

Relationship Between Parental Involvement in Learning and the Academic Proficiency of Elementary Pupils

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Abstract:

This study examined the relationship between parental involvement in learning and the academic proficiency of elementary pupils. Parental involvement was measured across three dimensions: homework support, monitoring of schoolwork, and communication with teachers, while pupils' academic proficiency was assessed in reading comprehension, communication skills, and problem-solving abilities. Using a correlational research design, the study involved purposively selected parents and teachers from Grades 1 to 6. Data were collected through validated questionnaires and analyzed using weighted means and Pearson's correlation coefficient. Findings revealed that parental involvement was generally high (grand mean = 2.93), with monitoring of schoolwork rated Very High. Pupils demonstrated high proficiency in reading comprehension ($M = 3.17$) and communication skills ($M = 2.72$), but low proficiency in problem-solving skills ($M = 2.46$), resulting in an overall high academic proficiency ($M = 2.78$). Pearson's correlation analysis indicated a significant positive relationship between parental involvement and pupils' academic proficiency, suggesting that greater parental engagement in learning activities is associated with improved academic outcomes. These results underscore the critical role of parents in enhancing pupils' academic performance, particularly through consistent supervision, guidance, and communication with teachers. The study highlights the need for collaborative strategies among parents, teachers, and school administrators to strengthen pupils' problem-solving skills and overall learning outcomes. The findings provide practical implications for educational stakeholders seeking to foster holistic development and academic success among elementary pupils.

Keywords: parental involvement, academic proficiency, elementary pupils, homework support, schoolwork monitoring, communication with teachers, problem-solving skills.

INTRODUCTION

Background of the study

One aspect that matters in the academic performance of elementary students is parental involvement in learning. It involves various activities such as helping children with their homework, checking and communicating with teachers, among others, that are meant to enhance the learning experiences of the children. Learning outcomes are also in academic competence, reading proficiency, communication skills, and problem-solving abilities, expressed through the level of knowledge and dexterity that pupils obtain through elementary education. Parents who actively participate in the education of their children will make sure the students will achieve higher academic results and also improve their cognitive and social functioning. Therefore, the correlation between parental intervention and student academic performance in the pursuit of maximizing student performance and holistic growth in elementary school is of pivotal significance to be considered to boost student performance.

Parents' involvement has been a well-known aspect of enhancing academic performance. Bempechat and Shernoff (2012) discovered that students with an active parent involvement in school-related activities achieve higher academic performance and are motivated. Lekli and Kaloti (2015) emphasized that parental

monitoring, as well as effective communication with the teacher, is beneficial in enhancing the learning outcomes, particularly in relation to such areas as literacy and problem-solving skills. Besides, Miller (2012) also pointed out that the support provided at home, such as help with homework and regular checking of schoolwork, reinforced the cognitive and social growth of the pupils. These works overall indicate the relevance of parental participation in learning to not only the school level competence but also the acquisition of the necessary skills among the pupils in the elementary school.

Regardless of the laid down advantages of parental participation, we still have gaps in knowledge concerning the impacts of such practices on academic competency in specific local contexts, e.g., Bonifacio Central School. The generalization of most studies is limited to the educational setting or in secondary education that creates a gap in the context of the elementary stage in the varied socio-economic setting. Also, even though most people have dwelled on parental involvement in general, very little has been done in relation to the special role of homework support, schoolwork supervision, and communications with the teacher, and their effect on different academic competencies. It is relevant to fill these gaps to offer evidence-based recommendations depending on the demands of pupils, parents, and educators in the local community.

The overall aim of the research is to establish the connection between parental involvement in the educational process and the academic achievement of the elementary student. In particular, it tries to quantify levels of parental support on homework, schoolwork supervision, and interaction with the instructor, and quantifies the competency of the pupils with reading comprehension, communication, and problem-solving ability. This research, therefore, aims at offering tips through this inquiry, which will inform the parents, teachers, and the school administration of the best means of enhancing academic success and an enabling learning environment to the elementary students.

