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Parental engagement, classroom behavior, and academic performance of grade 9 learners at San Jose National High School

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Abstract

This study was conducted to investigate how parenting engagement impacted the classroom behaviors and academic performance. A mixed-methods approach was used, with the first stage involving the collection of qualitative data through interviews. The second stage involved collecting quantitative data through survey questionnaires distributed to 168 learners and their parents to validate the qualitative findings. All research instruments were validated by experts and demonstrated high reliability. Qualitative analysis from the interviews revealed four major types of parenting engagement: parenting engagement in children's learning; emotional and motivational support; school-home collaboration; and values formation and character development. Quantitative analysis demonstrated a relatively high level of parental engagement overall, with values formation having the highest composite mean. The learners also exhibited a high level of positive classroom behaviors, including respect, cooperation, responsibility, and initiative. Most learners achieved satisfactory to excellent academic performance, with a few not meeting expectations. Parents' engagement in their children's education is high enough to indicate that they involve themselves beyond the teaching-learning process; in addition to establishing study habits, parents support learners by providing support, collaborating with school personnel, and shaping their character. Structural Equation Modeling revealed significant evidence that parental engagement positively influences classroom behavior. Relating learners' academic performance to their parents' engagement in their learning and to their classroom behavior, the results showed that the two variables significantly affect their scholastic performance. Nonetheless, some areas need to be addressed. A program has been proposed to address weak areas in parental engagement and further enhance learners' behavior in the classroom.

Keywords: parental engagement, classroom behavior, academic performance, learners, Project MERGE

Parental engagement, classroom behavior, and academic performance of grade 9 learners at San Jose National High School

1. Introduction

Education is a collaborative endeavor in which the synergy between parental engagement and classroom behavior serves as a critical foundation for students' academic success. Teachers give more than what they have in order for the learners' dreams to be pursued. They fulfill the role of second parents in the classroom and, as such, want nothing but the best for their children. Teachers unconditionally nurture young minds not for their own benefit, but for these young ones' promising future, without any hesitation or double-take. Becoming the best versions of themselves and carving their own path to success is the sweetest fruit of labor one can reap, but like any other work, it is not an easy process; it takes a lot of time and effort. Learners' success is not just an instant product; it is the unceasing, proficient efforts of the teachers who went all out from the very beginning. Any achievement the learners receive is evidence of the teachers' collaborative efforts (Cabigao, 2014). Since learners are the society's greatest asset (Castillon and Bonotan, 2018), it is not only the teachers' or parents' obligation and responsibility to provide a holistic environment for our young ones in which their full potential can be developed and realized, but also a shared responsibility. Both teachers and parents need to work side by side to achieve this goal.

To further intensify this claim, DepEd Order No. 13, s. 2022 reinforces a structured partnership between the parents, guardians, the school, and the community. It defines the roles of the Parent-Teacher Association, namely: Providing a formal forum for discussion on learner-related issues and school programs; ensuring full cooperation of parents/guardians in implementing school programs; and promoting school-home-community partnerships to improve learner outcomes. Membership comprises parents or guardians and teachers, and PTAs are expected to foster open communication, hold regular meetings, and coordinate with community stakeholders. Their collective goal is to provide holistic support for learners. When parents supervise their children's learning, they are helping their children achieve not only academic success (Montano, 2022). The role of parents is as essential as that of teachers in ensuring learners' success in their studies (Cabigao, 2014). Parents who are well involved in their children's academic activities tend to raise children who excel not only academically but also, if not in all, in most aspects of life. As an educator, I have noticed that when parents give their time, are present in every activity their children participate in, and are supportive, the children embody positive energy and do better in school. Despite instructional support from educators, learning gaps in academic performance remain evident among learners. While some learners excel, others continue to struggle. With this, the correlation between parents' engagement in their children's learning and classroom behavior was examined to assess the effect of this engagement on academic performance.

Statement of the Problem - This study aimed to examine the effects of parental engagement on the academic performance and classroom behavior of Grade 9 learners at San Jose National High School. It specifically sought to answer the following questions: (1) In what ways do parents get engaged in the education of their children? (2) What is the level of the parents' educational support in the education of their children in terms of parental engagement in children's learning, emotional and motivational support, school-home collaboration, and values formation and character education? (3) What is the status of the classroom behavior of the respondents' children in terms of attentiveness and participation, discipline and self-control, respect and cooperation toward the school community, and responsibility and initiative in learning? (4) What is the level of the academic performance of the respondents' children? (5) Is there a significant relationship between parental engagement and the classroom behavior of the respondents' children? (6) Is the learners' academic performance significantly affected by parental engagement and classroom behavior? (7) What program may be formulated to improve the respondents' parental engagement?

Significance of the Study **-** This study provides significant help to learners, giving them a sense of assurance that they have someone they can ask for assistance with their studies at home. This study is also intended for learners' parents and guardians, as they play a significant role in holistically nurturing learners to become society's greatest assets. This study is also significant for the teachers and educators, proving that they are not alone in building the nation's great foundation—the learners. This is also significant for head teachers and master teachers, as they extend their support in the field by offering additional advice to parents and guardians on learners' performance and behavior. School Administrators may use the study's findings as a basis for developing approaches, methods, and techniques to engage parents and guardians more in the teaching-learning process. May this study serve as a critical reminder to DepEd Officials and policymakers to consider parents and their perspectives in decision-making on the development and implementation of activities and programs. This study also has significance for the local government unit of San Jose, Occidental Mindoro, in intensifying its partnership with schools within its jurisdiction, as it is a stakeholder in education. And for future researchers, this may serve as a stepping stone to explore other forms of parental engagement that can affect classroom behavior and learners' academic performance.

Scope and Delimitation of the Study **-** This study was conducted among 168 Grade 9 learners and their parents and guardians from San Jose National High School, a public secondary school located in San Jose, Occidental Mindoro, and does not cover other grade levels or other public secondary schools in the province during the School Year 2025-2026. Other factors that may affect academic performance, such as peer pressure and socioeconomic status, are not explored. The data gathered are limited and collected through interviews and a researcher-made instrument.

2. Methodology

Research Design **-** This research investigated the relationship between parental engagement, classroom behavior, and academic performance of Grade 9 learners at San Jose National High School. This study used a mixed-methods approach with a sequential exploratory design, beginning with a qualitative phase in which data from interviews and open-ended surveys were analyzed thematically. As part of this, a researcher-developed questionnaire was created for the quantitative phase and administered to a larger sample to identify patterns and relationships. As noted by Fetters et al. (2013), integrating both qualitative and quantitative data enhances validity and provides a more comprehensive understanding of the research problem.

