

# PARENTAL INVOLVEMENT AND ACADEMIC PERFORMANCE AMONG MULTIGRADE LEARNERS IN ANTEQUERA DISTRICT, BOHOL: A DESCRIPTIVE- CORRELATIONAL STUDY

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## ABSTRACT

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Parental involvement is widely recognized as a key factor influencing learners' academic performance in multigrade schools. This study aimed to examine the relationship between parental involvement and the academic performance of multigrade learners in the Antequera District, Bohol. Using a quantitative, cross-sectional, descriptive–correlational design with comparative analysis, the study was conducted in six multigrade schools with a population of 154 learners living with both biological parents, of whom 140 were sampled. Data were collected using the Parental Involvement Questionnaire–Elementary by Grover, adhering to research ethics. Findings revealed that most respondents

were 8–9 years old, predominantly female, and from low-income households where fathers were often laborers and mothers were unemployed. Mothers



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demonstrated high involvement in parenting and moderate engagement in communication and school activities, while fathers showed high parenting involvement but low-to-moderate participation in school-based practices. Academic performance indicated that almost half of the learners did not meet expectations in Language and in Mathematics, with few achieving “Outstanding” ratings. Maternal involvement was significantly correlated with performance in Language, Mathematics, and overall averages, whereas paternal involvement was positively correlated only with Mathematics. In conclusion, this quantitative cross-sectional descriptive–correlational with comparative analysis study in Antequera District, Bohol, highlights parental involvement as a critical variable influencing multigrade learners’ academic performance, underscoring the importance of maternal engagement in language and mathematics outcomes.

## INTRODUCTION

Schools worldwide recognize that parents play a crucial role in their children’s success and the development of their communities. Parents have an important role in creating learning environments that go beyond the classroom, regardless of their culture or socioeconomic background (UNESCO, 2023). Studies from Europe, Asia, and North America all show that when parents are involved in their children’s education by giving them guidance at home, talking to teachers, and being involved in school activities, their children do better in school, are more motivated, and have better social skills (World Bank, 2022). Nonetheless, due to disparities in access, awareness, and community support, collaboration between home and school remains problematic in underdeveloped nations. Consequently, mitigating these inequities has emerged as a global social issue that links educational enhancement to overarching objectives such as equity, self-determination, and sustainable human development.

The Department of Education (DepEd) in the Philippines says parental involvement is a key factor in ensuring basic education works well, especially in public and rural schools. Programs like Brigada Eskwela and Parent-Teacher Partnerships aim to create learning communities that welcome everyone and where schools and families work together to remove obstacles to a good education. Still, these programs do not always work well in geographically isolated, economically poor areas. Parents often cannot help their kids with schoolwork because they lack resources, have to work to support their families, or lack community involvement. This is a problem for rural communities that want to grow in ways that include everyone.

In the Antequera District, six multigrade schools continue to grapple with limited teaching resources, excessive teacher workloads, and low parental engagement, all of which contribute to widening learning gaps among students. Parents, often caught up in the struggle to make ends meet, with fathers mainly employed in carpentry, farming, and construction, and mothers

mostly unemployed or earning a living from basket weaving, tend to invest less time in guiding their children at home. Some parents may have limited engagement in structured learning support activities due to competing domestic responsibilities, occupational demands, and recreational activities, thereby reducing opportunities for academic guidance at home.

This need is exacerbated by rising dropout rates, which stem from poorly understood factors and warrant further investigation. Studies on parental involvement and academic performance have been conducted globally. However, research on the specific case of multigrade schools in Antequera is scarce, a local empirical gap that this study aims to fill. Although several international and Philippine-based studies have examined parental involvement and academic achievement, limited studies have focused specifically on multigrade learners in geographically isolated rural districts such as Antequera, Bohol. Existing literature primarily focuses on regular classroom settings and urban schools, leaving a gap in understanding of how parental involvement operates in multigrade educational environments characterized by limited resources, combined-grade instruction, and socioeconomic constraints. Hence, this study seeks to address this contextual and empirical gap.

