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Parental Engagement in The Academic Performance of Learners

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Abstract — This research investigated the involvement level of parents in their children's education and its connections to the academic achievement of children in elementary school. In particular, it examined the demographic and professional characteristics of teachers and parents/guardians: age, gender, level of educational background, years of teaching experience, occupation, family income; number of children going to school. Also examined in the study was the level of parental involvement along six dimensions: parenting, communicating, volunteering, learning at home, decision-making, and community collaboration. Descriptive-correlational research design was employed for the study where a total of 50 teachers and 150 parents/guardians were involved in the data collection process using structured questionnaires. Descriptive statistics in the form of frequency counts, percentages and weighted means, as well as correlation analyses, were used to analyze the data.

Results showed that the majority of the teachers were 31-40 years old, had master's degrees, and had a great deal of teaching experience with pertinent DepEd trainings. Most parents/guardians were 31–41 years and above and had secondary and tertiary educational backgrounds. They participated in a range of livelihoods, although most of them had low incomes. Furthermore, the results demonstrated that parental involvement was most prominent in the six domains, particularly in parenting, communication, and learning at home. Additionally, the academic achievement of students was overall satisfactory, as most children were performing about average to above average. There was a significant association between both teachers' and parents' demographic profiles with the depth of parental involvement and between parental engagement and academic performance of the students.

Recommendations were made to develop various strategies for enhancing home-school partnerships in the form of training courses, parent capability-building programs, and community connections, as evident by the results. It is concluded in the study that consistent parental involvement is crucial towards enriching the educational outcomes of learners and should form part of educational development programs.

Keywords — Parental Engagement, Academic Performance, Teachers, Parents, Elementary Learners, Home-School Collaboration

I. Introduction

The best thing for children is when schools and families are working together to help them learn. Parental involvement, often measured as helping with homework at home, communicating with teachers and being involved at school, has been shown to be positively related to academic achievement (Epstein, 2018). Children whose parents play an active role in their education possess more motivation for learning, higher feelings of self-esteem and confidence, and a greater sense of discipline than children from homes where each parent is not actively involved.

Research indicates that when family members are actively involved in children's learning, such students are more likely to have enhanced self-esteem, better attendance, and increased student achievement than those who do not receive that support (Goodall & Montgomery, 2014). In contrast, low parent involvement frequently leads to poorer scholastic behaviors and reduced success in school; as such, it is essential to understand the role of parent engagement on academic outcomes.

In the Philippine setting, parental involvement is influenced by socio-economic status, level of education of parents, work commitments and cultural values. While some municipalities embrace the partnership between schools and families in national policy, the extent and quality of parental participation at public elementary schools varies widely. This difference still influences the performance of students.

On a global scale, recent research shows that parental support is still one of the most prominent determinants of student success and motivation (Wang & Sheikh-Khalil, 2021). This problem was highlighted in the Philippines during the COVID-19 pandemic as parents took on more responsibility to help in supporting education at home. According to local research, students who were guided well by their parents performed better in school than those who had little guidance (Salvador & Mangahas, 2021; Dela Cruz, 2022). Yet local studies have largely dealt with emergency distance learning, and there is scant evidence about the impact of parental involvement on academic performance in a post-pandemic, face-to-face instructional setting.

The study is grounded in Epstein's theory of overlapping spheres of influence (2001), Bronfenbrenner's ecological system theory (1979), and Vygotsky's sociocultural theory (1978),

which argue that learning among children should not be confined to schools alone but in line with family involvement and social support. With these frameworks in mind, the purpose of this study is to explore the forms, frequency and effectiveness of parental involvement and its association with academic matric results of public primary school students. This study aims to help fill in the gap from the local literature by providing current evidence of parental participation in mainstream classrooms.

Significance of the Study

This research is relevant as it contributes an empirical account of the parental involvement in academic performance among public elementary school respondents in the post-pandemic learning scenario. The results can inform administrators and teachers as they create responsive approaches to enhance communication and collaboration with families.

The results could raise awareness for parents of which types of involvement particularly benefit their children's learning.

For policymakers and educational planners, the findings provide evidence to guide and enhance school–family partnership programs consistent with national and global education policy mandates such as Republic Act No. 9155, Republic Act No. 10533, Every Student Succeeds Act of 2016, and the United Nations Convention on the Rights of the Child.