Respondents of the Study **-** In this study, 15 parents of Grade 9 learners from San Jose National High School for the School Year 2025-2026 were systematically selected to participate in the qualitative phase. Comprehensive information from this phase served as a basis for crafting the research instrument. Using Raosoft's sample size calculation formula, 168 learners and parents were identified to provide spontaneous and unbiased responses. This final group provided the primary data needed to analyze the relationship among parental engagement, classroom behavior, and the academic performance of Grade 9 learners.

Research Instrument **-** The interview guide is the first instrument used at the beginning of the study, which is the qualitative phase. An interview that naturally showcased the ways parents get engaged in their children's education. The second phase used a researcher-made questionnaire. The principal instrument of the study used a five-point Likert scale with its number indicators and interpretation: 5 (4.20-5.00), interpreted as Always which is described as Very High; 4 (3.40-4.19), interpreted as Often which is described as High; 3 (2.60-3.39), interpreted as Sometimes which is described as Moderate; 2 (1.80-2.59), interpreted as Seldom and described as Low; and 1 (1.00-1.79) which is interpreted as Never and described as Very Low. This instrument was administered to the respondents to gather the level of parental engagement and classroom behavior. The validity of the research instrument was ensured through the evaluation of five (5) field specialists, four (4) Graduate School Professors from Divine Word College of San Jose, and one (1) Assistant Principal II from San Jose National High School, whose feedback concerning clarity, corrections, and necessary revisions were duly considered.

The validity of the research instrument was ensured through the evaluation of five field specialists, four Graduate School Professors from Divine Word College of San Jose, and one Assistant Principal II from San Jose National High School, whose feedback concerning clarity, corrections, and necessary revisions were duly considered. The survey questionnaire, which assessed parental engagement and classroom behavior, underwent a reliability test. 30 respondents were asked to complete the questionnaire, but they were excluded from the final administration. To ensure stability across the research instrument, the split-half coefficients were computed. The analysis examined not only the general internal consistency but also the stability of the scales when split into two halves. The Spearman-Brown formula for equal-length tests was applied, yielding the coefficients shown in Table 1.

Table 1
Reliability Analysis Result

Items	Number of Items	Reliability Coefficients*	Analysis
I. Parental Engagement (6 items each)			
A. Parental Engagement in Children's Learning	6	0.873	High Reliability
B. Emotional and Motivational Support	6	0.969	Very High Reliability
C. School-Home Collaboration	6	0.888	High Reliability
D. Values Formation and Character Education	6	0.927	Very High Reliability
II. Classroom Behavior (6 items each)			
A. Attentiveness and Participation	6	0.908	Very High Reliability
B. Discipline and Self-Control	6	0.811	High Reliability
C. Respect and Cooperation Toward School Community	6	0.824	High Reliability
D. Responsibility and Initiative in Learning	6	0.873	High Reliability

*Based on equal length

The coefficient range of 0.811 to 0.888 strongly indicates that the two halves of the test are highly correlated. These values indicate acceptable-to-good internal consistency for the individual halves. Coefficients ranging from 0.908 to 0.969 are very high, suggesting that the items within this scale are highly homogeneous and that the scale measures the construct with minimal measurement error. The result confirms that the 6-item scale is highly reliable overall, with items that are well aligned in measuring the variables.

Data Gathering Procedure **-** To gather reliable data for the qualitative stage, the researcher followed a systematic process: the researcher secured a request letter addressed to the school principal of San Jose National High School that sought the approval to conduct the pen-and-paper interview during the First Quarter Release of Report Cards last September 8, 2025, and they were to participate in an open-ended interview. After securing the school head's approval, the questionnaires were distributed and explained to the participants' children, who received them. After two to three days, the questionnaires were returned, and the answers were thematically categorized into Parental Engagement in Learning, Emotional and Motivational Support, School-Home Collaboration, and Values Formation and Character Education. In the second part of data gathering—the quantitative phase —the researcher distributed a printed checklist-style questionnaire to the 168 respondents as the final group for testing, to statistically analyze their answers, from January 11-23, 2026.

Statistical Treatment of the Data **-** Both qualitative and quantitative methods were used to analyze the data on parental engagement, classroom behavior, and academic performance. For the qualitative data, responses from interviews and open-ended questions were analyzed through thematic analysis. This process involved identifying patterns and recurring themes to support and enrich the quantitative findings. The data gathered from the quantitative phase were analyzed using descriptive statistics, such as frequencies, to describe the learners' academic performance; weighted and composite means were used to identify the levels of parental engagement and classroom behavior. Using the statistical software WarpPLS version 7.0, the two hypotheses were tested via Structural Equation Modeling (SEM) with the Partial Least Squares (PLS) method. The analysis focuses on the strength of relationships, measured by coefficients and their statistical significance (p-values), generally using a threshold of $p < 0.05$.

Ethical Considerations **-** The researcher followed the standard ethical procedure. Before conducting the

survey, a formal request letter was written and was signed by the thesis adviser, then approved by the school principal of San Jose National High School. The approved letter was then sent to the grade-level coordinator to inform the advisers and learners that the survey was legal and had been acknowledged by the Office of the Principal. The survey was conducted only during the learners' vacant periods, ensuring that no classes were interrupted. And as for the parent-respondent questionnaire, they were brought home by the learners. Respondents were informed of the purpose of the study before giving their consent; there was no forced participation, and all responses were voluntary from both parents and learners. All gathered information was treated with confidentiality and used solely for academic purposes. The identities of participants were kept anonymous to protect their privacy.

