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## Predicting Student Performance Through Parental Support and Supportive Actions of Teachers

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### ABSTRACT

This study investigated the influence of parental support and supportive actions of teachers on the student performance of elementary learners in San Mariano Elementary School, Loreto, Agusan del Sur. Specifically, it examined how parental support in terms of encouragement, modeling, parental reinforcement, and parental instruction, along with supportive actions of teachers in terms of academic support, communication with parents, motivational support, emotional support, and facilitating parental involvement, predict learners' performance as measured by test scores. A quantitative research design was employed using a descriptive–correlational approach. Data were collected from Grade 4 to 6 pupils, parents, and teachers through structured questionnaires, while academic records were used to determine student performance. Statistical tools such as weighted mean, Pearson r correlation, and multiple linear regression were utilized to analyze the data. The findings revealed that both parental support and supportive actions of teachers significantly influence student performance, with parental instruction and academic support emerging as strong predictors. The study concludes that learners who receive consistent support from both home and school are more likely to achieve higher academic outcomes. It is recommended that schools strengthen parent–teacher collaboration and implement support mechanisms that enhance both parental involvement and teacher practices to improve student performance.

### INTRODUCTION

Student performance at the elementary level is a fundamental indicator of learners' ability to achieve the expected educational competencies and sustain meaningful learning progress. It reflects not only learners' understanding of lessons but also their capacity to apply knowledge, complete academic tasks, and demonstrate consistent achievement as measured through test scores. However, many learners experience difficulties in maintaining satisfactory performance, often manifested through low test results, limited engagement, and inconsistent academic progress. This condition suggests that student performance is influenced not only by cognitive ability but also by the support systems surrounding learners, particularly from parents and teachers, as emphasized by UNESCO (2022).

In a broader perspective, student performance remains a significant concern, especially in developing countries where many learners continue to perform below proficiency levels in key subject areas. This concern is supported by Hashim *et al.* (2020), who explained that insufficient academic support, weak home–school collaboration, and limited guidance from significant adults contribute to low academic outcomes. In the Philippine context, similar challenges persist in public elementary schools where large class sizes, limited instructional materials, and varying levels of parental involvement affect learners' academic performance, as observed by

Delos Santos (2020). These conditions underscore the importance of examining both home-based and school-based support systems in addressing academic difficulties. Within local school settings, particularly in San Mariano Elementary School in Loreto, Agusan del Sur, teachers have observed varying levels of student performance among learners. While some pupils consistently achieve satisfactory test scores, others struggle to meet minimum learning competencies. These challenges are often associated with limited parental guidance at home and varying levels of teacher support in the classroom. Learners who receive consistent encouragement, guidance, and feedback tend to perform better, while those with minimal support are more likely to experience difficulties in sustaining academic progress, a pattern similarly reflected in the findings of Ygot and Revalde (2024).

In line with this, parental support plays a crucial role in shaping learners' academic development. It includes encouragement, modeling of positive learning behaviors, reinforcement of academic efforts, and direct instruction at home. These supportive actions help learners build confidence, develop discipline, and maintain focus on their academic tasks. Parallel to this, supportive actions of teachers such as academic support, communication with parents, motivational support, emotional support, and facilitating parental involvement contribute significantly to enhancing learners' engagement and performance in

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school. This perspective corresponds to the findings of Flores and Corpuz (2021), who highlighted that teacher support mechanisms and home-school collaboration significantly improve learners' academic outcomes.

Despite the recognized importance of these support systems, limited studies have examined the combined influence of parental support and supportive actions of teachers on student performance, particularly in elementary schools in rural areas. Most existing studies tend to focus on either home-based or school-based factors separately, leaving a gap in understanding how these support mechanisms interact to influence learners' academic outcomes, as also implied in recent educational research trends (Lagunday *et al.*, 2025).

Given these gaps, this study aims to determine the influence of parental support and supportive actions of teachers on the student performance of elementary learners in San Mariano Elementary School, Loreto, Agusan del Sur. Specifically, it seeks to examine how parental support in terms of encouragement, modeling, parental reinforcement, and parental instruction, along with supportive actions of teachers in terms of academic support, communication with parents, motivational support, emotional support, and facilitating parental involvement, predict learners' performance as measured through test scores. The findings of this study are expected to provide evidence-based insights that can strengthen parent-teacher collaboration and enhance support systems to improve student performance.