Theoretical Framework

The present study is grounded on the Ecological Systems Theory of Bronfenbrenner (1979) and the Framework of Parental Involvement of Epstein (2001). Bronfenbrenner is the theory is applied to clarify child development through the interaction with the multiple environmental systems, and the Epstein framework is a systematic method of learning how parent involvement specifically influences academic achievements. The two theories are similar in the sense that they attempt to know the relationship between parental participation in the learning process and the school performance of elementary students.

The Ecological Systems Theory by Bronfenbrenner explains that the development of children is influenced by different levels of environmental interaction, where the microsystem is the closest, and the macrosystem is the farthest. A microsystem comprises the immediate interaction of the child with the parents, teachers, and peers, whose impact is direct on the learning and behaviour. The interrelations between these factors, like parent-teacher communication that reinforces learning, are the mesosystem. The exosystem is made of more global social forces, i.e., school policies and community programs, and the macrosystem is the cultural and societal factors that have an impact on the educational values. This theory stresses the point that the degree of academic achievement of children is not just dependent on the personal abilities of the child, but also relies heavily on the amount of parental and school engagement in the environmental background of the child.

In the Framework of Parental Involvement, Epstein outlines six types of parental involvement, which include parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. With respect to the present study, learning at home, communicating with teachers, and monitoring of academic progress are the focus that directly influences acquisition of reading comprehension, communication skills, and problem-solving capabilities by pupils. The model introduced by Epstein emphasizes the role of parents who should be actively engaged in organized learning actions and regularly contact the teacher because this will result in improvement in academic performance and the inspiration of the children.

With reference to this work, the theory of Bronfenbrenner describes the influence of parental involvement as a constituent of the immediate environment of the child concerning learning outcomes, whereas the various

approaches that can be used to measure and enhance parental involvement are identified in the framework by Epstein. As an example, the schoolwork monitoring and interaction with teachers, as well as homework assistance, represent the exemplification of the microsystem and mesosystem interactions that assist in academic performance.

These theories have been applied in some studies to explore how parental involvement affects student achievement. As an example, Fan and Chen (2001) utilized the ecological perspectives in showing the positive impact of family engagement on their pupils in the areas of literacy and problem-solving skills. On the same note, Hill and Tyson (2009) adopted the Epstein-based framework to determine the particular parent practices, such as homework and communication with the teacher, that are associated with improved academic achievement. Another fact that was highlighted by Segener (2006) is that children whose parents are actively engaged both at home and school show better cognitive and social skills, hence the applicability of these theoretical approaches.

The applicability of these theories to this study is that they can explain in structure how parental involvement determines academic proficiency. The theory proposed by Bronfenbrenner emphasizes the significance of environmental and systemic influences on learning and Epstein framework offers effective means used to measure and enhance parental engagement. Collectively, these theories assist in designing the research, collecting and interpreting data to make sure that the research does not only find the correlations between parental involvement and academic performance of the pupils, but also contextualize the data within a theoretical framework that attests to the practical applicability to the parents, teachers and school administrations.

