the overall aggregate mean of 5.39 for interdependent self-construal surpasses the aggregate mean of 5.21 for independent self-construal, as summarized in the data. The grand mean of the overall level of self-construal is 5.30 with a grand standard deviation of 1.58 and a verbal description of High, with independent self-construal yielding a weighted mean of 5.21 and a standard deviation of 1.62 described as High, and interdependent self-construal yielding a weighted mean of 5.39 and a standard deviation of 1.53 described as Very High. This pattern indicates that while respondents exhibit relatively high orientations across both dimensions, their interdependent self-construal is slightly more pronounced, which is consistent with the collectivist cultural values predominant in the Philippine context.

Turning to the level of perceived parental school involvement, the dimension of parental expectations obtained the highest weighted mean among the four components. Among individual indicators, statement 1, "For my parents, it is important that I succeed at school," obtained the highest weighted mean of 3.89 with a standard deviation of 0.47 and a verbal description of Very High. This was closely followed by statement 3, "For my parents, it is important that I go to college," with a weighted mean of 3.82 and a standard deviation of 0.53, also described as Very High. Statement 5, "My parents tell me that school is important," yielded a weighted mean of 3.78 with a standard deviation of 0.58 and a verbal description of Very

High, while statement 2, "For my parents, it is important that I have good grades in school," obtained a weighted mean of 3.63 with a standard deviation of 0.63, likewise described as Very High. Statement 4, "For my parents, it is important that I am among the best in my class," obtained a weighted mean of 2.83 with a standard deviation of 0.95 and a verbal description of High. The aggregate mean for parental expectations is 3.59 with an aggregate standard deviation of 0.63 and a verbal description of Very High, based on the scale where 3.25 to 4.00 is Very High, 2.50 to 3.24 is High, 1.75 to 2.49 is Low, and 1.00 to 1.74 is Very Low. When students perceive that their parents value education highly, they are more likely to internalize these expectations, resulting in increased effort, improved self-regulation, and stronger commitment to their studies, which not only fosters academic achievement but also strengthens the parent-child relationship by promoting open communication about educational aspirations (Garcia & Thompson, 2023). Research has further demonstrated that parental emphasis on higher education fosters students' academic perseverance and future-oriented thinking, encouraging them to engage in behaviors that support college readiness and career development (Santos & Morales, 2023), while also reinforcing academic self-efficacy and goal-setting processes beyond immediate school performance (Kim & Park, 2022).

For parent-child communication, statements 2 and 5, "My parents talk to me about my grades" and "My parents ask me about what I need in school," jointly obtained the highest weighted mean of 3.41, with standard deviations of 0.82 and 0.91 respectively, both described as Very High. Statement 3, "My parents talk to me about what I am going through at school with my teacher or my friends," obtained a weighted mean of 3.06 with a standard deviation of 1.00 and a verbal description of High. Statement 1, "My parents talk to me about what I am learning in school," yielded a weighted mean of 3.00 with a standard deviation of 1.00 and a verbal description of High, while statement 4, "My parents talk to me about the difficulties I am experiencing at school," obtained a weighted mean of 2.86 with a standard deviation of 1.08 and a verbal description of High. The aggregate mean for parent-child communication is 3.15 with an aggregate standard deviation of 0.96 and a verbal description of High. Studies indicate that open and consistent parent-child communication fosters a supportive environment that promotes academic achievement and emotional well-being (Martinez & Lopez, 2023), and that such engagement signals to learners that their parents are invested not only in monitoring grades but also in understanding and addressing any challenges they face, which can enhance students' motivation and confidence (Johnson & Rivera, 2022). Parents who are attentive to both academic and social aspects contribute to the development of their children's social competence and motivation, thereby positively influencing academic outcomes (Chen & Rivera, 2024).

