

Home Support Practices and Their Relationship to Learners' Academic Performance

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ABSTRACT

This study determined the level of home support practices of parents or guardians and examined their relationship with learners' academic performance at Atipolo Elementary School. Using a descriptive-correlational design, data were gathered from 61 parents or guardians during the school year 2025–2026 through a structured questionnaire and learners' general averages. Frequency, percentage, weighted mean, standard deviation, Chi-square test, and Pearson correlation were used. Findings showed a high level of home support practices and generally high academic performance among learners. Selected profile variables were significantly associated with home support practices. Home support practices were positively and significantly related to learners' academic performance, suggesting that stronger home support is linked with higher academic performance.

INTRODUCTION

Education is shaped not only by classroom instruction but also by the support learners receive at home. In the elementary years, children begin to form study habits, responsibility, confidence, and attitudes toward learning. These early learning behaviors are influenced by daily home routines, parent-child communication, availability of learning materials, guidance in school tasks, and encouragement from parents or guardians. For this reason, home support practices remain an important part of learners' academic development, especially in public elementary schools where learners come from families with different socioeconomic conditions and capacities to support schooling.

Recent studies continue to affirm the importance of parental involvement and home support in learners' academic outcomes. Meta-analytic and review studies show that parental involvement is generally associated with academic achievement, school engagement, and learning motivation, although the strength of the relationship differs depending on the type and quality of involvement provided (Ateş, 2021; Barger, Kim, Kuncel, & Pomerantz, 2019; Boonk, Gijssels, Ritzen, & Brand-Gruwel, 2018; Erdem & Kaya, 2020; Jeynes, 2024). Other recent reviews also emphasize that parental support is more effective when it promotes autonomy, encouragement, communication, and positive expectations rather than pressure or excessive control (Grolnick & Pomerantz, 2022; Jiang, Shi, Zheng, & Mao, 2023; Xu, Guo, Feng, Ma, Zhang, Núñez, & Fan, 2024). Thus, the quality of support given at home may be more important than the mere frequency of parental participation.

Home support practices have been found to be associated with learning at home, homework completion, and learner motivation. Nobis and Caparoso (2024) found that parental involvement strategies such as providing accessible support, creating study spaces, setting clear expectations, using technology, and encouraging learner autonomy helped improve homework completion and confidence in mathematics. Similarly, recent meta-analyses reported that supportive parental homework involvement and autonomy support are positively related to learner achievement, while intrusive or controlling involvement may be negatively related to academic outcomes (Jiang, Shi, Zheng, & Mao, 2023; Wang & Wei, 2024; Xu et al., 2024). These findings suggest that parents' and guardians' support may be meaningfully associated with learners' academic development when their support builds independence, motivation, and responsibility.

In the Philippine context, recent studies show that family background, parent availability, educational attainment, occupation, income, and parent-school communication affect the extent of parental involvement. Garcia, Jocson, de Guzman, Garcia, and Aquino (2025) found that low-income Filipino parents' involvement is shaped by parental aspirations, access to learning and financial resources, confidence in helping the child, availability of time, family support, and school invitations. Barce (2025) also reported that parental involvement in schools is affected by time constraints, economic hardship, transportation concerns, communication barriers, and parents' previous school experiences. These findings are relevant to rural public elementary school contexts where

parents and guardians often balance household responsibilities, livelihood demands, and school-related expectations.

Recent local research also provides evidence that parental involvement and home environment remain important in the academic performance of elementary learners. Fuentes and Victoria (2024) reported a positive relationship between home environment and academic performance among elementary learners, emphasizing the role of supportive home practices, family structure, parental education, and socioeconomic conditions. Pantao-o and Baldonado (2025) found that parental involvement was associated with socioeconomic profile, particularly guardian type and educational attainment, and emphasized the importance of teacher-parent partnerships. Diano-Sagrado, Postrano, Angga, and Pasco (2025) likewise found a significant positive relationship between parents' involvement in school activities and the academic performance of elementary learners. These studies show that home support and parent-school collaboration remain relevant concerns in Philippine elementary education.

Despite the growing number of studies on parental involvement, there is still a need for localized research in small rural elementary schools. Many existing studies focus on broader populations, urban communities, or general parental involvement, while fewer examine home support practices in specific rural school settings where parents and guardians differ in age, civil status, educational attainment, occupation, and capacity to assist learners. In Barangay Atipolo, learners of Atipolo Elementary School come from households with varying levels of support, routines, communication practices, and participation in school-related activities. These differences may help explain variations in learners' academic performance and the extent to which parents or guardians can support learning at home.