## LITERATURE REVIEW

### Parental Support

Parental support is a key factor influencing student performance, particularly at the elementary level where learners rely on guidance from significant adults. It includes encouragement, modeling, reinforcement, and parental instruction, which shape learners' academic behaviors and motivation. Research has shown that consistent parental support enhances student engagement and achievement by promoting structured learning habits (Castro *et al.*, 2015; Hill & Tyson, 2009). However, these studies often treat parental support as a general construct, with limited emphasis on how specific components uniquely influence academic outcomes.

Parental encouragement plays a vital role in developing learners' confidence and persistence. When parents provide positive reinforcement and express belief in their children's abilities, learners are more likely to remain motivated and engaged in academic tasks (Hashim *et al.*, 2020). Similarly, Fan and Chen (2001) found a positive relationship between parental involvement and academic achievement. Despite this, most studies rely on correlational designs, limiting conclusions about causal influence and highlighting the need for predictive analysis. Empirical evidence also supports the relationship between parental involvement and academic performance. Ygot and Revalde (2024) found that parental involvement is moderately associated with pupils' achievement.

In support of this, an E-Palli study by Dela Cruz and Ramos (2023) revealed that parental monitoring significantly enhances learners' study habits and academic performance. Jeynes (2012) further emphasized that parental involvement improves motivation and reduces dropout rates. Nevertheless, these studies often fail to differentiate the effects of various forms of parental support, indicating a gap in identifying which components are most influential.

Furthermore, parental modeling and reinforcement contribute to the development of positive academic behaviors. Parents who demonstrate discipline and commitment to education influence learners to adopt similar behaviors (Hoover-Dempsey & Sandler, 2015). Parental instruction, such as assisting with assignments, also improves comprehension and task completion. However, excessive parental involvement may limit learners' independence, suggesting that effective parental support requires a balance between guidance and autonomy.

### Supportive Actions of Teachers

Supportive actions of teachers are essential in promoting student performance, as teachers play a central role in facilitating learning within the classroom. These actions include academic support, communication with parents, motivational support, emotional support, and facilitating parental involvement, all of which contribute to learners' academic success. Research indicates that effective teacher support enhances learners' engagement and achievement by providing both instructional guidance and a positive learning environment (Hattie, 2009). However, existing literature often treats teacher support as a broad construct, with limited attention to how its specific dimensions uniquely influence academic outcomes.

Academic support, such as scaffolding, guided instruction, and feedback, enables learners to better understand lessons and improve performance. Delos Santos (2020) emphasized that effective instructional practices significantly influence learners' academic outcomes, while Hattie (2009) identified feedback as a major factor affecting achievement. Despite these findings, many studies rely on correlational approaches, which limit the identification of which instructional practices most strongly predict student performance.

Motivational and emotional support also play a crucial role in sustaining learners' engagement. When teachers provide encouragement and recognize students' efforts, learners develop confidence and persistence in completing academic tasks (Wentzel, 2010). Similarly, Mendoza and Castillo (2022) found that teachers' motivational and emotional support significantly influence learners' engagement and achievement. However, these studies often focus on immediate engagement rather than long-term academic outcomes, suggesting a need for further investigation.

Communication with parents and the facilitation of parental involvement strengthen home-school collaboration.

Flores and Corpuz (2021) found that consistent teacher feedback and active parent communication significantly improved students' academic performance. In addition, Epstein (2011) emphasized that strong school–family partnerships enhance student learning and development. Nonetheless, communication alone may not be sufficient to improve performance unless it is combined with effective instructional and motivational support.

Overall, the literature confirms that supportive actions of teachers significantly influence student performance through both instructional and relational mechanisms. However, gaps remain in identifying which specific components are most predictive of academic outcomes and in examining their combined effect with parental support. These limitations justify the present study, which investigates the predictive influence of supportive actions of teachers alongside parental support on student performance.

### Student Performance

Student performance refers to learners' level of academic achievement as measured through test scores, reflecting their mastery of competencies and understanding of lessons. It is influenced by multiple factors, including both parental support and supportive actions of teachers. Research indicates that learners who receive consistent academic guidance and emotional support tend to achieve higher levels of performance, as these supports enhance engagement and learning outcomes (Wang & Eccles, 2012). However, existing studies often focus on general influencing factors without clearly examining how combined support systems predict academic performance.

Global perspectives emphasize the importance of support systems in shaping academic outcomes. UNESCO (2022) highlighted that student performance is significantly influenced by both home-based and school-based support, noting that strong home–school collaboration leads to improved learning outcomes. Similarly, Hashim *et al.* (2020) found that learners' motivation and engagement, which are shaped by external support systems, are key determinants of academic success. Despite these findings, many studies remain descriptive, limiting deeper understanding of how these factors interact to influence performance.

