Parental Involvement in the Development of Grade VI Pupils in Buluan District

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Abstract

Parents are the prime educators until the child attends early years setting or starts school and they remain a major influence on their children's learning throughout school and beyond. This study focused on determining the parental involvement in the development of the learners. Descriptive research design which is correlational in nature was used in the study involving Grade VI pupils in Buluan District. The survey questionnaire was used as the main tool for gathering the data. There were 262 respondents involved in the study, both descriptive and inferential statistics were used to analyze the data. Majority of the respondents were females, Maguindanaon, has an average number of siblings of small, their fathers' are mostly elementary graduates while half of their mothers' educational attainment are high school graduates and the dominant occupation among them is farming and housekeeping. Parents are much involved in the development of their children in relation to the intellectual, moral, social, emotional and financial aspect. Most students performed satisfactorily in most subjects based on their general average of their first grading exam. Seemingly, the tribe, father's educational attainment and occupation appear to be significant contributors to the learning of the pupils. While gender, number of siblings and mother's educational attainment appears to be insignificant to the learning of pupils. Furthermore, the findings suggest that parental involvement has a moderate but significant contribution to pupils' learning, highlighting the important role of parents in supporting their children's academic development.

Keywords: parental involvement, development of Grade VI pupils, academic performance, level of learning

INTRODUCTION

Education is a fundamental pillar of societal development, and parental involvement plays a crucial role in shaping a child's academic and personal growth. The development of Grade VI pupils in Buluan District is influenced by various factors, among which parental participation stands as a significant determinant. Despite the recognized importance of parental engagement, many pupils still experience academic challenges due to insufficient or ineffective parental support. This study seeks to address this gap by examining the extent of parental involvement and its impact on the holistic development of Grade VI pupils.

The urgency of this study stems from the increasing recognition of the role parents play in fostering children's cognitive, social, and emotional development. Various studies (Jeynes, 2016; Wilder, 2016) have highlighted that students with actively engaged parents tend to perform better academically, exhibit improved behavior, and develop a positive attitude towards learning. However, in many educational settings, including

Buluan District, parental involvement is inconsistent due to socio-economic constraints, lack of awareness, and other contextual barriers (Berkowitz et al., 2017). Understanding these challenges and identifying effective strategies to enhance parental participation is essential for improving educational outcomes.

To address these concerns, this study proposes a structured examination of the current levels of parental involvement and their correlation with pupils' academic performance, social skills, and overall well-being. The research will employ a mixed-methods approach, combining quantitative surveys with qualitative interviews to gain comprehensive insights into the experiences of both parents and students. By identifying the strengths and weaknesses of existing parental engagement practices, the study aims to formulate actionable recommendations for enhancing collaboration between schools and families (Park & Holloway, 2017).

The primary objective of this research is to determine how parental involvement influences the development of Grade VI pupils in Buluan District. Specifically, it aims to:

Assess the extent of parental involvement in the academic and personal development of pupils.

Identify the key factors that facilitate or hinder effective parental participation.

Propose strategies to strengthen parent-school partnerships for improved student outcomes.

This study is guided by the hypothesis that higher levels of parental involvement positively correlate with better academic performance and overall development among Grade VI pupils. By exploring this relationship, the research contributes to the existing body of knowledge and provides valuable insights for educators, policymakers, and parents to enhance student success. Ultimately, the findings of this study will help bridge the knowledge gap on parental involvement in the local educational context, reinforcing its significance in shaping the future of young learners.

METHODOLOGY

Research Design: This study employs a descriptive-correlational research design to examine the relationship between parental involvement and the academic development of Grade VI pupils in the Buluan District. The descriptive aspect of this design enables the researcher to systematically observe and document the level of parental involvement and students' learning progress, while the correlational component identifies the degree of association between these two variables. Several researchers have utilized a similar approach in exploring the impact of parental involvement on student achievement.

Epstein (2001) emphasized the significance of family-school partnerships, identifying various forms of parental engagement that contribute to academic success. Fan and Chen (2001) conducted a meta-analysis demonstrating a positive correlation between parental involvement and student performance, highlighting that monitoring homework and engaging in school activities enhance learning outcomes. Likewise, Jeynes (2007) found that parental involvement significantly influences academic performance among urban secondary school students, supporting the notion that family support fosters educational success. Hill and Tyson (2009) further examined parental engagement strategies in middle school settings and identified key factors such as communication, home-based support, and parental expectations as strong predictors of student achievement.

Additionally, Castro et al. (2015) confirmed that direct parental engagement in school-related activities and high parental expectations positively correlate with improved academic outcomes.

Building on these studies, this research seeks to determine the extent of parental involvement in the academic activities of Grade VI pupils in the Buluan District and analyze its correlation with their level of learning. The findings aim to contribute to the existing body of knowledge by providing empirical evidence on how parental support influences student performance, ultimately guiding educators and policymakers in developing strategies to strengthen home-school collaboration.

