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Research Article

Parental Involvement and Socio-Emotional Development in Relation to Academic Achievement Among Grade III Pupils in the Philippines

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Abstract
This study examines parental involvement and pupils' socio-emotional development in relation to academic achievement among Grade III pupils at Moises Padilla Elementary School, Negros Occidental, Philippines, during School Year 2025–2026. A quantitative descriptive-correlational design was employed involving 50 parent or guardian respondents and their corresponding Grade III pupils. Data were collected using a researcher-made questionnaire that underwent expert validation and reliability testing. Descriptive statistics and Pearson's product-moment correlation were used to analyze the data. Results indicate that parental involvement was very high across learning at home, communicating, decision-making, and collaboration with the community. Pupils' socio-emotional development was rated very high in motivation and social skills and high in self-awareness, self-regulation, and empathy. Academic achievement obtained a mean score of 85.22, interpreted as Outstanding. Significant positive relationships were found between most dimensions of parental involvement and socio-emotional development. However, no statistically significant relationship was established between parental involvement and academic achievement or between socio-emotional development and academic achievement. The findings suggest that family–school engagement is associated with pupils' socio-emotional development, although the measured variables were not significantly associated with academic achievement in this sample. The study proposes a school-based development program focused on parent capacity-building, home–school communication, socio-emotional learning, and targeted academic support.

Keywords
family–school partnership; elementary education; learner development; social-emotional learning; descriptive-correlational research

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Ethics Statement
This study was conducted in accordance with ethical standards.

INTRODUCTION

Parental involvement and socio-emotional development have been recognized as essential components of children's educational experiences, contributing to their learning, behavior, and personal growth. Families have supported children's education through guidance at home, communication with teachers, participation in school decisions, and collaboration with the wider community. These forms of engagement have established supportive connections between home and school, providing children with opportunities to develop academically and socially. Socio-emotional development has encompassed the abilities to recognize and manage emotions, demonstrate empathy, establish positive relationships, and sustain motivation. Previous research has emphasized the importance of structured social and emotional learning (SEL) approaches in strengthening learners' social-emotional competencies, attitudes, behavior, and interpersonal relationships (Cipriano et al., 2023; Wigelsworth et al., 2022).

Parental involvement has extended beyond supervising homework and providing learning materials to encompass communication, shared decision-making, and active participation in school and community activities. Epstein et al. (2018) emphasized the importance of school, family, and community partnerships in supporting children's educational development. However, the relationship between parental involvement and academic achievement has varied depending on the nature and quality of parental engagement. Research has associated parental expectations and aspirations with improved academic outcomes, while findings concerning direct homework assistance have been less consistent (Kim, 2022; Şengönül, 2022). Similarly, previous studies have highlighted the contributions of supportive relationships and intentional educational practices to children's socio-emotional competencies (Cosso et al., 2022; Sheridan et al., 2024).

In the Philippine elementary education context, family–school partnerships have remained important in promoting learner development and providing appropriate academic and socio-emotional support. Parents and guardians have contributed to children's educational experiences by supervising schoolwork, communicating with teachers, participating in school activities, and supporting decisions concerning their children's learning. Previous studies have reported varying relationships between parental involvement and academic performance, suggesting that the outcomes of family engagement may have depended on the educational context, family circumstances, and specific dimensions of involvement being examined (Pantao-O & Baldonado, 2025; Salac & Florida, 2022). Furthermore, research has highlighted the potential associations of social-emotional competencies with children's academic performance and interpersonal relationships (Quílez-Robres et al., 2021; Yang et al., 2023). Nevertheless, these relationships warranted further examination within specific Philippine elementary school settings.

