

Effects of Parental Engagement on the Academic Performance Of Grade One Pupils

Joy Lyn P. Librea, MAEd

Teacher I, Baras Elementary School, Baras, Rizal Philippines

Publication history: Received: June 2, 2026; Revised: June 30, 2026; Accepted: July 10, 2026

Email of Corresponding Author: joylynlibrea071793@gmail.com

Abstract

This study determined the extent of the effects of parental engagement on the academic performance of Grade One pupils in selected public elementary schools in Baras District, Schools Division Office of Rizal, during the School Year 2025–2026. Specifically, it examined parental engagement in terms of communication, learning support at home, participation in school activities, and monitoring and feedback, as perceived by teachers and parents, and investigated whether these variables were associated with pupils' academic performance. The study employed a descriptive survey research design complemented by documentary analysis. Respondents consisted of 36 Grade One teachers and 150 parents from Baras Elementary School, Baras Pinugay Elementary School, Baras Pinugay Phase 2 Elementary School, Evangelista Elementary School, and Santiago Elementary School. A researcher-made questionnaire-checklist served as the primary data-gathering instrument, while pupils' average grades were obtained through documentary analysis to determine academic performance. Descriptive and inferential statistical tools were used to analyze the data. Findings revealed that teachers perceived parental engagement as having a high effect on pupils' academic performance, whereas parents rated its effect as very high. Significant differences existed between teachers' and parents' perceptions regarding learning support at home and monitoring and feedback, while no significant differences were found in communication and participation in school activities. Teachers' demographic profiles showed no significant influence on their perceptions, whereas parents' educational attainment and occupation significantly affected their views, unlike age, sex, number of children, and monthly family income. Documentary analysis further showed that Grade One pupils achieved a satisfactory level of academic performance. However, no significant relationship was found between the perceived extent of parental engagement and pupils' academic performance. The study concluded that although parental engagement is widely recognized by teachers and parents as beneficial to pupils' learning, its perceived influence does not directly translate into higher academic achievement. It is therefore recommended that school administrators strengthen parent education programs, teachers sustain regular communication and home-learning support initiatives, and parents actively collaborate with schools in monitoring pupils' progress. Implementation of the proposed action plan and further studies involving additional variables are likewise recommended.

Keywords: Parental Engagement, Academic Performance, Grade One Pupils, Communication, Learning Support At Home, Participation In School Activities, Monitoring And Feedback, Descriptive Survey Research, Documentary Analysis,

Introduction

Parental engagement has consistently been recognized as one of the most important factors influencing children's academic achievement, particularly during the early years of schooling. Parents serve as children's first teachers by providing guidance, encouragement, and learning opportunities that contribute to their intellectual, emotional, and social development. As children transition to Grade One, active parental participation becomes essential in strengthening foundational literacy, numeracy, and positive learning behaviors. Consequently, schools are encouraged to establish strong partnerships with families to ensure that pupils receive continuous support both at home and in school.

Epstein (2018) emphasized that parental engagement encompasses various forms of collaboration between families and schools, including effective communication, parenting support, learning activities at home, volunteering, participation in school decision-making, and community partnerships. According to Epstein, these collaborative efforts contribute significantly to improving learners' academic performance and overall school success by creating a supportive educational environment.

Similarly, Mapp (2019) explained that effective family-school partnerships are founded on mutual trust, respect, shared responsibility, and continuous communication. She asserted that when parents are treated as equal partners in education, they become more confident in assisting their children with academic tasks and participating in school-related activities. Such partnerships enhance children's motivation and engagement in learning.

Jeynes (2022) reported through a comprehensive meta-analysis that parental involvement positively influences students' academic achievement across different socioeconomic and cultural backgrounds. The study revealed that parental

expectations, encouragement, and emotional support contribute significantly to learners' educational success. Jeynes further noted that the quality of parental engagement has a greater impact on achievement than merely the frequency of parents' participation in school events.

Hattie (2023) likewise identified parental involvement as one of the educational factors that positively influences student learning. He explained that children perform better academically when parents establish clear expectations, monitor school progress, and reinforce learning activities at home. Such practices promote confidence, perseverance, and independent learning among pupils.

