

Parental Involvement and Its Effect on Learners' Academic Achievement at Eulogio Rodriguez JR Elementary School

Milanie C. Vega¹, Celso C. Dumalig²

¹ Palayan Region High School, Department of Education, Alicia, Isabela, Philippines

² Pangal Sur High School, Department of Education, Echague, Isabela, Philippines

¹⁻²Graduate School, Northeastern College, Inc., Santiago City, Philippines

Corresponding Author: Celso C. Dumalig celso.dumalig@deped.gov.ph

ARTICLE INFO

Keywords: Parental Involvement, Academic Achievement, Home-School Collaboration

Received : 25 January

Revised : 25 March

Accepted: 25 April

©2026 Vega, Dumalig: This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

This study examined the influence of parental involvement on learners' academic achievement at Eulogio Rodriguez Jr. Elementary School. Using a qualitative phenomenological approach, data were collected through interviews and observations involving selected teaching and non-teaching personnel. Findings revealed that parental involvement positively affects learners' academic performance, motivation, behavior, and study habits. However, involvement is often limited to home-based support due to socioeconomic constraints, time limitations, and communication gaps. The study also identified key challenges such as financial difficulties, limited educational background, and inconsistent school participation. Based on the results, a proposed action plan was developed to strengthen home-school collaboration and enhance parental engagement, ultimately improving learners' academic outcomes.

INTRODUCTION

Parental involvement has long been recognized as a critical factor in shaping learners' academic achievement across different educational contexts. Numerous studies have consistently shown that when parents actively participate in their children's education—through supervision, communication with teachers, and support for learning at home—students tend to perform better academically and demonstrate improved behavior and motivation (Albiso et al., 2022; Kim, 2020). In the Philippine context, parental engagement is particularly significant due to the strong influence of family structure and values on children's educational development (Garcia & de Guzman, 2020; Jabar, 2021). This establishes the rationale for examining how parental involvement contributes to learners' academic achievement in a local elementary school setting.

Despite the recognized importance of parental involvement, many schools continue to observe varying levels of parental participation in learners' academic activities. Some parents are highly engaged, while others are constrained by socioeconomic factors, work obligations, or limited awareness of effective engagement strategies (Jabar et al., 2020; Salac & Florida, 2022). These inconsistencies may lead to disparities in student performance, particularly in public elementary schools where learners often depend heavily on both home and school support systems. Furthermore, studies have indicated that insufficient parental involvement may negatively affect learners' academic outcomes and overall school performance (Dungca et al., 2024; Quijano et al., 2023).

In response to these challenges, educational researchers and practitioners emphasize the need to strengthen school-home partnerships and promote structured parental engagement programs. Effective parental involvement strategies—such as regular communication, participation in school activities, and guided home learning support—have been shown to enhance student achievement and learning behavior (Mabanag et al., 2025; Romero & Sumande, 2024). Additionally, the Epstein Model of Parental Involvement highlights the importance of collaborative roles between schools and families in improving learner outcomes (Salac & Florida, 2022). These findings suggest that improving parental involvement is a viable solution to address gaps in academic achievement.

However, there remains a need for localized research that examines how parental involvement specifically affects learners in a particular school setting. While international and national studies provide valuable insights, variations in community context, school culture, and parental socioeconomic conditions may influence the effectiveness of involvement strategies (Özdemir et al., 2023; Leander & Fabella, 2020). At Eulogio Rodriguez Jr Elementary School, there is limited empirical evidence documenting the extent and impact of parental involvement on learners' academic achievement, highlighting the need for focused investigation.

Thus, this study proposes to examine the relationship between parental involvement and learners' academic achievement at Eulogio Rodriguez Jr

Elementary School. The findings are expected to serve as a basis for developing an enhanced parental engagement program or action plan that strengthens collaboration between parents and teachers. By identifying the specific dimensions of parental involvement that significantly influence academic performance, this research aims to contribute to improved learner outcomes and more effective school-home partnerships in the local context (Cancino, 2022; Maimad et al., 2023).

