

PARENTS' EMOTIONAL INTELLIGENCE AND INVOLVEMENT IN SCHOOL ACTIVITIES AND SCHOLASTIC ACHIEVEMENT OF PUPILS

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ABSTRACT: *This descriptive correlational study dealt with parents' emotional intelligence and involvement in school activities and scholastic achievement of pupils in West City Exceptional Child Learning Center for the school year 2018-2019. The 32 parents who were purposively selected served as the respondents of the study. The standardized questionnaire on parents' involvement was used as the primary instrument, while the scholastic achievement of pupils served as secondary data. The frequency count, mean, percentage, analysis of variance and the Pearson r moment correlation coefficient were utilized as statistical analysis of the data. Results revealed that mostly of the parents are in middle age, female, married, college graduate and with family income of 10,000 to 11,999. The parents of the pupils in West City Exceptional Child Learning Center have high emotional intelligence in the context of self-awareness, self-management, social awareness, and social skills. The parents have high parental involvement in terms of parenting, communicating, volunteering, and collaboration with the community, decision-making and learning at home. All the pupils belong to the level of mastery in terms of their scholastic achievement. The parents' emotional intelligence is not associated with their parental involvement. The parents' emotional intelligence leads no influence on their children's scholastic achievement. The parental involvement to the school activities has no association with their children's scholastic achievement. Finally, the test of significant degree of variance revealed differences in the parents' emotional intelligence in terms of self-awareness, self-management, social awareness, and social skills. The parental involvement in school activities among the parents do not vary significantly. Their parental involvement, however, vary when grouped according to grade levels. Differences were noted between grade 4 and grade 6; grade 6 and grade 4; and grade 6 and grade 5 and grade 6 vary in their degree of support and participation in school activities. Project SPAARC (Strengthening Parental Involvement for Academic Achievement and Reinforced Competencies) aims to provide relevant opportunities for the school heads and teachers in strengthening partnership engagement among parents to improve their parental involvement in shared governance, community linkages and holistic development of learners at school.*

Keywords: Parental Involvement, Emotional Intelligence, Scholastic Achievement, Parental Support, School Activities, Home- School Partnership

1. INTRODUCTION

Parents' total engagement in school matters a lot to their children. Pupil achievement improves when parents play an active role in their children's education, and that good schools become even better schools when parents are involved. This also true among parents whose children have special or exceptional needs. It is recognized that parent engagement is a key factor in the enhancement of pupil achievement and well-being.

Children are more likely to be motivated, to earn higher grades, to have better behavior and social skills, and to continue their education to a higher level when their parents are actively engaged in supporting their success at school.

Individual activities and participation in home-school partnerships can effect positive changes. The amount of involvement displayed by teachers, pupils, and parents in the educational activities of pupils would be reflected by significant differences in the pupils' academic achievement.

Active parents are a vital component of education by teachers and administrators. Educators and parents believe parental involvement is essential in the education of children and leads to academic gains.

In West City Exceptional Child Learning Center, parents who actively show interest and provide support in guiding their child's behavior (discipline) tend to have a more positive impact compared to those who are less involved. Parental involvement is important because the challenges that affect a child's academic performance and school success cannot be addressed by the school or community alone. These challenges often require the additional support, commitment,

and resources that only families—especially parents—can provide.

The support and participation of parents in school activities have been demonstrated to have significant effects upon pupils' performance, the factors that influence family involvement have become a matter of great interest to school heads and stakeholders. Although the factors may not be easily influenced, bridges can be and are being built over these barriers. It has become clear that great schools have strong partnerships with parents.

It has been observed that pupils whose parents are involved in their school life tend have high level of motivation, self-esteem, ideal behavior, complete attendance, and open communication with teachers and family. Parent involvement in a pupils' education helps reinforce their perception of the value and relevance of learning.

Many studies in the Department of Education which is also evident in West City Exceptional Child Learning Center, Dumaguete City revealed that as teachers, parents create a home environment that promotes learning, reinforces what is being taught at school, and develops the life skills children need to become responsible adults; As supporters, parents contribute their knowledge and skills to the school, enriching the curriculum, and providing extra services and support to pupils; as advocates, parents help children negotiate the system and receive fair treatment, and work to make the system more responsive to all families; and as decision-makers, parents serve on advisory councils, curriculum committees, and management teams, participating in joint problem-solving at every level.

This study determined the parents' emotional intelligence and involvement in school activities and scholastic achievement of pupils in West City Exceptional Child Learning Center, Dumaguete City during the school year 2017- 2018. Findings served as bases for a proposed intervention plan.

Specifically, this study answered the following questions:

1.What is the profile of the parent respondents in terms of:

- 1.1 age;
- 1.2 sex;
- 1.3 civil status;
- 1.4 highest educational attainment; and
- 1.5 monthly income?

2.What is level of parents' emotional intelligence based on the following dimensions

- 2.1 self-awareness;
- 2.2 self-management;
- 2.3 social awareness; and
- 2.4 social skills?

3.What is the level of parent respondents' involvement in school activities in terms of:

- 3.1 parenting;
- 3.2 communicating
- 3.3 volunteering;
- 3.4 collaboration with the community;
- 3.5 decision making; and
- 3.6 learning at home?

