

Parental Involvement and Academic Resilience of the Students: A Descriptive-Correlational Study

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ABSTRACT : The study aims to determine the levels parental involvement and students' academic resilience; relationship between parental involvement and academic resilience of students; and the influence of parental involvement on academic resilience of students in public elementary schools of Maragusan East District, Davao De Oro, Philippines, using quantitative, non-experimental, descriptive-correlational research design. Results showed a high level of parental involvement in terms of responsibilities and attendance, communication and support, literacy and tutorial assistance and volunteer and mentoring. Also, a high level of academic resilience of students in terms of perseverance, reflecting and adaptive help-seeking and negative affect and emotional response. Moreover, findings displayed that there was a significant relationship between parental involvement and academic resilience of students in public elementary schools. Additionally, results revealed that parental involvement with its responsibilities and attendance, and literacy and tutorial assistance manifested significant influence on the academic resilience of students. Results of the study could be an important baseline for planning and crafting policies and activities that will maintain or even improve the high levels of parental involvement and academic resilience with their domains to promote more productive classrooms and raise learning outcomes.

KEYWORDS: educational administration, parental involvement, academic resilience, public schools. quantitative descriptive-correlational research.

I. INTRODUCTION

The Problem and Its Background : Lack of academic resilience usually comes with emotional, social, and environmental challenges. A student who lacks resilience usually experiences poor emotional control, making them feel subjected to academic pressure and tiredness, unable to withstand hardships in the classroom (Fiorilli et al., 2020). Primarily, it is low socioeconomic status coupled with less supportive parents that lead to most complications, these two conditions result in disengagement, possibly contributing towards poor academic output (Povey et al. 2022). A study conducted by Surum et al. (2021) in Turkana County, Kenya which revealed that parental involvement academically, physically, socially, emotionally, financially and parental communication of expectations yielded high academic resilience among students, with parental involvement socially being the strongest predictor of academic resilience. The study recommended that parents should be involved in their children's lives academically, physically, socially, emotionally, financially as well as communicate their expectations to their children. Further, parents should especially involve their children in the social aspects of their lives in order to promote academic resilience.

Studies on Filipino students reveal problems in resilience during transition to and from school. For example, Valentin (2023) showed that self-efficacy was strongly related to resilience in Grade 12 students: this calls for intervention counseling strategies. Likewise, Tus (2021) observed that academic burnout affects resilience negatively in tertiary students; therefore, there is a need for resilience-enhancing workshops among tertiary students. Besides, Serafica and Muria (2023) found that resilience balances burnout and allows for better academic results by college students. In local context, the district and school heads of Maragusan East stated that the pupils encountered numerous challenges that require immediate attention to alleviate the pupils' performance in academics. These local education authorities believe with the study made by Leysa and Malnegro (2016) that academic resilience foretells the desirable scholastic results of satisfaction in school, class involvement, and overall self-esteem. Thus, knowing the level of resilience among pupils is significant. Also, exploring the surrounding factors influencing resilience is equally important. This is one motivating factor why the researcher would like to venture on this study to determine if parental involvement has influenced the academic resilience of the students. This inspires the researcher to explore the factors affecting the academic resilience of the pupils in the public elementary schools. Whether these factors really affect and have significant connection or relation to the academic resilience of the Grade VI learners.

Review of Related Literature and Studies: An academic literature review lights the aim of helping related, appropriate academic resources which support a study contention. The succeeding literature and studies give

further explanations about the results of this study. A wide range of important findings, points of view, and issues from various authors are provided to give adequate understanding of the results of this study.

Parental Involvement. Parental involvement is crucial in children's emotional development, since it helps children establish a secure attachment and emotional competence. Latest studies based on current research indicate if the parents are actively involved in their children's emotional lives and provide them with emotional support, then such children are likely to develop resilience and some capacity for emotional regulation. For example, Roy and Giraldo-Garcia (2020) discussed the link between parental involvement in emotional support with more favorable emotional outcomes and stronger social-emotional skills. In the same way, in a crisis such as a school lock-down event, the presence of parental emotional involvement helped substantially in maintaining the children's emotional balance (Mee & Pek, 2022). Other studies by Bartolome and Mamat (2020) emphasize the importance of parental involvement in early childhood as a foundation for emotional intelligence and hence future long-term benefits on children's emotional well-being.

Tus (2020) explains that it was with the onset of lockdown due to COVID-19 pandemic that there was a sudden surge in demands for parental involvement, though the level of engagement varied in relation to access. Also, Garcia and de Guzman (2020) found that there are struggles in continuing active participation among low-income families; however, participation is very vital for children's learning achievements and emotional development. However, stressed out the role of financial stability in predicting the extent of parental involvement particularly in public elementary and secondary schools where their service involvement is typically limited by economic pressures yet driven by an interest in improving their children's school experiences (Jabar et al., 2020). In the research conducted by Wong et al. (2020) reveals the relationship between the involvement of parents and the outcomes of children at school. For instance, Gubbins and Otero (2020) argue that the low socio-economic status families are struggling; however, involvement by parents is important for students' academic competencies. Mee and Pek (2022) also stated that, in order to help with children's learning, home-based parental engagement in addition during the crisis time such as the lockdown of the school was important. These findings indicate that encouraging parent involvement should be the best strategy to reduce students' academic inequality and enhance their performance. There were findings that lead to the recommendation that parents should get active in their kids' schooling to increase their resilience (Anierobi et al., 2024). The indispensable significance of parental involvement in molding educational success is clearly exhibited various studies. Hence, studies correlating parent involvement and achievement-related outcomes reveal positive associations for elementary school children (Wilder, 2023).

Additionally, student writing ability was significantly impacted by differences in school area and the length of parental intervention. This suggests that long-term intervention is more conducive to improving student writing ability and that parental involvement plays a larger role in promoting an improvement in student writing ability in urban schools (Yang & Chen, 2023). This systematic meta-analytic study highlights the negative effects of psychological control on creative results while combining empirical evidence showing that parental participation positively affects students' creativity. In order to improve parenting strategies and educational policies aimed at encouraging students' creativity development, more study clarifying the mechanisms behind these relationships is essential (Fan, Feng & Zhang, 2024). Information about 2323 kids and their parents was gathered. There are three distinct academic/emotional profiles of students: the average achiever with negative emotions, the low achiever with moderate emotions, and the high achiever with positive emotions. We discovered that while mother learning assistance, mother-school contact, and father-school contact can increase the likelihood that children will transition to risky profiles, mother monitoring, mother-child communication, mother-child activity, and father-child activity can result in more favorable child profiles (Lv, Lv, Yan & Luo, 2019).

Few research uses meta-analyses to examine the impact of parental participation on kids' arithmetic ability, even though numerous studies have demonstrated that parental involvement can alter students' academic achievement. According to the findings, pupils' arithmetic proficiency is greatly improved by parental participation. Participant, involvement type, grade level, geographic location, and evaluation content were all found to have moderating effects in the moderating variables study (Wang & Wei, 2024). Throughout order to prepare students for success, parents and teachers work together throughout the educational process. The findings indicated that parents play a significant role in their children's education. It also demonstrated how well the students performed. Parental participation and students' academic achievement were shown to be significantly correlated. Parents can stay active in their children's education, help out at home, and communicate with the teachers (Ali, Mukhtar, Khan, Ahmad & Khan, 2022).

The first domain of parental involvement is responsibilities and attendance. Keeping students in school and avoiding absenteeism are the top priorities of the teachers and parents too. Adolescent absenteeism lowers their chances of meeting their learning objectives. A growing lack of interest in education and the likelihood of dropping out might result from absenteeism. The results showed a significant inverse association between parental involvement in education and absenteeism. This implied that student absenteeism rose as parental involvement declined (Cepada, & Grepon, 2020). To attract and retain students, school administrators must establish good ties with families (Cantu et al., 2021). Moreover, the responsibilities of the parents do not end in supporting and equipping their children with their school material needs but also maintaining their good impressions with schooling (Sujana et al., 2023). It is a widely recognized perspective that parents have an important role in supporting their children's learning and development (Hannon & O'Donnell, 2022). Filipino parents must be actively engaged in the academic progress of their children by taking a series of crucial steps (Miñoza & Elloran 2023). Parents give their children the resources they need and make sure they go to school on time and regularly.

