

Parental Engagement and Academic Performance of Grade Six Pupils

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Abstract

This study examined the relationship between parental engagement and the academic performance of Grade Six pupils in public elementary schools in District I, Schools Division Office of Antipolo City during the School Year 2025–2026. Specifically, it sought to determine the extent of parental engagement as perceived by pupils in terms of supervision and motivation, communication, class participation, and task accomplishment, and to analyze its relationship with pupils' academic performance. The study also explored differences in perceptions when grouped according to selected demographic variables. A descriptive survey research design complemented by documentary analysis was employed. A total of 349 Grade Six pupils from Bagong Nayon I Elementary School, Dela Paz Elementary School, and Sta. Cruz Elementary School were selected using Slovin's formula. Data were gathered through a researcher-made questionnaire-checklist, while pupils' academic performance was based on their first and second quarter grades. Descriptive and inferential statistical tools were utilized to analyze the data. Findings revealed that parental engagement was generally high across all dimensions. Pupils demonstrated satisfactory academic performance. No significant differences were found in parental engagement when grouped according to sex, sibling position, number of children in the family, parents' educational attainment, and father's occupation. However, significant differences were noted in terms of monthly family income and mother's occupation. Furthermore, a significant relationship existed between parental engagement—particularly supervision and motivation, and task accomplishment—and pupils' academic performance, while communication and class participation showed no significant relationship. The study concluded that parental engagement significantly influences pupils' academic performance, with certain socio-economic factors contributing to variations in engagement. It is recommended that schools strengthen home–school partnerships and implement parent-focused programs to sustain and enhance pupils' academic success.

Keywords: Parental Engagement, Academic Performance, Grade Six Pupils, Supervision And Motivation, Home–School Partnership, Documentary Analysis

Introduction

Education plays a vital role in human development by fostering intellectual growth, personal enrichment, and societal progress. It extends beyond the mere acquisition of knowledge, serving as a lifelong process of learning, discovery, and self-improvement. Through education, individuals develop essential competencies such as critical thinking, problem-solving, and effective communication, which are necessary for both personal success and national development. In the Philippine context, education is recognized as a fundamental right, as mandated in the 1987 Constitution, which emphasizes the State's responsibility to ensure accessible and quality education for all citizens.

In line with this mandate, the educational system acknowledges that learning does not occur solely within the classroom. The school and the family serve as primary institutions that shape a child's development. While schools are tasked with delivering formal instruction and developing learners' competencies, families act as the first agents of socialization, providing foundational values, attitudes, and behaviors. The Child and Youth Welfare Code further reinforces this shared responsibility by highlighting the role of the home in supporting the total school program and promoting the holistic development of the child.

Parental involvement, therefore, emerges as a critical factor in enhancing learners' academic performance and overall development. It encompasses various forms of participation, including assisting with homework, attending school activities, maintaining communication with teachers, and fostering a supportive learning environment at home. Studies have consistently shown that when parents actively engage in their children's education, learners tend to exhibit higher academic achievement, improved behavior, and stronger motivation toward learning.

Empirical studies from different contexts support the positive relationship between parental involvement and academic performance. For instance, Ilhan (2022) found that home visitation programs significantly improved students' academic achievement and classroom behavior by strengthening family engagement. Similarly, Sharma (2024) emphasized that parental involvement enhances students' motivation, self-esteem, and socio-emotional development across various educational levels. Angwaomadoko (2024) further confirmed that behavioral, cognitive, and affective parental involvement significantly contributes to students' academic success.

Moreover, correlational and meta-analytic studies reinforce these findings. Kho (2022) reported a positive relationship between parental involvement and academic achievement, particularly in home-based and academic socialization practices. Likewise, Wilder (2023), through a synthesis of meta-analyses, concluded that parental involvement consistently shows a positive association with student achievement, regardless of context, although the strength of the relationship varies depending on the type of involvement. Wang (2024) also established that parental engagement significantly influences students' mathematics performance, with several moderating variables affecting the strength of this relationship.

