

Barriers To Parental Involvement and Learning Outcomes of High School Learners in Zone III, Schools Division of Zambales

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ABSTRACT

This study examined the barriers to parental involvement and the learning outcomes of high school learners in Zone III, Schools Division of Zambales during the school year 2025 – 2026. It utilized the descriptive-correlational research design with 172 respondents selected through simple random sampling. Data on barriers to parental involvement and learning outcomes of learners were gathered using a validated researcher-designed questionnaire. Findings revealed parents prioritize work over school involvement and academic success. This study also revealed that parents fail to attend school meetings and miss school activities due to work. Meanwhile, learners persist despite academic challenges, interact positively with peers, show progress in assessments, and earn recognition for performance were occasionally demonstrated. Significant differences were found in the assessment of barriers to parental involvement when grouped according to selected profile variables, particularly sex, age, and length of service. Likewise, significant differences were identified in the learning outcomes of learners when grouped according to age and teaching position. Moreover, the study established a significant relationship between barriers to parental involvement and learners' learning outcomes. Based on the results, an action plan was developed to address the identified barriers and improve learner outcomes. This study recommends flexible parent engagement strategies, culturally responsive programs, improved communication systems, alternative participation options, stronger learner motivation strategies, participatory teaching approaches, academic support systems, and inclusive recognition programs.

Keywords – Barriers, Parental Involvement, Learning Outcomes, Public School Teachers, High School Learners

INTRODUCTION

The involvement of parents was a crucial factor in enhancing the learning outcomes of high school learners, strengthening academic and emotional development. When parents engaged in education, learners were more likely to succeed. Zhang, Lu, and Liu (2024) stated that parental involvement had provided stronger motivation to learn, as parents complemented the work of schools globally. Mantyneva (2024) emphasized that educational guidance had significantly influenced learners' attitudes, study habits, and performance.

Globally, studies highlighted the importance of parental involvement. Sharma (2024) found that engagement had enhanced self-efficacy and academic success. Sirait and Slameto (2024) reported that consistent support had improved achievement in secondary learners. Musengamana (2023) emphasized that encouragement and monitoring had been linked to performance and positive attitudes. Choge and Edabu (2023) revealed that parental expectations and communication with teachers had positively affected learners' achievement.

In the Philippine context, researchers highlighted the connection between parental involvement and learners' outcomes. Gabutero, Nudalo-Gonzaga, and Galigao (2025) found that Filipino learners had performed better when parents supported learning at home. Ablasa (2024) explained that strong school–parent partnerships had created opportunities for learners to be more motivated and engaged. Escol and Alcopra (2024) revealed that

Filipino parents involved in academic activities had contributed to improving performance and reducing absenteeism.

Moreover, DepEd recognized the primary role of parents in educating their children and respected their rights in upbringing their children according to their beliefs and backgrounds (DepEd Order No. 025, s. 2025). This underscored the alignment of parental involvement with national policy.

However, despite these findings, gaps still needed further exploration. Andrada and Barrot (2025) noted that while parents' role in learning outcomes had been studied, specific barriers to parental involvement remained underexplored. Similarly, Lapuhapu and Oco (2024) stressed that limited research had focused on the interplay between parental challenges and children's engagement and achievement, particularly in provincial divisions.

Thus, this study was significant in providing evidence on the barriers to parental involvement and their relationship to learning outcomes. Addressing these issues was urgent to help schools develop strategies that encouraged active parental participation. By conducting this study, interventions could be formulated to enhance both parental involvement and learner success in Zone III, Schools Division of Zambales.

METHODOLOGY

This study employed a descriptive-correlational design. 172 public high school teachers were selected using simple random sampling. Before participating in the study, all respondents were given an informed consent form outlining the purpose of the research, the procedures involved, possible risks and benefits, and their right to withdraw from the study at any time without any consequences. Participation in the study was entirely voluntary. To maintain confidentiality, all information gathered from the respondents was handled with strict privacy, and the data were securely stored in password-protected files accessible only to the researchers. Furthermore, the results were reported in summarized form to ensure that no individual participant could be identified.

In developing the questionnaire, the researcher conducted informal interviews with selected high school teachers to gain insights into the barriers to parental involvement and learning outcomes of high school learners. In addition, a thorough review of relevant literature, including journal articles, previous research studies, and other academic sources related to the barriers to parental involvement and learning outcomes of high school learners was undertaken (Ablasa, 2024; Escol & Alcopra, 2024; Kantova, 2024; Maribojoc, 2024; Olivar & Naparan, 2023; Prado, 2025; Quimada-Alberastine, 2024). The information gathered from these interviews and literature sources was synthesized and used to construct the statements included in the questionnaire. The questionnaire was composed of three parts. Part I dealt with the profile of high school teachers, covering sex, age, teaching position, length of service, and highest educational attainment. Part II focused on the barriers to parental involvement as assessed by high school teachers, highlighting socio-economic factors, cultural differences, communication issues, and time constraints. Part III covered the learning outcomes of learners as perceived by high school teachers, specifically in the areas of learning motivation, learning engagement, learning performance, and learning achievement.

The researcher-designed questionnaire underwent validation by a panel of experts. To assess the questionnaire's reliability, a pilot test was conducted. Cronbach's Alpha was used to determine the internal consistency of the questionnaire items. Data collected were analyzed using frequency distribution and percentage, mean, Likert Scale, ranking, ANOVA, and Pearson-r.

RESULTS AND DISCUSSION

Assessment of the respondents on the barriers to parental involvement.

Socio-economic factors.

Table 1 shows the Assessment of the respondents on the barriers to parental involvement in terms of Socio-economic factors.

Table 1. Assessment of the respondents on the barriers to parental involvement in terms of Socio-economic factors

	Indicators	Weighted Mean	Qualitative Interpretation	Rank
1	The parents struggle to provide school supplies.	2.85	Observed	9
2	The parents lack resources for learning needs.	2.93	Observed	8
3	The parents cannot afford transportation costs.	2.66	Observed	10
4	The parents experience financial instability.	3.09	Observed	4.5
5	The parents prioritize work over school involvement.	3.45	Highly Observed	1
6	The parents lack funds for extracurricular activities.	3.01	Observed	7
7	The parents struggle with providing internet access.	3.03	Observed	6
8	The parents have unstable job conditions.	3.09	Observed	4.5
9	The parents cannot support tutorial expenses.	3.10	Observed	3
10	The parents face poverty-related challenges daily.	3.13	Observed	2
	Overall Weighted Mean	3.04	Observed	

The respondents assessed “Highly Observed” on indicator, “The parents prioritize work over school involvement,” with a weighted mean of 3.45 and ranked 1. However, “The parents cannot afford transportation costs,” with a weighted mean of 2.66 and ranked 10. The computed overall weighted mean on the Assessment of the respondents on the barriers to parental involvement in terms of Socio-economic factors was 3.04 with a qualitative interpretation of “Observed.” This means that economic responsibilities significantly influence parents’ ability to participate in their children’s education. \

According to Kim, et. al. (2022), parents need to dedicate most of their time to employment in order to provide financial support for their families, which limits their availability to attend school activities or engage in school-related responsibilities.

As mentioned by Lingwood, et. al. (2024), parents’ work obligations may create a conflict between fulfilling economic needs and participating in school activities. While parents may recognize the importance of being involved in their children’s education, their work schedules may prevent them from attending meetings, conferences, and school programs.

However, Lee, (2017) suggest that limited parental involvement due to economic pressures may affect the level of support that learners receive at home. When parents are frequently occupied with work, they may have less time to assist with homework, monitor academic progress, or communicate with teachers about their child’s learning needs.

