

Impact of Parental Involvement and Pedagogical Practices of Teachers on the Academic Performance

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DOI: <https://doi.org/%2010.47772/IJRISS.2026.100500235>

Received: 06 May 2026; Accepted: 11 May 2026; Published: 28 May 2026

ABSTRACT

This study investigated the relationship of parental involvement, teachers' pedagogical practices, and the academic performance of Grade 6 learners in Singanan Elementary School, San Andres Elementary School, and San Marcos Elementary School in Bunawan, Agusan del Sur. A descriptive-correlational research design was employed, and data were gathered through adapted survey questionnaires administered to the selected 127 Grade 6 students using a universal sampling approach. Results showed that parental involvement was generally high, with very high parental expectations, while school-based involvement had a lower mean among the indicators. Teachers' pedagogical practices got the highest mean and were perceived as very high in terms of teaching quality and clear lesson delivery. Students' academic performance indicators were likewise rated very high, with the highest mean for teaching methods and attendance. Correlational analysis revealed a small but significant relationship between parental involvement and academic performance, whereas the relationship between pedagogical practices and academic performance was not significant. The R-squared values from the regression analyses indicate that parental involvement explains approximately 7.3% of the variance in academic performance, while pedagogical practice variables account for about 13.5%, suggesting that although these factors are meaningful contributors, a substantial proportion of learners' achievement is influenced by other factors not captured in the model. These results suggested that students' achievement was most positively associated with parents' clear academic expectations and with teachers' timely, responsive feedback, indicating the complementary roles of home expectations and classroom feedback in supporting learner performance.

Keywords: *educational administration, parental involvement, pedagogical practices, academic performance, descriptive - correlational design*

INTRODUCTION

Recent global evidence underscores persistent concerns regarding learners' academic performance, particularly at the elementary level, where foundational skills are developed. Globally, students experiencing low academic performance often exhibit diminished motivation, poor study habits, and heightened emotional stress, which collectively hinder academic progress (Brew et al., 2021).

At the international level, specifically in China, Wu (2019) reported that a substantial proportion of college students with poor academic performance exhibited low motivation, weak study discipline, and reduced enthusiasm for learning. Similarly, international studies from Peru and European contexts, particularly Germany and Austria, have found that students benefit most when instructional practices are structured and responsive, and when these practices are complemented by active parental engagement (Suyo-Vega et al., 2024; Amerstorfer & Von Münster-Kistner, 2021).

In the Philippines, specifically in Quezon City, Ladrero et al. (2020) found that financial instability and irregular attendance significantly impeded learners' academic performance. Meanwhile, Tus (2021), examining Filipino students across various higher education institutions, emphasized that parental engagement remains a critical determinant of students' academic outcomes, particularly within remote and blended learning

environments implemented across the country. At the local level, recent school data reveal a more pressing concern. Based on the 2024 Mean Percentage Score (MPS) derived from the First to Fourth Quarter Examinations, Grade 6 learners at Singanan Elementary School demonstrated low mastery levels, with only 32% reaching mastery and 68% failing to adequately understand classroom lessons. This pattern suggests persistent issues related to comprehension, study practices, and instructional effectiveness.

In addition, the researcher's direct experience as a classroom teacher revealed observable variations in learners' academic performance that appear closely associated with parental involvement and classroom pedagogical practices. Learners whose parents consistently monitored schoolwork, communicated expectations, and supported homework activities demonstrated stronger engagement and more stable academic performance.

Despite the growing body of international and local research acknowledging the importance of parental involvement and pedagogical practices, existing studies remain limited in several respects. Many focus on either parental involvement or teaching practices independently, without sufficiently examining their combined influence on learners' academic performance, particularly at the elementary level and within rural public school contexts.