3. Results and Discussions

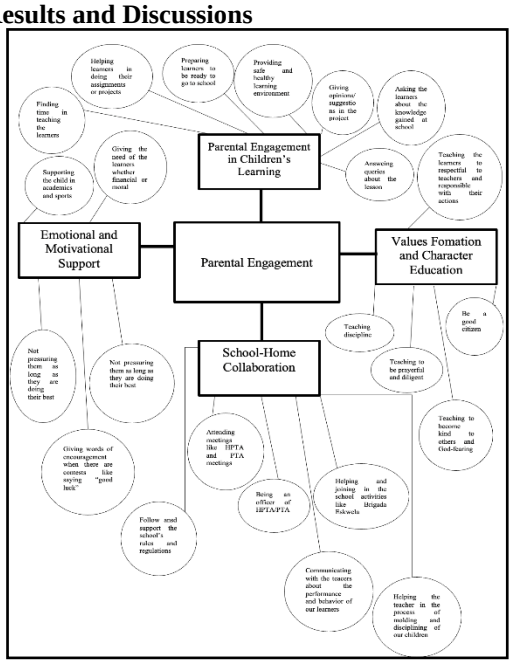

Figure 1. Initial Thematic Map for Parental Engagement

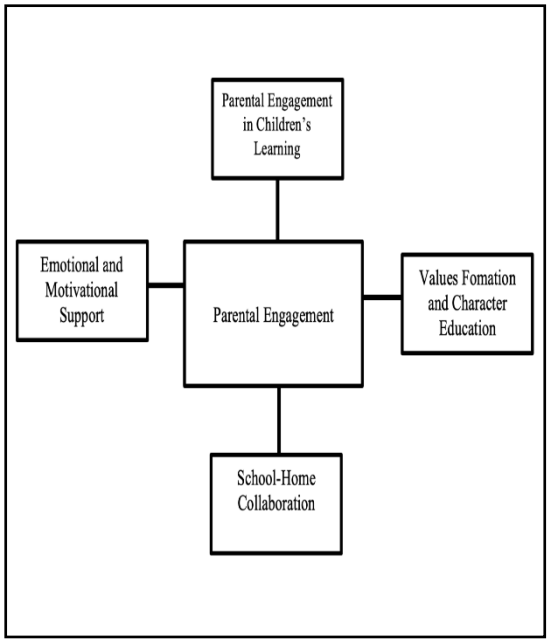

Figure 2. Final Thematic for Parental Engagement

The initial thematic map for parental engagement, sourced from the first phase of the research—the qualitative phase—diagnosed four major types of parental engagement: 1) Parental Engagement in Learning; (2) Emotional and Motivational Support; (3) School-Home Collaboration; and (4) Values Formation and Character Education. Manalo et al. (2023) highlighted that strong home supervision enhanced learners' sense of responsibility toward academic tasks. Providing necessary learning materials, maintaining communication about schoolwork, and monitoring learners' outputs are practices by parents that notably contribute to better academic achievement among learners (Domingo, 2025). Aside from these practices, supportive, non-forceful parental involvement in doing homework strengthens academic outcomes, as emphasized by Wang and Li (2025). As a result, Lin (2025) noted that learners' academic performance and motivation were greatly strengthened. Parents also become educationally involved in their children's education by providing moral encouragement and positive reinforcement during demanding academic tasks and by spending quality time, which helps keep learners motivated (Contreras, 2024). Another is that when parents initiate visits and communication, Guo and Zhao (2025) noted that this form of parental engagement supports successful learning outcomes, despite parents encountering time and accessibility limitations. The last theme is values formation and character education. Balraj (2025) explained that a disciplined, values-oriented home environment is associated with better academic performance, emphasizing that values learned at home significantly affect it.

The results, as shown in Table 2, indicate that parental engagement across all dimensions is high. In the area of Parental Engagement in Learning, the provision of essential learning materials scored a very high weighted mean of 4.48, highlighting parents' constant support for their children's academic needs. This is supported by

Domingo (2025), who claimed that access to learning materials is essential in determining learners' academic success. Second, monitoring learners' tasks also yielded a high weighted mean of 3.76, indicating parents' active engagement, aligning with the findings of Manalo et al. (2023) and Wang and Li (2024) that frequent supervision of assignments enhances academic performance. However, setting a nightly study routine had the lowest weighted mean of 3.01, indicating that this indicator was given less emphasis, which contradicts what Line (2025) reviewed—namely, that setting study schedules greatly enhances academic motivation and achievement. In terms of Emotional and Motivational Support, this domain had a high composite mean of 4.07, indicating that parents consistently offer encouragement through praise, reassurance, and pressure-free guidance. Connecting with this overall result, the assurance to learners that mistakes are part of learning yielded a very high weighted mean of 4.35, supporting this. Contreras (2024) discussed how verbal affirmations from parents to their children keep them motivated. School-Home Collaboration obtained a high composite mean of 3.66, having the fourth indicator to receive the highest weighted mean of 4.15, parents regularly check the behavior of their children inside the classroom with the highest weighted mean of 4.15 and maintain an open communication with teachers, which also scored a high weighted mean of 3.96 consistent with the findings of Kanwal and Tufail (2023) and Fernández-Alonso et al., 2017 that the partnership between parents and teachers is important in enhancing the academic and behavioral outcomes of the learners. While having these high weighted means, parent-initiated school visits scored the lowest, with a weighted mean of 2.32. As mentioned by Guo and Zhao (2025), this type of parental engagement supports learners' academic success. For the last domain, Values Formation and Character Education received the highest composite mean of 4.60, confirming Balraj (2025) that a disciplined home setting influences academic success. Teaching learners responsibility had the highest weighted mean of 4.71, highlighting that parents' guidance at home shapes learners' discipline, respect, and motivation toward learning (de Leon and Oco, 2024). Still with a very high weighted mean of 4.64, parents who inspire learners to be good toward others and teach them discipline, proving this result, Duan et al. (2018) showed that communication, supervision, and moral guidance are connected with how their children obey rules, cooperate with their teachers and classmates, and performance in school. Parents who teach their children responsibility ranked last but still received a very high mean of 4.48, indicating that, aside from other traits cultivated by parents, responsibility was also given importance. Early values formation leads to social responsibility, as highlighted by Lanaca et al. (2022), supporting the overall character development of learners.