4.What are the pupils' scholastic achievement based on the grade point average?

5.Is there a significant relationship between the following:

- 5.1 Parent's emotional intelligence and parental involvement.
- 5.2 parents' emotional intelligence scholastic achievement:
- 5.3 parental involvement and pupils' scholastic achievement?

6.Is there a significant degree of variance on the different dimensions of parents' emotional intelligence and parental involvement?

7.Is there a significant degree of variance on the level of parents' emotional intelligence and parental involvement and pupils' scholastic achievement when grouped according to grade level?

8. Based on the findings, what intervention program maybe proposed?

Hypotheses

1. There is no significant relationship between the following: parents emotional intelligence and parental involvement; parents' emotional intelligence scholastic achievement; parental involvement and pupils' scholastic achievement.

2.There is no significant degree of variance on the different dimensions of parent's emotional intelligence and parental involvement.

3.There is no significant degree of variance on the level of parent's emotional intelligence and parental involvement and pupils' scholastic achievement when grouped according to grade level.

2. REVIEW OF RELATED LITERATURE

Demographic Profile of Respondents

Parental emotional intelligence and involvement in school activities play a crucial role in shaping a child's academic success. Emotional intelligence (EI), which encompasses self-awareness, self-management, social awareness, and social skills, influences how parents engage with their children's education. Ribeiro [1] emphasizes that understanding parental demographics helps educators and policymakers design targeted interventions that support parental involvement, particularly for learners with special needs. This aligns with studies highlighting the importance of age, gender, civil status, education, and income in determining the level and quality of parental engagement in school activities.

Research by others [2, 3] underscores that marital and financial stability contributes to stronger parental resilience, allowing parents to provide better academic support for their children. Similarly, Wondemu [4] and others [5, 6] found that mothers, as primary caregivers, tend to be more engaged and emotionally responsive in raising children with disabilities, reinforcing the greater involvement of female parents in educational activities.

In terms of education, Garcia [7] and Oranga [8] found that higher parental education levels correlate with increased involvement in a child's academic journey. However, Gedfie D. A. [9] cautions that parents with lower education levels may struggle to provide adequate academic support due to economic constraints and limited access to learning resources. Financially, the study aligns with [10, 11 and 7], who emphasize that economic hardships and inflexible work schedules hinder parental involvement. Additionally, Oranga [8] suggests that lower education levels often result in jobs with longer working hours, further restricting parents' ability to participate in school-related activities.

These findings highlight the critical role of financial stability, education, and work flexibility in maintaining parental involvement. Schools and policymakers should implement targeted support programs, flexible work policies, and financial assistance to help parents remain actively engaged in their children's education. Strengthening emotional intelligence among parents through training and awareness programs can further enhance their ability to support their children's academic success. By fostering a strong home-school partnership, schools can create a more inclusive and supportive learning environment for learners.

Level of Parents' Emotional Intelligence

Emotional intelligence (EI) plays a vital role in parenting, particularly in regulating emotions, understanding children's needs, and fostering a nurturing environment. The findings indicate that parents generally exhibit high emotional intelligence, particularly in self-awareness, self-management, and social awareness, allowing them to respond effectively to their children. Additionally, their very high EI in social skills suggests strong interpersonal abilities, which enable them to build positive relationships and communicate effectively. These factors are crucial in creating a supportive home environment, especially for children with special needs.

Research by Charles [12] highlighted that high EI enhances interpersonal relationships and decision-making, not only in professional settings but also in parenting. Similarly,

Ramalingam [13] described EI as a set of soft skills that influence behavior, relationships, and performance, emphasizing its role in both organizational effectiveness and family dynamics. Just as EI helps professionals manage stress, resolve conflicts, and improve collaboration, it also allows parents to navigate parenting challenges, provide emotional stability, and support their children's development. These findings align with studies that emphasize the impact of EI in strengthening parent-child interactions, reinforcing that parents with high EI are better equipped to handle the complexities of raising children, particularly those with disabilities. By fostering self-awareness, empathy, and emotional regulation, emotionally intelligent parents can enhance their children's emotional and social development, just as EI benefits individuals in the workplace. These insights highlight the importance of developing EI among parents to strengthen family relationships and overall child well-being.

Level of Parents' Involvement

Parental involvement plays a critical role in fostering children's academic success and social development. Research indicates that parents exhibit very high levels of engagement in various aspects, including parenting, communication, volunteering, collaboration with the community, decision-making, and learning at home. Wolff [14] highlighted that children often struggle with self-care and executive functioning, emphasizing the importance of parental support in fostering independence and learning. Similarly, Buchanan [5] underscores that parental input is crucial in tailoring interventions to meet children's unique needs, reinforcing the significance of parental engagement in education. Additionally, Garrels [15] and Gross, [16] demonstrate that home-based parental involvement, such as shared reading and learning activities, directly contributes to academic success, aligning with findings that emphasize high parental engagement in learning at home.

