



PARENTAL INVOLVEMENT, FEEDBACK MECHANISMS, AND ACADEMIC PERFORMANCE OF LEARNERS

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Abstract: This study explored the role of parental involvement and the quality of feedback mechanisms in influencing the academic performance of Grade 6 learners in the Pili West District, Camarines Sur, during the School Year 2023–2024. Grounded in the principles of SDG 4: Quality Education, the research underscores how collaboration between parents and schools impacts student outcomes. Despite global and national efforts to promote parental engagement—such as the Philippines' RA 11908 (Parent Effectiveness Service Program)—challenges persist, including time constraints, cultural differences, and ineffective communication. This study determined the level of parental involvement and the quality of the feedback mechanism, and its influence on the Grade 6 learners' academic performance in Pili West District, Division of Camarines Sur, School Year 2023-2024. This study investigated the following: (1) the level of parental involvement in the academic performance of learners; (2) the quality of the feedback mechanism; (3) the level of learner's academic performance based on their General Weighted Average (GWA); (4) the significant differences in the level of parental involvement and the quality of the feedback mechanism among aspects; (5) the significant relationship between the level of parental involvement and the quality of the feedback mechanism on the academic performance; (6) the extent of influence of parental involvement and quality of feedback mechanism on the academic performance of learners; (7) the intervention strategies proposed to increase the level of parental involvement and enhance the quality of feedback mechanisms to improve learners' academic performance.

This study utilized the descriptive-comparative-correlational method of research. A researcher-made questionnaire was used to gather the data from 400 respondents, and documentary analysis for the GWA of the learners. The data were treated statistically through weighted mean, mean, standard deviation, performance level, Analysis of Variance (ANOVA), Pearson Product-Moment Correlation Coefficient, and Coefficient of Determination.

The major findings: (1) the level of parental involvement had a grand average weighted mean of 3.18; (2) the quality of the feedback mechanism got an overall weighted mean of 3.27; (3) on academic performance, most students scored within the 80-84 GWA category, while fewer achieved 90-100, and one learner was in the Did Not Meet Expectation category. School B had the highest mean GWA of 88.87, followed by School C, while School A had the lowest at 83. School E showed the least variability, and School F the greatest; (4) the differences in the level of parental involvement and the quality of feedback mechanism obtained F-values of 1.39943 and 0.82788, and p-values of 0.270 and 0.498. The degrees of freedom were 4, 20, and 3, 16, covering four analyzed aspects, capturing the analyzed groups and residual sample variability; (5) attending school events with an r of 0.98 and decision-making participation with an r of 0.96 showed strong relationships with feedback mechanisms, while communicating with teachers with an r of -0.80 and -0.36 and helping with homework were weaker; (6) responsiveness to school policies, with an r of 0.96 and r^2 of 92%, and decision-making participation, with an r of 0.84 and r^2 of 71%, showed strong parental involvement. For feedback mechanisms, home learning activities had an r^2 of 68%, shared decision-making 66%, and communication 24%; (7) Intervention strategies focus on parental involvement and effective feedback mechanisms to create a supportive environment for academic success.

Major conclusions: (1) the level of parental involvement in the academic performance of learners was moderate; (2) the quality of the feedback mechanism was excellent; (3) the level of learners' academic performance based on their General Weighted Average was satisfactory; (4) the differences in the level of parental involvement and the quality of the feedback mechanism were not significant; (5) the relationships between parental involvement and quality of feedback mechanisms were significant; (6) parental involvement and feedback mechanisms have strong influences on academic performance, while others showed weaker influence; (7) collaboration among parents, teachers, and learners fosters academic success and holistic development.

Keywords: Parental Involvement, Feedback Mechanisms, Academic Performance, Learners

I. INTRODUCTION

Parental involvement is an important factor in promoting learners' success and improving educational outcomes. However, some parents may face barriers to involvement, such as a lack of time, resources, or knowledge. Parents with demanding work schedules

may find it difficult to balance work and family responsibilities, limiting their ability to be involved in their child's education. This is evident, especially when schools call for a parent-teacher conference with a very low percentage of parents' attendance. Most of the time, the main reason was that they lacked time to attend such an activity because of work schedules. While it can have many benefits, some parents may face challenges to involvement, such as language barriers, cultural differences, or negative experiences with schools.

In some countries, parents may not speak the dominant language used in schools, making it difficult for them to communicate with teachers and support their child's learning. Parents from low-income backgrounds may face challenges in providing resources and support for their child's education, which can affect academic performance. Usually, parents of learners who are performing poorly in school are the ones with less involvement in their children's academic endeavors. Some schools foster healthy parental involvement, but sometimes parents have hesitations about whether they will involve themselves in their children's education.

Regarding feedback mechanisms, not all feedback is effective in improving student learning outcomes. Feedback that is overly critical or negative can be demotivating for students; if it is too general or vague, it may not provide students with the information they need to improve their performance. The quality of feedback is an important factor in determining its effectiveness in improving student learning outcomes. High-quality feedback is specific, actionable, and focused on the student's learning goals. In contrast, low-quality feedback is general, vague, or unrelated to the learning goals of the student. Learners need regular, quality feedback to help them improve their academic performance.

As to the academic performance of learners, it can be influenced by a wide range of factors, including teacher quality, curriculum, and student characteristics. It is difficult to isolate the specific impact of parental involvement and feedback mechanisms on academic performance. Providing students with support and guidance, parents and teachers can help create a learning environment conducive to students' success. Promoting strong collaboration between parents and teachers, consistent communication can further enhance the effectiveness of support systems and create a unified approach to student development.

From an ecological perspective, there is great pressure in today's society to bond the linkages between home and school environments to positively influence childhood outcomes, in which parental involvement and family-school partnerships have been highlighted in the education system. Research to date has heavily focused on the impact of parental involvement on children's academic achievement. The study by Epping (2018) is threefold as it aims to better understand the impact that parental involvement can have on childhood outcomes, parental well-being, and parent-teacher relationships. Specific types of parental involvement practices were found to be associated with children's numeracy achievement, parents' reported levels of daily stress, and communication within parent-teacher relationships.

The most applicable Sustainable Development Goal (SDG) for this study is SDG 4: Quality Education. It focuses on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. Adhering to the goals of the United Nations, Nigeria has implemented the Universal Basic Education (UBE) program to provide free and compulsory education for every Nigerian child of school-going age. Despite challenges, such as a high number of out-of-school children, the UBE initiative represents a significant effort to align with SDG 4 targets. Relatively, the Rwanda Girls Initiative established the Gashora Girls Academy of Science and Technology, an all-girls secondary boarding school that provides 100% financial aid to students. Since its inception in 2011, 97% of its graduates have attended universities across 31 countries, demonstrating the transformative power of education in empowering girls and breaking the cycle of poverty.

Parental involvement and effective feedback mechanisms play a crucial role in creating a supportive environment for learners, aligning with the goal's objectives. In the Philippines, RA 11908, dated July 28, 2022, was promulgated by Congress. An Act mandating the establishment and implementation of the Parent Effectiveness Service (PES) Program to strengthen parental involvement in their children's development and learning. This law supports the present study as it mandates the establishment and implementation of a program to strengthen parental involvement in their children's development and learning. It covers parents and guardians, especially those who are vulnerable, solo, or adolescent. It provides modules on various aspects of parenting, such as early childhood development, behaviour management, husband-wife relationships, prevention of child abuse, health care, and other challenges of parenting.

Parental involvement, as defined by Bartolome et al. (2017), varies across cultures and is shaped by social and cultural factors. In the Philippines, where the family is central, parenting remains crucial, but rapid societal changes have altered the context in which families support education (Ochoa & Torre, n.d.). Research shows that parental involvement is often misrepresented and must consider diverse backgrounds and evolving educational settings.

Dela Fuente et al. (2023) found a significant positive relationship between parental involvement and academic performance among Grade 12 students, suggesting that increased parental engagement can help boost student achievement. Feedback mechanisms also play a vital role: feedback from both parents and teachers can influence student motivation and performance, but its effectiveness depends on quality, frequency, and individual family and student characteristics.

Given this context, the present study investigated how parental involvement and feedback mechanisms affect the academic performance of Grade 6 learners in Pili West District, considering the district's unique cultural, social, and economic factors. The research aims to identify effective practices and provide evidence-based recommendations for improving parent-school collaboration and educational outcomes.

1.2 REVIEW OF RELATED LITERATURE

PARENTAL INVOLVEMENT

Parental involvement is the collaboration between the parents and the school to improve children's educational experience and academic performance. Family participation is vital for the effectiveness of any education framework. It has been shown to enhance learners' performance, decrease absenteeism and withdrawal rates, and raise the standard of education.

According to Ocampo (2024), the school plays an important role in determining the levels of parental involvement in school. Schools can outline their expectations of parents and regularly communicate with parents about what children are learning. Parent involvement in a child's education is consistently found to be associated with a child's academic performance. Children whose parents are more involved in their education have higher levels of academic performance than children whose parents are involved to a lesser degree. Parent involvement is, therefore, an important construct to examine, given the importance of a child's early academic success.

Family in the Philippines is perceived as an important part of society. It has been shaped by the unique history, values, experiences, adaptations, and ways of being that characterize the Filipino people and their culture (Alampay and Garcia, 2019). Filipino parents, in general, subscribe to authoritarian attitudes. Her study reveals that the foregoing cultural values of *kapwa* (helping others), *hiya* (shyness), and *utang na loob* (paying back) are among the interdependent themes that pervade the dynamics of Filipino parenting and parent-child relationships, which are characterized by respect for parental authority and obedience on the part of children, family cohesion, and meeting familial obligations.

Although Filipino parents across all social class levels typically regard education as essential to their children's success and are willing to go to great lengths to help their children through school, retention is a major concern in Philippine schools, as many students do not continue past their elementary grades.

In the parenting tips given by Li (2023), parent involvement has been widely accepted as the key to improving children's academic performance and is expected in good parenting. Teachers often engage parents through the school curriculum. It is common to see "parents' help needed" in school projects. It is the collaboration between the parents and the school to improve children's education experience and academic performance. Countless studies have found that the involvement of parents in education is vital to a child's success in school.

On another point, parental involvement in adolescents' learning has been linked to high academic achievement, yet few studies have examined its reverse relationship at the same time and the potential mechanisms underlying these associations. To address this research gap, the study by Xiong, et al. (2021) investigated the reciprocal relationship between parental involvement and academic achievement as well as the mediating role of adolescents' academic engagement among Chinese adolescents. The results found significant positive directional effects from academic achievement to parental involvement. The cross-lagged effect from academic achievement to parental involvement only existed among adolescent girls. It was revealed that parental involvement was related to academic achievement through the indirect effects of adolescents' behavioral engagement. In terms of gender differences, behavioral engagement mediated the path from academic achievement to parental involvement for boys, while no significant mediation effect was found for girls.

