

The Relationship Between Parental Involvement and the Behavior of Grade 5 Pupils in Liyang Elementary School

Marife B. Ruano

Liyang Elementary School, Sulangon District, Dapitan City Division

marife.ruano@deped.gov.ph

Date Submitted:

March 19, 2026

Date Accepted:

April 21, 2026

Date Published:

June 01, 2026

DOI:

10.5281/zenodo.20490897

ABSTRACT

This study determined the relationship between parental involvement and the behavior of Grade 5 pupils in Liyang Elementary School, Dapitan City, during the School Year 2025–2026. Specifically, it assessed parental involvement in terms of home-based support, school-based participation, and parenting practices, and examined pupil behavior in terms of classroom conduct, social interaction with peers, and responsibility and self-discipline. The study employed a descriptive-correlational research design involving 60 Grade 5 pupils through total population sampling. A validated questionnaire checklist was utilized in gathering data, while weighted mean, standard deviation, and Pearson Product-Moment Correlation Coefficient (r)

were used for statistical analysis. Findings revealed that parental involvement in terms of home-based support obtained an overall mean of 4.20 interpreted as “Often,” school-based participation obtained a mean of 4.00 interpreted as “Often,” and parenting practices obtained a mean of 4.22 interpreted as “Always.” In terms of pupil behavior, classroom conduct obtained a mean of 4.18 interpreted as “Often,” social interaction with peers obtained a mean of 4.19 interpreted as “Often,” while responsibility and self-discipline also showed a high level of manifestation. Correlation analysis revealed significant positive relationships between parental involvement and pupil behavior. Home-based support and parenting practices showed strong relationships with classroom conduct, peer interaction, and responsibility, while school-based participation demonstrated moderate but significant relationships. The study concluded that active parental involvement significantly contributes to positive behavioral outcomes among pupils and strengthens their social and disciplinary development.

Keywords: *parental involvement, pupil behavior, home-based support, school-based participation, parenting practices, classroom conduct, social interaction, responsibility and self-discipline, Grade 5 pupils*

INTRODUCTION

Education is a collaborative process that involves not only schools but also families and communities in shaping the holistic development of learners. Among the various factors influencing children’s growth, parental involvement has consistently been recognized as one of the most significant contributors to learners’ academic success and behavioral development. Parents serve as children’s first teachers, providing guidance, discipline, emotional support, and encouragement even before formal schooling begins. Through active involvement at home and participation in school-related activities, parents

help mold children's attitudes, values, and behavior, which are essential in their social and academic adjustment.

Parental involvement may take different forms, including home-based support, school-based participation, and parenting practices. Home-based support includes monitoring assignments, supervising study time, and providing learning resources, while school-based participation involves attending meetings, communicating with teachers, and participating in school activities. Parenting practices, on the other hand, refer to discipline strategies, value formation, and parental guidance at home. According to Epstein (2011), strong collaboration between parents and schools promotes not only academic achievement but also positive behavioral outcomes among learners. Children who experience supportive parenting and active parental engagement are more likely to demonstrate responsibility, self-discipline, and positive social interaction.

Behavior plays a crucial role in the learning process because it directly affects pupils' academic performance, classroom participation, and relationships with peers and teachers. Positive classroom conduct allows pupils to focus on learning tasks, cooperate with classmates, and follow school rules effectively. Social interaction with peers helps learners develop communication skills, teamwork, and emotional understanding, while responsibility and self-discipline encourage accountability and independence. Studies conducted by Wilder (2020) and Castro et al. (2022) revealed that children whose parents are actively involved in their education tend to display fewer behavioral problems and stronger social-emotional skills compared to pupils with limited parental support.

In the Philippine educational setting, parental involvement has been emphasized through different Department of Education programs and policies such as Parent-Teacher Associations (PTAs), Brigada Eskwela, and school-community partnerships. Filipino culture highly values family relationships and parental guidance, making parents important partners in promoting children's learning and discipline. Research by Dela Cruz (2021) and Ramos and Perez (2022) found that Filipino pupils with supportive and communicative parents demonstrated better classroom behavior, stronger peer relationships, and higher levels of self-discipline. These studies highlight the importance of strengthening home-school collaboration to ensure the positive development of learners.

