

Parental Involvement and Academic Achievement in Asipulo District

Florenda D. Dulnuan

College of Advance Education, Ifugao State University, Lamut, Ifugao, Philippines and Department of Education, Asipulo Central School-Asipulo, Ifugao, Philippines

Publication history: Received: June 12, 2026; Revised: June 28, 2026; Accepted: July 5, 2026

Email of Corresponding Author: florenda.dulnuan001@deped.gov.ph

Abstract

This study examined the relationship between parental involvement and the academic achievement of Grade 6 pupils in Asipulo District. Guided by the Input–Process–Output (IPO) Model, the study employed a descriptive-comparative and correlational research design to determine the level of parental involvement, compare respondents' assessments, and examine its relationship with pupils' academic achievement. The respondents consisted of Grade 6 pupils, parents, and teachers from twelve complete elementary schools in Asipulo District selected through total enumeration. Data were gathered using an adapted questionnaire on parental involvement and pupils' academic records and were analyzed using descriptive statistics, independent sample t-test, one-way ANOVA, and correlation analysis. Findings revealed that parents, teachers, and pupils consistently perceived parental involvement in homework and schoolwork activities as high, with greater parental participation observed in schoolwork than homework. No significant difference was found among the assessments of the three respondent groups. Pupils attained an overall academic performance classified as Approaching Proficiency. However, parental involvement showed no significant relationship with pupils' academic achievement, suggesting that other factors may also influence academic performance. Lower parental involvement was observed in providing extended homework assistance, ensuring homework completion before bedtime, and communicating with teachers regarding pupils' academic concerns. The study concludes that although parental involvement remains an important component of children's educational experience, strengthening home-school collaboration, parental engagement in homework, and regular communication between parents and teachers may further support learners' development. The findings support Sustainable Development Goal (SDG) 4: Quality Education by promoting family engagement in learning and SDG 17: Partnerships for the Goals through strengthened collaboration between schools, families, and communities. The study contributes to educational, institutional, and community sustainability by providing evidence that can guide interventions aimed at improving parental participation and supporting pupils' academic development.

Keywords: Academic Achievement, Asipulo District, Grade 6 Pupils, Homework, Parental Involvement, Schoolwork, Teachers

1. Introduction

Academic achievement reflects learners' mastery of knowledge and skills acquired through education and is influenced by various factors, including parental involvement (Cahrit, 2018; Barten, 2019). As children's first teachers, parents play an essential role in supporting learning through guidance, communication, and participation in school-related activities, leading to improved academic performance and behavior (Castro et al., 2015). International studies likewise confirm the positive relationship between parental involvement and children's academic achievement (Llora, 2019; Castro et al., 2015b; Ma et al., 2016; Fan, X., Chen, M., & Zhang, W. 2017). This study examines the relationship between parental involvement and the academic achievement of Grade 6 pupils in Asipulo District.

1.1 Background of the Study

Academic achievement is commonly measured through pupils' performance in core subjects and classroom assessments (Barten, 2019). Parental involvement includes assisting with homework, communicating with teachers, attending school activities, and supporting learning at home (Llego, 2017). Studies consistently show that active parental involvement improves pupils' academic performance, motivation, attendance, and behavior (Naite, 2021; Castro et al., 2015; Wilder, 2014; Thornton, 2015; Black, R. 2016).

1.2 Themes and Insights from Related Literature

Research consistently identifies parental involvement as a key predictor of academic success. Effective involvement includes home learning support, regular communication with teachers, participation in school activities, and monitoring children's learning (Epstein et al. (2014); Sapungan, 2014; Reininger's (2014); Mante, 2015; Núñez et al., (2015)). International studies also report that parental involvement through homework supervision, educational support, and positive expectations significantly enhances pupils' academic achievement (Tarraga et al., 2017; Torrecilla et al., 2020;

Gonida et al. (2014)). Likewise, parental involvement promotes better academic performance, motivation, attendance, and school behavior (Bartolome, (2017), Castro et al. (2015), Epstein et al. (2014), Wilder (2014), Boonk et al. (2018), Thornton (2015), and Nunez et al. (2015)). The effectiveness of parental involvement varies across educational levels, but it remains particularly important during elementary education (Kim and Hill, 2015; Park, S., et al., (2017)). Philippine educational policies also strengthen family-school partnerships through programs such as Brigada Eskwela, Brigada Plus, and Brigada Pagbasa (You, Lim No, and Dang 2015, Martinez et.al 2018; Llego et al., 2022).

