

The Influence of Parental Participation on the Academic Success of Elementary School Pupils at Talipao District, Division of Sulu: Teacher's Perspectives

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ABSTRACT. This study examined the impact of parental participation on the academic success of elementary school pupils as perceived by teachers in Talipao District, Division of Sulu. A quantitative, descriptive, correlational, and comparative research design was utilized to gather and analyze numerical data, determine relationships among variables, and explain the present condition of parental involvement as well as its effect on the academic performance of pupils. The study was conducted in public elementary schools within Talipao District under the Philippine Department of Education (DepEd). A total of 100 public school teachers participated as respondents in the study, chosen through purposive sampling to guarantee representation across age, gender, years of service and level of education. Findings revealed that most teachers are female, aged 31 and above, with moderate teaching experience and college-level qualifications. Parental participation was rated consistently very high, particularly in school-related activities and the provision of educational resources, indicating strong home-school collaboration. Significant variations in teachers' perceptions were noted according to age and years of service, whereas no differences were identified when grouped by gender and educational attainment. Overall, parental involvement demonstrated a strong and interconnected influence across domains, contributing positively to pupils' academic success.

Keywords: *Influence, Parental, Participation, Academic, Success*

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1. INTRODUCTION

Parental participation has long been identified as an important factor in children's educational success, particularly during the formative years of elementary schooling. In these early stages, learners develop foundational cognitive, behavioral, and motivational skills that significantly influence their long-term academic trajectories. Education, therefore, is not solely the responsibility of schools but a shared endeavor between teachers and parents.

A considerable amount of studies emphasizes the beneficial effect of parental involvement on children's academic development. For instance, a meta-analysis conducted by Fan and Chen

(2001) identified a meaningful association between parental involvement and students' academic achievement, highlighting that active engagement from parents leads to better educational results. In a similar vein, Erdem and Kaya (2020) reported that parental involvement produces a statistically significant, albeit small, positive influence on the academic performance of elementary school pupils. These findings are further supported by Ateş (2021) and Fatimaningrum (2021), which revealed that parental participation both at home and in school consistently enhances students' academic success across different contexts. Related local and contextual studies also support these findings, such as Cabiles (2022), who highlighted the significance of structured instructional and parental support in improving learning outcomes, and Divinagracia (2024), who highlighted the role of school-based programs and home support systems in strengthening reading comprehension and academic performance among learners. Additional evidence from Chavez, Adalia, and Alberto (2023) and Chavez (2024) further emphasizes that parental support strategies and supplemental learning assistance at home significantly improve children's language learning and academic engagement.

Parental involvement can be expressed in different ways, such as helping children with their homework, keeping regular communication with teachers, and engaging in school-related events and activities. These forms of engagement not only provide direct academic support but also help create a positive learning environment that fosters motivation, discipline, and confidence among learners. As emphasized in multiple meta-analytic studies, such involvement contributes significantly to students' cognitive development and overall academic achievement (Ateş, 2021; Fan & Chen, 2001). This is further supported by Murro (2024), who found that parental and home-based support systems have a major influence on shaping study habits and improving academic achievement among elementary learners, as well as Calubag et al. (2025), who highlighted that real-life exposure and supportive environments positively influence learners' attitudes and performance in academic subjects. Likewise, Comeros, Cuilan, and Chavez (2024) emphasized that parental discretionary influence plays a vital role in influencing children's learning behaviors, reinforcing the importance of home-based academic guidance.

Despite the strong evidence supporting the importance of parental participation, a significant research gap remains. Most existing studies have been conducted in generalized or international contexts, with limited focus on specific local settings such as the Talipao District in the Division of Sulu. Moreover, although earlier studies emphasize the beneficial impact of parental involvement, limited research has focused on the difficulties experienced by parents who do not have sufficient time, resources, or educational background to adequately support their children's learning. This gap suggests the need for a more localized and context-specific investigation.

In order to bridge this gap, the present study is designed to examine the impact of parental participation on the academic performance of elementary school pupils in the Talipao District, Division of Sulu. In particular, it aims to explore how various types of parental involvement such as learning assistance at home, interaction with teachers, and engagement in school activities contribute to students' academic performance. In this research, parental participation is considered the independent variable, whereas pupils' academic success is identified as the dependent variable.

