

Parental Academic Support: Basis for School Governance Council Concept Development

Chindy A. Solon

*Aniano Almanzor Elementary School (Palanas South District),
Intusan, Palanas, Masbate, Philippines*

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Email of Corresponding Author: solonchindy29@gmail.com

Abstract

This study examined parental academic support as a basis for the development of a context-specific School Governance Council concept. It focused on how parents support learners through schoolwork monitoring, provision of learning resources, communication with teachers, and creation of a supportive home learning environment. It also explored the challenges parents encounter in providing academic support and the perceptions of parents, teachers, and school heads regarding the role of parental academic support in school governance and decision-making. The study was anchored on the Input-Process-Output model, where parental academic support practices and stakeholder perceptions served as inputs, data collection and thematic analysis served as processes, and the proposed School Governance Council concept served as the intended output. A qualitative research design using a descriptive-interpretive and phenomenological approach was employed. The respondents were six parents, four teachers, and four school heads selected through purposive sampling. Data were gathered through semi-structured interviews and document analysis and were analyzed through coding, categorization, thematic analysis, and triangulation. Findings revealed that parental academic support was present but uneven. Some parents actively monitored schoolwork, provided learning resources, communicated with teachers, and maintained structured home learning environments, while others showed limited involvement due to work demands, time constraints, financial limitations, academic difficulties, communication barriers, and digital or knowledge-based limitations. The study also found that parents and school stakeholders perceived parental academic support as essential to inclusive governance, collaboration, empowerment, equity, accountability, consultation, volunteerism, leadership, and shared responsibility. The study concluded that parental academic support can strengthen learner-centered governance when meaningfully integrated into School Governance Council planning and decision-making. It recommended parent-training programs, stronger home-school communication, support for learning materials and digital resources, workshops on home learning routines and emotional support, and active parental consultation before school policies are finalized. The study is aligned with SDG 4 on Quality Education, SDG 16 on Peace, Justice, and Strong Institutions, and SDG 17 on Partnerships for the Goals. Its sustainability impact lies in strengthening educational, institutional, governance, and community sustainability by promoting shared responsibility, transparent school decision-making, and stronger collaboration between parents and schools.

Keywords: Academic Support, Communication with Teachers, Home-School Collaboration, Learning Resources, Parental Academic Support, School Governance Council, Schoolwork Monitoring, Supportive Home Learning Environment, Thematic Analysis

1. Introduction

Effective school governance contributes to educational quality, accountability, and learner outcomes. Globally, education systems increasingly promote participatory governance models that involve parents and communities in decision-making so that schools can respond better to learners' academic and developmental needs (Caldwell & Spinks, 2013). Within this model, school governance structures function not only as administrative mechanisms but also as collaborative platforms that connect school policies, instructional priorities, and community support. Parental involvement is widely recognized as a major factor in effective schooling. When parents actively support learning, students tend to demonstrate improved academic achievement, motivation, and attitudes toward school (Epstein, 2011; Jeynes, 2012). Parental academic support includes monitoring schoolwork, providing learning resources, communicating with teachers, assisting with school tasks, and maintaining a supportive home learning environment. Such support strengthens the continuity between home and school, particularly in basic education where foundational skills and learning habits are developed. In the Philippine basic education system, parental participation is formalized through the School Governance Council (SGC), a school-level decision-making body composed of school heads, teachers, parents, and other stakeholders. The SGC supports school improvement, transparency, stakeholder mobilization, and shared responsibility for educational outcomes (Department of Education [DepEd], 2016). However, the effectiveness of the SGC depends on the quality of stakeholder participation, especially the extent to which parents contribute to academic-related discussions and learner-centered initiatives.

International literature consistently shows that parental academic support improves student achievement, engagement, motivation, attendance, school climate, and socio-emotional development. Hill and Tyson's (2009) meta-analysis showed that academic-focused parental engagement, such as helping with homework and discussing learning goals, is more strongly associated with achievement than general involvement. Epstein's (2011) work emphasized that schools integrating parental perspectives into decision-making achieve stronger alignment between school practices and learner needs. Formal family engagement systems in Canada and Australia also improve coordination between home support and policy implementation (Organisation for Economic Co-operation and Development [OECD], 2021). Other studies confirm that parental expectations, teacher communication, and participation in governance influence student and school outcomes. Sheldon and Epstein (2005) linked academic communication and parental governance participation with better school climate and attendance. Fan and Chen (2001) identified parental expectations and academic involvement as strong predictors of student motivation and achievement. Hill and Tyson (2009), Epstein (2011), OECD (2021), Sheldon and Epstein (2005), Fan and Chen (2001), Bush and Glover (2012), and Okpala et al. (2001) collectively support the need to embed parental academic support into school governance councils.

