

Original Article

Applying Epstein's Theory in Strengthening Learners' Academic Performance Through Parental Involvement: A Mixed Methods Study

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Abstract. This study was conducted in response to the limited contextualized understanding of how parental involvement influences learners' academic performance in basic education, particularly within Epstein's theoretical framework. Despite the recognized importance of home-school collaboration, gaps remain in explaining how different forms of parental engagement translate into measurable academic performance among sixth-grade learners. The study aimed to examine the relationship between parental involvement and learners' academic performance using a mixed-method convergent parallel design. Parental involvement was assessed based on Epstein's six dimensions of involvement, while academic performance was measured in English, Science, Mathematics, and Filipino. Quantitative findings revealed a weak positive correlation between parental involvement and academic performance ($r = .187$, $p = .040$), indicating a statistically significant but low association. Qualitative results, gathered through interviews with eight full-time housewives, revealed the central theme "Complex Experiences of Parental Involvement," with sub-themes highlighting the balancing of multiple responsibilities, emotional investment in learning support, and contextual limitations that affect engagement. The integration of quantitative and qualitative findings suggests that while parental involvement contributes to learners' academic performance, its effectiveness is influenced by household, social, and contextual constraints. Guided by Epstein's Theory of Parental Involvement, the study emphasizes the need to strengthen structured school-home partnerships that support sustainable and meaningful parental engagement.

Keywords: *Epstein's six dimensions; Parental involvement; Academic outcomes; Grade 6 learners*

Parental involvement in preschool and early elementary education has been widely recognized as a key factor in improving learners' study habits, literacy, and numeracy skills. Active parental engagement and consistent school-home communication contribute to improved academic performance, higher self-esteem, increased motivation, and stronger interest in learning among students. Conversely, limited parental involvement has been associated with poor concentration, weak study habits, and lower academic performance, underscoring the need for stronger family-school partnerships.

Globally, research highlights the critical role of parental engagement in supporting both academic and socio-emotional development. UNICEF (2020) emphasized that parents play a vital role in reinforcing foundational literacy and numeracy, particularly during learning disruptions such as the COVID-19 pandemic. Similarly, meta-analytic studies by Sujarwo and Herwin (2024), Zhou et al. (2023), and Wang and Wei (2024) consistently report that parental involvement has a positive, though often modest, effect on learners' academic performance and well-being across diverse educational contexts. In addition, studies conducted in countries such as China, Malaysia, and Pakistan reveal that parental engagement positively influences students' motivation, self-confidence, and academic achievement, although its impact may vary depending on socioeconomic conditions (Rahman et al., 2022; Khan et al., 2022). Collectively, these findings underscore the importance of strong collaboration between parents and schools in supporting children's learning and development.

In the Philippine context, the Department of Education (DepEd, 2020) promotes shared responsibility between families, schools, and communities, aligning with global evidence that strong home-school partnerships contribute to holistic learner development. Local studies further support this claim. Alampay (2024) found that Grade 3 learners performed better academically when parents actively participated in school-related activities and maintained regular communication with teachers. Similarly, Dungca et al. (2024) reported that consistent parental monitoring and academic support improved attendance, behavior, and academic performance among at-risk learners in Pampanga. Furthermore, Haines and Reyes (2023) and Belleza (2023) observed that sustained parental involvement enhances reading comprehension, study habits, and self-confidence among primary learners in Davao and Tagum City. Cagape (2024) also highlighted that responsive parenting strategies contribute to improved social, behavioral, and communicative outcomes among learners with developmental challenges. Collectively, these studies emphasize that family-school collaboration is essential in improving learners' academic performance and development.

Despite these established benefits, there remains a limited understanding of how specific dimensions of parental involvement influence the academic performance of Grade Six learners in localized Philippine contexts, particularly in rural areas such as Davao del Sur. Most existing studies focus primarily on general associations between parental involvement and academic achievement, with limited exploration of how different forms of engagement—such as communication, volunteering, and learning support at home—function in actual school settings. This gap is further compounded by the lack of contextualized evidence on how parental involvement is experienced by both parents and learners, particularly regarding its quality, frequency, and practical application in everyday learning environments. Understanding these dimensions is essential in identifying how parental involvement translates into measurable academic outcomes.

In response, William et al. (2025) emphasized that parental involvement plays a crucial role in early literacy development in Philippine education, particularly in enhancing reading comprehension and vocabulary acquisition. Mabanag et al. (2025) further examined the relationship between parental involvement, student learning behavior, and academic performance among Grade 12 learners, while Garcia et al. (2025) highlighted its well-established influence on both academic achievement and socio-emotional development. However, findings from studies in Davao del Sur indicate inconsistent relationships between parental involvement and student achievement, suggesting that contextual factors may moderate this association. These studies, however, did not fully examine underlying dimensions such as parental motivation, engagement quality, or socioeconomic constraints.

Grounded in Epstein's Framework of Parental Involvement, this study conceptualizes parental engagement as a multidimensional construct consisting of parenting, communicating, volunteering, learning at home, decision-making, and collaboration with the community. Epstein's Theory emphasizes that effective learning outcomes are achieved when schools, families, and communities share responsibility for learners' development. This theoretical framework guides the present study in examining how these dimensions of parental involvement influence learners' academic performance in a localized context.

Understanding parental involvement among Grade Six learners in Davao del Sur is particularly important, as this stage marks a critical transition from elementary to secondary education. Insights from this study may assist teachers, school leaders, and policymakers in designing more targeted and culturally responsive programs that strengthen parental engagement as active partners in education. Ultimately, enhancing school-home collaboration

may contribute to improved academic performance, reduced learning gaps, and better preparation of learners for junior high school.

This study, therefore, examines the relationship between parental involvement and the academic performance of Grade Six learners using a mixed-method convergent parallel design. It integrates quantitative and qualitative evidence to provide a more comprehensive understanding of how parental involvement is associated with learners' academic performance in the context of Davao del Sur. By doing so, it contributes to the literature not only by establishing statistical relationships but also by explaining how parental involvement is experienced and enacted in real educational settings.

Statement of the Problem

This study aimed to examine the relationship between parental involvement and the academic outcomes of Grade Six learners by integrating quantitative correlations and qualitative insights through a mixed-method approach:

1. To determine the level of parental involvement based on Epstein's six dimensions in terms of parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community.
2. To determine the level of academic outcomes of learners in English, Science, Mathematics, and Filipino.
3. To determine the significant relationship between parental involvement and learners' academic outcomes.
4. What are the experiences of parents participating in their children's education?
5. Integrate quantitative and qualitative findings to provide a holistic understanding of the relationship between parental involvement and the academic outcomes of Grade Six learners.