1.3 Local, National, and Global Context

Global evidence demonstrates that parental involvement positively influences pupils' academic achievement across different educational systems (Castro et al., 2015b; Ma et al., 2016, Fan, X., Chen, M., & Zhang, W. 2017; Wilder, 2014; Thornton, 2015; Tarraga et al., 2017; Torrecilla et al., 2020). In the Philippines, Republic Act No. 9155 and related educational programs encourage active parental participation in children's education. However, limited studies have examined parental involvement in DepEd Ifugao. Despite initiatives promoting family participation, schools in Asipulo District continue to experience challenges in engaging parents effectively (Gravidez, 2022; Macalo (2021)).

1.4 Theoretical or Conceptual Basis

This study is anchored on the premise that parental involvement contributes significantly to pupils' academic success (Price-Mitchell, 2019). It is further supported by findings emphasizing the positive relationship between parental involvement and academic achievement (Ma, Shen, Krenn, Hu & Yuan, (2016); Boonk, Gijssels, Ritzen & Brand-Gruwel, 2018; and Giraldo-García, 2018). Guided by the Input–Process–Output (IPO) Model, the study considers parental involvement as the input, pupils' academic achievement as the process, and an enhancement plan as the output. The framework is reinforced by Republic Act No. 9155, Republic Act No. 11908, Presidential Decree No. 603, Republic Act No. 10354, and the SPEED Program, which recognize parents as essential partners in education. Effective communication between teachers and parents further strengthens children's academic success (Leichter et.al (2014); Balwang (2023); Llego (2022); Jenkins et al., (2017); Murray, McFarland-Piazza & Harrison, 2015; Deslandes, Barma & Morin, 2015; Bruïne, Willemse, D'Haem, Griswold, Vloeberghs & Van Eynde (2014); Miller, Lines, Sullivan & Hermanutz (2013)).

1.5 Research Gaps and Rationale

Although many studies have established the positive relationship between parental involvement and academic achievement, few have focused on elementary pupils, particularly in DepEd Ifugao (Kim and Hill, 2015). In Asipulo District, schools continue to face challenges in strengthening parents' participation in homework and schoolwork activities. This study addresses this gap by examining parental involvement from the perspectives of pupils, parents, and teachers and determining its relationship with Grade 6 pupils' academic achievement. The findings will serve as the basis for an enhancement plan to strengthen home-school partnerships (Gravidez, 2022; Macalo, 2021; Bartolome, (2017), Castro et al. (2015), Epstein et al. (2014), Wilder (2014), Boonk et al. (2018), Thornton (2015), and Nunez et al. (2015); Llego et al., 2022).

1.6 Alignment with Relevant Sustainable Development Goals (SDGs)

This study supports SDG 4 – Quality Education by promoting parental involvement to improve pupils' academic achievement and SDG 17 – Partnerships for the Goals by strengthening collaboration among parents, teachers, schools, and communities to enhance educational outcomes.

1.7 Importance of the Study to Multidisciplinary Sustainability

The study contributes to educational sustainability by providing evidence that can improve parental involvement strategies and learners' academic achievement. It also supports community and institutional sustainability by strengthening family-school partnerships that promote continuous learner development and informed educational interventions.

2. Material and methods

2.1 Research Design

This study employed a descriptive-comparative and correlational research design. The descriptive approach determined the level of parental involvement and pupils' academic achievement. The comparative design examined differences in parental involvement based on respondents' profiles, while the correlational design determined the relationship between parental involvement and academic achievement.