Finally, this study adds to schools' endeavor of fostering inclusive and collaborative education by stressing the common role played by both school and family in enhancing students' academic achievement.

Literature Review

Conceptual Literature

This is because parental support has been known, over many years, to affect the academic success of learners. Epstein's Overlapping Spheres of Influence construct highlights the point that family- and school-linked home-based and school-based activities result in better learning outcomes (Epstein, 2001). While it is evident that parental involvement plays an important role according to this model, this framework does not explain what types of parental involvement have the greatest influence on academic achievement in early grades. This is a limitation that underscores the necessity for context-specific research to reveal those strategies of parental involvement that work at the primary level.

Fan and Chen (2001) substantiated a positive significant correlation between parent involvement and children's academic performance through their meta-analysis. Nevertheless, the majority of studies in their review concentrated on second language for secondary school students and lacked empirical evidence among early-grade learners. Likewise, Jeynes (2005) also found that students had greater academic achievement and better school behavior if their parents were

actively involved. While such meta-analytic findings were robust, the analyzed studies had been primarily carried out in Western settings, and a research void was identified in Asian and developing country scenarios, as evidenced by the studies on the Philippines.

Hoover-Dempsey and Sandler (1997) proffered a model of why parents get involved in their child's education that focused on role construction, self-efficacy, and invitations from schools. While their model constitutes a solid theoretical foundation to explain parental involvement behavior, it does not fully consider how social and economic inequities condition parents' abilities to become involved, specifically in economically disadvantaged families that lack resources.

Local theoretical and empirical debates also substantiate the importance of parental involvement. As cited in Dela Cruz (2022), parental monitoring had a significant (indirect) positive effect on academic performance among learners of public elementary schools. The study did not, however, consider frequency and quality of parent involvement or subject-specific parent involvement. Meanwhile, Salvador and Mangahas (2021) established that quality parent–teacher communication throughout modular distance learning engendered learning gains among the learners, but they only focused their inquiry on pandemic-induced modalities of learning, leading to an underdeveloped understanding of parents' engagement practices in normal face-to-face settings.

International studies present similar conclusions. Wang and Sheikh-Khalil's (2014) investigation showed parents' emotional support and academic socialization led to improvement in students' academic interest as well as achievement. However, the research did not take into account structural and time factors faced by working parents, which may limit their capacity to maintain engagement. Al-Matalka (2014), who conducted a study in Jordan, found out that parents leave an influence of the home on pupils' academic performance; however, there are cultural and educational differences, thus these findings may not be directly applicable to Filipino learners.

There is also evidence from large international assessments that confirms the importance of families in learning. According to the OECD Programmed for International Student Assessment (PISA) report (2020), family engagement and learning support at home are strong predictors of success in literacy. But the report doesn't specifically mention which parenting strategies seem to be most effective for low-resource and developing school systems. Hill and Tyson (2009) suggested the need for developmentally valid parent engagement, especially in middle school, and highlighted this gap in the literature with elementary students.

Desforges and Abouchaar (2003) point out the importance of parental support to children's cognitive development, messing with links between home support and academic performance. Nine, however, did not cover the field of digital and blended learning environments that has gained new momentum in education. In Malaysia, Kadir et al. (2020) found that home-based academic help had a significant positive effect on student performance but did not consider the

role of parental literacy and academic ability. Cheung and Pomerantz (2011), who examined the impact of parental involvement across China and the United States in response to cultural differences of engagement patterns, however, did not discuss implications about Southeast Asian settings—mainly publicly funded primary schools.

Literature from the Philippines also highlights the importance of family–school collaborations. Torres (2019) argued that parental involvement in school governance has an impact on improved learner discipline; however, its direct correlation with academic performance is not clear. As Rivera (2020) discovered, the main obstacles to parent–teacher communication, particularly in rural schools, are access and time, although it is unknown if technology-based solutions were explored. Santos and Perez [21] recorded parental support to be considerably associated with the learner's reading comprehension in public schools, yet failed to include other academic subjects apart from reading, thereby leaving a gap in subject-specific research. Ledesma (2022) used individual parenting instruments to show an effect of the legal guardians on learners' school performance without considering both parenting style and a particular parental involvement behavior. Few studies on similar topics also have found a relationship between parent volunteerism during school activities and academic achievement (Cruz & Herrera, 2023); however, this was not empirically tested.