Methodology

Research Design

This study employed a mixed-method convergent parallel research design. In this design, quantitative and qualitative data were collected simultaneously during the School Year 2025–2026, analyzed independently, and then merged during the interpretation phase through a side-by-side comparison. This integration was used to identify points of convergence, divergence, and expansion in the findings, particularly regarding Epstein's Theory of Parental Involvement.

Research Locale and Sampling

The study was conducted at Astorga Central Elementary School, a public elementary school within the Division of Davao del Sur. The quantitative phase involved a population of 175 parents, from which a sample of 121 was selected using Slovin's formula ($e = .05$) and stratified random sampling across four Grade 6 sections.

Table 1. Shows the Population and Sample Size Distribution of the Study

Section	Total No. of Parents(N)	Sample Size(n)
1	45	31
2	43	30
3	45	31
4	42	29
Total	175	121

In the qualitative phase, participants for the Key Informant Interviews (KII) consisted of 8 (eight) parents to capture in-depth experiences of parents in their children's education. The study utilized a qualitative phenomenological approach related to the qualitative descriptive approach, which is often used when researchers want to understand human experience. For the qualitative phase, purposive sampling was used to select 8 parents. Inclusion criteria were specific to full-time housewives with children in the sixth grade who are directly involved in daily school-related activities. This demographic was chosen to explore the "high-involvement" perspective, though it is acknowledged as a subgroup rather than a representative of the entire parental population. The quantitative findings were validated and further explored using the KII. To maintain confidentiality and uphold ethical standards, the researcher did not reveal the identities of the schools and used pseudonyms for all informants. All procedures related to the study were carried out in accordance with the highest ethical standards.

Research Instrument

The survey was adapted from Gitonga (2023). To ensure the tool's reliability in the local context, a pilot test was conducted, yielding a Cronbach's Alpha of .96, indicating excellent internal consistency across Epstein's six

dimensions. Academic outcomes were measured using the general average of final grades in English, Science, Mathematics, and Filipino, matched one-to-one with the parent respondents. There were three (3) experts from the Advisory Committee, together with school supervisors, who checked the appropriateness of the research instrument using the Validation Form obtained from the Graduate School Office. A component of the validation procedure was to assess the congruence of the research instruments with the study objectives.

For the quantitative part, the Likert Scale was used to determine Epstein's six types of models of parent involvement in this study. There are 6 subsections with 35 items on the level of parental involvement across the six typologies based on school practices. These typologies included parenting, communication, volunteering, learning at home, decision making, and collaboration. To define the levels of parents' involvement, the mean scores of the respondent groups were interpreted as follows (see Table 2):

Table 2. Range of Means

Range of Means	Descriptive Level	Interpretation
4.50 – 5.00	Very High	This means that parental involvement is always manifested.
3.50 – 4.49	High	This means that parental involvement is often manifested.
2.50 – 3.49	Moderate	This means that parental involvement is sometimes manifested.
1.50 – 2.49	Low	This means that parental involvement is seldom manifested.
1.49 & below	Very Low	This means that parental involvement is never manifested.

Moreover, in order to determine the levels of academic outcomes of learners, the mean scores of the respondent groups were interpreted as follows:

Table 3. Grades Interpretation

DepEd Grades	Percentage Range	Interpretation
Outstanding (O)	90–100%	Learners demonstrate excellent understanding and mastery of competencies; consistently perform at a very high level.
Very Satisfactory (VS)	85–89%	Learners show very good performance; competencies are well met above the average standard.
Satisfactory (S)	80–84%	Learners meet the required competencies; performance is average and acceptable.
Fairly Satisfactory (FS)	75–79%	Learners show below-average performance; competencies are partially met and need improvement.
Did Not Meet Expectations (DNME)	Below 75%	Learners fail to meet the expected competencies; performance is poor and requires significant intervention.

In the qualitative part, key informant interviews (KIIs) were conducted with 8 parents to obtain detailed accounts of their involvement in their children's schooling. This study employed an established interview guide. Free-form questions were asked about parents' education engagement in the interview. Participant responses to three open-ended questions are probed in the interview guide. The open-ended questions are based on the study's goals, and specialists double-checked them for content validity, spelling, and applicability, and translated them into the local language.

Data Gathering Procedure

The data were gathered using the following steps: (1) The researcher got the necessary permissions from Davao del Sur State College's Graduate School Office (DSSC) to carry out the study, which will guarantee institutional clearance; (2) The researcher sought approval from the Division of Davao del Sur's Schools Division Superintendent (SDS) to perform the study at public schools. Afterward, approval was sent from the District Supervisors of the specified district. Subsequently, specific consent was to be obtained from the school heads of the designated schools, with the aforementioned requests from the SDS and District Supervisors; (3) The researcher gathered data at the school's Parent-Teacher Conference using quantitative and qualitative tools. To

gather quantitative data, the researcher provided parents participating in the study with structured surveys containing closed-ended questions, and then coded and statistically analyzed their responses to identify trends and patterns. The qualitative component included collecting detailed information from parents through follow-up interviews and open-ended questions, and then analyzing their responses thematically to elicit their experiences and thoughts. A thorough, contextualized grasp of the research subject is facilitated by integrating quantitative and qualitative methodologies during the Parent-Teacher Conference; (4) Retrieve instruments. The researcher was personally guiding parents through the survey to ensure clarity and thoroughness. Researchers interviewed the parents and taught them how to answer the open-ended questions and audio-video the interviewing process. The transcribed responses were analyzed for themes to get insights from participants; (5) To conduct the quantitative analysis and investigate the correlation between parental engagement and the academic performance of Grade 6 learners in the first to third quarters, the researcher accessed the relevant school records and collected the necessary data with the appropriate permission. To gain a thorough, contextualized understanding of the research issue, survey data, interview responses, and students' academic grades are integrated; (6) After the survey was administered or during a scheduled follow-up during the Parent-Teacher Conference, the researcher politely contacted the concerned parent-respondents to request clarification, if necessary, because of unclear, illegible, or duplicate entries in the completed survey packets. By following these steps, the researcher can ensure that the data collected is accurate and comprehensive while respecting ethical principles such as voluntary participation and confidentiality.

Data Analysis

Quantitative data were analyzed using mean, standard deviation, and Pearson's r correlation coefficient, with interpretation supported by a statistician. The relationship between parental involvement and learners' academic performance was examined across subject areas. Qualitative data from audio-recorded interviews were transcribed verbatim and analyzed using thematic analysis, following systematic coding procedures: familiarization, initial coding, theme development, and theme refinement. Finally, quantitative and qualitative findings were integrated using a side-by-side comparison strategy, consistent with the convergent parallel design. Meta-inferences were generated by comparing statistical trends with emergent qualitative themes to provide a comprehensive understanding of parental involvement in relation to Epstein's theoretical framework.