Addressing this gap holds significant educational value, as the findings of this study may inform instructional planning, strengthen home-school partnerships, and guide school administrators and policymakers in developing targeted interventions that enhance parental engagement and instructional effectiveness. Ultimately, understanding how parental involvement and teachers' pedagogical practices interact to influence academic performance may contribute to improved learning outcomes and more equitable educational opportunities for elementary learners.

Theoretical Framework

This study is anchored on Bloom's Mastery Learning Theory, which posits that nearly all learners can attain high levels of academic achievement when provided with appropriate learning conditions, sufficient time, effective instruction, and timely corrective feedback. Contrary to views that attribute academic success primarily to innate ability, Bloom emphasized that differences in student performance are largely a function of variations in learning opportunities and support systems, rather than fixed intellectual capacity (Bloom, 1968).

Central to Mastery Learning Theory is the assumption that learning is a progressive and corrective process. Learners are expected to move toward mastery when teachers continuously diagnose learning difficulties and provide immediate feedback and remediation aligned with learners' needs. In this framework, feedback is not merely evaluative but instructional, enabling learners to identify gaps and improve performance before proceeding to subsequent learning tasks. This theoretical stance directly supports the inclusion of teachers' pedagogical practices, particularly prompt feedback, as a critical variable influencing students' academic performance.

The theory further aligns with the role of the home environment in shaping academic outcomes. Bloom argued that mastery is facilitated when learners experience consistent reinforcement and guided support beyond the classroom, highlighting the importance of parental involvement in sustaining motivation, reinforcing expectations, and ensuring continuity of learning practices at home. In this regard, parental expectations, communication, and academic support serve as enabling conditions that complement classroom instruction, thereby increasing students' chances of achieving mastery (Akpan, 2020).

In the context of the present study, Bloom's Mastery Learning Theory provides a strong explanatory lens for examining how parental involvement and teachers' pedagogical practices interact as learning conditions that influence students' academic performance. Parental involvement represents the external support system that reinforces learning time and expectations, while pedagogical practices represent the instructional mechanisms that ensure quality input and corrective feedback. Together, these dimensions operationalize Bloom's core principle that achievement is flexible and responsive to structured support, rather than predetermined by ability alone.

Statement of the Problem

The purpose of the study was to determine the impact of parental involvement and teachers' pedagogical practices in boosting academic performance among grade-6 students at Singanan ES, San Andres ES, and San Marcos ES in Bunawan, Agusan del Sur, who are currently enrolled in the academic year 2025-2026. Specifically, this study sought answers to the following questions:

1. What is the level of parental involvement in terms of?
 - 1.1 Parental Expectation;
 - 1.2 Parent-child communication;
 - 1.3 Homework Support; and
 - 1.4 School-based Involvement
2. What is the level of pedagogical practices of teachers in terms of;
 - 2.1 quality of teacher;
 - 2.2 course/lesson design;
 - 2.3 prompt feedback of teacher; and
 - 2.4 students' expectation?
3. What is the level of students' academic performance in terms of their grades;
 - 3.1 teaching methods;
 - 3.2 family income;
 - 3.3 time management; and
 - 3.4 attendance?
4. Is there a significant relationship between parental involvement and academic performance of students?
5. Is there a significant relationship between pedagogical practices of teachers and academic performance of students?
6. Which dimensions of parental involvement predicts students' academic performance?
7. Which dimensions of the pedagogical practices of teachers predicts students' academic performance?

Null Hypothesis

The following hypotheses were formulated and tested at 0.05 level of significance:

Ho1: There is no significant relationship between parental involvement and students' academic performance.

Ho2: There is no significant relationship between teachers' pedagogical practices and students' academic performance.

Ho3: No dimensions of parental involvement can significantly predict students' academic performance.

Ho4: No dimensions of pedagogical practices of teachers can significantly predict students' academic performance.

METHODS

This chapter presents the methods employed to collect and analyze data for the study. It outlines the research design, locale, participants, and instruments used, and explains the systematic procedures followed in

gathering the data. It also discusses the statistical tools and techniques applied to interpret the results and the ethical considerations.