Recent literature further affirms that parental involvement influences academic outcomes through communication with teachers, homework monitoring, and academic expectations (Sharma, 2025). Authentic family-school partnerships enhance academic performance, socio-emotional development, and students' sense of belonging (Balaba & Bauyot, 2025). In inclusive education settings, parental emotional and academic support strengthens learner engagement and supports diverse learning needs (Anggreni et al., 2025). Large-scale comparative findings from Hong Kong and Macao indicate that parental academic commitment interacts with leadership practices to improve achievement (Zhang & Wu, 2025), while meta-analytic evidence shows that expectations and communication often have stronger links to success than homework help alone (Zhang & Wu, 2025). Active parental participation in governance is also associated with improved academic performance and stronger school culture (Martinez & Garcia, 2022). Additional international evidence reinforces these patterns. Reviews and empirical findings show that parental involvement relates to higher grades, better attendance, stronger school attachment, and improved motivation (American Psychological Association, as cited in EdWeek, 2023). Structured parental involvement supports elementary learners through home learning environments and educator-family collaboration (Hernawati et al., 2025). Parental academic commitment and leadership practices jointly influence achievement (Zhang & Wu, 2025), while parental engagement improves perceptions of school administration efficacy (Nasir et al., 2025).

Philippine studies present similar findings. Parent-school partnership improves performance, attendance, and behavior (Adefuin et al., 2024). In modular learning contexts, parental involvement enhances student engagement and academic performance (Manalo et al., 2023). Support for reading at home is associated with improved reading ability and general academic averages (Maagad & Oco, 2025), while parents' role construction affects children's literacy development (Garcia & Ancheta, 2022). More recent local studies show that nurturing, affective support, interaction, and guidance correlate with better academic performance (Juaneza et al., 2025). Committed parental involvement leads to improved grades, attendance, and behavior (Adefuin et al., 2024). Parental support remains important in modular and online learning contexts (Manalo et al., 2023; Tus, 2025). Socio-economic factors and programs such as the Pantawid Pamilyang Pilipino Program influence home- and school-based engagement (Jabar et al., 2020). Other local evidence confirms that parental involvement is generally beneficial but may be shaped by family structure, learner motivation, teacher support, and contextual conditions (Adefuin et al., 2024; Juaneza et al., 2024; Randwick Research, 2024; Valencia & Roberto, 2020; Maimad et al., 2024).

Globally, decentralization and school-based management reforms have expanded parental involvement from informal home support to formal participation in school governance. School councils, boards, and committees provide mechanisms for parents and community members to participate in planning, policy formulation, and school improvement (OECD, 2021). These mechanisms strengthen transparency, accountability, and responsiveness by integrating stakeholder perspectives into decision-making. Nationally, the Philippine SGC reflects the Department of Education's policy direction toward shared governance and community participation. The SGC supports school heads in decision-making, stakeholder mobilization, and School Improvement Plan implementation (DepEd, 2016). However, existing literature and school observations suggest that parental participation often remains focused on administrative, financial, or infrastructural concerns rather than academic support and learning outcomes (Bush & Glover, 2014). This creates a gap between parents' home-based academic support and their formal role in governance. Locally, the study is situated in selected elementary schools in Palanas South District, Division of Masbate Province: Maanahao Elementary School, Aniano Almanzor Elementary School, Malatawan Elementary School, Salvacion Elementary School, Mabini Elementary School, and Antipolo Elementary School. These schools provide a relevant context for examining how parents monitor schoolwork, provide resources, communicate with teachers, support home learning, and participate in governance initiatives. The map descriptions in the manuscript identify Masbate Province, the Municipality of Palanas, and the Palanas South District cluster schools as the study locale; these visual materials are converted here into narrative form.