Because of this, the study aims to examine how parental involvement affects the academic performance of multigrade learners in the Antequera District. More specifically, it wants to (1) find out how involved parents are at present and how well their kids are doing in school, and (2) figure out what kind of relationship they have and how strong it is in these situations. This study adds to the body of knowledge about how home-school collaboration works by providing real-world examples. This helps create targeted interventions and participatory educational strategies. Ultimately, the results aim to inform policies that support educational fairness, community involvement, and the shared goal of caring for every Filipino learner.

**Related Literature.** Parental involvement is when parents actively support their children's education at home, at school, and in the community. Joyce Epstein's framework says that there are six different types: parenting, which makes the home a safe place to grow up; communicating, which helps the home and school share information; volunteering, where parents help out at school events; learning at home, which includes helping with homework and enrichment; decision-making, which includes parents being involved in school governance through PTAs; and community collaboration, which connects families with outside resources (Epstein, 2021).

These procedures create a cycle: motivated involvement leads to greater student engagement, which, in turn, improves multigrade strategies (instructional approaches that teach students from multiple grade levels together). Multigrade education, which is primarily found in rural areas of the Philippines like Antequera District, in Bohol, where there are not many students—usually between 8 and 35—and teachers are hard to find because it is so far away, one teacher has to teach students of different ages and grades

in the same classroom. This DepEd approach ensures that everyone can access education without closing schools, using peer tutoring, flexible grouping, and personalized assignments to meet a variety of needs within limited resources (Little, 2006).

Socioeconomic constraints, occupational demands, and limited educational resources are among the major barriers affecting parental involvement in low-income communities. Parents from economically disadvantaged households often have difficulty attending school activities and monitoring academic tasks due to work-related responsibilities and financial pressures (Hill & Tyson, 2009).

A 2023 SEAMEO INNOTECH assessment of multigrade schools across different parts of the Philippines, including Palawan, found inconsistent links between student achievement and parental involvement through PTAs and home-school connections. This was due to a lack of resources, including gaps in teacher training. Hoover-Dempsey's framework of efficacy barriers in low-SES environments posits that rural isolation in Palawan impedes sustained progress, despite DepEd policies that endorse Epstein's models of volunteering and community engagement (SEAMEO INNOTECH, 2023).

The findings in this literature align with meta-analyses demonstrating that parental involvement raises test scores and GPA; however, specific strategies are needed in rural Philippine contexts, such as teacher-parent workshops on monitoring techniques, virtual platforms to overcome geographic limitations, and culturally sensitive programs to enhance effectiveness. These findings underscore the need for mixed-methods longitudinal research to enhance DepEd policies and ensure consistent outcomes in resource-limited multigrade environments, particularly given ambiguous quantitative results ( $r = .09-.25$ ,  $p > .05$  in some instances).

**Related Studies.** In "Epstein Model of Parental Involvement and Academic Performance of Learners," Salac and Florida (2022) profiled multigrade students in a rural school using stratified random sampling. The respondents, selected from various grade levels, represented a range of ages and a fairly equal gender distribution. The majority of their parents were employed in domestic work, farming, or other forms of labor. Most families earned between low and moderate wages. This study examines parental involvement and academic performance in Antequera District's multigrade schools, using demographic profiling and Epstein's framework (Salac & Florida, 2022).

In their 2024 study, "Parental Involvement and Learners' Academic Performance in Manolo Fortich IV District, Division of Bukidnon," Escol and Alcopra studied how parental involvement affects student success in the second quarter of 2023–2024. They used document analysis and a survey of parents from several schools in the Manolo Fortich IV District. The results showed that very high parental involvement was linked with satisfactory academic performance. The authors suggested regular parent-teacher collaboration to help learners succeed (Escol & Alcopra, 2024). This offers evidence from

another Philippine district that strong parental involvement can lead to better performance. The current study will look at this relationship in Antequera's multigrade schools.

Claudia and Paun's 2024 study, "The Parental Impact on Education: Understanding the Correlation between the Parental Involvement and Academic Results," examined the statistical link between parental involvement and academic success among Saudi Arabian students. The study used both qualitative and quantitative methods to interview 356 parents from different schools, but the exact method used to select the parents was kept confidential. The study examined a variety of school settings in Saudi Arabia. The results showed that parental involvement in school improves kids' grades by 42.1%. As a result of the study, parents need to be more involved in their children's education. This shows how important it is for families, teachers, and lawmakers (Claudia & Paun, 2024) to do this. These results provide strong quantitative evidence that high-quality involvement can have a significant effect on performance. This shows how important parental participation was in this study.