Results and Discussion

Level of Parental Involvement

In Terms of Parenting

This section presents findings on parental involvement in terms of parenting. Parenting practices were assessed using Epstein's Six Dimensions to determine the level of support parents provide for their children's learning and development at home.

Table 4. *Level of Parental Involvement Based on Epstein's Six Dimensions in Terms of Parenting*

	Indicator	Mean	SD	Descriptive Level
1.	Our school conducts workshops and provides information for parents on child development and age characteristics in each grade.	4.27	.91	High
2.	Our school produces information for parents that is clear, usable, and linked to children's success in school.	4.38	.83	High
3.	Our school asks parents for information about children's goals, strengths, and talents.	4.19	.89	High
4.	Our school provides parents with information/training on developing home conditions or environment that support learning.	4.40	.82	High
5.	Our school cares about family life and good relationships between parents and their children.	4.39	.82	High
	Overall	4.33	.67	High

The level of parental involvement in terms of parenting was generally high ($M = 4.33$, $SD = 0.67$). The highest indicator was the provision of home environments that support learning ($M = 4.40$), suggesting that parents actively create conditions conducive to academic development. These findings indicate that parents are not only aware of their role in supporting learning but are actively engaged in structuring home environments that reinforce school-based instruction. Consistent with Epstein's Parenting Dimension, such involvement strengthens learners' academic readiness through emotional support, guidance, and reinforcement of learning at home.

In Terms of Communicating

This section presents findings on the level of parental involvement in communication, as measured through self-

report using Epstein's Six Dimensions of Involvement. An important aspect of student development is communication, which centers on how well schools and parents can convey information about students' academic performance, extracurricular activities, and other pertinent matters. The level of parental engagement in this area was evaluated using indicators of how well the school and parents communicate. The researcher used the created descriptive scale to evaluate the mean findings and find out how involved parents are in their children's education and how it has impacted their development as individuals and students. Table 5 presents the level of parental involvement based on Epstein's six dimensions in terms of communication.

Table 5. *Level of Parental Involvement Based on Epstein's Six Dimensions in Terms of Communicating*

	Indicator	Mean	SD	Descriptive Level
1.	Our school establishes clear two-way channels for communication from home to school and from school to home.	4.30	.92	High
2.	Our school is good about staying in touch with me through letters, phone calls, or e-mails.	4.31	.89	High
3.	Our school conducts a formal conference with every parent at least once a year.	4.34	1.02	High
4.	Our school conducts an orientation for new parents.	4.07	1.00	High
5.	Our school provides clear information about curriculum, assessments, and achievement level and report cards.	4.45	.87	High
6.	Our school contacts families of students who have academic or behavior problems.	4.45	.93	High
7.	Our school builds policies that encourage all teachers to communicate frequently with parents about their curriculum plans, expectations for homework, and how parents can help.	4.36	.75	High
8.	Our school briefs parents on the syllabus content and coverage in every grade termly or yearly.	4.28	.89	High
	Overall	4.32	.91	High

Parental involvement in terms of communicating also obtained a high level ($M = 4.32$, $SD = 0.91$). Results show that schools maintain strong two-way communication systems through conferences, reports, and regular updates. This suggests that structured school-home communication systems are well established, allowing parents to monitor learners' academic and behavioral progress. In line with Epstein's Communication Dimension, effective information exchange enhances parental responsiveness and supports home-based monitoring of learners.

In Terms of Volunteering

This section presents findings on the level of parental involvement in volunteering, measured through self-report using Epstein's Six Dimensions of Involvement. Parental involvement is best demonstrated through volunteering, which allows parents to show how much they care about their children's education by participating in extracurricular activities and providing necessary resources. Students' overall development is promoted when parents and guardians work together in this way, which improves the school-home link.

Table 6. *Level of Parental Involvement Based on Epstein's Six Dimensions in Terms of Volunteering*

	Indicator	Mean	SD	Descriptive Level
1.	Our school provides a parent/family room for volunteers and family members to work, meet, and access resources about tutorial, parenting, and other things that affect their children.	4.00	1.00	High
2.	Our school creates flexible volunteering and school events schedules, enabling parents who work to participate.	4.01	.93	High
3.	Our school recognizes volunteers for their time and efforts.	4.31	1.01	High
4.	Our school encourages families and the community to be involved with the school in a variety of ways, e.g., assisting in the classroom, giving motivational talks, monitoring the halls and dormitories, and leading activities like worship, etc.	4.05	.99	High
	Overall	4.09	.79	High

Learners' overall development is greatly influenced by parental engagement in school activities. Examining the frequency of parental engagement in extracurricular activities, school programs, and other joint endeavors allowed this research to determine the degree of parental involvement. Parents' participation in school activities has many positive effects on children, including helping them become better communicators and team players, boosting their confidence and sense of responsibility, and strengthening their academic and social connections. At the end of the day, the results show that when parents are involved, it demonstrates the community's support and

helps students develop into well-rounded people. Table 6 presents the level of parental involvement based on Epstein's six dimensions in terms of volunteering.

Volunteering yielded a high level of parental involvement ($M = 4.09$, $SD = 0.79$). Parents participated in school activities and were recognized for their contributions, although participation varied slightly across respondents. This indicates that while parents are willing to engage in school-based activities, their involvement is often constrained by time and work demands. Nevertheless, volunteering remains a meaningful expression of parental support for learners' academic and extracurricular development.

In Terms of Learning at Home

This section presents findings on the level of parental involvement in learning at home, as measured through self-report using Epstein's Six Dimensions of Involvement. An important part of parental involvement is continuing their children's education outside the traditional school environment through at-home learning. Students' learning experiences are greatly enhanced when parents take an active role in helping with homework, monitoring study habits, creating a welcoming classroom environment, and fostering a positive attitude toward school.

The researcher examined how involved parents are in their children's schoolwork and how much they encourage learning-related activities at home to gauge their level of participation in this area. Participating in educational debates, helping students finish their work, and encouraging self-control and accountability in the classroom are all part of this. The researcher ran the mean scores on a descriptive scale they had developed to interpret the data and establish the level of participation. Improved academic achievement, intrinsic drive, and capacity for independent study are all outcomes of parental engagement in their children's home education. Academic performance, self-esteem, and a love of learning are all positively impacted when parents are actively involved in their children's schooling. The table presents the level of parental involvement based on Epstein's six dimensions in terms of learning at home.