Beyond home-based learning, parental involvement in decision-making and school-community collaboration significantly impacts children's educational experiences. Barger [17] and Gulcan [18] highlight that active parent-teacher interactions and participation in school governance improve student performance and school programming. However, Heyne [19] warns that school withdrawal due to lack of parental engagement can negatively affect a child's education, underscoring the need for continuous school-parent collaboration. Schools play a key role in fostering parental involvement, as suggested by Rensburg [20], who advocates for using Epstein's model to build trust and open communication between schools and families. Furthermore, elsewhere [7, 21 22] emphasize the importance of academic socialization, shared recreational activities, and home literacy experiences, all of which strengthen parent-child relationships and promote holistic development. These findings affirm that high parental involvement positively influences children's academic achievement, social growth, and overall well-being, highlighting the need for sustained collaboration between parents, schools, and communities.

Pupils' Scholastic Achievement based on Grade Point Average

Academic achievement is strongly influenced by parental involvement, effective teaching strategies, and a supportive learning environment. The consistent performance of students underscores the significance of a stable learning atmosphere, strategically implemented teaching methods, and engaged parents. Research emphasizes the impact of parental engagement, particularly in home-based learning.

Studies by others [15, 16] affirm that active parental support significantly enhances academic outcomes, especially when parents are involved in home learning activities, maintain regular communication with teachers, and participate in school functions. Their findings confirm that students perform better when their parents are actively engaged in their education.

Furthermore, these insights highlight the need for continued collaboration among parents, educators, and the school community to maintain and improve student achievement. Schools are encouraged to promote sustained parental involvement and implement strategies that strengthen home-school partnerships, ensuring students receive both academic and emotional support vital for long-term success.

3. SIGNIFICANCE OF THE STUDY

The academic achievement of the pupils is a matter of great concern for parents, teachers, and school heads. The study contributes to positive social change by providing evidence that the active parental involvement in learning can translate into greater academic success of their children.

Pupils will benefit from this study because their parents become more active in school activities and help them improve their academic achievement.

Parents will know the performance of their children in school and the activities undertaken by the school to improve their achievement.

Teachers will specifically understand the nature of their pupils and easy for them to monitor the study habit of their pupils at home in cooperation with their parents.

School Heads find most comfortable to share and let the parents get involved with the different programs and projects introduced by the department of education.

The **Researcher** will be guided by this study and serve as a bases for the implementation of the improvement plan specifically in improving the graders' academic achievement.

Future researchers will be directed in their research with the same variables, locale or design.

4. METHODOLOGY

Research Design

A descriptive study explored parents' emotional intelligence, involvement, and their children's scholastic achievement at West City Exceptional Child Learning Center, Dumaguete City. It assessed parental involvement using Epstein's framework, which includes parenting, volunteering, community collaboration, decision-making, and learning at home.

Research Respondents

The study was done at the West City Exceptional Child Learning Center, Dumaguete City. The participants in this study were 32 children and parents.

Population and Sampling

The study involved 32 parents and their children from West City Exceptional Child Learning Center during the 2017–2018 school year. Purposive and convenient sampling were used, selecting only available and willing parents.

Research Instrument

A profile sheet gathered data on age, gender, civil status, education, and income. Parental involvement was assessed using a questionnaire adapted from studies by Smith [23] and

Wright [24], based on Epstein's model. Scholastic achievement data from the first grading period were obtained from the school principal.

Data Collection Procedure

Permission was secured from the Dumaguete City Division Superintendent. The researcher, with teachers' assistance, distributed and collected the survey during Parent-Teacher Conferences, ensuring clarity in answering the instrument.

Ethical Considerations

Informed consent was obtained from all participants, ensuring their privacy, confidentiality, and voluntary participation. Ethical clearance was granted by the university's research ethics board, ensuring adherence to ethical standards throughout the study.

RESULTS AND DISCUSSION

Table 1 Demographic Profile of Respondents

Category	Frequency	Percentage
Age		
23-27	3	14.20%
28-32	8	18.37%
33-37	9	28.98%
38-42	7	23.30%
43-47	3	9.09%
48-52	2	6.06%
Sex		
Female	21	65.63%
Male	11	34.38%
Civil status		
Married	28	87.50%
Single	4	12.50%
Highest educational attainment		
College graduate	25	76.89%
High school graduate	7	23.11%
Monthly income (in pesos)		
6,000-7,999	6	18.750%
8,000-9,999	4	12.500%
10,000-11,999	9	28.125%
12,000-13,999	3	9.375%
14,000-15,999	3	9.375%
16,000-17,999	3	9.375%
18,000-20,000	4	12.500%

The demographic profile of the 32 parent respondents from West City Exceptional Child Learning Center highlights trends in age, gender, civil status, education, and income.

Most respondents are women in their mid-30s to 40s, married, college graduates, and earning above minimum wage. This supports the work by [2] and [3], who emphasize the role of marital and financial support in parental resilience. Similarly, some [4, 5, and 6] highlighted that mothers are the primary caregivers, being more engaged and emotionally responsive in raising children with disabilities.

Educationally, the findings align with the findings of [7, 8], linking higher parental education to greater involvement in a child's learning. However, Gedfie D. A. [9] notes that lower

education levels may limit parental support due to economic constraints.

Financially, others [10, 11, 7] emphasize how economic struggles and inflexible work schedules hinder parental involvement. Oranga [8] further suggests that lower education often leads to jobs with long hours, reducing engagement in school-related activities.

These findings highlight the impact of financial stability, education, and work flexibility on parental involvement, emphasizing the need for support programs, flexible work policies, and financial assistance to help families raising children with disabilities.