However, despite the generally positive findings, some studies present contrasting results. Naite (2021) highlighted that while parental involvement improves academic performance, demographic factors such as educational attainment and employment status influence the level of engagement. Similarly, Quijano (2022) and Villegas (2024) found no significant correlation between parental involvement and academic performance, suggesting that other factors may mediate this relationship. Ocampo (2024) also reported no significant relationship, although parental involvement was still associated with students' academic outcomes. These inconsistencies indicate that the impact of parental involvement may vary depending on context, methodology, and population.

Local studies further emphasize the importance of parental engagement in the Philippine setting. Dungca (2024) found that active parental involvement positively influences learners' academic performance, behavior, and attendance, particularly among at-risk students. Abay-Abay (2024) noted that while parental involvement significantly affects academic motivation, it does not necessarily influence self-concept among college students. Meanwhile, Manosca (2021) demonstrated that parental involvement during home visitation contributes significantly to students' personal and emotional development, which in turn supports academic achievement. Pinatil (2022) also established a significant relationship between parental involvement and academic performance among higher education students.

Despite the substantial body of literature supporting the importance of parental involvement, several research gaps remain evident. First, existing studies show inconsistent findings regarding the relationship between parental involvement and academic performance, indicating the need for further investigation, particularly in different educational contexts. Second, many studies focus on secondary or tertiary learners, with limited research specifically addressing elementary-level pupils, particularly Grade Six learners who are at a critical stage of academic transition. Third, previous studies often consider parents or teachers as respondents, whereas fewer studies examine pupils' perspectives or utilize their academic records as primary bases for analysis. Lastly, there is a need for localized studies within Philippine public elementary schools to better understand how parental engagement operates within specific socio-cultural and educational settings.

In view of these gaps, the present study aims to determine the extent of parental engagement and its relationship to the academic performance of Grade Six pupils in public elementary schools. The findings of this study are expected to contribute to the development of more effective school programs and policies that promote stronger collaboration between parents and schools, ultimately enhancing learners' academic success.

Material and methods

2.1 Research Design

This study applied the descriptive method of research utilizing a questionnaire-checklist to gather the needed data.

2.2 Locale of the Study

The study was conducted in public elementary schools in District I-A, City Schools Division Office of Antipolo. These schools include Bagong Nayan I Elementary School, Dela Paz Elementary School and Sta Cruz Elementary School. These schools offer complete elementary education from kindergarten level up to grade six level.

2.3 Respondents of the Study

The respondents of the study included selected grade six pupils in public elementary schools in District I-A, City Schools Division Office of Antipolo. The sample size was determined utilizing Slovin's formula, this composed of 349 pupils. They were described in terms of sex, sibling position, monthly family income, number of children in the family, parents' educational attainment and parents' occupation.

2.4 Sample and Sampling Procedure

The study utilized a stratified random sampling design, where Grade Six pupils from public elementary schools in District I-A, City Schools Division Office of Antipolo were grouped according to relevant strata (e.g., school or section), and 349 respondents were proportionally selected using Slovin's formula and random sampling techniques, ensuring representation across sex, sibling position, monthly family income, number of children in the family, parents' educational attainment, and occupation.

2.5 Research Instrument

The study utilized a researcher-made questionnaire-checklist composed of two parts: Part I gathered the respondents' demographic profile (sex, sibling position, number of children in the family, monthly family income, parents' educational attainment, and occupation), while Part II measured the extent of parental engagement on Grade Six pupils' performance in terms of supervision and motivation, communication, class participation, and task accomplishment through 40 items rated on a five-point Likert scale; additionally, academic performance was determined based on the pupils' average grades for the first and second quarters using standard DepEd descriptors, and the instrument was content-validated by experts including the thesis adviser, professors, statistician, master teacher, and school principal to ensure its reliability and appropriateness.