Collaboration between teachers and parents has been strongly encouraged due to its significant links to academic achievement. It remains an unresolved topic whether it affects students' academic performance in the initial years of education. The research indicated that teacher-parent collaboration in overseeing school attendance significantly impacted students' academic success. The study aimed to inform all stakeholders in early childhood education on the need for collaboration between teachers and parents in monitoring school attendance. Teachers and parents should work together well to keep an eye on school attendance so that students go to school regularly, which will help them do better in school (Chiuri, King'ori & Obara, 2020). The following results were derived from a simple regression analysis. Statistically, a favorable correlation exists between the degree of parental care for school meeting activities and the level of student enjoyment in learning with teachers. The contribution is tiny, about 1%, and the regression equation is $Y = 2.663 + 0.120X$. The conclusion indicates a correlation between the degree of parental involvement in school-related activities and the amount of student enjoyment in studying with teachers (Safari, 2021). Other results indicate that kids' "pester power" has a favorable impact on parent attendance when they are involved in communication about parent events. Therefore, by involving children in marketing-motivated communication about the activities, school staff can increase parent attendance at parent involvement events (Hart, 2023).

The second domain of parental involvement is communication and support. The study's findings indicate that the relational environment in the family is a significant protective element, adding specificity to the previously documented importance of parent-adolescent communication in adolescent psychosocial development (Kapetanovic & Skoog, 2021). It is easier to assist children's growth and well-being when you have effective communication with those who care for them. This is so that there can be mutual understanding and trust between the two parties. parents remain in touch by talking to their children's teachers regularly and discussing school activities at home daily (Miguel et al., 2021). Knowledge and experience can be shared when there is mutual understanding and trust. This enables everyone involved to fully understand the situation facing the kids and collaborate to provide them with help (World Health Organization, 2024). According to Amin, Alimni, Kurniawan, Azzahra and Septi, (2021) deficiency in parental communication regarding elementary school pupils' motivation for learning. It affects the degree of learning motivation that students have. The findings demonstrated the variations and effects of parental communication on students' motivation to learn in Islamic religious education courses. Therefore, even though it hasn't been done to its full potential, parental communication regarding student learning motivation has been done quite effectively. Effective parent-teacher communication has increased student learning motivation and improved student learning discipline. Similarly, the study's findings suggest that parental interpersonal contact, particularly when it comes to child monitoring, boosts motivation to learn through involvement in all learning activities. Furthermore, expressing gratitude and having parents who are role models also helps to boost kids' drive for learning (Hardiyanto, Lubis, Hidayat, Saputra and Hutami, 2022).

The third domain of parental involvement is literacy and tutorial assistance. It is, indeed, a very strong experience when parents are taking an interest in the reading journey of their children (Georgiou et al., 2021). The advantages of supporting the child's literacy growth offer guidance and materials to assist the child in becoming a more confident reader. Indeed, parents' and guardians' understanding of literacy forms part of their children's reading behaviors. Let your child be interested in reading; pick books for them according to their interest and age. A study on how elementary fourth graders' reading comprehension abilities, reading motivation, and attitudes about reading are affected by parent-involved reading activities. The results demonstrated that the experimental group and the control group differed significantly,

indicating that the researchers' parent-involved reading activities improved the students' reading motivation, reading comprehension, and attitudes toward reading (Çalışkan & Ulas, 2022). Reading comprehension serves as a fundamental skill that serves as the foundation for both academic success and ongoing educational growth, allowing people to create meaning, evaluate texts, and interact with a variety of viewpoints. Pre- and post-test results differed significantly, according to statistical analysis. The findings highlight how important parental participation is to the development of literacy. In addition to enhancing pupils' reading abilities, the program promoted a collaborative learning environment and boosted parent-child ties. To close gaps in home-school collaboration and guarantee long-lasting literacy gains and comprehensive student development, schools can implement comparable strategies (Abolais et al., 2025). Timely reading should be considered along with the availability of books, either printed or in digital format (Baron, 2021). Children's reading comprehension was substantially correlated with parents' engagement and expectations for their children's literacy rather than with home literacy resources (Dong et al., 2020). Parents remind their children to study or practice homework and attempt to keep up with the topic of discussion (Maimad, Dupa, & Villegas, 2023).

The fourth domain of parental involvement is volunteer and mentoring. Parental involvement in the children's schooling forms an important function of their education. Despite the many arguments and evidence suggesting a positive correlation between parental participation and educational outcome, little is known about its impact, articulations, and understandings across most non-Western countries, especially Philippines (Garcia & de Guzman, 2020). While most Filipino parents give their time at school, participate in Parent-Teacher Association meetings, and attend all parent-teacher conferences to remain active in their children's education (Garcia, Jocson, de Guzman, Garcia, & Aquino, 2025). According to a study, students who received mentoring did better academically, thought more highly of their own academic skills, and were more likely to say that they had a "special adult" in their lives. They did not, however, demonstrate improvements in rates of problem behavior, relationships with parents, teachers, or peers, global self-worth, or classroom effort (Herrera, Grossman, Kauh & McMaken, 2011). Since studies on family engagement have shown that it has a favourable effect on children's academic achievement, examining parental involvement has become a major focus of education studies in the last ten years. According to the findings, parent involvement programs become less prevalent as educational attainment rises (Kocsis, Markos, Fazekas, Fényes & Pusztai, 2024). Strong family-school relationships can have a profound positive impact on children's growth, education, and general well-being. Parenting self-efficacy has been found to be a significant determinant of parents' contributions to successful home-school relationships throughout decades of research (Ma, Tellegen, Hodges & Sanders, 2024). Children who felt more responsible for the community were more willing to volunteer, according to the results of logistic regressions. Additionally, even after adjusting for factors related to the kid and family history, children who volunteered were more likely to have parents who strongly supported humanitarian-egalitarian beliefs and those who were more civically active. According to research, children's civic engagement is influenced by their parents' civic engagement and ideals as well as their own views on social duty (White, 2021).

Academic Resilience. It is according to Ye et al (2021) the ability to do well despite difficulties. The other definition of academic resilience is a student's ability to cope with acute or chronic challenges that are seen as the primary disruption in the student's educational process (Dwiastuti et al., 2022). Gayles (2005) found that three high-achieving African-American males stated the alternative concept of academic resilience emphasizes a method of dealing with high-risk events within the school system and creating outstanding academic success. The impact of intrinsic academic motivation on academic resilience and academic accomplishment is revealed via structural equation modeling, underscoring the significance of encouraging motivation and resilience in learning environments. The results highlight the need of helping kids develop these critical skills for academic success by highlighting the beneficial effects of intrinsic motivation on resilience and academic accomplishment (Calo & Salvaña, 2024).

Students that exhibit academic resilience achieve strong academic results while facing challenges. It describes academic success despite a demanding or tough situation during the learning process (Yang & Wang, 2022). In an academic setting, resilience is generally defined as a student's capacity to effectively manage obstacles, demands, and difficulties in the classroom. Additionally, it can be described as the increased likelihood of succeeding in a variety of life endeavors, despite adverse conditions brought on by early characteristics, experiences, and circumstances (Collier & Blanchard, 2024). Such students exhibit better performance even after facing stressful situations and incidents that put them at risk of performing poorly academically or, as a result, dropping out of school (Radhamani & Kalaivani, 2021). Besides, academic resilience is also known as a dynamic developmental process that includes protective factor qualities, including external and internal protective factors or resilience traits that play an essential role in academic adjustment and performance

(Sulong et al., 2019). According to the theory of Bronfenbrenner (1986), external protective factors are beneficial things from outside the person that has a positive influence on a student's academic achievement, such as the involvement of parents, educational institutions, teachers, and friends. Internal protective factors on the other hand associated with an individual's strengths that exist within the individual such as perceived academic competence, self-efficacy, self-motivation and goal setting, and persistence. A highly resilient individual has adaptive coping skills and frequently converts stressors into learning and development opportunities. Campbell-Sills et al (2006) discovered that task-oriented coping, or using active, problem-focused strategies to deal with stressors, was positively related to resilience in a sample of college students (Kariv & Heiman, 2005). Clifton et al (2004) discovered that, of several demographic and environmental variables, problem focused coping strategies and perceived control had the greatest effects on academic achievement.

It was revealed by Struthers et al (2000) that students who used problem-focused coping techniques outperformed those who used emotion-focused coping strategies academically. As a result, a student's level of resilience and its expressions are associated with effective adaptive resources to academic stress. Benard (2004) asserted that resilience studies are vital in reducing the achievement gap since all students have the potential to learn and thrive via resilience development (Sulong et al., 2019). Indeed, educators have long highlighted the value of individual resilience in a student's ability to succeed in life (Note, Soresi, Zimmerman, 2004, as cited in Sulong et al., 2019). Duan, Han, Li, and Liu (2024) investigated the internal structure of academic resilience among language learners to ascertain its global and dimensional levels and to analyze variances based on gender and age. The results of exploratory and confirmatory factor analyses corroborated a four-dimensional model of academic resilience among English learning students, encompassing positive personality orientations, familial support, teacher support, and peer support. Furthermore, there were no gender disparities between male and female students regarding English learning academic resilience and its four subdimensions.

