



Parental Involvement as a Predictor of Academic Achievement Among Grade 2 Pupils in P.M. Clar Elementary School

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ABSTRACT

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This study investigated the predictive relationship between parental involvement and the academic achievement of Grade 2 pupils in P.M. Clar Elementary School. Guided by Epstein's framework of parental engagement, the research focused on four dimensions of parental involvement: monitoring homework, attending school activities, providing learning materials, and communication with teachers. Employing an explanatory sequential mixed methods design, the study first gathered quantitative data through a validated parental involvement questionnaire administered to parent–pupil pairs, alongside academic records in English, Filipino, and Mathematics. Descriptive statistics, Pearson correlation, and multiple regression analysis were used to determine the strength and significance of relationships between parental involvement and pupil achievement. Results revealed that parental involvement significantly predicts academic achievement, with monitoring homework and communication with teachers emerging as the strongest predictors across subjects. The qualitative phase, conducted through semi-structured interviews with selected parents



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and teachers, provided explanatory insights into barriers and contextual factors influencing involvement, such as time constraints, resource availability, and school-home collaboration. Integration of quantitative and qualitative findings highlighted that while all dimensions of parental involvement contribute to learning outcomes, consistent monitoring and effective communication are most critical in sustaining pupil performance. The study concludes that strengthening parental involvement programs can enhance academic achievement among elementary pupils. Recommendations include targeted interventions to support parents in homework supervision, improved communication channels between home and school, and capacity-building initiatives to encourage active participation in school activities. These findings underscore the importance of collaborative partnerships between parents and educators in promoting student success.

INTRODUCTION

Academic achievement in the early years of schooling is a critical foundation for lifelong learning. Grade 2 pupils, in particular, are at a stage where they consolidate essential literacy and numeracy skills that shape their future educational trajectory. In recent years, especially since the disruptions brought about by the COVID-19 pandemic, the role of parents in supporting children's education has become increasingly significant. Public elementary schools such as P.M. Clar Elementary School have faced challenges in ensuring continuity of learning, which has highlighted the importance of parental involvement as a key factor influencing pupils' academic success.

Parental involvement refers to the active participation of parents in their children's education through activities such as monitoring homework, attending school meetings, providing learning materials, and fostering a supportive home environment. Numerous studies have shown that pupils with engaged parents tend to perform better academically, demonstrating stronger motivation, improved study habits, and higher achievement in core subjects. This study seeks to examine parental involvement not merely as a supportive factor but as a predictor of academic achievement among Grade 2 pupils, thereby establishing its measurable impact on scholastic performance.

Several theoretical perspectives provide the foundation for this research. Epstein's Theory of Parental Involvement identifies six dimensions—parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community—that explain how different forms of parental engagement contribute to student achievement. Bronfenbrenner's Ecological Systems Theory situates parental involvement within the microsystem of the child's environment, emphasizing that interactions between home and school directly influence academic outcomes. Vygotsky's Sociocultural Theory highlights the importance of scaffolding, suggesting that parents act as mediators of learning

by guiding children through their zone of proximal development.

Other theories further enrich this framework. Bandura's Social Learning Theory posits that children learn behaviors and attitudes through observation and imitation, meaning that parents who model positive study habits foster similar traits in their children. Bandura's Self-Efficacy Theory emphasizes the role of parental encouragement in building children's confidence to succeed academically. Piaget's Cognitive Development Theory explains how parental support helps children transition through stages of cognitive growth, while Coleman's Social Capital Theory underscores the importance of family-school networks in fostering educational success. Maslow's Hierarchy of Needs reminds us that children's basic and emotional needs must be met before higher learning can occur, and Constructivist Theory emphasizes that pupils actively construct knowledge through experiences, which parents can facilitate through interactive learning activities at home.

PURPOSE OF THE STUDY

The purpose of this research is to determine the extent to which parental involvement predicts the academic achievement of Grade 2 pupils in P.M. Clar Elementary School. Specifically, the study seeks to quantify the relationship between the level of parental engagement—such as monitoring homework, attending school activities, providing learning materials, and fostering a supportive home environment—and pupils' performance in core subjects like reading, writing, and mathematics. By adopting a quantitative approach, the study aims to establish whether parental involvement serves as a significant predictor of academic success, thereby moving beyond descriptive accounts to measurable evidence.

This research is designed to contribute to both theory and practice. Theoretically, it applies frameworks such as Epstein's Theory of Parental Involvement, Bronfenbrenner's Ecological Systems Theory, and Bandura's Social Learning Theory to explain how parental behaviors and expectations influence children's learning outcomes. Practically, the findings will provide insights for educators, administrators, and policymakers on how to strengthen school-home partnerships. By identifying the specific dimensions of parental involvement that most strongly predict achievement, the study will inform strategies that encourage active parental participation and support the holistic development of young learners.

Ultimately, the study seeks to highlight the critical role of parents in shaping the academic trajectory of Grade 2 pupils and to provide evidence-based recommendations that can enhance educational practices within public elementary schools.

OBJECTIVES OF THE STUDY

1. To measure the level of parental involvement among Grade 2 pupils in P.M. Clar Elementary School.
2. To assess the academic achievement of Grade 2 pupils in core subjects such as reading, writing, and mathematics.
3. To determine the relationship between parental involvement and the academic achievement of Grade 2 pupils.
4. To identify which dimensions of parental involvement (e.g., monitoring homework, attending school activities, providing learning materials, communication with teachers) most strongly predict academic achievement.
5. To provide recommendations for strengthening parental involvement strategies that enhance pupil performance.

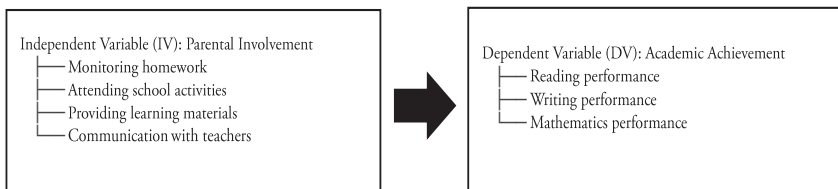
Research Hypotheses

Since this is a quantitative study, hypotheses are stated in measurable terms:

Null Hypothesis (H_0): There is no significant relationship between parental involvement and the academic achievement of Grade 2 pupils in P.M. Clar Elementary School.

