

# Parental Involvement, Learning Engagement and Academic Performance of Learners

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## ABSTRACT

This study aimed to determine the relationship among parental involvement, learning engagement, and academic performance of Grade Six pupils in the Division of Bacolod City during the School Year 2025–2026. Using a descriptive-correlational research design, the study involved 132 Grade Six pupils selected through stratified random sampling. Data were gathered through a researcher-made questionnaire. The findings revealed that the pupils experienced a high level of parental involvement and a very high level of learning engagement. Their academic performance was likewise found to be very satisfactory. However, the results indicated no significant relationship between parental involvement and academic performance, nor between learning engagement and academic performance. These findings suggest that although pupils receive substantial parental support and actively engage in learning activities, these factors alone do not significantly influence their academic performance. The study highlights the importance of considering other factors that may contribute to academic achievement and recommends further research on additional personal, instructional, and environmental variables that may affect pupils' academic success.

**Keywords:** Parental Involvement; Learning Engagement; Academic Performance; Pupil's Academic Success

## INTRODUCTION

Education is a cornerstone of societal progress, and academic performance is a critical indicator of individual and institutional success (Baculanta, Pontillas, & Corpuz, 2025). In recent years, there has been a growing recognition of the multifaceted factors that influence student outcomes. Among these, parental involvement and learning engagement have emerged as pivotal determinants.

Parental involvement, defined as the active participation of parents in their children's education, has been consistently linked to improved academic achievement, enhanced motivation, and positive social-emotional development. This involvement can take various forms, including helping with homework, attending school events, communicating with teachers, and providing a supportive home environment. Studies have shown that when parents are actively engaged, students are more likely to succeed academically (DepEd Tambayan, 2024).

Learning engagement refers to the degree to which students actively and meaningfully participate in the learning process. Contemporary scholarship conceptualizes engagement as a multidimensional construct encompassing behavioral, emotional, and cognitive dimensions. Behavioral engagement is manifested through students' participation, persistence, adherence to learning activities, and involvement in classroom tasks; emotional engagement reflects students' interest, enjoyment, sense of belonging, and affective responses toward learning; while cognitive engagement pertains to the mental effort, self-regulation, strategic learning, and willingness to invest in understanding complex academic tasks. Hasanov et al. (2021) demonstrated that these three dimensions constitute distinct yet interconnected aspects of student engagement and are significantly associated with academic achievement. Similarly, Joshi et al. (2022) emphasized the interrelatedness of behavioral, cognitive, and emotional engagement, particularly in mathematics learning.

More recent evidence further indicates that students who demonstrate stronger engagement tend to participate more actively in learning activities and employ deeper cognitive strategies, thereby contributing to more favorable learning outcomes (Xu et al., 2023). Thus, learning engagement reflects not merely students' observable participation but also their emotional investment and cognitive commitment to the learning process.

The relationship between parental involvement and learning engagement is complex and mutually reinforcing. Supportive parental engagement can strengthen students' motivation, sense of educational value, and willingness to participate actively in learning activities. At the same time, students who demonstrate greater engagement may facilitate stronger home-school cooperation by encouraging parents and other significant adults to remain informed and involved in their educational experiences. Recent evidence supports the importance of collaborative relationships between families and schools in promoting students' learning engagement and adaptive educational behaviors (Oubibi & Hryshayeva, 2025).

However, despite the well-documented benefits of parental involvement and learning engagement, many students continue to encounter difficulties that may limit their academic success. Parental involvement is shaped by a range of socioeconomic, cultural, and structural conditions that can affect parents' capacity and opportunities to participate meaningfully in their children's education. Recent longitudinal evidence indicates that family socioeconomic status is associated with subsequent academic achievement through the sequential mediating roles of parental involvement and student engagement, suggesting that socioeconomic circumstances can influence both family participation and students' engagement in learning (Chen et al., 2024). Similarly, evidence from East Asian educational contexts indicates that structural and cultural barriers, including weak home-school relationships, may constrain conventional forms of parental involvement and encourage families to rely on alternative, informal forms of educational support (Kim, 2024).

Learning engagement may likewise be undermined by conditions within and beyond the classroom. Students may demonstrate lower engagement when instructional experiences fail to stimulate their interest, when learning activities appear disconnected from their needs and experiences, or when social and contextual factors interfere with their participation. Conversely, research demonstrates that appropriately designed, participatory learning experiences can strengthen students' motivation and active involvement in academic activities (Vassiloudis & Chalda, 2024). Thus, learning engagement is influenced not only by students' individual characteristics but also by the quality of instructional practices and the broader learning environment.