Also, different internal and external factors have a big effect on students' mental stress. Studies have shown that male college students experience significantly more academic pressure than female college students (Aihie & Ohanaka, 2019). On the other hand, age can also cause stress. The writers of a 2017 study, Ramkisson, Pillay, and Sibanda, discovered that younger people have better mental health. One valid point is that younger people have fewer major responsibilities and are less stressed than older people.

Overall, the studies examined show that parental involvement is beneficial for students' academic performance across a range of school settings. However, the level and type of participation depend on the family's income, the school's structure, and what parents expect of their children. These results show that we need to look more closely at parental participation in rural settings with multiple grade levels, where environmental constraints may change how home-school collaboration works.

## RESEARCH METHODOLOGY

To investigate the relationship between parental involvement and academic achievement in multigrade schools in the Antequera District during the 2025–2026 academic year, this study employed a quantitative cross-sectional descriptive-correlational research design. Data were collected concurrently through a validated, quantitative survey administered to parents. Using Epstein's six categories—parenting, communicating, volunteering, learning at home, decision-making, and community collaboration—this survey gauged the frequency and degree of parental involvement. To objectively assess academic achievement in the important subjects of language and mathematics, the raw scores from the fourth quarterly assessment were used. The evaluation results

were supplemented with school records from the six multigrade schools in order to provide additional contextual validity. To measure relationships without changing variables or proving causation, “correlational analyses such as Spearman’s rho and Chi-square tests were employed to determine significant relationships among variables.”

Parents of multigrade students from all sections of the six pure multigrade schools in the Antequera District served as the main respondents for this study, which examined the relationship between parental involvement and academic achievement. A calculator with a 95% confidence level and a 5% margin of error was used to calculate the necessary sample size. The respondents were selected through stratified random sampling to ensure proportional representation from the six multigrade schools in Antequera District.

A validated parental involvement questionnaire, such as Epstein’s six types—parenting, communication, volunteering, learning at home, decision-making, and community collaboration —was sent to both mothers and fathers of randomly selected pupils. A standard questionnaire titled Parental Involvement Questionnaire – Elementary (PIQ-E) by Grover was utilized in this study. The questionnaire is divided into two parts. Part I was used to elicit the respondent’s profile, such as age, sex, grade level, father’s occupation, mother’s occupation, and monthly household income, which will be the essential factor in measuring the student’s socioeconomic status. Part II utilized a Likert scale to assess the level of parental involvement of both parents, and will be answered using a scale below.

Scale	Range	Description	Level of Parental Involvement	Interpretation
1	1.00 – 1.80	Never	Very Low Involvement	The parent does not engage at all
2	1.81 – 2.61	Rarely	Low Involvement	The parent engages once or twice in a school year
3	2.62 – 3.42	Sometimes	Moderate Involvement	The parent engages a few times in a school year
4	3.43 – 4.23	Often	High Involvement	The parent engages regularly or monthly

The research instrument underwent content validation by three experts in educational research and measurement. Pilot testing was conducted with 30 parents from a nearby district that was not included in the actual study. The instrument yielded a Cronbach’s alpha coefficient of 0.87, indicating high internal consistency reliability.

The Department of Education’s K–12 grading matrix was used to assess how well students performed in this study. It rates success from “Did Not Meet Expectations” (below 75) to “Outstanding” (90–100). This framework made it easy to understand raw scores in Language and Math and ensured

they were in line with national norms. We used Spearman's rho to assess the association between parental involvement and academic success because the Likert-scale data were ordinal and did not meet the assumptions of normality.

Outstanding (90–100) to Did Not Meet Expectations (below 75) in terms of achievement. This framework made it easy to interpret raw scores in Math and Language, ensuring the results were in line with national norms. Using this matrix, the study was able to consistently group students' results across different grades and examine how parental participation affects movement between performance levels. The descriptors specifically show whether family support helps students move from a minimum level of competency to excellence. This makes the matrix a useful tool for connecting involvement at home with success at school.