On the part of the paper by Boonk, et al. (2018) they looked into the relationship between parental involvement and students' academic achievement. The results first present how individual parental involvement variables correlate with academic achievement based on an age-related classification. Then move to determine which variables are moderating or mediating the relationship between parental involvement and academic achievement. Finally, they described the advancements that were made with studies from the last decade with a special focus on the construct of parental involvement. Parental involvement variables that show promises according to their correlations with academic achievement are reading at home, parents that hold high expectations/aspirations for their children's academic achievement and schooling, communication between parents and children regarding school, parental encouragement, and learning support.

In like manner, the study by Brajša-Žganec, et al. (2019) examined the relationship between parental supervision, parental involvement at school, and a child's social competence with school achievement in primary school. The results of model testing showed that parental behaviors have both direct and indirect effects on adolescents' school achievement. Greater parental supervision and school involvement have a direct and an indirect, through their effects on children's social competence, positive effects on adolescents' school achievement.

It has long been thought that parents and their involvement in children's academics impact both the learning outcomes and cognitive development of children. The objective of the comprehensive review of the literature by Musengamana (2023) is to explore the influence of parental involvement in children's studies on academic performance. The first presentation of the results was a synthesis of studies that reported how parental involvement's dimensions are associated with and have an impact on students' learning success. Parental involvement was defined based on Epstein's parental involvement model which includes 3 dimensions: home, school, and community-based involvement. Through the lens of existing literature, reviewed further and critically analyzed how individual student-level characteristics play a role in moderating parental involvement's effect on children's academic success. As per results, parental involvement dimensions like learning at home, homework assistance, and school-family communication are found to positively impact children's academics, whereas other dimensions, such as strict parenting and high expectations for children's performance, might negatively influence children's studies.

In the study of Escol and Alcopra (2024), parents' involvement in the learners' education positively influences their success. It is a two-way street in which educators and families work together to prepare learners for success. A family that is strongly engaged with the education of their children can motivate them to participate in learning activities at home and in school. The result of this study shows that parents are very actively engaged in the academic and co-academic activities of their children and are very much aware of their responsibilities and obligations as parents to the teachers, school, and child's academic achievements. This implies that children whose families take a strong interest in their education have a greater chance of graduating from high school and college, scoring well on tests, and growing personally and academically. The study also shows that parents get involved and hands-on in assisting their child's learning process at home. They talked with the child about the school, supervised their child's homework, helped the child study the lesson for the test, practiced spelling, read books with them, practiced Mathematics and other skills. This implies that parental engagement at home is very helpful and beneficial in the development of their children academically and emotionally. Likewise, it highlights the importance of focusing on enhancing the quality of parent-child communication and fostering a positive and supportive environment.

As projected by Al-Alwan (2018) there were patterns to clarify how parental engagement and school participation correlates to academic achievement. Findings of the path analysis advised that parental engagement affects school participation, parental engagement impacts scholastic success indirectly through its effects on school engagement, and school engagement influences academic performance directly.

The study by Tan, et al. (2019) evaluates the assumption that parental involvement benefits students' achievement regardless of their socioeconomic status (SES). Results showed that six specific aspects of parental involvement, namely parental academic expectations, parental support for child learning, parent-child discussion of school matters, parental participation in school governance and events, parent and child reading together, and parental emphasis on education, were positively associated with student achievement; subtle forms of parental involvement were most strongly associated with student achievement, followed by home- and

school-based involvement; parental learning support at home, parental academic emphasis, and parent-teacher communication had a stronger association with the achievement of students whose parents were more educated; parent-teacher communication and parental academic emphasis for college-educated parents did not additionally benefit student achievement when compared to these involvement activities for parents with at most Grade-12 education; and parental involvement was more strongly associated with the linguistic achievement of students with highly educated parents.

FEEDBACK MECHANISMS

A feedback mechanism is a process that provides information or guidance to learners based on their performance or behavior. Feedback can be given by teachers, peers, or oneself, and it can be delivered in various forms, such as grades, comments, or praise. It can have different effects on academic performance, depending on the quality, timing, and frequency of the feedback, as well as the characteristics and goals of the learners.

There is great importance of feedback in improving the learning experience for the students. This also has a significant effect on professionalizing teaching at the higher education level. However, feedback is considered a difficult issue in this arena. Most of the lecturers are continuing with the traditional form of feedback. This form of feedback is often unable to satisfy the students in improving their learning experience. It is high time for the lecturers to rethink the feedback-providing process. They should avoid the traditional way of providing feedback to the students. The paper by Al-Bashir et al. (2016) comes with some modern and technology-based ways of providing feedback, which can eventually help students in improving student learning experience. This can also help in professionalizing the teaching of lecturers in higher education.

Peer feedback is an effective strategy to improve academic achievement. However, little evidence is available about the effects of peer feedback on academic outcomes other than achievement, such as academic self-concept (ASC). ASC and achievement are reciprocally related and thus mutually reinforce themselves. The study by Simonsmeier (2020) focuses on the effect of a four-week-long structured web-based peer feedback intervention on ASC in the domain of academic writing as a part of a seminar assignment in a sample of undergraduate psychology students. The study investigated the effectiveness of students in a randomized controlled trial with a pre-and post-test. Results indicated significant improvements in ASC for the domain of academic writing over time as compared to a control group. The causal effect of peer feedback compared to no feedback on ASC for academic writing was strong. The effect was domain-specific, as the ASCs for the sub-domains statistics and language remained unchanged by the intervention. Overall, the results revealed that participation in a peer feedback system is an effective method to enhance ASC in the context of higher education.

Feedback's primary goal is to help students reach their learning objectives by pointing out their strengths and recommending areas for development. Additionally, feedback encourages active learning, which raises student engagement. Students are motivated to review their assignments and make corrections when they receive quick and constructive feedback (Kutasi 2023). This study discussed how essential it is to integrate feedback into the educational process and reviewed prior research on using it to enhance students' learning abilities. The result showed that while feedback is one of the most important elements, the type and manner in which it is given can affect its success.

One of the most important measures to stimulate individual performance is feedback, whose effectiveness highly depends on underlying feedback characteristics. Although an extensive body of research has stressed its importance, a conclusive overall picture of feedback characteristics effects is missing. However, synthesized knowledge is important when one is willing to implement feedback systems to effectively influence recipients' reactions. To address this issue, Lechermeier and Fassnacht (2018) organized and summarized the findings regarding the main effects of feedback source, feedback timing, and feedback valence as well as regarding their interactions with the source, message, task, and recipients' characteristics from different disciplines. Based on an analysis, showed that main effects have been considered very context-specific and are often inconsistent, while the occurrence of certain sources, messages, tasks, and individual characteristics even inverts the generally assumed main relationships.

The paper by Wabwile et. al (2024) highlights the essential role of formative assessment feedback mechanisms in enhancing trainee academic performance in TVET institutions. Prioritizing these feedback strategies can significantly improve educational outcomes by bridging the gap between current performance and learning goals. Effective implementation includes regular feedback sessions, personalized feedback addressing individual strengths and weaknesses, and alignment with learning objectives. The study emphasizes the importance of timely and constructive feedback to foster a continuous improvement environment, ultimately contributing to academic success.

The positive effect of feedback on students' performance and learning is no longer disputed. For this reason, scholars have been working on developing models and theories that explain how feedback works and which variables may contribute to student engagement with it. Lipnevich and Panadero (2021) aimed to describe the most prominent models and theories, identified using a systematic, three-step approach. They concluded the review with eight main points reached from the analysis of the models. The goal is to inform the field and to help both scholars and educators select appropriate models to frame their research and intervention development.

The experimental study conducted by Nicolay and Huber (2023), examined the influence academic performance, as well as teacher feedback, have on social acceptance. Teacher feedback was operationalized along the following two dimensions: feedback valence (positive/negative) and feedback focus (personal/task). The results indicated that both academic performance and the valence of teacher feedback influenced participants' social acceptance of the student. A high academic performance had a positive effect and a low academic performance hurt social acceptance. Further, positive teacher feedback influenced social acceptance positively, while negative teacher feedback influenced social acceptance negatively. However, this effect was moderated by the focus of the teacher's feedback. Feedback with a focus on the person had a more substantial effect on social acceptance for both positive and negative feedback than feedback with a focus on the task.

Feedback is a key concern for higher education practitioners, yet there is little evidence concerning the aspects of assessment feedback information that higher education students prioritize when their lecturers' time and resources are stretched. The recent study by Winstone, et al. (2016) found that, in such circumstances, students perceive feedback information itself as a luxury rather than a necessity. That finding was reexamined by asking undergraduates to 'purchase' characteristics to create the ideal lecturer, using budgets of differing sizes to distinguish necessities from luxuries. Contrary to the earlier research, students considered good feedback

information the single biggest necessity for lecturers to demonstrate. In a second study, the same method was used to examine the characteristics of feedback information that students value most. Here, the most important perceived necessity was guidance on the improvement of skills. In both studies, students' priorities were influenced by their approaches to learning.

Much has been written in the educational psychology literature about effective feedback and how to deliver it. However, it is equally important to understand how learners actively receive, engage with, and implement feedback. The article by Winstone, et al. (2017) reports a systematic review of the research evidence about this issue. Various factors were identified that have been proposed to influence the likelihood of feedback being used. Furthermore, diverse interventions were identified with the common aim of supporting and promoting learners' agentic engagement with feedback processes. The various components were outlined as used in the interventions, and the reports of their successes and limitations. Moreover, a novel taxonomy was proposed of four reciprocity processes targeted by these interventions.

ACADEMIC PERFORMANCE

Academic performance is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates, and results from standardized tests.

With growing technological advancements, demands for the industry with a skilled and equipped workforce are proportionately rising. The paper by Almerino, et al. (2020) attempts to shed light on such concerns by evaluating the performance of the K-12 students using a standardized approach. The match between curricular offerings in academia and needs in the industry has been addressed in many countries across the globe through initiatives such as the K-12 educational system, some countries like the Philippines have only started its adoption. With the adoption of the educational system, several concerns have been raised regarding its implementation, mainly, the mismatch between coursework offered in Philippine educational institutions with industry demands. With such outcomes, it is necessary to determine the status. The results obtained in this study would aid stakeholders in overseeing strategies that would address current gaps in the K-12 educational system of the country affecting the performance of learners.

Face-to-face classes were temporarily suspended and shifted to modular print learning modality due to the health crisis. The study by Malabarbas, et al. (2022) determined if there is a significant difference and relationship between parents' involvement in modular distance learning and the academic performance of the Grade 6 learners in a public elementary school. The results revealed that parents' involvement in their child's MDL varies substantially according to their educational attainment and family monthly income. Similarly, the educational attainment of parents and their family's monthly income are predictors of their children's academic achievement. Furthermore, it was disclosed that fathers were more likely than mothers to be involved in the learners' MDL. The findings also revealed that there was a correlation between parents' involvement in modular learning and their children's academic performance. The study supports prior results that parental involvement has a major impact on children's academic achievement.