In light of these challenges, examining the interplay among parental involvement, learning engagement, and academic performance within specific educational contexts is essential. The effects of parental involvement may vary according to socioeconomic circumstances, cultural expectations, and the nature of family-school relationships, while students' engagement may be shaped by the instructional and social environments in which learning occurs. Consequently, context-specific investigation can provide empirical evidence for the development of targeted interventions that strengthen family-school partnerships, promote meaningful student engagement, and ultimately support improved academic outcomes

## METHODOLOGY

This study employed a descriptive-correlational research design to determine the level of parental involvement, learning engagement, and academic performance among Grade Six pupils and to examine the relationships among these variables. The respondents were Grade 6 elementary pupils, with a total population of 198. Using Yamane's formula, sample of 132 pupils were obtained and were selected using stratified random sampling to ensure appropriate representation across the various sections.

Data were collected using a researcher-made questionnaire developed from the objectives of the study and relevant literature on parental involvement and learning engagement. The instrument consisted of three parts. Part I, the Parental Involvement Questionnaire, contained 20 items measuring home-based and school-based involvement, with 10 items for each dimension. Part II, the Learning Engagement Questionnaire, contained 30 items covering behavioral, cognitive, and emotional engagement, with 10 items for each dimension. Both sections used a five-point Likert scale ranging from Strongly Disagree to Strongly Agree. Part III measured academic performance using the pupils' final grades obtained from official school records and interpreted

according to the DepEd grading scale. The questionnaire underwent content validation by five experts using Lawshe's Content Validity Ratio (CVR). The study reported a Mean CVR of 1.00, indicating strong content validity. The validated instrument was subsequently pilot-tested among 30 respondents who were not included in the actual study. Reliability analysis produced a Cronbach's alpha of 0.836, indicating good internal consistency; the standardized-items coefficient was 0.870. These results established the instrument as sufficiently valid and reliable for actual data collection.

Prior to data collection, the researcher secured formal permission from the Schools Division Superintendent of Bacolod City and the concerned School Head. After approval, coordination was undertaken with the Grade Six teachers regarding the administration schedule. The researcher personally administered the questionnaires to the selected pupils, explained the purpose and instructions of the study, and assured the respondents that their responses would remain confidential and would be used solely for research purposes. The completed data were then organized, tabulated, and prepared for statistical analysis.

The data were analyzed using statistical procedures aligned with the research questions. Mean and standard deviation were used to determine the levels of parental involvement and learning engagement and to describe the variability of responses. Frequency and percentage, together with the mean and standard deviation, were used to describe and classify the pupils' academic performance according to the prescribed grading categories. Before testing the relationships among variables, the data were subjected to Shapiro-Wilk normality test. Since the data did not satisfy the normality assumption, the Spearman Rank-Order Correlation Coefficient (Spearman's rho) was employed as the appropriate nonparametric procedure. It was used to determine the strength, direction, and significance of the relationships between parental involvement and academic performance and between learning engagement and academic performance.

## RESULTS AND DISCUSSIONS

### Level of Parental Involvement among Grade Six Pupils

**Table 1. Level of Parental Involvement among Grade Six Pupils as a Whole and in terms of Home-based and School-based Involvements.**

| Statements                                                                                | Mean        | SD          | Interpretation |
|-------------------------------------------------------------------------------------------|-------------|-------------|----------------|
| <b>Home-based Involvement</b>                                                             | <b>4.17</b> | <b>0.61</b> | <b>High</b>    |
| 1. My parents regularly check my homework.                                                | 4.35        | 0.92        | Very High      |
| 2. My parents help me with my studies when I ask them.                                    | 4.75        | 0.45        | Very High      |
| 3. My parents provide a supportive environment for studying at home.                      | 4.73        | 0.44        | Very High      |
| 4. My parents discuss the importance of education with me.                                | 4.7         | 0.46        | Very High      |
| 5. My parents help me set academic goals.                                                 | 3.98        | 0.96        | High           |
| 6. My parents encourage me to read books or other materials at home.                      | 3.67        | 1.04        | High           |
| 7. My parents make sure I have a regular time for studying at home.                       | 3.92        | 0.91        | High           |
| 8. My parents show interest in what I am learning at school.                              | 3.73        | 1.07        | High           |
| 9. My parents provide me with the necessary learning materials (e.g., stationery, books). | 3.93        | 1.02        | High           |
| 10. My parents praise my efforts when I do well in my schoolwork.                         | 3.92        | 1           | High           |
| <b>School-based Involvement</b>                                                           | <b>3.65</b> | <b>0.99</b> | <b>High</b>    |
| 11. My parents monitor my grades and academic performance.                                | 4.08        | 0.97        | High           |
| 12. My parents ensure I have the resources I need for school (e.g., books, supplies).     | 3.7         | 1.19        | High           |
| 13. My parents attend parent-teacher meetings or school events.                           | 3.44        | 1.09        | High           |
| 14. My parents encourage me to participate in school activities.                          | 3.71        | 1.09        | High           |
| 15. My parents communicate with my teachers about my academic progress.                   | 3.48        | 1.09        | High           |