Research Design

In this study, a quantitative descriptive correlational research design was employed to ensure the systematic collection and analysis of numerical data and to examine the relationships among the study variables within their natural setting. This design allowed the researcher to observe patterns, associations, and trends among parental involvement, teachers' pedagogical practices, and students' academic performance without manipulating any variables or inferring cause-and-effect relationships (Miksza, 2023).

In connection, the descriptive correlational design was deemed most suitable for this study as it explored and described the natural relationships between parental involvement and teachers' pedagogical practices as independent variables, and students' academic performance as the dependent variable. This design enabled the examination of how parental support and instructional practices are associated with learners' academic outcomes among Grade 6 students, while allowing these variables to be observed as they naturally occur within the school environment.

Population and Sample

The respondents of this study were Grade 6 students of Singanan Elementary School, San Andres Elementary School, and San Marcos Elementary School located in Bunawan, Agusan del Sur. The total population included 127 students, and the researcher ensured that every student was given a chance for an equal opportunity to participate through the use of a universal sampling technique, wherein all Grade 6 learners from the three schools were included as respondents.

In conducting universal sampling, the researchers first coordinated with the school heads and Grade 6 advisers of each participating school to obtain the complete and updated list of all enrolled Grade 6 learners. After securing permission, the researcher administered the research instruments to the entire population rather than selecting a subset. Data gathering was scheduled per school to ensure that all students were communicated with, including those who may be absent on the initial day of administration. Follow-up visits were conducted for learners who missed the first distribution to guarantee that every Grade 6 student is included in the study. This process ensured the full coverage of the target population and strengthened the validity and representativeness of the results.

Research instrument

The instrument of this study was an adopted questionnaire from existing validated literature. The questionnaire measuring parental involvement as the independent variable was adapted from the study of Goulet et.al, (2023), which assesses various dimensions of parental engagement in their child's education through indicators such as parental expectations (5 items) which reflects the standards and aspirations parents set for their child's education, parent-child communication (4 items) which covers the quality and frequency of discussions about school-related matters between parent and child, homework support (5 Items) which refers to the assistance and guidance provided by parents in accomplishing homework and academic tasks, and school-based involvement (6 items) which involves parents' participation in school activities, meetings, and programs that support student learning.

On the other hand, the questionnaire measuring students' academic performance as the dependent variable was adapted from Kasantra's (2013) research study, focusing on various academic performance indicators including teaching methods (7 items) which evaluates how instructional strategies and approaches influence student learning, family income (5 items), considers the extent to which financial resources affect students' ability to perform academically, time management (5 items), measures how effectively students plan, organize, and use their time for academic tasks and students' attendance (6 items) assesses the role of consistent class participation and presence in achieving good academic outcomes.

The researcher made minor modifications to the questionnaires to fit the context of the participants in the current study while maintaining the validity of the original instruments. Students' academic achievement was obtained from their 2nd quarter grades, in English, Mathematics, and Science, which serve as a measurable indicator of learning outcomes and mastery of content. The analyzed data were interpreted using the scale below.

Rating Scale	Range of Means	Descriptive Level
4	3.50 – 4.00	Very High
3	2.50 – 3.49	High
2	1.50 – 2.49	Low
1	1.00 – 1.49	Very Low

Validation of the Research Instrument

To establish the reliability and validity of the adapted questionnaires, a systematic validation process was undertaken. The instruments were first reviewed by a panel of subject-matter experts to evaluate their clarity, relevance, and alignment with the constructs under investigation. Revisions were incorporated based on the validators' recommendations prior to the administration of the instruments. Subsequently, the revised questionnaires were pilot-tested on twenty (20) respondents who were not included in the actual study sample. The data obtained from the pilot test were subjected to validity and reliability analysis, which yielded acceptable Cronbach's alpha coefficients. These results indicated satisfactory internal consistency and affirmed the suitability of the instruments for use in the main study.