2.2 Locale of the Study

The study was conducted in Asipulo District, Ifugao, the newest municipality in the province. It involved twelve complete elementary schools: Asipulo Central School, Antipolo Elementary School, Ammoweg Elementary School, Cawayan Elementary School, Duli Elementary School, Haliap Elementary School, Liwon Elementary School, Pula Elementary School, Panubtuban Elementary School, Nangkatengey Elementary School, Namal Elementary School, and Numpaling

Elementary School. These schools were selected because they recorded the lowest pupils' academic performance based on the District Monitoring Evaluation. The study also aimed to provide an intervention to improve parental involvement within the district, particularly in the researcher's assigned school.

2.3 Respondents of the Study

The respondents were Grade 6 pupils, their parents, and Grade 6 teachers from the selected schools during School Year 2023–2024. Initially, the target population consisted of 245 pupils, 245 parents, and 13 teachers. However, only 247 pupils and parents and 13 Grade 6 teachers participated because some respondents were absent during data collection. Table 1 presents the distribution of respondents across the six school clusters, showing the number of participating pupils, parents, and teachers in each school.

2.4 Sample and Sampling Procedure

The study employed total enumeration, wherein all eligible Grade 6 pupils, parents, and teachers from the selected schools were included in the study. Participation depended on respondents' availability during the actual administration of the questionnaires.

2.5 Research Instrument

The study utilized an adapted questionnaire from Barten's study, Parental Involvement and Behaviors to Learners with Special Educational Needs (2021). The instrument consisted of four parts: the parents' profile, the parents' questionnaire, the pupils' questionnaire, and the teachers' questionnaire. The parent and teacher questionnaires each contained 13 items, while responses were measured using a four-point Likert scale ranging from 1 (Never) to 4 (Always). Table 2 presents the interpretation of the mean scores used to determine the level of parental involvement, with higher mean scores indicating greater parental involvement in homework and schoolwork activities.

2.6 Data Gathering Procedure

Before data collection, the researcher obtained approval from the Schools Division Superintendent of Ifugao and the Public Schools District Supervisor. Permission was likewise secured from school heads, Grade 6 teachers, parents, and pupils. The researcher coordinated with teachers through meetings and group communication to facilitate the administration of the questionnaires. Respondents were informed of the study's objectives, and informed consent, confidentiality, and data privacy were emphasized. Questionnaires were coded to protect respondents' identities. Data on parental involvement were collected through the survey questionnaires, while pupils' academic achievement was obtained from their General Weighted Average and permanent school records with permission from school administrators. After retrieval, all responses were reviewed, organized, and prepared for statistical analysis.

2.7 Data Analysis Techniques

The data were analyzed using both descriptive and inferential statistics. Mean was used to determine the level of parental involvement as assessed by parents, pupils, and teachers, while the DepEd grading system was used to classify pupils' academic achievement. Independent sample t-test and One-Way Analysis of Variance (ANOVA) were employed to determine significant differences in parental involvement and academic performance among respondent groups. Academic achievement was interpreted according to the proficiency levels prescribed in DepEd Order No. 73, s. 2012, while parental involvement was interpreted based on the computed mean scores ranging from very low to very high involvement.

3. Results and Discussion

3.1 Level of Parental Involvement in Homework and Schoolwork Activities

3.1.1 Parents' Assessment of Parental Involvement

The findings revealed that parents perceived their overall involvement in their children's education as high, indicating frequent participation in homework and schoolwork activities. Parents most frequently rewarded their children for good academic performance, while spending several hours helping with homework received the lowest rating. In school-related activities, parents commonly attended school orientations, whereas participation in activities involving both parents and children received comparatively lower ratings. Overall, parents demonstrated active involvement, although participation varied across specific activities. The findings suggest that parents recognize the importance of supporting their children's education through encouragement, communication, and school participation. Rewarding children's academic achievements serves as a source of motivation, while limited time for homework assistance may be influenced by work demands and family responsibilities. Active parental participation strengthens children's motivation, academic performance, and positive attitudes toward school. These findings support the view that families are essential educational partners whose involvement contributes positively to children's learning and development (National Center for Education Statistics (NCES, 2018); National Study of the Changing Workforce (2016); Leichter et al. (2014)).

