

The Influence of Parental Support and Academic Environment on the Learning Outcome of the Students

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Abstract

The main purpose of this research was to find out the influence of parental support and the academic environment on the learning outcome of the students. This study used a descriptive-correlational quantitative approach with a regression analysis. The respondents of the study were grade 6 students from public elementary schools who were randomly selected in the Laak South District, Division of Davao de Oro. After the data was collected, the researchers analysed the data using regression analysis, mean, and Pearson-r. Results indicated that grade 6 students are receiving a high level of parental support, a high level of academic engagement, and a high level of learning outcomes. Furthermore, a strong correlation between these variables was observed. From regression analysis, it can be seen that emotional support, motivational support, and behavioural support make up the parental support domains, which have an impact on the learning outcome. Whereas physical environment, peer support environment, and learning resource facilities make up academic environment domains that impact learning outcomes. For that reason, educational leaders, government children's welfare agencies, school principals, teachers, families, and other immediate stakeholders can work together effectively.

Keywords: MAED Educational Management, parental support, academic environment, learning outcomes, Philippines

1. INTRODUCTION

Learning outcomes among students differ greatly across educational contexts and systems. Traditionally, many schools emphasize cognitive metrics such as grades and test scores, while often neglecting affective and psychomotor dimensions of learning (Biggs & Tang, 2020; Bloom, 1956). However, research shows that students' attitudes toward learning, motivation, and self-regulated study habits are equally critical for academic success (Morosonova et al., 2022; Ilshkina, 2022). Poor study habits, limited persistence, and weak self-efficacy frequently lead to underachievement and disengagement from school. Naite (2020) concluded that children found difficulty in learning when their parents don't support their academic endeavors. Chigbu and Nekhwevha (2021) suggest that a poor academic environment may result in poor learning outcomes for students. Besides that, the milieu of learning, that is, parental and school factors, has a very big impact on the formation of these outcomes (Moges, 2025). All these, in general, unearth a great deal of importance to investigate how external supports and contexts influence the multidimensional learning outcomes of students.

Empirically, the educational environment (physical, social, and instructional aspects) and family support are the two major factors often blamed for learning obstacles. According to Bronfenbrenner's ecological systems theory, home (parental support) and school (academic environment) are the two main microsystems interacting with each other; their interaction in the mesosystem and proximal processes influences student development and learning outcomes. The theory allows testing for both direct and indirect paths as well as taking into account broader contextual factors (e.g., socioeconomic status and community climate). For example, Edgerton et al. (2023) discovered that students' subjective perceptions of their physical school environment (lighting, comfort, and space) are strongly linked to academic achievement and that engagement behaviors mediate this relationship. In the same vein, Kassab et al. (2024) revealed that the educational environment quality is associated with student engagement and academic performance in health professions education. On the parental side, Balayar et al. (2022) examined several kinds of parental support, such as emotional support, academic involvement, etc., and revealed that they have a significant relation with student learning performance both before and during COVID-19.

Learning outcomes in education is a subject of study that is generally considered of significant importance mainly because it reflects the overall learning of a student rather than just the academic aspects of the student as measured by their test scores. Also, it is very much in line with the educational goals of nurturing the whole child's knowledge, attitudes, skills, and lifelong learning habits. Besides, it also helps teachers, parents, and policymakers to understand which aspect of the student's learning is behind and why, thus predisposing them to take more precise measures. On top of that, data obtained from studies on the issue at hand clearly point to the importance of parental support and academic environment in the formation of student learning outcomes. For instance, Balayar et al. (2022) discovered that parental support through emotional, academic, and motivational involvement corresponded very closely with the students' academic results, particularly in the situation of the COVID-19 pandemic when home-based learning was the only way of delivering the course. Similarly, Wang et al. (2024) carried out a cross-cultural study where they too found a positive relationship between student achievement and parental involvement in homework, emphasizing once again the importance of parenting practices in academic success that are not limited by cultural boundaries.