In the end, the identified conceptual and empirical studies demonstrate that parental involvement is a significant determinant of learner achievement. Despite this, it is still unclear as to which types of parental involvement, how often and in which areas quality has the most impact on children's academic achievement for Filipino elementary students. Furthermore, the impact of socioeconomic barriers, cultural norms and post-pandemic educational policy on parents' involvement has been rarely explored by the scholars. These lacunae require a targeted and situated examination of parental engagement practices in public elementary schools.

Research Literature (Unpublished Studies)

A number of unpublished local studies investigated parental involvement and its impact on student outcomes. Garcia (2019) studied the involvement of parents in school activities in public elementary schools in Cavite, and there was a significant relationship between parents' attendance at school meetings and learners' grades. Nevertheless, the study was at the district level and lacked home learning support as a factor.

Lopez (2020) examined parental support in modular-based distance learning and found out that regular mentoring of parents enhance learners' completion of the task. However, measures of academic achievement were not directly assessed. Reyes (2021) discussed the frequency of parent–teacher communication and reported more communication led to better student behavior, with limited consideration for academic performance. Santos (2022) investigated the impact of SES on parental participation and pointed to the participation gaps of families from low-income communities, but this study neither presented nor evaluated ways in which disparities could be

addressed. Cruz (2023) studied parent volunteerism in school programs and its association with learners' social skills, but insufficient attention was paid to the academic participation of learner outcomes.

Unpublished foreign studies show similar trends. Johnson (2018), for example, studied parental involvement in low-income schools in the United States and found parental involvement to be a strong predictor of students' reading performance; however, mathematics achievement was not a factor. In India, Singh (2019) studied code learners with respect to parental involvement in homework help and asserted that there is increased motivation towards schooling, albeit with no association made between motivation and standardized school performance. The study of Martinez (2020) about immigrant families in the United Kingdom might encourage following lines of work, once it identified cultural barriers as problematic but without suggesting context-specific interventions. Chen (2021) examined parent–teacher communication with digital platforms in China and found higher engagement levels without examining long-term effects on academic achievement. Further, Alvarez (2022) examined parental expectations in Hispanic families in the United States and found a positive direct effect on students' educational aspirations; however, academic performance indicators were not measured.

Taken together, these unpublished studies confirm the beneficial impact of parental involvement on learners' outcomes but also note significant problems in assessing its immediate and longer-term effects on academic results. Moreover, there is a dearth of in-depth and localized evidence on Philippine public elementary schools about the nature, frequency, and quality of parental involvement matters (Epstein 2001) that make a difference across academic subjects in different learning modalities. Such limitations further justify the current inquiry and a contribution to enhancing evidence-based family–school partnership efforts.

II. Methodology

This chapter describes the research strategy as well as demographic data and sampling methods of this study, the study setting, procedures for data collection, instruments used in this research, and statistical tests. It describes the ways in which the study was conducted to demonstrate that the results are valid and reliable. The methods and procedures used are appropriate for key objectives: to measure the level of parental engagement that contributes to students' success in school and develop an effective strategy of active parent involvement.

Study Design

This study employs a descriptive-correlational research design to determine the extent of parental involvement in one public elementary school in Talibon, Bohol, for S.Y. 2025–2026. The descriptive aspect of the design seeks to provide an in-depth portrayal of parental engagement by investigating parents' demographic profiles, levels of engagement and perceptions as they relate

to home–school collaboration. This enables the researcher to get an honest picture of what is happening in terms of parental involvement in learners' academic life today.

Meanwhile, the correlational aspect will determine whether there is a significant relationship as well as its extent between the level of parental involvement and pupils' academic achievement. This association will be examined using statistics to determine if an increased degree of engagement is related to better academic performance.

To accomplish this, the research will use quantitative techniques by employing structured survey instruments and interviews to collect reliable and valid data. This way is objective and leads to carrying out evidence-based strategies and will be able to do the involvement with stakes and enhance work collaboration among teachers in the school community.

Measures

The instruments, device's indicators or techniques utilized to measure, evaluate or quantify a variable in the study. They are also a systematic means of gathering data about how something is perceived, made, used, or analyzed. They are useful when one wants to be able to categorize the attitudes that are expressed.