Table 2

Mean Level of Parental Engagement of Grade 9 Learners in Terms of Parental Engagement in Children's Learning, Emotional and Motivational Support, School-Home Collaboration, and Values Formation and Character Education

Parental Engagement in Children's Learning	Weighted Mean	Interpretation
1. I spend time teaching my child the lessons that need further understanding.	3.10	Moderate
2. I create a conducive study area to study at home.	3.57	High
3. I monitor if my child has any tasks to be done.	3.76	High
4. I set a study period every night to review their lesson.	3.01	Moderate
5. I provide necessary learning materials (gadgets, books, internet connection, and the like) for effective learning to happen.	4.48	Very High
6. I check the progress of my child's outputs to improve.	3.71	High
Composite Mean	3.60	High
Emotional and Motivational Support		
1. I show interest in my child's achievements by giving praise.	4.07	High
2. I show pride in my child's efforts by rewarding them.	3.90	High
3. I give encouragement to my child in times of academic pressure.	4.01	High
4. I listen to my child's stories about school experiences.	3.82	High
5. I assure my child that mistakes are part of learning.	4.35	Very High
6. I encourage my child to do their best without putting pressure on them.	4.29	Very High
Composite Mean	4.07	High
School-Home Collaboration		
1. I attend school activities.	3.83	High
2. I promptly respond to school invitations.	3.93	High
3. I maintain an open communication with my child's teacher about their academic concerns.	3.96	High
4. I monitor my child's behavioral concerns.	4.15	High
5. I cooperate in the activities that enhance learners' growth.	3.76	High

6. I initiate visiting my child at school without invitations to check on them.	2.32	Low
Composite Mean	3.66	High
Values Formation and Character Education		
1. I teach my child to be responsible at all times.	4.71	Very High
2. I set an example at home by showcasing compassion.	4.48	Very High
3. I teach moral values to my child at home.	4.63	Very High
4. I inspire my child to practice good values toward their teachers and classmates.	4.64	Very High
5. I foster discipline at all times.	4.47	Very High
6. I discuss with my child the value of proper discipline.	4.64	Very High
Composite Mean	4.60	Very High

Scale: 4.20-5.00 Very High; 3.40 -4.19 High; 2.60-3.39 Moderate; 1.80-2.59 Low; 1.00-1.79 Very Low

Table 3 shows learners' mean status of classroom behavior in terms of attentiveness and participation, discipline and self-control; respect and cooperation toward the school community; and responsibility and initiative in learning. Beginning with the first domain, learners' attentiveness and participation had a high composite mean of 3.98. Fredricks et al. (2004), as cited in Hollister (2022), conceptualize these two behaviors as a necessary gauge of engagement. Paying close attention to the teachers' explanations, which scored a very high weighted mean of 4.26, indicates that the grade 9 learners are focused during class discussions, meaning they process and comprehend the details they hear. A study conducted by Blomstrom et al. (2025) supports this result, as they found that using a structured listening format may change learners' sense of learning and their level of engagement while listening in class. This also shows that an important component of participation is the deliberate use of listening strategies in formal classroom teaching. Next to this is the first indicator, which received a high mean score of 3.88, indicating that learners listen carefully to the teacher. It differs from the highest indicator, as this focuses on the act of listening itself. Being attentive during class discussions is a sign of learning engagement and affects comprehension of classroom content (Bearneza, 2025). Also, with a high mean of 3.84, the last indicator—contributing ideas during class discussions — ranked last among the six indicators of learners' attentiveness and participation, indicating that a moderate number of learners voluntarily share their ideas in class. This outcome aligns with what Rajeswari et al. (2025) emphasized in their study: learners' interest in the subject, how the teacher presents the lesson, and the classroom environment all affect learners' concentration. Birding this study with the results from Panga et al. (2025) on game-based instruction shows that it increases participation and attention.

Table 3

Mean Status of the Learners' Classroom Behavior in Terms of Attentiveness and Participation, Discipline and Self-Control, Respect and Cooperation Toward School Community, and Responsibility and Initiative in Learning

Attentiveness and Participation	Weighted Mean	Interpretation
1. I attentively listen when the teacher is discussing the lesson.	4.20	Very High
2. I actively take part in class interaction.	3.88	High
3. I raise questions to clear vague ideas in the lesson.	3.85	High
4. I pay close attention to what the teacher is explaining.	4.26	Very High
5. I show eagerness in learning new topics.	3.87	High
6. I contribute ideas during class discussions.	3.84	High
Composite Mean	3.98	High
Discipline and Self-Control		
1. I consistently follow classroom rules and instructions.	4.29	Very High
2. I avoid distracting others during class hours.	4.13	High
3. I submit my outputs on time.	3.99	High
4. I pay my whole attention during lessons.	3.96	High
5. I complete my tasks without being constantly reminded.	3.89	High
6. I remain calm when I am upset.	4.11	High
Composite Mean	4.06	High
Respect and Cooperation Toward School Community		
1. I show respect to everyone at all times.	4.46	Very High
2. I cooperate during group tasks.	4.26	Very High
3. I maintain open-mindedness to avoid conflicts with others in the classroom.	4.29	Very High
4. I respect others' ideas even if they differ from mine.	4.51	Very High

5. I show appreciation for the contributions of others.	4.45	Very High
6. I promote peace inside the classroom.	4.08	High
Composite Mean	4.34	Very High
Responsibility and Initiative		
1. I take full responsibility for my own learning.	4.37	Very High
2. I make an effort to improve my performance when I struggle.	4.23	Very High
3. I take care of school property.	4.31	Very High
4. I volunteer to help with classroom tasks.	3.82	High
5. I come to class prepared with the necessary assignments.	4.01	Very High
6. I initiate to lead during group work.	3.40	High
Composite Mean	4.02	Very High

Scale: 4.20-5.00 Very High; 3.40 -4.19 High; 2.60-3.39 Moderate; 1.80-2.59 Low; 1.00-1.79 Very Low

The second dimension of classroom behavior, discipline and self-control, was generally rated high, with a composite mean of 4.06, indicating that learners display the utmost discipline and control in the classroom. Adlya et al. (2020) demonstrated that higher self-control is connected with persistent discipline in the classroom. Cahyono et al. (2024) said the same, as self-control is moderately but regularly connected with better learning outcomes. The first indicator of discipline and self-control ranked highest among the other indicators, with a weighted mean of 4.29, indicating that most respondents consistently follow rules. Duckworth et al. (2014) attest to this, finding that learners with self-control tend to engage in constructive academic behaviors rather than counterproductive ones. Considering this, Patel (2021) emphasized that clear rules reduce unacceptable behaviors. In line with this, consistent enforcement of class rules enhances learners' attentiveness, obedience to instructions, and task completion (Friales, 2023). Following this, avoiding distractions to others during class hours received a high weighted mean of 4.13, indicating that when a learner controls himself, the class becomes a sanctuary of harmony. Proving this claim, Ma and Li (2023) reported that teenagers, like the respondents, who have stronger self-control tend to realize higher academic achievement, emphasizing the value of self-regulation in learning. Last to rank, but still received a high weighted mean of 3.89, learners finish their learning activity even without being reminded. This suggests that the respondents are disciplined enough to carry out their task. Supporting this claim, Cahyono et al. (2024) stated that higher self-control displayed by learners leads to improved academic outcomes.