Regarding the school setting, Kassab et al. (2024) highlighted that school facilities and the teachers' working environment not only influence student engagement but also, in turn, affect academic achievement.

Building on this, Moges (2025) discovered that students' view of their school environment in terms of physical, instructional, and interpersonal aspects is a deciding factor in both academic and emotional learning outcomes. Along the same lines, based on a meta-analytic study, Koç (2025) found that interactive learning environments, especially those involving augmented reality (AR), virtual reality (VR), and other digital tools, dramatically improve learning outcomes only if they are properly associated with pedagogical objectives. Together, these research findings back up the idea that parental and environmental factors in combination influence different aspects of students' learning, ranging from intellectual achievement to emotional engagement and the development of skills.

Most of the prior research implications centered on students' cognitive achievement or educational engagement and attitude, whereas the different categories of parental support, emotional, academic, motivational, and behavioral, were rarely separated, or the complete range of learning outcomes, including psychomotor and self-regulated learning aspects, was scarcely looked at (Balayar et al., 2022; Wang et al., 2024; Kassab et al., 2024; Moges, 2025; Koç, 2025). Besides that, there has been very little focus on the mediating pathways that could potentially explain how these variables are linked, for example, through processes of self-regulated learning, student engagement, or self-efficacy. These studies imply that parental support and the academic environment are not only the main factors that independently determine learning outcomes but might also interact with each other or together influence a student's academic, emotional, and behavioral development. This gap reveals the necessity for the present work that is purposed to unveil these interrelationships in a more holistic manner by including several facets of both parental support and learning outcomes, along with the investigation of academic environment and self-regulated learning as mediating factors in the development of students' overall achievement and growth.

Recent research and comprehensive review studies have continuously confirmed that parental support and active participation have a strong positive relationship with various measures of student success. These may include academic performance, commitment to school, development of positive social and emotional skills, and decrease of undesirable behaviors (Randall, 2024; Yahya et al., 2022; Qian et al., 2024). Some researchers argue that not only the nature of parental involvement, for instance, support for autonomy versus coercion, but also different environments, which include factors such as social class, age of the student, and atmosphere in school, determine the degree and routes of these effects (Wang et al., 2024). Longitudinal and meta-analytic findings converge on the conclusion that supportive parenting practices reliably predict improved academic performance and social-emotional adjustment across time (Moges, 2025). Moreover, the academic environment plays a critical role in determining students' learning outcomes, encompassing both cognitive achievement and socio-emotional development. It is a multidimensional construct that integrates the physical setting, social relationships, instructional practices, and available resources, all of which shape how students engage with learning tasks (Kassab et al., 2024; Javornik et al., 2023). A growing body of evidence since 2020 highlights that the quality of these environmental dimensions directly and indirectly influences academic achievement, motivation, and well-being.

Filipino studies report positive associations between parental involvement and children's achievement and motivation when parental actions are focused and appropriate (e.g., structured help, encouragement). Garcia et al. (2025) found that motivators and barriers to parental educational involvement shape how parents support learning at home—and that supportive behaviors predict better student engagement. Other surveys carried out in different regions have shown that parental help with homework and monitoring of learning on the side of support (not control) are linked to higher student achievement. Moreover, parent-school engagement, such as attending meetings and talking to teachers, has been found to

affect teacher responsiveness and school programs in the Philippines. Parents who not only advocate for but also volunteer in schools may have better ways of influencing resource redistribution and communication between parents and teachers, therefore changing the academic climate that students encounter.