Table 2 Summary Table on the Level of Parents' Emotional Intelligence

Level of Parents' Emotional Intelligence	Mean	Interpretation
Self-Awareness	3.97	High Emotional Intelligence
Self-Management	4.02	High Emotional Intelligence
Social Awareness	3.74	High Emotional Intelligence
Social Skills	4.24	Very High Emotional Intelligence
Overall Mean	3.99	High Emotional Intelligence

The findings indicate that parents generally exhibit high emotional intelligence (EI), particularly in self-awareness, self-management, and social awareness, which allows them to regulate emotions, understand their children's needs, and respond effectively. Their very high EI in social skills suggests strong interpersonal abilities, enabling them to build positive relationships and communicate effectively. This highlights the essential role of emotional intelligence in creating a nurturing and supportive environment for children with special needs.

Research by Charles [12] emphasizes the role of EI in professional settings, showing that high emotional intelligence enhances interpersonal relationships and decision-making. Similarly, in parenting, high EI enables parents to respond to their children's emotions, provide stability, and foster a positive home environment. Ramalingam [13] further describes EI as a set of soft skills that influence behavior, relationships, and performance. Just as EI improves organizational effectiveness, it also plays a crucial role in family dynamics, allowing parents to manage stress, resolve conflicts, and support their children effectively.

These findings align with the role of EI in improving parent-child interactions, reinforcing that parents with high EI are better equipped to handle the challenges of raising children, especially those with disabilities. By fostering self-awareness, empathy, and emotional regulation, emotionally intelligent parents can enhance their children's emotional and social development, similar to how high EI benefits individuals in the workplace. This connection highlights the importance of developing EI among parents to strengthen family relationships and child development.

Table 3 Summary Table on the Level of Parents' Involvement

Level of Parents' Involvement	Mean	Interpretation
Parenting	4.53	Very High Parental Involvement
Communicating	4.38	Very High Parental Involvement
Volunteering	4.33	Very High Parental Involvement
Collaboration with the Community	4.37	Very High Parental Involvement
Decision Making	4.21	Very High Parental Involvement
Learning at Home	4.59	Very High Parental Involvement
Overall Mean	4.40	Very High Parental Involvement

The findings indicate that parents exhibit very high levels of involvement in various areas, including parenting, communication, volunteering, collaboration with the community, decision-making, and learning at home. This aligns with research emphasizing the crucial role of parental involvement in supporting children's academic and social development. Wolff [14] highlights that children often struggle with self-care and executive functioning, reinforcing the importance of parental support in fostering independence and learning. Similarly, Buchanan [5] stresses that parental input is essential in tailoring interventions to meet the unique needs of their children. Moreover, studies by Garrels [15] and Gross [16] demonstrate that home-based parental involvement, such as learning activities and shared reading, directly contributes to academic success, which aligns with the study's findings on very high parental involvement in learning at home.

Parental engagement in decision-making and school-community collaboration also plays a significant role in shaping children's educational experiences. Barger [17] and Gulam [18] highlight that active parent-teacher interactions and participation in school governance lead to improved student performance and school programming. However, Heyne [19] warns that parental decisions regarding school withdrawal can negatively impact a child's education, underscoring the need for continuous collaboration between parents and schools. Schools play a key role in fostering parental involvement, as suggested by Rensburg [20], who advocates for using Epstein's model to build trust and open communication. Additionally, others [7, 21, 22] emphasize the importance of academic socialization, shared recreational activities, and home literacy experiences, all of which enhance parent-child relationships and promote learning beyond the classroom. These findings affirm that high parental involvement positively influences children's academic success, social development, and overall well-being, highlighting the need for continued collaboration between parents, schools, and communities.

The findings imply that the pupils consistently demonstrate a Mastery level of scholastic achievement, with a general average of 87.375. This suggests that they have a strong grasp of the subject matter and can apply their knowledge effectively. The consistent performance across all students indicates a stable learning environment, effective teaching

strategies, and strong parental involvement, as supported by the study's findings on high parental engagement in learning at home.

Table 4 Pupils' Scholastic Achievement based on Grade Point Average

No.	Grade Point Average	Interpretation
1	86	Mastery
2	87	Mastery
3	86	Mastery
4	88	Mastery
5	87	Mastery
6	90	Mastery
7	89	Mastery
8	86	Mastery
9	84	Mastery
10	91	Mastery
11	85	Mastery
12	88	Mastery
13	90	Mastery
14	90	Mastery
15	87	Mastery
16	85	Mastery
17	86	Mastery
18	88	Mastery
19	87	Mastery
20	91	Mastery
21	85	Mastery
22	88	Mastery
23	90	Mastery
24	90	Mastery
25	87	Mastery
26	85	Mastery
27	86	Mastery
28	88	Mastery
29	87	Mastery
30	85	Mastery
31	86	Mastery
32	88	Mastery
General Ave.	87.375	Mastery

Additionally, the results align with research highlighting the positive impact of parental support on academic success by [15; 16], reinforcing that when parents are actively involved in their child's education—through home-based learning, communication with teachers, and participation in school activities—students tend to achieve higher levels of academic performance. This suggests that continued collaboration between parents, educators, and the school community is essential in maintaining and further enhancing student achievement.

