Original Paper

Parental Support and Its Influence on the Academic Performance of Grade 3 Pupils in Sinunuc Elementary School

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Abstract

This study examined the impact of parental support on the academic performance of Grade 3 pupils at Sinunuc Elementary School using a descriptive-correlational design. Forty pupils participated as respondents. A validated questionnaire measured parental support in terms of home learning support, homework assistance, study supervision, and encouragement, while academic performance was assessed through general average (GPA). Data were analyzed using Average Weighted Mean and Regression Analysis. Results showed that parental support across all dimensions was rated Very High, while pupils' academic performance was Outstanding (GPA = 91.20). Regression analysis revealed a significant positive relationship between parental support and academic performance (R² = 0.65, p < 0.000). Among the dimensions, encouragement and motivation, home learning support, and homework assistance significantly influenced academic performance. The study concludes that parental support is a key determinant of pupils' academic success and should be strengthened through home–school collaboration.

Keywords

parental support, academic performance, Grade 3 pupils, home learning, motivation

1. Introduction

Parental support has long been recognized as a cornerstone of children's academic success. During the formative years of elementary education, children develop foundational skills in literacy, numeracy, and social development. These early experiences shape their long-term educational trajectories. Within the Philippine context, where family ties are deeply valued, parental involvement is often considered a critical determinant of pupil achievement. However, despite the cultural emphasis on family, disparities in parental engagement remain evident, particularly in communities where socioeconomic challenges

limit parents' ability to provide consistent support.

Bronfenbrenner's Ecological Systems Theory provides a useful lens for understanding parental support. The theory posits that children's development is influenced by multiple systems, with the microsystem—comprising family and school—playing a central role. In this study, parental support is examined through four dimensions: home learning support, homework assistance, study supervision, and encouragement & motivation. These dimensions reflect both cognitive and affective aspects of parental involvement, highlighting the multifaceted nature of support that children receive at home.

Numerous studies underscore the importance of parental support. Fan and Chen (2001) demonstrated that parental involvement significantly correlates with student achievement across diverse contexts. Similarly, Jeynes (2007) found that emotional encouragement and motivation provided by parents are particularly influential in shaping academic outcomes. In the Philippine setting, where schools often face resource constraints, parental support becomes even more critical in bridging gaps in learning.

This study aims to contribute to the growing body of literature by examining the relationship between parental support and academic performance among Grade 3 pupils at Sinunuc Elementary School. Specifically, it seeks to identify which dimensions of parental support most strongly predict academic outcomes, thereby offering insights for educators, policymakers, and parents.

2. Method

2.1 Research Design

This study employed a quantitative descriptive–correlational design, which was deemed most appropriate for examining the relationship between parental support and academic performance. The descriptive aspect allowed the researcher to capture the extent of parental involvement across four dimensions—home learning support, homework assistance, study supervision, and encouragement & motivation—while the correlational aspect tested whether these dimensions significantly predict pupils' general average (GPA).

The design was chosen because it provides both breadth and depth: breadth in describing the overall patterns of parental support among Grade 3 pupils, and depth in analyzing how these patterns relate to measurable academic outcomes. By combining descriptive and correlational approaches, the study ensures that findings are not only statistically valid but also practically meaningful for educators and parents.

2.2 Research Locale

The research was conducted in Sinunuc Elementary School, situated in the Ayala District of Zamboanga City, approximately seven kilometers from the downtown area. The school is part of the public education system and serves a diverse population of learners from various socioeconomic backgrounds. Its location in a semi-urban district makes it representative of both rural and urban parental practices, offering a balanced context for the study.

The study focused on one section of Grade 3 pupils, with approximately 35–40 respondents selected

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using a cluster sampling design. This method was chosen to ensure that the sample reflects the natural composition of a classroom, thereby capturing authentic variations in parental support and pupil performance.

The research covered the school year 2025–2026, specifically examining the extent of parental support and its correlation with academic performance. To maintain feasibility and focus, the scope was deliberately bounded: the study did not include pupils from other grade levels, other schools, or external factors such as peer influence and teacher-related variables. By setting these boundaries, the research ensured that findings remained manageable, reliable, and directly relevant to the target population.