The study by Brew, et al. (2021) found that truancy affects academic performance drastically and sometimes even leads to school dropout. Also, the study found that other factors such as students' parental levels of education and income, textbook availability and accessibility, libraries, practical laboratories, meal provision, and teachers have tremendous effects on the academic performance of students at school. Students who are above average academically and are positively exposed to these factors are likely to perform better as compared to those who are less exposed to these factors.

Academic performance is important for students as a result of educational experience in colleges to represent knowledge, skills, and attitudes. It becomes one of the key factors in determining students' success in their future careers. This research by Mappadang, et al. (2022) assessed student's academic interest, learning attitude, and learning quality as well as control variables for the academic performance improvement of undergraduate students in Indonesia. The results showed that academic interest was proven to determine significantly the academic performance. However, the learning attitude and learning quality did not contribute to the student's academic performance. High academic interest students possessed a bigger chance to have better academic performance. Meanwhile, learning attitude and learning quality indicated otherwise, decreasing the students' academic performance.

Consequently, the objective of the study by Martin, et al. (2017) is to determine the role of these dimensions in the learning process and development of students, which may predict future performance. The results showed that the theoretical models are isolated, making it necessary to include other variables, such as the meaning of life and emotional intelligence to explain academic performance.

The study by Villaran (2023) determined the factors affecting the performance in science of grade six pupils. The study revealed that the pupil-respondents are mostly males. The majority belong to families with more than three children. Most of them belong to families with monthly income below ₱10,000. Most of the parents did not finish their college education. The learning environment, study habits, and peer influence often affect the academic performance in science of the grade six pupils. Sex, monthly family income, and the mother's educational attainment are Significant in the extent of the factors affecting the performance in science of the respondents. On the other hand, sibling position and mothers' educational attainment are not significant. Grade six pupils obtained Satisfactory performance in science as revealed by their average grades in the subject in the first grading period. The test rejected the null hypothesis for the correlation between the perceived extent of the factors and the academic performance of the pupils.

However, the study by Overholt (2017) compared students taught with traditional teaching methods and those with project-based learning methods in a sixth-grade social studies classroom. Student assessments were examined to determine how students scored on lower-level thinking questions and higher-level thinking questions as defined by Bloom's taxonomy of learning. Results indicated that students who were taught through traditional methods scored significantly higher on lower-level thinking questions than those taught through project-based learning. Conversely, students taught through project-based learning scored significantly higher on higher-level thinking questions than those taught through the traditional method.

Academic performance is among the several components of academic success. Many factors, including socioeconomic status, student temperament and motivation, peer, and parental support influence academic performance. The study by Masud, et al. (2019) investigated the determinants of academic performance with emphasis on the role of parental styles in adolescent students in Peshawar, Pakistan. Academic performance was assessed based on self-reported grades in the latest internal examinations. Parenting styles were assessed through the administration of the Parental Bonding Instrument (PBI). Higher socio-economic status, father's education level, and higher care scores were independently associated with better academic performance in adolescent students. Affectionless control was the most common parenting style for fathers and mothers. When adopted by the father, it was also the only

parenting style independently improving academic performance. Overall, mean “care” scores were higher for mothers, and mean “overprotection” scores were higher for fathers. Parenting workshops and school activities emphasizing the involvement of mothers and fathers in the parenting of adolescent students might have a positive influence on their academic performance. Affectionless control may be associated with improved academics but the emotional and psychosocial effects of this style of parenting need to be investigated before recommendations are made.

The study explored the views of teachers about the relationship between social behavior and academic performance. The objectives of the study by Said, et al. (2018) examine the effects of social behavior on academic performance; compare the academic results of students with social behavior; investigate the importance of social behavior on academic performance; and, suggest what necessary steps should be taken to improve the academic performance and social behavior.

II. RESEARCH METHODOLOGY

This study utilized the descriptive-comparative-correlational method of research. The descriptive method was used to describe the level of parental involvement in the academic performance of learners along helping with homework, attending school events, communicating with teachers, participating in decision-making, and responsiveness to school policies. Likewise, it was used in the quality of the feedback mechanisms in terms of home and learning activities, parental satisfaction and motivation, communication and collaboration, and participation and shared decision-making. Moreover, it was also used to assess the level of learners’ academic performance based on their General Weighted Average (GWA). Furthermore, it was used in the development of the intervention strategies proposed to increase the level of parental involvement and enhance the quality of feedback mechanisms to improve learners’ academic performance.

The comparative method was applied to determine the significant differences in the level of parental involvement among aspects to show how parents engage in their children’s education, stressing key areas where involvement is more distinct or deficient and the significant differences in the quality of the feedback mechanisms among aspects to provide an analysis of how feedback is delivered and utilized within the learning environment.

The correlational method and coefficient of determination were used to measure the significant relationship between the level of parental involvement and the quality of the feedback mechanisms, and the extent of influence of the parental involvement and quality of feedback mechanisms on the academic performance of learners.

There were 490 respondents, composed of 18 elementary teachers, 115 parents, and 357 learners. These respondents came from the different public elementary schools in Pili West District, Division of Camarines Sur that participated in this research. Purposive sampling was used in selecting parents and teachers, while a total population sampling was used for learners of the respective elementary schools.

III. RESULTS AND DISCUSSION

3.1 Level of Parental Involvement in the Academic Performance of Learners

Table 3.1a: Level of Parental Involvement in the Academic Performance of Learners along Helping with Homework

Indicators	P	T	AWM	Int.	R
Talks about the expectations regarding the homework.	3.23	3.36	3.30	HI	1
Sets the time to read and write with the child.	3.28	3.21	3.25	MI	2
Makes necessary corrections to the accomplished assignments before submitting them to teachers.	3.31	2.79	3.05	MI	3
Helps in accomplishing difficult assignments/homework that requires adult assistance.	3.04	3.00	3.02	MI	4
Assists the child with assignments/ homework.	3.04	2.93	2.99	MI	5
Average Weighted Mean	3.18	3.06	3.12		
Interpretation	MI	MI	Moderately Involved		
Rank	1	2			

Legend:

Scale Interval	Interpretation
3.26-4.00	Highly Involved (HI)
2.51-3.25	Moderately Involved (MI)
1.76-2.50	Fairly Involved (FI)
1.00-1.75	Less Involved (LI)

Table 3.1a Helping With Homework. This section presents the data on parental involvement specifically in assisting learners with their homework. Table 3.1a illustrates how varying degrees of parental help with homework towards the academic performance of learners. By analyzing this aspect, insights are gained into the usefulness of parental support in homework tasks and its influence on learners’ academic achievements.

The data on parental involvement in helping with homework reveals a nuanced picture of engagement among parents in the Pili West District. The highest level of involvement, with a weighted mean of 3.31, is seen in parents making necessary corrections to their children’s assignments before submission, highlighting a strong emphasis on accuracy and quality. In contrast, the lowest level of involvement, with a weighted mean of 3.04, is in assisting with difficult assignments that require adult help, suggesting potential areas for further support or resources. The average weighted mean of 3.18 indicates a moderately high level of parental involvement, categorized as moderately involved. This consistent engagement across various aspects of homework support underscores the significant role parents play in their children’s academic success, potentially fostering a sense of responsibility and diligence in students. The data implies that while parents are keen on ensuring the correctness of assignments, there is a need to enhance support for them in tackling more challenging tasks, which could further boost students’ academic performance.

For the teachers, the highest level of involvement, with a weighted mean of 3.36, is observed in teachers talking about the expectations regarding homework, which underscores their commitment to clear communication and guidance for students. Conversely, the lowest level of involvement, with a weighted mean of 2.79, is seen in teachers making necessary corrections to accomplish assignments before submission. This may suggest a focus on fostering learners' independent work and problem-solving skills. The average weighted mean of 3.06 indicates a moderately high level of parental involvement in helping with homework, categorized as moderately involved. This consistent engagement demonstrates parents' dedication to supporting their children's academic progress, highlighting the importance of parents-learners interactions and clear expectations. While teachers are keen on discussing homework expectations, there is a notable difference in the frequency of providing corrections, suggesting potential areas for enhanced support or alternative teaching strategies to further benefit learners' academic outcomes.

As a whole, the data provides an analysis of parental involvement in the academic performance of learners. The highest level of parental involvement is in talking about the expectations regarding homework, with an average weighted mean of 3.30, interpreted as highly involved, indicating that parents are most engaged in discussing homework expectations with their children. This high level of communication can suggestively contribute to learners understanding their responsibilities and goals. The lowest level of involvement is in assisting the child with assignments/homework in general, with an average weighted mean of 2.99, interpreted as moderately involved. This suggests that while parents are engaged, there may be a slight need for increased direct assistance in homework activities.

Between respondents, parents got a higher average weighted mean of 3.18, interpreted as moderately involved, while teachers had a lower average weighted mean of 3.06, interpreted as moderately involved, too. The overall average weighted mean of 3.12 indicates that parents are moderately involved in their children's academic activities. This moderate level of parental involvement suggests that while parents are engaged in various aspects of their children's education, there is room for enhancing their participation, particularly in direct assistance with homework. This data highlights the importance of fostering a strong partnership between parents and schools to enhance parental involvement, which can positively bear with learners' academic performance. Encouraging parents to be more actively involved in specific aspects of their children's education can lead to improved academic outcomes and overall development.

Table 3.1b: Level of Parental Involvement in the Academic Performance of Learners along Attending School Events

Indicators	P	T	AWM	Int.	Rank
Joins in the yearly kick-off of Brigada Eskwela, Opening of Classes, and End-of-School Year Rites	3.25	3.43	3.34	HI	1
Attends to school's important events such as monitoring and evaluation, alumna reunions, and community outreach programs.	3.12	3.36	3.24	MI	2
Participates in every school program that involves parent-pupil participation like quarterly recognitions, sports events, and other extra-curricular activities.	3.33	3.07	3.20	MI	3
Attends school meetings such as regular Parent-Teacher meetings and general PTA assemblies.	3.30	3.07	3.19	MI	4
Volunteers in any activity in child's classroom or school.	3.15	2.93	3.04	MI	5
Average Weighted Mean	3.23	3.17	3.20		
Interpretation	MI	MI	Moderately Involved		
Rank	1	2			

Table 3.1b Attending School Events. This is a significant aspect of parental involvement that fosters stronger connections between home and school, as shown in Table 3.1b. It provides parents with opportunities to actively engage in their children's educational experiences, build relationships with teachers, and contribute to a supportive learning environment.

The data shows that parents exhibited their highest level of involvement in participating in school programs that include parent-pupil activities, with a weighted mean of 3.33, interpreted as highly involved. The lowest involvement is in volunteering in classroom or school activities, with a weighted mean of 3.15, interpreted as moderately involved. The average weighted mean of 3.23, interpreted as moderately involved. This indicates that while parents demonstrate active participation in key activities, there is potential to deepen their involvement, particularly in volunteering efforts, to further enhance their support for learners' academic performance.