The following were the scoring procedures:

Weight	Rating Scale	Response Category	Verbal Description
5	4.21 - 5.00	Always	Respondents always engage in this activity.
4	3.41 - 4.20	Often	Respondents frequently engage in this activity.
3	2.61 - 3.40	Sometimes	Respondents engage in this activity occasionally.
2	1.81 - 2.60	Rarely	Respondents seldom engage in this activity.
1	1.00 - 1.80	Never	Respondents never engage in this activity.

Data Processing

The data gathered using the instrument of this study will be treated by the aid of statistical software as to the following statistical tools used.

1. **Percentage.** In this research, the percentage will be used to show the proportion of a certain variable gather from the respondents.

2. **Weighted Mean.** The weighted mean will be used to determine the extent of teacher's knowledge on technology integration.

3. Correlation. Will be used to test the significant relationship between the extent the teacher's implement technology integration and students' academic performance.

Ethical Considerations

The researcher respected all ethical standards concerning the safety, integrity, and rights of human subjects. Before data collection, informed consent was given after explaining to participants the purpose and scope of the study and that their participation was voluntary with an opportunity to withdraw at any time without penalty. As a measure of protecting confidentiality and anonymity, the report did not include any identifying details; coded responses were used instead, and all information was stored safely, to which only the researcher had access. The research was in accordance with the Data Privacy Act of 2012 (Republic Act No. 10173), which made sure that material collected was strictly for academic research purposes only. Attention was paid to minimize all types of injury (physical, psychological or moral) through non-invasive and delicate questioning styles. Transparency and integrity were adhered to through clearly stating the research objectives, including the risks and benefits involved, as well as assurance that results reported would be true without any falsification. Besides, the principle of beneficence directed this research to make sure that the findings would serve educators by offering new knowledge about how to foster parental involvement and ideas to support student learning.

III. Results and Discussion

This chapter introduces the data collected and offers an analysis of that data in light of the research goals of this study. It covers the basic demographic and professional characteristics of teachers, mothers, or guardians (henceforth, "parents/guardians")—their age and sex, level of education completed, experience of teaching, job sector training, occupation, family income, intermediate variable, and number of children studying in school. It also describes the degree of parents' involvement in parenting style, communication, volunteering, learning at home, decision making and working with the community as reported by respondents. The chapter also features the scholastic performances of early grade learners while participating in classroom activities and examines the correlations between profiles' characteristics, parents' involvement, and pupils' performance. Finally, it provides empirical guidelines that may help promote parental involvement in the educational process and child outcomes.

Demographic Profile

This part gives the distinctive character and background of the respondents. This permits us to have a deeper understanding of the participants and their replies. Through a description of these demographic characteristics, it becomes possible to map some potential patterns, trends and variations that might be affecting the results and to provide a relevant framework for the analysis as a whole.

Age and Gender

Age and gender distribution of teacher respondents is reported in Table 2. Among the 50 teachers, 25 (or half) are within the 31–40 age group, indicating that most of the teaching force is at a middle-level career stage where experience and flexibility normally become balanced. This is trailed by 13 teachers (26%) in their twenties, meaning that there are a reasonable number of young professionals who can potentially offer new ideas and methods to teaching. On the other hand, there are 12 teachers (24%) who are at least 41 years old or older whose wisdom and experience may bring stability in terms of school mentoring.

The findings showed a female (39, or 78%) and male (11, or 22%) teacher dominance, suggesting the trend of female domination in the teaching force, which is usually prevalent across the globe, especially at the elementary level. The spread confirms that there is female domination in the teaching of the public primary school sampled, which conforms to national and international statistics. In sum, the age and gender profile portrays a teaching workforce with a significant proportion of mid-career female teachers surrounded by younger and older male staff.

Highest Educational Background

The teacher respondents highest performed level of education is displayed in Table 3. Among the 50 teachers, the majority (21 or 42%) are M.A. holders, and it indicates a high level of commitment to professional development and lifelong learning among them. Behind them, 15 teachers (30%) are teaching with a bachelor's degree only, meaning that although they satisfy the minimum standard for certification in teaching, there is certainly potential for expanding their knowledge and skills.

Meanwhile, 8 teachers (16%) have master's program units, which indicates an ongoing pursuit of postgraduate education, while a smaller but substantial 3 teachers (6%) hold doctorate degrees, and another 3 (6%) have earned units only in a doctorate degree, which represents the highest level of preparation for teaching.