Academic Resilience and Academic Stress Kalan et al (2020) have discovered that resilience is an important attribute in a person that is required for academic achievement because academic resilience allows individuals to confront difficulties. As a result, academic resilience becomes an essential element of the educational system. According to Robbins et al (2018) when dealing with stress, resilience can prevent major bad life outcomes and contribute to increased lifelong pleasure. Resilience is also viewed as crucial in assisting students in managing academic requirements to make positive development and cope with the stresses of school, job, and life (Robbins et al., 2018). They also stated in their research that the real experience of stress or adversity provides the chance to demonstrate degrees of resilience. However, the evidence is divided on whether this may favorably or negatively affect the development of resilience. Some stresses may boost resilience by promoting the impression of stressful events as manageable, boosting emotional stability under strain, and encouraging the feeling of mastery and control in difficult situations.

In addition, Gunnar et al (2009) discover that children who had encountered intermediate levels of early adversity had more adaptive neurobiological responses to an artificial stressor than those who had endured low levels of stress. Although these studies demonstrate that early experiences of stress might predict the development of resilience, many findings indicate negative outcomes. Participants in the Study of Bad Childhood Experiences, which included roughly 13,000 people, were considerably more likely to report overall health, despair, and the consequence of destructive behaviors. According to Munawaroh et. al. (2020), academic resilience is closely related to emotional regulation, together with a positive mindset, an enabler of continuous studies. Further, Rachmawati (2021), resilient students tend to be motivated and flexible when dealing with the educational change, such as learning online. As stated by Liu and Han (2022), support from the peers and the teachers lends much strength to resilience in working towards better academic outcomes. The findings thus highlight a requirement of building resilience to influence the success of students against academic adversities.

Academic resilience builds the students' capability to resist the impacts of stress, socioeconomic barriers, or disrupted learning environments and continues towards attaining academic performance states that the greater resilience exhibited by students suggests the sense of greater perseverance while undertaking academic activities in order to achieve higher education success (Hartley, 2021). In addition, Bala and Majeed (2020), discuss that emotional maturity and the supportive family environment can develop the resilience significantly and help the students to face academic environments pressures efficaciously. Subsequently, Baluyos et al. (2023) also report that resilience is positively related to better academic outcomes, especially in pandemic scenario cases, which demand shifting towards the online learning environment. These studies underscore the importance of building resilience towards helping the students survive a wide variety of academic environments.

The first indicator of students' academic resilience is perseverance. Perseverance is one of the salient components of students' academic resilience building, through which they overcome continuous efforts despite setbacks and failures. According to Skinner et al. (2020), more perseverant students tend to bounce back from the difficulty of academic nature better and maintain a much more positive outlook toward studies. Shay and Pohan (2021) explained that perseverance helps students pass through stressful periods of learning, such as exams and deadlines of projects, which greatly contributes to the students' resilience in general. Perseverance includes items featuring hard work and trying, not giving up, sticking to plans and goals, accepting and utilizing feedback, creative problem solving and treating adversity as an opportunity to meet challenges and improve as central themes. There are clear parallels between this factor and factors previously identified, including perseverance, its involving persistence despite adversity, willingness to continue to struggle and to practice self-discipline, personal control and tenacity, commitment and control and personal control and goal orientation (Sartika & Nirbita, 2023).

With the same perspective, Bala et al. (2020) also stated that students who develop higher levels of perseverance tend to have more dedicated observance over long-term learning-related goals, thus supporting the ability of students to adapt to unexpected academic challenges. These results underscore the role of persistence as one of the determinants that must be exhibited to build up academic resilience among scholars. Students in public elementary schools work hard (Ahmad, Bibi and Imran, 2023) and used the criticism to increase their accomplishments (Gopal, Singh & Aggarwal, 2021). They looked forward showing that they will improve their grades (Jackson et al. 2021). According to the results, resilient students are highly dependent on both perseverance and engagement in academic-related activities to be successful in academics. For the non-resilient group, the below level of perseverance was found to be influenced by the interest level, and neither their first nor later grade interest was found to be linked to their success. According to a study by Thorsen, Yang Hansen, and Johansson (2021), academically resilient students were found to have greater levels of persistence and stability of interest over the duration of time. This may be the possible reason for their relative achievement compared with the non-resilient group.

The second indicator of students' academic resilience is reflecting and adaptive help-seeking. One of the main constituents of educational resilience is reflective and adaptive help-seeking behaviors that enable students to address their problems effectively. Reflective behaviors are related to higher awareness of a student's learning needs that they can seek help when in need, which fosters resilience (Borazon & Chuang, 2023). reflecting and adaptive-help-seeking, features themes including strengths and weakness, altering approaches to study, seeking help, support and encouragement, monitoring effort and achievements and administering rewards and punishments (Sartika & Nirbita, 2023). Students reported that social expectations, institutional policies, and emotional pressures significantly shaped their willingness to seek support (Chemagosi, 2024). Barriers to help-seeking included time constraints, emotional distress such as anxiety and depression, and perceived institutional inflexibility, whereas enabling factors such as resource accessibility and time management strategies encouraged help-seeking. These findings underscore the complex interplay between academic demands, mental health, and social influences, offering actionable insights for higher education institutions. Targeted interventions that promote self-regulation strategies and address structural and cultural barriers can enhance help-seeking behavior and foster student resilience in crises (Hadad, 2025).

Although the effect on engagement was stronger than the effect on achievement, the results showed that the perseverance facet of grit in the eighth grade was associated with school achievement and engagement in the ninth grade. This was the case even after controlling students' conscientiousness, academic persistence, prior achievement and engagement, gender, and socioeconomic status. There was also a correlation between goal commitment and grit in the sixth grade, however there was no correlation between grit and development mindset in the sixth grade (Tang, Wang, Guo & Salmela-Aro, 2019). In the same context, Schlusche et al., (2023) demonstrated that adaptive help-seeking practice and taking initiative to learn from peers or an educator is directly related to effective problem-solving and academic perseverance. They seek encouragement from family and friends. They tried different ways to study and started to monitor and evaluate their achievements and effort. Students used their past accomplishment to help motivate themselves (Meece, 2023). Makara and Kuusinen (2023) also argue that these actions eventually lead to a growth mindset because learners can handle failures more effectively. These studies point out how reflection and help-seeking approaches provide readers with the strategies to build resilience in learning. Students reported that institutional rules, social norms, and emotional pressures had a major impact on help-seeking (Chemagosi, 2024). Time pressures, rigidity of institutions, and emotional hurt in depression and anxiety were the obstacles to seeking help, whereas resource availability and time management skills were facilitators to help-seeking.

These findings emphasize the complex interplay among scholarly demands, mental health, and social forces and have practical implications for universities. Interventions that enhance self-regulation capacities and transcend structural and cultural barriers can foster help-seeking behavior and promote student resilience in crises (Hadad, 2025). The third indicator of students' academic resilience is negative affect and emotional response. There are two important spheres, negative affect and emotional response, which influence students' academic resilience. In this regard, studies carried out by Fiorilli et al. (2020) reveal that when students can cope with such negative emotions of anxiety or frustration, the resilience of those students related to academic activities is higher. Some students manifested disappointment and begun to think their chances of getting the grade they wanted were low and feel like everything was ruined and was going wrong (Khoury, & Chung, 2024). Negative affect and emotional response encompass themes such as anxiety, catastrophizing, the avoidance of negative emotional responses, optimism, and hopelessness. This concept parallels the acceptance of negative affect, composure or low anxiety, and meaningfulness, which is the belief in having a purpose in life and something to live for (Sartika & Nirbita, 2023).

On the other hand, Travis (2020) concluded that if the students can maintain their emotional responses, that is, those students who control their stress during exams will have a greater level of persistence along with adaptive behaviors. Troy et al. (2023) also highlighted the fact that very high intensity in negative affect might impede one from exhibiting resilience, particularly when students do not get adequate social support from peers and teachers. Such studies clearly point towards complex interrelation between emotional regulation and resilience, hence emphasizing the need for strategies that could help these students cope with issues of negative emotions at school.

A study result in Anambra State showed that academic engagement is positively correlated with parental involvement and academic resilience. It also demonstrated that parental involvement and academic resilience were associated to enhance secondary school students' academic engagement (Anierobi et al., 2024). Further, home-based parental involvement frequency among elementary, middle, and high school students, and were associated with resilience and academic achievement (Cui, 2024). Moreover, a study result on the relationship between parental involvement and academic resilience among public secondary school students of Turkana county, Kenya showed that the parental involvement factors influenced their academic resilience (Surum et al., 2022). Additionally, perceived parental involvement was positively related to the students' academic resilience (Chen & Mok, 2023). Academic resilience is the ability of the learner to bounce forward, grow, and thrive while coping with challenges arising in learning performance. It has become increasingly a relevant factor for success in learning, especially in cases of stress and burnout. For example, using Tus (2021), in general, moderately to very resilient Filipino tertiary students and students in any of the various medicine curricula also experienced negative impacts from academic burnout. Such findings therefore indicate that in addition to assisting the student in handling his or her academic burden, resilience guards the student against emotional exhaustion. Similarly, in this regard, Garcia-Martinez et al. (2022) stated that resilience positively influences students' academic performance in such a way that it leads to the reduction of stress associated with psychological burnouts and, therefore, represents an important factor in continuing motivation and performance.