Despite the growing number of studies on parental involvement, limited research has focused specifically on its relationship with the behavior of Grade 5 pupils in public elementary schools, particularly in smaller communities such as Liyang Elementary School in Dapitan City. Grade 5 pupils are at a developmental stage where behavioral patterns, social interaction, and self-discipline become more evident and influential in their academic and personal growth. Understanding how parental involvement affects their behavior is important in designing interventions and programs that can improve both learner conduct and parent-school collaboration.

Therefore, this study aimed to determine the relationship between parental involvement and the behavior of Grade 5 pupils in Liyang Elementary School during the School Year 2025–2026. Specifically, it sought to assess parental involvement in terms of home-based support, school-based participation, and parenting practices, as well as pupil behavior in terms of classroom conduct, social interaction with peers, and responsibility and self-discipline. The findings of the study are expected to provide valuable insights for parents, teachers, school administrators, and future researchers in promoting positive behavioral development among learners through strengthened parental engagement.

METHODS

Research Design

This study utilized a descriptive-correlational research design to determine the relationship between parental involvement and the behavior of Grade 5 pupils in Liyang Elementary School.

Research Participants

The participants of this study were the sixty (60) Grade 5 pupils of Liyang Elementary School, Dapitan City, Zamboanga del Norte, enrolled during the School Year 2025–2026. The respondents came from two Grade 5 sections and were selected using total population sampling, wherein all members of the population were included in the study. Grade 5 pupils were chosen because they are at a developmental stage where behavioral patterns such as classroom conduct, social interaction, responsibility, and self-discipline are more observable and measurable. Their participation provided relevant and reliable data necessary in determining the relationship between parental involvement and pupil behavior.

Research Instrument

The primary research instrument used in this study was a structured questionnaire checklist designed to gather data on parental involvement and the behavior of Grade 5 pupils in Liyang Elementary School. The instrument was adapted from related literature and studies to ensure alignment with the objectives of the research. It was written in a simple and age-appropriate manner to make it understandable for the respondents.

The questionnaire was divided into two main parts.

Part I focused on parental involvement and measured three dimensions: home-based support, school-based participation, and parenting practices. Home-based support included monitoring assignments, supervising study time, and providing learning resources. School-based participation covered parents' attendance in meetings, participation in school activities, and communication with teachers. Parenting practices included discipline strategies, value formation, and guidance provided at home.

Part II assessed pupil behavior in terms of classroom conduct, social interaction with peers, and responsibility and self-discipline. Classroom conduct referred to attentiveness, compliance with classroom rules, and task completion. Social interaction measured cooperation, friendliness, and respect toward classmates, while responsibility and self-discipline assessed accountability, independence, and adherence to school rules.

The questionnaire utilized a five-point Likert scale with the following responses: 5 – Always, 4 – Often, 3 – Sometimes, 2 – Rarely, and 1 – Never. The instrument underwent content validation by experts and reliability testing through pilot testing to ensure its validity and consistency before the actual administration of the study.

Data Gathering Procedure

Before conducting the study, the researcher sought formal permission from the Schools Division Superintendent of the Division of Dapitan City through a letter requesting approval to conduct the research at Liyang Elementary School. After obtaining approval, another letter was submitted to the school principal requesting permission to administer the questionnaire to the Grade 5 pupils. Coordination with the Grade 5 class advisers was also conducted to arrange the schedule and proper administration of the research instrument.

Prior to the distribution of the questionnaires, the researcher explained the purpose and objectives of the study to the respondents. The pupils were informed that their participation was voluntary and that all responses would be treated with strict confidentiality. Instructions on how to answer the questionnaire properly were clearly explained to avoid misunderstanding and ensure accurate responses.

The validated questionnaire checklist was then distributed to the 60 Grade 5 pupils enrolled during the School Year 2025–2026. Adequate time was provided for the respondents to answer the instrument carefully and honestly. The researcher personally supervised the administration and retrieval of the questionnaires to ensure a 100% retrieval rate and completeness of data.

After collecting the accomplished questionnaires, the responses were checked, tallied, organized, and prepared for statistical analysis. The gathered data were then analyzed using appropriate statistical tools such as weighted mean, standard deviation, and Pearson Product-Moment Correlation Coefficient to answer the research problems of the study.

Data Analysis

The data gathered from the respondents were organized, tallied, analyzed, and interpreted using appropriate statistical tools based on the objectives of the study. Descriptive statistics were utilized to determine the level of parental involvement and the level of pupil behavior among Grade 5 pupils in Liyang Elementary School.