Data Gathering Procedure

The researcher meticulously observed all procedural requirements throughout the conduct of the study. Ethical clearance was secured from the school's Ethics Review Committee, along with an endorsement letter from the Graduate School Dean. Permissions were likewise obtained from the Schools Division Superintendent, the District Supervisor, and the school principals of Singanan Elementary School, San Andres Elementary School, and San Marcos Elementary School. The research instruments were personally administered by the researcher through the classroom advisers to ensure proper distribution and completion by the Grade 6 learners. Prior to the administration of the questionnaire, assent forms were prepared, and the respondents were informed of their right to withdraw from the study at any point without penalty. Data collection was conducted in person, after which the completed questionnaires were forwarded to a statistician for data tabulation and analysis. The researcher subsequently reviewed and interpreted the results.

Statistical Treatment of Data

All statistical analyses in this study were conducted at a 0.05 level of significance to ensure the accuracy and validity of the findings. Responses from the questionnaire were systematically counted, tabulated, analyzed, and interpreted in line with the research questions. Descriptive statistics, particularly the mean, were used to determine the average responses of the participants across indicators and variables. Pearson Product-Moment Correlation Coefficient (Pearson's r) was employed to determine the strength and direction of the relationships between the independent variables, parental involvement and teachers' pedagogical practices, and the dependent variable, students' academic performance. Furthermore, Multiple Linear Regression Analysis was utilized to identify which specific indicators of parental involvement and pedagogical practices significantly predicted students' academic performance.

Ethical Considerations

Ethical considerations were strictly observed throughout the conduct of the study in accordance with the standards of the Department of Science and Technology–Philippine Health Research Ethics Board (DOST–PHREB). Ethical clearance and necessary permissions were secured prior to data collection. Informed consent and assent were obtained from parents or guardians and Grade 6 learners, respectively, after clearly explaining the purpose, procedures, voluntary nature of participation, and the right to withdraw at any time without penalty.

The study posed minimal risk to participants, limited mainly to time spent answering the questionnaire, and efforts were made to avoid classroom disruption. Confidentiality and anonymity were ensured through the use of coded identifiers, secure data storage, and compliance with the Data Privacy Act of 2012. Participation was fair and voluntary, free from coercion, conflict of interest, or harm, and the study was conducted with transparency, integrity, and professional accountability.

RESULTS AND DISCUSSION

This section discusses the results of the study based on data collected from respondents. To clearly present the patterns, trends, and relationships within the data, descriptive analysis and tables are presented.

Table 1. Descriptive Statistics

Variables	Mean	Descriptive Level
<i>Parental Involvement</i>	3.49	High
Parental Expectation	3.78	Very High
Parent-Child Communication	3.49	High
Homework Support	3.43	High
School-Based Involvement	3.27	High
<i>Pedagogical Practices</i>	3.72	Very High
Quality of Teacher	3.79	Very High
Course/Lesson Design	3.71	Very High
Prompt Feedback from the Teacher	3.65	Very High
Students' Expectation	3.72	Very High

Table 1 is the descriptive table which describes the variables involved in the study, namely: parental involvement and pedagogical practices with their respective indicators, including the mean, and descriptive level specifically corresponding with each of the variables.

Specifically, parental involvement registered an overall mean of 3.49, described as high, indicating that parents are frequently engaged in their children's education both at home and in school. Among its indicators, parental expectation obtained the highest mean (3.78, very high), reflecting parents' strong emphasis on academic success and future educational attainment. This finding suggests that parents consistently communicate high academic aspirations to their children, which serves as a motivational force that encourages effort and persistence in schoolwork. This result supports the assertions of Heatly and Votruba-Drzal (2017) and Xin and Yu (2024), who emphasized that strong parental expectations significantly shape learners' motivation and academic engagement. In contrast, school-based involvement, while still rated high with a mean of 3.27, obtained the lowest mean among the indicators, implying that parents' participation is more evident in home-based academic support than in direct school activities. This aligns with Hornby (2018), who noted that practical constraints often limit parents' active presence in school settings despite their strong educational commitment.