In the dimension of homework supervision, statement 4, "At home, my parents give me a quiet space to do my homework," obtained the highest weighted mean of 3.05 with a standard deviation of 0.99 and a verbal description of High. Statement 2, "My parents ask me if I have done my homework," obtained the second highest weighted mean of 2.94 with a standard deviation of 1.17 and a verbal description of High. Statement 5, "My parents praise me when my homework is well done," yielded a weighted mean of 2.87 with a standard deviation of 1.05 and a verbal description of High, while statement 3, "My parents help me plan my time and organize my homework," obtained a weighted mean of 2.69 with a standard deviation of 1.16 and a verbal description of High. Statement 1, "My parents help me when I do not understand something in my homework," obtained a weighted mean of 2.57 with a standard deviation of 1.15 and a verbal description of High. The aggregate mean for homework supervision is 2.82 with an aggregate standard deviation of 1.10 and a verbal description of High. Research shows that providing a quiet and conducive environment for studying reduces distractions and

enhances students' ability to focus, which is critical for academic success (Smith & Johnson, 2023), and that parental provision of a dedicated study space is associated with higher levels of academic motivation and improved learning outcomes, as it signals parental involvement and commitment to the child's education (Garcia & Lee, 2022). Research further demonstrates that parental monitoring of homework is a critical component of effective parental involvement, as it encourages accountability and reinforces the importance of consistent study habits (Lopez & Garcia, 2023).

For school-based involvement, statement 4, "My parents go to school to get my report card," obtained the highest weighted mean of 3.39 with a standard deviation of 0.92 and a verbal description of Very High. Statement 3, "My parents go to parent meetings at school," obtained the second highest weighted mean of 3.11 with a standard deviation of 1.03 and a verbal description of High. Statement 5, "My parents participate in school committees," yielded a weighted mean of 2.76 with a standard deviation of 1.11 and a verbal description of High, while statement 2, "My parents attend school activities that I am involved in," obtained a weighted mean of 2.52 with a standard deviation of 1.16 and a verbal description of High. Statement 1, "My parents speak with my teacher," obtained the lowest weighted mean of 2.36 with a standard deviation of 1.17 and a verbal description of Low. The aggregate mean for school-based involvement is 2.83 with an aggregate standard deviation of 1.08 and a verbal description of High. Research highlights that parental participation in retrieving report cards signals to students that their parents value education and are committed to staying informed about their achievements and challenges (Johnson & Lee, 2023), while parental attendance at school meetings fosters a collaborative relationship between parents and educators that enhances communication, trust, and shared responsibility for student success (Williams & Hernandez, 2023).

The overall summary of the level of perceived parental school involvement reveals that parental expectations obtained the highest weighted mean of 3.59 with a standard deviation of 0.63 and a verbal description of Very High, followed by parent-child communication with a weighted mean of 3.15 and a standard deviation of 0.96 described as High, school-based involvement with a weighted mean of 2.83 and a standard deviation of 1.08 described as High, and homework supervision with a weighted mean of 2.82 and a standard deviation of 1.10 described as High. The grand mean of the summary on the level of perceived parental school involvement is 3.10 with a grand standard deviation of 0.94 and a verbal description of High. These results collectively indicate that while parents of Grade 10 students in Apas National High School demonstrate a generally high level of involvement across all dimensions, parental expectations stand out as the most prominently perceived form of engagement. This is consistent with the broader literature showing that indirect forms of parental involvement such as communicating high expectations tend to be among the most influential drivers of student motivation and academic achievement (Jeynes, 2022).

To address the primary research objective concerning the relationship between self-construal and perceived parental school involvement, the Pearson Product-Moment Correlation Coefficient was employed at the 0.05 level of significance using a two-tailed test. The analysis yielded an r -value of 0.172 with a p -value of 0.017, indicating a negligible positive correlation between the respondents' self-construal and their perceived parental school involvement. Since the p -value of 0.017 is less than the 0.05 level of significance, the null hypothesis is rejected, confirming that there is a significant relationship between the two variables. Although the strength of the correlation is characterized as negligible, its statistical significance is meaningful in the context of this study, as it establishes that the way students view themselves, whether more independent or interdependent, does have a discernible bearing on how they perceive and interpret their parents' involvement in their education. Research suggests that individuals with an independent self-construal tend to view parental involvement through the

lens of personal autonomy and may prefer support that encourages self-direction and individual achievement (Kim & Park, 2023), while those with an interdependent self-construal often interpret parental involvement as a reflection of relational connectedness and communal support, valuing collaborative and family-centered educational engagement (Santos & Lee, 2024). This finding further suggests that parental involvement strategies may need to be tailored to align with students' self-construal orientations in order to be most effective.