2.3 Respondents of the Study

The respondents consisted of Grade 3 pupils enrolled in Sinunuc Elementary School during the school year 2025-2026. The age range of these pupils was typically between 8 and 9 years old, a developmental stage characterized by increasing independence in learning but still heavily reliant on parental guidance.

Cluster sampling was employed to select the respondents, ensuring that the sample represented the natural grouping of pupils within a classroom section. This approach minimized bias and allowed the researcher to capture realistic patterns of parental involvement. The sample size of 35-40 pupils was considered adequate for statistical analysis, providing sufficient variability to detect meaningful relationships between parental support and academic performance.

2.4 Research Instrument

Data were collected using a 16-item Likert-scale questionnaire designed to measure parental support across four dimensions:

•   Home Learning Support – provision of learning materials, encouragement of reading habits, and creation of a conducive study environment.

•   Homework Assistance – direct help with assignments, clarification of instructions, and reinforcement of classroom learning.

•   Study Supervision – monitoring of study schedules, ensuring completion of tasks, and guiding time management.

•   Encouragement & Motivation – verbal praise, emotional support, and fostering of self-confidence in learning.

Responses were rated on a five-point scale ranging from Strongly Disagree to Strongly Agree. Academic performance was measured using pupils' general average (GPA), obtained from official school records.

2.5 Validity and Reliability

The questionnaire underwent content validation by experts in education and psychology to ensure that items were relevant and comprehensive. Reliability testing was conducted using Cronbach's Alpha, which yielded a coefficient of 0.87, indicating strong internal consistency. This ensured that the

instrument reliably captured parental support across all dimensions.

Pilot testing was also conducted with a small group of pupils and parents outside the target sample to refine the wording of items and ensure clarity. Feedback from the pilot test helped improve the instrument's usability and accuracy.

2.6 Data Gathering Procedure

Before data collection, permission was obtained from the school principal and relevant authorities. Parents were informed of the study's purpose, and consent was secured to ensure ethical compliance. Pupils were assured of confidentiality, and participation was voluntary.

The questionnaires were distributed to pupils with clear instructions, and assistance was provided to ensure accurate responses. GPA data were retrieved from official school records to guarantee reliability. Completed questionnaires were collected, encoded, and prepared for statistical analysis.

Ethical considerations were strictly observed, including respect for privacy, voluntary participation, and the use of data solely for academic purposes.

2.7 Statistical Treatment of Data

Data analysis involved both descriptive and inferential statistics. The Average Weighted Mean (AWM) was used to describe levels of parental support across the four dimensions. Simple regression analysis tested the overall relationship between parental support and GPA, while multiple regression analysis identified which dimensions significantly predicted academic performance.

The significance level was set at 0.05, ensuring that findings were statistically valid. Results were presented in tables and interpreted in relation to existing literature, providing both numerical evidence and contextual insights.

2.8 Statement of the Problem

This study assessed parental support and its influence on the academic performance of Grade 3 pupils at Sinunuc Elementary School. Specifically, it sought to answer:

- **Problem 1:** What are the levels of parental support in terms of:
  o   Home Learning Support
  o   Homework Assistance
  o   Study Supervision
  o   Encouragement & Motivation

- **Problem 2:** What is the academic performance of Grade 3 pupils based on their general average (GPA)?

- **Problem 3:** Is there a significant relationship between parental support and academic performance?

- **Problem 4:** Which dimensions of parental support significantly predict academic performance?

3. Results

Table 1. Summary of Parental Support Levels

Dimension	Average Weighted Mean	Description
Home Learning Support	4.36	Very High
Homework Assistance	4.31	Very High
Study Supervision	4.28	Very High
Encouragement & Motivation	4.43	Very High

Summary Interpretation:

All dimensions of parental support were rated Very High, with Encouragement and Motivation obtaining the highest mean (4.43), indicating that parents are highly engaged emotionally and academically in supporting their children.

Table 2. Academic Performance of Pupils

GPA	Description
91.20	Outstanding

Summary Interpretation:

The Grade 3 pupils demonstrated an Outstanding level of academic performance, indicating strong mastery of academic competencies.