A highly related self-efficacy in academic resilience was seen in the context of senior high school by Valentin, 2023, based on the need for building up confidence and adaptability regarding change of learning modalities. Solutions focus brief therapy was also highlighted to be an effective method toward improvement in both self-efficacy and resilience. This study concurs with the general literature since studies point toward the fact that resilient programming, for example, offering workshops and counseling sessions prepares school-going students to understand hard academic challenges. Generally speaking, the literature points toward how resilience is a virtue characteristic of academic success but notably in high-demand or even at transition environments such as nowadays regarding the post-pandemic educational environment. Furthermore, there has been very little investigation into the relationship between general parental involvement in education and involvement in out-of-class activities (Goshin et al., 2021). A research study on the inclusion of ECE professionals into parental engagement and how parents participate in ECE centers found that such enabling may facilitate an increase in parent participation and home learning activities in preparation for children to go to school (Barnett et al., 2020). According to Martinez (2020), stable parental support has created a foundation for resilience, which helps the children in dealing with setbacks that they may face in academics and boosts their confidence with ability to adapt. Secondly, parents who promote communication and give constructive feedback allow the child to build up self-efficacy, one of the major components of resilience (Twum-Antwi, Jefferies & Ungar, 2020). On the contrary, low parental involvement or overbearing parenting styles may be antithetical to resilience-building as students may not gain emotional security to cope up with academic pressures. Therefore, this dynamic shows that

balanced, supportive, and involved parenting is significant in offering the coping mechanisms required in students for academic success. The parents play a significant role in building resilience in their children. Parental involvement includes a variety of actions such as emotional support, help with schoolwork, and encouragement of positive attitudes toward education. These actions help build a secure and nurturing environment, which is essential for students to build resilience against academic challenges. Research shows that academically resilient students are also those with high parental involvement. A strong association between the parents, teachers and professionals concerned in the process can significantly contribute to the child's psychological, emotional and academic development (Kovács et al., 2022). Another, after adjusting for gender and family socioeconomic status (SES), MANOVA results showed statistically significant variations in learners' resilience and academic achievement across profiles. The outcomes of this study show that parents' more frequent involvement in their children's daily life, along with less frequent involvement in their children's studies, can effectively nurture academic success and the development of resilient traits (Cui, et al., 2024). The findings demonstrate how parents' involvement affected their children's schoolwork and learning. It further suggests in data the importance of parental counselling to feel more resilient and supportive of their children's learning (Touloupis, 2021). However, according to the finding that a nuclear family and exhibit resilience in their tenacity. Academic resilience and the respondent's family structure do not significantly differ from one another. Thus, academic resiliency is unaffected by family structure. Initiatives to improve parental involvement and foster a welcoming and inclusive school climate that fosters students' capacity to build resilience should be planned and carried out (Pamisa & Cabigas, 2025).

Theoretical Framework : This study was anchored on Social Support Theory by Cobb (1976). This is a theory of perceived social support leading to well-being and adaptive behavior. From this point of view, parental involvement is a form of social support that directly impacts the perception of coping skills on the part of the students. The possibility that the parents are involved and supportive will increase the probability that the students may develop an attitude toward academic challenges that is positive, hence building resilience. Such a perception of parental support creates a buffer against stressors, thereby making it more likely that students will persist in their academic pursuits. Figure 1 presents the conceptual framework of the study that displayed the connection between independent and dependent variable. The independent variable, parental involvement which is broken down into four domains namely: responsibilities and attendance, communication and support, literacy and tutorial assistance and volunteer and mentoring. Meanwhile, the dependent variable of this study is students' academic resilience that contains three indicators, to wit: perseverance, reflecting and adaptive help-seeking and negative affect and emotional response.

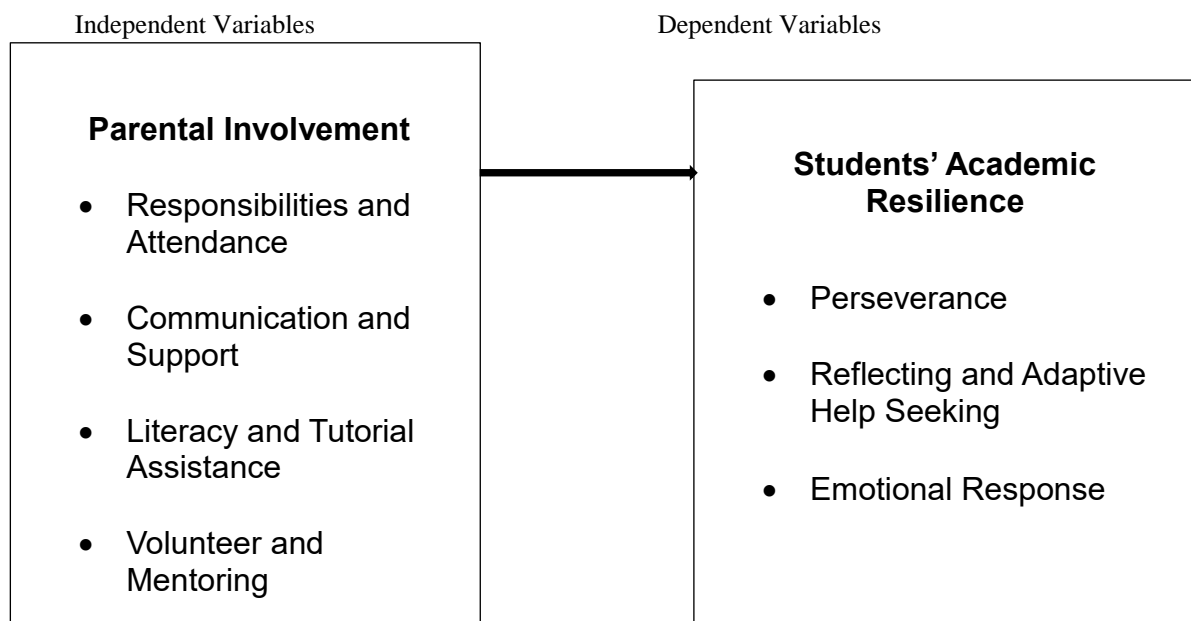


Figure 1 Conceptual Framework

Statement of the Problem : The main purpose of the study was to determine the significant influence of parental involvement on learners' academic resilience among Grade six learners in public elementary schools of Maragusan East District for school year 2024-2025. Specifically, it sought to answer the following questions:

1. What is the level of parental involvement in terms of:

- ✚ responsibilities and attendance;
- ✚ communication and support;
- ✚ literacy and tutorial assistance; and
- ✚ volunteer and mentoring?

2. What is the level of students' academic resilience in terms of:

- ✚ perseverance,
 - ✚ reflecting and adaptive help-seeking, and
 - ✚ emotional response?
3. Is there a significant relationship between parental involvement and students' academic resilience?
4. What domain of parental involvement significantly predicts the academic resilience?

Null Hypotheses

The hypotheses below are set at 0.05 level of significance.

HO1 There is no significant relationship between parental involvement and learners' academic resilience.

HO2 There is no indicator in parental involvement that significantly influence students' academic resilience.

Scope and Limitations of the Study : The scope of the study was to determine the relationship between parental involvement and the academic resilience of 251 Grade 6 learners who were enrolled in 19 public elementary schools in Maragusan East District, Maragusan Davao de Oro for school year 2024-2025 to represent the total 717 learners. Further, the study focused on the parental involvement that includes these indicators: responsibilities and attendance; communication and support; literacy and tutorial assistance; and volunteer and mentoring. Further, the academic resilience of the learners which is the dependent variable covers the perseverance, reflecting and adaptive help seeking, and emotional response. The data were collected using the adapted questionnaire which was answered by the learners.

Significance of the Study

The results of the study would be beneficial to the following Individuals:

Learners. The results of the study would directly benefit the students to be more resilient during challenges as they pursue their academic endeavors. The results would inspire them to study hard since parents are involved in their education. Despite the challenges the students will do their best which would lead to their academic success and overall well-being.

Teachers. The results of the study would be valuable insights that can enhance the teaching practices and support their students for academic success and able to develop resiliency in facing challenges at school and home.