Recently, Philippine work points out that socio-economic barriers, as well as the situations of parents who work, are some of the factors that affect the way and to what extent influence takes place. Research on school climate, facilities availability, blended learning, and teacher presence in the Philippines reveal the close relationship between the quality of the learning environment, both physical and instructional, and student outcomes. Villanueva et al. (2024) reveal how teaching presence and instructional design in blended contexts influence cognitive presence and outcomes; other local studies cite availability of resources and school climate as influences on learning performance. Also, the research shows how concentration and attendance can be affected by extreme heat and poor facilities, giving another reason for focusing on the physical environment. To sum up, a thriving academic environment that supports students' interpersonal relationships, provides a fitting physical place, and is rich in institutional resources is one of the biggest factors, both mentally and materially, that students getting their learning and emotional needs met can rely on. The literature is a never-ending source of arguments in support of the claim that making the academic environment better will lead to more student involvement, higher levels of motivation, and better academic results (Kassab et al., 2024; Arroyo et al., 2023; Javornik et al., 2023).

The basis of this research is Bronfenbrenner's ecological systems theory, which views home (parental support) and school (academic environment) as two interacting microsystems. Their interplay in the mesosystem and proximal processes influence student development and learning outcomes. This theory allows one to not only test direct and indirect effects but also to consider the findings against the broader context, such as the socioeconomic status and community climate.

Parental support is the first independent variable of this study and is supported by Chen, W., & Gregory, A. (2010) with the following indicators: emotional support, academic support, motivational support, and behavioral support. Academic environment is the second variable supported by Aldridge, A.M., et al. (2024) with the following indicators: physical learning environment, teacher-student interaction, peer support and collaboration, learning resources and facilities, and learning outcomes. Furthermore, learning outcome is the dependent variable and is supported by Bloom et al. (1964) with the following indicators: knowledge and understanding (cognitive learning), attitude and interest in learning (affective learning), skills and performance (psychomotor learning), and study habits and responsibility (self-regulated learning).

Lastly, the researcher is working on the field of education. I've seen the effect of parental support and academic environment on the learning outcome of the students. Parental support is one of the ingredients in boosting a child's self-efficacy and confidence in dealing with day-to-day living, specifically in their learning. Moreover, an academic environment is also a great help in sustaining the need for one's child's capability and capacity to learn new things and build a strong foundation as a young individual who depends on and easily gets affected by their surroundings. The researcher wishes to know more about the perception of students in selected schools in Laak South District. I want to dig deeper and know more about how they get involved in their child's education.

Recently, one of the major areas of concern for policymakers, educators, parents, and the media has been how to involve parents in their children's education. This study illustrates how parental support and academic environment affect students' learning outcomes.

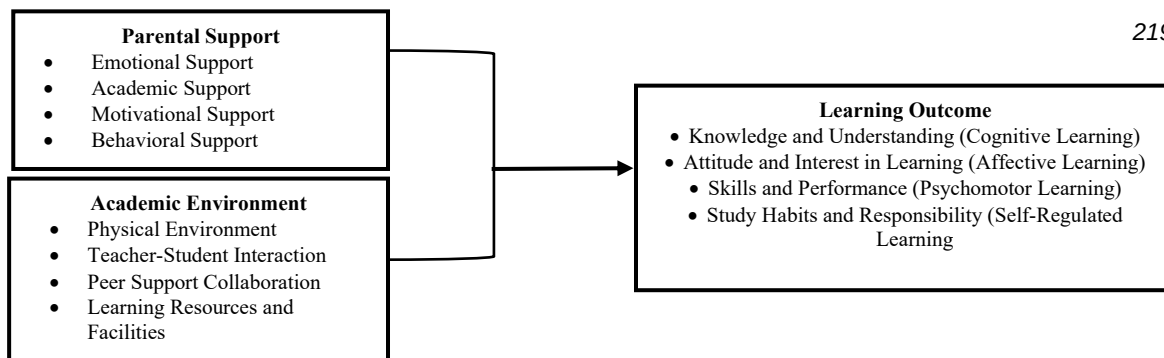


Figure 1 presents the conceptual framework for this research. The first independent variable was Parental Support (Chen & Gregory, 2010), which is divided into the following aspects: Emotional Support, in this study, is about parental provision of warmth, empathy, understanding, and encouragement that assists children in feeling safe and appreciated as they learn; Academic Support, in this study, is about parents' physical involvement in their child's school activities, e.g., helping with homework, going to school programs, academic progress checks, and supplying learning materials; Motivational Support, in this study, is about parents' attempts to motivate and support their children to set learning goals, keep interest in studies, and be resilient when faced with difficulties; and Behavioral Support, in this study, is about parents instructing and controlling their child's behavior, making rules, and preparing routines that foster learning discipline and responsibility.