Meanwhile, pedagogical practices yielded a higher overall mean of 3.72, interpreted as very high, indicating that teachers consistently demonstrate effective instructional behaviors in the classroom. All indicators under pedagogical practices reached a very high descriptive level. The quality of the teacher obtained the highest mean of 3.79, suggesting that teachers are perceived as competent, supportive, and effective facilitators of learning. This finding corroborates Darling-Hammond (2021) and Wang et al. (2020), who emphasized that teachers' instructional competence and classroom management skills are critical contributors to positive learning experiences. Similarly, course or lesson design got a mean of 3.71, prompt feedback with a mean of 3.65, and students' expectations got a mean of 3.72, all of which reflect consistently strong pedagogical execution,

highlighting structured lessons, timely instructional responses, and clarity in learning expectations. These results align with Hristov et al. (2023) and Farid et al. (2021), who underscored the role of well-designed instruction and immediate feedback in sustaining student engagement and understanding.

The parental involvement and pedagogical practices were both positively and consistently manifested, with pedagogical practices perceived as more pronounced than parental involvement. While parents strongly support learning through high expectations and home-based assistance, teachers' instructional practices appeared more uniformly evident within the classroom context. This comparative pattern suggests that learning support is strongest within the instructional environment, complemented by meaningful school-based parental participation.

Table 2. *Level of Students' Academic Performance*

Grade Range	Frequency	Description
90 – 100	27	Outstanding
85 – 89	30	Very Satisfactory
80 – 84	37	Satisfactory
75 – 79	30	Fairly Satisfactory
Below 75	3	Did Not Meet Expectation

Presented in Table 2 is the level of academic performance of students in terms of subject areas, based on their combined performance in Mathematics, English, and Science. The distribution shows how learners are spread across the five grade ranges. As reflected in the table, the overall academic performance indicates that 37 learners fall within the Satisfactory (80–84). This is followed by Fairly Satisfactory (75–79) and Very Satisfactory (85–89), with 30 students for both categories. Meanwhile, 27 learners are described as outstanding (90 – 100). Only three learners fall under the Did Not Meet Expectation category (Below 75).

The distribution of learners across grade categories implies that the majority of students demonstrate adequate to high mastery of learning competencies, with most clustered within the satisfactory to very satisfactory range and a substantial proportion achieving outstanding performance. This suggests that instructional delivery and learning support mechanisms are generally effective in promoting foundational understanding across core subject areas. However, the presence of a small group of learners who did not meet expectations highlights the need for targeted academic interventions to address learning gaps and ensure inclusive academic support for all learners. This implication is supported by Amerstorfer et al. (2021), who emphasized that satisfactory to high academic performance reflects effective instructional practices and sustained learner engagement, and by Almerino (2020), who noted that differentiated support and timely interventions are essential in preventing learners from falling below minimum competency standards.

Table 3. *Correlation Analysis Between Parental Involvement and Academic Performance*

Variables	Pearson Correlation (r)		p-value	Decision
Parental Involvement	0.195		0.028	Reject Ho; Significant
Academic Performance				

Table 3 shows the significance of the relationship between parental involvement and the academic performance of students, with a Pearson correlation coefficient of 0.195 and a p-value of 0.028. Hence, the null hypothesis is rejected. The results indicate a weak but statistically significant positive relationship between parental involvement and students' academic performance, with an r-value of 0.195 and a p-value of 0.028, suggesting that increased parental involvement is associated with improvements in academic performance, although the magnitude of its effect is small. The finding implies that while parental involvement contributes

meaningfully to learning outcomes, students' academic performance is also shaped by other school-, learner-, and context-related factors.