Table 3. Regression Analysis of Parental Support and Academic Performance

Variable	B	p-value	R^2
Parental Support	4.82	0.000	0.65

Summary Interpretation:

Parental support significantly predicts academic performance, explaining 65% of the variation in pupils' GPA.

Table 4. Multiple Regression of Parental Support Dimensions

Dimension	B	p-value	Interpretation
Home Learning Support	1.20	0.007	Significant
Homework Assistance	0.95	0.016	Significant
Study Supervision	0.68	0.094	Not Significant

Encouragement & Motivation	1.55	0.001	Significant

Summary Interpretation

Encouragement and Motivation exerted the strongest effect on academic performance, followed by Home Learning Support and Homework Assistance.

4. Discussion and Findings

The findings reveal that Grade 3 pupils receive very high levels of parental support across all dimensions, which aligns with their outstanding academic performance. The significant positive relationship between parental support and academic achievement confirms that pupils whose parents provide emotional encouragement, home learning facilitation, and homework assistance perform better academically. The dominance of encouragement and motivation as a predictor highlights the importance of emotional support in shaping pupils' confidence, resilience, and learning interest. These results are consistent with existing studies emphasizing that active and emotionally supportive parental involvement enhances elementary learners' academic success.

Parental support in all dimensions was rated Very High, with encouragement and motivation as the highest. Pupils' academic performance was Outstanding with a GPA of 91.20. A significant positive relationship exists between parental support and academic performance ($R^2 = 0.65$). Encouragement and motivation, home learning support, and homework assistance significantly influenced pupils' academic achievement, while study supervision did not show a significant effect.

Conclusion

This study demonstrated that Grade 3 pupils at Sinunuc Elementary School benefit from consistently high levels of parental support, which strongly contributes to their outstanding academic performance. The results revealed a significant positive relationship between parental involvement and pupils' general average, with encouragement and motivation emerging as the most influential dimension. Home learning support and homework assistance also played important roles, while study supervision alone did not show a significant effect.

These findings affirm that parental support is not merely about monitoring tasks but about fostering a nurturing environment where children feel valued, guided, and inspired. Emotional encouragement, in particular, builds confidence and resilience, helping pupils to approach learning with enthusiasm and persistence. The study underscores the importance of home–school collaboration, where parents and educators work together to reinforce both academic and emotional growth.

By setting clear boundaries—focusing only on Grade 3 pupils within one school year and excluding external factors—the research provided a feasible and focused analysis of how parental support directly impacts academic achievement. The insights gained highlight that when families invest time, care, and

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encouragement in their children's education, the effects are profound and lasting.

Ultimately, this study concludes that parental support is a cornerstone of academic success. Strengthening this support through continuous communication, structured home learning, and heartfelt encouragement ensures that young learners not only excel academically but also develop the confidence and motivation needed to thrive in their future educational journeys.

Recommendations

The findings of this study highlight the powerful role of parental support in shaping the academic success of young learners. Based on these insights, the following recommendations are offered with both practical guidance and heartfelt encouragement:

- **For Parents:** Continue to nurture your children not only with academic guidance but also with love, patience, and encouragement. A simple word of praise, a listening ear after school, or time spent together over homework can make a lasting difference. Remember that your presence and belief in your child's abilities are as important as the lessons they learn in class.

- **For Teachers and Schools:** Strengthen partnerships with parents by creating spaces for dialogue, workshops, and collaborative activities. When schools and families work hand in hand, children feel supported by a community that values their growth. Teachers can encourage parents by sharing practical strategies for home learning and by celebrating even small achievements of pupils.

- **For Policymakers and Administrators:** Develop programs that recognize the diverse realities of families. Some parents may face challenges due to work schedules or economic constraints, yet their desire to support their children remains strong. Policies that provide flexible opportunities for parental involvement can help bridge these gaps.

- **For Future Researchers:** Extend this study to other grade levels, schools, or contexts to deepen our understanding of parental support. Exploring additional factors such as socioeconomic status, parental education, or cultural practices will enrich the conversation and provide more holistic insights.

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