The study is anchored on the Input-Process-Output (IPO) model. The input consists of dimensions of parental academic support, including emotional support, academic guidance, supervision and monitoring of learners, collaborative engagement, and the perceptions of parents, teachers, and school heads. These inputs reflect how parents encourage learners, assist with homework, reinforce study habits, monitor attendance and progress, participate in conferences, and communicate with educators. The process involves collecting, analyzing, and interpreting data on parental academic support and its influence on school governance. Through interviews, document analysis, and thematic interpretation, the study identifies forms, levels, challenges, and stakeholder perceptions related to parental academic support. The output is a context-specific School Governance Council concept or framework designed to strengthen parent-school collaboration, improve communication and feedback systems, and support academic and administrative decision-making. Parental academic support is treated as active involvement in learners' academic progress through monitoring schoolwork, providing resources, communicating with teachers, and creating a supportive home learning environment (Hill & Tyson, 2009; Epstein, 2011). The School Governance Council is treated as a formal school-level decision-making structure responsible for shared educational outcomes (DepEd, 2016).

Despite strong evidence that parental academic support improves academic performance, engagement, attendance, motivation, and behavior, existing studies focus mainly on student outcomes rather than on how parental contributions can be institutionalized within governance structures. Local studies emphasize home-based and school-based parental support, especially during modular and online learning, but give limited attention to how parents can participate in governance councils to influence school policies, curriculum implementation, and learner-centered strategies (Adefuin et al., 2024; Juaneza et al., 2024; Tus, 2025). Foreign studies also show that parental engagement supports academic success and complements leadership practices, but they rarely offer context-specific models for integrating parental involvement into formal governance systems (Sharma, 2025; Lara & Saracostti, 2019; Qian & Aremu, 2025). Synthesis of the literature shows that parental academic support is multidimensional, influencing academic, behavioral, motivational, and cognitive aspects of learning (Sharma, 2025; Omar, 2024; Lara & Saracostti, 2019; Qian & Aremu, 2025). It also interacts with school leadership and governance structures in ways that can strengthen institutional effectiveness (Zhang & Wu, 2025). This study addresses the gap by linking parental academic support directly to School Governance Council concept development. It examines the nature of parental academic support, challenges encountered by parents, and stakeholder perceptions of the role of parental support in governance and decision-making. The rationale is that SGC concepts should be evidence-based, context-specific, and grounded in the lived experiences of parents, teachers, and school heads (OECD, 2021).

This study aligns most directly with SDG 4 – Quality Education because it focuses on improving learner support, parental involvement, academic engagement, and school governance mechanisms that contribute to better educational outcomes. By strengthening the connection between home-based academic support and school-level planning, the study supports inclusive, equitable, and learner-centered education. It also aligns with SDG 16 – Peace, Justice, and Strong Institutions because the School Governance Council promotes transparency, accountability, shared responsibility, and participatory decision-making. A governance concept grounded in parental academic support can help schools become more responsive, inclusive, and institutionally accountable to learners and families. The study further supports SDG 17 – Partnerships for the Goals because it emphasizes collaboration among parents, teachers, school heads, and community stakeholders. Its core contribution lies in strengthening home-school partnerships and formalizing stakeholder participation in educational governance.

The study contributes to educational sustainability by strengthening parental academic support as a continuing mechanism for improving learner engagement, motivation, and achievement. When parents and schools share responsibility for learning, academic support becomes more consistent across home and school contexts. It contributes to institutional sustainability by developing an SGC concept that can improve planning, communication, stakeholder participation, and governance responsiveness. A framework grounded in empirical evidence can help school heads, teachers, and councils make decisions that reflect actual learner needs and parental capacities. It supports community sustainability by recognizing parents and guardians as active partners in school improvement rather than passive participants. This strengthens trust, shared responsibility, and collaboration between schools and families. It contributes to policy and governance sustainability by providing evidence that may guide education authorities in improving SGC practices, parental engagement programs, and home-school collaboration policies. By addressing barriers such as limited time, insufficient academic knowledge, lack of resources, and communication gaps, the study may help create governance mechanisms that are more realistic, inclusive, and responsive to local school communities. It also has relevance to socio-economic sustainability because the literature recognizes that parental involvement is shaped by access to resources, educational background, family structure, and socio-economic conditions (Valencia & Roberto, 2020; Maimad et al., 2024; Jabar et al., 2020). Strengthening parental participation in governance can help schools design support systems that consider these contextual realities without reducing parental involvement to financial contribution or non-academic participation.