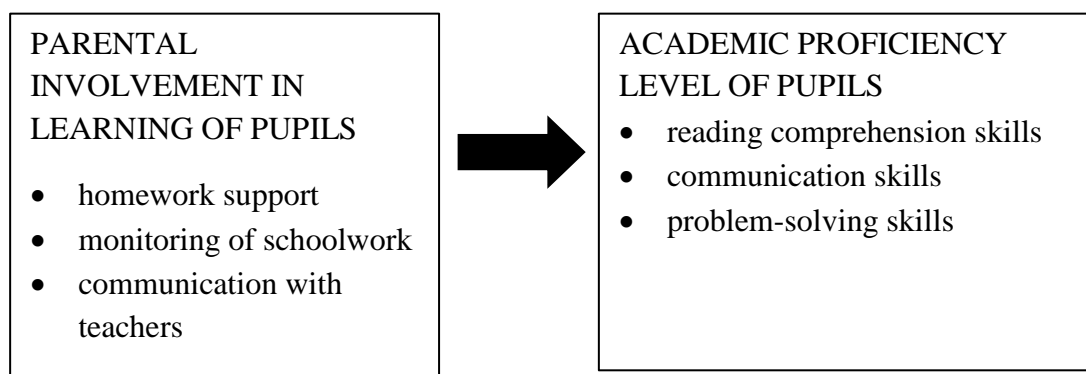


Figure 1. *Schematic Diagram of the Study*

Statement of the Problem

This study aims to determine the relationship between parental involvement in learning and the academic proficiency of pupils. Specifically, this study sought to answer the following questions:

1. What is the level of parental involvement in learning of pupils in terms of:
 - 1.1 homework support;
 - 1.2 monitoring of schoolwork; and
 - 1.3 communication with teachers?
2. What is the academic proficiency level of pupils in terms of:
 - 2.1 reading comprehension skills;
 - 2.2 communication skills;
 - 2.3 problem-solving skills?
3. Is there a significant relationship between parental involvement in learning and the academic proficiency level of pupils?

H_{01} : There is no significant relationship between parental involvement in learning and the academic proficiency level of pupils

METHODS

This study employed a correlational research design to examine the relationship between parental involvement in learning and the academic performance of elementary pupils in Grades 1 to 6 at Bonifacio Central School. Respondents included purposively selected parents and teachers, where parents provided data on their level of involvement, such as homework support, monitoring of schoolwork, and communication with teachers, while teachers assessed pupils' academic proficiency in reading comprehension, communication, and problem-solving skills. Data were collected using two structured and validated questionnaires, each consisting of 30 items measured through a 4-point Likert scale to ensure quantitative and comparable responses. Prior to data collection, permission from school authorities and informed consent from participants were secured, with strict adherence to ethical standards including confidentiality, anonymity, and voluntary participation. The gathered data were checked, coded, and analyzed using a weighted mean to determine the levels of parental involvement and academic proficiency, and Pearson's r correlation coefficient to identify the strength and direction of the relationship between variables, using established interpretation scales to ensure objective and systematic analysis.

RESULTS AND DISCUSSION

Table 1.1 - Level of Parental Involvement in Learning of Elementary Pupils in terms of Homework Support

	Indicators	SD	Mean
1.	I assist my child in completing homework assignments.	0.68	2.94
2.	I provide learning materials or resources to help my child study at home.	0.86	2.91
3.	I guide my child when they encounter difficulties in understanding lessons.	0.86	2.85
4.	I check that my child completes homework on time.	0.90	2.82
5.	I explain difficult lessons to my child to improve understanding.	0.82	2.95
6.	I encourage my child to review lessons before exams.	0.84	2.97
7.	I supervise my child while they work on homework independently.	0.81	2.97
8.	I ensure my child has a quiet and comfortable study environment.	0.79	2.75
9.	I reward or praise my child for completing homework correctly.	0.83	2.81
10.	I help my child manage time effectively to finish homework.	0.94	2.92
	Grand Mean		2.89 (High)

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 1.1 shows the level of parental involvement in learning of elementary pupils in the form of homework support. The grand mean, based on the table, is found to be 2.89, which is descriptively interpreted as High. This implies that parents in general exhibit a strong level of engagement in helping, guiding, and supervising homework activities of their children, which suggests that homework support is a common and consistent practice among parents of elementary pupils.

With respect to the indicators, the highest mean values were seen in "I encourage my child to review lessons before exams" and "I supervise my child while he or she works on homework assignments" with a mean value of 2.97, followed by "I explain difficult lessons to my child to improve understanding" with a mean value of 2.95, "I assist my child in completing homework assignments" with a mean value of 2.94, "I help my child to manage time effectively to complete homework assignments" with a mean value of 2.92, and "I provide learning materials These were followed by "I guide my child when they have difficulties in understanding lessons" (2.85), "I check that my child completes homework on time" (2.82) and "I reward or praise my child for correctly completing homework" (2.81). The lowest mean was scored in "I ensure my child has a quiet and comfortable study environment" with a mean of 2.75. Despite being the lowest, this indicator is still interpreted as High indicating that all aspects of homework support are positively practiced by parents, although there may be areas that are less emphasized than others.