Moreover, this study underscores that pupils' academic achievement cannot be attributed solely to teachers or school-related factors. While teachers play a crucial role in delivering instruction, parents also significantly influence their children's learning experiences. In some cases, limited parental support may contribute to lower academic performance, highlighting the significance of a collaborative educational approach.

The expected outcome of this research is to provide empirical evidence on the degree to which parental involvement influences academic achievement within a localized context. It is anticipated that the findings will reinforce the importance of active parental involvement while identifying potential barriers that hinder effective participation. Ultimately, this study seeks to contribute to the development of strategies and interventions that enhance the partnership between parents and schools, thereby improving the academic success of elementary school pupils.

2. METHODS

2.1 Research Design

According to Creswell and Creswell (2018), a research design refers to the framework or overall plan that guides the collection, measurement, and analysis of data to answer research questions, while Babbie and Mouton (2001) describe it as a blueprint for conducting research systematically. This study utilized a quantitative research design that employed a descriptive approach, correlational, and comparative methods to investigate the influence of parental participation in relation to academic success of elementary school pupils in Talipao District, Division of Sulu. It aimed to describe teachers' demographic profiles, assess the level of parental participation with regard to involvement in children's education and the provision of school materials, and participation in school activities, and determine whether significant differences and relationships exist among the variables when grouped according to demographic factors. Teachers served as the primary respondents, and data were gathered using a structured questionnaire. Additional information was obtained from books, journals, and online sources to support the study's theoretical framework.

2.2 Participants of the Study

The respondents of this study included one hundred (100) public school teachers under Talipao District, Division of Sulu.

Profile of Respondents based on Schools

Talipao Schools	Number of Respondents
1. Panglima Karimuddin Primary School	10
2. Bandang Primary School	15
3. Samak Primary School	10
4. Ablayan Primary School	15
5. Kagay Primary School	10
6. Pantao Primary School	10
7. Buroh Elementary School	10

8. Bilaan Elementary School	20
Total	100

2.3 Sampling Procedure

A purposeful sampling technique was utilized in this research. A total of 100 respondents were deliberately selected depending on the availability of members of the persons with disabilities sector. This approach allowed the researcher to ensure that participants represented key characteristics including age, gender, years of service, and educational attainment.

2.4 Research Instrument

A survey questionnaire was used as the main data collection instrument to assess the extent and status of parental involvement and its influence in relation to academic success of elementary pupils in the Talipao District, Division of Sulu. The instrument was adapted from the work of Anathe R. Kimaro of the Department of Continuing and Adult Education Studies at the Adult Education Institute, and Haruni J. Machumu from the Department of Educational Foundations and instructional management at Mzumbe University. Their study focused on parental engagement in children's education, including the provision of essential school materials and communication between parents and teachers concerning school-related activities.

The questionnaire used in this research was divided into two sections. Part I gathered the demographic profile of public-school teachers, including age, sex, highest educational qualification, and years of service. Part II was designed to assess the ways in which parents provide support for their children's education.

2.5 Data Gathering Procedure

The data gathering process adhered to a structured sequence of steps to guarantee the study was conducted appropriately. Initially, the researcher obtained authorization to facilitate the distribution of the questionnaire, approval was obtained from the Office of the Dean of Graduate Studies, the College President, the Vice President for Academic Affairs, and the Deans of the different schools. This step was necessary to comply with institutional protocols and ethical standards. Upon securing the required approvals, the researcher personally managed the distribution, administration, and retrieval of the survey instruments. This hands-on approach helped ensure that the data gathering process was well-organized and that responses were collected efficiently and accurately.

2.6 Ethical Considerations

This study adhered in accordance with ethical principles to safeguard the protection, dignity, and rights of all participants, including teachers, parents, and elementary pupils. The principle of non-maleficence guided the entire research process, ensuring that no physical, psychological, or social harm was inflicted on the respondents, and that all procedures prioritized their safety and well-being. Moreover, respect for participants' rights and dignity was fully upheld, with participation being completely voluntary. All respondents were clearly informed of their right to discontinue participation in the study at any time without any penalty or negative consequences. In addition, confidentiality and anonymity were rigorously maintained, as all data collected were

handled with strict privacy. Any identifying information was excluded to ensure that responses remained protected and could not be linked to individual participants.