Despite existing research on parental involvement, socio-emotional development, and academic achievement, a need remained to examine these variables simultaneously among primary school learners in localized educational contexts. Specifically, this study examined parental involvement across four dimensions: learning at home, communicating, decision-making, and collaboration with the community. It also assessed pupils' socio-emotional development in terms of self-awareness, self-regulation, social skills, empathy, and motivation, alongside their academic achievement. Using a descriptive-correlational research design, the study determined the levels of these variables and examined the relationships among them among 50 parents or guardians and their corresponding Grade III pupils at Moises Padilla Elementary School during School Year 2025–2026. The findings provided empirical evidence intended to guide school administrators, teachers, parents, and other education stakeholders in developing appropriate programs to strengthen family–school partnerships, promote socio-emotional learning, and address pupils' academic needs.

METHODOLOGY

Design

The study employed a quantitative descriptive-correlational research design to determine the levels of parental involvement and pupils' socio-emotional development and examine their relationships with academic achievement. The descriptive component was used to summarize the respondents' ratings of parental involvement and socio-emotional development and the pupils' academic achievement scores. The correlational component was used to determine the degree and direction of association among the measured variables without manipulating them. A quantitative approach was appropriate because the study collected numerical responses through a structured questionnaire and used statistical procedures to analyze patterns and relationships. The correlational component was suitable because the purpose was to establish whether variables were statistically associated rather than determine cause-and-effect relationships. Accordingly, the results are interpreted as associations within the study sample and not as evidence that parental involvement or socio-emotional development caused changes in academic achievement.

Locale and Participants

The study was conducted at Moises Padilla Elementary School, Barangay 5, Municipality of Moises Padilla, Province of Negros Occidental, Philippines. The school was selected because it provided the setting for examining parental involvement, pupils' socio-emotional development, and academic achievement among Grade III learners during School Year 2025–2026.

The study involved 50 parents or guardians and their corresponding 50 Grade III pupils. The pupils were enrolled in five sections: Special Science, Peacock, Pigeon, Eagle, and Dove. The Grade III population comprised 152 pupils. The distribution of the respondents across the five sections is presented in Table 1.

Table 1
Distribution of the Grade III Population and Respondents

Section	Number of pupils	Number of respondents
Special Science	32	11
Peacock	30	10
Pigeon	31	10
Eagle	29	9
Dove	30	10
Total	152	50

The parent or guardian respondents provided information concerning parental involvement and pupils' socio-emotional development. The corresponding pupils' academic achievement data were obtained from authorized school records. The sampling procedure requires final editorial confirmation because the thesis contains two descriptions: the scope section identifies stratified random sampling, whereas the detailed sampling procedure describes simple random selection.

Instrument

The study used a researcher-made questionnaire with two main components. The first component measured parental involvement in four areas: learning at home, communicating, decision-making, and collaboration with the community. The second component assessed pupils' socio-emotional development in five areas: self-awareness, self-regulation, social skills, empathy, and motivation. The questionnaire was developed with reference to Epstein's framework of parental involvement, as indicated in the thesis. Academic achievement was measured using the pupils' academic records obtained through the appropriate school authorization. The questionnaire responses and academic records provided the data used to describe the study variables and examine their relationships.

Validity and Reliability

The researcher-made questionnaire underwent expert validation by three education specialists. The validators evaluated the instrument using a validation form consisting of nine criteria rated on a five-point scale. The questionnaire obtained an overall mean validation score of 4.37. The researchers considered the validators' comments and made revisions before finalizing the instrument. The reliability of the questionnaire was assessed through a pilot test involving 30 parents of Grade IV pupils at Moises Padilla Elementary School. These pilot-test participants were not included in the actual study. The internal consistency analysis yielded a Cronbach's alpha coefficient of .894, which the thesis interpreted as indicating good internal consistency. This result provided evidence of consistency among the questionnaire items for the constructs measured.

Collection

The researchers first secured permission from the appropriate education authorities and the school administration to conduct the study. The purpose and procedures of the research were explained to the selected parent or guardian respondents. Informed consent was obtained before questionnaire administration, and age-appropriate assent procedures were observed for the participating pupils. The validated questionnaire was distributed to the selected parent or guardian respondents. The researchers provided instructions on completing the instrument and retrieved the accomplished questionnaires for checking and organization. Academic achievement information was obtained from authorized school records, subject to the necessary permissions and confidentiality requirements. The collected data were organized for statistical analysis.