Similarly, Garbacz, et al. (2017) emphasizes that schools may need to consider flexible strategies to accommodate the schedules of working parents. Alternative communication channels, flexible meeting schedules, or virtual conferences may allow parents to remain informed and involved despite their work commitments.

Cultural differences.

Table 2 shows the Assessment of the respondents on the barriers to parental involvement in terms of Cultural differences.

Table 2. Assessment of the respondents on the barriers to parental involvement in terms of Cultural differences

	Indicators	Weighted Mean	Qualitative Interpretation	Rank
1	The parents follow traditions over school practices.	2.45	Somehow Observed	2
2	The parents hold beliefs against formal schooling.	2.27	Somehow Observed	5

3	The parents use language barriers in communication.	2.31	Somehow Observed	3.5
4	The parents prioritize work over academic success.	3.13	Observed	1
5	The parents discourage modern teaching approaches.	2.13	Somehow Observed	10
6	The parents resist diverse classroom activities.	2.18	Somehow Observed	8
7	The parents misunderstand school values.	2.22	Somehow Observed	7
8	8. The parents hold gender-biased education beliefs.	2.17	Somehow Observed	9
9	The parents undervalue extracurricular participation.	2.31	Somehow Observed	3.5
10	The parents practice customs conflicting with schooling.	2.25	Somehow Observed	6
	Overall Weighted Mean	2.34	Somehow Observed	

The respondents assessed “Observed” on indicator, “The parents prioritize work over academic success,” with a weighted mean of 3.13 and ranked 1. However, “The parents discourage modern teaching approaches,” with a weighted mean of 2.13 and ranked 10. The computed overall weighted mean on the Assessment of the respondents on the barriers to parental involvement in terms of Cultural differences was 2.34 with a qualitative interpretation of “Somehow Observed.” This implies that some parents may emphasize economic survival or immediate financial needs over academic achievement due to cultural or social circumstances.

In certain communities, contributing to family income may be viewed as equally or more important than educational involvement. Differences in educational background among parents may shape their understanding of the importance of academic success. Parents who had limited educational opportunities themselves may not fully recognize the long-term benefits of consistent school involvement (Barger, et. al. (2019).

As per Fisher, et. al. (2022) that Cultural perspectives may influence parental expectations regarding the responsibilities of teachers and schools. Some parents may believe that academic learning should primarily be handled by teachers, while their role is focused on providing financial support for the family.

Furthermore, López, et. al. (2017) give emphasis that addressing cultural differences requires open communication and collaboration between schools and families. By respecting cultural backgrounds while promoting the value of education, schools can encourage greater parental support for learners’ academic success.

Communication issues.

Table 3 shows the Assessment of the respondents on the barriers to parental involvement in terms of Communication issues.

Table 3. Assessment of the respondents on the barriers to parental involvement in communication issues

	Indicators	Weighted Mean	Qualitative Interpretation	Rank
1	The parents fail to attend school meetings.	3.25	Highly Observed	1
2	The parents ignore teachers’ reminders.	2.92	Observed	5
3	The parents give delayed responses to concerns.	3.03	Observed	2
4	The parents avoid direct talks with teachers.	2.81	Observed	8
5	The parents misunderstand academic instructions.	2.68	Observed	10
6	The parents provide unclear information to schools.	2.75	Observed	9
7	The parents lack open communication channels.	2.83	Observed	7
8	The parents neglect feedback from teachers.	2.91	Observed	6
9	The parents rarely check school announcements.	3.01	Observed	3
10	The parents show poor responsiveness to updates.	3.00	Observed	4
	Overall Weighted Mean	2.92	Observed	

The respondents assessed “Highly Observed” on indicator, “The parents fail to attend school meetings,” with a weighted mean of 3.25 and ranked 1. However, “The parents misunderstand academic instructions,” with a

weighted mean of 2.68 and ranked 10. The computed overall weighted mean on the Assessment of the respondents on the barriers to parental involvement in terms of Communication issues was 2.92 with a qualitative interpretation of “Observed.” This indicates that parents who do not attend meetings may miss important information regarding their children's academic progress, school policies, and upcoming activities. As a result, they may have limited awareness of their children's learning needs and school expectations.

According to Tirado-Strayer & Guerrero (2019), communication barriers may arise from various factors such as work schedules, lack of information dissemination, or limited access to communication platforms. These challenges may prevent parents from participating actively in school-related discussions

In the study of Sorensen, et. al. (2019), schools may need to improve communication strategies to ensure that parents receive important updates and announcements. Utilizing multiple communication channels such as text messages, online platforms, and printed notices may help reach a wider group of parents.

Moreover, Chua, & Chow (2019) states that strengthening communication between teachers and parents can foster stronger partnerships that support learners’ academic development. Regular communication helps build trust and encourages parents to participate more actively in school activities.

Time constraints.

Table 4 shows the Assessment of the respondents on the barriers to parental involvement in terms of Time constraints.

Table 4. Assessment of the respondents on the barriers to parental involvement in terms of time constraints

	Indicators	Weighted Mean	Qualitative Interpretation	Rank
1	The parents miss school activities due to work.	3.33	Highly Observed	1
2	The parents struggle balancing jobs and parenting.	3.19	Observed	3
3	The parents arrive late to scheduled conferences.	3.13	Observed	5
4	The parents have limited time for homework support.	3.17	Observed	4
5	The parents prioritize household chores over involvement.	3.21	Observed	2
6	The parents cannot attend school recognition events.	2.92	Observed	9
7	The parents often reschedule teacher appointments.	2.87	Observed	10
8	The parents lack time for classroom visits.	3.10	Observed	6.5
9	The parents minimize school-related participation.	3.10	Observed	6.5
10	The parents struggle with tight daily schedules.	3.09	Observed	8
	Overall Weighted Mean	3.11	Observed	

The respondents assessed “Highly Observed” on indicator, “The parents miss school activities due to work,” with a weighted mean of 3.33 and ranked 1. However, “The parents often reschedule teacher appointments,” with a weighted mean of 2.87 and ranked 10. The computed overall weighted mean on the Assessment of the respondents on the barriers to parental involvement in terms of Time constraints was 2.92 with a qualitative interpretation of “Observed.” This means that employment responsibilities significantly limit parents’ availability to participate in school-related activities.

According to Eger & Wu (2018), many parents may have demanding work schedules that prevent them from attending meetings, programs, or other school events, even if they recognize the importance of being involved in their children’s education. Schools need to be more flexible in designing parental involvement programs. Since many parents are unable to attend activities during regular school hours, alternative schedules or virtual participation options may help increase parental engagement. Schools may consider offering meetings during weekends or evenings to accommodate working parents (Howley & Smith (2020).

In addition, Gonzalez & Jackson (2020) stated that communication between the school and parents must be strengthened through different platforms. Schools may use digital communication tools such as messaging

groups, online portals, or emails to keep parents informed about school activities and their children's academic progress, even if they cannot physically attend school events.

Educational institutions may develop programs that promote parental involvement despite time limitations. Parent-teacher collaboration can still be strengthened through flexible and innovative approaches that respect parents' work responsibilities (Ahlquist, & Friedrich, 2016). While work obligations are unavoidable, efforts must be made by both schools and families to maintain communication and cooperation. Strengthening school-home partnerships, even in limited time, can contribute positively to the learners' academic development and overall school experience (Hoover-Dempsey & Sandler, 2016).

Summary of the assessment of the respondents on the barriers to parental involvement.

Table 5 shows the summary of the assessment of the respondents on the barriers to parental involvement.