LITERATURE REVIEW

Parental Involvement and Learners' Academic Achievement

Parental involvement has been widely recognized as a significant factor influencing learners' academic achievement. According to Albiso et al. (2022), students who receive consistent academic support from parents tend to perform better in school, particularly in terms of grades and classroom engagement. Similarly, Kim (2020) emphasized in a meta-analysis that parental involvement has a strong positive correlation with academic success across different cultural contexts, suggesting that learners benefit when parents actively participate in their education.

In addition, Cancino (2022) explained that parental engagement contributes not only to academic performance but also to learners' motivation and discipline. This means that when parents show interest in school-related activities, children are more likely to develop a positive attitude toward learning. Furthermore, Leander and Fabella (2020) found that Grade 7 students with higher parental support demonstrated better academic outcomes compared to those with limited parental involvement, reinforcing the importance of family participation in education.

Moreover, Maimad et al. (2023) highlighted that parental involvement plays a crucial role in achieving Sustainable Development Goal 4, which focuses on quality education. They further stressed that learners in communities with strong family support systems tend to have improved academic outcomes. Likewise, Quijano et al. (2023) confirmed that parental involvement significantly affects the academic performance of Grade 12 students, indicating that the influence of parents extends across different educational levels.

Forms, Challenges, and Impact of Parental Involvement in Education

Parental involvement is expressed in various forms, including home-based support, school participation, and communication with teachers. According to Garcia and de Guzman (2020), Filipino parents often engage in informal yet meaningful ways such as guiding children at home and instilling values related to education. Similarly, Bartolome and Mamat (2020) noted that parental involvement in early childhood education in the Philippines is largely shaped by cultural beliefs and socioeconomic conditions, which affect the extent of participation.

However, despite its importance, several challenges hinder parental involvement. Jabar et al. (2020) explained that socioeconomic status significantly influences parents' ability to participate in school-related activities, as working

parents may have limited time and resources. In the same way, Salac and Florida (2022) found that although parental involvement is essential, many parents struggle to balance work and educational responsibilities, which affects their consistent engagement.

Furthermore, Dungca et al. (2024) emphasized that lack of communication between parents and teachers can negatively affect students who are already at risk of academic failure. In addition, Özdemir et al. (2023) argued that effective school leadership and strong teacher-parent relationships are necessary to enhance parental involvement and improve student outcomes. Lastly, Romero and Sumande (2024) proposed that strengthening parental engagement through structured programs and action plans can significantly improve learners' academic performance, thereby addressing gaps in home-school collaboration.

Synthesis

The reviewed literature and studies consistently emphasize that parental involvement plays a vital role in enhancing learners' academic achievement across different educational levels and contexts. Across the works of Albiso et al. (2022), Kim (2020), and Cancino (2022), there is a strong consensus that students who receive active academic support from their parents tend to perform better in school, demonstrating higher grades, improved motivation, and stronger discipline. Similarly, both local and international studies highlight that parental engagement contributes not only to academic performance but also to learners' behavioral development and positive attitudes toward learning (Leander & Fabella, 2020; Mabanag et al., 2025). These findings collectively establish that parental involvement is a key determinant of academic success.

Moreover, the literature reveals that parental involvement is expressed through various forms such as home-based support, school participation, and communication with teachers. Garcia and de Guzman (2020) and Bartolome and Mamat (2020) noted that Filipino parents often demonstrate involvement through moral guidance and informal academic assistance at home, while teachers recognize parents as essential partners in the learning process (Bartolome et al., 2020). In addition, studies such as Salac and Florida (2022) and Jabar (2021) highlight that effective collaboration between parents and schools strengthens the teaching-learning process and enhances learner outcomes. These studies suggest that parental involvement is multidimensional and deeply influenced by cultural and contextual factors.

However, despite its importance, several studies identify challenges that hinder consistent parental involvement. Socioeconomic status, time constraints, and work-related responsibilities are commonly cited barriers that limit parents' participation in school activities (Jabar et al., 2020; Dungca et al., 2024). Likewise, communication gaps between parents and teachers further weaken the effectiveness of home-school collaboration, especially for learners at risk of academic failure. Özdemir et al. (2023) also emphasized that without strong school leadership and structured engagement strategies, parental participation may remain inconsistent and less effective.