Parents. The results of the study would increase their awareness that they must support and be involved in the education of their children. Parental involvement is needed by their children not only to support them financially but also morally. Students become stronger when they see that their parents are there to support and inspire them till the end.

School Administrators. The results of the study would inspire school administrators to plan programs of activities for the parents and students to develop a closer relationship between the parents and children. Through this study, parents would be more understanding and considerate with their children's academic journey.

Other Researchers. The results of the study could be the basis for further studies considering essential factors other than the factors identified in this study. The results will further lay the groundwork for new studies based on developing further research in the context of parental involvement where researchers can fine-tune their interventions to meet needs.

Definition of Terms : The following terms used in this study were operationally defined:

Communication and support. It refers to the extent that the parents communicate with the teacher regularly and make sure that all the homework of their children is completed.

Emotional response. It refers to how the pupils emotionally responded to negative situations.

Literacy and tutorial assistance. It refers to the extent that their parents encourage them to study or review at home.

Parental Involvement. It refers to the responsibilities and attendance, communication and support, literacy and tutorial assistance and volunteer and mentoring of parents.

Perseverance. It refers to how the pupils work hard and are determined to continue even in challenging times.

Reflecting and adaptive help-seeking. It refers to how the pupils are motivated and seek help from families in setting future goals.

Responsibilities and attendance. It refers to the extent that their parents make sure that the pupils attend school on time and regularly and equip them with proper supplies.

Learners' Academic Resilience. Students' academic resilience is defined in terms of perseverance, reflecting and adaptive help-seeking and negative affect and emotional response

Volunteer and mentoring. It refers to the extent that their parents donate materials and supply items in times of needs and attend school meetings and conferences.

II. METHODS

This chapter presents the research method that was used in gathering the data. This also includes the research design, the research locale, the respondents of the study, research instrument, validation of instrument, data gathering procedure and the statistical tool used in the study.

Research Design : In this research, the author employed descriptive-correlational design. In addition to gather valid responses to the research questions, the researcher must also consider potential alternate explanations, identify the relationship between the variables that best influence corresponding theories, collaboratively analyze multiple variables, and present conclusions without drawing firm conclusions about causality. This includes research that has been published and used in conversation to help with comprehension (Creswell & Creswell 2017). Furthermore, because the factors are uncontrollable or have already occurred, the researcher is unable to alter or manipulate them. Non-experimental quantitative research is a crucial area to research for educators since there are numerous relevant but non-manipulable independent variables in the field of education that require additional investigation (Johnson, 2001). The research design was chosen since it will determine the level, relationship parental involvement and students' academic resilience among students.

Research Locale : This study was conducted in the Municipality of Maragusan, Davao de Oro Province. The municipality comprises of two educational districts namely: Maragusan East where the study was set forth and Maragusan West. The municipality makes up 8.65% of Davao de Oro's total area with its land area of 394.27 square kilometers, or 152.23 square miles. 64,412 people were living there. This accounted for 1.23% of the Davao Region's total population, or 8.39% of the province of Davao de Oro's entire population. These numbers are used to calculate the population density, which comes out to 163 people per square kilometer or 423 people per square mile. It is considered as a first-class municipality and the farthest municipality of Davao de Oro Province. It is composed of 24 barangays. Its original name is San Mariano. Its population is diverse of which the Mansaka tribe is the majority among other ethnic groups. It is known as "Little Baguio" because of its temperature. The terrain is rugged and mountainous and gifted with beautiful green scenery. Because of its cold climate different variety of plants around the whole municipality and agriculture is the chief livelihood of the people. It is one of the major suppliers of fruits like bananas and vegetables within and outside of the province of Davao de Oro. The place has produced the sweetest banana ever and it is also known not only in Davao de Oro Province but also in the region because of its very rare species of a flower named "rafflesia" which has the largest petals. The Mansaka people were the original settlers of the place before the arrival of the majority. Today these people occupy the highest population among the ethnic tribes whereas the Mandaya tribe ranks second.

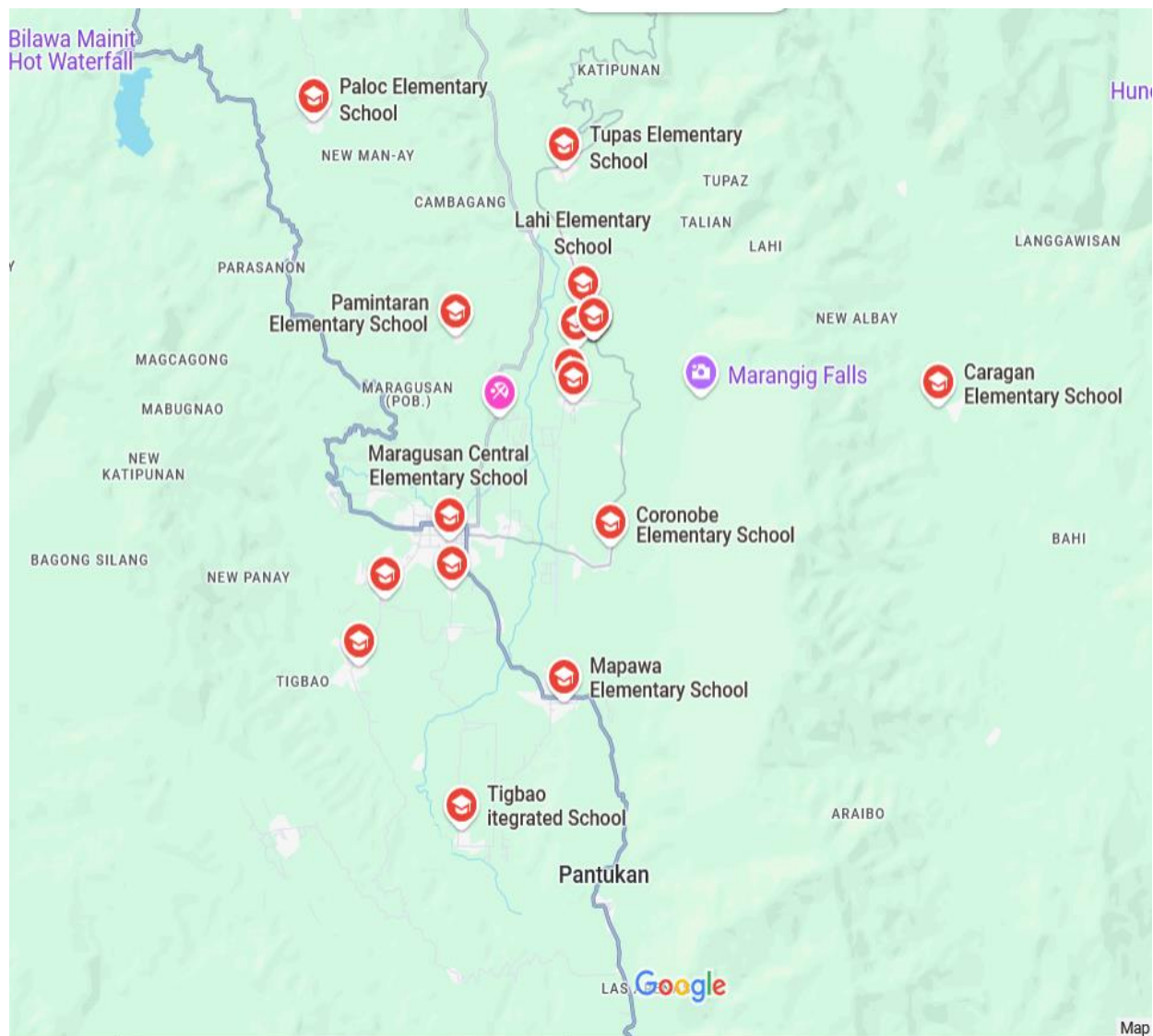


Figure 2 Location Map of the Respondent Schools in Maragusan

Respondents of the Study : The respondents of this study were the public elementary school Grade 6 learners of Maragusan East District to wit: Bahi Elementary School is a small school having 9 teachers having ruled by a Teacher In-Charge. The school is in Bahi, a barangay in the municipality with a population of 1,112. This represented 1.73% of the total population of Maragusan. Cambagang Elementary School is a small school having 8 teachers who are ruled by Head Teacher I. Cambagang is a barangay in the municipality of Maragusan with a population of 1,636. This represented 2.54% of the total population of Maragusan. Next, Caragan Elementary School is a medium school that has 10 teachers administered by a School Principal I. The school is in Langgawisan, a barangay in the municipality of Maragusan with a population of 3,019. This represented 4.69% of the total population of Maragusan.