Scope and Delimitations of the Study: This study focused on examining the extent of parental involvement in the holistic development of Grade VI pupils within the Buluan District for the academic year 2024–2025. Specifically, it investigated the roles of parents in fostering their children's intellectual, moral, social, emotional, and financial development. The research was confined to ten (10) public elementary schools in the Buluan District and involved a total of two hundred sixty-two (262) respondents, comprising Grade VI pupils and their respective parents or guardians.

The study was limited to the aforementioned grade level and district; therefore, its findings may not be generalized to learners of other grade levels or to schools outside the Buluan District. Furthermore, the study did not include private institutions or other educational stakeholders beyond the scope of parental involvement.

Operational definition of terms:

The following are the technical terms used in this study, which shed more light on the study.

Buluan District is a public school located in Poblacion Buluan, Maguindanao Del Sur, where the study was conducted.

Emotional Aspect refers to being influenced by feelings instead of logic. It also describes how parents engage with their children's emotional issues and express love verbally and physically.

Financial Aspect. Conceptually, monetary resources are associated with or about finance or money. In terms of operations, this is the feature of funding for students' extracurricular activities, educational requirements, and financial responsibilities at school.

Intellectual Aspect: This involves abstract thinking and reasoning, focusing on mental activities over emotions. It also pertains to how parents support their children in tackling challenging lessons and educational issues.

Level of Learning. This is a reference to the students' grade point average in the middle of the third marking period.

Moral Aspect. Conceptually, moral means providing instruction on how to Behave appropriately and honorably. operationally, this refers to the Parents who want their children to perform better in school as well as guidance with their studies.

Parental Involvement. It refers to parents' regular, two-way, meaningful contact about their children's academics, learning, and other educational activities. This study focuses on the behaviors of parents who actively participate in their children's schooling.

Social Aspect. Conceptually, social refers to the way in how individuals or groups behave and interact. Operationally, this refers to the feature in which parents participate in both social occasions and school activities of their children.

Locale of the Study: The study was conducted at Buluan District. It is located at Poblacion Buluan, Maguindanao del Sur. Buluan, Maguindanao del Sur, serves as a vital educational hub in the region, with a growing network of schools and training centers aimed at equipping students with knowledge and skills for the future. The municipality's educational landscape continues to evolve, supported by infrastructure development, government initiatives, and community participation. As the locale of this study, Buluan provides a dynamic setting for examining the impact of parental involvement on the academic and personal development of Grade VI pupils.

Respondents of the study: The respondents of this study consisted of two hundred sixty-two (262) parents of Grade VI pupils enrolled in ten public elementary schools within the Buluan District. These schools include Datu Luminog Mangelen Pilot Elementary School (DLMPES), Datu Yusseff Paglas Elementary School (DYPES), Bai Bagongan Paglas Elementary School (BBPES), Datu Idon S'pi Elementary School (DISES), Maguindanao Childhood Development Center (MCDC), Lower Siling Elementary School (LSES), Maslabeng Elementary School (MES), Popol Elementary School (PES), Talitay Elementary School (TES), and Datu Powa Mangudadatu Elementary School (DPMES). The inclusion of respondents was based on specific criteria to ensure the reliability and relevance of the data gathered. Only those who were either biological parents or legal guardians of Grade VI pupils and who demonstrated active involvement in their children's education during the academic year 2024–2025 were included in the

study. Furthermore, respondents were selected based on their willingness to participate and provide truthful, comprehensive responses to the research instrument. The selection of parents of Grade VI pupils was purposeful, as this grade level marks a critical transitional phase in basic education, where parental support plays a significant role in shaping learners' academic performance and overall development. Their perspectives were deemed essential in providing meaningful insights into the nature and extent of parental involvement within the context of the Buluan District.

Sampling Technique: For this study, simple random sampling was used to select the sample. This method involves drawing samples from the general population without replacement, ensuring that each possible sample has an equal probability of being selected (Hechanova, 2012). This approach is justified as it is considered a fair method, allowing every member of the population an equal opportunity to be included (Green, 2007).

Data Gathering Instruments: The data required for this study were collected using a questionnaire adapted from Sittie Rhobaisa et al. (2011) research titled "Parental Involvement: An Essential Ingredient for a Successful School." The questionnaire consisted of two sections: Part 1 focused on the respondents' profiles, while Part 2 addressed five aspects of development—intellectual, moral, social, emotional, and financial.

Data Gathering Procedure: Before conducting this study, the researcher adhered to all necessary official protocols. Firstly, the researcher obtained permission to conduct the study from the office of the Dean of the Graduate School of Sultan Kudarat State University. Then, personalized letters requesting permission to conduct the study were prepared and send to the Schools division Superintendent of Maguindanao I Del Sur, as well as to the principals of ten elementary schools in the Buluan District.

Upon receiving consent from each school, the researcher distributed a survey questionnaire to the parents' respondents. A schedule for questionnaire distribution was coordinated and approved by each school's principal. The researcher personally distributed the questionnaires to ensure clarity and address any queries from the respondents.