Among the four dimensions of classroom behavior, respect and cooperation are recognized as the highest dimension, with a composite mean of 4.34, interpreted as very high, as shown in Table 11 above. Viewing this as the most impactful characteristic in the classroom. Two studies highlight that cooperative learning strategies enhance and cultivate academic performance, teamwork, communication, and mutual respect in the classroom (Zhou and Colomer, 2024; Aporbo, 2025). One of the strongest in this dimension is respect for others' opinions, with a weighted mean of 4.51. This indicates that learners understand that everybody has an opinion and usually differs from what they believe. The findings of Flores (2026) indicate that learners who practice cooperative learning demonstrate active listening, respect for diverse beliefs, and a commitment to shared tasks, which are determinants of respectful peer interactions and contribute to refining interpersonal dynamics and achieving successful task completion. Next to this is showing respect to everyone at all times, scored 4.46 and interpreted as high. By giving meaning to this, learners embody respectfulness at all times. Van Ryzin et al. (2020) demonstrated that learners develop respect when working with different classmates. Still scored high with a weighted mean of 4.08, learners maintain peace and order in the classroom. This means that as learners maintain peace in the classroom, parents and peers, in turn, reciprocate the respect they receive, which fosters greater engagement and active participation in class (Banks and Smyth, 2021).

The mean status of the learners' responsibility and initiative in learning. Meaning, learners have the initiative to navigate their learning and take full responsibility for it. Learners who display firm responsibility and initiative by setting goals and using self-learning strategies are more likely to achieve higher academic performance and greater attentiveness when given a task, according to Broadbent and Poon (2015). Taking full responsibility for one's own learning shows the highest rate of 4.37, which is interpreted as very high, indicating

that learners handle their own learning responsibly. As Vrieling et al. (2018) discussed in their study, learners with strong self-regulation skills exhibit greater initiative because they feel capable of managing their own learning. When given the chance to take responsibility for their own learning, English and Kitsantas (2013) noted that learners become better at managing individualized tasks. Next, learners take care of school property, with a weighted mean of 4.31, interpreted as high, indicating that looking out for things that don't belong to them demonstrates responsibility in learning. Instilling this simplest form of responsibility in learners is necessary for developing a deeper understanding and transferable skills (Carpenter and Pease, 2013). Lastly, initiating to lead during group activities ranked last, but its weighted mean of 3.40 is still interpreted as high. This means that most of the respondents have the initiative to lead their classmates. Relating to this, engagement sprouts from initiative lead learners to grow academically while developing lifelong learning skills (Cao, 2024).

Table 4
Learners' Level of Academic Performance

Grade	Verbal Description	Frequency	Percent
Below 75	Outstanding	2	1.2
75 - 79	Very Satisfactory	18	10.7
80 - 84	Satisfactory	43	25.6
85 - 89	Fairly Satisfactory	57	33.9
90 - 100	Did Not Meet Expectations	48	28.6
Total		168	100.0

Table 4 presents the learners' academic performance levels. Most of the learners received grades ranging from satisfactory (80-84) to excellent (90-100). From this, it can be inferred that parental engagement shapes learners' cognitive abilities and behavior in the classroom (Burns et al., 2019). The effects of parental engagement differ as parents have different ways of showing their involvement, like reading at home, communicating with teachers, and expressing high expectations, which affect learning performance in different ways. While 28.6% of the population attained excellent performance with grades ranging from 90-100. Linking this success with what Olfindo and Belmoro (2022) stated in their study, that when parents actively took part in both school and home learning activities, learners display better academic performance than those with little to no parental support. The advocacy of Goodall and Montgomery (2014) empowers parents as partners in learning rather than passive members at school events, emphasizing sustained communication and shared responsibility for student learning outcomes. A very small proportion of learners (1.2%) did not meet the minimum performance level; these two learners only obtained grades below 75. One factor is the intellectual capacity, to name a few. To address this, San Jose National High School conducts diagnostic assessments, with the assistance of experts in the field, to determine whether a learner may have physical or cognitive difficulties that could affect academic performance. To prove that academic performance is shaped not only by cognitive abilities but also by motivational and personality factors, Nauzeer and Jaunky (2021) found that learners with higher motivation, effective learning strategies, and favorable personality traits tended to achieve better academically. Another factor supporting this is that Kuş (2025) found a small but significant negative relationship between heavy smartphone/social media/video game use and academic performance, suggesting that non-academic behaviors can spill over into performance outcomes. These results imply that learners overall performed well, with most achieving grades of 80 or above. This shows that most learners perform well academically, and only a few need additional academic support. Olivar and Naparan (2023) found that a high level of parental engagement positively affects academic performance. Though Mabanag et al. (2025) found no statistically significant relationships among parental involvement, learning behavior, and academic performance, parental engagement and learners' classroom behavior are considered important factors and mediators that could help achieve better academic outcomes.

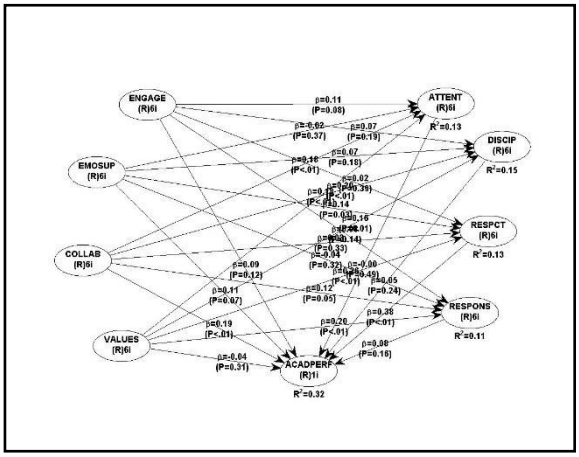

Figure 3. The Structural Model Between Parental Engagement and Classroom Behavior

The hypothesized relationship between the exogenous and endogenous variables is depicted in the structural model shown in Figure 3. Using the statistical software WarpPLS version 7.0, the two hypotheses were tested via Structural Equation Modeling (SEM) with the Partial Least Squares (PLS) method. The analysis focuses on the strength of relationships, measured by coefficients and their statistical significance (p-values), generally using a threshold of $p < 0.05$. The parental engagement indicated by parental engagement in learning (ENGAGE), emotional and motivational support (EMOSUP), school-home collaboration (COLLAB), values formation and character education (VALUES), and classroom behavior comprised of attentiveness and participation (ATTENT), discipline and self-control (DISCIP), respect and cooperation (RESPCT), and responsibility and initiative (RESPONS) are hypothesized to relate to the learners' academic performance significantly. The analysis focuses on the strength of relationships, as indicated by *Beta* coefficients (®), and their statistical significance, typically using a threshold of $p < 0.05$. Coefficients of determination (R^2) range from 0.11 to 0.15, indicating that the exogenous variables account for only a small percentage of the variation in classroom behavior and academic performance. The structural model was evaluated to examine the direct effects between the latent constructs. The results are summarized in the following tables based on the path coefficients (®) and their associated p-values.