<b>Descriptor</b>	<b>Grading Scale (%)</b>	<b>Interpretation</b>
Outstanding	90 – 100	Learner consistently demonstrates advanced knowledge, skills, and mastery.
Very Satisfactory	85 – 89	The learner shows strong achievement and exceeds basic expectations.
Satisfactory	80 – 84	Learner meets the required competencies with adequate performance.
Fairly Satisfactory	75 – 79	Learner meets minimum standards but needs improvement in some areas.
Did not Meet Expectations	Below 75	Learner falls short of required competencies and needs significant support.

Before any data was gathered, the Vice President for Academic Affairs, the graduate school office, the university research center, and other relevant authorities—including the District Supervisor and the school heads/principals involved in the DepEd Antequera District—were consulted. The researcher compiled a list of parents and multigrade classes that met the study's requirements after obtaining the necessary permissions. To adhere to ethical standards and ensure that everyone named agreed to participate, consent forms were sent to each of them. The surveys were translated into Visayan, the local language, so that parents could fill them out at their convenience. Everything was clear because they were written in Visayan.

## **RESULTS AND DISCUSSION**

The 140 respondents were parents of multigrade learners, including mothers and fathers, who independently completed the parental involvement

questionnaire. Female respondents were more represented (57.9%). The economic landscape is characterized by working-class families, with laborers forming the largest occupational group for fathers (22.1%) and a high proportion of mothers being unemployed (35.0%), indicating limited disposable household income.

Results showed that the overall composite mean of 3.45 (“High involvement”) indicates that mothers are generally active across the six dimensions of parental involvement, with particularly strong engagement in Parenting (Item 1) and Decision-Making (Item 28–30, WM = 4.04, Rank 2), but moderate participation in Communicating (WM = 3.17, Rank 4.5), Volunteering (WM = 3.17, Rank 4.5), and Community Collaboration (WM = 3.04, Rank 6). This pattern suggests that mothers’ involvement is strongest in direct parenting and governance roles, while activities requiring external collaboration or resource provision are less frequent. Sheldon and Epstein (2005) emphasized that schools can strengthen overall parental involvement by creating accessible opportunities for collaboration, thereby balancing high levels of home-based support with broader community engagement.

**Table 1.** *Summary of Level of Parental Involvement based on Mothers’ Responses n=140*

Factors	Weighted Mean	Meaning	Rank
Parenting	4.20	Very high involvement	1
Communicating	3.17	Moderate involvement	4.5
Learning at home	3.82	High involvement	3
Decision-making	4.04	High involvement	2
Volunteering	3.17	Moderate involvement	4.5
Community collaboration	3.04	Moderate involvement	6
Composite Mean	3.45	High involvement	

On the other hand, the overall composite mean of 3.02 (“Moderate involvement”) indicates that fathers’ participation across the six dimensions is occasional rather than consistent. They are very involved in Parenting (Item 19–27) and Making Decisions (WM = 3.57, Rank 2). However, they are not very involved in Volunteering (WM = 2.79, Rank 4.5), Community Collaboration (WM = 2.79, Rank 4.5), or most importantly, Communicating (WM = 2.49, Rank 6). This shows a generally moderate level of involvement, suggesting that fathers contribute most through home-focused practices and leadership roles. At the same time, they are not going to as many school and neighborhood events. Bronfenbrenner’s Ecological Systems Theory (1979) backs up this point of view. It says that work responsibilities and traditional role expectations, among other social and cultural factors, shape paternal involvement.

**Table 2.** *Summary of Level of Parental Involvement based on Fathers' Responses n=140*

Factors	Weighted Mean	Meaning	Rank
Parenting	4.07	High involvement	1
Communicating	2.49	Low involvement	6
Learning at home	3.38	Moderate involvement	3
Decision-making	3.57	High involvement	2
Volunteering	2.79	Moderate involvement	4.5
Community collaboration	2.79	Moderate involvement	4.5
Composite Mean	3.02	Moderate involvement	

Table 3 shows the overall academic performance of students across multiple grade levels in all courses. The most learners (72, 51.4%; Rank 1) fell into the “Did not meet expectations” group. This means that more than half of the respondents have trouble meeting the standards. This shows a big problem with multigrade education: students need different things, there is not enough time for lessons, and resources are limited. UNESCO (2015) also noted that multigrade learners face persistent difficulties learning core competencies because it is hard to manage multiple grade levels in the same classroom.