The researcher also emphasized the confidentiality of the data gathered, assuring the respondents that their information would only be used for research purposes and would be handled in accordance with the data privacy act. Once the respondents completed the questionnaires, the researcher retrieved them promptly.

The data collected from the respondents were carefully checked, recorded, tallied, computed, analyzed, and evaluated using appropriate statistical methods

Statistical Analysis: A statistician assisted in tallying and computing all of the collected responses. The statistical methods listed below were used to compute the acquired data based on the problem statement. The respondents' socio-demographic parameters (SOP 1) were measured using frequency and percentage.

The computed mean was also used to measure on to what extent do the parents involved in the total development of the pupils relative to the five components (SOP 2). A five – point scale was used to describe Parental involvement in the development of pupils.

To assess the learning levels of the students, the researcher use their overall average from the first grading examination (SOP 3). The grading scale used in this study, along with its corresponding descriptions, is based on Table 10 of DepEd Order No. 8, issued on April 1, 2015. This order is titled "Policy Guidelines on Classroom Assessment for the K-12 Basic Education Program."

The chi-square test is a statistical method employed by researchers to investigate the significant relationship between students' learning levels and various profile variables (SOP 4).

Pearson's r correlation is used to assess the relationship between parental involvement in the development of pupils and level of learning development of pupils (SOP 5).

RESULTS AND DISCUSSION

Table 1. Frequency and Percentage Distribution of the Socio-demographic Profile of the Respondents.

Variable	Frequency N = 262	Percentage
A. Gender		
Male	76	29.00
Female	186	71.00
B. Tribe		
Maguindanaon	245	93.51
Maranao	17	6.49
C. Number of siblings		
5 and Above	115	43.89
3 – 4	97	37.02
1 – 2	50	30.91
D. Father's Educational Attainment		
College Graduate	20	7.63
High School Graduate	96	36.64
Elementary Graduate	146	55.73
E. Mother's Educational Attainment		
College Graduate	38	14.50
High School Graduate	131	50.00
Elementary Graduate	93	35.50
F. Occupation		
Farmer	113	43.13
House keeper	90	34.35
Self – employed	42	16.30
Government Employee	17	6.22

Table 1 presents a breakdown of the respondents' demographic characteristics in terms of gender, tribe, number of siblings, parent's educational attainment, and occupation. The results are interpreted as follows: The gender distribution of the respondents shows that the majority are female, comprising 71.00% (186 individuals) of the total population, while 29.00% (76 individuals) are male. This indicates a significant majority of female respondents in the study sample. A vast majority of the respondents, 93.51% (245 individuals), belong to the Maguindanaoan tribe, while a smaller portion, 6.49% (17 individuals), identify as Maranao. This reflects that the sample population predominantly consists of Maguindanaoan individuals, which may suggest that this tribe constitutes the majority of the local population or target demographic of the study.

In terms of family size, the data shows that 43.89% (115 respondents) come from families with five or more siblings, indicating that large family sizes are common among the respondents. Meanwhile, 37.02% (97 respondents) have three to four siblings, and 30.91% (50 respondents) come from families with one to two siblings. This suggests a distribution where a significant portion of the population belongs to moderately large families, which may have implications for the socio-economic and cultural context of the community.

The educational attainment of the respondents' fathers reveals that the majority, 55.73% (146 individuals), are elementary graduates, indicating a relatively lower level of formal education among the fathers. High school graduates account for 36.64% (96 respondents), while only 7.63% (20 respondents) have fathers who completed a college degree. This suggests that higher education is less common among fathers in this demographic, which may affect their children's educational experiences and support. Similar to the fathers, the majority of the respondents' mothers have lower levels of educational attainment. High school graduates make up 50.00% (131 respondents), while elementary graduates account for 35.50% (93 respondents). Only 14.50% (38 respondents) have mothers who are college graduates. This data mirrors the trend seen in the fathers' educational attainment and may reflect the general educational opportunities available to the previous generation in this community.

In terms of occupation, a significant portion of the respondents' parents or guardians are employed in agriculture, with farmers making up 43.13% (113 respondents). Housekeepers account for 34.35% (90 respondents), indicating that a substantial number of families rely on domestic work. Meanwhile, self-employed individuals represent 16.30% (42 respondents), and government employees constitute 6.22% (17 respondents). These figures highlight the predominantly agricultural and domestic nature of the occupations in the community, with fewer respondents having parents in formal government roles or self-employment

The demographic data provides a clear profile of the respondents and their families. The sample is predominantly female and Maguindanaon, with a considerable portion coming from larger families. The educational attainment of parents is generally low, with most having only completed elementary or high school, particularly among fathers. In terms of occupation, the majority of parents are engaged in farming or domestic work, which aligns with the rural and possibly low-income context of the respondents.

This demographic profile may have important implications for understanding the socio-economic background of the study participants and how it influences various aspects of their lives, including education and development.