36. It is interesting to realize that, on the whole, according to the distribution, most of them either have attended or are attending some postgraduate program, which speaks for a professional culture of lifelong learning. This high educational profile also benefits the school in that it will lead to better quality instruction because students are taught by professionally and academically qualified teachers.

Years of Teaching Experience

Table 4 shows the distribution of teachers by their experience in years. The remainder of the teachers have 6–10 years of teaching experience (N = 29, or 58%), indicating that overall inexperience is not a prevailing factor for some teaching force members; therefore, the majority are probably fairly comfortable with classroom expectations. Next come the 12 (24 percent) teachers with 11–15 years of service, promising a significant number of mid-career teachers who will be able to provide stability and offer mentorship in the school.

A very small percentage of educators (6 or 12%) have 1–5 years' experience and are less seasoned teachers that can lend new perspectives while still needing more direction and help. 144 Very few teachers are more experienced: 2 (4%) reported having been in service between 16 and 20 years, and only one teacher (2%) had served for 21 years or longer; highly senior service is therefore underrepresented.

In summary, the results indicate a teaching population that is led by a predominance of moderately experienced teachers (6–15 years), presumably finding themselves in equilibrium between skills and competences acquired over years of experience and exposure to new trends and innovations in education. Nevertheless, the low fraction of veteran teachers could also be a sign of succession planning or longer-term orientation.

Relevant Trainings/Seminars Attended

Table 5 focuses on the seminars and trainings teachers had participated in in relation to parental involvement. It can be seen in the data that most of them (46 or 92%) had their last training on DepEd Order s. 2009-72—Guidelines on Parental Involvement in 2019, suggesting a strong adherence to institutional rules that require them to encourage parental involvement in education. In contrast, 37 teachers (74%) participated in the Global Filipino Teachers: Parental Engagement Track 4 last year, which indicates that they are engaged and involved in global practices and innovations to enhance parental partnership with the teacher. Likewise, 34 or 68%, of them have attended DepEd Empowers Parents for A Better Home Learning Experience in 2021, suggesting that there is an increasing focus on empowering parents to help learners especially with home-based or blended learning. In general, the results indicate that most teachers have been sensitized well regarding programs for parent involvement, thus giving a strong indication of preparedness to implement strategies that would facilitate collaboration between school and families.

Parents/Guardians

The distribution of the age & sex of parent/guardian respondents is presented in Table 6. They are mostly in the age group of 41 and above, with 61 (41%), followed by those in the age group of 31–40 years, who were 58 (38%), while there were an estimated 31 (21%) participants that are between the ages of 20 and 30. However, this suggests that there is more likely to be higher maturity and experience with raising children attending school among most of the parents or guardians (primarily middle through late adulthood).

In light of gender proportion, female respondents (85) outnumber male respondents (65). This emphasizes that a mother/female guardian's involvement in school-related activities is higher than that of a male family member, depicting the conventional roles played by the female gender as those who show a degree more responsibility in monitoring and encouraging the education of their children.

The results suggest that parental involvement is probably driven by people who are in the mature age group, and more so, mothers participate in learner academic progress.

Highest Educational Attainment of Parents/Guardians

Table 7 reveals the level of education of the parents or guardians of the respondents. The commonest level of education was high school, in which 62 (41%) parents were able to attain or complete schooling. That means that most of the parents have at least spent some time in secondary, which should enable them to understand and help their children learn basic academic tasks.

In the meantime, 40 respondents (27%) graduated from primary school only, implying many parents have no educational background, which may limit their help for children's homework when at home. The proportion of lower-educated respondents was 25 (17%), who had completed or succeeded at the level of college, and 18 (12%) who had completed advanced vocational/technical education. Only five (3%) of the parents pursued postgraduate studies, and it is the least common educational status attained among parents.

The data provide a picture, however, of low educational achievement on the part of parents/guardians in many cases, although most have had at least high school. This could make it more difficult to assist students with their schoolwork, which is why it's so vital for parents and schools to collaborate in closing the education gap.

Occupation/Livelihood of Parents/Guardians

Table 8 shows the prevalence of jobs and revenue sources among parents or guardians. The single largest group of respondents (38, or 25%) works in agriculture and fishing, reflecting that the vast majority of rural family members are pursuing their economic activities. That translates to many of the students being from families that rely on farming and fishing for their daily living.