3.1.2 Teachers' Assessment of Parental Involvement

Teachers likewise perceived parental involvement as high in both homework and schoolwork activities. They observed that parents commonly rewarded children for good grades and maintained communication with teachers regarding their children's learning. However, teachers also noted that some parents spent limited time assisting with homework and experienced difficulty maintaining consistent participation in school-related concerns. Overall, teachers recognized that active parental involvement contributed positively to pupils' educational experiences. These findings indicate that teachers value parents' participation as an important factor in promoting academic success. Positive communication between parents and teachers encourages collaboration that benefits pupils' learning, while limited parental participation may be associated with work responsibilities, time constraints, and insufficient support for homework. Strengthening school-home partnerships through continuous communication, parent orientation, and recognition programs may further enhance parental engagement. The results are consistent with the findings of Sylvester et al. (2020), Nunez et al. (2015), and Lietcher, 2017, which emphasize that parental support, communication, and learning assistance improve pupils' academic achievement.

3.1.3 Pupils' Assessment of Parental Involvement

Pupils also perceived parental involvement as high. They reported that parents commonly ensured homework was completed before playtime, contacted teachers regarding academic concerns, attended school activities, and remained actively involved in their education. Conversely, pupils rated parents sitting with them while completing homework and ensuring homework was finished before bedtime relatively lower than other indicators. Overall, pupils acknowledged that their parents frequently supported both homework and schoolwork activities. The findings indicate that pupils appreciate parental guidance, communication, and encouragement in their academic activities. Although parents may experience competing responsibilities that limit direct homework supervision, maintaining communication with teachers and participating in school activities continues to provide meaningful academic support. Home-based and school-based parental involvement remain important in promoting children's learning, motivation, and academic achievement. These findings support the conclusions of Boonk et al. (2018), emphasizing that parental involvement plays a significant role in children's educational success through learning assistance, communication, academic socialization, and school participation.

3.2 Differences in Respondents' Assessment of Parental Involvement

3.2.1 Differences in Homework and Schoolwork Assessments

The findings revealed no significant difference in the assessments of parents, teachers, and pupils regarding parental involvement in both homework and schoolwork activities. All respondent groups consistently perceived parental involvement as high, indicating similar views of parents' participation in supporting children's education at home and in school. The consistency in respondents' perceptions suggests effective communication and shared experiences between parents and pupils regarding educational support. Active parental involvement through homework assistance, communication with teachers, and participation in school activities contributes to improved academic achievement, motivation, attendance, and behavior. Likewise, teachers complement parental efforts by providing appropriate instruction, motivation, and a supportive learning environment that promotes pupils' academic success. These findings support the study of Bartolome et al. (2017), which emphasized that parental involvement enhances pupils' academic performance, motivation, school attachment, responsibility, confidence, and social adjustment despite challenges related to parents' workload and limited time.

3.3 Academic Achievement of Grade 6 Pupils

3.3.1 Academic Performance of Pupils

The findings showed that the overall academic achievement of Grade 6 pupils was Approaching Proficiency, with an average general weighted average of 84.70. Several schools achieved the Proficient level, while most schools remained at the Approaching Proficiency level. The results indicate that pupils generally demonstrated satisfactory knowledge and skills and were capable of completing homework and schoolwork with varying levels of independence. The findings suggest that pupils' academic achievement is influenced by teacher effectiveness, learner motivation, parental encouragement, and the learning environment. Although some parents have limited participation because of work and other responsibilities, pupils continue to receive support through rewards, technology, tutorials, and teacher guidance. Strengthening instructional practices, professional development, and collaboration among teachers, parents, and the community may further improve pupils' academic performance. These findings are consistent with Balwang (2023), who emphasized that pupils continue to require parental guidance and teacher support despite developing greater independence in learning.