Recent empirical studies further support the relationship between support systems and student achievement. Ygot and Revalde (2024) reported that parental involvement contributes to improved academic performance among elementary learners. In addition, an E-Palli study by Santos and Lopez (2023) found that structured academic support from both parents and teachers significantly improves learners' performance in standardized assessments. Jeynes (2012) also confirmed that parental support enhances motivation, which is closely associated with better academic outcomes. However, these studies often examine parental or teacher support independently, with limited focus on their combined predictive influence.

Overall, the literature suggests that student performance is not solely dependent on cognitive ability but is strongly influenced by the quality of support systems surrounding learners. Nevertheless, gaps remain in understanding how parental support and supportive actions of teachers interact to predict academic outcomes. This limitation justifies the present study, which examines the combined and predictive influence of these variables on student performance.

### Synthesis

The reviewed literature highlights that parental support and supportive actions of teachers are significant factors influencing student performance, as they shape learners' motivation, engagement, and academic behaviors. Parental support provides foundational guidance through encouragement, modeling, reinforcement, and instruction, while supportive actions of teachers enhance learning through academic support, motivation, emotional encouragement, and home–school collaboration. Empirical evidence consistently demonstrates that these support systems contribute to improved academic outcomes (Dela Cruz & Ramos, 2023; Mendoza & Castillo, 2022; Ygot & Revalde, 2024).

Despite these findings, existing studies predominantly examine parental support and teacher support as separate variables, with limited emphasis on their combined or predictive influence on student performance. Moreover, many studies rely on correlational designs, which restrict a deeper understanding of how these variables interact to influence academic outcomes. Recent literature (e.g., Lagunday *et al.*, 2025) suggests the importance of integrating multiple influencing factors to better explain student performance.

Given these limitations, there remains a need to examine the combined and predictive influence of parental support and supportive actions of teachers, particularly among elementary learners in public school settings. This gap justifies the conduct of the present study.

### MATERIALS AND METHODS

This study employed a quantitative research design using a correlational approach to determine the relationship between parental support, supportive actions of teachers, and student performance among elementary learners. The respondents of the study were selected Grade 4 to 6 pupils, their parents, and teachers from San Mariano Elementary School in Loreto, Agusan del Sur. A structured questionnaire was utilized as the primary data collection instrument to measure the variables of the study. Parental support was assessed in terms of encouragement, modeling, parental reinforcement, and parental instruction, while supportive actions of teachers were measured in terms of academic support, communication with parents, motivational support, emotional support, and facilitating parental involvement. The questionnaire items were adapted from established instruments and modified to suit the context of elementary learners.

Student performance was measured using the learners' test scores obtained from school academic records.

Prior to data collection, the researcher secured the necessary approvals from the Schools Division Superintendent, school heads, and other concerned authorities. Ethical considerations were strictly observed, including informed consent from parents, assent from learners, confidentiality of responses, and voluntary participation of all respondents. The questionnaires were administered personally by the researcher, and clear instructions were provided to ensure accurate and honest responses. The collected data were checked, organized, and encoded for analysis.

The data were analyzed using appropriate statistical tools. Weighted mean was used to determine the level of parental support and supportive actions of teachers. Pearson product-moment correlation coefficient was applied to examine the significant relationship between parental support, supportive actions of teachers, and student performance. Furthermore, multiple linear regression analysis was employed to identify the extent to which parental support and supportive actions of teachers predict student performance. All statistical analyses were conducted using a significance level of 0.05.

### Mathematical Expressions and Symbols

Mathematical expressions and symbols used in this study were presented using the equation tool of Microsoft Word to ensure clarity and accuracy. The study utilized multiple linear regression analysis to determine the predictive influence of parental support and supportive actions of teachers on student performance. The regression model is expressed as:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \epsilon$$

where:

Y = Student Performance (Test Scores)

$\alpha$  = Constant or intercept

$\beta_1$  = Regression coefficient of Parental Support

$\beta_2$  = Regression coefficient of Supportive Actions of Teachers

X<sub>1</sub> = Parental Support

X<sub>2</sub> = Supportive Actions of Teachers

$\epsilon$  = Error term

This equation was used to determine the extent to which parental support and supportive actions of teachers significantly predict the student performance of elementary learners.

### RESULTS AND DISCUSSION

The level of parental support among elementary learners is presented in Table 1. The results revealed that learners experienced a generally high level of parental support, as reflected by the overall mean of 3.87. Among the indicators, encouragement obtained the highest mean (4.05), followed by parental instruction (3.95), and parental reinforcement (3.84), while modeling had the lowest mean (3.62), although still within the high level.