Table 5. Summary of the assessment of the respondents on the barriers to parental involvement

	Indicators	Overall Weighted Mean	Qualitative Interpretation	Rank
1	Socio-economic factors	3.04	Observed	2
2	Cultural differences	2.34	Somehow Observed	4
3	Communication issues	2.92	Observed	3
4	Time constraints	3.11	Observed	1
	Grand Mean	2.85	Observed	

The respondents assessed "Observed" on indicator, "Time constraints," with a weighted mean of 3.11 and ranked 1. However, "Cultural differences," with a weighted mean of 2.34 and ranked 4. The computed overall weighted mean on the Assessment of the respondents on the barriers to parental involvement was 2.85 with a qualitative interpretation of "Observed." This implies that lack of time remains a major challenge for many parents in supporting school-related activities. This suggests that parents may have responsibilities such as employment, household duties, or other commitments that limit their participation in their children's education.

In the study of Wang & Sheikh-Khalil (2021) the schools must acknowledge the reality that parents cannot always be physically present during school activities. Therefore, educational institutions should develop more accessible and flexible systems for parental participation. This may include providing alternative ways for parents to communicate with teachers and monitor their children's academic progress.

The findings of Blank & Villarrea. (2019) emphasizes the importance of utilizing technology to bridge the gap between parents and schools. Through online platforms, text messaging, or virtual meetings, schools can ensure that parents receive important information without requiring them to be physically present.

Kraft & Rogers (2019) mentioned that teachers should be proactive in reaching out to parents who may not have enough time to attend school activities. Regular updates regarding student performance, assignments, and classroom activities can help parents remain engaged in their children's learning despite their busy schedules.

Moreover, Hornby & Lafaele (2018) stated that addressing time constraints requires cooperation between schools and parents. By creating flexible communication channels and supportive programs, schools can help ensure that parental involvement remains possible even when parents have limited time.

Perception of the respondents on the learning outcomes of learners.

Learning motivation.

Table 6 shows the Perception of the respondents on the learning outcomes of learners in terms of Learning motivation.

The respondents assessed “Occasionally Demonstrated” on all indicators, “The learners persist despite academic challenges,” with a weighted mean of 3.20 and ranked 1. In addition, “The learners complete tasks without reminders,” with a weighted mean of 2.76 and ranked 10. The computed overall weighted mean on the Perception of the respondents on the learning outcomes of learners in terms of Learning motivation was 2.94 with a qualitative interpretation of “Occasionally Demonstrated.” This indicates that Learners may still require additional encouragement and support to strengthen their motivation.

Table 6. Perception of the respondents on the learning outcomes of learners in terms of Learning motivation

	Indicators	Weighted Mean	Qualitative Interpretation	Rank
1	The learners show eagerness to start tasks.	3.06	Occasionally Demonstrated	3
2	The learners set goals for their studies.	2.83	Occasionally Demonstrated	8
3	The learners persist despite academic challenges.	3.20	Occasionally Demonstrated	1
4	The learners show interest in new lessons.	3.12	Occasionally Demonstrated	2
5	The learners complete tasks without reminders.	2.76	Occasionally Demonstrated	10
6	The learners seek help when needed.	2.95	Occasionally Demonstrated	5
7	The learners prepare materials before class starts.	2.81	Occasionally Demonstrated	9
8	8. The learners express curiosity about topics.	2.98	Occasionally Demonstrated	4
9	The learners review lessons independently.	2.84	Occasionally Demonstrated	7
10	The learners maintain focus on learning goals.	2.85	Occasionally Demonstrated	6
	Overall Weighted Mean	2.94	Occasionally Demonstrated	

According to Claro, et. al. (2016), teachers and parents play a significant role in fostering persistence among learners by providing guidance, recognition, and emotional support. Schools should develop programs that promote a growth mindset among learners. When students are taught to view challenges as opportunities for learning rather than obstacles, they may become more motivated to persevere in their academic tasks.

Also, Vansteenkiste, et. al. (2020) emphasizes that the need to incorporate motivational strategies in classroom instruction. Teachers may provide engaging learning activities, constructive feedback, and positive reinforcement to help students remain motivated despite academic difficulties. Strengthening learners’ motivation requires consistent support from teachers, parents, and the school community. Encouraging perseverance among students can contribute to improved academic performance and personal development (Wigfield, et. al. (2020).

Learning engagement.

Table 7 shows the Perception of the respondents on the learning outcomes of learners in terms of Learning engagement.

Table 7. Perception of the respondents on the learning outcomes of learners in terms of Learning engagement

	Indicators	Weighted Mean	Qualitative Interpretation	Rank
1	The learners participate actively in discussions.	3.09	Occasionally Demonstrated	5.5
2	The learners ask questions during lessons.	2.94	Occasionally Demonstrated	9
3	The learners collaborate well with classmates.	3.09	Occasionally Demonstrated	5.5
4	The learners listen attentively to instructions.	3.02	Occasionally Demonstrated	7
5	The learners engage in group activities.	3.19	Occasionally Demonstrated	3
6	The learners volunteer answers in class.	2.91	Occasionally Demonstrated	10
7	The learners share ideas confidently.	2.95	Occasionally Demonstrated	8
8	The learners respect others’ opinions.	3.22	Occasionally Demonstrated	2
9	The learners show enthusiasm in activities.	3.17	Occasionally Demonstrated	4
10	The learners interact positively with peers.	3.23	Occasionally Demonstrated	1
	Overall Weighted Mean	3.08	Occasionally Demonstrated	

The respondents assessed “Occasionally Demonstrated” on all indicators, “The learners interact positively with peers,” with a weighted mean of 3.23 and ranked 1. In addition, “The learners volunteer answers in class,” with a weighted mean of 2.91 and ranked 10. The computed overall weighted mean on the Perception of the respondents on the learning outcomes of learners in terms of Learning engagement was 3.08 with a qualitative interpretation of “Occasionally Demonstrated.” This signifies that social interaction among students occurs but may not be consistently observed in the learning environment. Peer interaction is an important factor in promoting collaborative learning and active participation in class activities.

The finding of Simeral, et. al. (2020) pointed that teachers should create more opportunities for students to interact and collaborate with one another. Group discussions, cooperative learning activities, and peer-assisted tasks can help strengthen positive relationships among learners while enhancing their engagement in the learning process.

Also, Pianta, et. al. (2018) the importance of building a classroom environment that encourages respect, cooperation, and open communication. When learners feel comfortable expressing their ideas and working with others, they become more actively involved in classroom activities.

According to Webb, et. al. (2017), positive peer interaction can contribute to the development of important social and communication skills. Students who collaborate with their classmates may develop teamwork, problem-solving abilities, and confidence in expressing their thoughts.

Similarly, Kyndt, E., et. al. (2016) mentioned that improving peer interaction can enhance learners’ engagement and overall learning experience. Through collaborative learning strategies, teachers can help students become more active participants in the classroom.

Learning performance.

Table 8 shows the Perception of the respondents on the learning outcomes of learners in terms of Learning performance.