Analysis

Descriptive statistics were used to summarize the study variables. Mean scores and standard deviations were used to describe the levels of parental involvement, socio-emotional development, and academic achievement. Pearson's product-moment correlation coefficient (Pearson's *r*) was used to examine the relationships between the dimensions of parental involvement and socio-emotional development, between parental involvement and academic achievement, and between socio-emotional development and academic achievement. The study adopted a .05 level of significance in evaluating the statistical relationships. Correlation coefficients were interpreted using the scale reported in the thesis: ±.00–±.19 as very weak, ±.20–±.39 as weak, ±.40–±.59 as moderate, ±.60–±.79 as strong, and ±.80–±1.00 as very strong. Probability values below .05 were treated as statistically significant.

Ethical Considerations

The researcher indicated that ethical approval for the conduct of the study was obtained from Central Philippines State University (CPSU), Kabankalan City, Negros Occidental, Philippines. No formal ethics approval reference number was issued. Participation was voluntary, and informed consent was obtained from the participating parents or guardians. Age-appropriate assent procedures were observed for the pupils. The research procedures also emphasized confidentiality and the protection of participants' information. Academic records were accessed subject to school authorization and applicable confidentiality requirements.

Limitations and Rigor

The study was limited to 50 parent or guardian respondents and their corresponding Grade III pupils from one elementary school during School Year 2025–2026. Consequently, the findings should not be generalized automatically to pupils in other schools or educational divisions. The use of questionnaire responses may also involve differences in respondents' interpretation and self-reporting. Furthermore, the descriptive-correlational design does not establish causal relationships. Instrument rigor was supported by expert validation and pilot testing, with a reported validation mean of 4.37 and Cronbach's alpha of .894. The interpretation of the findings is therefore limited to the variables, participants, and setting covered by the study.

RESULTS AND DISCUSSION

The results show that parental involvement was rated very high across all four dimensions. As presented in Table 2, collaboration with the community obtained the highest mean, followed by communicating, learning at home, and decision-making. The relatively small standard deviations indicate that respondents' ratings were generally close to the respective mean scores. The results indicate that parents and guardians reported substantial participation in activities supporting pupils' education. Collaboration with the community received the highest mean, suggesting that respondents perceived school–community participation as a particularly strong aspect of parental involvement. Communicating and learning at home also received very high ratings, reflecting reported engagement in interactions with teachers and support for learning outside the classroom. Decision-making obtained a similarly high rating, although it showed the greatest variation among the four dimensions. These findings are consistent with the view that parental involvement includes multiple forms of participation rather than being limited to homework assistance. The dimensions examined in the present study reflect the importance of communication, shared responsibility, home-based support, and community participation in school–family partnerships. Salac and Florida (2022), as discussed in the thesis, similarly reported high parental participation across

communication, decision-making, community connection, and learning at home. The findings suggest that the school may sustain existing practices while continuing to strengthen opportunities for parents to participate meaningfully in educational decisions and home-learning activities.

Table 2
Level of Parental Involvement

Dimension	Mean	Standard deviation	Interpretation
Learning at home	4.280	0.587	Very High
Communicating	4.284	0.639	Very High
Decision-making	4.276	0.709	Very High
Collaboration with the community	4.329	0.534	Very High