To answer Statement of the Problem No. 1 regarding the level of parental involvement in terms of home-based support, school-based participation, and parenting practices, the weighted mean and standard deviation were used. The weighted mean determined the average responses of the participants, while the standard deviation measured the consistency or variation of responses.

Similarly, to answer Statement of the Problem No. 2 regarding the level of pupil behavior in terms of classroom conduct, social interaction with peers, and responsibility and self-discipline, weighted mean and standard deviation were also employed.

The following scale was used in interpreting the weighted mean results:

Weighted Mean Range	Verbal Interpretation
4.21 – 5.00	Always
3.41 – 4.20	Often
2.61 – 3.40	Sometimes
1.81 – 2.60	Rarely
1.00 – 1.80	Never

To determine the significant relationship between parental involvement and pupil behavior, Pearson Product-Moment Correlation Coefficient (r) was used. This statistical tool measured the strength and direction of the relationship between the variables. The interpretation of the correlation coefficient was based on standard guidelines ranging from very weak to very strong relationship. The level of significance for testing the hypotheses was set at 0.05.

RESULTS

Level of Parental Involvement

The findings revealed that parental involvement in terms of home-based support obtained an overall weighted mean of 4.20 with a verbal interpretation of “Often.” This indicates that parents regularly monitor assignments, provide learning resources, supervise study time, and encourage their children to review lessons and complete school tasks.

In terms of school-based participation, the overall weighted mean was 4.00, also verbally interpreted as “Often.” This means that parents frequently attend PTA meetings, communicate with teachers, and participate in school-related activities, although their involvement is not consistently observed at all times.

For parenting practices, the overall weighted mean was 4.22 with a verbal interpretation of “Always.” This suggests that parents consistently implement discipline strategies, provide guidance, and teach values such as honesty, respect, and responsibility to their children.

Level of Pupil Behavior

The level of pupil behavior in terms of classroom conduct obtained an overall weighted mean of 4.18 verbally interpreted as “Often.” The findings indicate that pupils generally follow classroom rules, listen attentively during discussions, avoid disturbing classmates, and complete classroom tasks responsibly.

In terms of social interaction with peers, the results showed an overall weighted mean of 4.19 interpreted as “Often.” This implies that pupils generally maintain positive relationships with classmates, cooperate during group activities, and show respect toward peers.

Meanwhile, responsibility and self-discipline also manifested a high level of behavior among the respondents. Pupils frequently demonstrated accountability, obedience to school rules, independence in accomplishing tasks, and proper management of their behavior both inside and outside the classroom.

Relationship Between Parental Involvement and Pupil Behavior

The results of the Pearson Product-Moment Correlation Coefficient revealed significant positive relationships between parental involvement and pupil behavior. Home-based support and parenting practices showed strong correlations with classroom conduct, social interaction with peers, and responsibility and self-discipline. School-based participation also demonstrated moderate but significant relationships with pupil behavior.

The findings indicate that pupils whose parents are more actively involved at home and in school tend to display more positive behavior, stronger self-discipline, and healthier social relationships. Thus, the null hypothesis stating that there is no significant relationship between parental involvement and pupil behavior was rejected.

DISCUSSION

The findings of the study revealed that parental involvement significantly influences the behavior of Grade 5 pupils in Liyang Elementary School. The results showed that parents frequently provide home-based support, participate in school-related activities, and practice positive parenting strategies, which contribute to pupils’ positive classroom conduct, healthy social interaction, and responsibility and self-discipline. These findings support the idea that active parental engagement plays an important role in shaping children’s behavioral development both at home and in school.

The study found that home-based support obtained a high mean interpreted as “Often,” indicating that parents regularly monitor assignments, supervise study time, and provide learning resources. This finding agrees with the study of Wilder (2020), which emphasized that children whose parents actively support their learning at home demonstrate better self-regulation and fewer behavioral problems. Similarly, Hoover-Dempsey and Sandler (2020) explained that home-based parental support strengthens children’s discipline, accountability, and academic motivation. The results imply that consistent parental guidance at home helps learners develop positive study habits and responsible behavior.

In terms of school-based participation, parents were also found to be frequently involved in school meetings, activities, and communication with teachers. Although the level was slightly lower compared to home-based support and parenting practices, the findings still suggest that parent-school collaboration contributes positively to pupil behavior. This supports the findings of Calayco (2020), who stated that pupils whose parents maintain communication with teachers and participate in school programs tend to

demonstrate improved classroom discipline and social interaction. Epstein's theory likewise emphasized that cooperation between parents and schools promotes children's holistic development.