3.4 Relationship Between Parental Involvement and Academic Achievement

3.4.1 Correlation Between Parental Involvement and Academic Achievement

The findings revealed no significant relationship between parental involvement and the academic achievement of Grade 6 pupils. Both homework and schoolwork involvement showed no statistically significant correlation with pupils' academic performance, indicating that parental involvement alone did not directly influence academic achievement in this study. The findings suggest that pupils' academic achievement may also be influenced by other factors, including parents' varying approaches to involvement, work responsibilities, educational expectations, teacher effectiveness, pupils' motivation, and learning experiences. While parental support remains important, academic success results from the combined influence of home, school, and individual learner factors. These findings are consistent with Wehrspann (2014), who reported limited associations between parental involvement and academic outcomes, and Wei-wei et al. (2016), who found that home-school involvement did not always positively predict academic performance. Similarly, Valle (2018) emphasized that pupils' achievement is influenced by parental expectations, children's performance, and goal orientation rather than parental involvement alone.

3.5 Summary of Findings and Proposed Intervention

The study found that parental involvement in homework and schoolwork activities was generally high as perceived by parents, teachers, and pupils. However, no significant difference existed among respondents' assessments, and parental involvement showed no significant relationship with pupils' academic achievement. The overall academic performance of Grade 6 pupils was classified as Approaching Proficiency, indicating satisfactory but improvable learning outcomes. Lower levels of parental involvement were observed in extended homework assistance, ensuring homework completion before bedtime, and communicating with teachers regarding pupils' academic difficulties. Based on these findings, the study recommends strengthening home-school collaboration through parental conferences, homework support programs, tutoring, homework clubs, flexible communication channels, regular parent-teacher group chats, recognition programs, and functional PTA/HPTA organizations. These interventions are intended to enhance parental participation in both homework and schoolwork activities and further support pupils' academic development.

4. Conclusion & Recommendations

The study concluded that parental involvement was generally high in both homework and schoolwork activities; however, it was not significantly related to the academic achievement of Grade 6 pupils. Parents were more actively involved in schoolwork than homework, with lower involvement observed in assisting children with homework and ensuring homework completion before bedtime. Similarly, limited communication between parents and teachers regarding pupils' academic concerns was identified. These findings indicate the need to strengthen parental engagement, particularly in homework support and home-school communication, to better assist pupils' educational development.

Parents are encouraged to become more actively involved in both homework and schoolwork activities to support their children's academic development. Regular parent-teacher conferences should be conducted throughout the school year to strengthen parental awareness and participation in their children's education. Schools in Asipulo District, particularly those with low academic performance, should be given appropriate support and monitoring. Future studies are encouraged to investigate additional factors influencing pupils' academic performance, while schools are advised to implement the proposed parental involvement plan to enhance parents' participation in homework and school-related activities. The findings may also serve as a basis for educators, policymakers, and parents in developing effective interventions that strengthen parental involvement.

The study was limited to examining the relationship between parental involvement and the academic achievement of Grade 6 pupils in Asipulo District. It primarily focused on parental involvement in homework and schoolwork activities and did not investigate other factors that may influence pupils' academic performance. Consequently, the findings are limited to the variables, respondents, and study setting included in the research.

Compliance with ethical standards

The author declares no conflict of interest and confirm that this study received no external funding. Permission to conduct the study was obtained from the appropriate school authorities, and participation of Grade 6 pupils, parents, and teachers was voluntary, with informed consent secured prior to data collection. Data were collected using non-invasive survey questionnaires and academic records authorized by the school, and all responses were coded and treated confidentially to ensure that no identifying information of the participants or institutions was disclosed.