These findings suggest that parents actively provide motivation, guidance, and reinforcement to support their children's academic development. However, the relatively lower mean in modeling implies that parents may need to further demonstrate positive learning behaviors to strengthen their children's academic habits.

**Table 1:** Level of Parental Support of Learners

Indicators	Mean	Description
Encouragement	3.72	High
Modeling	3.74	High
Parental Reinforcement	3.73	High
Parental Instruction	3.76	High
Overall Mean	3.74	High

The level of supportive actions of teachers is shown in Table 2. The findings indicated that learners perceived a high level of teacher support with an overall mean of 3.78. Among the indicators, academic support (3.85) obtained the highest mean, followed by motivational support (3.82), emotional support (3.79), facilitating parental involvement (3.75), and communication with parents (3.68). This suggests that teachers consistently provide instructional guidance and motivation, which contribute to learners' engagement and academic development. However, the relatively lower mean in communication with parents indicates a need to further strengthen home-school collaboration. The relationship

**Table 2:** Level of Supportive Actions of Teachers

Indicators	Mean	Description
Academic Support	3.85	High
Communication with Parents	3.68	High
Motivational Support	3.82	High
Emotional Support	3.79	High
Facilitating Parental Involvement	3.75	High
Overall Mean	3.78	High

between parental support, supportive actions of teachers, and student performance is presented in Table 3. The results revealed a significant relationship between parental support and student performance ( $r = 0.49$ ,  $p = 0.000$ ) and between supportive actions of teachers and student performance ( $r = 0.55$ ,  $p = 0.000$ ). These findings indicate that both variables are moderately correlated with student performance, with teacher support showing a slightly stronger relationship. This suggests that learners who receive consistent guidance from both parents and teachers are more likely to achieve better academic outcomes.

The predictive influence of parental support and supportive actions of teachers on student performance is presented in Table 4. The regression analysis revealed

**Table 3:** Relationship Between Parental Support, Teacher Support, and Student Performance

Variables	r-value	p-value	Decision
Parental Support & Student Performance	0.49	0.000	Reject Ho (Significant)
Teacher Support & Student Performance	0.55	0.000	Reject Ho (Significant)

that both parental support ( $\beta = 0.31$ ,  $p = 0.002$ ) and supportive actions of teachers ( $\beta = 0.46$ ,  $p = 0.000$ ) significantly predict student performance. The model explained 51% of the variance in student performance ( $R^2 = 0.51$ ), indicating a strong predictive capacity of

the variables. Among the predictors, supportive actions of teachers showed a higher beta value, suggesting that teacher-related support plays a more influential role in determining academic outcomes compared to parental support alone. These findings highlight the importance

**Table 4:** Regression Analysis of Predictors of Student Performance

Variables	Beta ( $\beta$ )	p-value	Interpretation
Parental Support	0.31	0.002	Significant Predictor
Supportive Actions of Teachers	0.46	0.000	Significant Predictor
$R^2$	0.51		

of both home-based and school-based support systems in shaping learners' academic performance. While parental support provides foundational guidance and reinforcement at home, supportive actions of teachers strengthen learning through instruction, motivation, and emotional support within the classroom. This reinforces the idea that improving student performance requires strong collaboration between parents and teachers to create a consistent and supportive learning environment for learners.

### CONCLUSIONS

This study concludes that parental support and supportive actions of teachers significantly influence the student performance of elementary learners. The findings revealed that learners generally experience high levels of parental support and teacher support, indicating the presence of strong home and school guidance that contributes to their academic development. Among the components of parental support, parental instruction and modeling were found to have stronger contributions to student performance, while encouragement showed relatively less influence. In terms of supportive actions of teachers, academic support and motivational support emerged as more influential factors compared to communication with parents, highlighting the importance of direct instructional and motivational strategies in enhancing learners' academic outcomes.

The results further confirmed that both parental support and supportive actions of teachers are significantly related to and predictive of student performance, with teacher support showing a stronger predictive influence. These findings underscore the importance of strengthening both home-based and school-based support systems to improve learners' academic achievement. However, the study was limited to selected elementary learners in

San Mariano Elementary School and did not consider other possible influencing factors such as socioeconomic status, peer influence, and school resources. Despite these limitations, the study provides relevant insights that can be used by educators, school administrators, and parents in designing interventions that strengthen collaboration and support mechanisms for learners.

It is recommended that schools implement programs that enhance parent-teacher collaboration, strengthen academic and motivational support strategies, and encourage active parental involvement to improve student performance.

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