This study aimed to determine the socio-economic profile of parents or guardians, describe their level of home support practices, identify learners' academic performance, examine whether selected socio-economic profile variables were significantly associated with home support practices, and determine whether home support practices were significantly related to learners' academic performance.

THEORETICAL REVIEW

Bronfenbrenner's Ecological Systems Theory

Bronfenbrenner's Ecological Systems Theory explains that children's development is influenced by the environments in which they interact. The home and school are part of the learner's immediate environment; therefore, family background and home conditions may affect the support learners receive. In this study, the theory supports the idea that the socio-economic profile of parents or guardians, such as age, guardian classification, civil status, educational attainment, and occupation, may influence their level of home support practices.

Recent studies show that parental involvement may be affected by economic hardship, work demands, access to learning resources, confidence in helping the child, and school-related communication (Barce, 2025; Garcia, Jocson, de Guzman,

Garcia, & Aquino, 2025). These findings support the need to examine whether respondents’ socio-economic profile is related to their home support practices.

H₀1: There is no significant relationship between the socio-economic profile of respondents and their level of home support practices.

Epstein’s Theory of Overlapping Spheres of Influence

Epstein’s Theory of Overlapping Spheres of Influence explains that learners’ educational outcomes are shaped by the combined efforts of the family, school, and community. The theory emphasizes that children learn more effectively when these three spheres work collaboratively to support learners’ academic, social, and personal development. In this study, Epstein’s theory provides the foundation for examining home support practices in terms of parenting, communicating, volunteering, learning at home, and collaboration with the community.

Previous studies show that parental involvement and home support practices are associated with learners’ academic achievement. Meta-analytic findings indicate that parental involvement is associated with academic performance, especially when it includes expectations, support, and communication (Ateş, 2021; Erdem & Kaya, 2020; Jeynes, 2024). Local studies also show that home environment, parental involvement, and parent-school partnership are relevant to learners’ academic performance in elementary school contexts (Diano-Sagrado, Postrano, Angga, & Pasco, 2025; Fuentes & Victoria, 2024; Nobis & Caparroso, 2024; Pantao-o & Baldonado, 2025).

H₀2: There is no significant relationship between home support practices and learners’ academic performance.

Figure 1 presents the conceptual framework of the study. It shows that the socio-economic profile of respondents may be associated with home support practices, while home support practices may also be associated with learners’ academic performance.

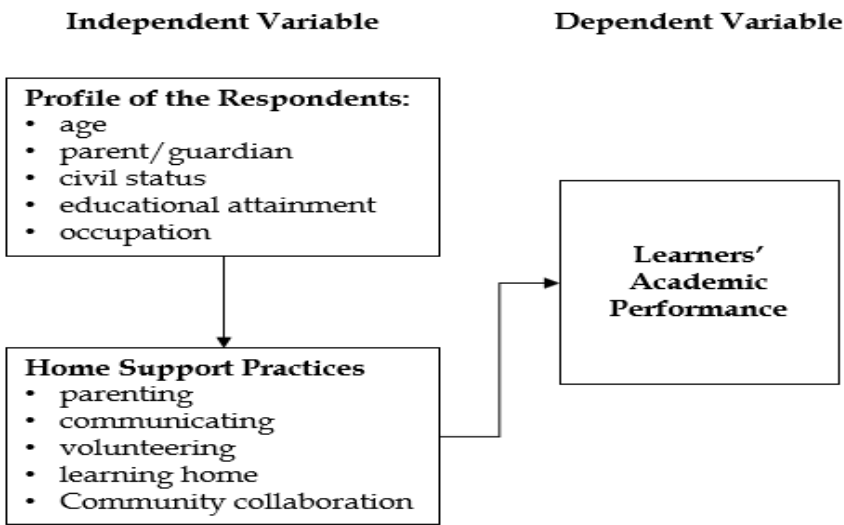


Figure 1. Conceptual Framework

METHODOLOGY

This study used a descriptive-correlational research design. The descriptive part determined the socio-economic profile of the respondents, the level of home support practices, and the academic performance of learners. The correlational part examined the relationship between respondents' socio-economic profiles and home support practices, and between home support practices and learners' academic performance.

The respondents were the parents or legal guardians of Grades 1 to 6 learners of Atipolo Elementary School for School Year 2025–2026. Since the population was small, universal sampling was used, involving all 61 parents or guardians.

The main instrument was a survey questionnaire adapted from Pantao-o and Baldonado (2025) and modified to suit the present study. Permission was obtained from the schools' division superintendent and school head and informed consent was secured from parent/guardian respondents. Data were gathered through structured interviews using the questionnaire as a guide. Learners' academic performance was based on their most recent general average obtained from official school records through the class advisers. Learner academic records were handled confidentially and used only for research purposes.