Similarly, teachers demonstrated their highest involvement in yearly activities such as Brigada Eskwela, with a weighted mean of 3.43, interpreted as highly involved. Their lowest was in volunteering for classroom activities, with a weighted mean of 2.93, interpreted as moderately involved. The average weighted mean of 3.17, also interpreted as moderately involved. This showed that teachers are highly engaged in annual school activities, reflecting their dedication to institutional programs and community initiatives. However, their moderate involvement in classroom volunteering highlights the need for improved direct interactions with learners. Strengthening teacher presence enhances collaboration with parents, fosters stronger relationships, and better supports learners' academic performance.

Overall, the highest was on participating in annual activities like Brigada Eskwela, school openings, and year-end rites, as well as key events such as evaluations, alumni reunions, and outreach programs, both with an average weighted mean of 3.24, interpreted as moderately involved. The lowest was on volunteering in any activity in a child's classroom or school, with an average weighted mean of 3.04, also interpreted as moderately involved. Between respondents, parents scored slightly higher with an average weighted mean of 3.23, while the teachers got a lower average weighted mean of 3.17, both interpreted as moderately involved. The overall average weighted mean of 3.20, interpreted as moderately involved, implies that while both groups showed substantial engagement in attending school events, there remains potential for enhancing their participation to foster stronger collaborations and positively impact learners' academic performance.

Table 3.1c: Level of Parental Involvement in the Academic Performance of Learners along Communicating with Teachers

Indicators	P	T	AWM	Int.	Rank
Obtains feedback in child's academic performance.	3.10	3.50	3.30	HI	1
Talks to the teachers face-to-face or online regarding child's performance in school.	3.00	3.50	3.25	MI	2
Receives regular updates on child's progress and challenges from the teacher-adviser.	3.19	3.14	3.17	MI	3
Requests a one-on-one conference with the teacher-adviser to discuss the difficulties encountered by child.	3.25	3.07	3.16	MI	4
Asks the teacher's help in guiding the child to improve his/her academic performance.	3.31	2.93	3.12	MI	5
Average Weighted Mean	3.17	3.23	3.20		
Interpretation	MI	MI	Moderately Involved		
Rank	1	2			

Table 3.1c Communicating with Teachers. Effective communication between parents and teachers is an essential component of promoting academic success and creating a supportive learning environment for learners. It allows for the exchange of valuable information regarding learners' progress, challenges, and achievements, ensuring that both parties work collaboratively to address educational needs. Table 3.1c explores the level of parental involvement in communicating with teachers and its impact on learners' academic performance.

In favor of the teachers, the highest was obtaining feedback on the child's academic performance, and talking to the teachers face-to-face or online regarding the child's performance in school, both with a weighted mean of 3.50, interpreted as highly involved.

For the parents, the highest was asking the teacher's help in guiding the child to improve his/her academic performance, with a weighted mean of 3.31, interpreted as highly involved. The lowest was on talking to the teacher face-to-face or online regarding the child's performance in school, with a weighted mean of 3.00, interpreted as moderately involved. The average weighted mean of 3.17, interpreted as moderately involved, too. This indicates that parents are actively seeking teachers' guidance to help improve their child's academic performance, showcasing a high level of involvement in this area. Their moderate involvement in direct communication suggests a potential gap in consistent interaction. This implies that while parents value collaborative efforts with teachers, enhancing regular communication channels could further strengthen the partnership and positively influence learners' academic outcomes.

The lowest was on asking the teacher's help in guiding the child to improve his/her academic performance, with a weighted mean of 2.93, interpreted as moderately involved. The average weighted mean of 3.23, also interpreted as moderately involved. This suggests the teachers played an active role in fostering collaboration. However, it indicates an area that could benefit from more targeted support strategies. It further implies that while teachers demonstrated commitment to maintaining communication, there is potential to enhance their involvement in personalized academic assistance. Likewise, infers the importance of strengthening teacher-parent collaboration to optimize support for learners' academic growth.

In its entirety, the highest was obtaining feedback on the child's academic performance, with an average weighted mean of 3.30, interpreted as highly involved. The lowest was asking the teacher's help in guiding the child to improve his/her academic performance, with an average weighted mean of 3.12, interpreted as moderately involved. Between respondents, the teacher got a higher average weighted mean of 3.23, while the parents had a lower average weighted mean of 3.17, both interpreted as moderately involved. This showed strong collaboration between parents and teachers. Conversely, this suggests a need for more proactive involvement in addressing learning challenges. This also reflects teachers' active role in maintaining communication, while it suggests room for growth in engaging consistently by the parents. Enhancing both groups' involvement can strengthen their partnership and positively guide learners' academic success.

Table 3.1d: Level of Parental Involvement in the Academic Performance of Learners along Participating in Decision Making

Indicators	P	T	AWM	Int.	Rank
Participates in developing parental involvement activities.	3.27	3.29	3.28	HI	1
Initiates school activities that will enhance that will enhance the academic performance of learners.	3.15	3.21	3.18	MI	2
Gives opinions and suggestions on the school projects and programs.	3.15	3.07	3.11	MI	3
Joins in the planning, implementing, and evaluating of school programs and projects (e.g. WINS, crafting the SIP and SBM).	3.14	2.86	3.00	MI	4
Takes part in the allocation of school funds or MOOE.	3.12	2.71	2.92	MI	5
Average Weighted Mean	3.16	3.03	3.10		
Interpretation	MI	MI	Moderately Involved		
Rank	1	2			

Table 3.1d Participating in Decision-Making. This is one of the key aspects of parental involvement that empowers parents to contribute to important school-related matters affecting their children's education. This involvement fosters collaboration between parents and school administrators, ensuring that decisions align with the learners' best interests. Table 3.1d illustrates the level of parental engagement in decision-making processes and its bearing on the academic performance of learners.

On the part of the parents, the highest was participating in developing parental involvement activities, with a weighted mean of 3.27, interpreted as highly involved. The lowest was taking part in the allocation of school funds or MOOE, with a weighted mean of 3.12, interpreted as moderately involved. The average weighted mean of 3.16, also interpreted as moderately involved. This conveys the willingness of parents to contribute actively to initiatives that directly benefit their children's education. However, they have limited participation in financial matters. This implies that while parents are engaged, there is room to enhance their involvement in broader decision-making processes. This reflects the need for greater opportunities and encouragement for parents to participate in all aspects of school decision-making to strengthen their role in supporting the academic environment.

Table 3.1e: Level of Parental Involvement in the Academic Performance of Learners along Responsiveness to School Policies

Indicators	P	T	AWM	Int.	Rank
Encourages other parents and stakeholders to support and follow school policies.	3.28	3.50	3.39	HI	1
Monitors the child's participation in the curricular and extracurricular activities in school.	3.19	3.57	3.38	HI	2
Follows the schedule set by the school in dropping off and fetching the child.	3.20	3.50	3.35	HI	3
Complies with the school's dress code policy, such as wearing school uniform (for pupils) wearing appropriate attire when coming to school, and attending school activities and programs.	3.07	3.14	3.11	MI	4
Provides support such as financial, when needed as part of the school's programs and projects.	3.03	3.14	3.09	MI	5
Average Weighted Mean	3.15	3.37	3.26		
Interpretation	MI	HI	Highly Involved		
Rank	2	1			

Table 3.1e Responsiveness to School Policies. This is another vital aspect of parental involvement that ensures alignment with the institution's rules and regulations, developing a conducive learning environment for learners. This engagement reflects parents' commitment to actively supporting the educational system and adhering to policies that promote academic excellence. Table 3.1e analyzes the level of parental responsiveness to school policies and its brand on learners' academic performance.

On behalf of the parents, the highest was encouraging other parents and stakeholders to support and follow school policies, with a weighted mean of 3.28, interpreted as highly involved. The lowest was providing support, such as financial, when needed, as part of the school's programs and projects, with a weighted mean of 3.03, interpreted as moderately involved.

The average weighted mean of 3.15, also interpreted as moderately involved. This shows parents' proactive role in fostering community cooperation. Though they had less consistent engagement in resource-based contributions to school programs. This demonstrates a fair level of responsiveness to school policies but has room for improvement in broader areas of support. This implies the need to strengthen their involvement across various dimensions to create a more impactful partnership with the school.

About the teachers, the highest was on monitoring the child's participation in the curricular and extracurricular activities in school, with a weighted mean of 3.57, interpreted as highly involved. The lowest was on complying with the school's dress code policy and wearing appropriate attire for activities, and providing financial support when required for school programs and projects, both with a weighted mean of 3.14, interpreted as moderately involved. The average weighted mean of 3.37, interpreted as highly involved. The findings revealed the active roles of teachers in encouraging overall learners' development. Nevertheless, it suggests a focus on academic and engagement-related contributions rather than administrative or resource-based aspects. This reflects a strong commitment to supporting learners in their educational journey. This implies that teachers prioritize direct interactions and guidance over operational tasks, inferring the potential to further balance their involvement across all areas of school policies and programs.

Completely, the highest was encouraging other parents and stakeholders to support and follow school policies, with an average weighted mean of 3.39, interpreted as highly involved. The lowest was providing support, such as financial, when needed, as part of the school's programs and projects, with an average weighted mean of 3.09, interpreted as moderately involved. Between respondents, teachers had a higher average weighted mean of 3.37, interpreted as highly involved, while the parents got a lower average weighted mean of 3.15, interpreted as moderately involved. The overall average weighted mean of 3.26 was interpreted as highly involved.

The findings disclosed that both parents and teachers contribute to supporting school policies, with teachers demonstrating a higher level of involvement compared to parents. Encouraging others to adhere to policies emerged as the most prominent area of participation, signifying a strong commitment to fostering collective compliance and cooperation. The lower involvement in providing financial support highlights a potential area where additional engagement could be encouraged. This implies that both groups are actively participating, yet there is room to further balance their contributions across various aspects of school policy adherence to strengthen their partnership in promoting academic success.

Table 3.1f: Summary Table of Level of Parental Involvement in the Academic Performance of Learners

Aspects	P	T	OAWM	Int.	R
Responsiveness to school policies.	3.15	3.37	3.26	HI	1
Attending school events	3.23	3.17	3.20	MI	2.5
Communicating with teachers	3.17	3.23	3.20	MI	2.5
Helping with homework	3.18	3.06	3.12	MI	4
Participating in decision-making	3.16	3.03	3.10	MI	5

Overall Average Weighted Mean	3.18	3.17	3.18		
Interpretation	MI	MI	Moderately Involved		
Rank	1	2			

In summary, the highest aspect was responsiveness to school policies, with an overall average weighted mean of 3.26, interpreted as highly involved. This was followed by attending school events and communicating with teachers, both with an overall average weighted mean of 3.20, interpreted as moderately involved. Next was helping with homework, with an overall average weighted mean of 3.12, also interpreted as moderately involved. The lowest was participating in decision-making with an overall average weighted mean of 3.10, interpreted as moderately involved, too. The grand average weighted mean of 3.18 confirmed that the level of parental involvement in the academic performance of learners was moderately involved.