|                                                                              |      |      |          |
|------------------------------------------------------------------------------|------|------|----------|
| 16. My parents volunteer for school activities or projects when possible.    | 2.82 | 1.29 | Moderate |
| 17. My parents ask me about my school day and what I learned.                | 3.61 | 1.18 | High     |
| 18. My parents support the school's rules and policies.                      | 3.85 | 1.12 | High     |
| 19. My parents help me prepare for school events or projects.                | 3.74 | 1.18 | High     |
| 20. My parents provide feedback to the school on how things can be improved. | 4.08 | 1.03 | High     |
| <b>PARENTAL INVOLVEMENT (Overall Mean)</b>                                   | 3.91 | 0.79 | High     |

*Legend: (4.21-5.00)-Very High; (3.41-4.20)-High; (2.61-3.40)-Moderate; (1.81-2.60)-Low; (1.00-1.80)-Very Low*

Table 1 shows that the overall level of parental involvement among Grade Six pupils was high ( $M = 3.91$ ,  $SD = 0.79$ ). Among the two dimensions, home-based involvement obtained a higher mean (4.17) than school-based involvement (3.65), which indicates that parents were more engaged in supporting their children's learning at home than in school-related activities. The findings imply that parental support is more visible in the home setting, where parents can directly monitor and guide their children's academic tasks.

More specifically, the highest-rated home-based indicators were helping pupils with their studies when asked ( $M = 4.75$ ) and providing a supportive environment for studying at home ( $M = 4.73$ ), both interpreted as very high. This suggests that parents are generally responsive to their children's academic needs and recognize the importance of creating a learning-friendly atmosphere at home. On the other hand, the lowest-rated school-based item was parents volunteering for school activities or projects, when possible ( $M = 2.82$ ), interpreted as moderate. This may indicate possible limitations such as lack of time, work obligations, or limited opportunities for parents to participate actively in school-based programs.

The findings of the study revealed that parental involvement among Grade Six pupils was generally high, with home-based involvement receiving a higher rating than school-based involvement. This result supports the literature of Kantova (2024), who emphasized that contemporary parental involvement extends beyond participation in school activities and includes creating a supportive learning environment at home, assisting with homework, and maintaining communication about school matters. Similarly, Shebani et al. (2025) highlighted that parents' educational aspirations and active support contribute positively to children's academic development. The present findings suggest that parents are more capable of providing consistent support within the home environment than participating in school-related activities, possibly due to work schedules and other commitments. This observation is also consistent with Oliveira et al. (2025), who identified socioeconomic demands, time constraints, and limited opportunities as common barriers to school-based parental participation. Thus, while parents remain actively engaged in their children's education, their involvement is primarily demonstrated through home-based practices that promote learning and academic support.

### Level of Learning Engagement among Grade Six Pupils

**Table 2. Level of Learning Engagement among Grade Six Pupils as a Whole and in terms of Behavioral, Cognitive, and Emotional Engagements.**

| Statements                                                         | Mean        | SD          | Interpretation   |
|--------------------------------------------------------------------|-------------|-------------|------------------|
| <b>Behavioral Engagement</b>                                       | <b>4.59</b> | <b>0.44</b> | <b>Very High</b> |
| 1. I actively participate in class discussions.                    | 4.24        | 0.76        | Very High        |
| 2. I complete my assignments on time.                              | 4.55        | 0.61        | Very High        |
| 3. I seek help from teachers or classmates when I need it.         | 4.43        | 0.81        | Very High        |
| 4. I stay focused and avoid distractions during class.             | 4.61        | 0.55        | Very High        |
| 5. I collaborate effectively with my classmates on group projects. | 4.52        | 0.74        | Very High        |