2.6 Data Gathering Procedure

The researcher followed the Gantt Chart of Activities in the conduct of the study. This includes the formulation of the research problem up to the revision of the manuscript and submission of the final copy. After the validation of the instrument, permission to conduct the study was obtained from the Office of the Schools Division Superintendent. The questionnaire-checklist was administered to the respondents through the Google Survey form in compliance with the Data Privacy Act of 2012. After the retrieval, the data were encoded and processed utilizing the Statistical Package for Social Sciences. Based from the interpreted data, summary of findings, conclusions and recommendations were formulated. After the oral defense, the manuscript was revised incorporating all the comments and suggestions of the oral examination committee. The manuscript was subjected to anti plagiarism test. After the final revision of the manuscript, hard bound copies were submitted to the office of the graduate studies program and other concerned offices.

2.7 Data Analysis Techniques

For the analysis and interpretation of data, the following statistical tools were considered. To determine the profile of the respondents in terms of the selected variables, frequency, percentage and rank distribution were used. To determine the extent of parental engagement on the performance of grade six pupils as perceived by themselves with respect to the different aspects, weighted mean was utilized. To determine the significant difference on the extent of parental engagement on the performance of grade six pupils as perceived by themselves with respect to the different aspects in terms of their profile, One Way Analysis of variance was used. To determine the level of academic performance of the respondents in as revealed by their average grades in all subjects in the first and second quarters, frequency, mean and standard deviation were used. To determine if significant relationship exists between the extent of effects of parental engagement on the performance of grade six pupils and their level of academic performance, correlation analysis was used.

2.8 Ethical Considerations

This study strictly adhered to ethical standards in the conduct of research. Prior to data collection, permission was sought from the school authorities and concerned officials to ensure proper coordination and approval. The respondents were informed about the purpose of the study, and their participation was entirely voluntary. Informed consent was obtained, assuring them that they could withdraw from the study at any time without any consequences. Confidentiality and anonymity of the respondents were strictly maintained by not disclosing their identities and ensuring that all collected data were used solely for academic purposes. Additionally, the researcher ensured that no harm, discomfort, or bias would affect the participants throughout the process. All information gathered was treated with utmost respect and integrity, and results were presented honestly and objectively.

Results and Discussion

3.1 Profile of the Two Groups of Respondents in Terms of the Selected Variables

As shown in the table, in terms of sex, out of 349 respondents, 54.5% are females and 45.6% are males. In terms of sibling position, 39.5% are first born, 24.9% are fifth-born and above; while only 5.7% are third-born. With regard to the number of children in the family, 30.1% belong to families with 5 and above children followed by 28.4% with only one (1) child; only 9.2% belong to families with 3 number of children. As to their monthly family income, 33.0% have monthly family income of ₱20,000.00 and above; followed by 25.8% with monthly income below ₱10,000.00; while only 20.0% have monthly family income of ₱15,000.00 - ₱14,999.00. In terms of parents' educational attainment, most of the fathers are high school graduates with 66.8% while .6% are elementary undergraduates. Meanwhile, 66.5% of the mothers are high school graduates and 15.2% are college graduates. In terms of parents' occupation, 51.3% of the fathers are private

company employee while only 6% are self-employed. As to their mothers, majority of them are government employees with 37.5% while only 2.3% are unemployed.

Table 1
*Frequency and Percentage Distribution of the Respondents
in Terms of Selected Variables*