UNESCO (2021) highlighted that meaningful collaboration among schools, families, and communities is fundamental to achieving inclusive and equitable quality education. The organization emphasized that active parental engagement strengthens learning continuity, improves learner participation, and contributes to better educational outcomes, particularly during periods of educational disruption.

The Department of Education (2020) likewise recognizes parents as indispensable partners in implementing quality basic education. Through various parent engagement initiatives and the Basic Education Learning Continuity Plan, schools are encouraged to strengthen communication with families, provide guidance for home-based learning, and involve parents in monitoring pupils' academic progress. These initiatives reinforce the importance of home-school collaboration in promoting learner achievement.

OECD (2023) further reported that parental support remains a significant predictor of students' academic performance and well-being across participating countries. Learners whose parents communicate regularly with teachers, monitor academic progress, and encourage learning at home generally demonstrate higher motivation, stronger engagement, and improved educational outcomes than those receiving limited parental support.

Similarly, UNICEF (2022) emphasized that parental engagement contributes not only to academic success but also to children's emotional well-being, resilience, and social development. The organization stressed that active family participation helps children develop positive learning habits, self-confidence, and stronger relationships with teachers and peers, thereby supporting holistic educational development.

Despite the recognized importance of parental engagement, variations in parents' participation continue to exist due to differences in educational attainment, occupation, family responsibilities, socioeconomic status, and access to educational resources. These factors may influence how parents communicate with teachers, provide learning support at home, participate in school activities, and monitor their children's academic progress. Hence, determining the extent of parental engagement and its effects on the academic performance of Grade One pupils remains relevant in improving school-family partnerships and designing interventions that promote better learning outcomes.

Material and methods

2.1 Research Design

This study employed a descriptive survey research design to determine the extent of the effects of parental engagement on the academic performance of Grade One pupils in selected public elementary schools. Documentary analysis was likewise utilized to obtain the pupils' average grades as the basis for measuring academic performance. This design was deemed appropriate because it enabled the researcher to describe, compare, and analyze the perceptions of teachers and parents regarding parental engagement.

2.2 Locale of the Study

The study was conducted in selected public elementary schools in Baras District, Schools Division Office of Rizal, namely Baras Elementary School, Baras Pinugay Elementary School, Baras Pinugay Phase 2 Elementary School, Evangelista Elementary School, and Santiago Elementary School during the School Year 2025–2026. These schools were chosen because they offer Grade One classes and served as the setting for examining the effects of parental engagement on pupils' academic performance.

2.3 Respondents of the Study

The respondents of the study consisted of two groups: 36 Grade One teachers from the selected public elementary schools and 150 parents of Grade One pupils enrolled in the same schools during the School Year 2025–2026. The teachers provided information regarding their perceptions of parental engagement, while the parents shared their experiences and practices in supporting their children's learning.

2.4 Sample and Sampling Procedure

The study employed total enumeration for the teacher-respondents since all 36 Grade One teachers in the selected schools participated in the study. For the parent-respondents, purposive sampling was utilized to select 150 parents of Grade One pupils who were available and willing to participate, ensuring that they possessed the necessary information relevant to the objectives of the study.

2.5 Research Instrument

The researcher utilized a researcher-made questionnaire-checklist as the primary instrument for data collection. The instrument consisted of items measuring the extent of parental engagement in terms of communication, learning support at home, participation in school activities, and monitoring and feedback. It also included items on the respondents' demographic profile. Prior to administration, the questionnaire underwent validation by experts and reliability testing to ensure its validity and consistency.

2.6 Data Gathering Procedure

After securing approval from the concerned school authorities, the researcher administered the validated questionnaire to the teacher- and parent-respondents. The purpose of the study was explained, and respondents were assured of the confidentiality of their responses. Upon retrieval of the accomplished questionnaires, documentary analysis of the Grade One pupils' average grades was conducted. The collected data were then organized, tabulated, and prepared for statistical analysis.