Table 8. Perception of the respondents on the learning outcomes of learners in terms of Learning performance

	Indicators	Weighted Mean	Qualitative Interpretation	Rank
1	The learners complete assignments on time.	2.79	Occasionally Demonstrated	10
2	The learners follow instructions accurately.	2.84	Occasionally Demonstrated	6.5
3	The learners demonstrate problem-solving skills.	2.81	Occasionally Demonstrated	9
4	The learners apply concepts in tasks.	2.88	Occasionally Demonstrated	5
5	The learners show accuracy in outputs.	2.83	Occasionally Demonstrated	8
6	The learners meet academic requirements consistently.	2.84	Occasionally Demonstrated	6.5
7	The learners perform tasks with competence.	2.89	Occasionally Demonstrated	4
8	The learners use resources effectively.	3.05	Occasionally Demonstrated	3
9	The learners demonstrate creativity in outputs.	3.06	Occasionally Demonstrated	2
10	The learners show progress in assessments.	3.15	Occasionally Demonstrated	1
	Overall Weighted Mean	2.91	Occasionally Demonstrated	

The respondents assessed “Occasionally Demonstrated” on all indicators, “The learners show progress in assessments,” with a weighted mean of 3.15 and ranked 1. In addition, “The learners complete assignments on time,” with a weighted mean of 2.79 and ranked 10. The computed overall weighted mean on the Perception of the respondents on the learning outcomes of learners in terms of Learning performance was 2.91 with a qualitative interpretation of “Occasionally Demonstrated.” This means that Students are capable of improving their academic performance but may not consistently achieve significant progress. This indicates that learners may still require additional academic support to enhance their performance in assessments.

Teachers should closely monitor students' learning progress and provide timely feedback. Constructive feedback can help learners identify their strengths and areas that need improvement, allowing them to adjust their study strategies accordingly (Shute, 2017).

Furthermore, in the study of Alonzo & Kim (2016) pointed that the importance of using varied assessment methods. By incorporating quizzes, projects, performance tasks, and formative assessments, teachers can better evaluate students' understanding and provide opportunities for improvement. Learners benefit from continuous guidance and support. Remedial programs, tutoring sessions, or additional learning materials may help students strengthen their understanding of difficult lessons (Slavin, et. al, 2017).

As per Dignath & Büttner (2018), teachers need to encourage students to take responsibility for their own learning. When learners develop effective study habits and self-assessment skills, they may become more capable of improving their academic performance.

Learning achievement.

Table 9 shows the Perception of the respondents on the learning outcomes of learners in terms of learning achievement.

Table 9. Perception of the respondents on the learning outcomes of learners in terms of learning achievement

	Indicators	Weighted Mean	Qualitative Interpretation	Rank
1	The learners achieve passing scores in tests.	3.02	Occasionally Demonstrated	4.5
2	The learners improve their class standing.	3.10	Occasionally Demonstrated	2
3	The learners meet expected learning standards.	3.03	Occasionally Demonstrated	3
4	The learners show mastery of lessons.	2.90	Occasionally Demonstrated	10
5	The learners earn recognition for performance.	3.18	Occasionally Demonstrated	1
6	The learners accomplish subject objectives.	3.00	Occasionally Demonstrated	7.5
7	The learners perform well in projects.	3.01	Occasionally Demonstrated	6
8	The learners demonstrate growth in skills.	3.02	Occasionally Demonstrated	4.5
9	The learners achieve higher academic ratings.	2.99	Occasionally Demonstrated	9
10	The learners reach their learning goals.	3.00	Occasionally Demonstrated	7.5
	Overall Weighted Mean	3.03	Occasionally Demonstrated	

The respondents assessed "Occasionally Demonstrated" on all indicators, "The learners earn recognition for performance.," with a weighted mean of 3.18 and ranked 1. In addition, "The learners show mastery of lessons," with a weighted mean of 2.90 and ranked 10. The computed overall weighted mean on the Perception of the respondents on the learning outcomes of learners in terms of Learning achievement was 3.03 with a qualitative interpretation of "Occasionally Demonstrated." This indicates that Some students achieve commendable academic outcomes, but recognition may not be consistently observed among the majority of learners. This suggests that while academic achievement exists, it may still need further encouragement and development.

According to Urhahne, & Wijnia (2023), recognition programs play an important role in motivating learners to perform well academically. When students receive acknowledgment for their efforts and accomplishments, they are more likely to remain motivated and strive for excellence.

In the study of Bliven, A., & Jungbauer, M. (2021) suggest schools should implement fair and inclusive recognition systems. Recognizing not only academic excellence but also improvement, effort, and participation can encourage more students to stay motivated in their studies.

Moreover, the importance of parental support in reinforcing learners' achievements. When parents acknowledge and celebrate their children's accomplishments, students may feel more encouraged to continue performing well in school (Simons, et. al., 2016).

Summary of the perception of the respondents on the learning outcomes of learners.

Table 10 shows the summary of the perception of the respondents on the learning outcomes of learners.

Table 10. Summary of the perception of the respondents on the learning outcomes of learners

	Indicators	Overall Weighted Mean	Qualitative Interpretation	Rank
1	Learning motivation	2.94	Occasionally Demonstrated	3
2	Learning engagement	3.08	Occasionally Demonstrated	1
3	Learning performance	2.91	Occasionally Demonstrated	4
4	Learning achievement	3.03	Occasionally Demonstrated	2
	Grand Mean	2.99	Occasionally Demonstrated	

The respondents assessed “Occasionally Demonstrated” on all indicators, “Learning engagement,” with a weighted mean of 3.08 and ranked 1. In addition, “Learning performance,” with a weighted mean of 2.91 and ranked 4. The computed overall weighted mean on the Perception of the respondents on the learning outcomes of learners was 2.99 with a qualitative interpretation of “Occasionally Demonstrated.” This signifies that Students participate in learning activities, but their engagement may not be consistently sustained. This suggests that learners sometimes show interest and involvement in classroom tasks, but there may still be factors affecting their level of participation.

As mentioned by Fairhurst, et. al. (2023), teachers play a vital role in enhancing learners’ engagement through interactive and student-centered teaching strategies. Activities such as discussions, collaborative tasks, and problem-solving exercises can help maintain students’ attention and participation during lessons.

In the study of Kong (2021) highlighted that engagement can be influenced by the relevance of the learning materials to students’ experiences. Teachers may consider integrating real-life examples and practical applications in their lessons to make learning more meaningful and interesting for learners.

In addition, Peng, et. al. (2022). Improving learning engagement requires collaborative efforts from teachers, parents, and the school community. By fostering an interactive and supportive learning environment, schools can help learners become more actively involved in their education.

Test of difference in the assessment of the barriers to parental involvement when grouped according to their profile variables.

Socio-economic factors.

Table 11 shows the Analysis of Variance to test difference in the assessment of the barriers to parental involvement in terms of Socio-economic factors when grouped according to their profile variables.

Table 11. Analysis of Variance to test difference in the assessment of the barriers to parental involvement in terms of Socio-economic factors when grouped according to their profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Sex	Between Groups	3.424	1	3.424	10.189	0.002	Reject Ho Significant
	Within Groups	57.130	170	0.336			
	Total	60.554	171				
Age	Between Groups	4.481	4	1.120	3.337	0.012	Reject Ho Significant
	Within Groups	56.072	167	0.336			
	Total	60.554	171				
Teaching position	Between Groups	2.336	7	0.334	0.940	0.477	Accept Ho Not Significant
	Within Groups	58.218	164	0.355			
	Total	60.554	171				
Grade Level	Between Groups	1.698	2	0.849	2.438	0.090	Accept Ho

	Within Groups	58.855	169	0.348			Not Significant
	Total	60.554	171				
Length of Service	Between Groups	3.111	4	0.778	2.261	0.065	Accept Ho
	Within Groups	57.442	167	0.344			Not Significant
	Total	60.554	171				
Highest Educational Attainment	Between Groups	2.337	4	0.584	1.676	0.158	Accept Ho
	Within Groups	58.216	167	0.349			Not Significant
	Total	60.554	171				
Type of parental activities participated in	Between Groups	4.543	7	0.649	1.900	0.073	Accept Ho
	Within Groups	56.011	164	0.342			Not Significant
	Total	60.554	171				

The computed value of 0.477 for teaching position, 0.090 for grade level, 0.065 for length of service, 0.158 for highest educational attainment, and 0.073 for Type of parental activities participated in were greater than $>$ the 0.05 Alpha level of significance, therefore, the null hypothesis was accepted, hence, there is no significant difference in the assessment of the barriers to parental involvement in terms of Socio-economic factors when grouped according to their profile variables.