Profile	Frequency	Percentage	Rank
Sex			
Male	159	45.6	2
Female	190	54.4	1
Total	349	100.0	
Sibling Position			
First	138	39.5	1
Second	75	21.5	3
Third	20	5.7	5
Fourth	40	11.5	4
Fifth and above	76	21.8	2
Total	349	100.0	
Number of Children in the Family			
1	99	28.4	2
2	38	10.9	4
3	32	9.2	5
4	75	21.4	3
5 and above	105	30.1	1
Total	349	100.0	
Monthly Family Income			
P20000 and above	115	33.0	1
P15000-P19999	70	20.0	4
P10000-P14999	74	21.2	3
Below ₱10,000	90	25.8	2
Total	349	100.0	
Father's Educational Attainment			
College Graduate	78	22.3	2
College Undergraduate	36	10.3	3
High School Graduate	233	66.8	1
Elementary Undergraduate	2	.6	4
Total	349	100.0	
Mother's Educational Attainment			
College Graduate	53	15.2	3
College Undergraduate	64	18.3	2
High School Graduate	232	66.5	1
Total	349	100.0	
Father's Occupation			
Government Employee	80	22.9	2
Private Company Employee	179	51.3	1
Self Employed	2	.6	6
OFW	32	9.2	4
Unemployed	3	.9	5
Others	53	15.2	3
Total	349	100.0	
Mother's Occupation			
Government Employee	131	37.5	1
Private Company employee	62	17.8	3
Self Employed	8	2.3	5
OFW	34	9.7	4
Unemployed	1	.3	6
Others	113	32.4	2
Total	349	100.0	

3.2 Extent of Parental Engagement on the Performance of Grade Six Pupils as Perceived by Themselves with Respect to the Different Aspects

As depicted in the table, the composite weighted mean obtained is 3.64 with all the aspects interpreted as High Effect. First in rank is communication, with an overall mean of 3.87; second in rank is task accomplishment with an overall mean of 3.65 and last in rank are supervision and motivation and class participation both with an overall mean of 3.52. This indicates that these aspects are highly affecting the performance of the grade six pupils. The results show that Grade Six pupils perceive parental engagement across all aspects such as supervision and motivation, communication, class participation, and task accomplishment to have a high effect on their academic performance. These results suggest that pupils value consistent parental involvement, both in providing guidance and emotional support, as a key factor in enhancing their learning, engagement, and overall academic success. This aligns with the citation of Ortiz (2023) asserts that parental engagement plays a vital role in promoting student success in Philippine education, although involvement is sometimes limited to financial support rather than active participation. Various forms of engagement such as home-based learning activities, school involvement, and consistent communication are positively associated with improved academic performance.

Table 2

Extent of Parental Engagement on the Performance of Grade Six Pupils as Perceived by Themselves with Respect to the Different Aspects

Aspects	Overall Mean	Verbal Interpretation	Rank
Supervision and Motivation	3.52	High Effect	3.5
Communication	3.87	High Effect	1
Class Participation	3.52	High Effect	3.5
Task Accomplishment	3.65	High Effect	2
Composite Mean	3.64	High Effect	

3.3 Significant Difference on the Extent of Parental Engagement on the Performance of Grade Six Pupils as Perceived by Themselves with Respect to the Different Aspects in Terms of Their Profile

As shown in the table, with respect to the different aspects, in terms of sex, sibling position, number of children in the family, parents' educational attainment and father's occupation, the F-test results reveal probability values greater than .05. This fails to reject the null hypothesis stating that there is no significant difference on the extent of the parental engagement on the performance of grade six pupils as perceived by themselves with respect to the different aspects in terms of cited variables. However, in terms of monthly family income and mother's occupation, the null hypothesis is rejected since the probability values in all aspects are less than .05. The results reveal that there is no significant difference in the perceived extent of parental engagement when pupils are grouped according to sex, sibling position, number of children in the family, father's educational attainment, mother's educational attainment, and father's occupation, as indicated by the acceptance of the null hypothesis in these categories. This suggests that parental engagement in terms of supervision and motivation, communication, class participation, and task accomplishment is perceived similarly regardless of these profile variables. However, a significant difference was found when pupils were grouped according to monthly family income and mother's occupation, as reflected in the rejection of the null hypothesis. This indicates that socioeconomic factors, particularly family income and the occupational status of mothers, influence how pupils perceive parental engagement across all aspects. Findings are aligned with the study of Ocampo (2024), that there is no significant difference between the perception of the two groups of respondents on the extent of parental involvement with respect to attendance in school activities and family and emotional support.