Extent of parental involvement

Table 2.1 shows the extent of the parents involved in the total development of the pupils relative to Intellectual.

Table 2.1 Parental Involvement in the Development of Pupils in relation to intellectual

	Mean	Interpretation
A. Intellectual		
1. Provide children with educational material	3.74	Much Involved
2. Assist children in their homework.	3.60	Much Involved
3. Encourage them to study hard.	4.08	Much Involved
4. Tutor them on difficult lessons	3.73	Much Involved
5. Consult teachers regarding children's progress.	3.68	Much Involved
Mean	**3.77**	**Much Involved**

The data indicates that parents or guardians are significantly involved in the intellectual development of children. This is particularly evident in their encouragement for children to study hard, which garnered the highest score in this category (4.08). Providing educational materials (3.74), assisting with homework (3.60), tutoring on difficult lessons (3.73), and consulting teachers about progress (3.68) also reflect high levels of engagement. The overall mean of 3.77 indicates that parents or guardians are actively supporting their children's learning processes, ensuring they have the necessary resources and guidance to succeed academically.

The data supports findings by Gonzalez et al. (2020), who assert that parental involvement, particularly in encouraging children to study and providing academic resources, plays a crucial role in supporting children's intellectual development. Similar to the findings in this study, Gonzalez et al. (2020) found that parental engagement in educational activities directly influences academic success. Also based on the recent work by Mendoza and Perez (2019) aligns with the findings of this study, emphasizing that parents' active participation in homework assistance and engagement with teachers is crucial for fostering intellectual growth in children. Their study highlights that such involvement helps boost children's academic confidence and success.

Table 2.2 shows the extent of the parents involved in the total development of the pupils relative to Moral.

Table 2.2 Parental Involvement in the Development of Pupils in relation to moral

	Mean	Interpretation
B. Moral		
1. Encourage children to perform better in school.	3.83	Much Involved
2. Teach children the positive attitudes towards school	3.84	Much Involved
3. Give rewards for doing well in school.	3.68	Much Involved
4. Inculcate/ teach good values.	3.95	Much Involved
5. Act as models to them.	3.53	Much Involved
Mean	**3.77**	**Much Involved**

Moral development is another area where a strong level of involvement is observed. Teaching positive attitudes towards school (3.84) and encouraging children to perform better (3.83) reflect a commitment to fostering a positive and responsible attitude toward education. Additionally, parents or guardians are highly involved in inculcating good values (3.95), and acting as role models, though the latter scores slightly lower (3.53) compared to other items. Despite this, the overall mean of 3.77 in moral involvement indicates that parents place great importance on guiding their children's ethical and moral development, with an emphasis on positive reinforcement and value education.

Similarly, a 2016 study by *Hernandez and Garcia* emphasizes that parents are central to instilling moral values and ethical behavior in children through direct teaching and involvement, reinforcing the findings of this study regarding the significant role of parents in inculcating good values (mean = 3.95). Their research also echoes the importance of parents as role models, as highlighted by Lickona (1991), particularly in shaping children's moral character through example (mean = 3.53)

Moreover, a 2019 study by Ujang Dedih titled "Adolescent Moral Development in Families" investigates parents' goals and methods in fostering moral values in adolescents. The research highlights that families, especially those with higher educational backgrounds, play a crucial role in shaping children's moral character through clear objectives, consistent guidance, and appropriate

approaches, which aligns with this study's findings on teaching positive attitudes (mean = 3.84).

The findings also supported by recent research. A 2023 study by Mbewe, Chirwa, and Lee titled "I always tell my children to learn from me: Parental engagement in social and emotional learning in Malawi" emphasizes that parents serve as primary educators, instilling values and ethical behavior through direct teaching and engagement. The study highlights that parents' actions and behaviors within the family significantly impact children's moral education, fostering ethical behavior and laying the foundation for lifelong character development.

These theories collectively affirm that parents' involvement in moral education fosters not only ethical behavior but also a foundation for lifelong character development, validating the study's emphasis on the holistic role of parents in moral and educational growth.

Table 2.3 shows the extent of the parents involved in the total development of the pupils relative to Social.

Table 2.3 Parental Involvement in the Development of Pupils in relation to social

	Mean	Interpretation
C. Social		
1. Attend meetings and seminars.	3.72	Much Involved
2. Encourage children to participate in school activities.	3.89	Much Involved
3. Allow children to join the educational trips.	3.27	Much Involved
4. Give them time to play and bond with their Children	2.47	Moderately Involved
5. Shows good parent-teacher relationship.	3.45	Much Involved
Mean	**3.56**	**Much Involved**

In the social domain, the involvement is generally high, though slightly lower compared to other categories. Encouraging participation in school activities (3.89) and attending meetings or seminars (3.62) show strong involvement. However, the score for giving children time to play and bond with them is notably lower (2.47), which reflects a moderate level of involvement in recreational bonding activities. This suggests that while formal educational and school-related activities are well-supported, informal bonding time may be limited. The overall mean of 3.56 still reflects substantial engagement in social development, particularly through encouraging participation in educational and extracurricular activities.