Alternative Hypothesis (H_1): There is a significant relationship between parental involvement and the academic achievement of Grade 2 pupils in P.M. Clar Elementary School.

Theoretical Framework



This study is guided by the assumption that parental involvement directly influences the academic achievement of Grade 2 pupils. The independent variable is Parental Involvement, which includes dimensions such as monitoring homework, attending school activities, providing learning materials, and maintaining communication with teachers. The dependent variable is Academic Achievement, measured through pupils' performance in reading, writing, and mathematics.

Research Questions

1. What is the level of parental involvement among Grade 2 pupils in P.M. Clar Elementary School?
2. What is the level of academic achievement of Grade 2 pupils in core subjects such as reading, writing, and mathematics?
3. Is there a significant relationship between parental involvement and the academic achievement of Grade 2 pupils?
4. Which dimensions of parental involvement (monitoring homework, attending school activities, providing learning materials, communication with teachers) most strongly predict academic achievement?
5. How can parental involvement strategies be strengthened to improve the academic performance of Grade 2 pupils?

Significance of the Study

This study is significant because it addresses one of the most critical factors influencing the academic success of young learners—parental involvement. By examining parental engagement as a predictor of academic achievement, the research provides empirical evidence that can guide educational practices and policies in public elementary schools.

For pupils, the study highlights how parental support contributes to improved performance in reading, writing, and mathematics. Understanding this relationship can encourage children to value their parents' participation in their learning journey, fostering motivation and confidence in their academic pursuits.

For parents, the findings will emphasize the importance of their role in their children's education. It will provide insights into specific forms of involvement—such as monitoring homework, attending school activities, and maintaining communication with teachers—that most strongly influence achievement. This knowledge can empower parents to adopt more effective strategies in supporting their children's learning.

For teachers and school administrators, the study offers valuable information on how to strengthen school-home partnerships. By identifying which dimensions of parental involvement are most impactful, educators can design programs and interventions that actively engage parents, thereby enhancing classroom instruction and overall school performance.

For policy makers and education stakeholders, the research contributes to the broader discourse on improving public education. Evidence-based recommendations from this study can inform policies that encourage parental participation, allocate resources for parent-focused initiatives, and integrate family engagement into school improvement plans.

Finally, for future researchers, this study provides a theoretical and empirical foundation for further exploration of parental involvement in different grade levels, contexts, and subject areas. It opens opportunities for comparative studies

and longitudinal research that can deepen understanding of how parental engagement evolves and influences academic achievement over time.

In sum, this study is significant because it not only establishes parental involvement as a measurable predictor of academic achievement but also provides practical insights that benefit pupils, parents, educators, and the wider educational community.

Scope and Delimitation

This study focuses on examining the relationship between parental involvement and the academic achievement of Grade 2 pupils in P.M. Clar Elementary School. The scope of the research is limited to pupils enrolled in Grade 2 during the school year 2025–2026, along with their parents or guardians. Academic achievement will be measured through pupils' performance in core subjects such as reading, writing, and mathematics, using school records and standardized assessments as indicators. Parental involvement will be assessed through surveys and questionnaires that capture dimensions such as monitoring homework, attending school activities, providing learning materials, and maintaining communication with teachers.

The study is delimited to one public elementary school—P.M. Clar Elementary School—thus findings may not be generalized to all schools in the region or country. It also focuses only on Grade 2 pupils, excluding other grade levels whose developmental and academic needs may differ. Furthermore, the study measures parental involvement based on self-reported data, which may be subject to bias or limitations in accuracy. External factors such as socioeconomic status, parental educational background, and home environment are acknowledged but not extensively analyzed, as the primary objective is to determine the predictive relationship between parental involvement and academic achievement.

By clearly defining its scope and delimitations, the study ensures that its findings remain focused, manageable, and relevant to the specific context of P.M. Clar Elementary School, while also providing a foundation for future research that may expand to other grade levels, schools, or broader variables.

Definition of Terms

Parental Involvement – Refers to the active participation of parents or guardians in their child's education. In this study, it includes monitoring homework, attending school activities, providing learning materials, and maintaining communication with teachers.

Academic Achievement – Refers to the measurable performance of Grade 2 pupils in core subjects such as reading, writing, and mathematics. It will be assessed using school records, grades, and standardized test results.

Monitoring Homework – A dimension of parental involvement where parents supervise, assist, and ensure that their children complete assignments and practice lessons at home.

School Activities Attendance – The participation of parents in school-organized programs such as meetings, assemblies, and extracurricular events, which reflects their support for their child’s education.

Learning Materials Provision – The act of supplying pupils with books, writing tools, and other educational resources necessary for effective learning.

Communication with Teachers – The interaction between parents and teachers through meetings, consultations, or informal discussions to monitor and support the child’s academic progress.

Grade 2 Pupils – Refers to children enrolled in the second grade of P.M. Clar Elementary School during the school year 2025–2026, who are the respondents of this study.

Predictor – In the context of this research, a variable (parental involvement) that is statistically tested to determine its influence or predictive power on another variable (academic achievement).

REVIEW OF RELATED LITERATURE

The shift from traditional “parental involvement” to “holistic engagement” represents a fundamental evolution in educational philosophy. While involvement is often characterized by a series of discrete, school-directed tasks—such as attending parent-teacher conferences or signing permission slips—engagement implies a continuous, bi-directional partnership rooted in shared goals and mutual respect. In this model, parents are not merely external supporters of the school’s agenda; they are active collaborators who integrate educational values into the daily fabric of family life. This transition is essential for fostering a “seamless learning environment” where the child perceives no disconnect between the expectations of the teacher and the values of the home. By moving toward engagement, the school acknowledges the parent as an expert on their own child, creating a synergy that leverages the strengths of both the domestic and academic spheres to support the child’s holistic development.