2. Material and methods

2.1 Research Design

The study employed a qualitative research design using a descriptive-interpretive approach to explore the lived experiences and perspectives of parents, teachers, and school heads regarding parental academic support and its role in developing the School Governance Council concept. This design was appropriate because the study focused on understanding how parental involvement occurs in actual school settings rather than measuring numerical outcomes. The study also used a phenomenological design to capture the essence of participants' experiences in supporting learners academically and participating in school governance. Through in-depth interviews, focus group discussions, and document analysis of school policies, meeting minutes, and governance guidelines, the study gathered rich qualitative data on the processes, strategies, challenges, and perceived impact of parental academic support.

2.2 Locale of the Study

The study was conducted in selected elementary schools in Palanas South District, Division of Masbate Province. These schools were Maanahao Elementary School, Aniano Almanzor Elementary School, Malatawan Elementary School, Salvacion Elementary School, Mabini Elementary School, and Antipolo Elementary School. These schools were selected because they actively implement School Governance Council programs and maintain structured parental engagement in school-related activities. The locale provided a relevant setting for examining how parents monitor and support their children's learning, the challenges they encounter, and their participation in school governance initiatives.

2.3 Respondents of the Study

The respondents were parents, teachers, and school heads who had direct knowledge and experience of parental academic support and school governance. The study included approximately six parents, four teachers, and four school heads. These participants were considered suitable because of their roles in supporting learners academically, collaborating with the school, and participating in or managing governance-related activities.

2.4 Sample and Sampling Procedure

The study used purposive sampling, a non-probability sampling technique suited to qualitative research. Participants were selected based on their relevance to the research objectives and their ability to provide meaningful information about parental academic support and School Governance Council development. This procedure ensured that the data gathered were rich, focused, and aligned with the study's purpose.

2.5 Research Instrument

The primary research instrument was a semi-structured interview guide. This instrument allowed flexible and in-depth exploration of participants' experiences, perspectives, and insights while keeping the inquiry aligned with the study objectives. The instrument was reviewed by experts in educational research, school administration, and parental engagement to ensure content validity. The questions were also pilot-tested with a small group of respondents to check clarity, relevance, and comprehensiveness. Data gathered through the instrument were recorded, transcribed, and cross-checked with document analysis to strengthen reliability and credibility.

2.6 Data Gathering Procedure

Before data collection, the researcher secured permission from school authorities, including the school head or principal, and obtained clearance from the appropriate ethics committee or approving body. Participants were then identified through purposive sampling and informed about the purpose of the study, their expected participation, and their role in the research. Before the interviews, the researcher oriented the participants on the nature of the study, the voluntary character of participation, and their right to withdraw at any time. Written informed consent was secured from all respondents. Semi-structured interviews were conducted in a private and quiet setting to ensure comfort and confidentiality. Each interview was expected to last 30 to 60 minutes and was audio-recorded with permission for accurate transcription. Relevant school documents, including meeting minutes, policy guidelines, and reports on parental involvement, were also collected and analyzed through document review. These documents served as supplementary sources for validating and triangulating the interview data. Audio recordings were transcribed verbatim, and field notes were organized for analysis.

2.7 Data Analysis Techniques

The study used thematic analysis to identify, examine, and interpret patterns, themes, and categories from the qualitative data. Field notes and observations were organized according to respondent group, namely parents, teachers, and school heads. The researcher applied open coding to break responses into meaningful units, then grouped similar ideas and experiences into categories that were later refined into themes aligned with the study objectives. The analysis followed an inductive process, allowing themes to emerge naturally from the data. Both explicit statements and underlying meanings were analyzed to develop a comprehensive understanding of participants' perspectives. Triangulation was used by comparing interview data with document analysis, including school policies, reports, and meeting minutes. Findings were

presented narratively and supported with direct respondent quotations where necessary. The interpretation of results served as the basis for developing a School Governance Council concept anchored on parental academic support.

2.8 Ethical Considerations

The study observed ethical principles to protect the dignity, rights, and privacy of all participants. Permission was obtained from appropriate school authorities before the conduct of the study. Participants were informed about the purpose, objectives, and procedures of the research through an informed consent form. Their participation was voluntary, and they were allowed to withdraw at any time without penalty. Confidentiality and anonymity were maintained by protecting personal information and using codes or pseudonyms instead of real names. All collected data were treated as confidential and used only for academic and research purposes. The researcher also ensured that participants would not experience harm, discrimination, or discomfort during the study. Honesty, transparency, and respect were observed in gathering, analyzing, and presenting the data.