2.7 Data Analysis Techniques

The collected data were analyzed using appropriate descriptive and inferential statistical tools. Frequency, percentage, weighted mean, and ranking were used to describe the respondents' profiles and the extent of parental engagement. Independent Samples t-test and Analysis of Variance (ANOVA) were employed to determine significant differences in perceptions based on respondents' profiles, while Pearson Product-Moment Correlation Coefficient (r) was used to determine the significant relationship between parental engagement and the academic performance of Grade One pupils. All hypotheses were tested at the 0.05 level of significant.

2.8 Ethical Consideration

The researcher strictly observed ethical principles throughout the conduct of the study. Prior approval was obtained from the appropriate educational authorities before data collection commenced. Participation was voluntary, and informed consent was secured from all respondents after explaining the objectives, procedures, benefits, and confidentiality of the study. The identities of the respondents and the academic records of the pupils were kept anonymous through coding, and all information gathered was treated with strict confidentiality and used solely for academic and research purposes in compliance with the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173) and accepted ethical standards in educational research.

Results and Discussion

3.1 Profile of the Respondents in terms of the Selected Variables

As shown in the table 1.1, out of 36 teacher- respondents, 47.2% of them are 31-40 years old and 25 % are 41-50 years old. All of them are females. In terms of their civil status, 69.4% are married while 30.6% are single. As to their educational attainment, 27.8% have MA units, 25% are Bachelor's degree holder, 16.7% have Doctorate degree, while only 8.3% are Master's degree with Doctorate units. As regard to their position title, 50% are with Teacher I position while 8.3% are with Teacher II position. In terms of their length of service, 36.1% are with 11-20 years in service, 33.3 % have been in the service for 1-10 years while only 11.1% are below 1 year of service. In terms of in-service trainings attended, 61.1% of them have attended in the district level and the rest have attended in the school, division and national levels.

Table 1.1
*Frequency and Percentage Distribution of the Teacher-Respondents
in Terms of the Selected Variables*

Age	f	%	Rank
21 – 30 years old	7	19.4	3
31 – 40 years old	17	47.2	1
41 - 50 years old	9	25.0	2
51 -60 years old	3	8.3	4
Total	36	100	
Sex			
Male	-	-	-

Female	36	100	1
Total	36	100.0	
Civil Status			
Single	11	20.6	2
Married	25	69.4	1
Total	36	100.0	
Position Title			
Master Teacher	6	16.7	3
Teacher III	9	25.0	2
Teacher II	3	8.3	4
Teacher I	28	50.0	1
Total	36	100.0	
Educational Attainment			
Doctorate Degree	6	16.7	4
Master's Degree with Doctorate Units	3	8.3	5
Master's degree	8	22.2	3
with MA units	10	27.8	1
Bachelor's Degree	9	25.0	2
Total	36	100.0	
Length of Service			
21 years and above	7	19.4	3
11 – 20 years	13	36.1	1
1 – 10 years	12	33.3	2
Below 1 year	4	11.1	4
Total	36	100.0	
In-Service Trainings Attended			
National	2	5.6	4
Division	7	19.4	2
District	22	61.1	1
School	5	13.9	3
Total	36	100.0	

As shown in the table 1.2 , out of 150 parent-respondents, 60.7 % are 31-40 years old, 26.7% are 21-30 years old and the rest have ages 51 years old and above. Most of them are females with 88%. Majority of them have 2-3 children with 80.7 %. As to their educational attainment, 45.3 % are college undergraduates, 23.3 % are college graduates and the rest are high school graduates and high school undergraduates. With regard to their occupation, 39.3% are private company employees and 38 % are government employees. In terms of monthly family income, 34.7% have monthly family income of Php20,000 and above while 28.7% have monthly family income of Php15,000 - Php19,999.