Another large group is artisans, such as carpenters, drivers and electricians (32 or 21%). The second largest group is those who are self-employed or small business owners (28 or 19%). This percentage is indicative of the fact that many families depend on trade and services to feed themselves. 20 (13%) are in the private sector, and 10 (7%) respondents belong to the government. This number indicates these parents have more stable streams of income.

A few numbers, 7 (5%), are expatriates, indicating that there may be some family support from remittances. 15 people (10%) responded they were unemployed or mainly working as housewives/househusbands.

Fig. 2 shows that the majority of parents/guardians involved in the study are farmers/laborers as compared to those in the professional and government service lines. It is

evident from this distribution of occupations that the students come from different social backgrounds, and therefore their parents would also have varied participation in education.

Average Monthly Family Income

The gross income of a family in a month represents the economic capability of sustaining material needs (and other factors) to enhance a student's achievement.

Table 9 shows parents' jobs and their source of income. The largest subsample of those who responded, 38 or 24.7%, worked in farming and fishing; the most common occupation for families whose main source of income also was found to be in farming/fishing (in rural areas) per our knowledge on economic activities across South Sudanese localities. This means many of the students come from families that rely on farming or fishing for their livelihood.

Another large group is skilled workers, such as carpenters, drivers and electricians (32 or 21%). The next-largest group is people who are self-employed or small-business owners (28, or 19%). This percentage just means that a lot of families depend on trade and services to get by. 20 (or 13%) work in private companies, and 10 (7%) work for the government. These parents have more stable sources of income, as this figure demonstrates.

The other category, foreign workers, is 7 (5%), indicating that there are families depending on remittances. 15 people (8.3%) indicated that they were unemployed or mostly worked as housewives or househusbands.

The statistics show that most parents/guardians are engaged in agricultural and non-skilled work, while a few are employed by professional or government institutions. The distribution of livelihood reveals the economic status of students, and it can have an impact on the level of their parents' participation in their education.

Enrolled in school—number from the Population and Children.

Table 10 reveals the distribution of the respondents by number of children who attended school. The predominant group, 56 parents and guardians (37%), have two school-aged children. The second largest proportion, 42 persons (28%), have only a single child in school. This number perhaps suggests that most families have a reasonable number of kids in school, one that allows them to give their children more concentrated attention and help.

In the meantime, 32 parents (21 percent) reported that they had three children enrolled, 15 parents (10 percent) said they had four kids registered, and only 5 parents (4 percent) said they had five or more children signed up. Families with multiple children in school may struggle to share their money and time equally, which could lead to disparities in academic support for their children. This variance of resources may result in differential educational outcomes among siblings. It becomes increasingly important for schools to develop programs that support families

with multiple children in school, where parents attempt to meet competing needs by allotting attention and assistance accordingly.

The findings indicate that most parents or caregivers have one to two kids in school. It's a sensible sum that might prompt parents to feel invested in their children's educations. But those with three or more kids are often dealing with unique issues that may impede participation by parents. Schools could provide workshops, resources and support that are developed with large families in mind for such young families, so all of the children have a chance at academic success.

Level of Parent Involvement in Children's Education

Results The findings show that parenting (M = 4.35) and learning at home (M = 4.27), which are both "always," stand out as dominant forms of parental involvement. The result is that parents are forever engaged in assisting, guiding, and encouraging their children's academic success at home. Schools can leverage this by providing resources and structure for home-learning tools and programs to train parents on how to support their kids while studying. At the same time, "often" was awarded to two other ratings—communicating with teachers (M = 4.12) and collaboration with community (M = 3.85). This indicates that although there are communications and partnerships with the community, they are underutilized. Schools may need to establish more formal mechanisms for parent-teacher conversations going forward, including through digital parent-teacher groups or consultative sessions. They may also need to collaborate with local organizations in order to offer more comprehensive support for students. On the negative side, Volunteering (M = 3.68) and Decision-Making (M = 3.59) are the lowest-rated attributes as well, which were also labeled as "Often." That would seem to suggest that parents still don't do much in terms of helping out at school or making decisions. This finding highlights the need for schools to develop policies and programs that encourage parents' active involvement in volunteering as committee members at school and decision-makers, which would promote cooperation with shared responsibility. The mean score of 3.98 also indicates that parents are very much involved overall (though not in every aspect). So if we want parents to be more engaged and make a larger difference in their child's educational success, we must have an approach that is open and balanced—one that fosters stronger school-home links, allows for greater parent decision-making, and encourages community involvement.