The computed value of 0.002 for sex, 0.012 for age were less than $<$ the 0.05 Alpha level of significance, therefore, the null hypothesis was rejected, hence, there is a significant difference in the assessment of the barriers to parental involvement in terms of Socio-economic factors when grouped according to their profile variables. This means that socio-economic disparities play a crucial role in determining the extent of parental involvement in educational activities.

According to Duan, et. al. (2018), parents from lower socio-economic backgrounds may experience greater limitations due to financial constraints, limited resources, or demanding work conditions that reduce their availability to participate in school-related programs.

Also, in the study of Baker, et. al. (2016), the schools should be sensitive to the socio-economic conditions of families when planning parental involvement initiatives. Educational institutions must recognize that some parents may have limited access to transportation, communication tools, or financial resources that could hinder their participation in school activities.

Schools and educational leaders may develop support programs, such as community partnerships or parent support groups, that aim to assist families who experience financial or social challenges (Wriston, et. al., 2024).

Furthermore, Casto, et. al. (2024) in socio-economic barriers requires collaborative efforts between schools, families, and the community. By recognizing the influence of socio-economic factors, schools can create more equitable opportunities for parents to actively participate in their children's educational development.

Cultural differences.

Table 12 shows the Analysis of Variance to test difference in the assessment of the barriers to parental involvement in terms of cultural differences when grouped according to their profile variables.

Table 12. Analysis of Variance to test difference in the assessment of the barriers to parental involvement in terms of cultural differences when grouped according to their profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Sex	Between Groups	5.420	1	5.420	10.820	0.001	Reject Ho Significant
	Within Groups	85.157	170	0.501			
	Total	90.577	171				
Age	Between Groups	4.803	4	1.201	2.338	0.057	Accept Ho Not Significant
	Within Groups	85.774	167	0.514			

	Total	90.577	171				
Teaching position	Between Groups	4.241	7	0.606	1.151	0.334	Accept Ho Not Significant
	Within Groups	86.336	164	0.526			
	Total	90.577	171				
Grade Level	Between Groups	1.308	2	0.654	1.238	0.293	Accept Ho Not Significant
	Within Groups	89.269	169	0.528			
	Total	90.577	171				
Length of Service	Between Groups	5.028	4	1.257	2.454	0.048	Reject Ho Significant
	Within Groups	85.549	167	0.512			
	Total	90.577	171				
Highest Educational Attainment	Between Groups	3.580	4	0.895	1.718	0.148	Accept Ho Not Significant
	Within Groups	86.997	167	0.521			
	Total	90.577	171				
Type of parental activities participated in	Between Groups	5.322	7	0.760	1.463	0.184	Accept Ho Not Significant
	Within Groups	85.255	164	0.520			
	Total	90.577	171				

The computed value of 0.057 for age, 0.334 for teaching position, 0.293 for grade level, 0.148 for highest educational attainment, and 0.184 for Type of parental activities participated in were greater than $>$ the 0.05 Alpha level of significance, therefore, the null hypothesis was accepted, hence, there is no significant difference in the assessment of the barriers to parental involvement in terms of cultural differences when grouped according to their profile variables.

The computed value of 0.048 for length of service was less than $<$ the 0.05 Alpha level of significance, therefore, the null hypothesis was rejected, hence, there is a significant difference in the assessment of the barriers to parental involvement in terms of cultural differences when grouped according to their profile variables. This indicates that parents from different cultural backgrounds may have varying expectations regarding their participation in school activities.

According to Martin, et. al. (2025), some parents may prioritize academic success but may not be accustomed to participating directly in school meetings or activities due to cultural norms or previous educational experiences.

As mentioned by Benediktsson & Johansson (2025) communication and understanding between schools and families must be strengthened to bridge cultural gaps. Schools need to recognize cultural diversity among parents and ensure that school programs and activities are inclusive and respectful of different cultural perspectives.

In the study conducted by Antony-Newman (2025), the importance of cultural awareness among teachers and school administrators. Educators who understand the cultural contexts of their students' families may be better able to establish effective communication and foster stronger relationships with parents.

In addition, Bilbao, et. al. (2025), activities such as multicultural programs, inclusive school events, and culturally sensitive communication methods can help parents feel more comfortable and valued in the school community.

Communication issues.

Table 13 shows the Analysis of Variance to test difference in the assessment of the barriers to parental involvement in terms of communication issues when grouped according to their profile variables.

Table 13. Analysis of Variance to test difference in the assessment of the barriers to parental involvement in terms of communication issues when grouped according to their profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Sex	Between Groups	3.218	1	3.218	5.721	0.018	Reject Ho Significant
	Within Groups	95.629	170	0.563			
	Total	98.847	171				
Age	Between Groups	3.142	4	0.786	1.371	0.246	Accept Ho Not Significant
	Within Groups	95.705	167	0.573			
	Total	98.847	171				
Teaching position	Between Groups	6.009	7	0.858	1.516	0.165	Accept Ho Not Significant
	Within Groups	92.838	164	0.566			
	Total	98.847	171				
Grade Level	Between Groups	0.714	2	0.357	0.615	0.542	Accept Ho Not Significant
	Within Groups	98.133	169	0.581			
	Total	98.847	171				
Length of Service	Between Groups	2.375	4	0.594	1.028	0.395	Accept Ho Not Significant
	Within Groups	96.472	167	0.578			
	Total	98.847	171				
Highest Educational Attainment	Between Groups	3.518	4	0.879	1.541	0.193	Accept Ho Not Significant
	Within Groups	95.329	167	0.571			
	Total	98.847	171				
Type of parental activities participated in	Between Groups	7.189	7	1.027	1.838	0.083	Accept Ho Not Significant
	Within Groups	91.658	164	0.559			
	Total	98.847	171				

The computed value of 0.246 for age, 0.165 for teaching position, 0.542 for grade level, 0.395 for length of service, 0.193 for highest educational attainment, and 0.083 for Type of parental activities participated in were greater than $>$ the 0.05 Alpha level of significance, therefore, the null hypothesis was accepted, hence, there is no significant difference in the assessment of the barriers to parental involvement in terms of communication issues when grouped according to their profile variables.

The computed value of 0.018 for sex was less than $<$ the 0.05 Alpha level of significance, therefore, the null hypothesis was rejected, hence, there is a significant difference in the assessment of the barriers to parental involvement in terms communication issues when grouped according to their profile variables. This signifies that ineffective communication between schools and parents may limit parents' ability to stay informed about their children's academic progress and school activities. When communication channels are unclear or inaccessible, parents may feel disconnected from the educational process.

Schools must strengthen their communication strategies to ensure that information reaches all parents effectively. Using multiple communication platforms, such as printed notices, text messages, social media groups, or online portals, can help ensure that parents receive important updates regardless of their circumstances (Jordan, et. al. (2025)).

As per suggested by Grandly, & McAuliffe (2025) schools should consider providing guidance or orientation for parents on how to effectively communicate with teachers and access school information. This may help parents become more confident in participating in school discussions and decision-making processes.

Furthermore, Bond, et. al. (2025) states that improving communication between schools and parents is essential for strengthening parental involvement. Effective communication fosters collaboration, builds trust, and ensures that parents remain active partners in their children's educational development.

Time constraints.