The second independent variable was academic environment (Aldridge et al., 2024), which has the following indicators: Physical Environment, in this study, pertains to the quality and condition of the school's physical setting—such as classrooms, lighting, ventilation, cleanliness, and safety—that affects students' comfort, concentration, and academic performance; Teacher-Student Interaction, in this study, pertains to the quality of communication, respect, and support between teachers and students that fosters engagement, motivation, and positive learning experiences; Peer Support Collaboration, in this study, pertains to the encouragement, cooperation, and shared learning among classmates that promote social connection, teamwork, and improved academic understanding; and Learning Resources and Facilities, in this study, pertain to the availability and accessibility of instructional materials, technology, and school facilities that enhance the teaching-learning process and academic achievement.

On the other hand, Learning Outcome (Blooms, B.S., et al., 1964) was the dependent variable and has the following indicators: Knowledge and Understanding (Cognitive Learning) pertains to the student's ability to acquire, comprehend, and apply academic concepts, facts, and information in various learning situations; Attitude and Interest in Learning (Affective Learning) pertains to the student's feelings, motivation, and enthusiasm toward learning, which influence engagement and persistence in academic tasks; Skills and Performance (Psychomotor Learning) pertains to the development and demonstration of practical, hands-on, or performance-based skills through guided practice and experience; and Study Habits and Responsibility (Self-Regulated Learning) pertains to the student's ability to plan, organize, and manage their own learning through discipline, time management, and accountability for academic tasks.

The researcher has not found any studies on parental support and academic environment affecting learning outcomes in Laak South District, Division of Davao de Oro. Most of the previous research considers parental support as a single variable and hardly separates emotional, academic, motivational, and behavioral support. Besides, studies focus only on cognitive outcomes (grades, test scores) and thus ignore affective, psychomotor, and self-regulated dimensions. Very few studies have looked at the combined influence of

parental support and academic environment, particularly in resource-limited settings. Therefore, there is a pressing need to carry out the present research.

The research seeks to completely depict the range of parental support in various areas such as emotional, academic, motivational, and behavioral, as well as the level of academic environment in terms of physical environment, teacher-student interaction, peer support collaboration, learning resources facilities, and learning outcome in terms of knowledge and understanding (cognitive learning), attitude and interest in learning (affective learning), skills and performance (psychomotor learning), and study habits and responsibility (self-regulated learning). Moreover, the researchers are also interested to know the existence or not of a significant relationship between parental support and learning outcome, the significant relationship between academic environment and learning outcome, and which domain of parental support and academic environment most influences the learning outcome of students.

In addition, hypothesis testing was used to evaluate and carry out the research part supporting the null hypotheses that suggested that parental support would not significantly change a learning outcome, that the academic environment would not correlate with the learning outcome, and that no significant single domain would influence parental support, academic environment, and learning outcome altogether significantly.

This research focuses on the contribution of parental support and academic environment to students' learning outcomes, emphasizing the critical role parents play in their children's education. The research results can help schools gather feedback for various purposes. For instance, educators can use the survey as a tool to discover the school's strengths as well as determine where improvements are required (the needs assessment). Some schools also analyze how different parent groups view the school, while others measure changes in families' attitudes over time (among other ways of using the survey). Using the survey regularly, teachers can identify the main trends in parent attitudes that occur at the different stages of the children's school lives. When a school has reached out and new families have responded, the survey will be a useful tool in measuring the effectiveness of these interventions and a great source of stakeholder feedback. In fact, the purpose of this survey is to provide educators with the information they need to form stronger and more effective partnerships between schools and families.