3. RESULTS

Question 2. What is the level of parental participation on the academic success of elementary school pupils, as perceived by teachers at Talipao District, Division of Sulu in terms of: Parental Involvement in their Children Education; Parental Provision of Key School Items; and Parental Participation in School Activities?

Table 2. Level of parental participation on the academic success of elementary school pupils in Talipao District Division of Sulu as perceived by teachers in terms of parental involvement in their children education

No	Statements	Mean	S.D.	Description
1	The parents ask me about homework regularly.	3.60	.56854	Strongly Agree
2	The parents help their children on their homework	3.67	.53286	Strongly Agree
3	The parents discuss with their children about the school days.	3.65	.59246	Strongly Agree
4	The parents talk to their children about the future schooling.	3.68	.51010	Strongly Agree
5	The parents discuss about me to their children	3.68	.52953	Strongly Agree
6	The parents provide time to study at home.	3.57	.57305	Strongly Agree
7	The parents regularly check the exercise books.	3.71	.49838	Strongly Agree
8	The parents encourage their children to work harder in school.	3.63	.58006	Strongly Agree
9	The parents provide them with learning materials such as exercise books, pen, pencils, and textbooks.	3.63	.56237	Strongly Agree
10	The parents think that their children will join secondary education.	3.66	.51679	Strongly Agree
Weighted Mean		3.648	.49041	Strongly Agree

Legend: (4) 3.25 – 4.00=Strongly Agree; (3) 2.50 – 3.24=Agree; (2)1.75 – 2.49=Disagree; (1)1.00 – 1.74=Strongly Disagree

Table 2.1 The data illustrate the extent of parental involvement in relation to the academic performance of elementary pupils in the Talipao District, Division of Sulu, as perceived by teachers. Based on the table, the overall composite mean reached 3.648 with a standard deviation of 0.49041, which corresponds to a rating of “strongly agree” under the category of parental participation in children’s education.

A closer examination shows that item number seven received the highest mean score of 3.71 with a standard deviation of 0.49838, also interpreted as “strongly agree.” This item refers to parents consistently checking their children’s exercise books. Item number four followed with a mean of 3.68 and a standard deviation of 0.51010, indicating that parents frequently engage their children in conversations about future schooling. Similarly, item number five obtained a mean of

3.68 with a standard deviation of 0.52953, reflecting strong agreement with the statement that parents discuss the teacher with their children.

These findings suggest that parental involvement in the district is marked by active engagement not only in routine academic monitoring but also in fostering motivation and future-oriented thinking among children. Supporting this observation, Foster and Roberts (2021) found that students with parents who are actively engaged in both their academic progress and emotional well-being tend to demonstrate improved academic outcomes as well as stronger social and emotional competencies.

Table 2.2 Level of parental participation on the academic success of elementary school pupils in Talipao District Division of Sulu as perceived by teachers in terms of parental provision of key school items

No	Statements	Mean	S.D.	Description
1	The parents bought them exercise books.	3.71	.51825	Strongly Agree
2	The Parents bought them a pen	3.67	.55149	Strongly Agree
3	The parents checked their school assignments	3.72	.51405	Strongly Agree
4	The parents provided them time for studying at home.	3.67	.56951	Strongly Agree
5	The parents discussed with them about their lesson.	3.69	.52599	Strongly Agree
6	The parents checked their school attending progress	3.72	.49400	Strongly Agree
7	The parents providing them money for lunch.	3.67	.56951	Strongly Agree
8	The parents providing them money for transport	3.70	.52223	Strongly Agree
9	The parents gave letter to school	3.73	.48938	Strongly Agree
10	The parents providing them a place for studying at home	3.68	.54828	Strongly Agree
Weighted Mean		3.696	.47904	Strongly Agree

Legend: (4) 3.25 – 4.00=Strongly Agree; (3) 2.50 – 3.24=Agree; (2)1.75 – 2.49=Disagree; (1)1.00 – 1.74=Strongly Disagree

Table 2.2 The findings indicate the degree of parental participation in relation to the academic achievement of elementary pupils in the Talipao District, Division of Sulu, as assessed by teachers, particularly in terms of providing essential school-related materials and support. As presented in the table, the overall composite mean score reported by teacher-respondents is 3.680, with a measure of variability of 0.47904, which is categorized as under the highest level of agreement rating for the category on parental provision of key school items.