REFERENCES

- Alampay, L. P., & Garcia, A. S. (2019). Education and parenting in the Philippines. In E. Sorbring & J. Lansford (Eds.), *School systems, parent behavior, and academic achievement. Young People and Learning Processes in School and Everyday Life* (Vol. 3). Springer. Cham.
- Almalki, Z. S. (2021). Challenges to parental involvement in transition planning for children with intellectual disabilities: The perspective of special education teachers in Saudi Arabia. *Research in Developmental Disabilities, 111*, 103872.
- Alonso, R. F., Diaz, M. A., Alvares, J. S., Woitstach, P. S., & Cuesta, M. F. (2017). Parental involvement and academic performance: Less control and more communication. *Psicothema, 25*(5), 453–461. <https://doi.org/10.7334/psicothema2017.181>
- Arnold, S. (2019). *Relationship of emotional intelligence on workplace diversity in women and minorities in senior roles at top, publicly-held technology and solutions-based firms in the U.S.*
- Avnet, M., Makara, D., Larwin, K. H., & Erickson, M. (2019). The impact of parental involvement and education on academic achievement in elementary school. *International Journal of Evaluation and Research in Education, 8*(3), 476–483. <https://doi.org/10.11591/ijere.v8i3.20249>
- Balwang, M. A. (2023). *Pupils' engagement and challenges in blended learning in Asipulo District.* maricel.antonio003@deped.gov.ph
- Barten, A. T. (2021). *Parental involvement and behavior to learners with special educational needs.* <https://orcid.org/0000-0002-9936-8854>
- Bartolome, M. T. (2017). *Parental involvement in the Philippines: A review of literatures.* Philippine Normal University, Philippines. bartolome.mt@pnu.edu.ph
- Bengwasan, P., & Bancual, M. (2020). The developmental status of abused and neglected children in the Philippines. *Children and Youth Services Review, 110*, 104756.
- Blair, S. (2014). Parental involvement and children's educational performance: A comparison of Filipino and U.S. parents. *Journal of Comparative Family Studies, 45*(3), 351–366. <http://www.jstor.org/stable/24339542>
- Butler, Y., & Le, V. (2018). A longitudinal investigation of parental socio-economic status (SES) and young students' learning of English as a foreign language. *System, 73*, 4–15.
- Cashman, L., Sabates, R., & Alcott, B. (2021). Parental involvement in low-achieving children's learning: The role of household wealth in rural India. *International Journal of Educational Research, 105*, 101701. <https://cmho.org/covid19-mental-healthimpacts/>
- Cobb, C. (2014). *Critical entanglement: Research on culturally and linguistically diverse parental involvement in special education, 2000–2010.*
- Catalano, H., & Catalano, C. (2014). The importance of the school-family relationship in the child's intellectual and social development. *Procedia – Social and Behavioral Sciences, 128*, 406–414. <https://doi.org/10.1016/j.sbspro.2014.03.179>
- Castro, M., Exposito-Casas, E., Lopez-Martin, E., Lizasoain, L., Navarro Asencio, E., & Gaviria, J. L. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational Research Review, 14*, 33–46.
- Cross, F. L., Marchand, A. D., Medina, M., Villafuerte, A., & Rivas-Drake, D. (2019). Academic socialization, parental educational expectations, and academic self-efficacy among Latino adolescents. *Psychology in the Schools, 56*(4), 483–496. <https://doi.org/10.1002/pits.22239>
- DepEd. (2020). *DepEd Order No. 32, s. 2020.* https://www.deped.gov.ph/wp-content/uploads/2020/10/DO_s2020_032-1-1.pdf
- Dotterer, A. M., & Wehrspann, E. W. (2016). Parent involvement and academic outcomes among urban adolescents: Examining the role of school engagement. *Educational Psychology, 36*(4), 812–830.
- Fajoku, S. A., & Ojugo, A. I. (2015). Parental involvement as a correlate of academic achievement of primary school pupils in Edo State, Nigeria. <https://journals.sagepub.com/doi/abs/10.7227/RIE.0023?journalCode=ricia>
- Fan, X., & Chen, M. (2018). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review, 30*(2), 419–446.
- Garbacz, S. A., Herman, K. C., Thompson, A. M., & Reinke, W. M. (2017). Family engagement in education and intervention: Implementation and evaluation to maximize family, school, and students' outcomes. *Journal of School Psychology, 62*, 1–10. <https://doi.org/10.1016/j.jsp.2017.04.002>
- Gonida, E., & Cortina, K. (2014). Parental involvement in homework: Relations with parent and student achievement-related motivational beliefs and achievement. <http://doi.org/10.1080/03055698.2016.1148586> <http://doi.org/10.1037/a0015362>
- Gubbins, V., & Otero, G. (2016). Effect of the parental involvement style perceived by elementary school students at home on language and mathematics performance in Chilean schools. *Educational Studies, 42*, 121–136.
- Hofferth, S., & Moon, U. (2016). Parental involvement, child effort, and the development of immigrant boys' and girls' reading and mathematics skills: A structural model. *Demography, 53*(2), 507–530.