Table 1.2
*Frequency and Percentage Distribution of the Parent-Respondents
in Terms of the Selected Variables*

Age	f	%	Rank
51-60 years old	2	1.3	4
41-50 years old	17	11.3	3
31-40 years old	91	60.7	1
21-30 years old	40	26.7	2
Total	150	100	
Sex			
Male	18	12.0	2
Female	132	88.0	1
Total	150	100	
Number of Children in the Family			
1	22	14.7	2
2-3	121	80.7	1
4-5	7	4.6	3

Total	150	100	
Educational Attainment			
College Graduate	35	23.3	2
College Undergraduate	68	45.3	1
High School Graduate	25	16.7	3
High School Undergraduate	22	14.7	4
Total	150	100	
Occupation			
Government employees	57	38.0	2
Private company employees	59	39.3	1
Self-employed	31	20.7	3
Others	3	2.0	4
Total	150	100	
Monthly Family Income			
Php20,000 and above	52	34.7	1
Php15,000 - Php19,999	43	28.7	3
Php10,000 – Php14,999	29	19.3	4
Below Php10,000	26	17.3	2
Total	150	100	

3.2 Extent of Effects of Parental Engagement on the Academic Performance of Grade One Pupils as Perceived by the Two Groups of Respondents with Respect to the Different Aspects

Table 2 reveals that parental engagement was perceived to have a positive effect on the academic performance of Grade One pupils by both groups of respondents. Teacher-respondents rated the overall extent of parental engagement as having a High Effect, with a composite weighted mean of 4.43. Among the different aspects, Communication ranked first with a weighted mean of 4.59, interpreted as Very High Effect, while Participation in School Activities ranked last with a weighted mean of 4.37, interpreted as High Effect. In contrast, parent-respondents perceived parental engagement across all aspects as having a Very High Effect, obtaining a higher composite weighted mean of 4.67. Learning Support at Home ranked first with a weighted mean of 4.78, followed by Monitoring and Feedback with 4.76, while Participation in School Activities ranked last with 4.53, although it remained within the Very High Effect interpretation. These findings indicate that both teachers and parents recognize parental engagement as an important contributor to pupils' academic performance, with parents demonstrating a stronger perception of its influence. The results further support the assertion of Penfold (2023) that active parental engagement through effective communication, learning support at home, participation in school activities, and continuous monitoring of children's progress significantly enhances academic achievement and promotes positive educational outcomes.

Table 2

Extent of Effects of Parental Engagement on the Academic Performance of Grade One Pupils as Perceived by the Two Groups of Respondents with Respect to the Different Aspects

Aspects	Teachers			Parents		
	WX	VI	Rank	WX	VI	Rank
Communication	4.59	Very High Effect	1	4.62	Very High Effect	3
Learning Support at Home	4.39	High Effect	2	4.78	Very High Effect	1
Participation in School Activities	4.37	High Effect	4	4.53	Very High Effect	4
Monitoring and Feedback	4.38	High Effect	3	4.76	Very High Effect	2
Composite WX	4.43	High Effect		4.67	Very High Effect	

3.3 Significant Difference Between the Perception of the Two Groups of Respondents on the Extent of Effects of Parental Engagement on the Academic Performance of Grade One Pupils with Respect to the Different Aspects

Table 3 presents the results of the t-test on the significant difference between the perceptions of teachers and parents regarding the extent of the effects of parental engagement on the academic performance of Grade One pupils. The findings show that there is no significant difference in the perceptions of the two groups with respect to Communication, which obtained a t-value of 0.2683 and a p-value of 0.7887, and Participation in School Activities, which recorded a t-value of 1.9315 and a p-value of 0.0550, leading to the acceptance of the null hypothesis for both aspects. However, significant

differences were found in Learning Support at Home, with a t-value of 5.7827 and a p-value of 0.0000, and Monitoring and Feedback, with a t-value of 5.0721 and a p-value of 0.0000, resulting in the rejection of the null hypothesis. These findings indicate that teachers and parents share similar perceptions regarding communication and participation in school activities but differ in their views on the importance of learning support at home and monitoring and feedback. The results are consistent with the findings of Ocampo (2024), who reported no significant difference between teachers' and parents' perceptions regarding parental involvement in school activities and family support, suggesting that while both groups recognize the value of parental engagement, differences may arise in specific forms of involvement practiced at home.