Table 7. *Level of Parental Involvement Based on Epstein's Six Dimensions in Terms of Learning at Home*

	Indicator	Mean	SD	Descriptive Level
1.	Our school provides information to parents on how to monitor and discuss schoolwork at home.	4.26	.93	High
2.	Our school provides ongoing and specific information to parents on how to assist students with the skills that they need to improve.	4.24	.94	High
3.	Our school makes parents aware of the importance of reading at home and asks parents to listen to their child read or read aloud with their child.	4.46	.81	High
4.	Our school assists families in helping students set academic goals, select subjects, courses, and programs.	4.34	.82	High
5.	Our school schedules regular interactive homework that requires students to demonstrate and discuss what they are learning with a family member.	4.33	.84	High
6.	Provides parents with information and skills that the child should master at each grade level.	4.28	.89	High
7.	Our school encourages parents to own and familiarize themselves with the syllabus and relevant manuals in their children's grades.	4.21	.94	High
	Overall	4.30	.68	High

Learning at home obtained a high level ($M = 4.30$, $SD = 0.68$), indicating consistent parental engagement in monitoring homework, reading activities, and study routines. These findings show that parents actively reinforce classroom instruction at home. In line with Epstein's Learning at Home Dimension, structured academic support at home contributes directly to learners' academic performance, motivation, and study discipline.

In Terms of Decision-Making

This section presents findings on the level of parental involvement in decision-making, as measured through self-report using Epstein's Six Dimensions of Involvement. Parental involvement includes decision-making, as it reflects how involved parents are in creating educational policies, programs, and initiatives that affect their children's schooling. Involvement of parents in decision-making processes allows them to share their views, work together with teachers, and help build a positive and productive classroom. One way parents may be involved in their children's education is by taking part in committees, governing bodies, parent-teacher organizations, and other collaborative forums where educational policies and programs are deliberated. Included in this are opportunities for parents to share their thoughts on issues related to their children's education, the school's

performance, and the curriculum (Diquito, 2024). Having parents involved makes school choices more tailored to students' and the community's needs.

The researcher examined indicators of parents' engagement in school-related decision-making and their openness to working with school staff to assess their involvement. An analytical descriptive scale was developed to offer light on the level of participation by analyzing the mean scores. The researcher classified the level of parental involvement as low, moderate, or high in this way. High-level participation by parents in school governance and curriculum development indicates parents' agency, knowledge, and initiative. Schools and families work together more effectively when children are actively involved in their education. This increases openness, trust, and collaboration. Involvement of parents in decision-making also helps them learn more about schoolwork, which improves their capacity to support their children as they go through school. The table presents the level of parental involvement based on Epstein's six dimensions in terms of decision-making.

Table 8. *Level of Parental Involvement Based on Epstein's Six Dimensions in Terms of Decision-Making*

	Indicator	Mean	SD	Descriptive Level
1.	Our school has an active PTA and other parent organizations.	4.47	.87	High
2.	Our school involves parents in revising the school curricula.	4.13	.95	High
3.	Our school includes parent representatives on the school's advisory council, improvement team, or other committees.	4.33	.80	High
4.	Our school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of curriculum programs.	4.36	.78	High
	Our school includes students (along with parents) in decision-making groups.	4.23	.99	High
5.	Our school involves parents in behavioral and disciplinary issues.	4.46	.75	High
	Overall	4.33	.63	High

Parental involvement in decision-making was high ($M = 4.33$, $SD = 0.63$), with strong participation in PTA activities and school governance. This suggests that parents are active stakeholders in school-based decision processes. Consistent with Epstein's Decision-Making Dimension, shared governance strengthens school-family partnerships and enhances transparency and collaboration in educational planning.

In Terms of Collaboration with the Community

This section presents findings on the level of parental involvement in community collaboration, as measured through self-report using Epstein's Six Dimensions of Involvement. One important aspect of community cooperation is parental involvement in extracurricular activities and initiatives. Parents may foster a sense of shared responsibility for their children's education by participating in after-school activities, school events, and community projects. This helps to connect the school to the larger community. Parents' active participation demonstrates their openness to collaborating with school staff and community members to foster an environment of trust in which all parties take pride in educational outcomes and can learn from one another. By becoming involved, parents demonstrate their dedication to their children's education and help build stronger ties between schools and the community, which in turn makes educational programs more accessible and successful for all students. Table 9 presents the level of parental involvement based on Epstein's six dimensions in terms of collaboration with the community.

Table 9. *Level of Parental Involvement Based on Epstein's Six Dimensions in Terms of Collaboration with the Community*

	Indicator	Mean	SD	Descriptive Level
1.	Our school involves families in locating and utilizing community resources.	4.14	.91	High
2.	Our school provides community resource information for parents and students with information on community services, programs, and agencies.	4.26	.90	High
3.	Our school works with local businesses, industries, and community organizations on programs to enhance student skills and learning.	4.17	.93	High
4.	Our school opens its building for use by the community after school hours, e.g., for seminars and conferences	4.22	.99	High
5.	Our school offers after-school programs for students with support from community businesses, agencies, and volunteers	4.09	1.00	High
	Overall	4.18	.75	High

Collaboration with the community obtained a high level of involvement ($M = 4.18$, $SD = 0.75$). Schools and parents demonstrated engagement with community resources and programs supporting learner development. These findings indicate that parental involvement extends beyond the school environment into broader community

partnerships. In line with Epstein’s Community Collaboration Dimension, such engagement strengthens support systems that contribute to learners’ holistic development.

Level of Academic Performance of Learners in English, Science, Mathematics, and Filipino

This section presents the academic achievement levels of learners in the four important subjects: English, Science, Mathematics, and Filipino. The ability to succeed in school and continue learning throughout one's life depends on a student's command of the fundamentals, which can be assessed by testing them on these topics. Educators may improve learning outcomes by assessing students' progress, which in turn helps them focus their lessons and provide interventions that address students' individual needs. The results are summarized in Table 10.

Table 10. Level of Academic Performance of Learners		
Indicator	Mean	Descriptive Level
Filipino	85	Very Satisfactory
English	84	Satisfactory
Mathematics	84	Satisfactory
Science	85	Very Satisfactory
Overall	85	Very Satisfactory

Learners obtained an overall mean grade of 85, interpreted as Very Satisfactory. Performance was highest in Filipino and Science, while English and Mathematics showed relatively lower but still satisfactory results. This suggests that learners demonstrate generally strong academic performance, potentially supported by high levels of parental involvement. However, variation across subjects indicates the need for targeted academic interventions to ensure balanced achievement across learning areas. Tison et al. (2024) examine performance factors such as grades, test scores, and task completion in English, Science, Mathematics, and Filipino. For example, analytical thinkers perform better in physics and math, whereas verbal thinkers do better in English and Filipino. School is safe, but it does not always have the tools pupils need, particularly in areas like science that need a lot of equipment. Access to educational materials and technology may limit learning opportunities in all areas related to socioeconomic status (Aquino et al., 2025; Diquito et al., 2025; Villamor et al., 2023). Relationships between teachers and students promote interest and motivation, which improves classroom performance.