The findings indicate that parents were most responsive to school policies, demonstrating a strong commitment to aligning with institutional rules and guidelines. Moderate involvement in areas like attending school events, communicating with teachers, and helping with homework reflects consistent but less intensive engagement in supporting learners' academic success. The lowest involvement in decision-making highlights a potential gap in active participation in shaping school-related matters. Collectively, this implies that while parental involvement was consistent, there was a part for strengthening engagement across all aspects to further enhance the academic performance of learners.

3.2 Quality of Feedback Mechanisms

Table 3.2a: Quality of the Feedback Mechanism in terms of Home and Learning Activities

Indicators	P	T	AWM	Int.	R
Gives feedback that focuses on strengths and weaknesses.	3.09	3.50	3.30	E	1
Discusses progress and offers encouragement and suggestions for improvement without discouraging the child.	3.09	3.43	3.26	E	2.5
Helps identify areas for further study and practice.	3.16	3.36	3.26	E	2.5
Celebrates achievements, big or small.	3.12	3.36	3.24	G	4
Gives feedback that is clear and focused.	3.03	3.36	3.20	G	5
Average Weighted Mean	3.10	3.40	3.25		
Interpretation	G	E	Good		
Rank	2	1			

Legend:

<i>Scale Interval</i>	<i>Interpretation</i>
3.26-4.00	Excellent (E)
2.51-3.25	Good (G)
1.76-2.50	Fair (F)
1.00-1.75	Poor (P)

Table 3.2a Home and Learning Activities. The quality of the feedback mechanism in terms of home and learning activities reflects how effectively parents create a supportive environment that nurtures their children's academic growth. This aspect focuses on the strategies and efforts employed by parents to engage with their children's studies, such as assisting with assignments, providing learning resources, and reinforcing positive study habits. Table 3.2a evaluates these home-based practices, showcasing their impact on fostering a productive and encouraging learning atmosphere for students.

For the parents, the highest was on helping identify areas for further study and practice, with a weighted mean of 3.16, interpreted as good. The lowest was on giving feedback that is clear and focused, with a weighted mean of 3.03, also interpreted as good. The average weighted mean of 3.10, described that the quality of the feedback mechanism was good in terms of home and learning activities. This meant that parents are actively involved in helping their children identify areas for further study and practice, showcasing their support in enhancing academic growth. However, this suggests room for improvement in delivering constructive and precise guidance. This implies that parents are positively contributing to home and learning activities in a meaningful way. It can be inferred that while parents are supportive, refining their feedback methods could further maximize their support for the academic performance of learners.

In favor of the teachers, the highest was on giving feedback that focuses on strengths and weaknesses, with a weighted mean of 3.50, interpreted as excellent. The lowest was on helping identify areas for further study and practice, celebrating achievements, big or small, and giving feedback that is clear and focused, all with a weighted mean of 3.36, and all interpreted as excellent, too. The average weighted mean of 3.40 marked that the quality of the feedback mechanism for the teacher in terms of home and learning activities was excellent.

The findings indicate that teachers excel at providing feedback that highlights learners' strengths and weaknesses, showcasing their ability to deliver balanced and constructive evaluations. Though lower in some areas, it still could benefit from more emphasis to further refine its usefulness. The exceptional mean quality of feedback mechanisms provided by teachers implies a consistent commitment to supporting learners' academic growth. This specifies that teachers play a critical role in promoting an environment of constructive guidance and encouragement, which is instrumental in enhancing learners' educational experiences.

As a whole, the highest was giving feedback that focuses on strengths and weaknesses, with an average weighted mean of 3.30, interpreted as excellent. The lowest was on giving feedback that is clear and focused, with an average weighted mean of 3.20, interpreted as good. Between respondents, teachers had a higher average weighted mean of 3.40, while parents got a lower average weighted mean of 3.10. The overall average weighted mean of 3.25 described that the quality of the feedback mechanism in terms of home and learning environment was good.

The findings revealed a constructive approach to guiding learners' academic growth. This suggests a need for improvement in delivering precise and actionable guidance. This indicates that teachers provided stronger feedback mechanisms, which may stem from their professional expertise and regular interaction with students. This implies that while the feedback mechanisms are effective, there is room for enhancement to ensure consistent clarity and focus. It can be deduced that strengthening feedback practices, particularly among parents, could lead to more comprehensive support for learners' home and academic environments.

Table 3.2b: Quality of the Feedback Mechanism in terms of Parental Satisfaction and Motivation

Indicators	P	T	AWM	Int.	Rank
Recognizes parents as important partners of the school.	3.17	3.57	3.37	E	1
Offers technical assistance for parents' programs to school staff (e.g. workshops, trainings).	3.25	3.36	3.31	E	2
Gives recognition and awards to parents' best practices and achievements.	3.03	3.43	3.23	G	3
Parents' transparency of the school's financial transactions and other activities.	3.05	3.29	3.17	G	4
Provides funds for parents' programs.	3.15	3.14	3.15	G	5
Average Weighted Mean	3.13	3.36	3.25		
Interpretation	G	E	Good		
Rank	2	1			

Table 3.2b Parental Satisfaction and Motivation. The quality of feedback mechanisms in terms of parental satisfaction and motivation showed how effectively feedback engages and encourages parents to remain actively involved in their children's education. This aspect focuses on the degree to which feedback fosters a positive attitude, builds confidence, and motivates parents to contribute meaningfully to their child's academic growth. Table 3.2b evaluates how well these mechanisms address parents' expectations and drive their continued participation in home and school-related activities.

Concerning the parents, the highest was on offering technical assistance for parents' programs to school staff (e.g. workshops, trainings), with a weighted mean of 3.25, interpreted as good. The lowest was on giving recognition and awards to parents' best practices and achievements, with a weighted mean of 3.03, also interpreted as good. The average weighted mean of 3.13, validated that the quality of the feedback mechanism for the parents in terms of parental satisfaction and motivation was good.

This suggests that parents are moderately satisfied and motivated by feedback mechanisms, particularly when technical assistance is provided to support their involvement through workshops and training. While recognition and awards for their achievements scored lower, this implies that celebrating parents' contributions might not be emphasized enough, leaving room for improvement in fostering encouragement and appreciation. It can be inferred that while feedback mechanisms are effective in maintaining engagement, enhancing recognition efforts could further boost parental involvement and morale.

In respect of the teachers, the highest was in recognizing parents as important partners of the school, with a weighted mean of 3.57, interpreted as excellent. The lowest was on parents' transparency of the school's financial transactions and other activities, with a weighted mean of 3.29, interpreted as excellent, too. The average weighted mean of 3.36 pronounced that the quality of the feedback mechanism was excellent for the teachers in terms of parental satisfaction and motivation.

The findings revealed that teachers strengthen collaboration and reinforce the importance of parental involvement. This also suggests a need to enhance communication in a specific area, though it remains excellent overall. This implies that teachers successfully create a positive feedback environment that motivates and satisfies parents. This indicates that fostering trust, recognition, and open communication contributes to sustaining parents' active engagement and partnership with schools.

Jointly, the highest was on recognizing parents as important partners of the school, with an average weighted mean of 3.37, interpreted as excellent. The lowest was on parents' transparency of the school's financial transactions and other activities, with an average weighted mean of 3.17, interpreted as good. Between respondents, teachers obtained a higher average weighted mean of 3.36, interpreted as excellent, while parents attained a lower average weighted mean of 3.13, interpreted as good. The overall average weighted mean of 3.25 signified that the quality of the feedback mechanism in terms of parental satisfaction and motivation was good.

These results pointed out that recognizing parents as important school partners plays an important role in promoting parental satisfaction and motivation, contributing to stronger collaboration and engagement. Regarding transparency on financial transactions suggests a need to improve communication and openness in this area to build trust. Teachers demonstrating higher ratings in feedback mechanisms reflect their proactive efforts to create a supportive and collaborative environment, while parents exhibited good levels of engagement that could be strengthened further. Overall, this implies that feedback mechanisms effectively maintain parental motivation, inferring that enhanced transparency and recognition practices could elevate overall parental involvement and satisfaction.

Table 3.2c: Quality of the Feedback Mechanism in terms of Communication and Collaboration

Indicators	P	T	AWM	Int.	R
Recognizes parents' involvement in planning, implementing, and evaluating school projects and programs.	3.01	3.80	3.41	E	1
Gives feedback that focuses on strengths and weaknesses.	3.26	3.36	3.31	E	2
Discusses progress and offers encouragement.	3.05	3.50	3.28	E	3
Offers suggestions for improvement without discouraging parents and other stakeholders.	3.10	3.43	3.27	E	4.5

Provides positive dispositions on parents' participation in parent-teacher conferences and assemblies.	3.03	3.50	3.27	E	4.5
Average Weighted Mean	3.09	3.46	3.28		
Interpretation	G	E	Excellent		
Rank	2	1			

Table 3.2c Communication and Collaboration. The quality of feedback mechanisms in terms of communication and collaboration focuses on how effectively parents, teachers, and schools interact to support learners' educational journeys. This aspect evaluates the strength of partnerships and the flow of information between stakeholders, aiming to create cohesive and collaborative environments. Table 3.2c assesses the practices that enhance mutual understanding, engagement, and teamwork, ensuring that feedback fosters meaningful connections and shared goals in education.

In favor of the parents, the highest was on giving feedback that focuses on strengths and weaknesses, with a weighted mean of 3.26, interpreted as excellent. The lowest was in recognizing parents' involvement in planning, implementing, and evaluating school projects and programs, with a weighted mean of 3.01, interpreted as good. The average weighted mean of 3.09 manifested that the quality of the feedback mechanisms for the parents was good in terms of communication and collaboration.

The findings indicate that feedback mechanisms effectively highlight parents' contributions by focusing on strengths and weaknesses, showcasing the importance of constructive communication. However, on parents' involvement in school projects and programs suggests that their role in collaborative planning and implementation is undervalued. This implies that communication and collaboration between parents and schools are generally positive but have room for improvement. It can be deduced that enhancing recognition and inclusion of parents in school-related decision-making processes could strengthen collaborative efforts and foster a deeper sense of partnership.

With reference to the teachers, the highest was also on recognizing parents' involvement in planning, implementing, and evaluating school projects and programs, with a weighted mean of 3.80, interpreted as excellent. The lowest was on giving feedback that focuses on strengths and weaknesses, with a weighted mean of 3.36, interpreted as excellent, too. The average weighted mean of 3.45, indicates that the quality of the feedback mechanism for the teachers was excellent in terms of communication and collaboration.