The result of this study will be beneficial to the teachers, who are the ones who dispense knowledge among learners. Teachers also stand as 2nd parents among learners and have direct contact with students; thus, teachers can provide interventions when needed.

This will also benefit the Department of Education. As the primary institution that oversees the field of education, the result of this study will be significant in the field, which aligns with the DepEd's advocacy to provide a child-friendly institution as well as to give quality education to learners.

This study is primarily linked with the Sustainable Development Goal 4 (Quality Education) as it examines the effect of parental assistance and school academic environment on students' academic performance. It also points out factors that create a successful and inclusive educational setting; thus, indirectly, it supports SDG 17 (Partnerships for the Goals) through parents and schools collaborating and SDG 3 (Good Health and Well-Being) through the creation of a supportive environment that enhances students' overall well-being.

2. METHODOLOGY

Research Respondent

The respondents were the Grade 6 pupils in selected schools of Laak South District in the Division of Davao de Oro. The researcher conducted the survey in eight public schools in Laak South District, with 211 grade 6 learners. The distribution of grade 6 learners is shown on the next page. After determining the study's target population, respondents were selected using the random sampling method. Taherdoost (2016) defines random sampling as choosing sample data from a population to draw conclusions about it.

The schools that participated in this study were selected through convenient sampling due to the geographic proximity of the researcher (Creswell, 2015). In the convenience sampling technique, the target participants were included in the study based on their approval of certain practical requirements such as convenience, accessibility, geographical vicinity, availability at a specific time, or desire to participate (Etikan et al., 2016).

Materials and Instrument

The scholar employed a digital questionnaire, which was both adapted and altered, as a research instrument. The questionnaire, in this case, was first assessed by a panel of experts consisting of both internal and external validators. After the approval of the questionnaires, their items were pilot tested. The pilot testing respondents were different from those of the final survey, for the purpose of checking reliability and validity. The results of the pilot test guided the authors in undertaking the final survey of the actual respondents.

In order to figure out how much parents helped, a questionnaire was employed (Chen & Gregory, 2010) that had 4 components: emotional support, academic support, motivational support, and behavioral support. A questionnaire on the academic environment by Aldridge et al. (2024) to gauge the degree of the academic environment focuses on four major areas, namely, physical environment, teacher-student interaction, peer support collaboration, and learning resources and facilities. The Academic Environment scale developed by Aldridge et al. (2024) to assess the extent of the academic environment mainly covers four aspects: physical environment, teacher-student interaction, peer support collaboration, and learning resources and facilities.

Design and Procedure

The method used in this study is a quantitative design of descriptive correlation. The study aims to examine to what extent the parental support and academic environment influence the learning outcome of the

students, which is why the descriptive-correlation research design is a good fit. Also, to gather data that seem to provide target respondents a deep understanding of the topic or subject under study, the quantitative method was chosen as both suitable and current (Dudovskiy, 2016).

In addition, to collect the required data for this research, the author followed the procedure below. At the start, a request letter for conducting the study was sent to the Davao de Oro Division. Upon getting the division office's go-ahead, the researcher sent a letter to carry out the study in Laak South District, with the approval letter from the division office received. Before the official survey, a briefing was held for the respondents' parents, and a consent form was signed by the parents who agreed, and the respondents also signed an assent form to give the researcher formal permission for conducting the survey. The respondents were urged to answer the survey truthfully and conscientiously. The researcher officially carried out the research from March 23, 2026, to March 24, 2026. Finally, the data was meticulously counted and, subsequently, the data was handed to the statistician for processing and statistical analysis.

Data analysis was carried out using a few statistical software programs. Mean scores indicate parental support, academic environment, and learning outcome levels; Pearson-r was chiefly used to determine if parental support and learning outcome, academic environment and learning outcome, parental support and academic environment, and parental support, academic environment, and learning outcome were significantly related. A regression analysis was conducted to explore the relationships between the variables and the degree of these relationships. This study intends to reveal how the variables of parental support, academic environment, and learning outcome are related. Standard deviation (SD) was used to quantify parental support, academic environment, and learning outcome that were the most distant from the average (mean) and expected value.