The results indicate that pupils demonstrated generally favorable socio-emotional development, although the ratings differed across the five dimensions. Motivation received the highest mean and was interpreted as very high, followed by social skills. Self-regulation, self-awareness, and empathy were interpreted as high. The relatively high rating for motivation suggests that pupils were generally perceived as willing to engage in learning activities and sustain their participation. Social skills also received a very high rating, indicating favorable reported interpersonal functioning. In contrast, self-awareness, self-regulation, and empathy received high rather than very high interpretations. These dimensions represent areas in which continued educational support may be beneficial. The variation in standard deviations also indicates that pupils' ratings were not entirely uniform. Self-regulation showed the largest standard deviation, suggesting greater variation in the reported level of this competency. This finding supports the need for classroom activities that respond to different learner needs rather than assuming that all pupils demonstrate socio-emotional competencies at the same level. The findings may be considered alongside research on school-based social and emotional learning. Cipriano et al. (2023) reported positive outcomes associated with universal school-based social and emotional learning interventions across a large body of international evidence. Wigelsworth et al. (2022) likewise reviewed the evidence concerning social and emotional learning in primary schools. These studies support the relevance of structured learning opportunities that develop emotional awareness, self-management, interpersonal skills, empathy, and motivation. However, the present study measured reported levels of socio-emotional development and did not evaluate the effect of a specific intervention.

Table 3
Level of Pupils' Socio-Emotional Development

Dimension	Mean	Standard deviation	Interpretation
Self-awareness	4.044	0.749	High
Self-regulation	4.084	0.810	High
Social skills	4.208	0.616	Very High
Empathy	4.036	0.637	High
Motivation	4.360	0.573	Very High

The pupils obtained a mean academic achievement score of 85.22, with a standard deviation of 3.84. The score was interpreted as Outstanding, as shown in Table 4. The result indicates that the participating pupils generally demonstrated academic performance within the Outstanding category used in the thesis. The standard deviation indicates some variation in individual academic scores, although the group mean remained within the reported interpretation. This descriptive finding provides a profile of the pupils' academic performance but does not, by itself, explain the factors associated with differences in achievement. Previous research has reported varying associations between parental involvement and academic performance. Kim (2022), in a second-order meta-analysis discussed in the thesis, reported positive associations between parental involvement and academic achievement, particularly for parental expectations and aspirations, while findings concerning homework assistance were mixed. Şengönül (2022) also reviewed the relationship between parental involvement and children's academic achievement, including the role of family socioeconomic status. These findings provide context for examining parental involvement as a multidimensional construct rather than treating all forms of participation as equivalent.

Table 4
Level of Academic Achievement

Measure	Mean	Standard deviation	Interpretation
Academic achievement	85.22	3.84	Outstanding

The analysis revealed positive relationships between the dimensions of parental involvement and the five dimensions of socio-emotional development. Most of these relationships were statistically significant. The complete correlation coefficients and probability values reported in the thesis are presented in Table 5. The social-skills/learning-at-home result is interpreted as not significant because its reported p value (.082) exceeds .05. For self-awareness, all four dimensions of parental involvement showed statistically significant positive relationships. Decision-making had the strongest association (r = .704, p < .001), closely followed by communicating (r = .698, p < .001). These results suggest that pupils' reported self-awareness was positively associated with parents' communication with the school and participation in educational decisions. The pattern may reflect the importance of supportive interactions and opportunities for children to receive guidance from adults across home and school environments. For self-regulation, communicating, decision-making, and collaboration with the community were significantly and positively associated with the outcome. Learning at home, however,

was not statistically significant (r = .286, p = .057). The strongest association was observed for communicating (r = .680, p < .001). This pattern suggests that communication and broader school–community engagement may be more consistently associated with reported self-regulation than the measured home-learning dimension in this sample. A similar pattern was observed for social skills. Communicating, decision-making, and collaboration with the community showed statistically significant positive relationships. Learning at home did not reach statistical significance (r = .262, p = .082). Communicating had the strongest association with social skills (r = .601, p < .001). The result highlights the possible relevance of regular interaction among parents, teachers, and school stakeholders to pupils' interpersonal development. However, the correlational design does not establish that communication directly improves social skills. All four parental involvement dimensions were significantly and positively associated with empathy. Learning at home showed a positive relationship (r = .328, p = .028), while communicating, decision-making, and collaboration with the community also showed statistically significant associations. Communicating had the strongest relationship with empathy (r = .575, p < .001). The results indicate that the measured forms of parental participation were associated with pupils' reported capacity for empathy, although the strength of the relationships varied.