Table 5.1: Test of Significant Relationship between Parents' Emotional Intelligence and Parental Involvement

No.	Emotional Intelligence		Parental Involvement		XY
	X	X2	Y	Y2	
1	4.00	16.00	4.67	21.83	18.69
2	4.03	16.20	4.21	17.73	16.95
3	4.05	16.40	4.70	22.09	19.04
4	4.20	17.64	4.93	24.34	20.72
5	4.40	19.36	4.06	16.49	17.87
6	4.05	16.40	4.36	19.02	17.66
7	4.48	20.03	4.97	24.72	22.25
8	4.50	20.25	3.87	14.95	17.40
9	4.43	19.58	4.51	20.30	19.94
10	4.30	18.49	4.43	19.61	19.04
11	4.25	18.06	4.67	21.78	19.83
12	4.38	19.14	4.62	21.36	20.22
13	3.98	15.80	4.63	21.42	18.40
14	4.03	16.20	4.67	21.78	18.78
15	3.80	14.44	4.54	20.60	17.25
16	3.73	13.88	4.93	24.34	18.38
17	3.70	13.69	4.37	19.12	16.18
18	3.78	14.25	4.94	24.45	18.67
19	4.03	16.20	4.82	23.25	19.41
20	4.13	17.02	5.00	25.00	20.63
21	4.18	17.43	4.62	21.36	19.30
22	3.83	14.63	4.08	16.67	15.62
23	4.08	16.61	4.44	19.70	18.09
24	4.00	16.00	4.41	19.46	17.64
25	3.75	14.06	4.52	20.45	16.96
26	3.80	14.44	3.04	9.23	11.55
27	3.70	13.69	4.37	19.07	16.16
28	4.00	16.00	3.56	12.68	14.24
29	3.78	14.25	3.93	15.43	14.83
30	3.65	13.32	3.43	11.75	12.51
31	3.48	12.08	4.12	16.95	14.31
32	3.33	11.06	4.36	18.97	14.48
Sum =	127.75	512.59	140.78	625.91	562.97
Mean =	3.99		4.40		
Std. Dev=	0.29		0.46		

The data analysis reveals a positive relationship between parents' emotional intelligence (EI) and their level of parental involvement. These findings align with research emphasizing the crucial role of parental EI in fostering active engagement in their child's academic and social development. Ramalingam [13] describes emotional intelligence as a set of soft skills that influence relationships and performance, reinforcing that parents with higher EI are better equipped to communicate, support, and engage in their children's learning process. Similarly, Charles [12] highlights how higher EI enhances interpersonal effectiveness and decision-making, which translates into stronger parental involvement in school activities and home-based learning.

Furthermore, research by Garrels [15] and Gross [16] emphasizes that parents who actively participate in their child's learning—through communication, decision-making, and home-based support—significantly contribute to academic success. This aligns with the high levels of involvement in parenting, learning at home, and community collaboration observed in this study. Additionally, Garcia [7] and [21] stress that parental involvement—particularly in educational socialization and shared recreational activities—positively impacts children's emotional and cognitive development.

These findings affirm that parents with higher emotional intelligence are more engaged in their children's education, leading to better learning outcomes and stronger parent-child relationships. To sustain and enhance this engagement, schools and educators should continue promoting emotional intelligence development among parents through workshops, counseling, and collaborative programs. Higher EI not only strengthens parental involvement but also enriches the child's overall academic and social development, creating a more supportive and nurturing learning environment.

Table 5.2 Test of Significant Relationship between Parents' Emotional Intelligence and Pupils' Scholastic Achievement

No.	Emotional Intelligence		Scholastic Achievement		XY
	X	X2	Y	Y2	
1	4.00	16.00	86.00	7396.00	344.00
2	4.03	16.20	87.00	7569.00	350.18
3	4.05	16.40	86.00	7396.00	348.30
4	4.20	17.64	88.00	7744.00	369.60
5	4.40	19.36	87.00	7569.00	382.80
6	4.05	16.40	90.00	8100.00	364.50
7	4.48	20.03	89.00	7921.00	398.28
8	4.50	20.25	86.00	7396.00	387.00
9	4.43	19.58	84.00	7056.00	371.70
10	4.30	18.49	91.00	8281.00	391.30
11	4.25	18.06	85.00	7225.00	361.25
12	4.38	19.14	88.00	7744.00	385.00
13	3.98	15.80	90.00	8100.00	357.75
14	4.03	16.20	90.00	8100.00	362.25
15	3.80	14.44	87.00	7569.00	330.60
16	3.73	13.88	85.00	7225.00	316.63
17	3.70	13.69	86.00	7396.00	318.20
18	3.78	14.25	88.00	7744.00	332.20
19	4.03	16.20	87.00	7569.00	350.18
20	4.13	17.02	91.00	8281.00	375.38
21	4.18	17.43	85.00	7225.00	354.88
22	3.83	14.63	88.00	7744.00	336.60
23	4.08	16.61	90.00	8100.00	366.75
24	4.00	16.00	90.00	8100.00	360.00
25	3.75	14.06	87.00	7569.00	326.25
26	3.80	14.44	85.00	7225.00	323.00
27	3.70	13.69	86.00	7396.00	318.20
28	4.00	16.00	88.00	7744.00	352.00
29	3.78	14.25	87.00	7569.00	328.43
30	3.65	13.32	85.00	7225.00	310.25
31	3.48	12.08	86.00	7396.00	298.85
32	3.33	11.06	88.00	7744.00	292.60
Sum =	127.75	512.59	2796.00	244418.0	11164.8
Mean =	3.99		87.38		
Std. Dev=	0.29		1.95		