Furthermore, Coronobe Integrated School is a medium school having 27 teachers being overseen by a School Principal I. Coronobe is a barangay in the municipality of Maragusan having a population of 3,145. This represented 4.88% of the total population of Maragusan. Another, Kaluyapi Elementary School is a small school having 6 teachers who were instructed by a Teacher In-Charge. The school is located at Barangay Langgawisan. Moreover, Katipunan Integrated School is a medium school having 19 teachers administered by Head Teacher I. Katipunan is a barangay in the municipality of Maragusan with a population of 1,662. This represented 2.58% of the total population of Maragusan. Then, Lahi Elementary School is a small school having 8 teachers having been ruled by Principal I. Lahi is a barangay in the municipality of Maragusan. Its population was 1,279. This

represented 1.99% of the total population of Maragusan. Subsequently, Mapawa Central Elementary School is a medium school having 29 teachers being oversaw by School Principal II. Mapawa is a barangay in the municipality of Maragusan. Its population was 5,932. This represented 9.21% of the total population of Maragusan. While New Albay Elementary School is a medium school having 17 teachers administered by a School Principal I. New Albay is a barangay in the municipality of Maragusan. Its population was 4,185. This represented 6.50% of the total population of Maragusan. Next, New Manay Elementary School is a small school having 9 teachers being controlled by Head Teacher I. New Manay is a barangay in the municipality of Maragusan. Its population was 1,044. This represented 1.62% of the total population of Maragusan. New Negros Elementary School small school having 4 teachers having ruled by a teacher in charge. The school is located in Katipunan.

Additionally, Paloc Elementary School is a medium school having 13 teachers administered by a School Principal I. Paloc is a barangay in the municipality with its population was 1,876. This represented 2.91% of the total population of Maragusan. Trailed by Pamintaran Integrated School a medium school having 21 teachers having administered by a teacher in charge. Pamintaran is a barangay in the municipality of Maragusan with a population of 1,873. This represented 2.91% of the total population of Maragusan. Sapawan Elementary School is a small school having 6 teachers, having managed by a Teacher In-Charge. This school is an extension school of New Albay Elementary School. Then, Talian Elementary School is a medium school having 10 teachers, being directed by a School Principal I. Talian is a barangay in the municipality of Maragusan. Its population was 1,715. This represented 2.66% of the total population of Maragusan.

Whereas Tandik Elementary School is a small school having 6 teachers having ruled by a teacher in charge. Tandik is a barangay in the municipality of Maragusan. Its population was 754. This represented 1.17% of the total population of Maragusan. Moreover, Tigbao Integrated School is a medium school that has 20 teachers, having managed by Head Teacher I. Tigbao is a barangay in the municipality of Maragusan. Its population was 1,635. This represented 2.54% of the total population of Maragusan. Too, Tuburan Elementary School is a small school having 9 teachers having headed by a Teacher In-Charge. Lastly, Tupas Elementary School is a medium school having 10 teachers having ran by a School Principal I. Tupas is a barangay in the municipality of Maragusan, in the province of Davao de Oro. Its population was 1,907. This represented 2.96% of the total population of Maragusan.

The table below shows 19 public elementary schools and the respondents from each school. A simple random sampling technique was used in the study. It utilized a research sampling calculator from www.raosoft.com to determine the sample size of the study.

Table 1
Distribution of Respondents

School	Population of Grade VI	Respondent	Percentage to Whole
Bahi ES	17	6	2%
Cambagang ES	26	9	4%
Caragan ES	43	15	6%
Coronobe IS	61	21	9%
Kaluyapi ES	12	4	2%
Katipunan IS	31	11	4%
Lahi ES	26	9	4%
Mapawa ES	132	46	18%
New Albay ES	77	27	11%
New Manay ES	21	8	3%

New Negros ES	5	2	1%
Paloc ES	60	21	8%
Pamintaran IS	58	20	8%
Sapawan ES	5	2	1%
Talian ES	39	14	5%
Tandik ES	8	3	1%
TIGBAO IS	40	14	6%
Tuburan ES	4	1	1%
Tupaz ES	52	18	7%
Total	717	251	100%

Research Instrument : This study used the adapted questionnaires in gathering the needed data that underwent modification to fit to the research purposes. The survey questionnaires were translated to the local dialect to ensure full understanding of each of the questions given. The first survey instrument was the parental involvement taken from work of Muller (2018) which is broken down into four domains namely: responsibilities and attendance, communication and support, literacy and tutorial assistance and volunteer and mentoring. The survey questionnaire consisted of 17 items distributed among four domains using the Likert scale, 5 is the highest and 1 is the lowest.

To measure the level of parental involvement, the following parameter limits are used:

Range of Means	Descriptive Level	Interpretation
4.50 – 5.00	Very High	This means that parental involvement is always observed.
3.50 – 4.49	High	This means that parental involvement is oftentimes observed.
2.50 – 3.49	Moderate	This means that parental involvement is sometimes manifested.
1.50 – 2.49	Low	This means that parental involvement is seldom observed.
1.00 – 1.49	Very Low	This means that parental involvement is rarely or never observed.

On the other hand, the questionnaire for students' academic resilience was also adapted from the work of Cassidy (2016) that contained three indicators, perseverance, reflecting and adaptive help-seeking and negative affect and emotional response.

To measure the students' academic resilience, the following parameter limits were used:

Range of Means	Descriptive Level	Interpretation
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4.50 – 5.00	Very High	Academic resilience is always observed.
3.50 – 4.49	High	Academic resilience is oftentimes observed.
2.50 – 3.49	Moderate	Academic resilience is sometimes observed.
1.50 – 2.49	Low	Academic resilience is seldom observed.
1.00 – 1.49	Very Low	Academic resilience is rarely or never observed.

Validation of the Instrument: The instrument that was used in this study was taken from published sources that underwent validation. Further, the modified questionnaire was pilot tested to 40 learners, who were not the respondents of the study but having the same attributes to determine the Cronbach Alpha or the reliability of the questionnaires. In addition, the questionnaire underwent item validation by a panel of experts and external validator in the field.

Research Procedures : The researcher asked certification from the Ethics Review Committee of the Assumption College of Nabunturan and after which an endorsement letter from the Dean of the Graduate School was asked to conduct this research study. Further the researcher prepared and sent a letter to Davao de Oro's Schools Division Superintendent requesting permission to conduct a study in Maragusan East District. After receiving the approval letter, the researcher sent a copy to the School Head/Principal of the school where the study was conducted and obtained parental consent from the parent/legal guardian. When the request was accepted, the researcher personally administered the survey questionnaire to the targeted respondents. Prior to responding questions, instructions were provided to ensure honest, clear, and comprehensive responses, and the questionnaire served its goal. The consolidated data were sent to the statistician for proper statistical analysis. Finally, the results were analyzed and interpreted in accordance with the objectives of the study.

Statistical Treatment of Data : The responses to the items in the research questionnaire were analyzed and interpreted using the appropriate statistical tool as follows.

Average Weighted Mean. This tool was used to determine the level of parental involvement and students' academic resilience among grade six in Maragusan East.

Pearson-r or Product Moment Correlation. This was used to determine the significant relationship between parental involvement and students' academic resilience among Grade 6 in Maragusan East.

Multiple Linear Regression Analysis. This was utilized to find out the effect of the level parental involvement and students' academic resilience among Grade 6 in Maragusan East.

Ethical Considerations : Ethical consideration presents the beliefs and concepts that should be maintained throughout the study. With this, the researcher will ensure that the ethical standards were strictly followed throughout the study addressing the areas that follow (Bhashin, 2020),

Social Value. This research was done to determine the significant relationship between parental involvement and students' academic resilience among Grade 6 students in public elementary schools of Maragusan East District. This study aimed to answer the following questions: What is the level of parental involvement and students' academic resilience? Also, what domain of parental involvement significantly predicts academic resilience? The results will be shared with the institution and will be published in the online journal, so other related researchers can make use of it as a reference.

Informed Consent. The researcher distributed informed consent forms (ICF) to the identified respondents. The researcher disclosed the essential information such as the name and affiliation of the researcher. It was also emphasized that the participation of the respondents was purely voluntary and they are free to withdraw anytime

they feel any discomfort. The purpose of the study was also explained, along with the procedures that were carried out for the study.

Vulnerability of the Research Participants. The researcher explained the entire process of the in-depth interview that was conducted and was also emphasized that the participants had the freedom to opt out of the interview if they experienced any discomfort and it did not affect them in any aspect.

Risks, Benefits, and Safety. The researcher explained the benefits of the participant's participation in the study. The in-depth interview was done during the most convenient time and place for the participants and any expenses incurred by them for the researcher would reimburse these expenses.

Privacy and Confidentiality of Information. The researcher made sure that the respondent's personal information, identity, and data gathered were kept confidential and secured to ensure that the Data Privacy Act of 2012 was being followed. The data collected and the files were transferred to a google drive, which only the researcher can access.