These findings are supported by the study Gonida and Cortina (2014), which found that the homework support of parents, such as supervision, encouragement, and guidance, is positively associated with the motivation and academic achievement of students. Similarly, Núñez et al. (2015) stressed that parental involvement in homework activities has a significant improvement on learning behaviors and academic performance of the students, particularly at the elementary level. These studies confirm the results of the present study and have proved that consistent homework support by parents does have a positive contribution to the academic proficiency of pupils.

Table 1.2 - Level of Parental Involvement in Learning of Elementary Pupils in terms of Monitoring of Schoolwork

	Indicators	SD	Mean
1.	I regularly check my child's notebooks and homework for accuracy and completeness.	0.83	3.17
2.	I monitor my child's academic progress and grades.	0.76	3.28
3.	I set study schedules or routines for my child at home.	0.62	3.30
4.	I review my child's projects, assignments, and reports before submission.	0.71	3.36
5.	I ensure my child follows instructions given by teachers.	0.63	3.35
6.	I discuss my child's performance with them regularly.	0.59	3.37
7.	I identify areas where my child needs improvement and provide support.	0.66	3.26
8.	I track my child's attendance and punctuality at school.	0.65	3.25
9.	I observe if my child completes tasks according to deadlines.	0.80	3.23
10.	I help my child plan for long-term academic goals.	0.81	3.01
	Grand Mean		3.26 (Very High)

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 1.2 shows the level of parental involvement in the learning of elementary pupils in terms of monitoring of schoolwork. The table indicates a grand mean of 3.26, which is descriptively interpreted as Very High. This indicates that parents are highly engaged in the supervision and oversight of their children's academic progress, displaying a great deal of commitment to ensuring that schoolwork is done accurately and on time. In terms of specific indicators, the highest mean was registered in "I discuss my child's performance with them regularly" (3.37), followed closely by "I review my child's projects, assignments, and reports before submission" (3.36) and "I ensure my child follows instructions given by teachers" (3.35). These were followed "I set study schedules or routines for my child at home" (3.30), "I monitor my child's academic progress and grades" (3.28), "I identify areas where my child needs improvement and provide support" (3.26), "I track my child's attendance and punctuality at school" (3.25), "I observe if my child completes tasks according to deadlines" (3.23), "I regularly check my child's notebooks and homework for accuracy and completeness" (3.17) and the lowest, although last indicator has the lowest mean, still it is interpreted as Very High which implies that all aspects of school work monitoring are strongly practiced among parents.

These findings are supported by the study of Wang and Sheikh-Khalil (2014), which emphasized that parental monitoring of academic progress and schoolwork has a positive effect on the responsibility, discipline, and academic performance of pupils. Likewise, the research of Nunez 2015 concluded that consistent parental oversight of school tasks improves the learning behaviors and achievement of students. These studies support the current findings, as it is reported that parental monitoring is a crucial factor in fostering the academic proficiency of elementary pupils.

Table 1.3 - Level of Parental Involvement in Learning of Elementary Pupils in terms of Communication with Teachers

Indicators	SD	Mean
1. I attend parent-teacher conferences or meetings.	0.81	2.62
2. I communicate with teachers regarding my child's progress and concerns.	0.83	2.71
3. I seek feedback from teachers to improve my child's learning.	0.82	2.63
4. I contact teachers if my child has difficulties in a particular subject.	0.80	2.67
5. I maintain regular communication with teachers through calls, messages, or emails.	0.85	2.51
6. I ask teachers for advice on improving my child's learning habits.	0.75	2.60
7. I respond promptly to teachers' notices or concerns.	0.83	2.71
8. I request progress reports from teachers regularly.	0.81	2.71
9. I participate in school programs or activities that involve parents.	0.81	2.53
10. I support school initiatives and policies to enhance my child's learning.	0.86	2.62
Grand Mean		2.63 (High)

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 1.3 shows the level of parental involvement in learning of Elementary pupils in terms of communication with teachers. The table displays a grand mean of 2.63, which describes the category as High. This suggests that parents tend to sustain a positive level of engagement in communication with teachers, which in turn implies that they are engaged in their children's learning through contact with teachers through meetings, feedback, and other forms of school-based communication.