This study highlights that parental involvement in social development is reflected in activities such as encouraging children to participate in school activities (mean: 3.89) and attending school meetings or seminars (mean: 3.62). These actions demonstrate active engagement, fostering children's social skills through formal interactions. However, a lower involvement in recreational bonding activities (mean: 2.47) suggests a gap in informal, relationship-building opportunities within the family setting.

These findings are consistent with Epstein's (2001) research, which underscores the importance of parental involvement in fostering social competencies. Epstein argues that active participation in school-related activities not only supports academic performance but also enhances social interactions and emotional development. Furthermore, a 2023 longitudinal study emphasizes that continuous parental engagement promotes prosocial behaviors and self-regulation in children, with impacts observed from early to late adolescence (Silletti et al., 2023).

This evidence collectively supports the view that balanced parental involvement—combining structured educational engagement and informal bonding—is essential for the holistic social development of students. Future efforts to enhance social development should encourage parents to actively balance formal and informal engagement with their children.

Table 2.4 shows the extent of the parents involved in the total development of the pupils relative to Emotional.

Table 2.4 Parental Involvement in the Development of Pupils in relation to emotional

	Mean	Interpretation
D. Emotional		
1. Recognize good performance.	3.90	Much Involved
2. Spend time listening to children.	3.45	Much Involved
3. Uplift children whenever they get discouraged.	3.92	Much Involved
4. Encourage the children to develop positive attitudes.	3.75	Much Involved
5. Support the spiritual growth.	3.85	Much Involved
Mean	3.77	Much Involved

Emotional involvement is highly rated, with recognizing good performance (3.90). According to *Reddy et al. (2016)*, recognition of good performance builds confidence and encourages further engagement in both academic and social contexts. Positive reinforcement, as demonstrated through recognition, is key in promoting a growth mindset (Dweck, 2016). And uplifting children when they are discouraged (3.95) being the most prominent activities.

According to *Luthar et al. (2017)*, children who receive supportive responses in the face of setbacks are more likely to develop coping strategies that enhance emotional resilience.

Uplifting children can protect against the negative impacts of stress and help them develop adaptive responses to challenges. Parents or guardians also actively encourage children to develop positive attitudes (3.75) *Seligman (2016)* highlights that promoting positive thinking can significantly enhance children's overall mental health and outlook on life, leading to better problem-solving abilities and interpersonal relationships. And provide spiritual support (3.85) As noted by *King et al. (2019)*, spiritual support can contribute to emotional regulation and resilience, particularly during periods of adversity. Furthermore, fostering spiritual growth can align with moral and ethical development, supporting children in forming strong personal values. The relatively lower score for spending time listening to children (3.45), though still categorized as much involved, suggests there may be room for further improvement in open communication. Research by *Berk (2018)* suggests that when adults listen attentively to children, it strengthens the child's sense of self-worth and promotes effective communication skills. Moreover, listening helps children process emotions, which is vital for their emotional regulation. Overall, with a mean of 3.77, emotional support is a key priority, indicating that parents or guardians are attentive to children's emotional needs and well-being.

Research emphasizes the importance of parental emotional connection in promoting children's emotional development. Recognizing good performance, providing encouragement during challenging times, and nurturing positive attitudes are among the key ways parents influence their children's emotional well-being. Epstein (2001) emphasizes that emotional support from parents creates a nurturing environment, which not only enhances academic success but also promotes self-esteem and resilience in children. Similarly, Hill and Tyson (2009) highlight that active parental engagement, such as listening and providing encouragement, strengthens students' social-emotional competencies, preparing them to cope with various life challenges.

Bronfenbrenner's (1979) Ecological Systems Theory, which posits that the family serves as a critical microsystem directly influencing children's emotional development. By fostering open communication and addressing emotional needs, parents help create a stable and supportive environment. This study further supports these findings, as parents' ability to uplift children when discouraged and provide spiritual guidance (Mean: 3.85) indicates their attentiveness to children's emotional needs and well-being. Recent research supports this perspective; for instance, a 2022 study titled "Framing Childhood Resilience Through Bronfenbrenner's Ecological Systems Theory" emphasizes that parents' interactions within the microsystem play a pivotal role in shaping children's resilience and emotional well-being

These perspectives collectively demonstrate that emotional involvement is not just a supportive factor but a pivotal element in promoting students' holistic development.

Table 2.5 shows the extent of the parents involved in the total development of the pupils relative to finances.