For motivation, communicating, decision-making, and collaboration with the community were significantly and positively associated with the outcome. Learning at home was not statistically significant (r = .139, p = .361). Communicating showed the strongest association with motivation (r = .531, p < .001). This finding suggests that regular communication and participation in school-related processes may be relevant to pupils' reported motivation. The results show that communicating, decision-making, and collaboration with the community were significantly associated with all five socio-emotional dimensions. Learning at home was significantly associated with self-awareness and empathy but not with self-regulation, social skills, or motivation. The pattern indicates that the relationship between parental involvement and socio-emotional development differs according to the specific dimensions examined. It also supports the value of maintaining home–school communication and opportunities for parents to participate in school activities. These findings are consistent with the broader evidence that family engagement and school-based support are relevant to children's developmental experiences (Cosso et al., 2022; Cipriano et al., 2023). Nevertheless, the observed associations should not be interpreted as causal effects.

Table 5
Relationship Between Parental Involvement and Pupils' Socio-Emotional Development

Socio-emotional dimension	Parental involvement dimension	Pearson's r	p value	Interpretation
Self-awareness	Learning at home	.471	< .001	Significant
Self-awareness	Communicating	.698	< .001	Significant
Self-awareness	Decision-making	.704	< .001	Significant
Self-awareness	Collaboration with the community	.657	.002	Significant
Self-regulation	Learning at home	.286	.057	Not significant
Self-regulation	Communicating	.680	< .001	Significant
Self-regulation	Decision-making	.491	.012	Significant
Self-regulation	Collaboration with the community	.625	.001	Significant
Social skills	Learning at home	.262	.082	Not significant
Social skills	Communicating	.601	< .001	Significant
Social skills	Decision-making	.342	.022	Significant
Social skills	Collaboration with the community	.504	< .001	Significant
Empathy	Learning at home	.328	.028	Significant
Empathy	Communicating	.575	< .001	Significant
Empathy	Decision-making	.537	< .001	Significant
Empathy	Collaboration with the community	.501	< .001	Significant
Motivation	Learning at home	.139	.361	Not significant
Motivation	Communicating	.531	< .001	Significant
Motivation	Decision-making	.500	< .001	Significant
Motivation	Collaboration with the community	.477	.001	Significant

Note. Statistical significance was evaluated at the .05 level. Values reported as .000 in the thesis are presented as p < .001.

The results showed that none of the four dimensions of parental involvement was significantly related to academic achievement. As shown in Table 6, all probability values exceeded the .05 level of significance. The correlation coefficients indicate negligible relationships between the measured parental involvement dimensions and academic achievement. Learning at home showed a very weak negative relationship, while communicating, decision-making, and collaboration with the community showed very weak positive relationships. None of these relationships was statistically significant. Therefore, the results do not provide sufficient evidence to conclude that higher reported parental involvement was associated with higher academic achievement among the pupils included in the study. This finding does not imply that parental involvement is unimportant to children's education. Rather, it indicates that the particular dimensions measured in this study were not significantly associated with academic achievement in this sample. Academic performance may also be influenced by other factors not examined in the present analysis, including instructional practices, learning conditions, learner readiness, attendance, and family circumstances. The thesis discusses comparable findings from local studies, including Pantao-o and Baldonado (2025), which also reported nonsignificant relationships in their respective settings. Differences among studies may reflect variations in participants, measures, school contexts, and the forms of parental involvement examined.