Looking at the specific indicators, the highest mean values were recorded in "I communicate with teachers regarding my child's progress and concerns," "I respond promptly to teachers' notices or concerns," and "I request progress reports from teachers regularly," all with a mean value of 2.71; followed by "I contact teachers if my child has difficulties in a particular subject" with a mean value of 2.67; "I seek feedback from teachers to improve my child's learning" with a mean value of 2.63; "I support school initiatives and policies" Despite the minor differences, all indicators are still interpreted as High, and it shows that the parents are actively engaging in communication with teachers to support their children's learning.

Epstein (2001) emphasized the effectiveness of parent-teacher communication in strengthening collaboration, and this is positively influencing the achievement of pupils in terms of academics. Similarly, the parents' engagement with teachers, such as seeking feedback and discussions on progress were emphasized by Núñez et al. (2015), allowing students to improve their learning behaviors and their academic performance. These studies are in agreement with the present findings and support the communication between parents and teachers as an important ingredient of parental involvement that contributes to the academic proficiency of the elementary pupils.

Table 1.4 - Summary of the Level of Parental Involvement in Learning of Elementary Pupils

Dimensions	Mean	Interpretation
Homework Support	2.89	High
Monitoring of Schoolwork	3.26	Very High
Communication with Teachers	2.63	High
Grand Mean	2.93	High

Scale: 3.26 – 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 1.4 outlines the summary of the level of parental involvement in learning of elementary pupils in the three dimensions. The grand mean of 2.93 is interpreted as High, which means that parents in general are active in supporting the learning of their children through homework, monitoring of schoolwork, and communication with teachers. This implies that parental engagement of elementary pupils is a consistent and positive factor in the academic development of elementary pupils.

Among the dimensions, Monitoring of Schoolwork was the dimension with the highest mean (3.26, Very High); thus, parents are the most consistent in supervising, checking, and guiding the academic activities of their children in the home. This was followed by Homework Support (2.89 High) and Communication with Teachers (2.63 High), which both resulted in high levels of parental involvement. Even the lowest dimension, Communication with Teachers, is interpreted as High based on the fact that parents keep themselves active in school-related interaction to contribute to learning.

These results are backed up by the results of Núñez et al. (2015), who found that parental involvement in homework and monitoring has a positive impact on the learning behavior of the students and their achievement in school, especially at the elementary level. Likewise, Gonida and Cortina (2014) stressed that active parental support and supervision of learning activities increase the motivation and academic performance of students. Collectively, these studies confirm the findings emphasizing the overall fact that parental involvement is an important factor in fostering the academic proficiency of the elementary pupils.

Table 2.1 - Level of Academic Proficiency of Elementary Pupils in terms of Reading Comprehension Skills

	Indicators	SD	Mean
1.	The pupil can understand and interpret reading passages effectively.	0.85	3.07
2.	The pupil can answer questions related to reading texts accurately.	0.82	3.00
3.	The pupil demonstrates the ability to summarize or retell information from reading materials.	0.75	3.20
4.	The pupil can identify main ideas and supporting details from texts.	0.62	3.47
5.	The pupil shows understanding of vocabulary and concepts in reading passages.	0.88	3.53
6.	The pupil can make inferences and draw conclusions from reading materials.	0.79	3.33
7.	The pupil applies reading strategies (skimming, scanning, predicting) effectively.	0.91	3.20
8.	The pupil can distinguish fact from opinion in texts.	0.68	3.07
9.	The pupil shows comprehension across different text types (narrative, informational, procedural).	1.00	2.73
10.	The pupil demonstrates consistent improvement in reading comprehension over time.	0.88	3.13
	Grand Mean		3.17 (High)

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 2.1 shows the level of academic proficiency of the elementary pupils in terms of reading comprehension skills. The grand mean on the table is 3.17, which is interpreted as High. This suggests that as a whole, pupils have good reading comprehension skills, which represents their ability to understand, interpret, and respond effectively to a range of reading materials.