The findings demonstrate that teachers' strong collaborative relationships were established between schools and families. Although feedback focusing on other areas was lower, it still reflects an excellent level of communication that effectively supports parents in their roles. This signifies outstanding communication and collaboration practices by teachers. This suggests that fostering partnerships and valuing parents' contributions play a vital role in maintaining positive engagement and teamwork within the educational community. It indicates that enhancing feedback focused on individual guidance could further strengthen collaboration and mutual understanding.

Entirely, the highest was on recognizing parents' involvement in planning, implementing, and evaluating school projects and programs, with an average weighted mean of 3.41, interpreted as excellent. The lowest was on offering suggestions for improvement without discouraging parents and others stakeholders, and on providing positive dispositions on parents' participation in parent-teacher conferences and assemblies, both with an average weighted mean of 3.27, still interpreted as excellent. Between respondents, teachers had a higher average weighted mean of 3.46, interpreted as excellent, while parents got a lower average weighted mean of 3.09, interpreted as good. The overall average weighted mean of 3.28 defined that the quality of the feedback mechanism was excellent in terms of communication and collaboration.

These results manifested that recognizing parents' active involvement is a key strength of the feedback mechanism, emphasizing the importance of collaboration and partnership in education. Offering improvement suggestions and maintaining positive dispositions for parent-teacher interactions, though lower, but still excellent, a need to refine these aspects for even stronger engagement. Teachers reflect their proactive role in fostering effective communication and collaboration, while parents indicated an opportunity to strengthen their involvement through clearer and more supportive feedback practices. Overall, the excellent quality of feedback mechanisms signifies a well-established foundation for teamwork and shared goals in the educational process, with potential for enhancing inclusivity and motivational strategies to further empower parents.

Table 3.2d: Quality of the Feedback Mechanisms in terms of Participation and Shared Decision Making

Indicators	P	T	AWM	Int.	Rank
Provides a variety of suggestions in planning out school-parent involvement programs and activities.	3.18	3.57	3.38	E	1
Sets policies for involving parents in school activities.	3.31	3.43	3.37	E	2
Informs and consults parents in implementing school programs and projects.	3.05	3.50	3.28	E	3
Engages in different school readiness activities with children at home.	3.09	3.36	3.23	G	4
Consults parents in the allocation of school funds or MOOE.	3.01	3.36	3.18	G	5
Average Weighted Mean	3.13	3.44	3.29		
Interpretation	G	E	Excellent		
Rank	2	1			

Table 3.2d Participation and Shared Decision-Making. The quality of feedback mechanisms in terms of participation and shared decision-making assesses how effectively parents and other stakeholders are involved in the planning, implementation, and evaluation of school activities and programs. This aspect highlights the importance of collaborative processes that empower all participants to contribute meaningfully to educational decisions. Table 3.2d evaluates the extent to which feedback fosters

inclusivity, transparency, and cooperative decision-making, ensuring that stakeholders feel valued and engaged in shaping the school community.

Regarding the parents, the highest was on setting policies for involving parents in school activities, with a weighted mean of 3.31, interpreted as excellent. The lowest was on consulting parents in the allocation of school funds or MOOE, with a weighted mean of 3.01, interpreted as good. The average weighted mean of 3.13 verified that the quality of the feedback mechanism for the parent was good in terms of participation and shared decision-making.

The findings showed parents' strong collaboration and inclusion in decision-making processes. However, their lower engagement suggests limited involvement in financial decisions, which may affect transparency and trust. The good quality of the feedback mechanism implies that while parents are actively participating, there are opportunities to expand their role in shared decision-making, particularly in areas like resource allocation. This recommends that enhancing collaborative practices and fostering trust through broader consultations could strengthen the partnership between parents and schools.

Concerning the teachers, the highest was on providing a variety of suggestions in planning out school-parent involvement programs and activities, with a weighted mean of 3.57, interpreted as excellent. The lowest was on engaging in different school readiness activities with children at home, and on consulting parents in the allocation of school funds or MOOE, both with a weighted mean of 3.36, yet it was interpreted as excellent. The average weighted mean of 3.44 established that the quality of the feedback mechanism for the teachers was excellent in terms of participation and shared decision-making.

The findings showed that teachers demonstrated their active role in fostering collaborative initiatives. Although their engagement in school readiness activities at home and consultation with parents about resource allocation was lower, it still reflects excellent feedback practices. This underscored a strong commitment by teachers to participation and shared decision-making processes. This implies that teachers play a pivotal role in promoting inclusivity and trust within the school community, and it suggests that enhancing their involvement in home-based activities and financial discussions could further strengthen these partnerships.

Altogether, the highest was on providing a variety of suggestions in planning out school-parent involvement programs and activities, with an average weighted mean of 3.38, interpreted as excellent. The lowest was on consulting parents in the allocation of school funds or MOOE, with an average weighted mean of 3.18, interpreted as good. Between respondents, the teachers had a higher average weighted mean of 3.44, interpreted as excellent, while the parents had a lower average weighted mean of 3.13, interpreted as good. The overall average weighted mean of 3.29 established that the quality of the feedback mechanism in terms of participation and decision-making was excellent.

The findings emphasized that providing suggestions for planning school-parent programs is a key strength, demonstrating strong collaboration and proactive involvement from teachers and parents alike. However, the lower score for consulting parents in the allocation of school funds suggests a gap in fostering inclusivity and transparency in financial decision-making. Teachers' higher ratings highlighted their leading role in promoting effective participation, while parents' lower ratings indicated opportunities for enhancing their involvement in shared decision-making processes. Overall, the excellent quality of the feedback mechanism suggests that the foundation for collaboration is solid, and strengthening areas like financial consultation could further improve trust and engagement between stakeholders.

Table 3.2e: Summary Table on the Quality of the Feedback Mechanisms

Indicators	P	T	OAWM	Int.	R
Participation and shared decision making	3.13	3.44	3.29	E	1
Communication and collaboration	3.09	3.46	3.28	E	2
Home and learning activities	3.10	3.40	3.25	G	3.4
Parental satisfaction and motivation	3.13	3.36	3.25	G	3.4
Overall Average Weighted Mean	3.11	3.42	3.27		
Interpretation	G	E	Excellent		
Rank	2	1			

The summary of the quality of the feedback mechanism is presented in Table 4.2e. The aspects with the highest overall average weighted mean of 3.29 was participation and shared decision making, interpreted as excellent. This was followed by communication and collaboration with an overall average weighted mean of 3.28, excellent as well, next was home and learning activities, and parental satisfaction and motivation, both with an overall average weighted mean of 3.25, interpreted as good. The grand average weighted mean of 3.27 demonstrated that the quality of the feedback mechanism was excellent.

The findings revealed that the quality of the feedback mechanism overall was exemplary, with participation and shared decision-making standing out as the strongest areas. This indicates that collaborative efforts between parents, teachers, and schools are highly effective in promoting inclusivity and cooperative planning. Communication and collaboration being rated as excellent further imply that stakeholders successfully promote mutual understanding and teamwork. The good ratings for home and learning activities and parental satisfaction, and motivation suggest these areas are effective but could benefit from refinement to further strengthen engagement. Overall, this signifies a solid and cohesive feedback system, inferring that continuous improvement, particularly in motivational and learning activities, can sustain and enhance its excellence.

3.3 Level of Academic Performance

Table 3.3 Learners' Academic Performance Based on their General Weighted Average

School	A	B	C	D	E	F	Total	Rank
90-100 (Outstanding)	1	34	25	4	30	10	104	2
85-89 (Very Satisfactory)	3	30	20	8	31	9	101	3
80-84 (Satisfactory)	24	17	28	13	31	10	123	1
75-79 (Fairly Satisfactory)		3	6	1	11	7	28	4
74-below (Did Not Meet Expectation)				1			1	5

Total	28	84	79	27	103	36	357	
Mean	83	88.87	87	84.85	86.76	85.89	86.78	
Standard deviation	2.78	5.56	6.06	5.35	1.34	6.55	3.97	
Rank of Mean	6	1	2	5	3	4		

Table 3.3 illustrates the academic performance of learners, evaluated through their General Weighted Average (GWA). This metric serves as a comprehensive indicator, summarizing students' achievements across various subjects. By analyzing this data, insights into trends, strengths, and areas for improvement can be identified, contributing to a better understanding of learners' overall academic progress.

The data provides a detailed overview of the academic performance of 357 learners across six schools, measured through their General Weighted Average (GWA). Most students fall within the satisfactory level with 80-84 GWA category, indicating a consistent level of competence, while a smaller percentage achieved the outstanding level with 90-100 GWA, showcasing exceptional performance. Only one learner was recorded in the Did Not Meet Expectation category, suggesting that nearly all students are meeting minimum satisfactory standards.

Among the schools, School B ranks the highest with a mean GWA of 88.87, demonstrating strong overall academic outcomes, while School A ranks the lowest with a mean GWA of 83, highlighting areas for improvement. School C follows closely behind School B in rank, showing competitive performance, while Schools E and F exhibit varied results. The standard deviation further reveals differences in consistency: School E shows the least variability, indicating uniformly strong student performance, while School F displays the greatest variability, suggesting a mix of high and low achievers.

The findings on learners' academic performance based on their General Weighted Average imply that Schools B, C, and E demonstrated stronger and more consistent academic outcomes, potentially reflecting effective teaching strategies, learning resources, or learner engagement. Meanwhile, Schools A, D, and F face variability and lower averages that could stem from challenges such as resource allocation or instructional quality. Overall, the data highlighted the need for targeted improvements in lower-performing schools and broader support to elevate a larger proportion of students to Outstanding levels.

3.4 Differences in the Level of Parental Involvement Among Aspects

Table 3.4 Significant Differences in the Level of Parental Involvement among Aspects

Statistical Measure	Statistical Value
F-value	1.39943
Degrees of freedom	4,20
p-value	0.270
Interpretation	Not Significant

Data were taken from Table 3.1a – 3.1e

Table 3.4 presents a detailed analysis of the significant differences in the level of parental involvement across various aspects. This comparison sheds light on the variations in how parents engage in their children's education, highlighting the key areas where involvement is more pronounced or lacking. By identifying these differences, the findings provide valuable insights into the factors influencing parental engagement and its potential impact on learners' academic performance. Such data is crucial for designing targeted interventions to enhance parental involvement and support student success.

The data explored the significant differences in the level of parental involvement among various aspects using statistical measures. The F-value of 1.39943 indicates minimal variability between groups compared to the variability within groups, suggesting that differences among parental involvement aspects are not substantial. The degrees of freedom 4, 20 provided the context for interpreting the test, showing that four aspects were analyzed, with the remaining sample size contributing to the strong analysis. However, the p-value of 0.270 exceeds the common significance threshold of 0.05, leading to the conclusion that the observed differences are statistically insignificant. This uniformity highlighted a consistent level of parental engagement across the dimensions examined, with no one area standing out significantly.