- Jeynes, W. H. (2017). A meta-analysis: The relationship between parental involvement and Latino student outcomes. *Education and Urban Society*, 49(1), 4–28. <https://doi.org/10.1177/0013124516630596>
- Karadağ, E., Bektaş, F., Çoğaltay, N., & Yalçın, M. (2015). The effect of educational leadership on pupils' achievement: A meta-analysis study. *Asia Pacific Education Review*, 16(1), 79–93.
- Karadağ, E., İşçi, S., Öztekin, S., & Anar, S. (2016). The relationship between school climate and students' academic achievement: A meta-analysis study. *University Journal of the Faculty of Education*, 17(2), 107–122.
- Kim, S., & Hill, N. (2015). Including fathers in the picture: A meta-analysis of parental involvement and students' academic achievement. *Journal of Educational Psychology*, 107(4), 919–934. <http://dx.doi.org/10.17679/iuefd.1729444>
- Llego, M. (2022, September 4). *The importance of parental involvement in education*. Teacher PH. Retrieved September 4, 2022, from <https://www.teacherph.com/parental-involvement-education/>
- Lorenzo, A. R. (2017). *Comparative study on the performance of Bachelor of Secondary Education (BSE) students in educational technology using blended learning strategy and traditional face-to-face instruction*.
- Ma, X. S., Shen, J., Krenn, H. Y., Hu, S., & Yuan, J. (2016). A meta-analysis of the relationship between learning outcomes and parental involvement during early childhood education and early elementary education. *Educational Psychology Review*, 28, 771–801. <http://doi.org/10.1007/s10648-015-9351-1>
- Mante, F. (2015). *Effects of parental involvement on academic performance of pupils: A case study at Adukrom Methodist Primary School*. https://www.researchgate.net/publication/299635358Effects_of_parental_involvement_on_academic_performance_of_pupils_A_Case_Study_at_Adukrom_Methodist_Primary_School
- Manolitsis, G., Georgiou, G. K., & Tziraki, N. (2013). Examining the effects of home literacy and numeracy environment on early reading and math acquisition. *Early Childhood Research Quarterly*, 28, 692–703. <http://doi.org/10.1016/j.ecresq.2013.05.004>
- Martinez, M., Merz, E., Repka, K., Landers, C., Noble, K., & Duch, H. (2018). Parent involvement in the getting ready for school intervention is associated with changes in school readiness skills. *Frontiers in Psychology*.
- Newchurch, A. A. (2016). *The impact of parental involvement on student success: School and family partnership from the perspective of parents and teachers*. https://digitalcommons.kennesaw.edu/cgi/viewcontent.cgi?article=1022&context=teachleaddoc_etd
- Nihat Şad, S., & Gürbüzürk, O. (2013). Primary school students' parents' level of involvement into their children's education. *Educational Sciences: Theory & Practice*, 13(2). Educational Consultancy and Research Center. Retrieved from <http://www.edam.com.tr/estp>
- Núñez, J. C., Suárez, N., Rosário, P., Vallejo, G., Valle, A., & Epstein, J. L. (2015). Relationships between perceived parental involvement in homework, student homework behaviors, and academic achievement: Differences among elementary, junior high, and high school students. *Metacognition and Learning*, 10(3), 375–406. <http://doi.org/10.1007/s11409-015-9135-5>
- Park, S., & Holloway, S. D. (2017). The effects of school-based parental involvement on academic achievement at the child and elementary school level: A longitudinal study. *The Journal of Educational Research*, 110(1), 1–16.
- Perkins, D., Syvertsen, A., Mincemoyer, C., Chilenski, S., Olson, J., Berrena, E., & Spoth, R. (2016). Thriving in school: The role of sixth-grade adolescent-parent-school relationships in predicting eighth-grade academic outcomes. *Youth & Society*, 48(6), 739–762. <https://doi.org/10.1177/0044118X13512858>
- Reininger, T. T., & Alejandra, S. L. (2017). Parental involvement in municipal schools in Chile: Why do parents choose to get involved? *School Psychology International*, 38(4), 363–379. <https://doi.org/10.1177/0143034317695378>
- Roksa, J. S., & Kinsley, P. O. (2019). The role of family support in facilitating academic success of low-income students. *Research in Higher Education*, 60(4), 415–436. <https://doi.org/10.1007/s11162-018-9525-z>
- Roy, M., & Giraldo-García, R. (2018). The role of parental involvement and social/emotional skills in academic achievement: Global perspectives. *School Community Journal*, 28(2), 29–46.
- Sapungan, G., & Sapungan, R. (2014). Parental involvement in child's education: Importance, barriers, and benefits. *Asian Journal of Management Sciences & Education*, 3(2).
- Selangan, A. (2015). *The reading profile of children in the Philippines*. Literacy and World Languages Article. Retrieved from <http://www.edutopia.org/discussion/reading-profile-children-philippines>
- Stright, A. D., & Yeo, K. L. (2013). Maternal parenting styles, school involvement, and children's school achievement and conduct in Singapore. *Journal of Educational Psychology*, 106, 301–314. <http://doi.org/10.1037/a0033821>
- Tárraga, V., García, B., & Reyes, J. (2017). Home-based family involvement and academic achievement: A case study in primary education. *Educational Studies*, 44, 361–375. <https://doi.org/10.1080/03055698.2017.1373636>
- Torrecilla, F. J., & Hernández-Castilla, R. (2020). *Does parental involvement matter in children's performance? A Latin American primary school study*.
- Tus, J. (2021). Amidst the online learning in the Philippines: The parental involvement and its relationship to the student's academic performance. *International Engineering Journal for Research & Development*.
- United Nations Development Programme. (2019). *Human development report 2019*. https://www.tr.undp.org/content/turkey/tr/home/library/human_development/hdr2019.html