In greater detail, item number nine obtained the top mean value of 3.73, accompanied by a standard deviation of 0.48938, interpreted as “strongly agree,” referring to parents submitting letters to the school. Item number three followed closely having a mean value of 3.72 and a standard deviation of 0.51405, also rated “strongly agree,” indicating that parents regularly check their children’s school assignments. Likewise, item number six recorded a mean of 3.72 with a

standard deviation of 0.49400, reflecting a strong level of agreement with the statement that parents monitor their children's school attendance progress. This means that there is a structured hands-on approach of parental participation that prioritizes communication with the teachers and the consistent monitoring of the child's academic progress. Grobler (2020) affirmed that strengthened the belief that contributions from parents are essential in both curricular and extracurricular programs of the school. Positive outcomes have been revealed in the study of Duraku & Hoxha (2020) that when parents are engaged in their children's education.

Table 2.3 The findings present the degree of parental participation in connection with academic performance of elementary school pupils in the Talipao District, Division of Sulu, as viewed by teachers, specifically in terms of involvement in school-related activities. Based on the table, the overall composite mean obtained from the teacher-respondents is 3.749, with a dispersion measure (standard deviation) of 0.41791, which corresponds to a "strongly agree" rating in the category of parental participation in school activities.

A more detailed look shows that item number one achieved the top mean value of 3.77 with a standard deviation of 0.45622, interpreted as "strongly agree," stating that face-to-face interactions between parents and teachers regarding children's learning can enhance parents' attitudes toward teachers. Similarly, item number two recorded a mean of 3.77 with a standard deviation of 0.46829, also rated as "strongly agree," carrying the same statement. In the same manner, item number three obtained a mean of 3.77 with a standard deviation of 0.44620, likewise interpreted as "strongly agree," and reflecting the same idea.

These findings imply that parental involvement within the district serves as a purposeful strategy for strengthening trust and fostering a supportive and positive psychological environment between families and schools. Supporting this view, Pomerantz et al. (2021) highlighted that parental involvement and engagement are complex and multidimensional constructs that play a vital role in influencing students' learning experiences

Question 3. Is there a significant variation in the perceived influence of parental participation on the academic achievement of elementary pupils in Talipao District, Division of Sulu when respondents are grouped according to teachers' demographic profiles in terms of age, gender, educational attainment, and length of service?

Table 3.1 Differences in the level of influence of parental participation on the academic success of elementary school pupils in Talipao District, Division of Sulu in terms of age

VARIABLES	Grouping Age	Mean	S. D.	Mean Difference	t	Sig.	Description
Parental Involvement in their Children Education	26-30 years old	2.935	.47820	-.85868	-8.721	.000	Significant
	31 years old and above	3.794	.34477				
Parental Provision of Key School Items	26-30 years old	2.970	.49087	-.87399	-9.405	.000	Significant
	31 years old and above	3.844	.31400				
Parental Participation in School Activities	26-30 years old	3.082	.42608	-.80319	-10.438	.001	Significant
	31 years old and above	3.885	.25382				

Significance at alpha 0.05

Table 3.1 The table presents the variation in the level of influence of parental participation on the academic achievement of elementary school pupils in Talipao District, Division of Sulu when grouped according to age. It can be observed that, overall, the computed mean differences and t-values under this category reveal a statistically significant difference. 31 years old and above teachers reported a higher mean across all parental participation domain ($\bar{x}=3.794$; $\bar{x}=3.844$; $\bar{x}=3.885$) compared to 26-30 years old teachers ($\bar{x}=2.953$; $\bar{x}=2.970$; $\bar{x}=3.082$). This implies that 31 years old and above teachers may be more sensitive to the influence of parental participation on the academic success of elementary school pupils. Therefore, the hypothesis, which states that “There is no significant difference in the level of influence of parental participation on the academic success of elementary school pupils in Talipao District, Division of Sulu in terms of age when data are grouped according to age” is rejected.

Table 3.2 Differences in the level of influence of parental participation on the academic success of elementary school pupils in Talipao District, Division of Sulu in terms of gender

VARIABLES	Grouping Gender	Mean	S. D.	Mean Difference	t	Sig.	Description
Parental Involvement in their Children Education	Male	3.490	.77953	-.17556	-1.075	.285	Not Significant
	Female	3.665	.45051				
Parental Provision of Key School Items	Male	3.550	.75166	-.16222	-1.016	.312	Not Significant
	Female	3.712	.44212				
Parental Participation in School Activities	Male	3.600	.68475	-.16556	-1.191	.237	Not Significant
	Female	3.765	.37958				

Significance at alpha 0.05

Table 3.2 The data illustrate the perceived influence of parental participation on the academic performance of elementary school pupils in Talipao District, Division of Sulu when respondents are classified according to gender. The findings indicate that the overall mean differences and calculated t-values in this category show no significant difference. This suggests that both male and female teacher-respondents share comparable views regarding the effect of parental involvement on pupils' academic achievement in the district.