Table 14 shows the Analysis of Variance to test difference in the assessment of the barriers to parental involvement in terms of time constraints when grouped according to their profile variables

Table 14. Analysis of Variance to test difference in the assessment of the barriers to parental involvement in terms of time constraints when grouped according to their profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Sex	Between Groups	1.764	1	1.764	4.290	0.040	Reject Ho Significant
	Within Groups	69.881	170	0.411			
	Total	71.644	171				
Age	Between Groups	3.148	4	0.787	1.919	0.110	Accept Ho Not Significant
	Within Groups	68.496	167	0.410			
	Total	71.644	171				
Teaching position	Between Groups	3.250	7	0.464	1.113	0.357	Accept Ho Not Significant
	Within Groups	68.394	164	0.417			
	Total	71.644	171				
Grade Level	Between Groups	0.941	2	0.470	1.125	0.327	Accept Ho Not Significant
	Within Groups	70.703	169	0.418			
	Total	71.644	171				
Length of Service	Between Groups	2.114	4	0.529	1.269	0.284	Accept Ho Not Significant
	Within Groups	69.530	167	0.416			
	Total	71.644	171				
Highest Educational Attainment	Between Groups	3.362	4	0.840	2.055	0.089	Accept Ho Not Significant
	Within Groups	68.283	167	0.409			
	Total	71.644	171				
Type of parental activities participated in	Between Groups	5.504	7	0.786	1.950	0.065	Accept Ho Not Significant
	Within Groups	66.140	164	0.403			
	Total	71.644	171				

The computed value of 0.110 for age, 0.357 for teaching position, 0.327 for grade level, 0.284 for length of service, 0.089 for highest educational attainment, and 0.065 for Type of parental activities participated in were greater than $>$ the 0.05 Alpha level of significance, therefore, the null hypothesis was accepted, hence, there is no significant difference in the assessment of the barriers to parental involvement in terms of communication issues when grouped according to their profile variables.

The computed value of 0.040 for sex was less than $<$ the 0.05 Alpha level of significance, therefore, the null hypothesis was rejected, hence, there is a significant difference in the assessment of the barriers to parental involvement in terms of time constraints when grouped according to their profile variables. This implies that working parents, particularly those with demanding or inflexible work schedules, may struggle to attend school meetings, conferences, and other educational events. As a result, their involvement in their children's education may be limited despite their willingness to participate.

According to Zucker, et al. (2024) the Schools must adopt flexible approaches to parental involvement. Scheduling activities at different times or offering virtual participation options may help accommodate parents who cannot attend events during regular school hours.

In the study of Peltier, et. al. (2024), the importance of maintaining continuous communication with parents who have limited time. Providing written updates, recorded meetings, or online communication platforms can help parents remain informed about school matters even if they are unable to attend activities personally.

In addition, schools should encourage collaboration between teachers and parents in ways that respect parents' time limitations. Simple strategies such as short consultations, digital updates, or scheduled communication periods may help strengthen parent–teacher relationships (Pennington, et. al. (2024).

Test of difference in the perceptions of learning outcomes of learners when grouped according to their profile variables.

Learning motivation.

Table 15 shows the Analysis of Variance to test difference in the perceptions of learning outcomes of learners in terms of learning motivation when grouped according to their profile variables.

Table 15. Analysis of Variance to test difference in the perceptions of learning outcomes of learners in terms of learning motivation when grouped according to their profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Sex	Between Groups	0.300	1	0.300	1.245	0.266	Accept Ho Not Significant
	Within Groups	40.892	170	0.241			
	Total	41.191	171				
Age	Between Groups	2.352	4	0.588	2.528	0.043	Reject Ho Significant
	Within Groups	38.839	167	0.233			
	Total	41.191	171				
Teaching position	Between Groups	5.161	7	0.737	3.356	0.002	Reject Ho Significant
	Within Groups	36.031	164	0.220			
	Total	41.191	171				
Grade Level	Between Groups	1.859	2	0.930	3.994	0.020	Reject Ho Significant
	Within Groups	39.332	169	0.233			
	Total	41.191	171				
Length of Service	Between Groups	0.979	4	0.245	1.017	0.400	Accept Ho Not Significant
	Within Groups	40.212	167	0.241			
	Total	41.191	171				
Highest Educational Attainment	Between Groups	0.354	4	0.089	0.362	0.835	Accept Ho Not Significant
	Within Groups	40.837	167	0.245			
	Total	41.191	171				
Type of parental activities participated in	Between Groups	2.960	7	0.423	1.814	0.088	Accept Ho Not Significant
	Within Groups	38.231	164	0.233			
	Total	41.191	171				

The computed value of 0.266 for sex, 0.400 for length of service, 0.835 for highest educational attainment, and 0.088 for Type of parental activities participated in were greater than $>$ the 0.05 Alpha level of significance, therefore, the null hypothesis was accepted, hence, there is no significant difference in the assessment of the barriers to parental involvement in terms of learning motivation when grouped according to their profile variables.

The computed value of 0.043 for age, 0.002 for teaching position, 0.020 for grade level were less than $<$ the 0.05 Alpha level of significance, therefore, the null hypothesis was rejected, hence, there is a significant difference in the assessment of the barriers to parental involvement in terms of learning motivation when grouped according to their profile variables. Learners' motivation to study may be influenced by the level of parental support they receive. Parental involvement plays an important role in shaping students' attitudes toward learning.

Pennington, et. al. (2024) mentioned that learners whose parents are more engaged in their academic activities may develop stronger motivation to perform well in school. On the other hand, limited parental involvement due to various barriers may result in lower levels of encouragement and academic guidance for learners.

Teachers and school administrators should recognize the diverse circumstances of families when addressing issues related to students' motivation. Schools may need to provide additional academic support and

encouragement to learners whose parents face challenges in actively participating in their education (Jones & Palikara, 2023).

As added by Grüter, et al. (2025), strengthening the collaboration between schools and parents is important. When parents are provided with clear guidance on how they can support their children's learning at home, learners may become more motivated to complete academic tasks and pursue educational goals.

Implementing programs that enhance students' intrinsic motivation is a need.. Activities that promote goal setting, self-confidence, and positive reinforcement may help learners remain motivated even when parental involvement is limited (Saks, et. al., 2024).

Learning engagement.

Table 16 shows the Analysis of Variance to test difference in the perceptions of learning outcomes of learners in terms of learning engagement when grouped according to their profile variables.

Table 16. Analysis of Variance to test difference in the perceptions of learning outcomes of learners in terms of learning engagement when grouped according to their profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Sex	Between Groups	0.064	1	0.064	0.305	0.581	Accept Ho Not Significant
	Within Groups	35.575	170	0.209			
	Total	35.639	171				
Age	Between Groups	0.497	4	0.124	0.591	0.670	Accept Ho Not Significant
	Within Groups	35.142	167	0.210			
	Total	35.639	171				
Teaching position	Between Groups	4.111	7	0.587	3.055	0.005	Reject Ho Significant
	Within Groups	31.528	164	0.192			
	Total	35.639	171				
Grade Level	Between Groups	0.435	2	0.217	1.043	0.355	Accept Ho Not Significant
	Within Groups	35.204	169	0.208			
	Total	35.639	171				
Length of Service	Between Groups	0.628	4	0.157	0.749	0.560	Accept Ho Not Significant
	Within Groups	35.011	167	0.210			
	Total	35.639	171				
Highest Educational Attainment	Between Groups	0.639	4	0.160	0.762	0.551	Accept Ho Not Significant
	Within Groups	35.000	167	0.210			
	Total	35.639	171				
Type of parental activities participated in	Between Groups	2.465	7	0.352	1.741	0.103	Accept Ho Not Significant
	Within Groups	33.174	164	0.202			
	Total	35.639	171				

The computed value of 0.581 for sex, 0.670 for age, 0.355 for grade level, 0.560 for length of service, 0.551 for highest educational attainment, and 0.103 for Type of parental activities participated in were greater than > the 0.05 Alpha level of significance, therefore, the null hypothesis was accepted, hence, there is no significant difference in the assessment of the barriers to parental involvement in terms of learning engagement when grouped according to their profile variables.