Among the specific indicators, the highest mean was obtained in "The pupil shows understanding of vocabulary and concepts in reading passages" (3.53, High) followed by, "The pupil is able to identify main

ideas and supporting details of texts" (3.47, High) and "The pupil is able to make inferences and draw conclusions from reading materials" (3.33, High). This was followed by "The pupil demonstrates the ability to summarize or to tell back information from reading materials" (3.20, High), "The pupil applies reading strategies (skimming, scanning, predicting) effectively" (3.20, High). The next set of indicators is 'The pupil shows consistent improvement in reading comprehension over time' (3.13, High), 'The pupil can understand and interpret reading passages effectively' (3.07, High), and 'The pupil can answer questions related to reading texts accurately' (3.00, High). The lowest mean values were "The pupil can distinguish fact from opinion in texts" Mean 3.07 High "The pupil shows comprehension across different text types (narrative, informational, procedural)" Mean 2.73). Despite some variation, all indicators are positively rated as High, which shows that pupils generally perform well in reading comprehension.

These findings are supported by the study of Guthrie, Wigfield, and You (2012), which found that the comprehension skills of pupils are improved when learning strategies are consistently applied and reinforced in school. Similarly, Cain and Oakhill (2011) have stressed that vocabulary understanding, main ideas, and inference are important markers of reading proficiency. The present results confirm these studies, bringing up the issue that pupils reveal good reading comprehension abilities, which are key to general academic competency.

Table 2.2 - Level of Academic Proficiency of Elementary Pupils in terms of Communication Skills

Indicators	SD	Mean
1. The pupil expresses ideas clearly and effectively in both oral and written forms.	0.65	2.80
2. The pupil participates actively in classroom discussions.	0.87	2.33
3. The pupil can communicate thoughts logically and appropriately.	0.75	2.20
4. The pupil listens and responds respectfully to others' ideas.	0.63	3.00
5. The pupil demonstrates correct grammar, vocabulary, and sentence structure in communication.	0.81	2.87
6. The pupil can present ideas confidently to a group.	0.79	2.67
7. The pupil can write structured and coherent essays or reports.	0.89	3.00
8. The pupil adapts communication style depending on the audience.	0.94	2.67
9. The pupil asks questions to clarify understanding.	0.77	2.73
10. The pupil demonstrates improvement in communication over time.	0.93	2.93
Grand Mean		2.72 (High)

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 2.2 shows the degree of academic competence of elementary pupils in communication skills. The table provides a grand mean of 2.72, which is interpreted as High. This shows that overall, the pupils have shown a positive level of communication skills that reflect the ability to express ideas, listen, and interact effectively in oral and written forms.

Among the specific indicators the highest mean values were recorded in "The pupil demonstrates improvement in communication over time" (2.93, High), "The pupil demonstrates correct grammar, vocabulary, and sentence structure in communication" (2.87, High), and "The pupil expresses ideas clearly and effectively in both oral and written forms" (2.80, High). These were followed by "The pupil asks questions to clarify understanding" (2.73, High), "The pupil can present ideas confidently to a group" (2.67, High), and "The pupil adapts communication style depending on the audience" (2.67, High). In particular, the pupil can "listens and responds respectfully to the ideas of others" and "The pupil knows how to write structured and coherent essays or reports" both had a mean of 3.00, High, while two of lowest means were "The pupil participates actively in classroom discussions" (2.33, Low) and "The pupil knows how to communicate thoughts logically and appropriately" (2.20, Low). Despite these lower scores, the majority of indicators are

in the High range, indicating pupils overall have satisfactory communication skills, but may need to be improved in terms of active participation and logical expression.