Table 2.5 Parental Involvement in the Development of Pupils in relation to financial

	Mean	Interpretation
E. Financial		
1. Provide children's monetary needs.	3.67	Much Involved
2. Give contributions for school activities.	3.77	Much Involved
3. Give enough allowance for their children's daily expenses.	3.69	Much Involved
4. Prioritize in their budget the children's Educational needs.	3.81	Much Involved
5. See to it that their tuition fees and other schools fees are paid on time.	3.69	Much Involved
Mean	**3.69**	**Much Involved**

Financial involvement is a critical aspect of parental support, ensuring that students have the

resources necessary to succeed academically and develop holistically. As highlighted in this study, prioritizing children's educational needs (Mean: 3.81), contributing to school activities (Mean: 3.77), Providing monetary resources for school activities, such as contributions for events or extra-curricular programs, has been linked to higher student engagement and participation (Masten & Tellegen, 2017). And meeting daily financial obligations (Mean: 3.69) demonstrate parents' commitment to their children's growth and well-being. Furthermore, offering an adequate allowance for daily expenses fosters a sense of responsibility and financial literacy, which is crucial for the development of good money management skills (Gershoff & Aber, 2017).

This study reflects these findings, as parents' financial involvement is evidenced by their prioritization of tuition fees (Mean: 3.69) and overall responsible financial management (Mean: 3.69). Such involvement not only supports children's educational attainment but also ensures stability and reduces stress related to financial challenges. Collectively, these actions create an environment conducive to students' academic and personal development. Prioritizing children's educational needs in the family budget ensures they have the necessary resources to succeed academically, as financial stability directly impacts access to quality education (Jeynes, 2017). Timely payment of tuition fees and other school-related costs alleviates financial stress, allowing children to focus more on their studies, which is crucial for their academic performance (Miller & Chen, 2016). The mean score of 3.69 across these financial involvement behaviors, indicating high involvement, aligns with the growing recognition of the importance of financial stability and support in enhancing children's educational outcomes and overall development. This level of financial involvement fosters a supportive environment where children can thrive both academically and personally, reflecting the positive impact of parental financial responsibility (Eisenberg et al., 2019).

The findings of this study align with existing literature that emphasizes the critical role of parental involvement in the financial aspects of children's education. Parents who prioritize their children's educational needs, contribute to school activities, and manage daily expenses effectively ensure that their children have the resources necessary to succeed academically. This aligns with Pérez Sánchez, Rodríguez, and García's (2019) study, which highlights that parental financial involvement, such as providing support for school-related expenses and engaging in school events, significantly contributes to children's academic achievement. Their research underscores that parents who actively participate in managing their children's educational finances help create a supportive environment conducive to academic success. Similarly, the findings of this study showing high levels of financial involvement, including paying tuition fees and contributing to school activities reinforce the importance of financial support in the holistic development of children, as it ensures that children have the necessary resources to thrive in their academic journey.

The overall analysis of the data reveals that parents or guardians are highly involved in their children's development across intellectual, moral, social, emotional, and financial aspects. The intellectual and moral domains show the highest levels of involvement, with consistent support in providing resources, encouraging good study habits, and instilling positive values. Emotional involvement is also high, with strong encouragement and support during challenging times. However, there are areas, such as social bonding through playtime and spending time listening to children,that could be improved to further enhance overall development. Financial involvement remains robust, indicating that the necessary financial resources are provided for educational success.

In summary, the data reflects a well-rounded approach to supporting children, with a high degree of involvement in most areas critical to their growth and development. While there are areas for improvement, particularly in informal social bonding, the overall results suggest that parents or guardians are dedicated and actively engaged in fostering their children's academic, moral, emotional, and financial well-being.

Level of learning of pupils based on the general average of their first grading exam.

Table 3 depicts the frequency distribution of respondents' level of learning based on the overall average of their first grading exam

Table 3 Frequency distribution of the level of learning of the respondents

Grading Scale	Frequency N=262	Percentage
90-100	0	0%
85-89	30	11.45%
80-84	232	88.55%
75-79	0	0%
Below 75	0	0%
Mean	82.31	
Interpretation	Satisfactory	

The data in Table 3 provides an overview of the learning levels of Grade VI pupils in the Buluan District. While the majority of students (88.55%) fall within the 80-84 range (Satisfactory level) and a smaller percentage (11.45%) are in the 85-89 range (Very Satisfactory), no students achieved Excellent (90-100) or fell below 80 (Fair or Poor). The mean score of 82.31 confirms that students, on average, are performing satisfactorily but not excelling. This trend raises important questions about the role of parental involvement in student learning, especially in moving students from satisfactory to higher performance levels.

Research suggests that active parental involvement (e.g., assisting with homework, monitoring academic progress, and engaging in school activities) has a direct impact on students' academic success (Fan & Williams, 2016). Given that no students scored below 80, it is possible that parents in the Buluan District are providing some level of support that ensures all students meet at least satisfactory performance. However, to push students toward excellence (90-100), more structured parental engagement may be needed (Jeynes, 2017).

Epstein's (2018) Six Types of Parental Involvement Model suggests that parents influence academic performance through: Parenting (providing a supportive home environment) Communicating with teachers Volunteering in school activities Learning at home (helping with assignments) Decision-making in school policies Collaborating with the community If students are consistently performing at a satisfactory level rather than excelling, there may be gaps in one or more of these areas.