Table 6
Relationship Between Parental Involvement and Academic Achievement

Parental involvement dimension	Pearson's r	p value	Interpretation
Learning at home	−.062	.684	Not significant
Communicating	.016	.916	Not significant
Decision-making	.002	.988	Not significant
Collaboration with the community	.022	.884	Not significant

The analysis also revealed that none of the five dimensions of socio-emotional development was significantly related to academic achievement. The results are presented in Table 7. Self-awareness and self-regulation showed negligible positive relationships with academic achievement. Social skills and empathy showed weak negative relationships, while motivation showed a negligible negative relationship. However, all probability values exceeded .05. Thus, none of the observed relationships was statistically significant, and the null hypotheses concerning these associations were not rejected. The findings indicate that the measured socio-emotional dimensions did not demonstrate statistically significant relationships with academic achievement among the participating pupils. This result should be interpreted within the limits of the sample, measures, and design. It does not establish that socio-emotional development has no educational value. Rather, it indicates that the present data did not demonstrate a significant association between the measured socio-emotional dimensions and academic achievement. Other studies have reported associations between social-emotional competencies and academic outcomes, although the strength and direction of these relationships may vary according to the competency, age group, academic measure, and research design (Cipriano et al., 2023; Quílez-Robres et al., 2021; Yang et al., 2023). The current findings therefore underscore the importance of examining contextual and additional explanatory variables in future research.

Table 7
Relationship Between Socio-Emotional Development and Academic Achievement

Socio-emotional dimension	Pearson's r	p value	Interpretation
Self-awareness	.006	.971	Not significant
Self-regulation	.011	.944	Not significant
Social skills	−.172	.257	Not significant
Empathy	−.178	.242	Not significant
Motivation	−.019	.901	Not significant

Implications for School Development

The findings provide a basis for a school development program focused on strengthening parental engagement, socio-emotional learning, and academic support. The high ratings for parental involvement suggest that existing family–school participation can be sustained and organized through regular communication, parent capacity-building, and meaningful participation in school activities. The comparatively lower ratings for self-awareness, self-regulation, and empathy identify areas for continued attention in classroom routines and learner-support activities.

The absence of statistically significant relationships between the measured variables and academic achievement also indicates that academic support should not rely solely on parental involvement or socio-emotional activities. The proposed program therefore includes reading and numeracy remediation, peer tutoring, home reading, study-skills sessions, and progress monitoring. These activities are intended to address learning needs directly while maintaining the developmental and relational support emphasized by the study. The proposed activities are recommendations derived from the thesis findings and have not yet been evaluated for effectiveness.

Conclusion and Recommendations

The study concludes that parental involvement among the participating Grade III pupils was very high across learning at home, communicating, decision-making, and collaboration with the community. Pupils' socio-emotional development was generally favorable, with motivation and social skills rated very high, while self-awareness, self-regulation, and empathy were rated high. Academic achievement was classified as Outstanding, with a mean score of 85.22. Significant positive relationships were established between communicating, decision-making, and collaboration with the community and all five dimensions of socio-emotional development. Learning at home was significantly associated with self-awareness and empathy but not with self-regulation, social skills, or motivation. However, no statistically significant relationship was found between any dimension of parental involvement and academic achievement or between socio-emotional development and academic achievement. These findings provide localized evidence that parental involvement is associated with pupils' socio-emotional development, although the measured variables were not significantly associated with academic achievement in the present sample.

Based on these findings, school division administrators are encouraged to strengthen programs that promote parental participation, family–school communication, socio-emotional learning, and learner support through technical assistance and professional development. School heads and teachers may integrate activities that develop self-awareness, self-regulation, social skills, empathy, and motivation into classroom instruction and maintain regular communication with parents regarding pupils' progress. Parents and guardians are encouraged to sustain their involvement in school activities, support learning at home, communicate with teachers, and provide environments that foster positive study habits and emotional development. Pupils may participate in age-appropriate activities involving goal-setting, reflection, cooperation, empathy, and responsible decision-making. Moises Padilla Elementary School may implement the proposed development program through parent orientation, capacity-building, parent–teacher conferences, socio-emotional learning activities, reading and

numeracy interventions, peer tutoring, home reading, study-skills sessions, and learner progress monitoring. Future researchers may conduct studies involving larger samples and multiple schools and examine additional variables, such as instructional practices, socioeconomic circumstances, attendance, and learning environment, using longitudinal, qualitative, or mixed-methods approaches to obtain a broader understanding of these relationships.

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