The researcher went along with the research method, and the set standards were strictly followed in this research by means of the following: voluntary participation, privacy and confidentiality, informed consent process, recruitment, risks, benefits, plagiarism, fabrication, permission from organization/location, authorship.

3. RESULTS AND DISCUSSION

Level of Parental Support

Parental support largely comprises 4 aspects: (1) emotional, (2) academic, (3) motivational, and (4) behavioral. The data indicate the overall mean of 4.00 (SD=0.58), which is quite high, suggesting that

parental support is very evident.

Table 1

Level of Parental Support

Indicators	Mean	SD	Descriptive Equivalent
Emotional Support	3.93	0.76	High
Academic Support	3.96	0.72	High
Motivational Support	4.12	0.72	High
Behavioral Support	4.01	0.67	High
Overall	4.00	0.58	High

Among the indicators, motivation support figured most prominently, with a first-place mean score of 4.12 (SD=0.72), which was interpreted as high and very much observed, so it could be inferred that parents quite regularly encourage, praise, and motivate their children to succeed academically. However, behavioral support was the second one, getting a mean score of 4.01 (SD=0.67), which was interpreted as high and very much observed, implying that parents also show by their actions that they really support their children's learning. Whereas academic support was the third one that got a mean score of 3.96 (SD .072), which was interpreted as high and very much observed, meaning that parents help their children academically in several ways. In contrast, the lowest mean score of 3.93 (SD=0.76) for emotional support was nonetheless interpreted as high and very much an observation in the ways parents show their children love. To summarize, the findings indicate that the respondents perceived parents' support at a very high level for all the indicators.

It is indeed in line with the findings of the research by Abellana et al. (2022), which revealed that students who had parental support disclosed greater levels of motivation and were more inclined to accomplish their educational goals. Additionally, the authors pointed out that parents' guidance, encouragement, and involvement have a positive effect on learners' motivation and academic progress in general. Therefore, the strong level of parental support found in this study serves as a reminder of the significance of diligent parental involvement in the education of students and their accomplishments.

Level of Academic Environment

The academic environment was evaluated based on (1) physical environment, (2) teacher-student

interaction, (3) peer support collaboration, and (4) learning resources and facilities. The overall mean is 4.00 (SD = 0.51), which is considered high according to the classification of the level by the developer. This suggests that the academic environment is generally very supportive and positive.

Teacher-Student Interaction obtained the highest mean of 4.30 (SD=0.67), described as very high and very much favorable, which indicates that respondents strongly perceived positive communication, guidance, and interaction between teachers and students within the institution. Meanwhile, the indicators Physical Environment (M = 3.93, SD = 0.69) and Peer Support Collaboration (M = 4.00, SD = 0.66) also garnered high and very favorable ratings, indicating that respondents experienced a safe and comfortable learning environment and maintained positive collaborative relationships with peers. Last of all, learning resources facilities got the least mean of 3.79 (SD = 0.69), which is still considered high. It means that respondents generally had a positive opinion about the learning resources and facilities; however, one cannot rule out the possibility of improvement in areas like getting updated instructional materials, laboratory equipment, internet connection, or library resources.

Table 2

Level of Academic Environment

Indicators	Mean	SD	Descriptive Equivalent
Physical Environment	3.93	0.69	High
Teacher-Student Interaction	4.30	0.67	Very High
Peer Support Collaboration	4.00	0.66	High
Learning Resources Facilities	3.79	0.69	High
Overall	4.00	0.51	High

This idea supports the findings of Miao et al. (2022) who identified that teacher-student interaction deeply influences student engagement and it is also a key factor in improving the learning environment. According to them, meaningful teacher-student interactions lead students to be more active in their participation, motivated, and successful in school. Hence, the excellent educational setting of this paper might be traced back to the solid teacher-student relationships, cooperative peer interactions, and fruitful learning conditions which the students were exposed to.