These findings are supported by the study of Palos et al (2014), who stressed that effective communication skills, such as clarity of expression and listening, contribute significantly to academic performance. Similarly, Mercer and Howe (2012) highlighted that the ability of pupils to interact and articulate ideas has a positive impact on the learning outcomes in a classroom. The current results are in line with these studies, suggesting that even though pupils display a generally good level of communication skills, specific interventions might improve further levels of active participation and logical articulation both in oral and in written situations.

Table 2.3 - Level of Academic Proficiency of Elementary Pupils in terms of Problem-Solving Skills

Indicators	SD	Mean
1. The pupil can analyze problems and identify possible solutions.	1.02	2.40
2. The pupil applies learned concepts to solve real-life or academic problems.	1.01	2.33
3. The pupil demonstrates creativity and critical thinking in solving tasks.	1.00	2.27
4. The pupil evaluates results and modifies solutions when needed.	0.88	2.13
5. The pupil can work independently and collaboratively to solve problems.	0.71	2.60
6. The pupil identifies patterns and relationships to solve problems.	1.14	2.33
7. The pupil makes informed decisions based on evidence.	0.83	2.80
8. The pupil demonstrates persistence when faced with challenging problems.	1.15	2.47
9. The pupil uses logical reasoning to approach unfamiliar problems.	0.68	2.73
10. The pupil shows consistent improvement in problem-solving abilities.	0.96	2.53
Grand Mean		2.46 (Low)

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 2.3 shows the level of academic proficiency in terms of problem-solving skills of the elementary pupils. The table provides a grand mean of 2.46, which is interpreted as low. This suggests that, overall, pupils demonstrate a limited ability to apply problem-solving strategies, think critically, and analyse situations effectively, which indicates the need for more instructional support and parental guidance in developing these skills.

Among the specific indicators, the highest mean was obtained in "The pupil makes informed decisions based on evidence" (2.80, High), with "The pupil uses logical reasoning to approach unfamiliar problems" (2.73, High) and "The pupil can work independently and collaboratively to solve problems" (2.60, High) following it. These were followed by "The pupil shows consistent improvement in problem-solving abilities" (2.53, Low), "The pupil demonstrates persistence when confronted with challenging problems" (2.47, Low), "The pupil analyzes problems and identifies possible solutions" (2.40, Low), "The pupil applies learned concepts to solve real-life or academic problems" (2.33, Low), "The pupil identifies patterns and relationships to solve problems" (2.33, Low), "The pupil demonstrates creativity and critical thinking in the process of problem solving" (2.27, Low) and lowest, " While a small number of indicators are in the High range, a majority of indicators are Low - this indicates that pupils are generally struggling with problem solving skills and would need more support to improve these skills.

These findings are supported by the study of Cruz and Thornton (2013), which emphasized that elementary pupils often experience challenges in the application of critical thinking and problem-solving strategies without the structured guidance and practice. Similarly, Brendefur et al. (2013) demonstrated that the effective ability of students to solve problems is increased with targeted instruction and scaffolded learning activities.

The present result is consistent with these studies, therefore pinpointing the need for intervention and parental involvement for enhancing the problem-solving abilities of elementary pupils.

Table 2.4 - Summary of the Level of Academic Proficiency of Elementary Pupils

Dimensions	Mean	Interpretation
Reading Comprehension Skills	3.17	High
Communication Skills	2.72	High
Problem-Solving Skills	2.46	Low
Grand Mean	2.78	High

Scale: 3.26 – 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

The total level of academic proficiency of elementary pupils in three dimensions, reading comprehension skills, communication skills, and problem-solving skills, is shown in Table 2.4. The grand mean of 2.78 is interpreted to be High, i.e., pupils in general demonstrate satisfactory academic proficiency. This implies that students are performing well in most areas of learning, though some skills may need to be further developed. Of the dimensions, Reading Comprehension Skills obtained the highest mean (3.17, High) following by Communication Skills (2.72, High), and the lowest mean obtained was Problem-Solving Skills (2.46, Low). This indicates that pupils perform better in skills related to understanding and interpretation of texts and the ability to express ideas, but have a relatively weaker ability to analyze, reason, and solve problems on their own. The results show areas of strength and areas in need of specific support to improve overall academic proficiency.