Table 5

Path Coefficients and p-values for H_{o1}

Path	Beta (β) Coefficient	*p*-value*	Interpretation
Ho_1: Parental Engagement→Classroom Behavior			
ENGAGE→ATTENT	0.107	0.079	Not Significant
ENGAGE→DISCIP	0.067	0.191	Not Significant
ENGAGE→RESPCT	0.021	0.394	Not Significant
ENGAGE→RESPONS	0.082	0.141	Not Significant
EMOSUP→ATTENT	-0.025	0.374	Not Significant
EMOSUP→DISCIP	0.069	0.183	Not Significant
EMOSUP→RESPCT	0.145	0.027	Significant
EMOSUP→RESPONS	-0.036	0.319	Not Significant
COLLAB→ATTENT	0.178	0.009	Significant
COLLAB→DISCIP	0.203	0.003	Significant
COLLAB→RESPCT	0.034	0.328	Not Significant
Ho_1: Parental Engagement→Classroom Behavior			
COLLAB→RESPONS	0.124	0.050	Not Significant
VALUES→ATTENT	0.179	0.008	Significant
VALUES→DISCIP	0.164	0.015	Significant
VALUES→RESPCT	0.262	<0.001	Highly Significant
VALUES→RESPONS	0.203	0.003	Significant

* Significant at $p<0.05$

Based on the structural equation modeling (SEM) results for the first null hypothesis, which examines the relationship between indicators of parental engagement and classroom behavior, the dimension of values formation (® = .262, p < .001) is the most significant predictor of positive classroom behavior across all categories. This highlights that parental emphasis on values largely contributes to learners' classroom behavior, particularly respect and cooperation. Values formation also has a significant impact on attentiveness and participation (® = .179, p = .008), discipline and self-control (® = .164, p = .015), and responsibility and initiative (® = .203, p = .003). In relation to the recently conducted studies, learners demonstrate not only improved participation and academic performance but also desirable behavior, according to Cecalupo et al. (2026). Supporting this, Duan et al. (2018) revealed that communication, supervision, and moral formation are directly related to learners' conformity to class rules, collaboration with others, and learning outcomes. Another indicator, school-home collaboration, serves as a predictor for discipline and self-control (®=.203, p=.003) and for attentiveness and participation (®=.178, p=.009). According to Yang et al. (2023), learners whose parents are engaged in the learning process tend to be more participative in school tasks, which, if connected with attentive behavior, results in better performance (Sedova and Sedláček 2023).

Emotional and motivational support (β = .145, p = .027) has a significant positive impact on the level of respect and cooperation displayed by learners. Parental engagement in learning did not significantly influence the four dimensions of classroom behavior as reflected by p-values exceeding the 0.05 threshold. Grolnick et al. (2015) explained that parental motivational involvement increases self-confidence and emotional regulation, leading learners to form better interpersonal relationships with classmates and teachers, characterized by greater respect and cooperation. In line with this, Karimli and Rzayeva (2025) further emphasize that teacher–learner collaboration nurtures motivation, independent thinking, and social responsibility. Supporting these findings, Flores (2026) reports that Senior High School learners engaged in cooperative learning exhibit strong cooperation—shown through active listening, respect for differing viewpoints, and commitment to shared tasks—indicating that respectful peer interactions play a vital role in improving both interpersonal dynamics and successful task completion. The results suggest a partial rejection of the null hypothesis. While parental engagement in learning is not a significant predictor, values formation, home-school collaboration, and emotional support are critical components of parental involvement that may directly improve students' respect, cooperation, discipline, attentiveness, and responsibility in the classroom.

Table 6
Path Coefficients and p-values for H_{o2}

Path	Beta (β) Coefficient	*p*-value*	Interpretation
Ho_2: Parental Engagement→Academic Performance			
ENGAGE→ACADPERF	0.088	0.122	Not Significant
EMOSUP→ACADPERF	0.114	0.065	Not Significant
COLLAB→ACADPERF	0.190	0.006	Significant
VALUES→ACADPERF	-0.037	0.314	Not Significant
Classroom Behavior→Academic Performance			
ATTENT→ACADPERF	-0.001	0.494	Not Significant
DISCIP→ACADPERF	0.053	0.243	Not Significant
RESPCT→ACADPERF	0.385	<0.001	Highly Significant
RESPONS→ACADPERF	0.077	0.156	Not Significant

* Significant at p<0.05

The hypothesis test results in Table 6 reveal that, among all other indicators of parental engagement, home-school collaboration is the only statistically significant predictor of academic performance. With a Beta coefficient of 0.190 and a p-value of 0.006, the presence of home-school collaboration indicates that when parents and teachers actively collaborate, there is a direct positive impact on their child's academic performance. Rosales (2023) showed that when home and school work together, including parents having access to necessary learning materials, children become more independent learners in a modular learning environment. Likewise, parents' roles are as crucial as teachers', especially in ensuring learners' learning outcomes (Cabigao, 2014). In this context, the PESPAAP model by Burns et al. (2019) emphasizes that parental engagement shapes both the learner's social and cognitive skills. In the same vein, parenting, home learning support, decision-making, and

school engagement are associated with higher academic performance, as noted by Olivar and Naparan (2023).