The results further revealed that parenting practices obtained the highest mean interpreted as "Always." Parents consistently taught values, implemented discipline strategies, and guided their children in decision-making. This finding supports Bandura's Social Learning Theory, which explains that children learn behavior through observation and imitation of parental role models. The findings also agree with Ramos and Perez (2022), who found that authoritative parenting characterized by warmth, guidance, and consistent discipline leads to better self-discipline and social behavior among pupils.

The study also revealed that pupils generally manifested positive classroom conduct, social interaction with peers, and responsibility and self-discipline. Pupils were attentive during discussions, cooperative with classmates, and responsible in completing school tasks. These results suggest that parental involvement contributes not only to academic support but also to learners' emotional and social development. Children who receive guidance and encouragement from parents are more likely to develop confidence, respect, and accountability in school settings.

Finally, the significant positive relationship between parental involvement and pupil behavior confirms that active parental engagement is an important factor in promoting desirable behavioral outcomes among pupils. The findings imply that when parents provide consistent support, communicate with schools, and practice effective parenting strategies, children become more disciplined, socially responsible, and behaviorally adjusted. Therefore, schools and parents must continue strengthening their partnership to create a supportive learning environment that promotes the holistic development of learners.

References

- Bandura, A. (1977). *Social learning theory*. Prentice Hall.
- Baumrind, D. (2019). Parenting styles and child development. *Child Development Review*, 45(2), 120–135.
- Bear, G. (2020). Classroom discipline and student behavior. *Educational Psychology Review*, 32(4), 455–472.
- Bronfenbrenner, U. (1979). *The ecology of human development*. Harvard University Press.
- Calayco, R. (2020). Parent-teacher collaboration and student behavior outcomes in Philippine elementary schools. *Philippine Journal of Education*, 18(1), 55–70.
- Castro, M., Expósito-Casas, E., López-Martín, E., Navarro-Asencio, E., & Gaviria, J. (2022). Parental involvement and student outcomes: International evidence. *Educational Research Review*, 37, 100–112.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage.
- Dela Cruz, M. (2021). Parenting practices and behavioral adjustment of elementary pupils. *Philippine Educational Research Journal*, 19(2), 66–80.
- Department of Education. (2019). *Parent-teacher association guidelines*. DepEd Philippines.
- Deslandes, R., & Bertrand, R. (2020). Motivation of parent involvement. *Journal of Educational Research*, 113(3), 210–225.
- Dizon, A. (2020). Filipino parental involvement in education practices. *Asian Education Studies*, 14(1), 34–48.
- Epstein, J. L. (2011). *School, family, and community partnerships*. Westview Press.
- Fan, X., & Chen, M. (2021). Parental involvement and student behavioral outcomes: A meta-analysis. *Review of Educational Research*, 91(3), 410–436.
- Flores, R. (2020). Rural parental involvement and children's responsibility. *Mindanao Educational Journal*, 12(1), 40–52.
- Goodall, J. (2021). Parental engagement in education. *Educational Review*, 73(5), 589–604.
- Hoover-Dempsey, K., & Sandler, H. (2020). Parental involvement processes. *Educational Psychologist*, 55(3), 105–118.
- Jennings, P., & Greenberg, M. (2019). The prosocial classroom. *Journal of School Psychology*, 47(1), 1–20.
- Kim, S., & Hill, N. (2020). Parenting practices and child outcomes. *Child Development Research*, 28(4), 201–220.

-
- Ramos, P., & Perez, L. (2022). Parenting style and self-discipline among Filipino pupils. *Philippine Social Science Journal*, 7(2), 90–108.
- Republic Act No. 10533. (2013). *Enhanced Basic Education Act of 2013*. Official Gazette of the Philippines.
- Rubin, K. H., Bukowski, W. M., & Parker, J. G. (2020). Peer interactions and social development. *Handbook of Child Psychology*, 4, 571–645.
- Wang, M., & Eccles, J. (2020). Social support and student behavior. *Developmental Psychology*, 56(8), 1450–1462.
- Wentzel, K. R. (2020). Social relationships and motivation in school. *Educational Psychologist*, 55(2), 95–112.
- Wilder, S. (2020). Effects of parental involvement on children’s development. *Journal of Educational Research*, 113(2), 97–109.
- Zhou, M., Kim, S., & Wang, L. (2024). School-based parental engagement and student outcomes. *International Journal of Educational Research*, 118, 102–115.