The findings suggest that students perform better academically when their parents exhibit higher levels of emotional intelligence (EI). This aligns with research emphasizing the critical role of parental EI in shaping children's academic success. Ramalingam [13] describes emotional intelligence as a set of soft skills that influence relationships and performance, reinforcing that emotionally intelligent parents are better equipped to guide, support, and nurture their children's education. Similarly, Charles [12] highlights that high EI enhances interpersonal effectiveness and decision-making, leading to stronger parental guidance, positive reinforcement, and an emotionally supportive learning environment—all of which contribute to improved student performance.

Furthermore, studies by Garrels [15] and Gross [16] emphasize that parental involvement—particularly in communication, decision-making, and home-based learning—directly enhances academic achievement. This aligns with the study's findings, which show very high levels of parental involvement in learning activities at home, further supporting the positive correlation between emotional intelligence and student performance. Additionally, Garcia [7] and [21] stress that academic socialization and shared parental activities play a crucial role in enhancing children's cognitive and emotional development, which is reflected in students' mastery-level achievement scores.

Overall, these findings affirm that emotionally intelligent parents create a structured and supportive learning environment, significantly contributing to their children's academic success. To sustain this impact, schools and educators should continue fostering emotional intelligence among parents through workshops, counseling, and engagement programs, as higher EI not only strengthens parental involvement but also enhances students' overall academic and personal development.

Table 5.3 Test of Significant Relationship between Parental Involvement and Pupils' Scholastic Achievement

No.	Parental Involvement		Scholastic Achievement		XY
	X	X2	Y	Y2	
1	4.67	21.83	86.00	7396.00	401.81
2	4.21	17.73	87.00	7569.00	366.37
3	4.70	22.09	86.00	7396.00	404.20
4	4.93	24.34	88.00	7744.00	434.13
5	4.06	16.49	87.00	7569.00	353.32
6	4.36	19.02	90.00	8100.00	392.50
7	4.97	24.72	89.00	7921.00	442.53
8	3.87	14.95	86.00	7396.00	332.53
9	4.51	20.30	84.00	7056.00	378.47
10	4.43	19.61	91.00	8281.00	402.93
11	4.67	21.78	85.00	7225.00	396.67
12	4.62	21.36	88.00	7744.00	406.76
13	4.63	21.42	90.00	8100.00	416.50
14	4.67	21.78	90.00	8100.00	420.00
15	4.54	20.60	87.00	7569.00	394.88
16	4.93	24.34	85.00	7225.00	419.33
17	4.37	19.12	86.00	7396.00	376.01

18	4.94	24.45	88.00	7744.00	435.11
19	4.82	23.25	87.00	7569.00	419.53
20	5.00	25.00	91.00	8281.00	455.00
21	4.62	21.36	85.00	7225.00	392.89
22	4.08	16.67	88.00	7744.00	359.33
23	4.44	19.70	90.00	8100.00	399.50
24	4.41	19.46	90.00	8100.00	397.00
25	4.52	20.45	87.00	7569.00	393.43
26	3.04	9.23	85.00	7225.00	258.31
27	4.37	19.07	86.00	7396.00	375.53
28	3.56	12.68	88.00	7744.00	313.38
29	3.93	15.43	87.00	7569.00	341.72
30	3.43	11.75	85.00	7225.00	291.36
31	4.12	16.95	86.00	7396.00	354.03
32	4.36	18.97	88.00	7744.00	383.29
Sum =	140.78	625.91	2796.00	244418.0	12308.35
Mean =	4.40		87.38		
Std. Dev=	0.46		1.95		

The findings suggest that students achieve better academic outcomes when their parents are actively involved in their education.

These results align with research emphasizing the crucial role of parental involvement in student success. Garrels [21] and [16] found that parental engagement in communication, decision-making, and home-based learning directly enhances academic performance, which is evident in the high scholastic achievement scores observed in this study. Similarly, others, [7, 21], highlight the importance of academic socialization and shared learning activities, which contribute to cognitive and emotional development, ultimately leading to improved academic outcomes.

Furthermore, Barger [17] and Gulcan, [18] emphasize that parental involvement in school governance and parent-teacher interactions significantly boosts student motivation and achievement. However, Heyne [19] warns that limited parental engagement or school withdrawal can negatively impact a child's educational progress, reinforcing the need for continuous collaboration between parents and schools.

Overall, these findings confirm that high parental involvement plays a key role in students' academic success. Schools and educators should continue to encourage parental participation through workshops, parent-teacher collaborations, and home-based learning support programs, as strong parental engagement enhances academic performance, student motivation, and overall development.