The interpretation of not significant implies that parental involvement does not vary meaningfully among the studied aspects, signifying a relatively balanced level of engagement from parents across these areas. While this consistency could suggest that parents are equally involved regardless of the dimension, it also provides an opportunity to delve deeper into how this uniform engagement impacts academic performance. The findings may indicate that other external or unmeasured factors play a more pivotal role in student outcomes. By identifying areas of potential improvement or targeting specific aspects of involvement, educational stakeholders could design more tailored strategies to elevate parental engagement and, consequently, support enhanced academic achievement among learners.

3.5 Differences in the Quality of Feedback Mechanism among Aspects

Table 3.5 Significant Differences in the Quality of Feedback Mechanisms among Aspects

Statistical Measure	Statistical Value
F-value	0.82788
Degrees of freedom	3,16
p-value	0.498
Interpretation	Not Significant

Data were taken from Table 3.2a -3.2d

Table 3.5 examines the differences in the quality of feedback mechanisms across various aspects, providing an analysis of how feedback is delivered and utilized within the learning environment. This identifies whether there are significant variations in the effectiveness or approach to feedback across the dimensions studied. Understanding these differences is critical as high-quality feedback serves as a key driver for academic improvement and learner engagement. The findings from this table can offer valuable insights into refining feedback strategies to better support students' performance and development.

The data presented the analysis of significant differences in the quality of feedback mechanisms across various aspects. The statistical measures revealed a low F-value of 0.82788, indicating minimal variability between the feedback mechanisms being compared. With degrees of freedom set at 3,16, the framework captures the number of groups analyzed and the residual variability in the sample. The p-value of 0.498, which is greater than the conventional significance threshold of 0.05, confirms that the observed differences in feedback quality are statistically insignificant. This result suggests uniformity in how feedback is delivered across the aspects under study, pointing toward a standardized approach in feedback practices.

The interpretation of not significant implies that the feedback mechanisms examined do not show notable differences among aspects, reflecting consistency in the quality of feedback provided to students. While this uniformity ensures equitable access to feedback across dimensions, it also raises questions about the overall effectiveness of the current practices. The findings present an opportunity to assess whether this uniform feedback meets the learners' needs or if targeted strategies could enhance its quality. By identifying potential areas for refinement, educational institutions can ensure that feedback mechanisms evolve to better support student learning and development.

3.6 Relationship between the Level of Parental Involvement and Academic Performance and Quality of Feedback Mechanisms and Academic Performance

Table 3.6 Relationship between Level of Parental Involvement and Quality of Feedback Mechanisms

Level of Parental Involvement	Quality of Feedback Mechanism	r-value	p-value	Int.
Helping with Homework	Home learning activities	0.83	0.851	NS
	Parental satisfaction and motivation	0.98	0.004	S
	Communication and collaboration	0.87	0.056	NS
	Participation and shared decision-making	0.96	0.009	S
Attending school events	Home learning activities	0.98	0.002	S
	Parental satisfaction and motivation	0.89	0.041	S
	Communication and collaboration	0.81	0.096	NS
	Participation and shared decision-making	0.90	0.035	S
Communicating with teachers	Home learning activities	-0.80	0.104	NS
	Parental satisfaction and motivation	-0.58	0.309	NS
	Communication and collaboration	-0.36	0.554	NS
	Participation and shared decision-making	-0.69	0.193	NS
Participating in decision-making	Home learning activities	0.96	0.008	S
	Parental satisfaction and motivation	0.98	0.002	S
	Communication and collaboration	0.85	0.065	NS
	Participation and shared decision-making	0.97	0.005	S
Responsiveness to school policies	Home learning activities	0.85	0.069	NS
	Parental satisfaction and motivation	0.89	0.041	S
	Communication and collaboration	0.65	0.237	NS
	Participation and shared decision-making	0.92	0.027	S

Legend:

r -value >0 to 1.00. <0 to -1.00, p value 0.05

Table 3.6 explores the relationship between the level of parental involvement and the quality of feedback mechanisms, offering valuable insights into how these two factors interact and influence educational outcomes.

Helping with Homework. The data presents statistically significant relationships between helping with homework and two key aspects of parental involvement: parental satisfaction and motivation and participation in shared decision-making. The relationship with parental satisfaction and motivation obtained an r-value of 0.98, and a p-value of 0.004, suggests that parents who actively assist their children with homework tend to feel more satisfied and motivated in their role, while participation in shared decision-making attained an r-value of 0.96, and a p-value of 0.009, has a strong positive correlation, indicating that parents who help with homework are more likely to engage in collaborative decision-making processes within the school. Since both p-values were below 0.05, these relationships were considered statistically significant, reinforcing the idea that parental involvement in homework fosters motivation and shared decision-making, both of which contributed to a more engaged and supportive educational environment.

Attending School Events. The data highlights a statistically significant relationship between parental involvement in school events and three key aspects of engagement, namely home learning activities, parental satisfaction and motivation, and participation in shared decision-making.

The relationship with home learning activities was very strong with an r-value of 0.98, and a p-value of 0.002, which suggests that parents who actively attend school events are highly engaged in supporting their child's education at home, while parental satisfaction and motivation got an r-value of 0.89, and a p-value of 0.041, showed a strong correlation, meaning that parents who participated in school activities tend to feel more connected and motivated in their involvement. Similarly, participation in shared decision-making had an r-value of 0.90 and a p-value of 0.035; this signifies a significant positive relationship, indicating that

parents who engage in school events are more likely to contribute to educational decisions that inspire their child's academic journey. Since all p-values are below 0.05, these relationships were considered statistically significant, emphasizing the crucial role of parental engagement in school functions in fostering a supportive and involved learning environment.

Participating in Decision-Making. The relationships between participation in decision-making and three key aspects of parental involvement along home learning activities, parental satisfaction and motivation, and participation in shared decision-making. With home learning activities, got an r-value of 0.96, and a p-value of 0.008, suggests that parents who actively engage in decision-making processes are also highly involved in supporting their child's education at home, while parental satisfaction and motivation had an r-value of 0.98, and a p-value of 0.002, showed a very strong correlation, meaning that parents who participate in decision-making tend to feel more connected and motivated in their role. Similarly, participation in shared decision-making made an r-value of 0.97, and a p-value of 0.005, demonstrated a significant positive relationship. This indicates that parents who engaged in decision-making processes were more likely to contribute to collaborative efforts within the school. Since all p-values are below 0.05, these relationships were considered statistically significant, reinforcing the importance of parental involvement in decision-making as a key factor in fostering engagement, motivation, and collaboration in a child's education.

Responsiveness to School Policies. The data showed the relationships between responsiveness to school policies and two key aspects of parental involvement: parental satisfaction and motivation and participation in shared decision-making. The relationship with parental satisfaction and motivation indicated an r-value of 0.89, and a p-value of 0.041, suggests that parents who are responsive to school policies tend to feel more satisfied and motivated in their role, while participation in shared decision-making specified an r-value of 0.92, and a p-value of 0.027, has a strong positive correlation, indicating that parents who adhere to school policies are more likely to engage in collaborative decision-making processes. Since both p-values were below 0.05, these relationships were considered statistically significant, reinforcing the idea that parental responsiveness to school policies fosters engagement, motivation, and shared decision-making, all of which contributed to a more involved and supportive educational environment.

Overall, the findings suggest that while parental involvement plays a crucial role in fostering high-quality feedback mechanisms, its significance diverges depending on the specific type of engagement and the dimension of feedback being examined. Activities promoting shared decision-making and motivation prove to be particularly dominant in enhancing feedback processes, while communication-related aspects may require refinement for greater success. These insights underscore the importance of adapting parental engagement strategies to maximize their positive inspiration on feedback mechanisms and ultimately support learners' academic growth. By addressing weaker correlations and reinforcing stronger ones, educational stakeholders can create more effective partnerships between parents and schools to support students' success.

3.7 Extent of Influence of Parental Involvement and Quality of Feedback Mechanisms on Academic Performance

Table 3.7 Extent of Influence of Parental Involvement and Quality of Feedback Mechanisms on Academic Performance

Dimension	Level of Parental Involvement	Academic Performance	r-value	r ² -value (in %)	Int.
Level of Parental Involvement	Helping with Homework	Academic Performance	0.64	42	Weak
	Attending school events	Academic Performance	0.75	56	Moderate
	Communicating with teachers	Academic Performance	0.67	46	Weak
	Participating in decision-making	Academic Performance	0.84	71	Strong
	Responsiveness to school policies	Academic Performance	0.96	92	Very Strong
Quality of the Feedback Mechanism	Home and learning activities	Academic Performance	0.82	68	Moderate
	Parental satisfaction and motivation	Academic Performance	0.76	58	Moderate
	Communication and collaboration	Academic Performance	0.49	24	Very Weak
	Participation and shared decision making	Academic Performance	0.81	66	Moderate

Legend:

r²-value (in %) Influence
 91 – 100 Very Strong
 71 – 90 Strong
 51 - 70 Moderate
 31 – 50 Weak
 1 – 30 Very Weak

Table 3.7 delves into the extent to which parental involvement and the quality of feedback mechanisms influence academic performance. By examining these factors, the table provides insights into their individual and combined powers on the learning

outcomes. The findings indicate varying levels of correlation across dimensions, measured by r -values and r^2 -values, which reflect the strength and percentage of influence, respectively.

For parental involvement, responsiveness to school policies demonstrates the strongest influence on academic performance, with an r -value of 0.96 and r^2 -value of 92%, classified as very Strong. This suggests that parents who actively respond to school policies play a pivotal role in enhancing their children's academic success. Similarly, participating in decision-making has a significant influence, with a strong level of correlation at 71%.

In contrast, activities like helping with homework and communicating with teachers show weaker influences, suggesting that while they are important, these activities may not independently drive academic outcomes as effectively as policy responsiveness and shared decision-making.

For feedback mechanisms, home and learning activities, and participation and shared decision-making both exhibit moderate influence, contributing substantially to academic performance with r^2 -values of 68% and 66%, respectively.

Parental Involvement and Academic Performance. The data presents the extent of influence of parental involvement on academic performance, showing varying degrees of correlation across different dimensions. Helping with homework has a weak correlation with an r -value of 0.64 and an r^2 -value of 42%, indicating that while parental assistance in homework contributes to academic performance, its influence was relatively limited. Attending school events shows a moderate correlation with an r -value of 0.75 and an r^2 -value of 56%, suggesting that parental presence in school activities has a more noticeable influence on student achievement. Communicating with teachers also has a weak influence with an r -value of 0.67 and an r^2 -value of 46%, implying that while parent-teacher communication was beneficial, it does not strongly predict academic success. Participating in decision-making demonstrated a strong correlation with an r -value of 0.84 and an r^2 -value of 71%, meaning that parents who engage in school-related decisions significantly contribute to their child's academic performance. Lastly, responsiveness to school policies exhibits a very strong correlation with an r -value of 0.96 and an r^2 -value of 92%, indicating that parents who adhere to school policies play a crucial role in shaping their child's academic success. These findings emphasize the importance of targeted parental involvement strategies, particularly in decision-making and policy adherence, to maximize their positive impact on student achievement.