The data were analyzed using frequencies, percentages, means, and standard deviations to describe the respondents' profiles, home support practices, and learners' academic performance. The respondents' profile variables were summarized using frequency counts and percentages, while the home support indicators were analyzed using weighted means and standard deviations. For each home support domain, item means were computed and interpreted using the scale descriptions provided in the instrument; domain means and the overall mean were then used to describe the general level of home support practices. Learners' academic performance was described using their most recent general average and categorized according to the grading descriptions used by the school. To test the relationship between respondents' socio-economic profile and home support practices, the Chi-square test of independence was used after grouping the relevant variables into categorical levels appropriate for cross-tabulation. To test the relationship between home support practices and learners' academic performance, Pearson's product-moment correlation coefficient (r) was used because the analysis involved the overall home support scores and learners' numerical general averages. All tests of relationship were interpreted at the 0.05 level of significance.

RESULTS

Profile of the Respondents

Figure 2 presents the profile of the respondents in terms of age. The age distribution of respondents reveals that the majority fall within the 41–50 years old bracket (18 or 29.51%), indicating that middle-aged individuals dominate the sample. This is followed by those aged 51–60 years old (14 or 22.95%) and 31–40 years old (13 or 21.31%), showing that mature adults comprise a significant

portion of the population. Meanwhile, those aged 61 years and above (11 or 18.03%) also represent a notable group, suggesting the presence of older guardians. The smallest proportion belongs to the 20–30-year-old group (5 or 8.20%), which implies that younger parents or guardians are less represented. This means that the respondents are predominantly in their middle to late adulthood, reflecting a mature demographic profile.

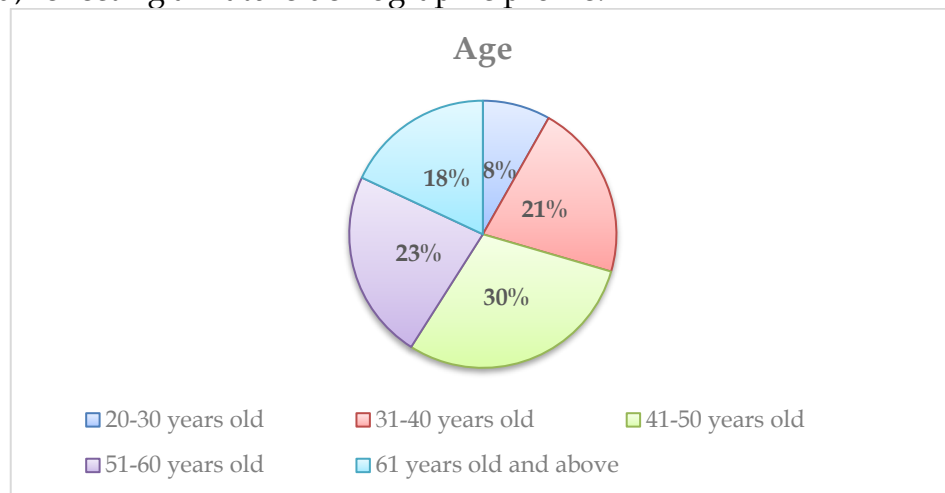


Figure 2. Profile of the respondents in terms of age

Figure 3 presents the profile of the respondents in terms of parent/guardian classification. The majority of respondents are parents (40 or 65.57%), which indicates that most children are directly under the care of their mother or father. A significant portion of the sample is composed of grandparents (19 or 31.15%), reflecting the common practice in extended Filipino families where grandparents assume caregiving responsibilities. Meanwhile, only a small fraction of respondents are aunts or uncles (2 or 3.28%), suggesting that guardianship by other relatives is relatively rare. This indicates that most learners were cared for by parents or grandparents.