Studies indicate that students who receive structured academic support at home tend to score higher (Silinskas et al., 2020). If most students remain in the 80-84 range, it may suggest that while parents are supportive, they may not be actively involved in reinforcing learning through additional practice, discussions, or enrichment activities. Encouraging parent-led learning activities, reading programs, or structured study routines at home could help elevate learning outcomes.

In summary, the data suggest that while most students are achieving satisfactory performance, there is room for improvement, as no respondents reached the highest grading scale (90–100), and only a small portion achieved scores between 85 and 89.

Relationship between the level of learning of the pupils and the different profile variables.

Table 4: summary squared-computed value between the level of learning and different profile variables.

Variables	Df	x^2 computed	x^2 critical value @ .05	Descriptors
Gender	4	0.28	9.49	Not Significant
Tribe	4	13.86	9.49	Significant
No. of siblings	8	2.35	15.51	Not Significant
Father's education	8	17.42	15.51	Significant
Mother's education	8	1.16	15.51	Not Significant
Occupation	8	40.87	15.51	Significant

The data in Table 4 presents the chi-square analysis of the relationship between students' level of learning and different profile variables, highlighting which factors significantly influence academic performance. The results reveal that gender ($\chi^2 = 0.28$) is not a significant factor, as its computed value is lower than the critical value (9.49). This suggests that learning levels are not influenced by gender differences, contradicting studies that indicate female students often perform better academically (Steinmayr et al., 2018). Possible reasons for this could be equal learning opportunities, similar study habits, or cultural factors that minimize gender disparities in performance (OECD, 2019). On the other hand, tribe ($\chi^2 = 13.86$) was found to be a significant factor, indicating that students from different tribal

backgrounds may experience varying levels of parental support, learning resources, or academic motivation (Banks & Banks, 2019).

This finding aligns with research suggesting that cultural differences play a crucial role in shaping students' learning styles and expectations, emphasizing the need for inclusive and culturally responsive teaching strategies to bridge the gap (Gay, 2018).

Meanwhile, the number of siblings (χ^2 = 2.35) did not show a significant impact on learning levels. This contradicts previous research that suggests larger family sizes can limit parental attention and resources for each child (Downey, 2016). However, in strong family-oriented communities, older siblings may compensate for this by providing learning support. Conversely, father's education (χ^2 = 17.42) was found to be significant, meaning that fathers with higher education levels are more likely to provide academic guidance, motivation, and better learning materials for their children (Jeynes, 2016; Silinskas & Kikas, 2019). In contrast, mother's education (χ^2 = 1.16) was not a significant factor, which is surprising given the widely accepted view that maternal involvement plays a key role in children's early education (Magnuson, 2017). One possible explanation for this could be that even mothers with lower educational attainment actively support their children's schooling through non-academic means, such as providing emotional encouragement and ensuring a structured home environment (Muller & Dronkers, 2017). Lastly, occupation (χ^2 = 40.87) emerged as a significant factor, reinforcing the idea that a parent's job status directly affects their ability to provide financial and educational support. Higher-paying, stable jobs offer better access to learning materials, tutoring, and a conducive study environment, whereas lower-income families may struggle with educational disadvantages (Bradley & Corwyn, 2016; Duncan et al., 2017). This finding highlights the importance of economic stability in shaping student achievement, suggesting that schools and policymakers should consider financial assistance programs or flexible learning interventions to support students from disadvantaged backgrounds.

Overall, these results reinforce the critical role of socioeconomic and cultural factors in students' academic success and suggest that interventions targeting parental education, cultural inclusivity, and economic stability could enhance learning outcomes. These findings could guide policy recommendations on parental engagement strategies to improve student performance.

Relationship between learning of pupils and parental involvement of the respondents.

Table 5 Correlation analysis between learning of pupils and parental involvement of the respondents.

Variable	n	df	r	r^2	t-computed	t-computed at 5%	Interpretation
Learning Of Pupils and Parental Involvement	262	260	.62	.38	12.65*	1.96	moderate

*Significant @ 5% level

Results revealed that there is a positive significant relationship with learning and parental involvement. This means that when parental involvement increases, the learning of pupils tends also to increase. This implies that the learning of the pupils is affected by parental involvement. As shown in the calculations, the finding shows that there is a positive 0.62 correlation interpreted as a moderate positive correlation between the learning of pupils and parental involvement. These findings also correspond to the results of Ghenghesh (2015) that there is a significant but moderate positive relation between the learning of pupils and parental involvement.

However, while the relationship is moderate, it is not the sole determinant of students' academic performance. Other factors, such as school quality, socioeconomic background, and peer influence, also contribute significantly to learning outcomes (Simpkins et al., 2017). Hence, while parental involvement should be encouraged, schools must also implement holistic strategies, such as teacher-student engagement and peer mentoring, to further enhance learning.