Academic Achievement of Elementary Students within the classroom

(Table 12) Academic Performance of Elementary Students in their Classroom Activity Results indicate that most learners, i.e., 52 (35%), achieved a Satisfactory rating, with 46 (31%) actually achieving a Very Satisfactory ranking. A smaller group of 28 students (19%) had excelled, showing that there are also some students who succeed academically in the existing system. Evaluating the individual performance of psychiatric-morbidity learners showed that 20 (13%) and 4 (2%) fell within the "just satisfactory" and "unsatisfactory" range, respectively, meaning few cases had difficulty with meeting classroom requirements. These results indicate that

the majority of students are acquiring the desired skills, a small number are performing above the norm, and some remain in need of additional support.

What this says, of course, is that although learners are not far off from doing what is required well to very well, the required interventions for those who still struggle and pushing more learners to even higher levels are still needed. But where the problem lies is with a lack of understanding of why these are happening. The measures reveal performance but not the reasons for variation. This invites a deeper investigation of the role parental involvement plays, in addition to socioeconomic and teacher factors, towards painting a clear understanding of how external support mechanisms feed into the academic success of learners.

The findings presented in Table 13 indicated that some demographic variables of the respondents, including their age, level of education, years of teaching or occupation, and number of children's enrollments, exhibited significant correlation with perceived parental involvement in students' learning. This suggests that older and more experienced people and parents with higher education and more children are the ones who tend to be more involved and have greater sensitiveness for learning support. By contrast, the gender of the children and family income were not significant, meaning that they do not predict parental involvement in academic activities. The results suggest that parental participation is more heavily related to personal background and obligations than income or traditional male-female roles. But the difference is that even if the research shows which factors are influencing versus noninfluencing, it doesn't describe why these matters interact to create a positive level of engagement. For example, Cattani (22) shows associations between educational attainment and increased involvement but is unable to disentangle whether this results from parents either feeling more empowered to engage academically with their children or having had greater potential access to academic resources. Second, it is clear from the insignificance of family income that financial resources in and of themselves do not denote involvement, but the actual constraints experienced by low-income families were largely unexamined. This gap in the research suggests the necessity for qualitative research that explores more fully the influences of parental dynamics on engagement.

There was a significant and strong ($r = 0.652$, $p < 0.05$) positive relationship between parental involvement and academic achievement of primary school learners, as shown in Table 14. This discovery shows that when parents are more involved in different dimensions of the child's education (parenting, communication, volunteering, learning at home, driving policy-making and collaboration with the community), student behavior is better in terms of classroom achievement. It lends support to the belief that parental involvement is an important factor in supplementing learning at home and at school.

The results underscore the significance of parental engagement on academic achievement. When parents are closely involved, the learners generally perform better in terms of motivation, achievement and classroom behavior and performance. This conforms to education models that recognize the joint responsibility of school and family in children's outcomes.

But what has not been studied here is the range in which it was involved. Although that particular association is corroborated by the quantitative findings, it does not tell the whole story of what constitutes quality involvement or how deeply invested parents are in supporting Set's detailed information. In addition, the study is confined to a public elementary school in Talibon, Bohol, so generalization may not fully apply to other schools with varying settings. To close this gap, a wider range and more diversified research is needed by using quantitative as well as qualitative methods in order to better understand the complexity of parental involvement as well as its long-term influences on the students' academic achievement.

IV. Conclusion

This research highlights the essential roles both teachers' and parents'/guardians' demographic backgrounds and professional profiles play, all of which shape how they perceive, as well as are involved in, learners' schooling. The results emphasize that teachers, who have appropriate qualifications and training, are in a good position to develop positive relationships with parents, leading to positive experiences for the child. Although there are differences in parental background by education, occupation and income, parenting engagement is found to be significantly associated across the board with a focus on parenting itself, communication, and home learning opportunities. This level of involvement made the parents even more aware of their significant role in their children's learning. It is interesting to note that there was a positive relationship between parents' participation and the learners' academic achievements, which were reported as satisfactory up to excellent. The particular associations between the respondent profiles, perceived engagement and academic achievements further provided powerful evidence of the vital role that active and authentic parental involvement plays. Such insights would continue to support the development and maintenance of these collaborative partnerships between educators, parents and guardians that contribute to student success.

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