These findings are supported by the studies of Nunez et al. (2015) and Gonida and Cortina (2014), which emphasized parental involvement and effective instructional practices for improving comprehension and communication skills of pupils. However, as Gu et al. (20115) pointed out, problem-solving skills do need additional scaffolding and guided practice, especially at the elementary level. Collectively, these studies support the current results, indicating that although pupils tend to show high levels of academic proficiency, targeted problem-solving skills interventions are required to enhance proficiency.

Table 3 - Test of Significant Relationship between Parental Involvement in Learning and the Academic Proficiency of Elementary Pupils

Test Variables	Correlation Coefficient	p value	Decision
Parental Involvement in Learning and Academic Proficiency of Elementary Pupils	0.444	0.000	Reject the Ho

Note: If $p \leq 0.05$, there is a significant relationship.

Table 3 shows the test of the significant relationship that exists between parental involvement in learning and the academic proficiency of the elementary pupils. The table displays a correlation coefficient of 0.444 with a p-value of 0.000, and hence indicates that the relationship is statistically significant. Since the p-value was less than 0.05, the null hypothesis is rejected, and parental involvement in learning is significantly related to the academic proficiency of pupils.

The positive correlation coefficient value of 0.444 indicates a moderate relationship, which means that the higher parents' involvement in homework support, monitoring of schoolwork, and communication with teachers is associated with the higher academic proficiency of pupils. This means that when parents are more involved in their children's learning, pupils are likely to have better performance in reading comprehension skills, communication, and problem-solving skills.

These findings are corroborated by the studies of Gonida and Cortina (2014) and Núñez et al. (2015), which highlighted that parental involvement, i.e., supervision, guidance, and consistent involvement in learning activities, has a positive impact on the academic performance of students. Similarly, Porumbu and Necşoi 2013 stated that pupils whose parents are actively involved in their learning show greater levels of achievement. Together, these studies confirm the present-day findings on the importance of parental involvement in enhancing the academic proficiency of elementary pupils.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The study concludes that parental involvement plays a significant role in the academic proficiency of the elementary pupils. Parents are highly engaged in monitoring schoolwork, supporting homework, and communicating with teachers, which positively affects the performance of pupils. While pupils show good reading comprehension and communication ability, their problem-solving skills are not as good, and additional guidance appears to be needed. Overall, the higher parental engagement is related to improvement of academic outcomes, emphasizing the importance of cooperation between parents and schools in improving the learning and development of students.

Recommendations

To Parents. Parents are advised to continue and develop their participation in the learning process of their children through constant homework assistance, checking school assignments, and communication with teachers. Special attention needs to be paid to the development of problem-solving skills through guided activities and critical thinking exercises at home

To Teachers. Teachers may engage parents actively in the learning process by providing regular feedback, parent-teacher meetings, and collaborative activities. They should also offer strategies and resources to support parents in supporting their children's development, especially to improve problem-solving skills.

To School Administrators. School administrators are suggested to introduce various programs and policies promoting and supporting parental involvement in their schools, including workshops, seminars, and parent engagement initiatives. Creating a school environment that is supportive and promotes collaboration between home and school can contribute to improving the academic proficiency of pupils.

To Pupils. Pupils may be encouraged to take a proactive role in the learning activities, to seek parental advice when necessary, and to apply the strategies offered by teachers. Developing self-discipline, critical thinking, and problem-solving skills will also further enhance their overall academic performance.

To Future Researchers. Future researchers are encouraged to examine other factors that might affect academic proficiency, such as peer influence, teaching strategies, and learning resources. Longitudinal studies may also yield more information on the effects of sustained parenting on how these children experience greater academic growth over time.

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