During the critical transition from Grade 1 to Grade 2, the home environment matures into a sophisticated “co-classroom.” This period is developmentally significant because it marks the phase where foundational skills in literacy and numeracy must be cemented before the curriculum becomes more abstract in the higher grades. In this co-classroom, the parent acts as a primary facilitator of “incidental learning,” taking abstract concepts from the school day and grounding them in real-world application. For example, a lesson on measurement is no longer just a page in a workbook; it becomes a practical exercise in the kitchen or a construction project in the backyard. This contextualization is vital for Grade 2 pupils, as their cognitive development still relies heavily on concrete experiences to make sense of the world. Consequently, the home provides the high-frequency, individualized attention that is often impossible to achieve in a crowded classroom setting.

The influence of parental engagement at this stage is ultimately transformative because it shapes the child's "learner identity." According to Bandura's Social Learning Theory, children are acute observers of their parents' attitudes toward challenges. When parents engage with their child's schoolwork with curiosity and persistence, they model a growth mindset that the child eventually internalizes. If the home environment treats learning as a valued opportunity for discovery, the child develops a high sense of self-efficacy—the belief in their own ability to succeed. Conversely, if the parent views school-related tasks as a stressful chore or a burdensome requirement, the child may adopt a "fixed mindset," viewing academic hurdles as insurmountable obstacles. Therefore, the emotional and psychological climate of the home-school partnership at P.M. Clar Elementary is just as influential as the academic content itself.

Furthermore, the solidification of literacy and numeracy in Grade 2 serves as a psychological safety net for the child. When parents engage in "cognitive scaffolding"—providing the right amount of support to help the child reach the next level of understanding—they are helping the child navigate their Zone of Proximal Development. This active engagement prevents the child from falling behind during a year when reading shifts from a subject of study to a primary tool for all other subjects. By establishing the home as a proactive "co-classroom," parents ensure that the child does not just survive the transition to middle childhood but thrives within it. This partnership ensures that the child enters Grade 3 with not only the necessary technical skills but also the emotional resilience and positive perception of school required for long-term academic success.

Local Studies

Quimpang et al. (2025) examined the relationship between different forms of parental involvement and students' academic performance, finding that both home-based and school-based engagement contribute to improved outcomes. Furthermore, Quimpang et al. (2025): Home vs. School-Based Engagement utilized a comparative-quantitative approach to differentiate the impacts of two types of involvement. The participants consisted of 180 parent-teacher dyads in an urban-fringe school setting. The researchers categorized involvement into "School-Based" (attending meetings, volunteering) and "Home-Based" (monitoring homework, discussing school progress). The findings were pivotal: home-based involvement was found to be a more consistent predictor of highest test scores than school-based participation. The researchers noted that while attending PTA meetings is good for school community health, it is the daily "kitchen table" interactions that translate into cognitive gains for the child. This study provides a crucial justification for your research at P.M. Clar Elementary, as it suggests that even if parents are too busy to visit the school, their involvement at home remains a powerful predictor of their Grade 2 child's achievement. They also explored the dichotomy between involvement at school and involvement at

home. Their research suggests that for Filipino families, home-based involvement (monitoring homework, discussing school events) often has a more significant impact on grades than school-based involvement (attending PTA meetings). This is particularly relevant for the P.M. Clar Elementary School context, where parents may have working schedules that prevent physical presence at school, but still maintain high levels of academic supervision at home.

Clapis and Bautista (2025): Literacy and the Struggling Reader study focusing on the foundational skill of reading, they conducted a case study analysis involving 50 Grade 2 and Grade 3 pupils identified as “struggling readers” based on the Phil-IRI (Philippine Informal Reading Inventory) results. The study used semi-structured interviews and observation logs to track how parental intervention changed the students’ reading behaviors over a six-month period. The researchers concluded that parental support acts as the “emotional glue” that keeps struggling readers engaged. When parents practiced “shared reading” (reading aloud with the child), the pupils showed a 40% higher rate of literacy improvement compared to those who only received remedial instruction at school. The study emphasized that for Grade 2 pupils—who are in a critical “make or break” year for literacy—parental scaffolding is the decisive factor in whether a child catches up or falls further behind. Moreover, Clapis and Bautista (2025), focusing on struggling readers, highlighted that parental support and student motivation are decisive factors in literacy achievement, aligning with Bronfenbrenner’s Ecological Systems Theory and Bandura’s Social Cognitive Theory. Literacy and Student Motivation. They narrowed their focus to struggling readers—a common concern for Grade 2 teachers. They found that parental support acts as a buffer. When a child struggles to read, their motivation often drops. However, if the parent provides emotional support and motivation, the child is more likely to persist. This aligns with Bandura’s theory: the parent’s belief in the child becomes the child’s belief in themselves. Bronfenbrenner (1979) posits that a child’s development is influenced by several nested systems. The Microsystem is the immediate environment where the child lives, including the family and the school. The Mesosystem represents the connections between these microsystems—specifically, the interaction between parents and teachers. When parents are involved in school, the mesosystem is strengthened. Literature by Clapis and Bautista (2025) suggests that for struggling readers in Grade 2, a weak mesosystem (where home and school do not communicate) leads to fragmented learning. Conversely, a strong mesosystem ensures that the reading strategies used by the teacher are reinforced by the parent at home, creating a seamless learning experience for the child.

Nudalo-Gonzaga and Galigao (2025) further discussed strategies for bridging home and school, stressing that effective collaboration enhances not only academic performance but also holistic development. This study adopted an action research framework, testing specific communication strategies between 12 teachers and 300 parents. The goal was to see if increased “collaborative

touchpoints” (like weekly SMS updates or digital progress reports) changed student outcomes. The study proved that when schools provide clear, “bite-sized” instructions to parents on how to help with lessons, parental self-efficacy increases. Many parents want to help but don’t know how; Nudalo-Gonzaga and Galigao (2025) showed that clear “bridging” strategies result in a 15% increase in overall class performance. This suggests that the Grade 2 teachers at P.M. Clar Elementary play a role in “triggering” the parental involvement that eventually predicts academic success. And they argue that effective collaboration requires the school to be proactive. Teachers at P.M. Clar Elementary School, for instance, can enhance parental involvement by providing clear instructions on how parents can help with specific lessons. This “holistic development” approach ensures that the child feels a unified support system.