Table 6: Test of Significant Degree of Variance Among the Four Dimensions of Parents' Emotional Intelligence

o.	Self-Awareness		Self-Management		Social Awareness		Social Skills	
	X1	X2	X2	X2	X3	X2	X4	X2
		1		2		3		4
1	4.00	16.00	3.90	15.21	3.70	13.69	4.40	19.36
2	4.00	16.00	3.90	15.21	3.70	13.69	4.50	20.25
3	4.00	16.00	3.90	15.21	3.70	13.69	4.60	21.16
4	4.00	16.00	4.20	17.64	4.00	16.00	4.60	21.16

5	4.80	23.04	4.70	22.09	4.20	17.64	3.90	15.21
6	3.80	14.44	3.80	14.44	4.00	16.00	4.60	21.16
7	4.50	20.25	4.50	20.25	4.20	17.64	4.70	22.09
8	4.80	23.04	4.30	18.49	4.40	19.36	4.50	20.25
9	4.70	22.09	4.30	18.49	4.20	17.64	4.50	20.25
10	4.20	17.64	4.30	18.49	4.30	18.49	4.40	19.36
11	4.30	18.49	4.30	18.49	4.20	17.64	4.20	17.64
12	4.60	21.16	4.30	18.49	4.10	16.81	4.50	20.25
13	4.30	18.49	3.70	13.69	3.60	12.96	4.30	18.49
14	4.60	21.16	3.80	14.44	3.50	12.25	4.20	17.64
15	3.40	11.56	3.80	14.44	3.70	13.69	4.30	18.49
16	3.20	10.24	3.80	14.44	3.60	12.96	4.30	18.49
17	3.30	10.89	3.60	12.96	3.60	12.96	4.30	18.49
18	3.10	9.61	3.50	12.25	3.70	13.69	4.80	23.04
19	3.50	12.25	4.70	22.09	3.40	11.56	4.50	20.25
20	3.80	14.44	4.60	21.16	3.50	12.25	4.60	21.16
21	3.70	13.69	4.80	23.04	3.50	12.25	4.70	22.09
22	3.70	13.69	4.30	18.49	3.40	11.56	3.90	15.21
23	4.40	19.36	4.00	16.00	3.50	12.25	4.40	19.36
24	3.80	14.44	4.20	17.64	3.50	12.25	4.50	20.25
25	3.70	13.69	4.50	20.25	3.20	10.24	3.60	12.96
26	4.10	16.81	4.20	17.64	3.30	10.89	3.60	12.96
27	3.60	12.96	3.50	12.25	3.90	15.21	3.80	14.44
28	4.50	20.25	3.80	14.44	3.80	14.44	3.90	15.21
29	3.80	14.44	3.60	12.96	3.70	13.69	4.00	16.00
30	3.60	12.96	3.50	12.25	3.60	12.96	3.90	15.21
31	3.60	12.96	3.30	10.89	3.60	12.96	3.40	11.56
32	3.50	12.25	3.10	9.61	3.40	11.56	3.30	10.89

The findings of this study confirm that high parental involvement significantly contributes to students' academic success and overall development. Wolff [14] highlights that students often struggle with self-care and executive functioning, reinforcing the critical role of parental support in fostering independence and learning. This ensures that students receive targeted interventions that address their unique challenges. Additionally, Buchanan [5] emphasizes that early emotional and behavioral therapy (EAAT) is more effective when parents are actively engaged, aligning with this study's finding that parental input enhances intervention programs and learning outcomes. Research by Garrels [15] and Gross [16] further supports these findings, demonstrating that home-based parental involvement—such as learning activities, communication, and decision-making—positively impacts student achievement. Similarly, Burgoyne [25] underscores the importance of shared book reading, particularly for children with language impairments, emphasizing that parent-led learning at home significantly enhances literacy development. The strong connection between academic success and parental support is also agrees with the work of Garcia [7] and Zabidi [21], who found that academic socialization and shared recreational activities contribute to cognitive and emotional growth.

Moreover, Barger [17] and Gulam [18] highlight that parental engagement in school-based activities, such as governance and teacher interactions, leads to improved student

motivation and achievement. This aligns with the study's finding that high parental involvement in decision-making and school collaboration significantly benefits student performance. However, Heyne [19] warns that school withdrawal due to a lack of parental engagement can negatively impact a child's education, reinforcing the need for continuous school-parent collaboration. Rensburg [20] suggests that removing obstacles to parental involvement requires trust and open communication between parents and educators, supporting the idea that schools should actively promote parental engagement through structured programs and inclusive school environments. As research consistently demonstrates, high parental involvement leads to better educational outcomes, making it essential for schools, parents, and communities to work together in fostering student success.

Table 7 Test result on the Level of Parents' Emotional Intelligence and Parental Involvement and Pupils' Scholastic achievement when grouped according to grade level

No.	Grade 4		Grade 5		Grade 6	
	X1	2	X2	2	X3	2
		X1		X2		X3
1	4.67	21.83	4.51	20.30	4.44	19.70
2	4.21	17.73	4.43	19.61	4.41	19.46
3	4.70	22.09	4.67	21.78	4.52	20.45
4	4.93	24.34	4.62	21.36	3.04	9.23
5	4.06	16.49	4.63	21.42	4.37	19.07
6	4.36	19.02	4.67	21.78	3.56	12.68
7	4.97	24.72	4.54	20.60	3.93	15.43
8	3.87	14.95	4.93	24.34	3.43	11.75
9		0.00	4.37	19.12	4.12	16.95
10		0.00	4.94	24.45	4.36	18.97
11		0.00	4.82	23.25		0.00
12		0.00	5.00	25.00		0.00
13		0.00	4.62	21.36		0.00
14		0.00	4.08	16.67		0.00