|                                                                                                       |             |             |                  |
|-------------------------------------------------------------------------------------------------------|-------------|-------------|------------------|
| 6. I come to class prepared and ready to learn.                                                       | 4.75        | 0.5         | Very High        |
| 7. I put in my best effort on all my schoolwork.                                                      | 4.69        | 0.46        | Very High        |
| 8. I attend school regularly and am not often absent.                                                 | 4.74        | 0.44        | Very High        |
| 9. I follow classroom rules and instructions.                                                         | 4.84        | 0.37        | Very High        |
| 10. I show enthusiasm for learning new topics.                                                        | 4.48        | 0.66        | Very High        |
| <b>Cognitive Engagement</b>                                                                           | <b>4.5</b>  | <b>0.42</b> | <b>Very High</b> |
| 11. I try to understand lessons deeply rather than just memorize them.                                | 4.62        | 0.55        | Very High        |
| 12. I connect new lessons to what I already know.                                                     | 4.52        | 0.56        | Very High        |
| 13. I use different strategies (e.g., summarizing, note-taking) to understand difficult topics.       | 4.65        | 0.54        | Very High        |
| 14. I think critically about ideas presented in class.                                                | 4.43        | 0.5         | Very High        |
| 15. I try to solve challenging problems even when they are difficult.                                 | 4.58        | 0.49        | Very High        |
| 16. I ask questions to clarify my understanding of the material.                                      | 4.3         | 0.69        | Very High        |
| 17. I reflect on my learning and think about how I can improve.                                       | 4.55        | 0.56        | Very High        |
| 18. I am curious about the topics we study and want to learn more.                                    | 4.36        | 0.54        | Very High        |
| 19. I try to find ways to apply what I learn in school to real-life situations.                       | 4.44        | 0.66        | Very High        |
| 20. I put effort into understanding complex concepts, even if they are not immediately easy.          | 4.54        | 0.56        | Very High        |
| <b>Emotional Engagement</b>                                                                           | <b>4.49</b> | <b>0.48</b> | <b>Very High</b> |
| 21. I feel a strong sense of belonging and connection to my school community.                         | 4.29        | 0.68        | Very High        |
| 22. I feel that my teachers care about me as a person, not just as a student.                         | 4.65        | 0.61        | Very High        |
| 23. I feel comfortable expressing my opinions and emotions in the classroom.                          | 4.09        | 0.88        | High             |
| 24. I enjoy learning new things in my classes.                                                        | 4.61        | 0.55        | Very High        |
| 25. I find the topics we discuss in school to be interesting and relevant to my life.                 | 4.42        | 0.55        | Very High        |
| 26. I feel excited when I master a difficult lesson or complete a school project.                     | 4.79        | 0.48        | Very High        |
| 27. I feel confident that I can succeed in my academic tasks.                                         | 4.3         | 0.86        | Very High        |
| 28. When I get a low grade, I am motivated to study harder instead of giving up.                      | 4.7         | 0.53        | Very High        |
| 29. I feel that my parents' involvement in my studies helps me overcome feelings of academic anxiety. | 4.52        | 0.6         | Very High        |
| 30. I feel proud of the grades and academic standing I achieve.                                       | 4.57        | 0.7         | Very High        |
| <b>LEARNING ENGAGEMENT (Overall Mean)</b>                                                             | <b>4.52</b> | <b>0.48</b> | <b>Very High</b> |

*Legend: (4.21-5.00)-Very High; (3.41-4.20)-High; (2.61-3.40)-Moderate; (1.81-2.60)-Low; (1.00-1.80)-Very Low*

Table 2 reveals that the overall learning engagement of Grade Six pupils was very high, with an overall mean of 4.52. All three dimensions—behavioral engagement (4.59), cognitive engagement (4.50), and emotional engagement (4.49)—were also interpreted as very high. This indicates that the pupils were highly involved in their learning not only through participation and effort in class, but also through deep thinking, curiosity, and positive feelings toward school.

Among the three dimensions, behavioral engagement obtained the highest mean, implying that pupils consistently display observable learning behaviors such as attending school regularly, following classroom rules, and completing tasks on time. In fact, the item “I follow classroom rules and instructions” received the

highest mean of 4.84, while “I come to class prepared and ready to learn” also scored very high at 4.75. Meanwhile, under emotional engagement, the statement “I feel comfortable expressing my opinions and emotions in the classroom” received the lowest mean of 4.09, although it was still interpreted as high. This points to a notion that while pupils are generally engaged and motivated, some may still feel hesitant in expressing themselves openly in the classroom setting.