Justice. The research participants were chosen based on the inclusion criteria: must be a grade 6 learner studied within Maragusan East District. They can be of any gender. While those in other grade levels were excluded as respondents. In any case that research respondents might incur their expenses during the conduct of the interview, the researcher would reimburse them.

Transparency. To address this aspect, the researcher disclosed the affiliations and the objective of the study. The research respondents were given a copy of the transcript of their answers to verify the reliability and validity of the data gathered.

III. RESULTS

This chapter deals with the presentation, analysis and interpretation of the data collected. The results of the study were presented and discussed in accordance with the research questions outlined in chapter one.

Levels of Parental Involvement : Table 2 below shows the level of involvement of the parents in the education of their children.

Table 2
Level of Parental Involvement

Indicator	Mean	SD	Descriptive Equivalent
Responsibilities and Attendance	4.03	0.78	High
Communication and Support	3.72	0.78	High
Literacy and Tutorial Assistance	3.67	0.80	High
Volunteer and Mentoring	3.97	0.79	High
Overall	3.85	0.62	High

Shown in Table 2 is the level of parental involvement in public schools as perceived by the learners. The overall mean score obtained on the parental involvement is 3.85 described as high with a standard deviation of 0.62. This means that parental involvement is oftentimes observed. Specifically, the mean ratings of the indicators of parental involvement are divulged from highest to lowest as follows: responsibilities and attendance achieved a mean rating of 4.03 or high; volunteer and mentoring obtained a mean rating of 3.97 describe as high; communication and support garnered a mean rating of 3.72 and lastly, the literacy and tutorial assistance that accumulated a mean rating of 3.67 or high. All domains have a standard deviation ranging from 0.78 to 0.80, showing low variability of responses.

Table 3
Responsibilities and Attendance

Indicator	Mean Rating	Descriptive Equivalent
My parents make sure that I attend school on time and regularly.	4.25	High
My parents equip me with proper supplies.	4.53	Very High
My parents provide my school with their current cellphone number and address.	3.10	Moderate
My parents encourage me with positive feelings about school.	4.25	High
Overall	4.03	High

Table 3 showed the level of the first indicator of parental involvement, responsibilities and attendance. It got an overall mean of 4.03 or very high. Among items, the highest mean obtained in the statement “My parents equip me with proper supplies.” which is 4.53 Interpreted as very high. The lowest mean was obtained in the statement “My parents provide my school with their current cellphone number and address.” that garnered 3.10 or moderate.

Table 4 showed the level of the second indicator of parental involvement, communication and support. It got an overall mean of 3.72 or very high. Among items, the highest mean gained in the statement “My parents make sure that all my homework is completed.” which is 4.26 Interpreted as high.

Table 4
Communication and Support

Indicator	Mean Rating	Descriptive Equivalent
My parents communicate with my teacher regularly.	2.96	Moderate
My parents talk to me about school activities on daily basis.	3.64	High
My parents make himself/herself available to answer my questions about school-related things.	3.70	High
My parents make sure that all my homework is completed.	4.26	High
My parents provide a convenient place for me to study.	4.03	High
Overall	3.72	High

The lowest mean was obtained in the statement “My parents communicate with my teacher regularly.” that garnered 2.96 or Moderate.

Table 5
Literacy and Tutorial Assistance

Indicator	Mean Rating	Descriptive Equivalent
My parents encourage me to study or review at home.	4.25	High
My parents ask me to read to him/her or either he/she reads to me.	3.06	Moderate
My parents make sure I attend in the morning, after school or Saturday tutorial/remedial.	3.31	Moderate
My parents find out about what I's studying with.	4.06	High
Overall	3.67	High

Table 5 showed the level of the third indicator of parental involvement, literacy and tutorial assistance. It got an overall mean of 3.67 or high. Among items, the highest mean obtained in the statement "My parents encourage me to study or review at home." which is 4.25 Interpreted as high. The lowermost mean was attained in the statement "My parents ask me to read to him/her or either he/she reads to me." that garnered 3.06 or moderate.

Table 6
Communication and Support

Indicator	Mean Rating	Descriptive Equivalent
My parents volunteer in a needed area at the school.	3.61	High
My parents donate materials and supply items in times of pandemic.	4.14	High
My parents attend PTA meetings.	4.31	High
My parents attended all the parents' and teachers conference.	3.84	High
Overall	3.97	High

Table 6 showed the level of the fourth indicator, communication and support. It got an overall mean of 3.97 or very high. Among items, the uppermost mean obtained in the statement "My parents attend PTA meetings." which is 4.13 interpreted as high. The lowest mean was obtained in the statement "My parents volunteer in a needed area at the school." that garnered 3.61 or high.

Levels of Learners' Academic Resilience

It is shown in Table 7 the level of the academic resilience of the learners.

Table 7
Students' Academic Resilience

Indicator	Mean	SD	Descriptive Equivalent
Perseverance	4.34	0.63	High
Reflecting and adaptive help-seeking	4.22	0.68	High
Negative affect and emotional response	2.91	0.88	Moderate
Overall	3.82	0.64	High

Shown in Table 7 is the level of students' academic resilience in public elementary schools. The overall mean score gained on the students' academic resilience is 3.82 described as high with a standard deviation of 0.64. This means that the students' academic resilience is exhibited always by public elementary school grade six students. Precisely, the mean ratings of the indicators of students' academic resilience were disclosed as follows: Perseverance achieved a mean rating of 4.34 or high; Reflecting and adaptive help-seeking gained a mean rating of 4.22 labeled as high; and lastly, Negative affect and emotional response that accumulate a mean rating of 2.91 or moderate. All domains have a standard deviation ranging from 0.63 to 0.88, displaying low variability of responses.

Table 8 showed the level of the first indicator, perseverance. It got an overall mean of 4.34 or very high. Among items, the highest mean obtained in the statement "I would work harder." which is 4.76 Interpreted as very high.

Table 8
Perseverance

Indicator	Mean Rating	Descriptive Equivalent
I would work harder	4.76	Very High
I would use the feedback to improve my work	4.20	High
I would use the situation to motivate myself	4.31	High
I would see the situation as a challenge	3.98	High
I would look forward to showing that I can improve my grades	4.44	High
Overall	4.34	High

The lowest mean was obtained in the statement "I would see the situation as a challenge." that garnered 3.98 or high.

Table 9
Reflecting and Adaptive Help-Seeking

Indicator	Mean Rating	Descriptive Equivalent
I would seek encouragement from my family and friends	4.11	High

I would try different ways to study	3.80	High
I would set my own goals for achievement	4.37	High
I would start to monitor and evaluate my achievements and effort	4.43	High
5. I would use my past successes to help motivate myself	4.39	High
Overall	4.22	High

Table 9 showed the level of the second indicator, reflecting and adaptive help-seeking. It got an overall mean of 4.22 or high. Among items, the highest mean obtained in the statement “I would start to monitor and evaluate my achievements and effort” which is 4.43 Interpreted as high. The lowest mean was obtained in the statement “I would try different ways to study” that garnered 3.80 or high.

Table 10
Negative Affect and Emotional Response

Indicator	Mean Rating	Descriptive Equivalent
I would probably get annoyed	2.54	Moderate
I would probably get depressed	2.71	Moderate
I would be very disappointed	2.99	Moderate
I would begin to think my chances of getting the grade I want were poor	3.53	High
I would feel like everything was ruined and was going wrong	2.76	Moderate
Overall	2.91	Moderate

Table 3 showed the level of the third indicator, negative affect and emotional response. It got an overall mean of 2.91 or moderate. Among items, the highest mean obtained in the statement “I would begin to think my chances of getting the grade I want were poor” which is 3.53 Interpreted as high. The lowest mean was obtained in the statement “I would probably get annoyed” that garnered 2.54 or moderate.

Significant Relationship Between Parental Involvement and Students’ Academic Resilience

Table 11 presents the relationship between parental involvement and the students’ academic resilience. It garnered an overall r value of .479 and a p value less than 0.05 level of significance. This means that there is a significant positive correlation between parental involvement and students’ academic resilience. Thus, null hypothesis is rejected.

Table 11
Relationship Between Parental Involvement
and Students’ Academic Resilience

Parental Involvement	Students’ Academic Resilience
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	Perseverance	Reflecting and adaptive help- seeking	Negative affect and emotional response	Overall
Responsibilities and Attendance	.368* (0.000)	.449* (0.000)	.173* (0.005)	.428* (0.000)
Communication and Support	.376* (0.000)	.454* (0.000)	.129* (0.041)	.408* (0.000)
Literacy and Tutorial Assistance	.369* (0.000)	.461* (0.000)	.124* (0.405)	.406* (0.000)
Volunteer and Mentoring	.335* (0.000)	.318* (0.000)	-0.018 (0.777)	.255* (0.000)
Overall	.463* (0.000)	.538* (0.000)	.131* (0.038)	.479* (0.000)

*Significant at 0.05 significance level.