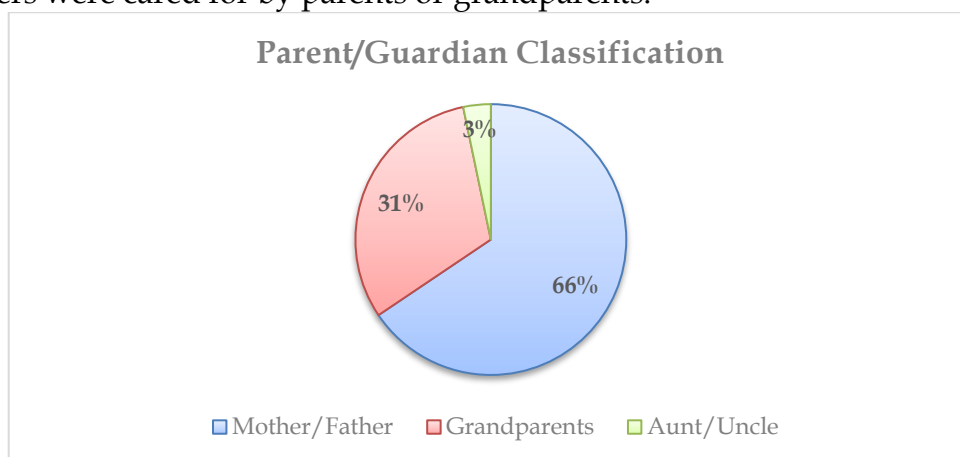


Figure 3. Profile of the respondents in terms of parent/guardian classification

Figure 4 presents the profile of the respondents in terms of civil status. The majority of respondents are married (44 or 72.13%), which highlights the prevalence of traditional family structures. A smaller but notable group is separated (8 or 13.11%), reflecting cases of marital dissolution that may affect

family dynamics. Meanwhile, single respondents (5 or 8.20%) and widowed individuals (4 or 6.56%) comprise the minority, indicating that most guardians are part of stable marital unions. This profile suggests that family responsibilities are largely carried out within married households, with fewer respondents managing child-rearing alone.

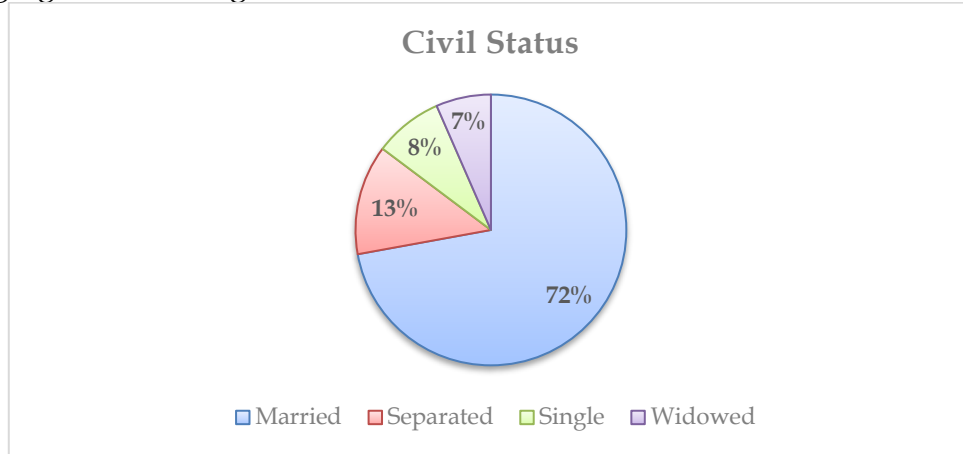


Figure 4. Profile of the respondents in terms of civil status

Figure 5 presents the profile of the respondents in terms of educational attainment. The educational profile shows that the largest proportion of respondents reached the high school level (29 or 47.54%), though many did not complete their studies. A considerable number attained only the elementary level (17 or 27.87%), while a smaller group are elementary graduates (7 or 11.48%). Few respondents completed high school (5 or 8.20%), and even fewer attained a college education (2 graduates or 3.28%, and 1 college-level or 1.64%). The predominance of respondents with high school-level or elementary-level education suggests that some parents or guardians may need simple, practical, and accessible guidance in supporting learners' academic tasks at home.

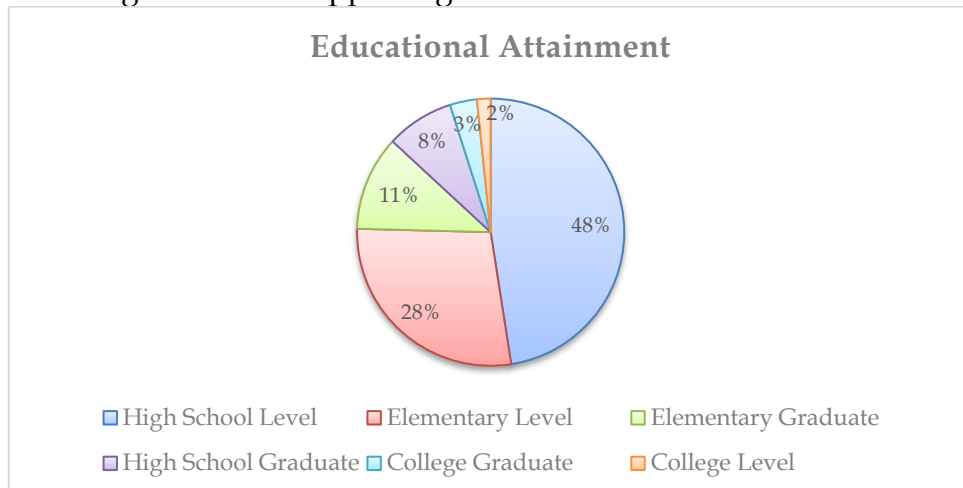


Figure 5. Profile of the respondents in terms of educational attainment

Figure 6 presents the profile of the respondents in terms of occupation. The occupational profile indicates that more than half of the respondents are unemployed (33 or 54.10%), which suggests economic vulnerability and reliance