This interpretation is supported by recent studies showing that parental involvement consistently demonstrates a significant yet small effect size on academic achievement. For instance, Escol and Alcopra (2024) found a significant relationship between parental involvement and learners' academic performance among elementary pupils in the Philippines, emphasizing that parental engagement enhances learning but does not operate as a sole determinant. Similarly, Chen and Mok (2023) reported that parental involvement positively influences students' academic functioning and related learning outcomes, albeit with modest correlation strength, as multiple motivational and contextual variables mediate academic success

Table 4. *Correlation Analysis Between Pedagogical Practices and Academic Performance*

Variables	Pearson Correlation (r)	p-value	Decision
Pedagogical Practices	0.059	0.560	Accept Ho; Not Significant
Academic Performance			

Table 4 displays the significance of the relationship between pedagogical practices and students' academic performance. The results indicate a very weak and statistically insignificant relationship between pedagogical practices and students' academic performance, with an r-value of 0.059 and a p-value of 0.560; hence, the researcher failed to reject the null hypothesis, suggesting that, although pedagogical practices were rated very high, they did not translate into measurable differences in students' academic performance. The finding implies that when instructional practices are consistently strong across classrooms, limited variability may reduce their direct statistical association with academic outcomes, and other factors may play a more influential role in explaining performance differences.

This interpretation is supported by recent evidence from Li (2024), who reported that high-quality pedagogical practices do not always yield significant correlations with academic achievement once contextual and learner-level variables are accounted for. Similarly, Ramzan et al. (2023) found that while effective pedagogical practices strongly enhance learner engagement and classroom experience, their direct relationship with academic performance may be minimal when instructional quality is uniformly high across respondents.

Table 5. *Dimensions of Parental Involvement Predicting Academic Performance*

Dimensions	B	Std. Error	Beta	T	p-value	Decision
Constant	67.274	5.420	—	12.412	0.000	
Parent Expectation	3.411	1.449	0.229	2.354	0.020	Significant
Parent–Child	1.692	1.397	0.145	1.211	0.228	Not Significant
Homework	0.057	1.362	0.005	0.042	0.966	Not Significant
School-Based	−0.771	1.190	−.079	−0.648	0.518	Not Significant

$$R^2 = 0.073$$

It is described in Table 5 that the indicator, parent expectation obtained a t-value of 2.354 with a p-value of 0.020, indicating a significant predictive relationship, while parent–child communication showed a t-value of 1.211 with a p-value of 0.228, homework showed a t-value of 0.042 with a p-value of 0.966, and school-based involvement showed a t-value of −0.648 with a p-value of 0.518, all indicating no significant effect. Hence, the null hypothesis is rejected for parent expectation, parent–child communication, homework, and school-based involvement. This reveals that among the indicators of parental involvement, only parents' academic

expectations meaningfully predict students' academic performance, while other forms of involvement do not show a measurable influence. Moreover, the model yielded an R-Square value of 0.073, suggesting that approximately 7.3% of the variance in academic performance can be explained by the combined influence of the identified dimensions of parental involvement.

Recent studies support this pattern, showing that parental expectations exert a stronger and more consistent influence on achievement than other involvement practices (Xin & Yu, 2024; Kantová, 2024). Moreover, the relatively low explained variance suggests that parental involvement contributes a meaningful but limited portion of students' academic performance, reinforcing findings that learner achievement is shaped by multiple interacting factors beyond family engagement alone (Escol & Alcopra, 2024).