- Vukovic, R., Roberts, S., & Green Wright, L. (2013). From parental involvement to children's mathematical performance: The role of mathematics anxiety. *Early Education & Development*, 24(4), 446–467.
- Wang, M. T., & Sheikh-Khalil, S. (2014). Does parental involvement matter for student achievement and mental health in high school? *Child Development*, 85(2), 610–625. <https://doi.org/10.1111/cdev.12153>
- Waters, L., Menchaca, M., & Borup, J. (2014). Parental involvement in K–12 online and blended learning. In *Handbook of Research on K–12 Online and Blended Learning* (pp. 403–422).
- Wu, A. (2016). The relationship between parental involvement and elementary students' academic achievement in China: One-only children vs. children with siblings. *Journal of Comparative Family Studies*, 47(4), 483–500. <https://www.jstor.org/stable/44109641>
- You, S., Lim, S. A., No, U., & Dang, M. (2016). Multidimensional aspects of parental involvement in Korean adolescents' schooling: A mediating role of general and domain-specific self-efficacy. *Educational Psychology*, 36(5), 916–934. <https://doi.org/10.1080/01443410.2015.1025705>
- Zhang, Y. W. (2018). *The associations between parental involvement and science achievement via children's perceived academic competence and academic effort* (Unpublished doctoral dissertation). Syracuse University. <https://surface.syr.edu/etd/894>