The study's findings emphasize that parental involvement in school activities remains stable across grade levels, but emotional intelligence among parents differs significantly as their children progress through different grades. This aligns with research highlighting the dynamic nature of parental engagement and emotional intelligence in supporting children's academic and social development. Wolff [14] found that students, particularly those with special needs, benefit greatly from strong parental involvement and emotional support, reinforcing the study's suggestion that schools should encourage sustained parental engagement at all grade levels. Similarly, Buchanan [5] emphasized that emotional intelligence in parents plays a crucial role in reinforcing behavioral and academic interventions, aligning with the study's recommendation for parental training programs and counseling to enhance emotional intelligence. Additionally, Garrels [15] and Gross [16] support the study's findings by demonstrating that home-based parental involvement—such as decision-making, communication, and emotional support—significantly impacts student achievement. However, as children become more independent, parents of older students may feel less inclined

to engage as actively in their child's education, leading to the observed decline in emotional intelligence and engagement in Grade 6.

Furthermore, Garcia [7] and Zabidi [21] highlight that academic socialization and parental participation in shared learning experiences are vital in cognitive and emotional development, reinforcing the need for consistent parental involvement even as children advance in school. Barger [17] and Gulam [18] further emphasize that active parent-teacher collaboration improves student motivation and success, which aligns with the study's recommendation for structured school programs that maintain strong parental involvement throughout a child's academic journey. However, Heyne [19] warns that a decline in parental engagement, particularly in higher grade levels, can negatively impact a child's academic progress, mirroring the study's observation that parents of older students exhibit lower emotional intelligence and engagement. Rensburg [20] suggests that removing obstacles to parental involvement requires trust and open communication between parents and educators, reinforcing the need for schools to foster continuous parental engagement through workshops, training programs, and open communication channels. By addressing these differences in emotional intelligence, schools and communities can ensure that students receive the necessary emotional and academic support at every stage of their education.

CONCLUSIONS

The findings of the study conclude that most parents at West City Exceptional Child Learning Center are middle-aged, female, married, college graduates, and have a family income of ₱10,000 to ₱11,999. They exhibit high emotional intelligence across the four dimensions: self-awareness, self-management, social awareness, and social skills, and demonstrate high parental involvement in areas such as parenting, communication, volunteering, collaboration with the community, decision-making, and learning at home. Additionally, all pupils fall under the "Mastery" level in terms of their scholastic achievement, indicating strong academic performance. Despite these positive indicators, the study found no significant relationship between parents' emotional intelligence and their level of involvement, nor between parents' emotional intelligence and their children's scholastic achievement. Furthermore, parental involvement in school activities does not have a strong association with pupils' academic performance, suggesting that while parents are actively engaged, other factors may contribute more directly to student success. However, notable differences were observed in parents' emotional intelligence across the four dimensions, implying that parents address their children's needs in diverse ways based on their emotional competencies. While parental involvement remains generally consistent, it varies when grouped by grade level, with significant differences found between Grades 4, 5, and 6, suggesting shifts in support and participation as children progress.

To address these findings, the study proposes Project SPAARC (Strengthening Parental Involvement for Academic Achievement and Reinforced Competencies) as an intervention program aimed at enhancing parental engagement in shared governance, community linkages, and holistic learner development. By implementing localized strategies under the Parental Involvement Framework (ParInF), Project SPAARC ensures that parental involvement remains structured, sustainable, and responsive to the evolving needs of students and their families. This highlights the importance of continuously fostering strong parent-school partnerships and adapting engagement strategies based on grade-level differences to maximize their impact on student success.

RECOMMENDATIONS

Based on the findings and conclusions, the following are recommended:

Dissemination of Study Findings

The results should be presented to stakeholders, particularly parents and educators, to raise awareness that while parents exhibit high involvement, emotional intelligence—especially when applied meaningfully—has a more critical influence on children's development.

Capacity-Building on Emotional Intelligence

The Parents-Teachers Association (PTA), in coordination with school heads, should organize seminars focused on enhancing parents' emotional competencies, especially in the area of social awareness, which was found to be the lowest-rated EI dimension.

Enhancing the Quality of Involvement, Not Just the Quantity

Schools should shift focus from simply increasing parental participation to promoting emotionally responsive involvement, such as creating safe spaces for children, using positive communication strategies, and understanding developmental needs across grade levels.

Quarterly Responsive Parenting Conferences

Conduct quarterly conferences that not only share school updates but also integrate short discussions on emotion-based parenting strategies, the changing role of parents across grade levels, and how emotional intelligence can be applied at home and in learning support.

Workshops on Decision-Making and Parental Roles

Since decision-making was the least practiced aspect of involvement, specialized workshops should help parents understand how to participate meaningfully in collaborative decisions that impact school programs and their child's education.

Implementation of Project SPAARC under the ParInF Framework

Schools are encouraged to fully implement Project SPAARC as a structured, sustainable model grounded in the Parental Involvement Framework (ParInF). This framework should prioritize emotionally informed and grade-sensitive parental engagement, rather than general participation alone.

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