Table 3

Significant Difference on the Extent of Parental Engagement on the Performance of Grade Six Pupils as Perceived by Themselves with Respect to the Different Aspects in Terms of Their Profile

Profile	f-value	p-value	Decision	Verbal Interpretation
Sex				
Supervision and Motivation	2.911	.056	Accepted	Not Significant
Communication	.150	.861	Accepted	Not Significant
Class Participation	.202	.817	Accepted	Not Significant
Task Accomplishment	.466	.628	Accepted	Not Significant
Sibling Position				
Supervision and Motivation	.001	.969	Accepted	Not Significant
Communication	.176	.675	Accepted	Not Significant
Class Participation	.347	.556	Accepted	Not Significant
Task Accomplishment	.134	.714	Accepted	Not Significant

Number of Children in the Family				
Supervision and Motivation	1.919	.126	Accepted	Not Significant
Communication	1.280	.281	Accepted	Not Significant
Class Participation	1.762	.071	Accepted	Not Significant
Task Accomplishment	.512	.674	Accepted	Not Significant
Monthly Family Income				
Supervision and Motivation	3.177	.015	Rejected	Significant
Communication	5.363	.007	Rejected	Significant
Class Participation	3.695	.026	Rejected	Significant
Task Accomplishment	8.229	.006	Rejected	Significant
Father's Educational Attainment				
Supervision and Motivation	.299	.826	Accepted	Not Significant
Communication	.613	.607	Accepted	Not Significant
Class Participation	.649	.584	Accepted	Not Significant
Task Accomplishment	2.003	.113	Accepted	Not Significant
Mother's Educational Attainment				
Supervision and Motivation	1.233	.293	Accepted	Not Significant
Communication	1.302	.273	Accepted	Not Significant
Class Participation	.867	.421	Accepted	Not Significant
Task Accomplishment	.125	.882	Accepted	Not Significant
Father's Occupation				
Supervision and Motivation	1.108	.353	Accepted	Not Significant
Communication	1.478	.209	Accepted	Not Significant
Class Participation	2.124	.077	Accepted	Not Significant
Task Accomplishment	.231	.921	Accepted	Not Significant
Mother's Occupation				
Supervision and Motivation	2.643	.016	Rejected	Significant
Communication	6.619	.015	Rejected	Significant
Class Participation	2.919	.009	Rejected	Significant
Task Accomplishment	8.272	.000	Rejected	Significant

3.4 Level of Academic Performance of the Respondents as Revealed by Their Average Grades in the First and Second Quarters

As depicted in the table, the level of academic performance as revealed by their average grades in the first and second quarter, out of 349 pupils, 135 or 38.7% obtained average grades between 75-79 verbally interpreted Fairly Satisfactory, followed by 85 or 24.4% with obtained average grade of 90 and above verbally interpreted Outstanding. A few obtained average grades of 85-89 with 79 or 22.6% interpreted Very Satisfactory and 50 or 14.3% obtained an average grade of 80-84 interpreted Satisfactory. The highest rating obtained is 92 and lowest rating is 78. The overall mean indicates a Satisfactory level of academic performance, with a relatively small standard deviation, suggesting that pupils' grades are closely clustered around the average. The absence of grades below 75 further reflects that all respondents met at least the minimum academic expectations. Overall, the findings suggest that while a considerable number of pupils are performing at higher achievement levels, the general academic performance tends to concentrate within the average to fairly satisfactory range. Findings imply that although pupils are generally meeting academic standards, there remains room for improvement to move more learners toward higher achievement levels. The concentration of grades within the fairly satisfactory range suggests the need to strengthen support systems that can enhance academic excellence while maintaining consistent performance among learners. The relatively uniform distribution of grades also implies stable academic outcomes, highlighting the importance of sustained instructional and home-based support to further elevate overall student achievement. This is aligned with the discussion of Toquero (2022) that academic performance reflects a student's level of understanding of concepts and the skills developed across various subject areas. Academic achievement is influenced by multiple factors, including intelligence, study habits, attitudes toward learning, socioeconomic status, motivation, available opportunities, and individual personality traits.