Level of Learning Outcome

The number of educational gains was assessed by the three aspects (1) Knowledge and Understanding (Cognitive Learning), (2) Attitude and Interest in Learning (Affective Learning), (3) Skills and

Performance (Psychomotor Learning), and (4) Study Habits and Responsibility (Self-Regulated Learning). From the table, the mean overall level of educational gain is 3.99 (SD = 0.57) with a verbal equivalent of high. This means that educational gain is highly demonstrated.

Among all the dimensions, Attitude and Interest in Learning (Affective Learning) ranked highest with a mean of 4.28 (SD=0.70). It was characterized as very high and very much manifested, which implies that learners highly value education and have a positive attitude towards acquiring knowledge and enhancing their academic achievement. On the other hand, skills and performance (Psychomotor Learning) got a mean of 3.95, and study habits and responsibility (Self-Regulated Learning) got a mean of 4.03; both were described as being at a high level. These results show that, in general, the respondents were able to demonstrate appropriate practical skills, responsible study behaviors, and the ability to manage their learning tasks effectively. Finally, knowledge and understanding (Cognitive Learning) had the lowest mean of 3.79 (SD= 0.69) and was described as high and quite manifested. This points to the fact that the respondents, on average, exhibited a satisfactory level of comprehension and understanding of the lessons.

Table 3

Level of Learning Outcome

Indicators	Mean	SD	Descriptive Equivalent
Knowledge and Understanding (Cognitive Learning)	3.79	0.69	High
Attitude and Interest in Learning (Affective Learning)	4.28	0.70	Very High
Skills and Performance (Psychomotor Learning)	3.95	0.69	High
Study Habits and Responsibility (Self-Regulated Learning)	4.03	0.71	High
Overall	3.99	0.57	High

The study findings are consistent with the research of Voigt et al. (2021) who argued that learning outcomes achieved by students are major factors for their academic success and learning experiences. Likewise, Ederio et al. (2021) found that achieving designated learning outcomes is a factor for academic growth and better lesson mastery of students. The results suggest that the respondents have good learning outcomes in various areas, especially in affective learning, which is a measure of emotional engagement, motivation, and positive attitude towards learning. Such traits may lead to enhanced academic performance

and personal growth.

Significance on the Relationship between Parental Support and Learning Outcome

Table 4 presents a substantial association between parental support and learning outcome. These were assessed at the 0.05 level of significance. Each indicator of parental support was assessed against the learning outcome. Parents' emotional support, academic support, motivational support, and behavioral support have a probability of <0.001 , with a significance level below 0.05. Thus, the null hypothesis is rejected, claiming that there is a substantial connection between parental support and learning outcomes. This means that markers of parental support are positively and significantly related to learning outcome.

Table 4

Significance on the Relationship between Parental Support and Learning Outcome

Indicators	Dependent Variable	r-value	p-value	Decision
Emotional Support	Learning Outcome	0.53*	<0.001	Reject H_0
Academic Support		0.45*	<0.001	Reject H_0
Motivational Support		0.58*	<0.001	Reject H_0
Behavioral Support		0.59*	<0.001	Reject H_0

Just like Palanisamy (2021), this research also confirmed that parental encouragement significantly influences students' academic achievement. They revealed that students who receive parental support tend to excel in academics. In the same vein, Liu and Leighton (2021) found that parental involvement and parental confidence in their ability to support children's learning result in improved children's mathematics performance. Kilaton (2025) demonstrated, through his study, that parental support mainly influences academic performance and social-emotional learning; thus, students with 'stronger parental support' achieve better academically. These research studies all correspond to the current results that it is parental support that is the main parental factor helping to get better learning outcomes and is positively and significantly related to them.