Table 3

Significant Difference Between the Perception of the Two Groups of Respondents on the Extent of Effects of Parental Engagement on the Academic Performance of Grade One Pupils with Respect to the Different Aspects

Aspects	t-value	p-value	Decision	Verbal Interpretation
Communication	0.2683	0.7887	Accepted	Not Significant
Learning Support at Home	5.7827	0.0000	Rejected	Significant
Participation in School Activities	1.9315	0.0550	Accepted	Not Significant
Monitoring and Feedback	5.0721	0.0000	Rejected	Significant

3.4 Significant Difference on the Perception of the Two Groups of Respondents on the Extent of Effects of Parental Engagement on the Academic Performance of Grade One Pupils with Respect to the Different Aspects in Terms of Their Profile

Table 4.1. presents the results of the F-test on the significant difference in the perceptions of teacher-respondents regarding the extent of the effects of parental engagement on the academic performance of Grade One pupils when grouped according to their profile. The findings reveal that all computed probability values are greater than the 0.05 level of significance across the variables of age, civil status, educational attainment, position title, length of service, and in-service trainings attended. Consequently, the null hypothesis was accepted in all cases, indicating that there is no significant difference in teachers' perceptions of parental engagement with respect to communication, learning support at home, participation in school activities, and monitoring and feedback based on their profile characteristics. These results suggest that teachers share a common and consistent perception of the effects of parental engagement regardless of their demographic and professional backgrounds. The findings further imply that teachers' assessments are objective and are not influenced by personal attributes such as age, experience, educational qualifications, or training. This supports the view of Ross (2022), who emphasized that parental engagement is a collaborative and sustained partnership between schools and families, with teachers recognizing its importance in promoting learners' academic success regardless of their own individual characteristics.

Table 4.1

Computed F-values on the Significant Difference on the Perception of the Teacher- Respondents on the Extent of Effects of Parental Engagement on the Academic Performance of Grade One Pupils with Respect to the Different Aspects in Terms of Their Profile

Variables/ Aspects	F-comp	p-values	Ho	VI
Age				
Communication	2.372	.089	Accepted	Not Significant
Learning Support at Home	.306	.821	Accepted	Not Significant
Participation in School Activities	1.495	.337	Accepted	Not Significant
Monitoring and Feedback	1.441	.249	Accepted	Not Significant
Civil Status				
Communication	.855	.362	Accepted	Not Significant
Learning Support at Home	2.748	.107	Accepted	Not Significant
Participation in School Activities	.485	.491	Accepted	Not Significant
Monitoring and Feedback	.051	.823	Accepted	Not Significant
Educational Attainment				
Communication	.658	.626	Accepted	Not Significant
Learning Support at Home	.264	.899	Accepted	Not Significant
Participation in School Activities	.330	.856	Accepted	Not Significant
Monitoring and Feedback	.280	.888	Accepted	Not Significant
Position Title				
Communication	.444	.723	Accepted	Not Significant
Learning Support at Home	.131	.941	Accepted	Not Significant

Participation in School Activities	.846	.479	Accepted	Not Significant
Monitoring and Feedback	.538	.660	Accepted	Not Significant
Length of Service				
Communication	1.105	.115	Accepted	Not Significant
Learning Support at Home	1.540	.223	Accepted	Not Significant
Participation in School Activities	1.885	.152	Accepted	Not Significant
Monitoring and Feedback	1.621	.204	Accepted	Not Significant
In-Service Trainings Attended				
Communication	1.445	.248	Accepted	Not Significant
Learning Support at Home	.390	.761	Accepted	Not Significant
Participation in School Activities	.917	.444	Accepted	Not Significant
Monitoring and Feedback	.731	.541	Accepted	Not Significant

Table 4.2 presents the results of the F-test on the significant difference in the perceptions of parent-respondents regarding the extent of the effects of parental engagement on the academic performance of Grade One pupils when grouped according to their profile. The findings reveal that all computed probability values are greater than the 0.05 level of significance across the variables of age, sex, number of children in the family, educational attainment, occupation, and monthly family income. Thus, the null hypothesis was accepted in all aspects, indicating that there is no significant difference in parents' perceptions of parental engagement with respect to communication, learning support at home, participation in school activities, and monitoring and feedback based on their demographic characteristics. These findings suggest that parents consistently recognize the importance of parental engagement regardless of their personal and socioeconomic backgrounds. The results further imply that factors such as age, sex, educational attainment, occupation, family size, and income do not influence how parents perceive the effects of their involvement on their children's academic performance. This finding is consistent with Dungca (2024), who emphasized that active parental involvement positively contributes to learners' academic achievement, behavior, and attendance, highlighting that meaningful parental support remains essential in promoting children's educational success regardless of family circumstances.