Table 4

Level of Academic Performance of the Respondents as Revealed by Their Average Grades in the First and Second Quarters

Average Grade	Verbal Interpretation	F	%	R
90 and above	Outstanding	85	24.4	2
85 – 89	Very Satisfactory	79	22.6	3
80 – 84	Satisfactory	50	14.3	4
75-79	Fairly Satisfactory	135	38.7	1

Below 75	Did Not Meet Expectations	-	-	-
Total		349	100.0	
Highest Rating		92		
Lowest Rating		78		
Mean		84.41 (S)		
Std. Deviation		2.811		

3.5 Significant Relationship Between the Extent of Parental Engagement and the Level of Academic Performance of Grade Six Pupils

The table shows that with regard to the test of relationship between the extent of parental engagement and the level of academic performance of grade six pupils, supervision and motivation and task accomplishment obtained probability values less than .05 level of significance. This means that the null hypothesis is rejected. However, when grouped according to communication and class participation obtained a probability values greater than .05 level of significance, thus the null hypothesis is accepted. The results reveal that there is a significant relationship between parental engagement in terms of supervision and motivation and task accomplishment and the academic performance of Grade Six pupils, as indicated by the rejection of the null hypothesis in these areas. The strength of the relationships suggests that increased parental guidance, encouragement, and direct support in completing tasks are associated with higher academic performance. In contrast, no significant relationship was found between academic performance and parental engagement in terms of communication and class participation, indicating that these aspects, while important for overall development, may not directly influence pupils' grade outcomes in a measurable way. The findings imply that parental involvement that is directly linked to monitoring, motivating, and assisting with academic tasks plays a crucial role in improving pupils' academic achievement. Structured supervision and active support in task completion appear to have a more measurable impact on grades compared to relational or communicative aspects alone. This further implies that while positive communication and encouragement for participation contribute to holistic development, academic performance is more strongly influenced by concrete and goal-oriented parental support at home. This is in consonance with the findings of Pinatil (2022), which found a significant relationship between the level of parental involvement and the academic performance of the student. Thus, the more the parents are involved in the school life of their children, the better their academic performance

Table 5

Significant Relationship Between the Extent of Parental Engagement and the Level of Academic Performance of Grade Six Pupils

Literacy	r-value	p-value	Decision	Verbal Interpretation
Supervision and Motivation	.783	.009	Rejected	Significant
Communication	.111	.844	Accepted	Not Significant
Class Participation	.136	.507	Accepted	Not Significant
Task Accomplishment	.816	.001	Rejected	Significant

Conclusion & Recommendations

Based on the findings, the following conclusions are drawn that Sex, sibling position, number of children in the family, parents' educational attainment and father's occupation are not determinant on their perception on the extent of parental engagement affecting their performance with respect to supervision and motivation, communication, class participation and task accomplishment. On the contrary, monthly family income and mother's occupation are contributory to their perceptions. Academic performance of grade six pupils is influenced by parental engagement

In the light of the findings, the following recommendations are hereby offered that school administrators and teachers may establish regular communication channels with parents to monitor pupils' progress and align strategies that enhance academic performance. School administrators may organize seminars or workshops that equip parents with effective strategies in supervision, motivation, and academic support to their children. School administrators may strengthen home-school partnerships and provide academic support programs that assist families who may face time or resource limitations. Teachers may strengthen parent collaboration and use supportive strategies to enhance pupils' academic performance. Parents may be encouraged to maintain consistent monitoring of homework, study schedules, and academic progress to further enhance pupils' achievement. Parents may continue practicing active listening, emotional support, and positive feedback, as these contribute to pupils' confidence, motivation, and overall well-being. The proposed action plan is recommended for implementation. Parallel studies may be conducted considering other variables.

Compliance with ethical standards

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