Relationship Between Parental Involvement and Learners’ Academic Performance

This section emphasizes the importance of parents' involvement in their children's education, whether by checking on assignments, attending Parent Teacher Association (PTA) meetings, or creating a positive learning environment at home. Parental participation may affect children's academic achievement, motivation, self-control, and attitude toward education. Understanding the strong link between parental engagement and academic performance helps educators and legislators improve children's school performance. Table 11 summarizes this study's findings on the association between different levels of parental involvement and children's achievement in key academic areas.

Table 11. Significant Relationship Between Parental Involvement and Learners’ Academic Performance				
	Academic Outcomes			
	r-value	p-value	Decision on Ho	Interpretation
Parental Involvement	.187	.040	Reject	Significant

The results revealed a weak but statistically significant positive relationship between parental involvement and academic performance ($r = .187$, $p = .040$). Since the p-value is less than the 0.05 significance level, the null hypothesis is rejected. Although the relationship is statistically significant, the strength of the association is low, indicating that parental involvement contributes to academic performance but is not the sole determinant. Other contextual and instructional variables may also influence learner achievement.

Complex Experience of Parental Involvement in Educational Success

This overarching theme highlights that parental involvement plays a crucial role in learners’ educational success, shaping both academic achievement and socio-emotional development through everyday lived experiences.

Home-School Engagement as a Shared Educational Partnership

The first sub-theme highlights the importance of parents' involvement in their children's education by providing support, guidance, and tools for success. Students are more likely to gain self-assurance, drive, and academic responsibility when their parents are involved in their education. This includes keeping tabs on their homework,

talking to their instructors, and creating a welcoming home for learning. Additionally, students' academic performance and overall health improve with consistent parental support, thereby strengthening the connection between home and school. This subtheme highlights the significance of parents as integral members of their children's educational journey, playing a pivotal role in shaping their academic success and individual development. Parents actively engage in their children's education by checking assignments and providing assistance. One informant stated that:

(KII1): *"Every day, I help my child learn by checking if they have assignments or if there is something they find difficult to understand in their lessons".*

Parents actively monitor and support academic tasks at home, reinforcing learning beyond school. This view was reinforced by another participant who noted that the parents emphasize the importance of being present and involved in their children's academic journey:

(KII6): *"We must always guide our children and not just rely on their teachers. We need to follow up on what they have learned every single day."*

This shows that parental involvement is intentional and structured rather than passive supervision.

The research by Mabanag et al. (2025) found that various forms of parental engagement affect children's learning and academic achievement. The study shows parental support throughout. Parents assist their children's learning and good behavior by providing a secure and orderly home environment. Parent-child communication regarding homework, ideas, and encouragement shows how parents assist academic progress. Measures of student motivation, discipline, and accountability may affect learning.

Negotiating Workload Strain and Role Conflict in Parenting and Employment

The data revealed that managing various roles – such as being a parent, an employee, and a member of the school community – poses a significant challenge. Parents struggle to balance household responsibilities with their involvement in their children's education. According to one participant, there are basic skills that need to be developed:

(KII3): *"The hardest part is how to balance my household chores with monitoring their studies."*

This indicates that, despite a strong willingness, parental involvement is limited by occupational and household responsibilities. Another participant highlighted that time constraints often hinder parents' ability to support their children's learning effectively. The parent claimed when:

(KII1): *"To be honest, Ma'am, time is a struggle because I am a vendor. When I get home, I am exhausted and still must prepare my goods."*

Time constraints significantly affect the consistency of parental engagement in learners' academic support.

Al-Jarf (2022) demonstrates how challenging it is to coordinate academic responsibilities among students, teachers, and parents. There is parental role conflict. Parents need to make sure their children have access to the internet, monitor their attention, and encourage them to study. Because of this, parents often struggle to strike a balance between actively participating and letting go. Practical boundaries constrain parents' ability to juggle responsibilities.

Home-Based Discipline and Academic Structuring Practices

Parental involvement in their children's education gives discipline and structure, boosting academic and personal growth. Parental supervision, direction, and reinforcement of domestic routines and conventions create a stable home environment that supports school expectations. Through home-school teamwork, students learn accountability, time management, and responsible behavior. Actively correcting their children encourages excellent study habits and sets a good example by being consistent, courteous, and persistent. Thus, parental involvement is essential for integrating discipline and structure into children's education, which enhances academic performance and overall development. One informant described how parents adopt strict approaches

to ensure their children prioritize education:

(KII3): *"For me, the home is an 'extension' of the school. They can't just come home and play right away".*

This suggests that parents establish structured routines and behavioral expectations that reinforce academic discipline at home. Another informant stressed that the parents believe that discipline is essential for academic success and character development:

(KII4): *"It is not that we need to make them afraid; it's that we need to have a 'Standard.' If we are too lenient, the child will think, 'It's okay even if I don't study.'"*

Such practices align with Epstein's parenting dimension, which emphasizes structured home environments as support for learning.

The statement by Denosta et al. (2024) on educators indicates that their results affect parents' structure and discipline in their children's education. The study shows that decision-making is a deliberate process that affects output. Parents who establish routines and communicate their expectations for their children's behavior and education demonstrate good decision-making. Parents, like instructors, make daily decisions to manage their children's learning environment. This includes making study programs, enforcing rules, and monitoring activity. Parenting with constant discipline and systematic direction helps children develop good study habits, responsibility, and self-control. Parents who enforce rules firmly but kindly enhance their children's academic achievement and conduct. Education affects decision-making, according to a study. Knowledgeable parents may help their children thrive in school by setting disciplinary boundaries, encouraging study habits, and helping with homework and other academic projects. Even if they do not have a higher education, parents can teach their kids discipline if they are consistent, disciplined, and interested.

Affective Investment and Achievement-Oriented Parental Identity

The data revealed that parents often experience a blend of joy and frustration when it comes to their children's academic performance, as moments of success and achievement bring pride and fulfillment, while challenges such as low grades, lack of motivation, or learning difficulties can lead to anxiety and concern, highlighting the emotional complexity of being actively involved in their children's educational journey. One participant stated that the challenges, such as low grades, lack of motivation, or learning difficulties, can lead to anxiety and concern, as emphasized when:

(KII7): *"My experience, Ma'am, is a mix of joy, exhaustion, and great pride. When we see high grades, we are truly happy because it means they learned a lot in class".*

This reflects the emotional dimension of parental involvement, where academic success is closely tied to parental pride and satisfaction. Parents find fulfillment in their children's achievements, viewing them as a reflection of their efforts. Another participant highlighted that the parents find fulfillment when:

(KII4): *"The truly meaningful moment is when they personally present their 'With Honors' report card and say, 'Thank you, Ma, for being strict with me.'"*

Emotional reinforcement strengthens learners' motivation and confidence in academic performance.