International Studies

Globally, Alias et al. (2024) conducted a systematic literature review on parental involvement in children’s learning, emphasizing frameworks such as Epstein’s Six Types of Parental Involvement, Vygotsky’s Sociocultural Theory, and Bandura’s Social Learning Theory. Their findings reinforced that parental engagement is multidimensional and directly linked to academic outcomes. Alias et al. (2024) performed a Systematic Literature Review (SLR) and meta-analysis of 85 peer-reviewed papers published between 2019 and 2024. Their analysis spanned diverse geographic regions including Southeast Asia, the Middle East, and North America, focusing on early childhood and primary education. The meta-analysis confirmed that parental involvement is a universal predictor of academic success, regardless of the country’s economic status. However, they identified a “quality-over-quantity” trend: high-pressure involvement (stressing over grades) actually had a negative impact, whereas “autonomy-supportive” involvement (encouraging the child to solve their own problems with guidance) led to better long-term academic habits. This international perspective adds depth to your RRL by showing that the style of involvement at P.M. Clar Elementary is just as important as the amount of involvement.

Solichah et al. (2025) reviewed theoretical frameworks used in parental involvement research, noting inconsistencies in findings due to differences in how theories are applied. They argued for the importance of grounding parental involvement studies in robust theoretical models to ensure clarity and consistency. Solichah et al. (2025): Theoretical Consistency in Research was a theoretical review and critique of 40 international research models. The researchers examined how different studies applied the theories of Epstein, Bronfenbrenner, and Bandura to see if the “theoretical anchor” changed the results of the study. Solichah et al. (2025) found that studies lacking a strong theoretical anchor often produced inconsistent results. They argued that researchers must explicitly link parental actions to psychological mechanisms (like self-efficacy or cognitive scaffolding). By grounding your P.M. Clar Elementary study in the 10 theories we discussed

earlier, you are following the best-practice recommendations of this international study, ensuring that your findings are robust, clear, and scientifically sound.

In a 2020 study of Guy-Evans entitled *The Ecological Impact of Home-School Synergies* explored the interaction between the “microsystem” of the home and the “mesosystem” of the school through the lens of Bronfenbrenner’s Ecological Systems Theory. This international cross-cultural study, which surveyed over 5,000 families in Latin America and the Asia-Pacific region, sought to identify how school-to-home communication styles affect parental agency. Their findings indicated that “bi-directional communication”—where schools invite parents to share their cultural knowledge—creates a much stronger academic impact than “uni-directional communication,” where the school simply sends instructions home. The researchers concluded that when a child perceives a seamless, respectful link between their teacher and their parents, their “school belongingness” scores increase, leading to higher attendance and better literacy outcomes in early primary grades. For your study, this emphasizes the need to look at the quality of the relationship between P.M. Clar Elementary staff and the local parent community.

Yang (2024) examined the “Digital Divide in Parental Involvement,” focusing on how technology has shifted the way parents engage with primary education in developing and developed nations. Their systematic review of 60 papers published between 2020 and 2024 applied Vygotsky’s Zone of Proximal Development (ZPD) to the digital realm. They identified a new phenomenon termed “Digital Scaffolding,” where parents use educational apps and online communication tools to bridge the learning gap at home. However, the study cautioned that without proper guidance from schools, digital involvement can become “passive” (simply watching videos) rather than “active” (interactive problem solving). Yang (2024) argued that the most effective parents were those who acted as “co-navigators” in the digital space. This research adds a modern layer to your RRL by highlighting that parental involvement in 2026 must account for how families navigate digital assignments and school-parent messaging apps.

Building on the need for theoretical consistency, Newman et al. (2019) published a critical review of Epstein’s Six Types of Parental Involvement, testing its applicability in non-Western contexts. Their research analyzed 35 studies from African and Southeast Asian regions to determine if the “six types” (Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community) were equally effective globally. Their results suggested that while “Learning at Home” remains the strongest predictor of academic grades across all cultures, the “Volunteering” and “Decision Making” components are often influenced by local cultural norms regarding authority and school hierarchy. They proposed an “Adapted Epstein Model” for rural or developing educational settings, which prioritizes community-based support and informal “moral training” over formal school-based volunteering. This international study provides a direct justification for adapting global theories to

the specific socio-cultural context of your local research site.

In a comprehensive analysis of global educational outcomes, Geduld (2024) and later synthesized by Kantova (2024), researchers investigated the impact of parental involvement on students' self-regulation and academic performance in primary education. Drawing heavily on Bandura's Social Cognitive Theory, the study identified a significant distinction between "supportive" and "intrusive" involvement. The findings revealed that while frequent parental assistance is generally encouraged, assistance perceived by the child as intrusive or high-pressure actually hindered the development of self-regulation skills, a critical need for Grade 2 pupils. Conversely, involvement that focused on "supportive scaffolding"—where parents provided the emotional and structural framework for the child to solve their own problems—was strongly correlated with higher academic scores and social maturity. This study adds a critical layer to your RRL by suggesting that the effectiveness of the parent-teacher-student triad at P.M. Clar Elementary depends less on the hours spent and more on the psychological "climate" of the help provided.

Addressing the specific literacy milestones of early primary grades, Renuka (2025) and Graham and Mtsweni (2025) conducted an international mixed-methods study focusing on the role of home-based literacy activities in predicting long-term reading success. Grounded in Vygotsky's Sociocultural Theory, the researchers tracked Grade 1 and Grade 2 students across several developing and developed nations. They found that parental "teaching" of reading—specifically the act of guiding a child through phonetic decoding and word recognition—was the single most accurate predictor of word reading skills by the end of the second grade. The study emphasized that parents act as the "More Knowledgeable Other" (MKO) who bridges the child's current ability with their potential through the Zone of Proximal Development (ZPD). By including this in your report, you can argue that parental involvement is not just a social support but a fundamental cognitive mechanism for literacy acquisition in the Grade 2 curriculum.