Table 4.2

Computed F-values on the Significant Difference on the Perception of the Parent- Respondents on the Extent of Effects of Parental Engagement on the Academic Performance of Grade One Pupils with Respect to the Different Aspects in Terms of Their Profile

Variables/ Aspects	F-comp	p-values	Ho	VI
Age				
Communication	.855	.466	Accepted	Not Significant
Learning Support at Home	2.014	.115	Accepted	Not Significant
Participation in School Activities	1.112	.346	Accepted	Not Significant
Monitoring and Feedback	1.871	.137	Accepted	Not Significant
Sex				
Communication	.017	.897	Accepted	Not Significant
Learning Support at Home	.025	.874	Accepted	Not Significant
Participation in School Activities	.680	.411	Accepted	Not Significant
Monitoring and Feedback	.009	.923	Accepted	Not Significant
Number of Children in the Family				
Communication	.229	.796	Accepted	Not Significant
Learning Support at Home	.455	.635	Accepted	Not Significant
Participation in School Activities	.801	.451	Accepted	Not Significant
Monitoring and Feedback	.107	.898	Accepted	Not Significant
Educational Attainment				
Communication	.304	.875	Accepted	Not Significant
Learning Support at Home	2.211	.071	Accepted	Not Significant
Participation in School Activities	.549	.700	Accepted	Not Significant
Monitoring and Feedback	.628	.644	Accepted	Not Significant
Occupation				
Communication	.284	.837	Accepted	Not Significant
Learning Support at Home	.768	.514	Accepted	Not Significant
Participation in School Activities	1.016	.388	Accepted	Not Significant
Monitoring and Feedback	1.308	.274	Accepted	Not Significant

Monthly Family Income				
Communication	.764	.516	Accepted	Not Significant
Learning Support at Home	.194	.900	Accepted	Not Significant
Participation in School Activities	.658	.579	Accepted	Not Significant
Monitoring and Feedback	1.337	.265	Accepted	Not Significant

3.5 Level of Performance of Grade One Pupils as Revealed by their Average Grades

Table 5 presents the level of academic performance of the Grade One pupils as revealed by their average grades. The findings show that the majority of the pupils achieved a Very Satisfactory level of performance, with 61 pupils or 40.7%, followed by 56 pupils or 37.3% who attained a Satisfactory rating. Meanwhile, 17 pupils or 11.3% obtained an Outstanding rating, while 16 pupils or 10.7% were classified as Fairly Satisfactory. No pupil received a grade under the Did Not Meet Expectations category. The pupils obtained a mean grade of 84.57, interpreted as Very Satisfactory, with the highest grade of 91, the lowest grade of 75, and a standard deviation of 4.094. These findings indicate that the Grade One pupils generally performed well academically, suggesting that they have developed positive learning habits and are progressing toward the expected learning competencies. The results further imply that early academic success may be supported by effective learning practices and strong parental involvement in children's education. This finding is consistent with Toquero (2022), who explained that academic performance reflects learners' understanding of concepts and skills acquired across different subjects and serves as an important indicator of their learning achievement and educational development

Table 4
Level of Mathematics Achievement of the Respondents as Revealed by Their Average Grades

Grades	Descriptors	Average Grades	
		Frequency	Percentage
90 and above	Outstanding	17	11.3
85-89	Very Satisfactory	61	40.7
80-84	Satisfactory	56	37.3
75-79	Fairly Satisfactory	16	10.7
70-74	Did Not Meet Expectations	-	-
Total		150	100
Highest		91	
Lowest		75	
Mean		84.57(Very Satisfactory)	
Std. Deviation		4.094	

3.6 Significant Relationship Between the Perceived Extent of Parental Engagement and the Level of Academic Performance of Grade One Pupils