According to Garcia et al. (2025), parents' engagement in their children's education extends beyond academic support and encompasses an emotional connection to their children's success. Parental educational involvement improves learning and social-emotional development, according to a study. Parents' responses to their child's success affect this development. Active parents care, encourage, and support their children's education, which increases emotional involvement. This emotional relationship values children and creates a caring environment. Parental educational involvement is driven by profound emotional, structural, and demographic factors, and emotional involvement and pride boost parental commitment, thereby improving kids' academic and personal growth.

Adaptive Coping and Contextual Responsiveness in Parental Support Systems

The data revealed that parents who guide and assist their children should be adaptable, sensitive, and purposeful to meet their children where they are in life. They tailor their approach to the unique characteristics of each student, considering their learning style, personality, and strengths and weaknesses. Parents also discover innovative ways to stay active despite external constraints such as work schedules, limited resources, and financial constraints. This flexibility shows a profound awareness that good parenting is ever-changing, requiring constant vigilance, dialogue, and adaptation to guarantee that learners get the help they need to thrive in school and in life. One participant stated that the parents adapt their strategies based on their children's needs and circumstances:

(KII6): "I used to pressure my eldest, but now, I have learned to take a more relaxed and understanding approach with my younger child".

This indicates that parents adjust their strategies based on learners' needs, demonstrating flexibility in supporting education. Likewise, parents demonstrate resilience in overcoming challenges related to their children's education. Another participant highlighted that the parents demonstrate resilience when:

(KII6): "Sometimes, when they have questions about their subjects, I teach them despite being busy."

Parental resilience enables continued engagement despite challenges such as work demands and limited resources.

Overall, the findings show that parental involvement is a multidimensional and context-dependent process influenced by emotional, structural, and socioeconomic factors. These experiences demonstrate that parental involvement is not uniform but varies depending on parents' capacity, availability, and learners' individual needs. The results further suggest that involvement is shaped by both supportive and limiting conditions in the home and community environment. Moreover, the findings reinforce Epstein's Framework of Parental Involvement by illustrating how its dimensions are manifested in real-life educational settings, particularly through parenting, communication, learning at home, decision-making, and collaboration with the community.

Resilience and adaptability are traits that homeschooled intermediate-aged children exhibit, according to Ocampo and Jusay (2025). Alternative educational practices, such as homeschooling, need adaptable timetables, independent study areas, and the integration of technological tools. Because students learn to multitask, navigate digital environments, and adjust to non-traditional learning environments, this design inherently promotes flexibility. Students' high levels of emotional stability, cognitive ability, and social competence suggest they will be resilient (De leon et al., 2025). Distance learning presents unique challenges for students, including the need for self-direction and potential interruptions. They will be better able to manage stress, keep their emotions in check, and remain motivated when they overcome these challenges.

Integrated Quantitative and Qualitative Findings

This section presents a more thorough view of how parental participation improves learners' academic progress by integrating quantitative and qualitative evidence that confirms a substantial link and the mechanisms by which it operates in real-life situations, combining statistical data with participants' lived experiences. A modest positive link between parental involvement and learners' academic success ($r = 0.187$, $p = 0.04$) was observed in the data. Thus, it seems that academic success is more common among children whose parents take an active role in their schooling. A statistical test has shown a meaningful correlation between the two variables, ruling out the possibility that the associations are coincidental.

The qualitative data support this claim by demonstrating that, rather than viewing parental involvement as a static function of monitoring academic standards or grades, it was understood as an ongoing process inherent to family life. Consistent emotional support, encouragement, and inspiration throughout everyday encounters, study routines, and periods of hardship is how parents show their engagement, they highlighted. Students are inspired and appreciated in this nurturing setting. Learners' academic and emotional growth is aided by such engagement, which, in turn, fosters positive attitudes toward learning by developing self-assurance, resilience, and responsibility.

Table 10. Integration of Quantitative and Qualitative Findings on Parental Involvement

Research Objective/ Indicator	Quantitative Results	Qualitative Results	Integration	Meta-Inference
Parenting	Parenting obtained an overall mean of 4.33, described as "High." The highest indicator was providing home conditions that support learning (M = 4.40).	Theme: <i>Home-School Engagement as a Shared Educational Partnership</i> . Parents regularly checked assignments, monitored lessons, and guided children academically. "Every day, I help my child learn by checking if they have assignments." (KIII)	Convergence: Both findings indicate that parents actively support learning at home through supervision and guidance.	Parental involvement in learning at home is consistently strong and is reinforced through structured supervision and emotional support, suggesting that home-based engagement is a primary driver of learners' academic stability.
Communicating	Communicating obtained an overall mean of 4.35, described as "High." The school frequently communicated through meetings, calls, and curriculum updates.	Theme: <i>Negotiating Workload Strain and Role Conflict in Parenting and Employment</i> . Parents acknowledged communication with teachers but experienced difficulty balancing work and school responsibilities.	Complementarity: Quantitative findings showed frequent communication, while qualitative data explained the challenges parents encounter in maintaining consistent communication.	Although communication systems between schools and parents are strong, actual engagement is influenced by external constraints such as work demands, indicating that access does not always translate into consistent participation.
Volunteering	Volunteering had an overall mean of 4.09, interpreted as "High." Parents participated in school activities and volunteer opportunities.	Theme: <i>Affective Investment and Achievement-Oriented Parental Identity</i> . Parents viewed participation as part of their responsibility and expressed pride in supporting school activities.	Convergence: Both findings suggest that parents recognize volunteering as meaningful support for their children's education.	Volunteering reflects not only participation but also emotional commitment, showing that parental engagement in school activities is driven by a sense of responsibility and pride rather than obligation alone.
Learning at Home	Learning at Home obtained a mean of 4.30, interpreted as "High." Reading assistance and homework support were strongly practiced.	Theme: <i>Home-Based Behavioral Regulation and Academic Structuring Practices</i> . Parents implemented routines, monitored study habits, and viewed the home as an extension of school.	Convergence: Quantitative and qualitative findings consistently show that parents actively structure home learning environments.	The home functions as an extension of the school, where structured routines and academic monitoring reinforce formal instruction and strengthen learners' independent learning habits.
Decision-Making	Decision-Making obtained an overall mean of 4.33, interpreted as "High." Parents were involved in PTA, curriculum planning, and disciplinary matters.	Theme: <i>Adaptive Coping and Contextual Responsiveness in Parental Support Systems</i> . Parents adjusted their parenting approaches depending on their children's needs and school situations.	Complementarity: Quantitative findings confirm participation in school decisions, while qualitative findings explain how parents adapt their involvement according to circumstances.	Parental decision-making is both institutional and adaptive, indicating that involvement extends beyond school participation into responsive parenting strategies shaped by learners' needs and circumstances.
Collaboration with the Community	Collaboration with the Community obtained an overall mean of 4.18, interpreted as "High." Schools collaborated with families and community organizations.	Theme: <i>Complex Experience of Parental Involvement in Educational Success</i> . Parents described education as a shared responsibility among school, family, and community.	Convergence: Both findings emphasize the importance of collaborative partnerships in supporting learners' educational experiences.	Parental involvement expands beyond the school and home into community systems, suggesting that academic support is strengthened when education is treated as a shared societal responsibility.
Academic Outcomes	Learners obtained an overall mean grade of 85, interpreted as "Very Satisfactory."	Parents associate academic success with their involvement, discipline, and emotional support. "We are happy when we see high grades because it means they learned a lot." (KII7)	Complementarity: Quantitative findings reflect satisfactory learner performance, while qualitative findings explain the emotional and motivational support behind these outcomes.	Learners' satisfactory performance is influenced not only by academic instruction but also by emotional encouragement and parental reinforcement, highlighting the indirect but meaningful role of home support.
Relationship Between Variables	There was a significant relationship between parental involvement and academic outcomes ($r = .187, p = .04$).	Parents consistently emphasized supervision, emotional support, discipline, and communication in supporting children's education.	Convergence: Both quantitative and qualitative findings suggest that parental involvement is associated with positive learner outcomes and educational experiences.	The weak but significant relationship indicates that parental involvement contributes to academic performance in a supportive rather than dominant role, meaning other contextual and instructional factors also influence learner achievement.