Quality of Feedback Mechanisms and Academic Performance. The data presents the extent of influence of the quality of feedback mechanisms on academic performance, showing varying degrees of correlation across different dimensions. Home learning activities exhibited a moderate correlation with an r -value of 0.82 and an r^2 -value of 68%, indicating that effective feedback mechanisms at home contributed significantly to student achievement. Similarly, parental satisfaction and motivation show a moderate correlation with an r -value of 0.76 and an r^2 -value of 58%, suggesting that parents who received quality feedback feel more engaged and motivated, positively impacting their child's academic performance. Participation in shared decision-making also demonstrated a moderate correlation with an r -value of 0.81 and an r^2 -value of 66%, reinforcing the idea that parents involved in collaborative decision-making processes contributed meaningfully to student success. However, communication and collaboration displayed a very weak correlation with an r -value of 0.49 and an r^2 -value of 24%, implying that while feedback mechanisms may facilitate communication, their direct influence on academic performance was limited. These findings emphasized the importance of fostering strong home learning activities, parental motivation, and shared decision-making to enhance learners' achievement.

Parental involvement and feedback mechanisms significantly contributed to academic success, but their influence diverges depending on the dimension. Activities fostering direct engagement in decision-making and responsiveness to school policies have the greatest influence, underscoring the importance of collaborative approaches between parents and schools. On the feedback side, tailoring mechanisms that prioritize actionable insights and parental engagement can optimize their influence on student outcomes, while weaker aspects such as communication may require targeted improvements for stronger academic support. Overall, these findings reinforce the critical role of both parental involvement and feedback systems in shaping educational achievement.

3.8 Intervention Strategies to Increase the Level of Parental Involvement and Enhance the Quality of Feedback Mechanisms to Improve the Academic Performance of Learners

Table 3.8 Intervention Strategies to Increase the Level of Parental Involvement and Enhance the Quality of Feedback Mechanisms to Improve the Academic Performance of Learners

Parental Involvement

Aspects	Objective	Strategy	Expected Outcome
Helping with Homework	To foster active parental support in academic tasks	Conduct workshops teaching effective homework guidance	Enhanced academic understanding and task completion
	To improve parents' skills in assisting children	Provide instructional videos on subject-specific homework tips	Parents feel confident in supporting homework assignments
	To strengthen parent-child interaction at home	Organize home learning challenges that parents can join	Improved family bonding and collaborative learning
	To reduce homework-related stress	Offer after-school homework clinics for joint parent-child attendance	Reduced stress and improved productivity
	To monitor homework for quality and completion	Implement a "parent review checklist" for assignments	Increased homework submission rates and quality
Attending School Events	To encourage consistent participation in school activities	Create family-inclusive event themes	Increased parental presence and stronger school community bonds
	To ensure parents feel valued at school	Introduce parent appreciation events and awards	Boosted parent-school relationship satisfaction

	To deepen involvement in students' academic journeys	Schedule school tours, explaining curricular goals	Better parental understanding of students' educational needs
	To increase collaboration with faculty	Organize forums for parents to share feedback on events	Improved alignment of school and parental expectations
	To develop a sense of unity among families	Plan inter-family networking opportunities	Strengthened parent-school networks and community ties
Communicating with Teachers	To establish transparent channels	Implement mandatory teacher-parent communication policies	Enhanced information exchange and trust
	To foster personalized support for students	Schedule quarterly teacher-parent meetings	Targeted academic and emotional interventions
	To resolve misunderstandings proactively	Develop a conflict resolution protocol	Improved parent-teacher relationships and faster issue handling
	To enhance communication accessibility	Create an easy-to-use mobile communication app	More frequent and effective communication
	To reinforce collective commitment to learning goals	Launch a "communication pledge" between parents and teachers	Strengthened commitment and shared accountability
Participating in Decision-Making	To increase parental representation in decisions	Form parent advisory councils	Enhanced parent participation in policy creation
	To ensure inclusive decision-making practices	Facilitate open forums for educational policy discussions	Collaborative school-parent decision outcomes
	To address educational challenges collectively	Develop a "problem-solving committee" for school issues	Improved resolution of student-related challenges
	To promote transparency in decision-making	Publish parent-involvement reports	Increased trust and engagement among parents
	To build shared responsibility	Create a shared decision-making agreement	Strengthened school accountability and parental trust
Responsiveness to School Policies	To foster greater awareness of school rules	Develop a parent-friendly policy handbook	Higher compliance with school policies
	To encourage active support for school policies	Hold policy orientation sessions for new parents	Better understanding and support for rules
	To reinforce policy importance in shaping outcomes	Organize workshops explaining policy benefits for students	Increased parental engagement in policy advocacy
	To promote adherence to school guidelines	Send monthly reminders on policies via text/email	Improved parental adherence and student discipline
	To strengthen parent-policy partnerships	Conduct parent-school partnership forums	Greater collaboration and accountability in policy execution

Quality of Feedback Mechanisms

Aspect	Objective	Strategy	Expected Outcome
Home Learning Activities	To improve learning strategies at home	Provide individual feedback on home assignments	Enhanced understanding and academic progress
	To make feedback actionable	Incorporate feedback guides into learning packs	Greater clarity in parental role and student progress
	To boost student confidence in home learning	Offer weekly motivational feedback sessions	Improved confidence and performance in home tasks
	To promote consistency in learning	Create monthly home learning assessment forms	Increased progress monitoring and accountability
	To tailor feedback to student needs	Develop individualized feedback templates	Improved alignment with student-specific needs
Parental Satisfaction and Motivation	To assess parent satisfaction	Conduct quarterly satisfaction surveys	Better feedback alignment with parental expectations
	To boost parental motivation	Reward parents for active involvement	Enhanced parental engagement in educational processes
	To ensure meaningful feedback delivery	Offer personalized feedback sessions with school staff	Increased parent satisfaction and active participation
	To enhance parent-school collaboration	Publish joint feedback action plans	Improved feedback implementation and collaboration
	To maintain long-term motivation	Develop recognition programs for parents	Sustained parental involvement in school-related activities
Communication and Collaboration	To encourage consistent communication	Schedule biweekly feedback updates for parents	Improved collaboration and mutual understanding

	To simplify feedback delivery	Create visual aids explaining key points	Enhanced clarity and accessibility of feedback
	To involve parents in feedback creation	Host brainstorming sessions with parents	Increased alignment of feedback strategies
	To resolve communication gaps	Establish parent-teacher feedback troubleshooting hotline	Faster and more effective resolution of issues
	To strengthen partnership goals	Set shared communication goals for parent-teacher collaboration	Reinforced collaboration and goal-setting
Participation and Shared Decision-Making	To increase participation in feedback processes	Develop shared feedback review sessions	Improved engagement and actionable insights
	To make decision-making inclusive	Invite parents to co-develop feedback frameworks	Stronger parent-school partnerships
	To align feedback goals with student needs	Create shared academic improvement targets	Increased student-specific focus in feedback decisions
	To ensure parents feel empowered	Hold feedback empowerment workshops for parents	Greater parental confidence in their role
	To reinforce shared accountability	Publish joint action and review reports	Enhanced mutual accountability and progress
Addressing Weak Feedback Areas	To refine communication-related feedback	Conduct focus group discussions on feedback gaps	Enhanced feedback strategies and greater impact
	To address underutilized feedback dimensions	Organize workshops targeting specific weak areas	Improved alignment with student success
	To track feedback effectiveness	Develop feedback, monitoring, and evaluation tools	Stronger evidence-based feedback improvements
	To boost collaboration in feedback practices	Create shared parental feedback improvement initiatives	Reinforced collaborative feedback practices
	To bridge gaps in feedback delivery	Design clearer feedback channels	Increased clarity and student engagement

Intervention strategies are essential for boosting learners' academic performance. These initiatives create stronger partnerships between parents, teachers, and learners, promoting an environment that supports holistic development. By addressing these key aspects, schools can ensure that learners receive the guidance, motivation, and support they need to succeed academically. This provides actionable strategies and objectives for meaningful collaboration and improved learning outcomes.

CONCLUSION

The study demonstrates a significant relationship between parental involvement, quality of feedback mechanisms, and the academic performance of Grade 6 learners in Pili West District. While most parents are involved to some degree, there is room for improvement in areas such as decision-making and responsiveness to school policies. Effective feedback mechanisms further enhance student outcomes, particularly when they are specific and supportive.

Barriers to involvement and feedback must be addressed through targeted interventions, policy support, and capacity-building for both parents and teachers. Strengthening home-school partnerships is essential for fostering equitable and high-quality education, in line with global and national educational goals.

RECOMMENDATIONS

Strengthen school-parent collaboration, policies should be easily accessible through online portals and automated updates. Engage in events with personalized invitations and incentives boost attendance, while structured conferences and digital platforms enhance communication. Provide parents with training and resources improve their ability to support learning at home, and forming committees ensures their involvement in decision-making. Transparent governance and feedback channels foster cooperation, leading to better student outcomes.

Enhance feedback mechanisms by organizing regular parent-teacher forums for shared decision-making and leveraging digital platforms for seamless communication. Training sessions on home-based learning strategies and tailored feedback templates will support effective parental involvement. Incentive programs recognizing active participation can boost engagement, while continuous evaluation ensures meaningful improvements, sustaining a high-quality feedback system.

Implement targeted remedial programs for schools with lower performance to enhance teacher training, and adopt data-driven instructional strategies. Schools with high variability must focus on equitable resource distribution and continuous performance monitoring. Strengthening collaboration through inter-school partnerships and knowledge-sharing can improve overall engagement. High-performing schools should document and share best practices to elevate district-wide standards. Regular assessments and feedback mechanisms will help refine strategies for sustained academic improvement.

Schools may implement initiatives to promote stronger parental involvement across all aspects and refine feedback mechanisms through tailored strategies. Focus on collaborative programs, targeted training, and consistent monitoring to ensure balanced engagement and actionable feedback that better supports learners' academic growth.

Schools should actively promote parent participation through workshops, forums, and engagement initiatives. Structured programs and training sessions can enhance parental support in homework assistance and teacher communication. Aligning feedback mechanisms with parental involvement ensures consistent collaboration, leading to improved academic outcomes. Continuous assessment and refinement of strategies will sustain progress in school-family engagement.

Schools can strengthen activities like responsiveness to school policies and decision-making participation through parent workshops and collaborative forums. For feedback mechanisms, enhance home learning activities and shared decision-making with targeted resources and actionable feedback strategies. Improve communication and collaboration by implementing digital tools and regular training sessions for both parents and teachers.

Intervention strategies aim to strengthen collaboration between parents, teachers, and learners, creating a supportive environment for holistic development. By focusing on key aspects such as parental involvement and effective feedback mechanisms, these strategies ensure students receive the necessary guidance and encouragement to excel academically. They outline practical steps and objectives to enhance partnerships and foster meaningful improvements in learning outcomes.

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