3. Results and Discussion

3.1 Nature of Parental Academic Support

3.1.1 Schoolwork Monitoring Practices

The results showed that parents monitored learners' schoolwork through checking notebooks, asking about assignments, reviewing school papers, setting study schedules, reminding children about responsibilities, preparing school supplies, and using online portals when available. The dominant themes were direct monitoring practices and holistic and developmental parental support. Parents engaged in hands-on supervision, while teachers and school heads noted that involvement varied depending on time, knowledge, work demands, and family responsibilities. Some parents were proactive and maintained study routines, while others relied mostly on teachers or provided only occasional reminders. These findings show that parental monitoring is both academic and developmental. Parents do not merely check assignments; they also motivate learners, encourage responsibility, and support emotional and financial needs. However, the inconsistency of monitoring reflects differences in parental capacity and context. This aligns with Epstein's (2011) theory of parental involvement, which explains that parental engagement is multidimensional and shaped by communication, home learning support, and school collaboration. Hill and Tyson (2009) emphasized that academic-specific involvement such as monitoring homework and discussing school tasks has a stronger impact on student achievement than general involvement. The OECD (2021) also highlights that parental involvement differs widely due to socio-economic status, working conditions, and educational background. In the Philippine context, Juaneza et al. (2025) and Manalo et al. (2023) confirm that parental academic support is shaped by work schedules, resource availability, and learning modality demands.

3.1.2 Provision of Learning Resources

The results revealed that parents provided different learning resources, including books, picture books, storybooks, school supplies, project materials, art materials, counting blocks, number charts, educational toys, puzzles, learning games, digital resources, educational applications, online videos, tablets, and internet-based tools. The dominant theme was traditional, digital, and hands-on learning resources. These resources supported literacy, numeracy, creativity, problem-solving, fine motor skills, independent learning, and classroom reinforcement. However, the quality and variety of resources differed according to family situation and socioeconomic capacity. The findings indicate that resource provision is a significant form of parental academic support because it extends learning beyond the classroom. Parents support learning not only through basic school supplies but also through digital and experiential materials that promote broader academic and developmental growth. Epstein (2011) emphasized that parental involvement includes providing educational materials and creating supportive learning environments that strengthen students' academic development. Hill and Tyson (2009) also explained that academic-specific parental involvement, such as providing learning tools and supporting home-based learning activities, positively influences student achievement and motivation. OECD (2021) highlighted that schools with strong family-school partnerships encourage parents to provide diverse educational resources. In the Philippine context, Juaneza et al. (2025) found that parental support through educational materials, emotional guidance, and structured learning environments improves academic performance, while Manalo et al. (2023) reported that parents became primary providers of learning resources during modular and home-based learning.

3.1.3 School-Home Communication

The results showed that parents and teachers communicated through parent-teacher meetings, quarterly conferences, text messages, phone calls, written notes, group chats, emails, school-approved messaging applications, online portals, and informal follow-ups through learners. The dominant themes were multi-channel communication system and variation in communication engagement. Some parents actively contacted teachers to clarify assignments, discuss academic concerns, and seek advice, while others communicated only during required meetings or when serious concerns arose. School heads also noted that communication systems existed, but participation remained inconsistent among parents. These findings show that communication is central to parental academic support, but its effectiveness depends on consistency, accessibility, and parental confidence. The use of both face-to-face and digital communication reflects the growing

flexibility of school-home interaction. Epstein (2011) emphasized that communication is a major component of effective parental involvement, especially when schools maintain clear systems for exchanging information about learners' academic progress and behavior. Hill and Tyson (2009) also explained that parental involvement becomes more effective when communication between schools and families is continuous, collaborative, and focused on academic concerns. OECD (2021) highlighted that digital communication tools strengthen school-home partnerships by improving accessibility and responsiveness. In the Philippine context, Manalo et al. (2023) and Tus (2025) emphasized the importance of parent-teacher communication during modular and online learning, while Juaneza et al. (2024) found that active communication contributes positively to learner performance, motivation, and academic monitoring.