When students' conduct and attitude in the classroom were tested for correlation with their grades, the results showed that respect and cooperation toward teachers and classmates were the strongest predictors of learners' academic performance. This indicates that learners who demonstrate respect for the learning environment, peers, and instructors are significantly more likely to achieve high academic performance. Surprisingly, attentiveness, discipline, and responsibility did not show a significant path to academic performance. Instead, the quality of interpersonal behavior, particularly respect, appears to be the primary behavioral contributor to academic success. These results align with the already existing research on classroom behavior. These studies show that learners' success depends primarily on how they interact with others and how well they fit into the classroom social environment. Korpershoek et al. (2016), who emphasized that positive relationships and supportive classroom **environments** strengthen both behavior and achievement. The finding also fits with Smith et al. (2022) and Gaastra et al. (2016), who showed that learners with strong interpersonal conduct and self-management skills are less disruptive and more engaged—conditions that naturally support better grades. Zhou and Colomer (2024) and Aporbo (2025) both showed that collaboration improves academic performance while fostering teamwork, communication, and mutual respect. To end this, Van Ryzin and Roseth (2018) exhibited that cooperative learning sustains social bonds and inclusiveness, creating a place where they learn to give respect and collaborate with others.

The non-significance of values formation (® = –0.037, p = .314) and discipline (® = 0.053, p = .243) indicates that these are not direct causes of high grades in the structural model. Parental values likely influence a child's level of respect, which in turn influences grades. In the structural equation model, these variables may be indirect predictors that work through a mediator rather than having a direct linear path to academic performance. The null hypothesis for the following paths in the structural model: COLLAB□ACADPERF and RESPCT□ACADPERF is rejected because their p-values are less than the standard significance level of 0.05. In effect, there is a statistically significant positive relationship between home-school collaboration and academic performance, and a highly significant positive relationship between respect and academic performance.

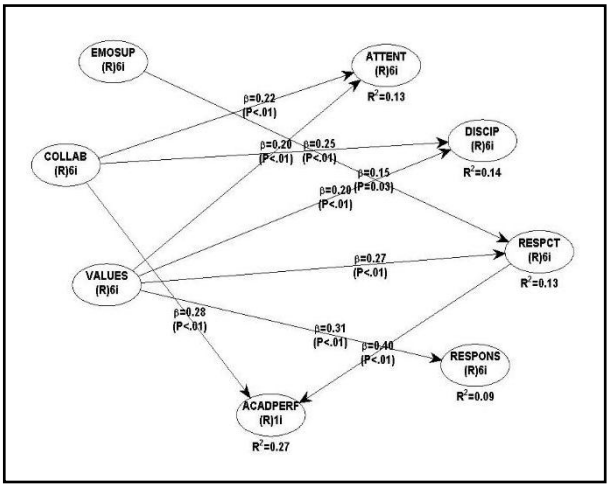

Figure 4: The Emerging Model Between Parental Engagement and Classroom Behavior

Given that several links showed no significant effect on the endogenous variables, as revealed in the previous structural model, a new model emerged. The emerging model, as shown in Figure 5, provides a more refined understanding of the connections than the initial direct-path table. While the previous table focused on direct effects on academic performance, this model reveals the mediating pathways through which variables such as home-school collaboration and values formation first influence classroom behavior, which then leads to academic performance.

This new model discloses the standardized estimates of the path (β), effect sizes (R^2), and p-values. The

model provides R^2 values, which indicate the proportion of a variable's variance explained by its predictors. The model explains 27% (R^2=0.27) of the variance in academic performance and between 9% (responsibility, R^2=0.09) and 14% (discipline, R^2=0.14) of the variance in classroom behavior. The standardized estimates for the emerging model are presented in the following table.

Table 7

Standardized Estimates of the Path in the Emerging Model

Hypothesis	Standardized Estimates (β)	Standard Error	*p*-value*	Effect Coefficient**	Effect Size
Ho_1: Parental Engagement→Classroom Behavior					
EMOSUP→RESPCT	0.147	0.075	0.026	0.038	Small
COLLAB→ATTENT	0.224	0.074	0.001	0.070	Small
COLLAB→DISCIP	0.247	0.073	<0.001	0.081	Small
VALUES→ATTENT	0.204	0.074	0.003	0.061	Small
VALUES→DISCIP	0.204	0.074	0.003	0.062	Small
VALUES→RESPCT	0.268	0.073	<0.001	0.088	Small
VALUES→RESPONS	0.305	0.072	<0.001	0.093	Small
Ho_2: Parental Engagement→Academic Performance					
COLLAB→ACADPEF	0.285	0.073	<0.001	0.094	Small
Classroom Behavior→Academic Performance					
RESPCT→ACADPERF	0.403	0.071	<0.001	0.175	Medium

*Significant at p<0.05

** Effect size coefficient: 0.02 – small, 0.15 – medium, 0.30 – large

Table 7 presents the standardized estimates (β), p-values, and effect **s**izes for the paths within the emerging model. The results reveal key insights into how dimensions of parental engagement influence student outcomes or performance. The path from RESPCT→ACADPERF yielded the highest standardized estimate (β= 0.403) and the only medium effect size (0.175). This suggests that respect is a critical mediator or a direct influence on academic success. This reinforces the previous finding that a respectful classroom climate is the primary reason for the learner's success. The effect of the respect dimension is at a medium level, with a value of 0.175. All paths from values formation to attentiveness (p=.003), discipline (p=.003), respect (p<.001), and responsibility (p<.001) were statistically significant, with standardized estimates ranging from 0.204 to 0.305. This indicates that parental transmission of values has a broad, positive impact on various classroom behaviors. Home-school collaboration significantly predicts Discipline (β = 0.247), Attention (β = 0.224), and Academic Performance (β = 0.285). While the path EMOSUP→RESPCT is significant (p=.026), it has the lowest standardized estimate (β= 0.147) and the smallest effect coefficient (0.038) in the model. A direct parental impact is confirmed by the path from COLLAB→ACADPERF (β=0.285, p<.001), with a small effect size of 0.094. It can be said that collaboration and respect are the frontline drivers of academic grades. At the same time, values and emotional support serve as the indirect drivers that build the student's character in terms of respect and responsibility. Based on the emerging model, values are considered essential for building respect, which in turn drives academic performance. Guo and Zhou (2025) discussed how responsive parental school involvement positively influences success despite the limitations encountered. Rosales (2023) found that learners' independent learning was positively affected by the partnership between parents and teachers, as well as by shared learning materials, during the COVID-19 pandemic in the Division of Bohol, Philippines. The decisions regarding the null hypotheses, Ho_1 and Ho_2, are based on a significance level of .05. The results lead to the rejection of the first null hypothesis, which posits no significant relationship between parental engagement and learners' classroom behavior. There is significant evidence that dimensions of parental engagement positively influence classroom behavior. The decision to reject the second null hypothesis is supported by the structural model analysis, which confirms that respect and home-school collaboration are the primary predictors of academic performance. The findings suggest that the interplay between parental engagement and school-based performance is not only present but statistically significant across all tested variables.