Table 6. *Dimensions of Pedagogical Practices that Predict Academic Performance*

Predictor	B	Std. Error	βeta	T	P - value	Decision	
Constant	62.854	6.888	—	9.125	0.000		
Quality	−0.942	2.203	−.048	−0.427	0.670	Not Significant	
Course	4.057	2.081	.217	1.949	0.054	Not Significant	
Prompt Feedback	4.163	1.601	.289	2.600	0.010	Significant	
Students	−1.559	1.701	−.105	−0.917	0.361	Not Significant	

$$R^2 = 0.135$$

Table 6 reveals that the indicator prompt feedback obtains a t-value of 2.600 with a p-value of 0.010, indicating a significant predictive relationship, while quality of teacher shows a t-value of −0.427 with a p-value of 0.670; course or lesson design shows a t-value of 1.949 with a p-value of 0.054; and students' expectation has a t-value of −0.917 with a p-value of 0.361, all indicating no significant effect. Hence, the null hypothesis is rejected regarding prompt feedback, the quality of the teacher, the course, lesson design, and students' expectations. This result reveals that timely and responsive feedback from teachers meaningfully predicts students' academic performance, whereas the other pedagogical indicators alone may not be sufficient to have a significant influence. Moreover, the model yielded an R-squared value of 0.135, suggesting that approximately 13.5% of the variance in the dependent variable can be explained by the combined effect of the identified predictors. The results indicate that while the model demonstrates reasonable explanatory power, a considerable proportion of the variance may still be attributed to other factors not included in the present analysis.

Ismail (2023) emphasized that prompt and specific feedback directly influences students' academic progress by strengthening motivation and enabling immediate improvement, making it a more potent predictor of achievement than general instructional quality. Similarly, Khodadad (2023) identified timely feedback as a key element of supportive pedagogy that has a direct impact on students' performance, particularly in reinforcing understanding and sustaining engagement.

Meanwhile, studies by Ramzan et al. (2023) reported that other pedagogical dimensions, such as instructional quality and lesson structure, often influence engagement and classroom experience rather than directly predicting academic outcomes when these practices are uniformly strong. Moreover, the R-squared value of 0.135 indicates that pedagogical practices explain a meaningful but limited proportion of the variance in students' academic performance. This aligns with recent findings that academic achievement is shaped by multiple interacting factors, including learner motivation, parental support, and contextual conditions beyond classroom instruction alone (Lachner et al., 2023; Kantová, 2024).

CONCLUSION AND RECOMMENDATIONS

This study examined the levels of parental involvement and teachers' pedagogical practices, their relationships with students' academic performance, and the specific dimensions that predict academic outcomes.

Findings revealed that parental involvement was generally high, while pedagogical practices were perceived as very high. A significant but weak relationship was established between parental involvement and academic performance, whereas pedagogical practices did not show a significant correlation with performance. Regression analyses further indicated that parental academic expectations emerged as the only significant predictor among parental involvement indicators, while prompt teacher feedback was the sole pedagogical practice that significantly predicted students' academic performance. Other indicators, parent-child communication, homework support, school-based involvement, teacher quality, course or lesson design, and students' expectations did not independently yield significant predictive effects. The findings suggest that while both parents and teachers provide substantial support, students' academic performance is most strongly influenced by clear parental expectations and timely instructional feedback, with a considerable portion of achievement influenced by factors beyond the variables examined.

Targeted actions are recommended; parents, with guidance from school heads and teachers, may be supported through orientation programs and parent education sessions to strengthen meaningful academic communication and effective homework monitoring strategies that align with learning goals, as these areas showed limited impact on performance. School heads are encouraged to design initiatives that increase parents' active and purposeful participation in school-based activities beyond attendance, focusing on academic collaboration rather than procedural involvement. Teachers may sustain high instructional quality while prioritizing structured systems for consistent and timely feedback across subjects, as this practice demonstrated the strongest predictive influence. In addition, school administrators and curriculum leaders may implement targeted intervention programs for learners who are academically at risk and explore complementary factors such as learner motivation, study habits, and socio-emotional support. Finally, future researchers are encouraged to incorporate additional variables, such as socio-economic status, student motivation, learning resources at home, and peer influence, which may help explain the large proportion of unexplained variance in academic performance. A mixed-methods approach could also strengthen future studies by combining surveys with interviews or focus group discussions to gain deeper results into how parental involvement and teaching practices influence learning outcomes.

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