In a 2025 study titled "The Role of Parental Involvement in Early Childhood Education," Manipula and Bautista (2025) examined the extent of home-school partnerships within highly urbanized districts in the Asian region. Using Epstein's Six Types of Parental Involvement as their evaluative framework, the researchers found that while "Parenting" and "Communicating" were consistently high, "Volunteering" and "Decision Making" varied significantly based on the parent's educational attainment and age. The study highlighted that for parents in early primary grades, the "Learning at Home" dimension (Type 4) was the most influential factor in improving the child's general average. This study is particularly relevant to your research as it provides a contemporary Asian perspective on how demographic variables influence the way parents choose to be involved. It supports the need for schools to develop tailored strategies that accommodate the specific socioeconomic realities of the local community.

Topor et al. (2010) explored the specific mechanisms through which parental

involvement influences the academic performance of Grade 2 students in diverse urban settings. Utilizing a mixed-methods approach, the researchers applied Bandura's Social Cognitive Theory to examine how a child's perception of their own ability acts as a "mediator." The findings revealed that parental involvement does not always lead to higher grades directly; instead, consistent and supportive parental engagement boosts the child's perceived cognitive competence. This internalized confidence then serves as the primary driver for academic success. For the Grade 2 pupils at P.M. Clar Elementary, this suggests that when parents provide "mastery experiences"—praising the effort and the process rather than just the final grade—they are fundamentally altering the child's self-belief system, which is essential for navigating the increasingly complex curriculum of middle childhood.

In a 2025 longitudinal study, Kantova (2024) investigated the "quality-over-quantity" trend in parental homework involvement across European and Asian primary schools. The study utilized Self-Determination Theory alongside Vygotsky's Zone of Proximal Development (ZPD) to distinguish between "autonomy-supportive" involvement and "intrusive" involvement. The researchers found a startling paradox: high frequency of parental help was often negatively correlated with academic achievement if that help was perceived as controlling or intrusive. Conversely, parents who acted as "facilitators"—providing just enough guidance for the child to solve a problem independently—saw a significant increase in the child's reading fluency and mathematical problem-solving skills. This international perspective is crucial for your report as it cautions against a "one-size-fits-all" approach to parental involvement, suggesting that P.M. Clar Elementary should train parents on how to scaffold learning without taking over the child's academic agency.

Building on the multidimensional nature of engagement, Wang and Wei (2024) conducted a meta-analysis on the influence of parental involvement specifically on mathematical performance in the primary grades. This study addressed a common barrier: "math anxiety" among parents. The researchers found that parents often feel less confident assisting with math compared to literacy, frequently hoping that schools would take sole responsibility for this subject. However, the study proved that even non-expert parental involvement—such as fostering a positive attitude toward math and encouraging persistence—was a significant predictor of student success. By applying Epstein's Type 4: Learning at Home, the study demonstrated that when parents bridge the gap between classroom math and everyday life (e.g., measuring ingredients while cooking or counting change), they reduce the child's anxiety and improve foundational numeracy. This adds depth to your RRL by highlighting that for Grade 2 pupils, "moral support" and "attitude modeling" are just as academically valuable as direct tutoring.

Theoretical Anchors

Several theories provide the foundation for understanding parental involvement as a predictor of academic achievement. Epstein's framework identifies six dimensions of involvement that enhance student outcomes. Bronfenbrenner's Ecological Systems Theory situates parental involvement within the child's microsystem, emphasizing home-school interactions. Vygotsky's Sociocultural Theory highlights the role of parents as mediators who scaffold learning within the zone of proximal development. Bandura's Social Learning and Self-Efficacy Theories explain how parental modeling and encouragement shape children's confidence and learning behaviors. Piaget's Cognitive Development Theory, Coleman's Social Capital Theory, Maslow's Hierarchy of Needs, and Constructivist Theory further reinforce the multidimensional nature of parental involvement.

Lev Vygotsky emphasized that social interaction plays a fundamental role in the development of cognition. His concept of the Zone of Proximal Development (ZPD)—the gap between what a learner can do without help and what they can do with guidance—is where parental involvement becomes a “scaffold.”

As noted by Alias et al. (2024), parents act as mediators. When a Grade 2 pupil encounters a difficult math problem, a parent who provides just enough guidance to help the child solve it (scaffolding) helps the child internalize the logic, leading to higher self-efficacy and better grades.

Albert Bandura's work on self-efficacy and modeling is crucial. When children see their parents valuing education—by reading books, attending school meetings, or showing interest in schoolwork—they model that behavior. Furthermore, parental encouragement builds a child's belief in their own ability to succeed (self-efficacy), which is a direct psychological predictor of academic achievement.

Urie Bronfenbrenner's theory provides the “geography” of parental involvement. He suggests that a child is at the center of several concentric circles of influence. The Microsystem is the most immediate (home and classroom). However, the predictive power for academic success often lies in the Mesosystem—the interaction between these two environments. For Grade 2 pupils, the mesosystem is where the magic happens. When a parent at P.M. Clar Elementary School talks to a teacher, the two worlds of the child merge. This creates a consistent set of expectations. If the teacher uses a specific phonics method and the parent reinforces that exact method at home, the child receives a unified message. Without this involvement, the child experiences “ecological dissonance,” where the rules and values of home conflict with those of the school, leading to confusion and lower academic performance. Parental involvement, in this view, is the bridge that stabilizes the child's development.

Abraham Maslow's theory is the most fundamental starting point for this research. It posits that human needs are arranged in a pyramid, and higher-level needs (like academic achievement and self-actualization) cannot be met

until lower-level “deficiency needs” are satisfied. In the context of parental involvement, Maslow’s theory explains that the parent’s most critical role is as a provider. For a Grade 2 pupil, learning to read or perform arithmetic is an act of cognitive growth that requires immense energy and focus. However, if a child arrives at P.M. Clar Elementary School hungry (Physiological Needs) or feeling anxious because of an unstable home environment (Safety Needs), their brain remains stuck in a “survival mode.” A parent who ensures the child is well-fed, has a consistent sleep schedule, and feels safe is practicing the most basic, yet most important, form of educational involvement. Academic achievement is a “growth need”; it is impossible to pursue if the foundation of the pyramid is crumbling. Therefore, parental involvement begins with the maintenance of the child’s physical and emotional well-being, which serves as the prerequisite for all classroom learning.