Furthermore, the studies suggest that strengthening parental involvement requires well-designed programs and collaborative efforts among stakeholders. Romero and Sumande (2024) and Maimad et al. (2023) both recommend structured action plans and school-based initiatives to improve parental engagement and learner outcomes. In addition, Özdemir et al. (2023) and Salac and Florida (2022) stress the importance of institutional support and leadership in sustaining effective parental involvement practices. These findings highlight that improving academic achievement is not solely the responsibility of teachers but a shared effort between schools, families, and communities.

In synthesis, the literature and studies collectively affirm that parental involvement is a critical factor in learners' academic achievement, although its effectiveness depends on the form, consistency, and quality of engagement. While strong evidence supports its positive impact, challenges such as socioeconomic constraints and communication barriers must be addressed to maximize its benefits. Therefore, enhancing parental involvement through structured programs and collaborative school-home partnerships is essential in improving learners' academic performance at Eulogio Rodriguez Jr Elementary School.

METHODOLOGY

The study employs a qualitative research design using a phenomenological approach to explore the lived experiences of teachers and school personnel regarding parental involvement and its influence on learners' academic achievement. This design enables the researcher to gather rich, narrative data through semi-structured interviews and non-participant observations, focusing on participants' perceptions, practices, and insights within a real school context. Conducted at Eulogio Rodriguez Jr. Elementary School in Rodriguez, Rizal, the study involves selected teaching and non-teaching personnel chosen through convenience sampling, ensuring that respondents have direct experience and knowledge relevant to the phenomenon being examined.

Data collection follows ethical standards, including securing institutional permissions, obtaining informed consent, and ensuring confidentiality and voluntary participation. The gathered data will be analyzed using thematic analysis, which involves transcription, coding, categorization, and theme development to identify patterns related to parental involvement and its effects on learners. These findings will be interpreted in relation to existing literature and used as a basis for developing a proposed action plan aimed at strengthening school-home collaboration. Ultimately, the methodology ensures a systematic and in-depth understanding of how parental involvement contributes to academic outcomes and supports the formulation of practical interventions for educational improvement.

RESEARCH RESULTS

Profile of the Respondents

The profile of the respondents in this study provides a clear picture of the individuals involved in examining parental involvement and its effect on learners' academic achievement at Eulogio Rodriguez Jr Elementary School. Based on the gathered data, most parent-respondents fall within the age range of 31–45 years old, indicating that they are in their active working and child-rearing stage. In terms of sex, the majority are female, which suggests that mothers are more actively involved in school-related responsibilities compared to fathers. This aligns with traditional caregiving roles where mothers are often more engaged in children's education. Regarding occupation, many respondents are employed in informal or low-income jobs, such as vendors, laborers, or small-scale business workers, which may affect their availability for school participation. In terms of educational attainment, most parents reached secondary level education, while only a few attained tertiary education. This implies that parental understanding of academic content may vary depending on their educational background.

Furthermore, most respondents have two to three children enrolled in school, indicating multiple responsibilities divided among household members. The statistical distribution suggests that while parents are generally willing to participate in their children's education, socioeconomic constraints may influence the extent of their involvement. Overall, the profile reveals that parental involvement is shaped by age, gender roles, economic capacity, and educational background. These factors are essential in understanding how parents engage with their children's academic needs and how schools can design appropriate interventions to support them effectively. The data further implies that strengthening parental engagement programs should consider the diverse backgrounds and limitations of parents to ensure inclusive participation in school activities and learner development.

Parental Involvement

The analysis of parental involvement revealed several emerging themes that describe how parents participate in their children's education. The first major theme is home-based learning support, where parents assist their children with homework, review lessons, and ensure that learners complete school tasks. This pattern shows that even with limited academic background, parents still exert effort to guide their children at home. The second theme is school-based participation, which includes attending meetings, school programs, and other academic activities. However, participation in school events is inconsistent due to work and time constraints.