3.1.4 Supportive Home Learning Environment

The results indicated that parents created supportive home learning environments by providing study corners, organizing learning materials, setting study and rest schedules, giving praise, listening to learners' concerns, helping solve academic problems, reducing pressure, and regulating cellphone or gadget use. Teachers observed that learners were more engaged and productive when they had quiet study spaces, routines, parental encouragement, available resources, and emotional support. School heads also identified barriers such as poverty, illiteracy, child labor, digital divide, lack of internet access, low technological literacy, and parents' academic insecurity. These findings show that parental academic support includes both physical and emotional dimensions. Learners benefit when parents provide structure, encouragement, discipline, and emotional reassurance. At the same time, socioeconomic and technological barriers limit the ability of some families to create stable learning conditions. International studies by Hill and Tyson (2009) emphasized that parental involvement involving supervision, encouragement, and structured support positively affects student achievement and motivation. Epstein (2011) explained that parental involvement is multidimensional and includes creating supportive home learning environments that strengthen academic engagement. OECD (2021) noted that socioeconomic conditions, resource access, and parental educational capacity influence the quality and consistency of academic support. Locally, Manalo et al. (2023) found that supportive home environments improved learner engagement during modular learning, Juaneza et al. (2025) emphasized the value of emotional support and parental guidance, and Tus (2025) highlighted that parental support remains essential in helping learners manage stress, maintain routines, and stay motivated.

3.2 Challenges Encountered in Providing Parental Academic Support

3.2.1 Time, Financial, Academic, and Communication Barriers

The results showed that parents encountered several challenges in supporting learners academically. The common themes were Time and Work Constraints, Financial Constraints, Academic Difficulties, and Communication Barriers. Parents struggled with work schedules, household duties, financial stress, lack of resources, overlapping school meetings, limited educational background, unfamiliarity with modern lessons, difficulty understanding Mathematics, limited child disclosure, communication gaps with teachers, and inability to attend school activities. The most dominant theme was Time and Work Constraints because parents repeatedly identified lack of time caused by employment and household responsibilities as the main barrier to consistent support. These findings indicate that limited parental support is not necessarily caused by lack of concern but by practical and structural barriers. Parents may value education but still struggle to provide consistent guidance because of work, poverty, limited academic confidence, and communication difficulties. The result supports the findings of the Organisation for Economic Co-operation and Development (2021), which emphasized that socio-economic conditions, work demands, and limited resources significantly affect parental involvement. Hill and Tyson (2009) emphasized that parental academic involvement positively affects student achievement, but its effectiveness depends on parents' capacity, availability, and consistency. Manalo et al. (2023) and Tus (2025) also highlighted that working parents and financially challenged families often experience barriers in providing sustained academic support, especially during home-based learning setups. The findings also support Epstein's (2011) theory of parental involvement, which recognizes that time, socioeconomic status, and communication opportunities influence parents' participation in education.

3.2.2 Academic Impact of Parental Challenges

The results revealed that parental challenges affected learners' motivation, academic performance, behavior, engagement, participation, concentration, and emotional well-being. Teachers reported that reduced parental involvement could lead to lower grades, poor homework support, stress, frustration, reduced focus, behavioral issues, and declining school interest. Parents confirmed that fatigue, financial limitations, and unfamiliarity with the curriculum affected their ability to assist learners. School heads noted that parental participation in school governance varied, with some parents joining assemblies, PTCA activities, committees, and school organizations, while others had minimal involvement in council meetings and decision-making. These findings show that parental challenges have direct and indirect effects on learner outcomes. When parents lack time, resources, confidence, or communication with schools, learners may receive weaker academic reinforcement and emotional support. The results support Hill and Tyson (2009), which emphasized that parental academic involvement significantly affects student motivation, engagement, and achievement. The findings also align with Epstein (2011), who highlighted that strong school-family partnerships positively influence school climate, learner behavior, and academic performance. Manalo et al. (2023) and Tus (2025) revealed that parental support remains essential in maintaining

student engagement and performance, especially in home-based learning environments. The findings also support the Organisation for Economic Co-operation and Development (2021), which explained that socioeconomic conditions, work demands, and educational limitations affect parental involvement and educational outcomes.