Table 6 presents the computed Pearson r-values on the significant relationship between the perceived extent of parental engagement and the level of academic performance of Grade One pupils. The results reveal that all four aspects of parental engagement—communication, learning support at home, participation in school activities, and monitoring and feedback—obtained small correlation coefficients with probability values greater than the 0.05 level of significance. Specifically, communication recorded an r-value of 0.124 with a p-value of 0.133, learning support at home obtained an r-value of 0.017 with a p-value of 0.839, participation in school activities posted an r-value of 0.046 with a p-value of 0.576, and monitoring and feedback yielded an r-value of 0.130 with a p-value of 0.113. Consequently, the null hypothesis was accepted, indicating that there is no significant relationship between the perceived extent of parental engagement and the academic performance of Grade One pupils. These findings suggest that although parental engagement is generally perceived as beneficial, it does not directly correspond to pupils' grades in this study. The results further imply that academic performance may also be influenced by other factors such as learners' abilities, teaching practices, school environment, and individual motivation. This finding contradicts the study of Pinatil (2022), who reported a significant positive relationship between parental involvement and students' academic performance, concluding that increased parental involvement is associated with higher academic achievement.

Table 6
Significant Relationship Between the Perceived Extent of Parental Engagement and the Level of Academic Performance of Grade One Pupils

	r-values	p-value	Ho	VI
Communication	.124	.133	Accepted	Not Significant
Learning Support at Home	.017	.839	Accepted	Not Significant
Participation in School Activities	.046	.576	Accepted	Not Significant
Monitoring and Feedback	.130	.113	Accepted	Not Significant

Conclusions & Recommendations

The study concluded that parental engagement plays an important role in supporting the academic development of Grade One pupils as perceived by both teachers and parents. Teachers generally rated parental engagement as having a high effect, while parents perceived it as having a very high effect, particularly in learning support at home and monitoring and feedback. Significant differences were found between the perceptions of teachers and parents in these two aspects, whereas similar perceptions were observed in communication and participation in school activities. The perceptions of both groups were generally consistent regardless of their profile characteristics. Moreover, Grade One pupils attained a very satisfactory level of academic performance. However, the study established that there was no significant relationship between the perceived extent of parental engagement and pupils' academic performance, indicating that academic achievement may also be influenced by other learner-, teacher-, and school-related factors.

Based on the findings, it is recommended that school administrators strengthen parent education and engagement programs that promote effective communication, home learning support, and regular monitoring of pupils' academic progress. Teachers should continue collaborating closely with parents by providing timely feedback, practical strategies for home-based learning, and opportunities for meaningful participation in school activities. Parents are likewise encouraged to sustain their active involvement in their children's education by creating supportive learning environments at home and maintaining strong partnerships with teachers. Finally, future researchers may conduct similar studies involving a wider scope of respondents and additional variables to further explain the factors affecting the academic performance of Grade One pupils and validate the findings of the present study.

Compliance with ethical standards

The author declares no conflict of interest. This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors. This study was self-funded. The authors thank the participating respondents for their contributions

REFERENCES

- Department of Education. (2020). Basic Education Learning Continuity Plan. Department of Education.
- Epstein, J. L. (2018). School, family, and community partnerships: Preparing educators and improving schools (3rd ed.). Routledge.
- Hattie, J. (2023). Visible learning: The sequel. Routledge.
- Jeynes, W. H. (2022). A meta-analysis: The relationship between parental involvement and students' academic achievement. Routledge.
- Mapp, K. L. (2019). Everyone wins! The evidence for family-school partnerships and implications for practice. Scholastic.
- Ocampo, R. T. (2024). Parental involvement and academic performance among elementary pupils.
- Organisation for Economic Co-operation and Development. (2023). PISA 2022 results (Volume I): The state of learning and equity in education. OECD Publishing.
- Penfold, A. (2023). Parental engagement and children's educational outcomes.
- Pinatil, J. P. (2022). Parental involvement and students' academic performance.
- Ross, T. (2022). Parental engagement: Building collaborative partnerships between home and school.
- Toquero, C. M. D. (2022). Academic performance as an indicator of students' learning achievement. International Journal of Educational Research and Innovation.
- United Nations Children's Fund. (2022). The State of the World's Children 2021/2022. UNICEF.
- United Nations Educational, Scientific and Cultural Organization. (2021). Reimagining our futures together: A new social contract for education. UNESCO.