Dr. Joyce Epstein’s framework is the operational heart of this study. She breaks down “involvement” into six actionable categories: Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community. This theory is vital because it recognizes that not all parents “involve” themselves in the same way. A parent who cannot volunteer at school due to work (Volunteering) might still be highly involved by checking homework every night (Learning at Home). In your study of Grade 2 pupils, this theory helps categorize the data. It allows the researcher to see which specific type of involvement is the strongest predictor of grades. For example, it often reveals that “Learning at Home” has a much higher correlation with literacy scores than merely attending PTA meetings, as it directly impacts the child’s daily study habits.

Lev Vygotsky’s work centers on the Zone of Proximal Development (ZPD). This is the “sweet spot” of learning—tasks that are too hard for a child to do alone but possible with the help of a “More Knowledgeable Other” (MKO). Parents are usually the first MKOs a child encounters. In Grade 2, children are tackling complex tasks like multi-digit addition or reading short stories. Through a process called scaffolding, an involved parent provides temporary support—clues, encouragement, or breaking a task into smaller steps—until the child can do it independently. If a parent is uninvolved, the child may hit a wall in their ZPD and give up. Thus, parental involvement acts as a cognitive catalyst, pushing the child through difficult milestones that they could not reach on their own.

Albert Bandura posits that children learn through observation and imitation. This makes the parent a powerful “model.” If a parent speaks dismissively about school, the child will likely adopt a similar attitude. Conversely, if a parent is seen reading or expresses excitement about the child’s report card, the child internalizes the value of education. Furthermore, Bandura’s concept of Self-Efficacy (the belief in one’s own ability) is heavily influenced by parental encouragement. When a parent praises a Grade 2 pupil’s effort (“I saw how hard you worked on that drawing!”), they are building the child’s confidence. High self-efficacy is one of the strongest predictors of academic achievement because confident children

are more likely to take risks, ask questions, and persist through failure.

Albert Bandura's Social Cognitive Theory posits that the home environment functions as the primary theater for observational learning, where parents serve as the most influential "models" a child will ever encounter. For a Grade 2 pupil at P.M. Clar Elementary, learning is not confined to the explicit instructions found in a textbook; rather, it is a continuous process of imitating the behaviors, verbal cues, and emotional reactions of their parents. When a parent demonstrates an active interest in literacy—perhaps by reading for pleasure or discussing a news article—the child internalizes these actions as high-value traits. Conversely, if a parent speaks dismissively of the school system or expresses frustration toward academic tasks, the child is likely to mirror that skepticism, viewing education as a burden rather than an opportunity. This "vicarious reinforcement" suggests that the parent's own relationship with learning effectively sets the emotional thermostat for the child's academic journey.

Beyond mere imitation, the most transformative psychological asset a parent can provide is the development of "Self-Efficacy," or the child's internal belief in their own ability to succeed. In Bandura's framework, self-efficacy is cultivated through "social persuasion" and the highlighting of "mastery experiences." In the specific context of Grade 2, where children are transitioning from simple recognition to complex problem-solving, parental encouragement acts as a vital cognitive catalyst. When a parent praises a child's effort and persistence—saying, "I saw how hard you worked on that drawing!"—they are shifting the child's focus from an innate "talent" they may or may not have to a "controllable effort" they can always apply. This builds a resilient academic identity, ensuring that the child views a difficult math equation or a complex reading passage as a challenge to be mastered rather than a threat to their self-worth.

The relationship between parental involvement and academic achievement is most clearly seen in the child's capacity for persistence and risk-taking. Students with a high sense of self-efficacy, bolstered by consistent parental support, are significantly more likely to engage in "self-regulated learning." Because they believe in their own eventual success, these children are less afraid of making mistakes, leading to higher levels of classroom participation and a greater willingness to ask clarifying questions. This internal confidence acts as a "psychological buffer" against the frustrations of the Grade 2 curriculum. Instead of giving up when a task becomes difficult, the self-efficacious child—empowered by their parent's belief in them—will persist through failure until mastery is achieved. This makes self-efficacy one of the strongest predictors of long-term academic success, far outweighing traditional measures of intelligence.

Ultimately, the parent's role as a model and an efficacy-builder creates a "virtuous cycle" of achievement at P.M. Clar Elementary. By modeling positive intellectual habits and providing strategic verbal encouragement, parents help their children navigate the critical "middle childhood" phase with a sense of agency and purpose. This partnership ensures that the child does not just acquire

technical skills in literacy and numeracy, but also develops the emotional resilience and “learner identity” necessary to thrive in higher grade levels. Therefore, the emotional climate created by parental engagement is not a secondary factor; it is the very foundation upon which a child’s academic future is constructed, proving that the parent’s voice at home becomes the child’s internal dialogue of success.

Jean Piaget described how children’s thinking changes as they grow. Grade 2 pupils (typically ages 7–8) are in the Concrete Operational Stage. During this time, they begin to think logically but still need “concrete” or physical references to understand concepts. Involved parents support this stage by providing an enriched environment. This doesn’t mean expensive toys; it means “concrete” experiences like counting fruit at the market (math), reading labels on packages (literacy), or discussing why it rains (science). When parents engage in these activities, they are helping the child’s brain organize information. Uninvolved parents may leave the child in a “cognitively thin” environment, making it harder for the child to grasp the abstract concepts taught in the classroom.

James Coleman viewed parental involvement as a form of “Social Capital”—the value found in social relationships. In an elementary school, social capital is built when parents, teachers, and neighbors all know each other and share the same goals for the children. When a parent is involved in P.M. Clar Elementary School, they are increasing their child’s social capital. They learn which teachers are best for certain needs, which extra resources are available, and they build a “safety net” of adult supervision. A child with high social capital is less likely to “fall through the cracks” because there are multiple adults (parent and teacher) watching their progress and communicating about their needs.