**Table 3.** *Academic Performance (Overall/Average) n=140*

	Frequency	Percent	Rank
Did not meet expectations	72	51.4	1
Fairly Satisfactory	14	10.0	4
Satisfactory	25	17.9	2
Very Satisfactory	13	9.3	5
Outstanding	16	11.4	3
Total	140	100.0	

The results in Table 4 show that, among the demographic variables tested, none of the profiles were significantly associated with learners' overall academic performance. This finding shows how important the school environment is in determining achievement in all topics. This is probably due to differences in instructional quality, teachers' knowledge, and resource availability. Bronfenbrenner's Ecological Systems Theory (1979) supports this, noting that school environments significantly affect students' academic performance. In the same way, UNESCO (2015) said that differences in family background are less likely to explain differences in general success than differences in school resources and teacher preparation. Age, sex, grade level, father's job, mother's job, and monthly household income,

on the other hand, were not significantly linked to overall academic success. This shows that demographic factors about the learner or their family do not have a big effect on their performance. Instead, the results show that school-related factors are more important than personal or household traits in determining overall academic success. Anderson and Chang (2011) found that in settings with more than one grade level, teaching methods and teacher availability are important factors affecting success, often more than demographic factors.

The results show how important it is to strengthen school-level interventions, such as improving teaching methods, teacher training, and the provision of sufficient learning materials, to enhance students' overall academic performance across multiple grades. Instead of focusing on demographic differences, schools can make it easier for all students to do well in all subjects by making changes within the school.

**Table 4.** *Testing the Significant Relationship between the Respondents' Demographic Profile and their Academic Performance Average*

Variables	Statistical Test Used	Test Value	P-value	Decision	Interpretation
Age and their Academic Performance	Spearman's rho	-0.072	0.395	Failed to reject the null hypothesis.	There is no significant relationship between age and overall academic performance.
Sex and Their Academic Performance	Chi-Square	4.773	0.311	Failed to reject the null hypothesis.	There is no significant relationship between sex and overall academic performance.
Grade Level and Their Academic Performance	Chi-Square	25.927	0.168	Failed to reject the null hypothesis.	There is no significant relationship between grade level and overall academic performance.
Father's Occupation and Their Academic Performance	Chi-Square	31.405	0.142	Failed to reject the null hypothesis.	There is no significant relationship between father's occupation and overall academic performance.
Mothers' Occupation and Their Academic Performance	Chi-Square	20.186	0.686	Failed to reject the null hypothesis.	There is no significant relationship between a mother's occupation and overall academic performance.
Monthly Household Income and Their Academic Performance	Spearman's rho	0.146	0.084	Failed to reject the null hypothesis.	There is no significant relationship between monthly household income and overall academic performance.

As to the significant correlation between parental involvement and academic performance of mothers, Table 5 reveals that mothers' level of parental involvement is significantly and positively correlated with learners' academic performance across Language ( $r = 0.243, p = 0.004$ ), Mathematics ( $r = 0.267, p = 0.001$ ), and overall average scores ( $r = 0.262, p = 0.002$ ). According to statistics, there is a correlation between higher maternal involvement and improved student academic achievement. Statistics show that better results

are correlated with mothers being more involved in their children's academic success. The association values are small but statistically significant, indicating a long-lasting link between parental involvement and improved academic performance in children.

**Table 5.** *Testing the Significant Correlation between Parental Involvement and Academic Performance (Mother)*

Variables	Statistical Test Used	Test Value	P-value	Decision	Interpretation
Level of Parental Involvement and Academic Performance in Language	Spearman's rho	0.243	0.004	Reject the null hypothesis.	There is a significant positive correlation between mothers' parental involvement and learners' academic performance in Language.
Level of Parental Involvement and Academic Performance in Math	Spearman's rho	0.267	0.001	Reject the null hypothesis.	There is a significant positive correlation between mothers' parental involvement and learners' academic performance in Math.
Level of Parental Involvement and Academic Performance in terms of Average	Spearman's rho	0.262	0.002	Reject the null hypothesis.	There is a significant positive correlation between mothers' parental involvement and learners' overall academic performance.