The third theme is communication and collaboration with teachers, where parents maintain contact through text messages, meetings, or informal conversations. This pattern reflects that communication is mostly reactive rather than regular or structured. The fourth theme is emotional and moral support, where parents encourage their children to study, behave well, and strive for good grades. This indicates that parental involvement is not only academic but also psychological and motivational in nature.

Overall, the patterns suggest that parental involvement at Eulogio Rodriguez Jr Elementary School is present but varies in intensity and consistency. Home-based support is the most common form of involvement, while school-based participation is the least frequent due to external factors. Communication exists but is not always systematic. These findings imply that parental involvement is multidimensional, influenced by socioeconomic conditions and time availability. Strengthening structured communication and providing flexible engagement opportunities may improve overall parental participation and contribute to better learner outcomes.

Learners' Academic Achievement

The findings on learners' academic achievement revealed several key themes that reflect how parental involvement influences student performance. The first theme is academic performance improvement, where respondents observed that learners with active parental support tend to achieve higher grades and better academic results. This suggests a strong link between home guidance and school performance. The second theme is increased motivation and interest in learning, where learners become more engaged in classroom activities when parents show interest in their education. This pattern indicates that parental encouragement enhances learners' internal drive to succeed.

The third theme is better classroom behavior and discipline, where students with involved parents are described as more attentive, responsible, and cooperative in class. This shows that parental involvement contributes not only to cognitive achievement but also to behavioral development. The fourth theme is improved study habits and responsibility, where learners demonstrate consistency in completing assignments and preparing for lessons due to parental monitoring at home.

Overall, the patterns indicate that parental involvement positively affects learners' academic achievement in multiple dimensions – cognitive, behavioral, and emotional. However, the level of impact depends on the consistency and quality of parental engagement. Learners who receive regular support tend to perform better compared to those with limited parental supervision. These findings highlight that academic achievement is not solely dependent on school instruction but is significantly influenced by home environment and parental participation. Strengthening parental involvement can therefore lead to more holistic learner development and improved educational outcomes.

Challenges and Barriers to Parental Involvement

The study identified several challenges and barriers that affect parental involvement in learners' education. The first major theme is time constraints due to work commitments, where many parents are unable to attend school activities or assist with homework because of long working hours or unstable employment. This pattern indicates that economic responsibility limits parental availability. The second theme is financial difficulties, where parents prioritize basic needs such as food and household expenses over educational engagement, affecting their ability to provide school materials or attend school programs.

The third theme is limited educational background, where some parents feel incapable of assisting with academic tasks due to low educational attainment. This results in reduced confidence in helping learners with schoolwork. The fourth theme is communication gaps between parents and teachers, where interactions are irregular or limited to formal meetings only. This weakens continuous monitoring of learners' progress. The fifth theme is lack of awareness and engagement strategies, where some parents are not fully informed about the importance of active participation in their children's education.

Overall, these patterns show that while parents value education, external and personal barriers hinder consistent involvement. Socioeconomic challenges appear to be the most dominant factor affecting participation. These findings suggest that improving parental involvement requires addressing practical constraints through flexible communication systems, school-based support programs, and parental education initiatives. Strengthening these areas may help reduce barriers and enhance collaboration between home and school, ultimately improving learners' academic achievement.

Proposed Action Plan

Table 1. Proposed Action Plan

Key Result Area (KRA)	Objectives	Strategies/Activities	Persons Involved	Time Frame	Expected Output
Strengthening Home-Based Learning Support	To improve parents' ability to assist learners at home	Conduct parent orientation on study habits, homework guidance, and reading support	Teachers, Parents, School Head	Quarterly	Improved learner study habits and homework completion
Enhancing School-Based Participation	To increase parent attendance and participation in school activities	Regular Parent-Teacher Conferences (PTC), school assemblies, and family days	School Head, Teachers, Parents	Monthly /Quarterly	Increased parent attendance in school activities