Taken together, the findings of this study establish a coherent and significant portrait of the self-construal orientations and perceived parental school involvement of Grade 10 students at Apas National High School. The respondents, who are predominantly 15 years old, female, living with both parents, from households with 1 to 3 siblings, who occupy the eldest birth order position, and who belong to families with a combined monthly income of less than 10,957 pesos, demonstrate a grand mean self-construal level of 5.30 described as High, with interdependent self-construal slightly more pronounced at 5.39 than independent self-construal at 5.21. Their perceived parental school involvement is at a grand mean of 3.10 described as High, with parental expectations emerging as the most prominently perceived dimension at a weighted mean of 3.59. The statistically significant positive relationship between self-construal and perceived parental school involvement, confirmed by a Pearson r -value of 0.172 at a p -value of 0.017, demonstrates that students' sense of self in relation to others meaningfully shapes their perceptions of how their parents engage with their education. These findings contribute to the growing body of literature on culturally grounded family-school engagement, affirm the relevance of self-construal theory in the Philippine educational context, and provide a strong empirical foundation for the development of a Guidance and Counseling Enhancement Plan that is responsive to students' psychological orientations and family circumstances, as discussed in the succeeding chapter.

CONCLUSION

This study examined the self-construal and perceived parental school involvement of 192 Grade 10 students at Apas National High School, Omega Street, Barangay Apas, Cebu City, Cebu, for the academic year 2025 to 2026. Employing a descriptive-correlational research design, the study utilized the Self-Construal Scale developed by Singelis (1994) and the Student-Rated Parental School Involvement Questionnaire adapted from Goulet et al. (2023) to gather data, which were subsequently analyzed using simple percentage, weighted mean, and Pearson Product-Moment Correlation Coefficient. The findings of the study collectively establish a coherent and empirically grounded understanding of how adolescents' cultural self-orientations intersect with their perceptions of familial engagement in education, yielding insights that carry meaningful implications for guidance practice, program development, and educational policy.

The profile of the respondents revealed that the majority are 15 years old, with females comprising the larger portion of the sample. Most respondents live with both parents, have one to three siblings, and occupy the eldest birth order position within their families. A substantial majority reported a combined family monthly income of less than 10,957 pesos, situating most respondents within lower-income households. These demographic characteristics are significant in contextualizing the study's findings, as they reflect the socioeconomic and familial realities of urban public secondary school learners in the Philippines, conditions that inevitably shape both the nature of parental engagement and the self-concept formation of adolescents. The prevalence of eldest children living in moderate-sized, two-parent households with limited financial resources suggests a family environment characterized by a combination

of relational closeness, structured role expectations, and material constraints that together influence how students perceive both themselves and their parents' involvement in their schooling.

With respect to self-construal, the respondents demonstrated a grand mean of 5.30 with a verbal description of High across both dimensions. Independent self-construal yielded an aggregate mean of 5.21 with a standard deviation of 1.62, described as High, while interdependent self-construal obtained a slightly higher aggregate mean of 5.39 with a standard deviation of 1.53, described as Very High. The marginal but consistent elevation of interdependent over independent self-construal across the sample affirms the cultural orientation prevalent among Filipino adolescents, wherein the sense of self is more deeply anchored in relational ties, familial obligations, and group harmony than in personal autonomy and individual distinction. This finding is consistent with theoretical frameworks that characterize Philippine society as broadly collectivist in orientation, and it reinforces the relevance of self-construal as a culturally sensitive lens through which students' educational experiences and family relationships must be interpreted.