This finding is consistent with the work of Magnano et al. (2020), who described learning engagement as a multidimensional construct reflected in students' active participation, emotional connection, and cognitive investment in learning. The high behavioral engagement observed among the pupils indicates their willingness to participate in classroom activities, complete academic tasks, and follow classroom expectations. Likewise, Horaničová et al. (2024) emphasized that supportive learning environments, positive teacher-student relationships, and engaging instructional strategies significantly enhance students' engagement. The pupils' high engagement may therefore reflect the presence of classroom practices that encourage participation, curiosity, and motivation toward learning. These findings reinforce the literature suggesting that engaged learners are more likely to develop persistence, self-regulation, and positive attitudes that support their educational experiences.

### Level of Academic Performance of Pupils

**Table 3. Level of Academic Performance of Pupils.**

| Level of Academic Performance | f   | Mean  | SD   | Interpretation    |
|-------------------------------|-----|-------|------|-------------------|
| Outstanding                   | 67  | 88.64 | 4.46 | Very Satisfactory |
| Very Satisfactory             | 36  |       |      |                   |
| Satisfactory                  | 24  |       |      |                   |
| Fairly Satisfactory           | 5   |       |      |                   |
| Did Not Meet Expectations     | 0   |       |      |                   |
| Total                         | 132 |       |      |                   |

*Legend: (90-100)-Outstanding; (85-89)-Very Satisfactory; (80-84)-Satisfactory; (75-79)-Fairly Satisfactory; (below 75)-Did Not Meet Expectations*

Table 3 presents the academic performance of Grade Six pupils, which yielded an overall mean of 88.64 with a standard deviation of 4.46, interpreted as Very Satisfactory. This indicates that, on average, the pupils performed well academically and were able to meet the expected learning standards at a commendable level. The result reflects a generally strong academic standing among the respondents and suggests that many pupils were able to maintain good grades in their studies.

In terms of frequency distribution, the largest group of pupils belonged to the Outstanding category with 67 pupils, followed by 36 pupils in the Very Satisfactory category. Meanwhile, 24 pupils were categorized as Satisfactory, and only 5 pupils fell under Fairly Satisfactory, with none in the Did Not Meet Expectations level. These findings suggest that the majority of Grade Six pupils achieved satisfactory to outstanding academic performance, indicating a generally high level of scholastic achievement in the sample.

The finding is consistent with recent studies emphasizing the multidimensional nature of academic achievement. Ormilla (2022) reported that the academic performance of elementary pupils may be associated with socioeconomic, psychological, and environmental factors, suggesting that achievement develops within a combination of learner and contextual conditions. Similarly, Zedan (2021) found that parental involvement was associated with pupils' motivation for learning and academic achievement, highlighting the contribution of family support to favorable educational outcomes. In the Philippine context, Juguilon (2023) likewise emphasized the role of family support in the academic performance of elementary pupils. More recently, Ygot and Revalde (2024) examined academic achievement and parental involvement among primary learners in Cebu, further demonstrating the relevance of family participation in understanding pupils' educational outcomes.

## Relationship between Parental Involvement and Academic Performance

**Table 4. Relationship between Parental Involvement and Academic Performance**

|                                                  | Test Statistics ( $r_s$ ) | p-value | Decision for $H_0$   | Interpretation  |
|--------------------------------------------------|---------------------------|---------|----------------------|-----------------|
| Parental Involvement vs.<br>Academic Performance | -0.063                    | 0.471   | Fail to Reject $H_0$ | Not Significant |

Table 4 shows that the relationship between parental involvement and academic performance was not statistically significant, as indicated by a Spearman's rho of -0.063 and a p-value of 0.471. Since the p-value is greater than the 0.05 level of significance, the null hypothesis was not rejected. This implies that parental involvement did not show a significant association with the academic performance of Grade Six pupils. Although parental involvement was generally high, it did not directly translate into higher or lower academic grades in a statistically measurable way in this study.