Moreover, the table shows the domains of parental involvement namely: responsibilities and attendance, volunteer and mentoring, communication and support, and the literacy and tutorial assistance shown positive and significant correlations with students' academic resilience. Hence, responsibilities and attendance showed a positive correlation with students' academic resilience with r value of .428 and $p < 0.05$. Communication and support also displayed moderate positive correlation with students' academic resilience showing value .408 and $p < 0.05$. Similarly, literacy and tutorial assistance showed an r value .406 with $p < .05$ that manifested significant association with students' academic resilience. Volunteer and mentoring exhibited weak positive correlation of students' academic resilience with an r value of .255 ($p < 0.05$).

Significance of the Influence of Parental Involvement on Students' Academic Resilience

Table 12
Influence of Parental Involvement on Students' Academic Resilience

Parental Involvement	Students' Academic Resilience				
	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	2.247	0.191		11.741	0.000
Responsibilities and Attendance	0.175	0.047	0.256	3.723	0.000
Communication and Support	0.091	0.054	0.132	1.691	0.092
Literacy and Tutorial Assistance	0.135	0.049	0.201	2.737	0.007
Volunteer and Mentoring	0.009	0.044	0.013	0.210	0.834
R	.498				
R ²	.248				
F	20.304				
p	0.000				

The result of the analysis showed that the level parental involvement was statistically significant predictor of the students' academic resilience as to computed R squared value of 0.248 and p value of <0.05 . The data showed that out of four domains of parental involvement only two indicators manifested significant impact of students'

academic resilience, to wit: responsibilities and attendance and literacy and tutorial assistance. Moreover, in single capacity the responsibilities and attendance was the strongest predictor of students' academic resilience.

IV. DISCUSSION AND CONCLUSION

This chapter contained the summary of findings, conclusions, implications, and recommendations.

Discussion : The research finding exhibited that parental involvement in public schools is shown to be high, with an overall mean score of 3.85 and a standard deviation of 0.62. This suggests that parental involvement consistently displayed in public elementary schools in Maragusan East District. All indicators of parental involvement namely: responsibilities and attendance, communication and support, literacy and tutorial assistance, and volunteer and mentoring received high mean ratings ranging from 3.67 to 4.03. This suggests that the students in public elementary schools worked harder and used the feedback to improve their performances. They looked forward showing that they will improve their grades. They seek encouragement from family and friends. They tried different ways to study and started to monitor and evaluate their achievements and effort. Students used their past accomplishment to help motivate themselves. However, some students manifested disappointments and begun to think their chances of getting the grade they wanted were poor and feel like everything was ruined and was going wrong.

This suggests that most of the pupils perceived their parents directly engaged in their children's educational progress by taking some essential steps. It was manifested in their responses that their parents equip their needed resources and see to it that they attend school on time and in a regular fashion. Additionally, stay involved by making regular contacts with their children's teachers and sharing information on school activities daily at home. Parents remind their children to study or practice their work and make efforts to stay abreast of the material that is being covered. Also, parents offer their time where needed in the school, participate in Parent-Teacher Association meetings, and attend all parent-teacher conferences to stay actively involved with their children's educational progress.

This result conforms to the idea of Miñoza et al. (2023) that parents should actively involve in their children's educational advancement by taking several critical measures. Parents provide their children with the necessary resources and ensure that they attend school on time and on a regular basis. In addition, parents keep connected by communicating with their children's teachers on a regular basis and sharing information about school events at home every day as stated by Miguel et al. (2021). Parents remind their children to study or practice their work and try to keep up with the subject covered (Maimad et al., 2023). Moreover, parents volunteer their time at school, attend Parent-Teacher Association meetings, and attend all parent-teacher conferences to stay involved in their children's education (Garcia et al., 2025). The research findings indicated that students exhibited a high-level students' academic resilience. The means that the learners were academically resilience. Precisely, the domains of students' academic resilience as arranged in from highest to lowest: perseverance, reflecting and adaptive help-seeking, and negative affect and emotional response. This displayed that majority of the pupils of Maragusan East District elementary schools were highly persistence.

The qualities that the students subsequently displayed were consistent with the idea that students should ask friends and family for support, experiment with various study techniques, and begin tracking and assessing their progress. Students motivated themselves by drawing on their prior achievements (Meece, 2023). According to Ahmad et al. (2023), this implies that students in public elementary schools are more resilient and have utilized criticism to improve their performance (Gopal et al., 2021). According to Jackson et al. (2021), they were eager to demonstrate that they would raise their grades. However, several students showed signs of dissatisfaction, believing that they had little possibility of receiving the grade they desired and that everything was going wrong (Khouri & Chung, 2024). The research findings revealed a significant and moderate positive correlation between parental involvement and students' academic resilience. All domains of parental involvement, namely: responsibilities and attendance, communication and support, literacy and tutorial assistance, and volunteer and mentoring shown positive and significant correlations with all the three domains of students' academic resilience. This result supported the findings of Kovács et al. (2022) that stressed out the association of parental involvement in school and student academic resilience. According to them that a strong collaboration among parents, teachers, and specialists involved in the process can greatly contribute to the child's psychological, emotional, and academic development. Moreover, the study finding strengthened the argument of Cui et al. (2024) in their study that parental involvement in school and student academic resilience was statistically correlated.

Finally, the research findings indicated that the parental involvement was statistically significant predictor of students' academic resilience. The analysis revealed an R-squared value of .248 and a p-value of less than 0.5, indicating that 24.8% of the variance in students' academic resilience can be explained by every unit increased in parental involvement. Among the four domains of parental involvement, only responsibilities and attendance, and literacy and tutorial assistance demonstrated a significant influence on students' academic resilience with regression coefficient of 0.175 and 0.135 respectively. Notably, responsibilities and attendance emerged as the strongest predictor of students' academic resilience when considered independently. This supported the rejection of the null hypothesis. Finally, it conformed to the study outcomes of Cui et al. (2024) that parents' more frequent involvement in their children's daily life, along with less frequent involvement in their children's studies, can effectively nurture academic success and the development of resilient traits. This also further reinforced the research result of made by Twum-Antwi et al. (2020) that parents who promote communication and give constructive feedback influenced the child to build up self-efficacy, one of the major components of resilience. Also, with Touloupis (2021) who exhibited in his research data that parents' involvement influences their children's schoolwork and more resilient learning.

Conclusions : The research findings highlighted that resilience is caused by perceived social support, particularly from parents. Thus, parental involvement is a type of social support that has a direct effect on the learners academic resilience. Learners are more likely to have a good behavior about academic problems and, thus, build resilience if their parents are involved and supportive. Students are more likely to stick with their academic goals when they perceive that their parents are supporting them, which acts as a buffer against pressures. Additionally, the study found a strong positive correlation between public school parental participation and student academic resilience. Parental involvement in public schools, as responsibility and attendance, communication and support, literacy and tutorial support, and volunteering and mentoring, all showed significant correlations with student academic resilience. This connection between involvement of parents and the learners' academic resilience clearly underscored the need for a concerted effort in fostering resilience among the learners. Moreover, the level of perceived parental involvement in public schools serves as a significant predictor of students' academic resilience, with responsibilities and attendance as the strongest predictor.

Recommendations

Based on the research outcomes, the researcher recommends the following: The Department of Education consider planning and crafting policies and activities that will clearly define the significance and functions of the involvement of the parents in the school governance, maybe through the strengthening of the School Governing Council to develop structured programs that inspire parents to get involved in academic, social, and extracurricular affairs of the school. School administrators may also use the result of this research as basis for school programs that will maintain or further enhance the parental involvement and academic resilience of the students. The school may exert more effort on enhancing the communication channel through transparent and constant communication between school and the parents to keep them informed and empowered. The school may offer workshops on responsible parenthood, resources and supports to the parents to equip them in the engagement of their children's education. Tailors an activity that will ensure the value of the families such as institutionalizing the celebration of Family Day.

Based on this research that responsibilities and attendance as the strongest predictor of students' academic resilience, the parents may consider establishing connections between school personnel through participation in homeroom Parent-Teacher Association meeting, help the school creates a safe and child friendly environment that uphold respect to the people in the community. Also, supports curricular, co-curricular and extra-curricular activities of the students and other school endeavors. To the researchers, the findings of this study may serve as reference for further research. It is recommended that researchers may validate the results of this study with a broader scope of respondents or settings. They may also explore other variables, methods, and tools to increase social understanding of the undercurrents and mechanisms of parental involvement and students' academic resilience, which will become the strong basis for the development of educational policies and initiatives that foster the parental involvement and students' academic resilience and enhance student learning.

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