Testing the significance of correlation yielded significance since the t-value of 12.65 was more than the critical value of 1.96 with the degree of freedom (df) of 260 at a 5% level of significance. This suggests that the two variables, the learning of pupils and parental involvement are dependent on each other. Based on the obtained correlation

coefficient of determination r^2 = .38, it means that 38% of the variance of learning of the pupils is attributed to parental involvement while 62% of the variance was caused by factors other than the one considered. The study's findings support the null hypothesis, which holds that there is no meaningful correlation between the degree of parental participation and the students' education. The alternative hypothesis, according to which the respondents' learning and the degree of parental participation are significantly correlated, is approved.

Therefore, involving parents of the respondents in teaching and learning may lead to improved academic performance. This finding could be useful for parents to develop intervention to enhance the learning of the pupils and ultimately improve their academic outcomes.

SUMMARY

Parental involvement plays a crucial role in the overall development of Grade VI pupils in Buluan District, significantly influencing their intellectual, moral, social, emotional, and financial growth. Descriptive research design which is a correlational instrument was used to determine the parental involvement in the development of the Grade VI pupils in Buluan District. The survey questionnaire was used as the main tool for gathering the data. There were 262 respondents involved descriptive and inferential statistics were used to analyze the data.

The following are the significant findings of the study:

Most of the respondents are female (71%), majority of the tribes that participated are Maguinadaon (93.51%). Most of the respondents have five (5) siblings and above (43.89%) where their father's educational attainment is mostly elementary graduates (55.73%) while the majority of their mother's educational attainment is high school graduates (50%). Lastly, most of the parents' occupations of the respondents are farmers (43.13%) and housekeeping (34.35%).

As assessed, the mean of parental involvement in the development of Pupils relative to intellectual, moral, and emotional is 3.77 interpreted as much involved whereas, social and financial factors have the mean of 3.56 and 3.69 consecutively interpreted as much involved.

On the other hand, the level of learning of the respondents based on the general average of their first grading exam is 82.31 rated as satisfactory.

Tribe, Father's Educational attainment, and Occupation appear to be significant while Gender, Number of Siblings, and Mother's Educational Attainment appear to be insignificant In this study.

The correlation coefficient between the learning of pupils and parental involvement is +0.62 interpreted as moderate indicating that as parents are more involved in the teaching and learning process, the pupils also learn more.

CONCLUSIONS

This study underscores the significant role of parental involvement in the academic performance and overall development of Grade VI pupils in the Buluan District. The demographic data reveal that most respondents come from large, predominantly Maguindanaon families, with parents who have low educational attainment and are primarily engaged in farming or domestic work. These socio-economic factors influence the extent and nature of parental participation in their children's education.

The findings indicate that parents or guardians are actively involved in their children's intellectual, moral, emotional, social, and financial development. The highest levels of engagement are observed in intellectual and moral support, where parents provide learning resources, reinforce positive values, and encourage good study habits. Emotional support is also evident, with parents offering guidance and encouragement during challenges. Financial support remains consistent, ensuring that children's educational needs are met despite economic constraints.

Despite strong parental involvement, student performance data suggest room for improvement. While most pupils achieved satisfactory grades, none reached the highest grading scale (90–100), and only a small percentage scored between 85 and 89.

The study confirms a positive and significant relationship between parental involvement and student learning, indicating that increased parental engagement leads to better academic outcomes.

This study serves as an inspiration for educators, parents, and policymakers to foster a culture of active parental involvement in education. It highlights the need for stronger home-school partnerships, where parents are not only aware of their child's academic progress but are also actively engaged in nurturing their overall well-being. Schools should create more opportunities for parental involvement and parents should be empowered with the knowledge and skills to effectively support their children's learning. Ultimately, the study reinforces the idea that education is a shared responsibility. When parents and teachers work hand in hand, students are more likely to thrive academically and personally. It serves as a call to action for all stakeholders to recognize the power of parental involvement as a key driver of student success.

RECOMMENDATIONS

Upon a thorough study of the findings, the following actions are recommended:

1. To address the socio-economic challenges affecting parental involvement, schools, local government units, and community organizations should implement parent education and support programs tailored to the needs of Maguindanaon families
2. To further enhance parental involvement and maximize its impact on student success, schools and community leaders should implement structured parent engagement programs that build on existing strengths in intellectual, moral, emotional, and financial support.
3. To bridge the gap between strong parental involvement and higher academic performance, schools should implement targeted academic enhancement programs that focus on improving student achievement.
4. It is recommended that schools, policymakers, and communities work together to enhance educational equity by addressing cultural, parental, and socioeconomic factors affecting student learning.
5. To maximize the benefits of parental involvement in student learning, schools and policymakers should implement structured parental engagement programs that strengthen collaboration between families and educators.

ACKNOWLEDGMENT

We would like to thank Causal Productions for permits to use and revise the template provided by Causal Productions. Original version of this template was provided by courtesy of Causal Productions (www.causalproductions.com).

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