Table 8

Project MERGE

Goal: Learning never stops inside the four walls of the classroom and continues beyond. Education does not end when learners are not physically with their teachers; learning is a continuous process that occurs in every family's home, even in the environments where they were raised. This emphasizes that parents are not just supporters but partners with educators in molding learners holistically. Parents and teachers working together nurture learners' growth, underscoring that meaningful education is a shared responsibility that extends beyond the school setting.

Objectives	Strategies/ Activities	Persons Involved	Timeline	Success Indicators
To establish consistent study habits with parental supervision at home.	Quarterly MERGE Log *Logs of time spent during the study hours at home.*	Parents, Grade 9 learners, teachers, master teachers, head teachers	Year-round	Improvement in learners' academic performance.
To encourage parents' initiative in making voluntary visits.	Freewilled MERGE visits *School doors are open for surprise visits from parents.*	Parents, Grade 9 learners, teachers, master teachers, head teachers	Year-round	Increased parent-initiated visits. Parents are welcome to observe the learners during classes.
To strengthen the partnership between school and home.	Monthly MERGE Sessions *Parents come to school to help teachers teach learners in the classroom.*	Parents, Grade 9 learners, teachers, master teachers, head teachers	Year-round	Increased confidence in the idea that they are the co-pilots of the teachers in shaping the learners.

The action plan aims to improve parental engagement among Grade 9 learners at San Jose National High School by encouraging parents to take a more active role in their children's education. It focuses on three main actions: spending time helping learners understand difficult lessons, setting regular study periods at home, and visiting the school to monitor not only academic progress but also learners' classroom behavior. Through the cooperation of parents, teachers, and school administrators, the plan seeks to strengthen communication, build consistent study habits, and improve learners' academic performance (Arifin, 2025). Overall, it promotes a stronger partnership between home and school to support learners' development better (Rosales, 2023; Arifin, 2025).

4. Conclusions

Based on the study's findings, the following conclusions were drawn regarding parental engagement, classroom behavior, and the academic performance of Grade 9 learners. Parents are involved in their children's education in many ways, including active engagement in the learning process, providing emotional and motivational support, collaborating with schools, and instilling good conduct and values, demonstrating that parental engagement is multidimensional and extends beyond academic success. Overall, parents demonstrate a high level of engagement by consistently supporting their children's learning needs, expressing affection and encouragement, maintaining open communication with the school, participating in school activities, and regularly teaching values such as responsibility, compassion, and discipline, which are closely linked to academic competence. As a result of this support, learners generally exhibit high levels of positive classroom behavior, characterized by active participation, attentive listening, obedience to rules, self-control, respect and cooperation with others, responsibility for their own learning, initiative, and contributions to a peaceful and productive classroom environment. Specifically, learners actively participate in class by sharing ideas, asking questions, and listening attentively; they manage their behavior well by following classroom rules; they show respect through open-mindedness, acceptance of differing ideas, appreciation of others' efforts, and advocacy for peace; and they demonstrate responsibility by striving to improve, helping others, caring for school property, and assuming leadership roles. Academically, most learners perform well, although a small percentage still requires

additional support from both parents and teachers. Findings further reveal that while most dimensions of parental engagement significantly influence classroom behavior, values formation emerges as the strongest predictor, particularly of respect and cooperation, followed by school–home collaboration, which affects attentiveness, participation, and discipline, and emotional and motivational support, which contributes to respectful and cooperative behavior; in contrast, parental engagement in learning shows no significant direct effect, suggesting that classroom behavior is shaped more by moral, emotional, and relational support than by academic assistance alone. Learners' academic performance is significantly influenced by school–home collaboration and by classroom behavior, especially respect and cooperation toward the school community. Finally, weak areas in parental engagement were identified, leading to the proposal of strategies to promote consistent study habits, encourage parent-initiated school visits, and strengthen home–school collaboration to support the holistic development of Grade 9 learners, as detailed in the proposed project.

Recommendations **-** Based on the study's conclusions, recommendations are proposed to address the identified needs and strengthen existing strong practices. Experts in the field may provide parents with ongoing guidance on maintaining effective parental engagement in learning, providing emotional and motivational support, fostering school-home collaboration, and promoting values formation and character education to develop individuals holistically. School administrators may offer seminars, orientations, and even materials to sustain parents' support for their children. Master teachers and teachers may develop or adapt parent-friendly study guides and monitoring logs to sustain consistent academic support at home. School administrators may conduct brief but comprehensive seminars on positive parenting to help parents better motivate and encourage their children. School administrators may strengthen communication between school and home by holding frequent parent-teacher interactions via updated channels. School administrators may organize a recollection discussing values formation for families to reinforce discipline, responsibility, and compassion, not only at home but also at school. Teachers may enhance positive classroom behavior by establishing more structured routines and giving learners opportunities to collaborate and participate meaningfully in class. Teachers may use interactive strategies to maintain attention and active participation. Teachers may consider learners' opinions when establishing clear, fair, and consistent classroom rules, setting behavior expectations, and applying reinforcement strategies. Teachers may intensify the "We Do" part of the class discussion by including more group activities, where learners learn to show respect for their groupmates and develop cooperation. Teachers may rotate leadership roles to develop responsibility and initiative among learners. Teachers may be provided with enough seminars and training to deliver higher-quality education for our 21st-century learners. It is also recommended that schools allocate sufficient resources to enrichment and remedial programs that target both high-performing and struggling learners. School administrators may offer workshops and engagement opportunities for parents to enhance values formation and character education, emotional and motivational support, and school-home collaboration because these dimensions strongly influence classroom behavior. The school will consider implementing the proposed program, Project MERGE, to strengthen communication between parents and teachers and to place greater emphasis on the Letter E component of the lesson plan, highlighting respectful behaviors during group activities, which may improve learners' academic performance and classroom behavior. Administrators may implement Project MERGE to address weak areas in parental engagement, encouraging study habits at home, regular parent visits, and stronger home–school partnerships. Future researchers may explore additional forms of parental engagement and other factors that affect learners' classroom behavior and academic performance.

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