on external support systems. The remaining respondents are evenly split between self-employed (14 or 22.95%) and employed (14 or 22.95%), showing that a portion of the population engages in livelihood activities or formal work. The high proportion of unemployed respondents suggests possible economic constraints that may affect families’ capacity to provide educational support. This suggests that some families may experience economic constraints that could affect the support available for learners at home.

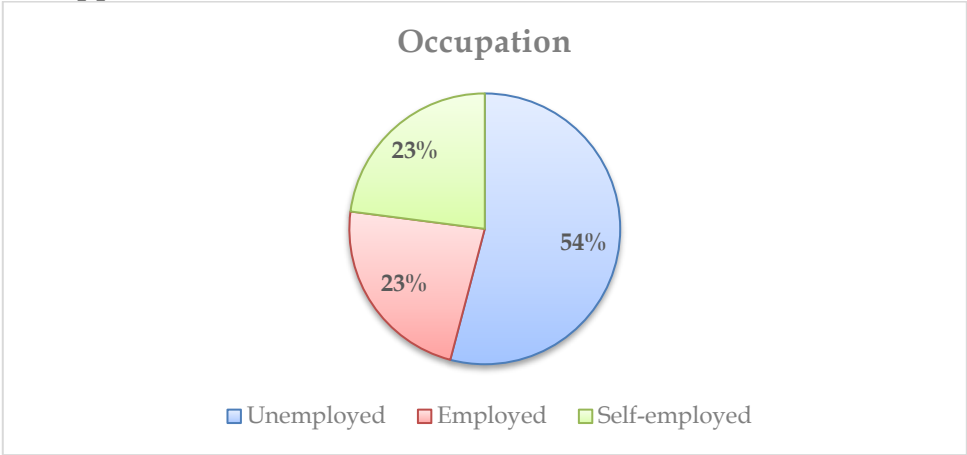


Figure 6. Profile of the respondents in terms of occupation

Level of Home Support Practices

Table 1 presents the level of home support practices in terms of parenting. The highest item was “I encourage my child to value education.” (M=4.49, SD=0.83), while the lowest item was “I monitor my child’s school requirements and deadlines.” (M=3.93, SD=1.28). The total domain mean was 4.32 (SD=0.99), interpreted as Very High. The findings on parenting practices generally affirm the results of previous studies, which emphasize that parental encouragement, motivation, and monitoring significantly associated with learners’ academic engagement and responsibility (Grolnick & Pomerantz, 2022; Jiang, Shi, Zheng, & Mao, 2023; Xu, Guo, Feng, Ma, Zhang, Núñez, & Fan, 2024).

Table 1. Level of Home Support Practices in terms of Parenting

Indicator	Mean	SD	Description
I encourage my child to value education.	4.49	0.83	Very High
I motivate my child to attend school every day.	4.49	0.77	Very High
I remind my child to behave responsibly in school-related tasks.	4.43	0.92	Very High
I encourage my child to aim for good grades.	4.26	0.98	Very High
I monitor my child’s school requirements and deadlines.	3.93	1.28	High
Overall	4.32	0.99	Very High

Table 2 presents the level of home support practices in terms of communication. The highest item was “I attend parent-teacher conferences.” (M=4.41, SD=1.02), while the lowest item was “I discuss my child’s learning difficulties at home.” (M=3.36, SD=1.39). The total domain mean was 3.99 (SD=1.22), interpreted as High. The results on communication practices affirm earlier studies indicating that active parent-teacher communication and discussions about school-related concerns enhance learner engagement and academic outcomes (Ateş, 2021; Erdem & Kaya, 2020; Jeynes, 2024). Nobis (2022) emphasize emphasized that school and community partnerships are important in implementing school and community program

Table 2. Level of Home Support Practices in terms of Communicating

Indicator	Mean	SD	Description
I talk to my child’s teacher about school concerns when needed.	4.15	1.06	High
I attend parent-teacher conferences.	4.41	1.02	Very High
I follow up on my child’s report card after exams.	4.20	1.15	High
I discuss my child’s learning difficulties at home.	3.36	1.39	Moderate
I ask my child about their school activities daily.	3.82	1.19	High
Overall	3.99	1.22	High

Table 3 presents the level of home support practices in terms of volunteering. The highest item was “I join school-community activities such as Brigada Eskwela.” (M=4.62, SD=0.80), while the lowest item was “I assist teachers during school programs whenever possible.” (M=3.64, SD=1.32). The total domain mean was 4.18 (SD=1.08), interpreted as High. The findings on volunteering affirm the work of Epstein and Sheldon (2022), which highlights that parental participation in school activities strengthens the partnership between home and school, thereby contributing to learner development.