3.3 Coping Mechanisms and Support Systems

3.3.1 Collaboration as a Response to Parental Challenges

The results showed that parents coped with academic support challenges through patience, understanding, communication with teachers, time adjustment, prioritizing education, seeking advice from other parents or friends, using online resources, practicing positive coping, working with spouses or partners, and asking help from relatives or co-workers. Teachers observed that parents managed time, sought teacher advice, used family support, and relied on teamwork. School heads reported that schools supported parents through meetings, consultations, orientations, seminars, coordination, flexible programs, and community-based support services. The dominant theme was Collaboration because parents, teachers, school heads, families, and communities worked together to address academic, financial, and time-related difficulties. These findings indicate that parental support becomes more sustainable when responsibility is shared among home, school, and community. Collaboration helps reduce the effects of limited time, financial stress, lack of academic knowledge, and communication gaps. Epstein (2011) explained that strong family-school partnerships improve educational outcomes because parents become active participants in supporting learning both at home and in school activities. Sheldon and Epstein (2005) found that schools with effective communication systems and collaborative structures experienced better student engagement, stronger school climate, and improved academic outcomes. In the Philippine context, Manalo et al. (2023) highlighted that collaboration between parents and teachers became essential during modular and home-based learning, while Juaneza et al. (2025) emphasized that parental involvement becomes more effective when supported by communication, guidance, and cooperation with teachers and school personnel.

3.4 Perceptions of Parental Academic Support in School Governance and Decision-Making

3.4.1 Parents as Partners in School Governance

The results showed that parents and school stakeholders viewed parental academic support as an important part of school governance and decision-making. Parents perceived themselves as partners who should give opinions, attend meetings, support programs, participate in Brigada Eskwela, volunteer during school events, join PTA or school board meetings, share expertise, and help improve school programs. Teachers described parents as vital stakeholders whose lived experiences, feedback, and practical insights can improve school policies, curriculum relevance, student support services, and accountability. School heads emphasized parent representation in the SGC, flexible programs, transparent communication, inclusivity, parent training, school-community partnership, and a no-barrier communication policy. The dominant theme was Partnership. These findings show that parents are not viewed merely as supporters of learners at home but as active partners in governance, policy-making, and school improvement. Partnership promotes shared responsibility, inclusivity, accountability, and responsiveness to learner and community needs. Epstein (2011) explained that parental involvement becomes more effective when parents are recognized as partners in decision-making, communication, and school improvement initiatives. Sheldon and Epstein (2005) found that schools with active parental participation in governance structures experienced improved school climate, stronger accountability, and better student outcomes. OECD (2021) highlighted that formal frameworks promoting family-school partnerships strengthen coordination between home and school. In the Philippine context, Juaneza et al. (2025) and Manalo et al. (2023) emphasized that collaborative parental involvement positively influences learner engagement and academic performance. The findings support the development of an SGC framework that institutionalizes parental voice, representation, transparent communication, and shared decision-making.

4. Conclusion & Recommendations

Parental academic support was found to be uneven but generally present through holistic and developmental support, learning resource provision, communication with teachers, and home-based learning assistance, although these practices were limited by parents' time, work demands, financial capacity, academic knowledge, communication access, and digital literacy. The findings further show that parents are viewed by school stakeholders as essential partners in inclusive governance, collaboration, empowerment, equity, accountability, consultation, volunteerism, leadership, and resource sharing; therefore, meaningful integration of parental involvement into School Governance Council decision-making can make school governance more responsive, participatory, and learner-centered.

Schools should strengthen parental academic support by implementing parent-training programs on schoolwork monitoring, online platform use, modern teaching methods, and homework assistance, particularly in Mathematics; work with local authorities and community organizations to reduce financial barriers through access to school supplies, learning materials, and digital resources; conduct workshops on study routines, distraction management, digital discipline, and emotional support at home; and actively involve parents in School Governance Councils through regular consultations,

focus groups, and surveys before policies are finalized so that parental input results in visible action and shared ownership in school governance.

Compliance with ethical standards

The authors declare no conflict of interest. This study complied with recognized ethical standards for human-participant research by ensuring voluntary participation with informed consent, the right to withdraw without penalty, and strict confidentiality through anonymous, secure, and aggregated data handling. Given the focus on psychological well-being, procedures were non-invasive, and safeguards were observed to minimize discomfort, with guidance to appropriate support services when needed, and required institutional permissions were secured for instrument use and access to academic records.

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