Regarding perceived parental school involvement, the overall grand mean of 3.10 with a standard deviation of 0.94 was described as High, indicating that respondents generally perceive their parents as meaningfully engaged in their education. Among the four dimensions assessed, parental expectations emerged as the most prominently perceived form of involvement, obtaining an aggregate mean of 3.59 with a standard deviation of 0.63 and a verbal description of Very High, reflecting that students strongly perceive their parents as placing high importance on academic success, college attendance, and the overall value of schooling. Parent-child communication obtained an aggregate mean of 3.15 with a standard deviation of 0.96, described as High, indicating that regular dialogue about grades and academic needs is perceived as present, though conversations about academic difficulties and learning content remain somewhat less frequent. Homework supervision yielded an aggregate mean of 2.82 with a standard deviation of 1.10, likewise described as High, with the provision of a quiet study space and checking on homework completion emerging as the most prominent supervisory behaviors. School-based involvement obtained an aggregate mean of 2.83 with a standard deviation of 1.08, also described as High, though direct communication with teachers was the least perceived form of engagement, with a weighted mean of 2.36 and a verbal description of Low, signaling a relative gap in home-school communication despite parents' general willingness to attend report card retrieval and school meetings.

The central finding of the study is the statistically significant positive relationship between respondents' self-construal and their perceived parental school involvement, confirmed through the Pearson Product-Moment Correlation Coefficient, which yielded an r -value of 0.172 at a p -value of 0.017, leading to the rejection of the null hypothesis at the 0.05 level of significance using a two-tailed test. Although the strength of the correlation is classified as negligible positive, its statistical significance is theoretically and practically meaningful, as it establishes that students' orientation toward either autonomy or relational connectedness has a discernible bearing on how they interpret and respond to their parents' educational engagement. Students with stronger interdependent self-construal are inclined to perceive and appreciate parental involvement that emphasizes relational support, family-centered participation, and collaborative engagement, while those with more independent orientations may be more responsive to forms of parental support that respect personal agency and encourage self-directed learning. This relationship underscores the necessity of incorporating students' psychological and cultural orientations into the design and delivery of both parental engagement strategies and school-based guidance interventions.

These findings carry several important implications for professional guidance practice and institutional program development. The established relationship between self-construal

and perceived parental involvement highlights the critical importance of considering students' psychological orientation and family dynamics when providing guidance services or designing school-based interventions. Counseling programs and classroom strategies must be deliberately crafted to promote positive and culturally responsive self-construal while simultaneously encouraging meaningful and differentiated forms of parental engagement. Guidance counselors, teachers, and school administrators are therefore called upon to develop interventions that are attuned to the diverse self-orientations of learners and the varied capacities of families to participate in their children's education.

In response to these findings, it is recommended that a Guidance and Counseling Enhancement Plan be developed and implemented to support the social, emotional, and academic needs of Junior High School students, with a specific focus on the four dimensions of parental school involvement identified in the study. The plan should include structured activities targeting parental expectations, through orientations and feedbacking sessions that assist parents in setting developmentally appropriate and realistic academic and personal goals for their children in ways that support student motivation, well-being, and self-efficacy. It should also encompass programs that enhance open, respectful, and supportive parent-child communication through structured guidance activities and workshops that foster mutual understanding and trust between parents and their adolescent children. Additionally, the plan should promote effective and balanced homework supervision by equipping parents with strategies that support student autonomy, time management, and academic accountability, while also increasing parents' active participation in school-related activities and guidance programs by creating accessible and collaborative opportunities for family-school engagement. Implementation should involve the coordinated efforts of guidance counselors, teachers, school administrators, and parents, with activities scheduled across the academic year from October to April, supported by appropriate budgetary allocations from the school's Maintenance and Other Operating Expenses fund and evaluated through both formative and summative mechanisms to assess the achievement of intended outcomes and guide future planning.

For future research, it is recommended that subsequent studies examine the relationship between self-construal and perceived parental school involvement among Grade 10 students from low-income families, as the predominantly low-income profile of the present sample warrants deeper investigation into how economic conditions moderate this relationship. Further inquiry into the perceptions of parental engagement and their influence on adolescent self-concept formation in the school context would also enrich the theoretical understanding of how family involvement shapes identity development. Additionally, the role of family structure in shaping self-construal and perceptions of parental involvement in education represents a promising direction for future scholarship, particularly given the diversity of living arrangements observed in the present study. Collectively, these recommendations chart a course for advancing the empirical and applied understanding of the interplay between adolescent self-construal, parental engagement, and student development within the Philippine educational context.

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