Table 3. Level of Home Support Practices in terms of Volunteering

Indicator	Mean	SD	Description
I participate in school activities when invited.	4.30	0.92	Very High
I attend parent-teacher meetings when invited.	4.31	0.92	Very High
I assist teachers during school programs whenever possible.	3.64	1.32	High
I join school-community activities such as Brigada Eskwela.	4.62	0.80	Very High
I respond when the school requests parent assistance for special events.	4.05	1.16	High
Overall	4.18	1.08	High

Table 4 presents the level of home support practices in terms of learning at home. The highest item was “I help my child develop good study habits.”

($M=4.21$, $SD=1.03$), while the lowest item was “I read with my child or encourage reading at home.” ($M=3.39$, $SD=1.45$). The total domain mean was 3.81 ($SD=1.24$), interpreted as High. The results on learning at home partially affirm the findings of Nobis and Caparoso (2024), which suggest that parental involvement supports academic outcomes; however, the relatively lower mean in this domain indicates that direct academic assistance at home may not be consistently practiced.

Table 4. Level of Home Support Practices in terms of Learning at Home

Indicator	Mean	SD	Description
I help my child develop good study habits.	4.21	1.03	Very High
I monitor my child’s homework daily.	3.82	1.20	High
I read with my child or encourage reading at home.	3.39	1.45	Moderate
I guide my child when they study or complete assignments.	3.57	1.31	High
I ensure my child has study materials at home.	4.05	0.97	High
Overall	3.81	1.24	High

Table 5 presents the level of home support practices in terms of collaboration with the community. The highest item was “I support my child when they participate in community-related school events.” ($M=4.28$, $SD=0.84$), while the lowest item was “I communicate with other parents to support school activities.” ($M=3.79$, $SD=1.28$). The total domain mean was 4.09 ($SD=1.03$), interpreted as High. The findings on collaboration with the community affirm prior studies, which emphasize the importance of linking family, school, and community in supporting learners’ academic and social development (Epstein & Sheldon, 2022; Yang, Chen, Wang, Li, Zhang, & Huang, 2023).

Table 5. Level of Home Support Practices in terms of Collaboration with Community

Indicator	Mean	SD	Description
I encourage my child to join school programs and extracurricular activities.	4.26	0.81	Very High
I support my child when they participate in community-related school events.	4.28	0.84	Very High
I allow my child to join activities that promote social responsibility (e.g., tree planting).	3.90	1.06	High
I communicate with other parents to support school activities.	3.79	1.28	High
I involve my child in positive community activities that support learning.	4.21	1.00	Very High
Overall	4.09	1.03	High

Table 6 shows that the total measure of home support practices was 4.08 (SD=1.13), interpreted as High. Parenting obtained the highest mean (4.32), while learning at home obtained the lowest mean (3.81). This implies that parents and guardians strongly encourage and motivate learners, but some may still need support in providing direct academic assistance at home. The overall level of home support practices affirms the general findings of previous research, which conclude that consistent parental support across multiple domains is positively associated with learners' academic performance (Ateş, 2021; Erdem & Kaya, 2020; Jeynes, 2024; Pantao-o & Baldonado, 2025). School and community partnerships must go hand in hand to achieve common goals (Nobis, 2022).

Table 6. Consolidated Findings of the Level of Home Support Practices

Domain	Mean	SD	Description
Parenting	4.32	0.99	Very High
Communicating	3.99	1.22	High
Volunteering	4.18	1.08	High
Learning at Home	3.81	1.24	High
Collaboration with Community	4.09	1.03	High
Overall	4.08	1.13	High

Academic Performance of Learners

Table 7 presents the academic performance of learners based on their general average. Most learners were classified under the Outstanding and Very Satisfactory categories. Specifically, 32 learners or 52.46% obtained grades ranging from 90–100, while 19 learners or 31.15% obtained grades ranging from 85–89. The academic performance results are consistent with earlier studies showing that strong home support systems are positively associated with learners' academic outcomes. (Ateş, 2021; Erdem & Kaya, 2020; Jeynes, 2024).