From this, it can be understood that both groups share a consistent and aligned viewpoint concerning parental participation. Consequently, the hypothesis stating that "there is no significant difference in the level of influence of parental participation on the academic success of elementary school pupils in Talipao District, Division of Sulu when data are grouped according to gender" is accepted.

Table 3.3 Differences in the level of influence of parental participation on the academic success of elementary school pupils in Talipao District, Division of Sulu in terms of educational attainment

VARIABLES	Grouping Gender	Mean	S. D.	Mean Difference	t	Sig.	Description
Parental Involvement in their Children Education	College Graduate	3.678	.44569	.37826	2.130	.036	Significant
	Masteral Units	3.300	.81766				
Parental Provision of Key School Items	College Graduate	3.718	.43926	.28098	1.604	.112	Not Significant
	Masteral Units	3.437	.80877				
Parental Participation in School Activities	College Graduate	3.770	.37696	.27065	1.776	.079	Not Significant
	Masteral Units	3.500	.73872				

Significance at alpha 0.05

Table 3.3 The table presents the differences in the perceived impact of parental participation on the academic achievement of elementary school pupils in the Talipao District, Division of Sulu when respondents are grouped according to educational attainment. The results reveal that, except for the area of "parental involvement in their children's education," the overall mean differences and calculated t-values indicate no statistically significant variation within this category.

Specifically, teachers who are college graduates reported a higher mean score in the area of parental involvement in their children's education ($\bar{x} = 3.678$) compared to those with master's units ($\bar{x} = 3.300$). Despite this observed variation, no significant differences were identified in the other domains related to the influence of parental participation on pupils' academic success.

In light of these results, the hypothesis stating that "there is no significant difference in the level of influence of parental participation on the academic success of elementary school pupils in Talipao District, Division of Sulu when data are grouped according to educational attainment" is therefore accepted.

Table 3.4 Differences in the level of influence of parental participation on the academic success of elementary school pupils in Talipao District, Division of Sulu in terms of length of service

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Parental Involvement in their Children Education	Between Groups	4.580	3	1.527	7.622	.000	Significant
	Within Groups	19.229	96	.200			
	Total	23.810	99				
Parental Provision of Key School Items	Between Groups	4.633	3	1.544	8.197	.000	Significant
	Within Groups	18.085	96	.188			
	Total	22.718	99				
Parental Participation in School Activities	Between Groups	3.650	3	1.217	8.563	.000	Significant
	Within Groups	13.640	96	.142			
	Total	17.290	99				

Significance at alpha 0.05

Table 3.4 The table presents the differences in the perceived influence of parental participation on the academic achievement of elementary school pupils in the Talipao District, Division of Sulu, when respondents are grouped according to their length of service. The data indicate that the computed F-ratios and corresponding p-values under this category generally reflect a statistically significant difference.

The findings further reveal that length of service serves as a significant factor in shaping how teachers perceive the impact of parental participation on pupils' academic success in the district.

Given these results, the hypothesis stating that "there is no significant difference in the level of influence of parental participation on the academic success of elementary school pupils in Talipao District, Division of Sulu when data are grouped according to length of service" is rejected.

4. DISCUSSION

This chapter provides a discussion of the key findings of the study concerning the influence of parental participation on the academic achievement of elementary school pupils in Talipao District, Division of Sulu. It further relates the results to relevant literature and interprets their implications in connection with previous studies.

Demographic Profile of Teacher-Respondents. The results indicate that most of the teacher-respondents are 31 years of age and older, largely female, and mainly in the early to middle stages of their teaching profession, having rendered 6–10 years of service. Moreover, the majority of them are college graduates. These results indicate that the teaching workforce in Talipao District is relatively stable and experienced, although many are still in the process of advancing their professional qualifications.