Although parental involvement is generally regarded as beneficial to learners' educational development, recent evidence indicates that its relationship with academic achievement is not necessarily uniform or direct. Erdem and Kaya (2020), through a meta-analysis of 55 studies, found that parental involvement had a positive but relatively small effect on academic achievement, with the magnitude of the relationship varying according to the type of involvement. Similarly, Kim (2022), in a second-order meta-analysis encompassing 23 meta-analyses and 1,177 primary studies, reported an overall positive association between parental involvement and achievement but noted mixed findings for specific forms of involvement, particularly homework assistance. These findings suggest that the presence of parental involvement alone may not be sufficient to produce measurable differences in academic achievement.

The present finding is further supported by Pantao-o and Baldonado (2023), who reported high to very high parental involvement among learners in a Philippine primary-school context but found no significant correlation between parental involvement and academic performance, except for a negative association involving learning-at-home involvement. This result is closely comparable to the present study, in which parental involvement was generally high but was not significantly associated with academic performance ( $\rho = -0.063$ ,  $p = .471$ ). The finding therefore suggests that the extent of parental involvement, by itself, may not necessarily predict pupils' academic performance. The quality, form, timing, and manner of parental involvement, together with other learner- and school-related factors, may influence whether parental participation translates into measurable academic outcomes.

## Relationship between Learning Engagement and Academic Performance

**Table 5. Relationship between Learning Engagement and Academic Performance**

| Variable                                        | Test Statistics ( $r_s$ ) | p-value | Decision for $H_0$   | Interpretation  |
|-------------------------------------------------|---------------------------|---------|----------------------|-----------------|
| Learning Engagement vs.<br>Academic Performance | 0.123                     | 0.160   | Fail to Reject $H_0$ | Not Significant |

Table 5 reveals that the relationship between learning engagement and academic performance was likewise not statistically significant, with a Spearman's rho of 0.123 and a p-value of 0.160. Since the p-value exceeded the 0.05 significance level, the null hypothesis was not rejected. This indicates that although pupils demonstrated very high learning engagement, such engagement was not significantly related with their academic performance.

This finding may be understood in light of recent research showing that the relationship between student engagement and academic achievement is influenced by the dimensions of engagement and the context in which learning takes place. Wong et al. (2024) found an overall positive association between student engagement and academic achievement; however, the strength of the association varied according to the type

of engagement and the way academic achievement was measured. Behavioral engagement showed the strongest association, followed by cognitive and affective engagement. This suggests that high overall engagement may not necessarily translate into higher academic performance when different dimensions of engagement are considered.

Similarly, Tao et al. (2022) found that student engagement partially mediated the relationship between perceived teacher support and academic achievement, indicating that engagement operates within a broader educational context. Academic performance may therefore be shaped by other factors, such as instructional support, learning conditions, learner characteristics, and assessment practices. In the Philippine context, Dodongan (2022) likewise demonstrated that learning engagement and academic performance did not necessarily move in the same direction, emphasizing that academic outcomes may be influenced by multiple factors. Thus, the non-significant relationship found in the present study does not imply that learning engagement is unimportant; rather, it suggests that, within the present group of pupils, learning engagement alone was insufficient to produce a statistically significant variation in academic performance.

Despite the high levels of parental involvement, learning engagement, and the pupils' very satisfactory academic performance, the study found no statistically significant relationship between parental involvement and academic performance, as well as between learning engagement and academic performance. These findings differ from previous studies by Kantova (2024), Shebani et al. (2025), Magnano et al. (2020), and Horaničová et al. (2024), which consistently reported positive associations between these variables. A possible explanation is that academic performance is influenced by numerous interacting factors, including individual abilities, learning strategies, teacher support, socioeconomic conditions, and assessment methods, as discussed by Sainz et al. (2025) and Anders et al. (2020).

## CONCLUSIONS

From the results of the study, the following conclusions were reached:

Parents are more actively engaged in monitoring, guiding, and encouraging their children's learning at home, while participation in school activities remains relatively less frequent.

The pupils consistently participate in classroom activities, apply effective learning strategies, and maintain positive attitudes toward learning, indicating a high level of commitment to their education.

The pupils generally meet or exceed the expected academic standards and maintain commendable scholastic achievement.

Parental involvement was not significantly associated with the academic performance of Grade Six pupils, suggesting that variations in parental support, as measured in the study, did not correspond to significant differences in pupils' academic achievement.

Learning engagement was not significantly associated with the academic performance of Grade Six pupils, indicating that the pupils' level of classroom participation, learning strategies, and attitudes toward learning did not statistically correspond to differences in their academic performance.

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