Table 7. Academic Performance of Learners

General Average	Frequency	Percentage (%)	Description
90–100	32	52.46%	Outstanding
85–89	19	31.15%	Very Satisfactory
80–84	5	8.20%	Satisfactory
75–79	3	4.92%	Fairly Satisfactory
Below 75	2	3.28%	Did Not Meet Expectations
Total	61	100.00%	

Relationship Between Profile of Respondents and Home Support Practices

Table 8 presents the Chi-square test results for the relationship between the profile of respondents and home support practices. The results show that age and educational attainment had significant relationships with home support

practices because their p-values were less than 0.05. Parent/guardian classification, civil status, and occupation had no significant relationship with home support practices because their p-values were greater than 0.05. This indicates that some socio-economic characteristics may influence home support practices, but not all profile variables determine the level of support provided at home. The finding affirms previous studies suggesting that family background and access to resources may shape parental involvement (Barce, 2025; Garcia et al., 2025; UNICEF Philippines, 2021).

Table 8. Chi-Square Test for the Relationship Between Profile of Respondents and Home Support Practices

Profile Variables	χ^2 Value	Df	p-value	Decision	Interpretation
Age	7.198	1	0.007	Reject H_0	Significant
Parent/Guardian	2.393	1	0.122	Fail to Reject H_0	Not Significant
Civil Status	0.558	1	0.455	Fail to Reject H_0	Not Significant
Educational Attainment	6.872	2	0.032	Reject H_0	Significant
Occupation	2.988	1	0.084	Fail to Reject H_0	Not Significant

Relationship Between Home Support Practices and Academic Performance

Table 9 presents the Pearson correlation result between home support practices and learners' academic performance. The computed correlation coefficient was $r = 0.666$, with a p-value of < 0.001 . This indicates a positive and significant relationship between home support practices and learners' academic performance. The result suggests that learners whose parents or guardians reported higher levels of home support also tended to have higher academic performance. This finding is consistent with previous studies, including Nobis and Caparroso (2024), Pantao-o and Baldonado (2025), and Jeynes (2024), which reported positive associations between parental involvement and learners' academic achievement.

Table 9. Test of Relationship Between Home Support Practices and Academic Performance

Variables	r-value	p-value	Interpretation
Parenting	0.644	$<.001$	Significant
Communicating	0.604	$<.001$	Significant
Volunteering	0.626	$<.001$	Significant
Learning at Home	0.543	$<.001$	Significant
Collaboration with Community	0.657	$<.001$	Significant
Home Support Practices (Total Measure)	0.666	$<.001$	Significant

DISCUSSION

The findings indicate that parents and guardians of learners at Atipolo Elementary School generally practiced a high level of home support. This suggests that families recognize their educational role not only by sending children to school but also by encouraging attendance, monitoring requirements,

communicating with teachers, and joining school-related activities. This result supports the broader literature that parental involvement is positively linked with academic outcomes, although the strength of the relationship may vary according to the type and quality of involvement (Ateş, 2021; Barger, Kim, Kuncel, & Pomerantz, 2019; Erdem & Kaya, 2020). It also agrees with Epstein and Sheldon's (2022) view that learner development is strengthened when the home, school, and community function as overlapping sources of support.

Among the domains, parenting obtained the highest mean, showing that encouragement, motivation, reminders about school responsibilities, and valuing education were the most consistently practiced forms of support. This pattern is comparable with meta-analytic findings showing that parental expectations, encouragement, and supportive attitudes are among the involvement components most closely associated with achievement (Erdem & Kaya, 2020; Jeynes, 2024). In the present study, the strong parenting score may help explain why many learners belonged to the Outstanding and Very Satisfactory categories, since consistent encouragement can strengthen learners' motivation, confidence, and sense of responsibility toward schoolwork.

In contrast, learning at home was the lowest-rated domain, although it was still described as high. This means that parents and guardians were generally supportive but were less consistent in direct academic assistance such as reading with the child, guiding assignments, and monitoring homework. This finding is consistent with studies noting that home-based academic support is affected by parents' time, educational background, confidence, and access to learning resources (Garcia, Jocson, de Guzman, Garcia, & Aquino, 2025; Musengamana, 2023; Şengönül, 2022). It also supports research on homework involvement which emphasizes that assistance is most beneficial when parents guide, encourage, and provide structure rather than control the child's work (Jiang, Shi, Zheng, & Mao, 2023; Xu et al., 2024). Thus, the relatively lower score in learning at home should not be interpreted as lack of concern, but as an area where parents may need practical school guidance.