Jean Piaget’s Theory of Cognitive Development provides a critical lens for understanding the specific needs of Grade 2 pupils, who are typically navigating the “Concrete Operational Stage” of growth. At this phase, children begin to transition away from purely egocentric thought toward a more logical way of processing information; however, their reasoning remains tethered to physical, “concrete” realities. They are not yet cognitively equipped to master abstract concepts without a tangible point of reference. Parental involvement at this stage serves as the primary provider of these “concrete” anchors. When a parent engages a child in the world—whether through counting fruit at the market to demonstrate addition, or reading labels on packages to reinforce literacy—they are effectively feeding the child’s need for physical evidence to support mental operations. This environmental enrichment ensures that when the teacher introduces a lesson at P.M. Clar Elementary, the child has a pre-existing “cognitive map” to help organize that information, whereas a “cognitively thin” home environment leaves the child struggling to grasp concepts that feel detached from their reality.

Complementing this cognitive perspective is James Coleman’s view of parental involvement as a vital form of “Social Capital.” Coleman posits that the value of an education is not solely found in textbooks or teacher expertise, but in the strength of the social relationships surrounding the student. In a school

setting, social capital is generated through the “closure” of the social system—a state where parents, teachers, and community members are in constant communication and share unified goals for the child’s development. When a parent at P.M. Clar Elementary actively engages with the school, they are not just “visiting”; they are building a robust “information channel” that keeps them informed of their child’s specific needs and the resources available to meet them. This social infrastructure creates a protective “safety net” that prevents the student from “falling through the cracks,” as the seamless flow of information between home and school ensures that any academic or behavioral hurdle is identified and addressed collectively.

The synergy between Piaget’s focus on internal cognitive structures and Coleman’s focus on external social networks highlights the multidimensional nature of a child’s success. For the Grade 2 pupil, a parent who provides both concrete experiences and a strong social connection to the school is essentially building a dual-layered support system. The concrete experiences satisfy the child’s current developmental stage, allowing them to build the “schemas” necessary for higher-level thinking, while the social capital ensures that the child is anchored in a community that values and monitors their progress. This holistic approach suggests that the “hidden variable” in academic achievement is the degree to which a child is supported by an environment that is both intellectually stimulating and socially cohesive. Without this dual support, the child may lack both the mental tools to understand the curriculum and the relational support to stay motivated when challenges arise.

Furthermore, the integration of these theories underscores that parental involvement is an active, ongoing investment in the child’s “intellectual and social wealth.” By providing the concrete “hooks” for new information and maintaining the “lines of communication” with the school, parents empower their children to navigate the complexities of middle childhood with confidence. This partnership transforms the school experience from a solitary task into a community endeavor, where the child feels both intellectually prepared and socially visible. For the learners at P.M. Clar Elementary, this means that their success is not left to chance but is the result of a carefully constructed environment that respects their developmental needs while leveraging the collective strength of the adults in their lives. Consequently, parental engagement is the decisive factor that turns the “Concrete Operational Stage” into a period of profound academic and personal breakthrough.

Based on the ideas of John Dewey and Jerome Bruner, Constructivism argues that learners are not “empty vessels” to be filled, but active creators of their own knowledge. Learning happens when a child connects new information to what they already know. Parental involvement facilitates this by providing the “background knowledge.” A parent who takes their child to a park or talks to them about their family history is giving the child a library of experiences to draw from. When the teacher mentions “nature” or “history” in class, the child

can “construct” a deeper understanding because they have a personal connection to the topic. Involvement here is about expanding the child’s world so they have more “hooks” to hang new information on.

The constructivist perspective, championed by John Dewey and Jerome Bruner, fundamentally reimagines the role of the learner as an active architect rather than a passive recipient of information. In this framework, children are not “empty vessels” to be filled by teacher lectures; instead, they are dynamic creators who build knowledge by reconciling new experiences with their existing mental schemas. For a Grade 2 pupil, this means that learning is an ongoing process of “meaning-making.” Parental involvement serves as the vital architect of this process by building the “background knowledge” that serves as the foundation for all future classroom learning. When a parent engages a child in the world—whether through a trip to a local park, a discussion about family heritage, or even a simple trip to the market—they are expanding the child’s “experiential library.” This library provides the critical context that transforms abstract academic concepts into concrete realities.

John Dewey’s philosophy of “experiential learning” posits that for education to be effective, it must be rooted in the child’s lived reality. Within the context of P.M. Clar Elementary, parental involvement effectively turns the home into a primary “laboratory” of experience. When a teacher introduces a scientific concept like “growth” or a social concept like “community,” the child who has participated in home-based experiences has a wealth of “mental hooks” upon which to hang this new information. Without these hooks, the curriculum remains a series of disconnected facts; with them, the child can “construct” a deep, personalized understanding. This personal connection is transformative because it shifts the child’s perspective of school from a place of rote memorization to a place of discovery, where classroom lessons explain the world, they have already begun to explore with their parents.

Jerome Bruner further refined this idea through the concept of the “Spiral Curriculum” and the necessity of scaffolding. Bruner argued that complex ideas can be mastered if they are revisited at increasing levels of sophistication, supported by a “More Knowledgeable Other.” In the home-school partnership, the parent provides the initial layers of this spiral. By exposing the child to diverse experiences and vocabulary, parents ensure that when the child encounters these topics in the Grade 2 curriculum, they are not starting from zero. This “background scaffolding” allows the child to engage in what Bruner called “discovery learning”—the ability to see patterns and draw conclusions independently. Consequently, the involved parent does not just help with homework; they broaden the child’s cognitive horizon, ensuring the student has the internal resources necessary to navigate and master the increasingly complex challenges of primary education.