Furthermore, the results demonstrated that parents are active in the decision-making process regarding their children's education, both at the individual and group levels. Interacting with teachers is one of the steps involved in this process. Teachers will assist students in determining their academic goals and in developing strategies to achieve them. Participation of this kind positively influences students' self-esteem, motivation, and dedication to their academic pursuits.

In general, findings from both quantitative and qualitative studies reached the same conclusion: parental involvement has a significant and favorable effect on learners' academic success. The results of a quantitative analysis showed a substantial correlation, while the findings of a qualitative study shed light on the processes responsible for the influence of emotional support, behavioral guidance, and active educational involvement. The inclusion of these elements provided a more comprehensive picture of the role of parental participation in learners' academic outcomes, enhancing the study's validity.

The Integration of Findings

Table 10, using metrics for parenting, communication, and volunteerism, compiles quantitative and qualitative data on parental engagement. Regarding parental participation, the findings show both convergence and growth, suggesting that the two datasets are complementary and enhance one another.

Parenting

The data showed that parents' active participation in their children's upbringing was statistically significant, with a mean score of 4.33 and a level of "High." Offering guidance and instruction on creating learning environments at home had the best mean score (4.40) among the indicators. The results show that parents are making an effort to create a home environment conducive to learning and to help their children improve their academic skills.

The qualitative results, which fell under the subject of Home-School Engagement as a Shared Educational Partnership, corroborated these overall conclusions. Parents are expected to oversee their children's schoolwork, provide support during challenging sessions, and ensure their children complete all learning tasks. A parent told us, "Every day, I assist my kid learn by checking whether they have assignments or if there is anything they find difficult to comprehend in their classes" (KII1). Children should not put all their academic faith in instructors, according to another parent, who emphasized the need for parental guidance.

When examining the home environment, parental engagement seems to extend beyond passive support; it also involves active supervision, monitoring, and guidance. Both quantitative and qualitative evidence support this conclusion. While the quantitative data proved that parents are actively involved in their children's education, the qualitative accounts showed how they put this knowledge into practice by keeping a close eye on their children's grades and providing emotional support. In her Theory of Parental Involvement, Joyce Epstein argues that parents have a crucial role in their children's academic success and happiness in the classroom.

Communicating

In terms of quantitative results, communication was deemed "High" with an overall mean score of 4.35. Schools were able to keep parents informed about their children's academic and behavioral development via conferences, phone calls, curriculum changes, and frequent follow-ups. The subtheme, Negotiating Workload Strain and Role Conflict in Parenting and Employment provided qualitative data that supplemented these quantitative results. Though they recognized the need for open lines of communication with schools and instructors, parents also admitted to having trouble juggling work and school obligations. "The issue is how to manage my home chores and watch their activities" (KII3) was one participant's comment. Another parent reports less time for school communication and academic monitoring due to work-related exhaustion.

The results show that parents still face contextual obstacles that impact the regularity of their engagement, even when communication strategies are obvious. In addition to quantitative evidence of successful school-home communication systems, qualitative data shed light on the challenges parents face in maintaining their involvement. Results like this highlight the importance of parents keeping in touch with their children's schools, but they also show that parent-school relationships may benefit from more adaptable approaches and resources.

Volunteering

The results showed that parents were quite involved in their children's education, with a mean score of 4.09 indicating "High" levels of commitment in volunteer work. Parents clearly participate in volunteer activities and appreciate opportunities to be engaged in school programs and events, as the item indicating the greatest appreciation for volunteers' time and effort had the highest mean score ($M = 4.31$, $SD = 1.01$). Parental volunteering is regularly practiced, as shown by the interpretation of the lowest mean score ($M = 4.00$, $SD = 1.00$) as "High" – the provision of parent and family spaces for volunteers.

The qualitative data, particularly the sub-theme Affective Investment and Achievement-Oriented Parental Identity, also corroborated these conclusions. According to parents, they are emotionally invested in their children's academic and personal growth, which is why they are involved in school activities. When parents participate in events that benefit their children's education, many report feeling a sense of purpose, pride, and duty. One participant expressed excitement, fatigue, and immense pride. Thanks to their hard work and dedication in class, the parents can celebrate when kids get good marks (KII7). Parents are more likely to stay involved in extracurricular activities when they see their children value the efforts they put in, according to another parent.

The convergence of quantitative and qualitative findings suggests that volunteering is not merely a form of school participation but also an expression of parents' commitment and emotional support toward their children's educational journey. The quantitative results showed that parents are actively engaged in their children's education, but the qualitative narratives shed light on the personal and professional obstacles that keep them interested. The results suggest that schools may do more to encourage parents to volunteer by giving them greater credit for their work and providing more opportunities to be involved in their children's education.

Learning At Home

Homeschooling had a mean score of 4.30, which is considered "High" according to the quantitative results. A lot of parents helped their kids with schoolwork at home, read aloud to them, and kept tabs on their homework. The qualitative responses grouped under the subtheme of "Home-Based Behavioral Regulation and Academic Structuring Practices" were well-supported by this outcome. According to parents, the home is just another branch of the school, where rules, regulations, and academic standards are rigidly enforced. "A house for me is an extension of a school," one participant said. The players cannot simply go back to their game and start playing immediately" (KII3). Parents also stressed the need for routines and norms in fostering accountability and good study habits.