This aligns with the observation of Ingersoll and Merrill (2017) that many education systems are composed of moderately experienced teachers who remain in transitional stages of professional development. Similarly, OECD (2019) reports that teaching remains a female-

dominated profession in many basic education settings, which reflects the gender distribution found in this study. The results suggest the need for continuous professional development opportunities to support teachers in advancing toward higher academic qualifications and improved instructional effectiveness.

Level of Parental Participation. The findings showed that parental participation in Talipao District is consistently very high across all domains, including involvement in school activities, provision of school materials, and participation in children's education. Among these, participation in school activities obtained the highest rating, indicating strong collaboration between parents and schools in fostering a positive learning environment. This reflects active engagement that strengthens trust and communication between home and school stakeholders.

This is consistent with the findings of Fan and Chen (2001), who stressed that parental involvement has a strong relationship with students' academic performance, particularly when parents take part in school-related activities. Similarly, Jeynes (2016) pointed out that parental involvement within the school setting is among the most powerful indicators of student achievement, especially when it strengthens communication and collaboration between parents and teachers. The high level of parental provision of school materials also supports Hoover-Dempsey and Sandler's (1997) model, which explains that parents' involvement is often driven by their perception of responsibility for their children's academic success.

Although parental involvement in children's education obtained the lowest mean, it still reflects a proactive approach toward both academic and motivational support. This finding is consistent with Hill and Tyson (2009), who noted that even minimal academic support at home can positively influence student achievement when combined with school engagement.

Differences in Parental Participation Based on Teacher Profile. The study revealed that there are significant differences in the perceived influence of parental participation when respondents are grouped according to age and length of service, while no significant differences were found in terms of gender and educational attainment. Teachers aged 31 years old and above and those with 6–15 years of experience demonstrated a stronger perception of parental participation's influence on student academic success.

This finding is supported by Klassen and Chiu (2010), who noted that more experienced teachers often develop stronger classroom management skills and better understanding of parent-school dynamics. As a result, they are more likely to recognize the importance of parental engagement in student outcomes. In contrast, the absence of significant differences in gender and educational attainment suggests that perceptions of parental involvement are generally consistent regardless of these characteristics, supporting the idea that parental engagement is universally recognized across teacher demographics.

Correlation Among Parental Participation Domains. The correlation analysis revealed a nearly perfect positive relationship among all sub-categories of parental participation, particularly between parental provision of school materials and participation in school activities. This indicates that parents who are actively involved in providing resources are also likely to engage directly in school functions. The results suggest that parental involvement operates as an integrated system, where engagement in one area reinforces participation in others.

This finding is strongly supported by Epstein's (2011) theory of overlapping spheres of influence, which states that home, school, and community interactions are interconnected and mutually reinforcing. Similarly, Desforges and Abouchaar (2003) emphasized that parental involvement is cumulative in nature, meaning that different forms of engagement work together to enhance student achievement. The nearly perfect correlation observed in this study suggests a

spillover effect, where increased participation in one dimension leads to broader engagement across all aspects of a child's education.

Overall, the findings of this study confirm that parental participation plays a crucial and interconnected role in supporting the academic success of elementary school pupils in Talipao District. The strong level of parental engagement, combined with its significant relationships across multiple dimensions, highlights the importance of a collaborative partnership between home and school. These results reinforce established literature that emphasizes parental involvement as a key determinant of student achievement and educational success.

5. CONCLUSION

The study concludes that the teacher-respondents in public elementary schools in Talipao District, Division of Sulu, are mostly female educators aged 31 years and above, generally in the early-to-mid stages of their careers, with most holding bachelor's degrees and having 6–10 years of teaching experience, indicating a stable yet still professionally developing workforce. Parental participation in the district is generally high and well integrated into the education system, with strong involvement in school activities, provision of learning materials, and monitoring of pupils' academic progress, reflecting a strong home–school partnership that supports student success. The study also found no significant differences in the perceived influence of parental participation when grouped according to gender and educational attainment, but significant differences were observed based on age and length of service, particularly among teachers aged 31 and above with 6–15 years of experience who had a more positive perception of parental involvement. Moreover, a nearly perfect positive and significant relationship was found among all domains of parental participation, supporting established literature that emphasizes the combined importance of home academic support, school engagement, and teacher communication in improving student achievement. Overall, the findings suggest that parental participation serves as a key driver of academic success among elementary pupils in the district.

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