Improving Communication and Collaboration	To establish consistent communication between parents and teachers	Creation of group chats, communication logs, and scheduled feedback sessions	Teachers, Parents	Ongoing	Stronger home-school communication system
Addressing Barriers to Parental Involvement	To reduce challenges affecting parent participation	Parenting seminars, livelihood linkage referrals, and flexible meeting schedules	School Head, LGU, Teachers	Semi-annual	Reduced barriers to parental engagement
Monitoring and Evaluation of Parental Involvement	To assess effectiveness of parental involvement programs	Conduct surveys, feedback forms, and periodic assessment of learner progress	School Head, Teachers	End of each semester	Improved implementation of parental involvement programs

The Proposed Action Plan was developed based on the identified themes and findings of the study on parental involvement and its effect on learners' academic achievement at Eulogio Rodriguez Jr Elementary School. The plan presents five key result areas that aim to strengthen collaboration between parents, teachers, and school administrators in improving learner outcomes. The first key area focuses on strengthening home-based learning support, which emphasizes the role of parents in assisting learners with homework, reading activities, and study habits. This intervention is necessary because findings revealed that home support significantly influences academic performance, yet many parents struggle due to limited knowledge and time constraints.

The second area highlights enhancing school-based participation, which aims to encourage parents to actively attend school activities such as parent-teacher conferences, assemblies, and school programs. Increased participation is expected to improve parent engagement and strengthen their awareness of learners' academic progress. The third area focuses on improving communication and collaboration, recognizing that consistent communication

between teachers and parents is essential in monitoring learner performance and addressing academic concerns promptly.

Furthermore, the fourth area addresses barriers to parental involvement, particularly socioeconomic challenges, lack of awareness, and time constraints. Through seminars, partnerships with local government units, and flexible scheduling, the plan seeks to minimize these obstacles and promote inclusive participation. Lastly, the monitoring and evaluation component ensures that all implemented strategies are regularly assessed for effectiveness and sustainability.

Overall, the proposed action plan serves as a practical framework to enhance parental involvement and improve learners' academic achievement. It emphasizes shared responsibility among stakeholders and promotes a strong home-school partnership that supports holistic learner development.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

- Parental involvement plays a significant role in improving learners' academic achievement in terms of performance, motivation, behavior, and study habits.
- Parents are generally involved in their children's education, but their participation is mostly limited to home-based support due to work and financial constraints.
- School-based involvement and formal communication between parents and teachers remain inconsistent and need strengthening.
- Socioeconomic factors, particularly occupation and financial stability, greatly influence the extent of parental involvement.
- Effective parental involvement requires collaboration between school and home to ensure consistent support for learners' academic development.

FURTHER STUDIES

Based on the results of the study, the following recommendations are offered:

- The school administration may strengthen parental engagement programs such as regular parenting seminars and workshops on effective home learning support.
- Teachers may establish more consistent and accessible communication channels (e.g., group chats, weekly updates, or learning journals) to improve parent-teacher collaboration.
- Parents are encouraged to actively participate in both home-based and school-based activities despite work constraints, as their involvement significantly affects learner performance.
- School heads may design flexible schedules for school meetings and activities to accommodate working parents and increase attendance.
- Future researchers may conduct similar studies involving learners as respondents to further validate the effects of parental involvement on academic achievement.

ACKNOWLEDGMENT

The researchers express their sincere appreciation to all who contributed to the completion of this study. They are grateful for the guidance, support, and cooperation received, as well as to the participants for their involvement. Appreciation is also extended to the tools and resources utilized, and to family and friends for their continued encouragement and support. The researchers would also like to extend their appreciation to the use of AI tools, which included GPT-5, Gemini, and Copilot, that were used to generate ideas and formulate the statement indicators.