Results from several studies indicate that regular supervision, discipline, and routines at home help children learn better. Parents' deliberate establishment of discipline and structure to support academic performance was explained by qualitative results that complemented the quantitative findings, demonstrating significant parental participation in home learning. These findings imply that home-based parental guidance remains an essential component of learner development and educational support.

Decision-Making

With a mean score of 4.33 and an interpretation of "High," the quantitative results indicated strong parental engagement in decision-making. After parental engagement in behavioral and disciplinary issues ($M = 4.46$, $SD = .75$), the existence of active PTA and parent groups was the strongest indication ($M = 4.47$, $SD = .87$). Parents have an active role in school-related choices and organizational activities, which impact their children's educational experiences, according to these results.

The qualitative findings complemented these results through the theme, Adaptive coping and contextual responsiveness in parental support systems. The parents stressed that they are continually adjusting their parenting methods and decision-making based on their children's needs, scholastic circumstances, and behavioral issues. One participant stated, "I used to pressure my eldest, but now I've learned to take a more relaxed and understanding approach with my younger child" (KII6). Parents also explained that they strive to remain responsive and flexible when guiding their children academically and emotionally.

The complementarity of quantitative and qualitative findings indicates that parental decision-making extends beyond formal participation in school organizations and includes adaptive decision-making within the home environment. While the quantitative results showed that parents are involved in PTAs, curriculum issues, and school planning, the qualitative results illuminated how parents adapt their parenting style to meet their children's emotional and academic needs. These findings suggest that effective parental involvement requires both formal participation in school decisions and responsive support within the family context.

Collaborating with the Community

The quantitative findings revealed that parental involvement, in terms of collaboration with the community, had an overall mean of 4.18, interpreted as "High." The highest-rated indicator was the provision of community

resource information for parents and students ($M = 4.26$, $SD = .90$). In contrast, after-school programs supported by community agencies and volunteers obtained the lowest mean score ($M = 4.09$, $SD = 1.00$). Despite slight variations among indicators, the findings generally indicate that schools, parents, and community partners maintain collaborative relationships that support learners' development.

These findings converged with the qualitative results under the theme Complex Experience of Parental Involvement in Educational Success. Parents described education as a shared responsibility among families, schools, and the wider community. Several participants emphasized that children benefit more when schools and parents work together consistently. One parent explained that parents should not rely entirely on teachers because education requires shared responsibility and continuous guidance, both at home and in school settings. The convergence of findings suggests that collaboration among schools, families, and communities plays an important role in supporting students' academic and personal development. While the quantitative findings established the presence of community collaboration initiatives and school partnerships, the qualitative findings provided deeper insights into parents' perceptions of shared educational responsibility. These findings further support Joyce Epstein's framework, which emphasizes that effective partnerships among schools, families, and communities strengthen learners' educational experiences, motivation, and overall development.

Relationship Between Parental Involvement and Academic Performance

The quantitative findings revealed a statistically significant relationship between parental involvement and learners' academic performance ($r = .187$, $p = .040$). Although the relationship is positive, the correlation coefficient indicates a weak association, suggesting that increases in parental involvement are linked to slight improvements in learners' academic performance. However, other contextual and instructional factors may also play a more substantial role in influencing achievement.

The qualitative findings supported this result, with emerging themes highlighting supervision, emotional support, communication, discipline, and encouragement as key dimensions of parental involvement. Participants described how parents consistently monitor academic tasks, provide motivation, and express emotional investment in their children's academic success. One participant shared that seeing their child achieve honors brings a sense of pride and fulfillment, as it reflects their continuous sacrifices and support at home.

The integration of quantitative and qualitative findings demonstrates that parental involvement contributes to learners' academic performance not only through measurable engagement but also through emotional, behavioral, and relational support systems within the home. While the quantitative results establish the existence of a statistically significant relationship, the qualitative data provide contextual explanations on how and why such involvement influences learning outcomes.

Overall, the findings suggest that parental involvement functions as a supportive but context-dependent factor in learners' academic performance. Guided by Epstein's Theory of Parental Involvement, these results emphasize that effective collaboration among parents, schools, and communities enhances learners' educational experiences by strengthening academic support systems at home and at school.

Limitations of the Study

This study has several limitations that should be considered when interpreting the findings. First, the use of a correlational research design in the quantitative phase establishes associations between parental involvement and learners' academic performance but does not allow for causal conclusions. Thus, the directionality of the relationship cannot be definitively determined.

Second, the qualitative component focused exclusively on full-time housewives as participants in the Key Informant Interviews. While this provided rich, in-depth insights into highly involved parenting experiences, it limits the generalizability of the findings to other parent groups, such as working parents, single parents, or dual-income households, whose experiences of involvement may differ significantly.

Third, the measurement of academic performance was limited to learners' grades in English, Science, Mathematics, and Filipino. Other important dimensions of learner development, such as socio-emotional growth, behavioral outcomes, creativity, and critical thinking, were not included. Future research may consider a more comprehensive set of indicators to better capture holistic learner development.

Finally, the study was conducted within a single public elementary school in the Division of Davao del Sur, which may limit the transferability of findings to other contexts with different socio-cultural and educational conditions.

Conclusion

This study examined the relationship between parental involvement and the academic performance of Grade 6 learners using a mixed-method convergent parallel design grounded in Epstein's Framework of Parental Involvement. The findings demonstrate that parental involvement has a significant but weak positive relationship with learners' academic performance ($r = .187$, $p = .040$), indicating that while parental engagement contributes to academic outcomes, its influence operates alongside other contextual and instructional factors.

From a theoretical perspective, the findings affirm Epstein's model, which emphasizes that learners' academic success is strengthened through interconnected domains of parenting, communication, volunteering, learning at home, decision-making, and community collaboration. The study demonstrates that these dimensions are not isolated practices but interconnected processes that collectively shape learners' educational experiences.

The qualitative findings further enrich this understanding by revealing the "complex experience of parental involvement," characterized by emotional investment, resilience, discipline, and adaptive parenting strategies. These lived experiences explain how parental involvement is enacted in real-life contexts and highlight that both supportive intentions and contextual constraints, such as time, work demands, and household responsibilities, shape engagement.

In practical terms, the study underscores the importance of strengthening school-home partnerships through consistent communication, structured parental support programs, and flexible engagement opportunities that accommodate diverse family circumstances. Such initiatives may help enhance the quality of parental involvement and, in turn, support learners' academic performance.

Overall, the study concludes that parental involvement is a multidimensional, context-dependent factor that positively contributes to learners' academic performance. Its effectiveness is maximized when schools, families, and communities work collaboratively in alignment with Epstein's Framework of Parental Involvement.

Contributions of Authors

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Second Author - editing, data analysis, supervising

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