As for the fathers' answers, Table 6 shows that only the level of parental involvement is significantly and positively linked to students' academic success in mathematics ( $r = 0.176$ ,  $p = 0.037$ ). This shows that students do better in math when their fathers are more involved. Even though the connection is not very strong, it shows how fatherly support might affect learning about numbers. Lamb (2010) and Pleck (2010) noted that fathers often bring something special to the table in terms of cognitive and problem-solving skills. This may be why fathers have a bigger effect on math success. Helping with problem-solving tasks, supporting persistence, and showing how to think analytically are all ways parents can help their kids learn math.

**Table 6.** *Testing the Significant Correlation between Parental Involvement and Academic Performance (Father)*

Variables	Statistical Test Used	Test Value	P-value	Decision	Interpretation
Level of Parental Involvement and Academic Performance in Language	Spearman's rho	0.028	0.747	Failed to reject the null hypothesis.	There is no significant correlation between fathers' parental involvement and learners' academic performance in Language.
Level of Parental Involvement and Academic Performance in Math	Spearman's rho	0.176	0.037	Reject the null hypothesis.	There is a significant positive correlation between fathers' parental involvement and learners' academic performance in Math.
Level of Parental Involvement and Academic Performance in terms of Average	Spearman's rho	0.115	0.177	Failed to reject the null hypothesis.	There is no significant correlation between fathers' parental involvement and learners' overall academic performance.

## CONCLUSIONS

The study shows that parental participation is very important for academic success in multigrade settings, and that the effects and qualities of parental involvement differ markedly between boys and girls. Maternal participation is broad and complicated, and it is always a sign of how well a child is doing in school overall. Involvement in fatherhood is especially focused on problems that significantly affect reading, writing, and math skills. The results show that Bronfenbrenner's Ecological Systems Theory (1979) is very important. The home-school microsystem is very important for how well students do in Antequera, and the structural hurdles of living in the country make it harder for people to get involved.

The data also support the Social Role Theory (Eagly, 1987), as the observed gendered differences in parental participation reflect traditional societal role expectations, in which mothers assume nurturing and organizational roles, while fathers focus on authoritative and structural guidance. Furthermore,

Hoover-Dempsey and Sandler's (1997) model is highly applicable; parents who possess a strong sense of efficacy and clear role construction—whether through nurturing or authoritative guidance—provide the necessary scaffolding for learners to navigate the increasing demands of the middle-grade curriculum.

Finally, the findings suggest that school-related factors may significantly influence learners' academic performance alongside parental involvement.

## RECOMMENDATIONS

1. **Strengthening Remediation and Peer Support.** Schools may integrate remediation into the daily curriculum to complement DepEd's ARAL Program. Creating "learning clusters" in which advanced learners serve as peer tutors can maximize classroom potential, turning multigrade challenges into opportunities for collaborative growth.
2. **Enhancing Data-Tracking and Parent Engagement.** A standardized system for monitoring academic performance alongside parental involvement every quarter can provide timely, evidence-based insights. Sharing these reports during parent-teacher conferences will strengthen home-school collaboration and guide responsive interventions.
3. **Building Resource Sharing Network.** To address socioeconomic barriers, schools may establish community-based initiatives such as libraries or "Learning Materials Banks." Partnering with local agencies for short-term vocational training or livelihood seminars can further support families, particularly mothers, by boosting household income and sustaining parental presence in schools.
4. **Encouraging Balanced Parental Participation.** Initiatives like "Fathers for Education" can reframe paternal involvement beyond disciplinary roles, highlighting fathers' contributions to literacy and numeracy. At the same time, mothers may be supported through structured community collaboration, such as parent-led resource centers, to build on their strong motivation and overcome barriers to attending formal associations.
5. **Strengthening PTA and Community Collaboration.** School principals/heads may integrate the Parent-Teacher Association (PTA) more closely into governance and planning, thereby complementing DepEd programs such as ARAL and *Kaagapay*. Establishing "*Bayanihan*" committees can ensure collective community support, easing the burden on individual families while fostering resilience in multigrade learning contexts.
6. **Supporting Teachers through Professional Development.** Continuous training for multigrade teachers in differentiated instruction and

scaffolding strategies can enhance classroom delivery. With sustained support, teachers can guide learners across varying competency levels, ensuring progress from foundational skills to advanced mastery even in resource-limited settings.

7. Future researchers may conduct longitudinal or mixed-methods studies to examine further how parental involvement influences learner achievement over time and explore additional school-related variables affecting multigrade education.

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