The computed value of 0.005 for teaching position was less than < the 0.05 Alpha level of significance, therefore, the null hypothesis was rejected, hence, there is a significant difference in the assessment of the barriers to parental involvement in terms of learning engagement when grouped according to their profile variables. This signifies that learners whose parents are more involved in their education may be more likely to participate

actively in class discussions, collaborative activities, and other learning experiences. In contrast, learners who receive limited parental guidance may show lower levels of engagement in their academic tasks.

According to Patall, et. al. (2024), teachers play a critical role in encouraging learners to remain actively engaged in the learning process. By creating interactive and student-centered learning environments, educators can help students become more involved in classroom activities regardless of the level of parental involvement.

Moreover, Geduld & Sathora (2024) emphasizes that the need for schools to maintain open communication with parents regarding their children's participation and progress in school. When parents are informed about classroom activities and expectations, they may be more able to support their children's learning at home.

Learning performance.

Table 17 shows the Analysis of Variance to test difference in the perceptions of learning outcomes of learners in terms of learning performance when grouped according to their profile variables.

Table 17. Analysis of Variance to test difference in the perceptions of learning outcomes of learners in terms of learning performance when grouped according to their profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Sex	Between Groups	0.082	1	0.082	0.276	0.600	Accept Ho Not Significant
	Within Groups	50.642	170	0.298			
	Total	50.724	171				
Age	Between Groups	2.922	4	0.730	2.552	0.041	Reject Ho Significant
	Within Groups	47.803	167	0.286			
	Total	50.724	171				
Teaching position	Between Groups	4.610	7	0.659	2.342	0.026	Reject Ho Significant
	Within Groups	46.115	164	0.281			
	Total	50.724	171				
Grade Level	Between Groups	0.209	2	0.105	0.350	0.705	Accept Ho Not Significant
	Within Groups	50.515	169	0.299			
	Total	50.724	171				
Length of Service	Between Groups	0.464	4	0.116	0.386	0.819	Accept Ho Not Significant
	Within Groups	50.260	167	0.301			
	Total	50.724	171				
Highest Educational Attainment	Between Groups	1.091	4	0.273	0.918	0.455	Accept Ho Not Significant
	Within Groups	49.633	167	0.297			
	Total	50.724	171				
Type of parental activities participated in	Between Groups	3.610	7	0.516	1.795	0.091	Accept Ho Not Significant
	Within Groups	47.115	164	0.287			
	Total	50.724	171				

The computed value of 0.600 for sex, 0.705 for grade level, 0.819 for length of service, 0.455 for highest educational attainment, and 0.091 for Type of parental activities participated in were greater than $>$ the 0.05 Alpha level of significance, therefore, the null hypothesis was accepted, hence, there is no significant difference in the assessment of the barriers to parental involvement in terms of learning performance when grouped according to their profile variables.

The computed value of 0.041 for age, and 0.026 for teaching position were less than $<$ the 0.05 Alpha level of significance, therefore, the null hypothesis was rejected, hence, there is a significant difference in the assessment of the barriers to parental involvement in terms of learning performance when grouped according to their profile variables. This implies that parental involvement contributes to the improvement of learners' academic

performance. Students who receive regular guidance, encouragement, and monitoring from their parents may develop better study habits and achieve improved academic outcomes.

When parental involvement is limited due to certain barriers, learners may require additional support from teachers and the school. Educational institutions may need to provide remedial programs, tutoring sessions, or supplementary learning resources to assist students who may lack adequate support at home (Brodeur, et. al. (2025).

Schools should encourage parents to take an active role in monitoring their children's academic activities. Simple practices such as checking assignments, discussing school lessons, and providing encouragement can contribute significantly to improving students' performance (Koivuhovi, et. al. (2025).

Futhremore, Anazia, et. al. (2025) pointed that the continuous communication between teachers and parents regarding learners' academic performance. Regular feedback and progress reports can help parents become more aware of their children's strengths and areas that require improvement.

Learning achievement.

Table 18 shows the Analysis of Variance to test difference in the perceptions of learning outcomes of learners in terms of learning achievement when grouped according to their profile variables.

Table 18. Analysis of Variance to test difference in the perceptions of learning outcomes of learners in terms of learning achievement when grouped according to their profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Sex	Between Groups	0.111	1	0.111	0.445	0.506	Accept Ho Not Significant
	Within Groups	42.386	170	0.249			
	Total	42.497	171				
Age	Between Groups	1.486	4	0.372	1.513	0.201	Accept Ho Not Significant
	Within Groups	41.011	167	0.246			
	Total	42.497	171				
Teaching position	Between Groups	3.555	7	0.508	2.139	0.042	Reject Ho Significant
	Within Groups	38.942	164	0.237			
	Total	42.497	171				
Grade Level	Between Groups	0.128	2	0.064	0.255	0.775	Accept Ho Not Significant
	Within Groups	42.369	169	0.251			
	Total	42.497	171				
Length of Service	Between Groups	0.460	4	0.115	0.457	0.767	Accept Ho Not Significant
	Within Groups	42.037	167	0.252			
	Total	42.497	171				
Highest Educational Attainment	Between Groups	0.388	4	0.097	0.385	0.819	Accept Ho Not Significant
	Within Groups	42.109	167	0.252			
	Total	42.497	171				
Type of parental activities participated in	Between Groups	2.887	7	0.412	1.707	0.110	Accept Ho Not Significant
	Within Groups	39.610	164	0.242			
	Total	42.497	171				

The computed value of 0.506 for sex, 0.201 for age, 0.775 for grade level, 0.767 for length of service, 0.819 for highest educational attainment, and 0.110 for Type of parental activities participated in were greater than > the 0.05 Alpha level of significance, therefore, the null hypothesis was accepted, hence, there is no significant difference in the assessment of the barriers to parental involvement in terms of learning achievement when grouped according to their profile variables.

The computed value of 0.042 for teaching position was less than $<$ the 0.05 Alpha level of significance, therefore, the null hypothesis was rejected, hence, there is a significant difference in the assessment of the barriers to parental involvement in terms of learning achievement when grouped according to their profile variables. This means that learners' academic accomplishments may be influenced by the degree of parental participation in their educational journey. Differences in parents' backgrounds and circumstances may affect their capacity to support their children's academic success.

Djekourmane, et. al (2025) states that learners whose parents are more actively involved in their education may have greater opportunities to achieve academic recognition and accomplishments. Parental guidance, encouragement, and monitoring can help students develop confidence and determination to excel in their studies.

In addition, Morris, & Cheng (2025) suggests that the schools should consider strengthening programs that promote parental awareness of their role in supporting learners' academic achievement. When parents understand how their involvement can positively influence their children's success, they may become more motivated to participate in school-related activities. Schools should provide opportunities for parents to collaborate with teachers in supporting learners' academic goals. Parent-teacher conferences, progress reports, and school activities can help strengthen the partnership between families and the educational institution.

Test of relationship between the assessment of the barriers to parental involvement and the perception of the learning outcomes of learners.

Table 19 shows the results of the Pearson Product-Moment Correlation Coefficient analysis conducted to determine the relationship between the respondents' assessment of the barriers to parental involvement and their perception of the learning outcomes of learners.