The academic performance results showed that most learners were in the Outstanding and Very Satisfactory levels. This finding is similar to local studies reporting that supportive home environments and parent-school partnerships are associated with better elementary learners' performance (Diano-Sagrado, Postrano, Angga, & Pasco, 2025; Fuentes & Victoria, 2024; Pantao-o & Baldonado, 2025). However, the presence of learners in the Satisfactory, Fairly Satisfactory, and Did Not Meet Expectations categories indicates that home support alone may not fully explain achievement. Other factors such as learner motivation, attendance, instructional support, availability of learning materials, and socio-economic conditions may also influence performance.

The Chi-square results showed that age and educational attainment were significantly associated with home support practices, while parent/guardian classification, civil status, and occupation were not. This suggests that older caregivers or those with higher educational attainment may have greater experience, confidence, or familiarity with school expectations. The result is aligned with studies showing that parental involvement is shaped by educational

background, socio-economic resources, and parents' perceived ability to help their children (Barce, 2025; Garcia et al., 2025; UNICEF Philippines, 2021). At the same time, the non-significant results for other profile variables imply that meaningful support can be provided across different family structures and work conditions, especially when schools make participation accessible and practical.

Finally, the Pearson correlation result showed a positive and significant relationship between overall home support practices and learners' academic performance ($r = 0.666$, $p < .001$). This moderate-to-strong positive association indicates that learners whose parents or guardians reported higher support also tended to have higher general averages. The finding strengthens previous evidence that parental involvement, especially when it includes encouragement, communication, learning support, and collaboration with the school, is associated with improved achievement (Ateş, 2021; Barger et al., 2019; Erdem & Kaya, 2020; Musengamana, 2023). It also affirms recent studies showing that parental involvement and home support are associated with academic achievement, motivation, engagement, and homework completion (Nobis & Caparoso, 2024; Wang & Wei, 2024; Yang, Chen, Wang, Li, Zhang, & Huang, 2023). Nevertheless, because the study is correlational, the result should be interpreted as an association rather than proof that home support directly caused higher grades.

Overall, the findings highlight that home support practices are an important factor in learners' academic success at Atipolo Elementary School. While parents and guardians already show strong involvement, the area of learning at home needs further strengthening. Practical school-based interventions such as parent orientations, reading-at-home activities, and simple guidance on homework support may help parents and guardians provide more consistent academic assistance. Strengthening collaboration among parents, teachers, and community stakeholders can further sustain learners' academic performance and promote shared responsibility for education.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, the study concludes that parents and guardians of learners at Atipolo Elementary School provide a generally high level of home support practices. Parenting practices, such as encouragement, guidance, motivation, and monitoring, were the strongest areas of support. However, learning at home was the least consistent domain, showing the need to strengthen direct academic assistance such as homework monitoring, reading support, and study guidance.

The learners generally demonstrated high academic performance, with most belonging to the Outstanding and Very Satisfactory levels. This indicates that learners may benefit from supportive home environments and continued school guidance. However, learners in lower performance categories still need additional academic support from both parents and teachers.

The study also concludes that selected socio-economic characteristics are related to home support practices. Specifically, age and educational attainment were significantly related to the level of home support provided by parents and guardians. Meanwhile, parent or guardian classification, civil status, and occupation were not significantly related to home support practices.

Finally, home support practices were positively and significantly related to learners' academic performance. This suggests that learners who received higher levels of encouragement, communication, monitoring, and learning support at home also tended to obtain higher academic performance. Thus, strengthening home support practices may help create learning conditions associated with better academic achievement.

Based on these conclusions, parents and guardians are encouraged to strengthen learning-at-home practices by regularly monitoring homework, providing time for reading, checking school requirements, and guiding learners in developing study habits. Teachers should maintain regular communication with parents and guardians regarding learners' progress, difficulties, and school needs. They may also provide simple and practical strategies that parents can use at home, especially for caregivers with limited educational background or confidence in assisting with school tasks. These efforts may strengthen the home-school partnership and support learning conditions associated with better academic performance.

School administrators should implement programs that strengthen home-school partnership, such as parent orientation sessions, reading-at-home activities, and workshops on homework support and study routines. These programs should be accessible and practical for parents with different work conditions and educational backgrounds. The school may also involve community stakeholders in learner-support activities, such as community reading programs, parent volunteer activities, and school improvement initiatives. Through these actions, education becomes a shared responsibility among the home, school, and community.

FURTHER STUDY

This study was limited to parents or guardians and learners of Atipolo Elementary School; therefore, the findings may not fully represent other school settings or communities. Future studies may include a larger number of respondents from different elementary schools to improve the generalizability of the findings. Further research may also examine other factors that could influence learners' academic performance, such as learner motivation, teaching strategies, school environment, availability of learning materials at home, and parent-child communication patterns. In addition, future researchers may use qualitative interviews or mixed-method approaches to gain deeper insights into the experiences, challenges, and actual practices of parents and guardians in supporting learners' education.

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