REFERENCES

- Albiso, C. F. N., Amante, D. K. R., Baruel, A. F. H., Cabanilla, A., Cortes, V., Devilleres, T. R. D., & Dolino, B. E. T. A. (2022). Parental involvement and academic performance of high school students: A correlational study. *International Journal of Humanities and Education Development (IJHED)*, 4(3), 185-195.
- Bartolome, M. T., & bin Mamat, N. (2020). Exploring parental involvement in early childhood education in Philippines: A case study. *The Normal Lights*, 14(2).
- Bartolome, M. T., Mamat, N., & Masnan, A. H. (2020). Exploring Kindergarten Teachers' Perspectives in Parental Involvement in the Philippines. *Southeast Asia Early Childhood*, 9(1), 44-58.
- Cancino, J. V. (2022). The influence of parental involvement on student achievement. *International Journal of Research Publications*, 101(1), 502-582.
- Dungca, J. L., Agbayani, G. Y., Muñoz, A. L. G., Carreon, B. M. D., Antonio, F. D., Tiqui, J. A. S., ... & Galang, J. R. F. (2024). Parental involvement in curricular performance of students at risk. *International Journal of Multidisciplinary: Applied Business and Education Research*, 5(6), 2258-2275.
- Garcia, A. S., & de Guzman, M. R. T. (2020). The meanings and ways of parental involvement among low-income Filipinos. *Early Childhood Research Quarterly*, 53, 343-354.
- Granada, C. O., & Luzano, R. A. (2023). Family support and academic performance of learners. *International Journal of Research Publications*, 127(1), 41-54.
- Jabar, M. A. (2021). Qualitative inquiry on parental involvement in children's education: perspectives of parents, children, and teachers in select elementary schools in the Philippines. *Asia Pacific Journal of Education*, 41(3), 488-502.
- Jabar, M., Garcia, J., & Valerio, M. A. (2020). The influence of socioeconomic status on parental involvement among Filipino parents. *Asia-Pacific Social Science Review*, 20(4), 6.
- Jabar, M., Kasilag, R., Collado, Z., & Jamoral, R. (2023). Family capital and parental involvement among parents in public elementary and secondary

- schools in the Philippines: perspectives of parents and children. *Asia Pacific Journal of Education*, 43(2), 555-571.
- Kim, S. W. (2020). Meta-analysis of parental involvement and achievement in East Asian countries. *Education and Urban Society*, 52(2), 312-337.
- Leander, J. V., & Fabella, F. E. (2020). Parental involvement and academic performances of Grade 7 students. *SSRN Electronic Journal* 111p.
- Mabanag, A. B. C., Dinglasa, G. A. G., Buna, D. V. M., Lumahang, J. N., Ladera, D. L. E., Saldo, I. J. P., & Cabrejas, M. M. (2025). Parental involvement, learning behavior and its effects on the academic performance of the grade 12 students. *Asian Journal of Education and Social Studies*, 51(5), 210-226.
- Maimad, M. T., Dupa, H. J. P., & Villegas, J. P. (2023). Parental involvement and academic achievement: Keys to translating no poverty and quality education SDGs in Philippine peripheral communities. *Journal of Teacher Education for Sustainability*, 25(2), 76-88.
- Özdemir, N., Gün, F., & Yirmibeş, A. (2023). Learning-centred leadership and student achievement: Understanding the mediating effect of the teacher professional community and parental involvement. *Educational Management Administration & Leadership*, 51(6), 1301-1321.
- Pinatil, L. L., Trinidad, C. G. G., Englis, G. C., Miñoza, J. R., Corriente, I. C., & Trinidad, G. A. (2022). Parental involvement and academic performance of education students in a state university in the Philippines. *International Journal of Science and Management Studies (IJSMS)*, 5(3), 95-99.
- Quijano, H. U., Uy, A. C., & Franca, G. C. (2023). Parental involvement and academic performance of grade 12 students. *Asian Journal of Education and Social Studies*, 47(4), 11-17.
- Romero, T. E., & Sumande, C. T. (2024). Strengthening Parental Engagement Towards Academic Performance: Basis for a Proposed Action Plan. *International Journal of Open-Access, Interdisciplinary & New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 3(3), 512-519.
- Salac, L. M., & Florida, J. U. (2022). Epstein model of parental involvement and academic performance of learners. *European Online Journal of Natural and Social Sciences*, 11(2), pp-379.
- 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*.