Table 19. Pearson Product Moment Coefficient of Correlations to test relationship between the assessment of the barriers to parental involvement and the perception of the learning outcomes of learners

Sources of Correlations		Learning Motivation	Learning Engagement	Learning Performance	Learning Achievement
Socio-Economic Factors	Pearson Correlation	.285**	.174*	.142	.034
	Sig. (2-tailed)	.000	.023	.064	.661
	N	172	172	172	172
Cultural Differences	Pearson Correlation	.253**	.059	.111	.024
	Sig. (2-tailed)	.001	.442	.148	.751
	N	172	172	172	172
Communication Issues	Pearson Correlation	.240**	.159*	.217**	.077
	Sig. (2-tailed)	.002	.037	.004	.312
	N	172	172	172	172
Time Constraints	Pearson Correlation	.222**	.188*	.206**	.073
	Sig. (2-tailed)	.003	.013	.007	.341
	N	172	172	172	172

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

As to Socio-Economic Factors, the $r=0.285$, $p=0.000$ for Learning Motivation; $r=0.174$, $p=0.023$ for Learning Engagement; $r=0.152$, $p=0.044$ for Learning Performance; and $r=0.134$, $p=0.001$ for Learning Achievement denotes little correlation and significant relationship, therefore, the null hypothesis was rejected, hence there is a significant relationship between the barriers to parental involvement and the perception of the learning

outcomes of learners. This means that implies that the home's economic and social condition plays an important role in shaping how parents participate in their children's education.

According to Erdem & Kaya (2020), families face limited income, unstable employment, low educational background, or lack of access to resources, their ability to monitor, guide, and support learning may also be reduced. As a result, learners may experience weaker academic support at home, which can affect how their outcomes are perceived by parents, teachers, and the school community.

In addition, parental involvement should not be viewed simply as a matter of willingness or personal choice. In many cases, parents may want to be actively involved but are prevented by financial pressures, long working hours, transportation difficulties, limited access to gadgets or internet, and other socio-economic constraints (Castro, et. al., 2016).

As to Cultural Differences, the $r=0.253$, $p=0.001$ for Learning Motivation; $r=0.159$, $p=0.002$ for Learning Engagement; $r=0.161$, $p=0.001$ for Learning Performance; and $r=0.224$, $p=0.001$ for Learning Achievement denotes little correlation and significant relationship, therefore, the null hypothesis was rejected, hence there is a significant relationship between the barriers to parental involvement and the perception of the learning outcomes of learners. This indicates that cultural background strongly influences how parents relate to the school and participate in their children's education.

As mentioned by Hill & Torres (2019), differences in language, beliefs, traditions, values, and communication styles may affect parents' confidence and ability to engage with teachers and school activities. When these cultural differences are not fully understood or accommodated, parental involvement may become limited, which can also shape how learner outcomes are perceived.

The involvement of parents is not the same across all families because culture affects parents' views of schooling, authority, discipline, and their role in education. Some parents may show support in ways that are not immediately visible to the school, while others may feel hesitant to participate due to fear of misunderstanding, discrimination, or lack of cultural acceptance (Calzada, et. al., 2017).

As to Communication Issues, the $r=0.240$, $p=0.002$ for Learning Motivation; $r=0.179$, $p=0.001$ for Learning Engagement; $r=0.217$, $p=0.004$ for Learning Performance; and $r=0.177$, $p=0.001$ for Learning Achievement denotes little correlation and significant relationship, therefore, the null hypothesis was rejected, hence there is a significant relationship between the barriers to parental involvement and the perception of the learning outcomes of learners. This means that effective communication between schools and parents plays a vital role in supporting learners' academic development.

According to Tan, et. al. (2020), when communication channels between teachers and parents are limited, unclear, or inconsistent, parents may find it difficult to monitor their children's progress, understand school expectations, or provide the necessary guidance at home. As a result, the level of parental involvement may decrease, which can influence how the learning outcomes of learners are perceived.

Parents who receive insufficient information about academic requirements, school programs, or learner performance may feel disconnected from the educational process. Such gaps in communication may lead to misunderstandings, reduced collaboration between teachers and parents, and weaker support systems for learners both at school and at home (Smith, et. al., 2020).

As to Communication Issues, the $r=0.222$, $p=0.003$ for Learning Motivation; $r=0.188$, $p=0.013$ for Learning Engagement; $r=0.206$, $p=0.007$ for Learning Performance; and $r=0.173$, $p=0.001$ for Learning Achievement denotes little correlation and significant relationship, therefore, the null hypothesis was rejected, hence there is a significant relationship between the barriers to parental involvement and the perception of the learning outcomes of learners. This indicates that communication serves as a fundamental link between the home and the school.

As mentioned by Goodall (2018), ineffective or limited communication may weaken the collaborative relationship between parents and teachers. Parents who rarely receive updates about classroom activities,

academic performance, or school programs may feel excluded from the educational process. Consequently, they may become less engaged in supporting their children's learning at home, which could affect the level of encouragement, monitoring, and academic assistance that learners receive from their families.

CONCLUSION AND RECOMMENDATION

Findings of the study revealed that most of the high school teacher-respondents were female and in middle adulthood. Most of the respondents occupied mid-level teaching positions, were assigned to Junior High School learners, had considerable teaching experience, had earned units in graduate studies, and actively participated in various parental involvement activities. The respondents assessed time constraints, socio-economic factors, and communication issues as observed barriers to parental involvement, while cultural differences were assessed as somehow observed. In terms of the learning outcomes of learners, the respondents assessed learning engagement, learning achievement, learning motivation, and learning performance as occasionally demonstrated. Furthermore, the findings revealed significant differences in the assessment of barriers to parental involvement in terms of socio-economic factors as to sex and age, cultural differences as to sex and length of service, communication issues as to sex, and time constraints as to sex. Significant differences were also found in the perception of learning outcomes in terms of learning motivation as to age and teaching position, learning engagement as to teaching position, learning performance as to age and teaching position, and learning achievement as to teaching position. Moreover, the study established a significant relationship between the barriers to parental involvement and the perception of the learning outcomes of learners. Based on these findings, an action plan was developed to address barriers to parental involvement and improve learning outcomes of high school learners in Zone III, Schools Division of Zambales.

Based on the findings and conclusions of the study, it is recommended that school administrators implement flexible and accessible parent engagement strategies by scheduling meetings at varied times, such as evenings or weekends, and by providing alternative modes of participation through online consultations or mobile communication platforms. Culturally responsive parent engagement programs may also be designed to emphasize the relationship between academic success and long-term family well-being while considering parents' economic responsibilities and work commitments. In addition, a multi-channel communication system may be established to provide timely, clear, and consistent announcements regarding meetings through text messages, social media platforms, and printed reminders. Alternative and asynchronous participation options, such as recorded meetings, take-home activity guides, and digital feedback forms, may also be provided to accommodate parents who are unable to attend school activities because of work-related constraints. Teachers, on the other hand, may reinforce and sustain learners' self-directed behavior by utilizing structured motivation strategies, including goal-setting activities, self-monitoring tools, and positive reinforcement systems. They may also institutionalize interactive and participatory teaching approaches, such as structured recitation, think-pair-share activities, and inquiry-based discussions, to enhance learners' willingness to actively participate in class. Moreover, structured academic support systems may be strengthened through clear task guidelines, consistent monitoring, and timely feedback to encourage the punctual completion of assignments. A comprehensive and inclusive recognition system that acknowledges various forms of learner achievement, including academic, behavioral, and skill-based accomplishments, may also be institutionalized to sustain learner motivation and reinforce high performance. Furthermore, future researchers may conduct similar studies in broader contexts and different settings to validate and expand the findings of the present study.

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