Ultimately, this constructivist approach highlights that parental involvement is the primary driver of “intellectual readiness.” By providing a rich environment

full of conversation and exploration, parents provide the “cognitive raw materials” that a child needs to build their own intelligence. For a Grade 2 student, whose cognitive development is transitioning toward more logical and organized thought, having a parent who acts as a “co-navigator” of knowledge is essential. This synergy ensures that the child enters the classroom not just with a pencil and paper, but with a mind prepared to connect, synthesize, and grow. This partnership validates the idea that education is a continuous journey that begins at home, making the child a lifelong “active creator” of their own success.

While often thought of as a theory for infants, Attachment Theory is crucial for Grade 2 success. A Secure Attachment to a parent provides a “secure base” from which a child can explore the world.

School is a place of social and academic risk. To learn, a child must be willing to be wrong. A child with a secure, involved parent feels safe enough to take those risks because they know they have unconditional support at home. Children with “Insecure Attachment” (often due to neglectful or inconsistent parental involvement) are often too preoccupied with emotional survival or seeking attention to focus on their studies. Securely attached children are more independent and better at self-regulation—both of which lead to higher achievement.

Pierre Bourdieu argued that education is not a neutral playing field. Families pass on “Cultural Capital”—the skills, tastes, and manners that help a person navigate social institutions like schools.

Involved parents often teach their children how to “speak the language of the school.” They teach them how to sit still, how to follow instructions, and the importance of punctuality. In the Philippine context, parents who are familiar with school systems give their children a head start in navigating the expectations of Grade 2. This theory highlights that parental involvement is also about social reproduction; by being involved, parents are handing down the “tools of success” that the school system rewards with higher grades.

Synthesis

The reviewed literature consistently demonstrates that parental involvement is a strong predictor of academic achievement. Both local and international studies highlight its multidimensional nature—psychological, social, cognitive, and environmental—and emphasize its impact on literacy, numeracy, and overall scholastic success. These findings provide a solid foundation for the present study, which seeks to examine parental involvement as a predictor of Grade 2 pupils’ academic achievement in P.M. Clar Elementary School.

The transition into Grade 2 marks a profound shift in a child’s developmental trajectory, moving from the foundational “explorer” phase of early childhood into the more disciplined and logical phase of middle childhood. Often referred to by developmental psychologists as the “Age of Reason,” the seven-to-eight-year-old child begins to shed the magical thinking of their earlier years in favor

of a more structured understanding of the world. This period is characterized by a significant leap in cognitive processing, where the brain begins to favor logic and cause-and-effect over intuition. In an academic setting, this means the Grade 2 pupil is no longer content with simple memorization; they have a burgeoning need to understand the “why” behind every rule and the “how” behind every process. This cognitive maturation requires educators to provide a learning environment that balances concrete, hands-on activities with the first steps toward abstract conceptualization.

At the heart of the Grade 2 experience is the shift into Jean Piaget’s stage of Concrete Operational thought. During this phase, pupils begin to exhibit a sophisticated ability to classify objects by multiple characteristics and understand the concept of conservation—the idea that quantity remains the same despite changes in shape or container. This developmental milestone is critical for mathematical reasoning, as it allows students to manipulate numbers mentally rather than relying solely on physical counters. However, because their thinking is still “concrete,” they require a bridge between the physical and the symbolic. A Grade 2 student’s developmental success is often contingent upon their ability to use manipulatives—like base-ten blocks or geometric shapes—to anchor their new logical abilities in the physical world before they can fully transition to purely mental arithmetic.

From a linguistic standpoint, Grade 2 is widely considered the “threshold year” for literacy. The primary developmental need here is the transition from decoding (the mechanical process of sounding out words) to true fluency and comprehension. By age seven or eight, the brain’s neural pathways for reading are becoming more efficient, allowing the child to shift their cognitive energy from “how to read” to “what is being said.” This is a vulnerable period; if a child does not achieve fluency in Grade 2, the gap between them and their peers often widens exponentially in later years. Consequently, these pupils need a rich diet of Tier 2 vocabulary—words that are sophisticated and descriptive but not yet technical—to fuel their evolving expressive language. They are also beginning to grasp the nuances of tone, sarcasm, and figurative language, which necessitates exposure to diverse genres of literature that challenge their interpretive skills.

Socially and emotionally, Grade 2 pupils are navigating Erik Erikson’s stage of Industry versus Inferiority. Their primary psychological drive is the pursuit of competence; they desperately want to be “good” at things. This creates a heightened sensitivity to criticism and a deep-seated need for positive reinforcement. Unlike younger children who may play with anyone nearby, Grade 2 students begin to form more stable, exclusive friendships based on shared interests and mutual trust. They are also intensely focused on the concept of fairness. To a seven-year-old, “fairness” is an absolute moral imperative, and they will often become preoccupied with ensuring that rules are followed by everyone, including their peers and teachers. This developmental stage is the ideal time to introduce classroom “jobs” and collaborative projects, as these activities feed the child’s

need to feel like a contributing, industrious member of a community.

Physically, the Grade 2 child is moving away from the “clumsiness” of early childhood and toward a period of refined motor control. While their gross motor skills are becoming more fluid, the most significant development occurs in their fine motor abilities. The small muscles in the hands and wrists are maturing, which aligns with the pedagogical introduction of more complex penmanship or cursive writing. This physical readiness also manifests in their artwork, which becomes more detailed and proportional. However, this increase in precision is often accompanied by a decrease in physical “bounce-back” compared to younger children; Grade 2 pupils can become easily fatigued by long periods of sitting. Their developmental need for “brain breaks” and physical movement is not just a preference but a neurological necessity to help them reset their focus and manage the increasing academic demands of the school day.

Finally, Grade 2 represents a significant period for moral development. Pupils are moving from a state of “heteronomous morality”—where they follow rules simply to avoid punishment—toward an internalized sense of right and wrong. They are beginning to understand that intentions matter, not just outcomes. For example, a Grade 2 student can distinguish between a peer who broke a pencil by accident and one who did it on purpose. This evolving moral compass requires a classroom environment that values restorative justice and open dialogue over rigid, punitive discipline. By acknowledging their capacity for empathy and their desire for order, educators can help Grade 2 pupils develop the self-regulation skills that will serve as the foundation for their social success in the years to come.

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