Significance on the Relationship between Academic Environment and Learning Outcome

Table 5 demonstrates the strong link between academic environment and learning outcome. It was significant at the level of 0.05. In order to determine the level of learning outcome, one metric from each academic environment dimension was taken for a comparison. The result revealed that the learning outcome was not only positively but also strongly correlated with the four academic environment indicators. The null hypothesis stating that the correlation between learning outcome and academic environment is insignificant is rejected since, for each of the four indicators, the p-value is below 0.05. This implies that both learning outcome and academic environment are substantially and positively correlated with each other.

Table 5

Significance on the Relationship between Academic Environment and Learning Outcome

Indicators	Dependent Variable	r-value	p-value	Decision
Physical Environment	Learning Outcome	0.47*	<0.001	Reject Ho
Teacher-Student Interaction		0.55*	<0.001	Reject Ho
Peer Support Collaboration		0.583*	<0.001	Reject Ho
Learning Resources Facilities		0.442*	<0.001	Reject Ho

The results showed a strong and positive connection between the academic environment and the students' academic achievements. The implication is that a motivating and engaging setting is a major factor behind students doing well academically. Peer-support cooperation was highly associated, meaning that through group participation, exchanging ideas and engaging with peers, students get the most out of it. On top of that, the outcomes are in sync with Alzahrani (2021) and Järvelä et al. (2022), who find that teamwork not only increases learning but also engagement and allows students to understand better. Also, Roorda et al. (2021) and Ansong et al. (2022) mention that the teacher-student relationship is one of the factors that determines learning results, making it quite clear that apart from just teaching, teachers play a huge role in guiding students, giving them feedback, and motivating them. While both the educational materials and the physical surroundings also had a positive effect, their relatively lower association rates seem to imply that it is the social interaction one that overshadows the role of material resources that are on their own, in line with

what the OECD (2023) has concluded.

These findings imply that schools should prioritize collaborative and interactive learning environments, which is supported by Vygotsky's social constructivist theory and Bandura's social learning theory, emphasizing the importance of social interaction in learning. Empirical evidence from UNESCO (2022) further supports that supportive and engaging environments enhance student outcomes. Overall, the results affirm that a well-rounded academic environment—particularly one that fosters interaction and collaboration—significantly improves learning outcomes

Regression Analysis on the Influence of the Domains of Parental Support to Learning Outcome

Table 6 presents the outcomes of regression analysis in determining the effects of different parental support domains on students' learning outcomes. The study found a very significant correlation between students' learning outcomes and parental support as reflected by an F-ratio of 43.55, which is extremely high, and a p-value of <0.001 , indicating very high significance. Since the R-value is 0.677, it indicates a positive correlation between learning outcomes and parental support. In fact, combined, emotional support, academic support, motivational support, and behavioral support explain 44.8% of the overall variation in students' learning outcomes.

Table 6

Regression Analysis on the Influence of the Domains of Parental Support to Learning Outcome

Independent Variables	Unstandardized Coefficients		Standardized Coefficients Beta	t-value	p-value	Decision
	B	SE				
(constant)	1.333	0.206				
Emotional Support	0.128	0.051	0.170*	2.515	0.013	Reject H_0
Academic Support	0.071	0.050	0.090	1.426	0.155	Do not Reject H_0
Motivational Support	0.197	0.058	0.247*	3.404	<0.001	Reject H_0
Behavioral Support	0.264	0.058	0.311*	4.545	<0.001	Reject H_0
Dependent Variable: Learning Outcome						

The three parental support domains are labeled as follows: emotional support has a beta of 0.170 with a p-value of 0.013, motivational support has a beta of 0.247 with a p-value of <0.001 , and behavioral support also has a beta of 0.311 with a p-value of <0.001 . Since the 3 domains have a p-value below the 0.05 level of significance, they significantly affect learning outcomes.

Besides, academic support beta is 0.090, and the p-value equals 0.155. It means that academic support is not a significant factor of students' learning outcomes. As a result, the greater the students' learning outcome levels, the greater the contribution of emotional, motivational, and behavioral support will be.

Regression analysis demonstrated that out of various forms of parental support, behavioral support has the strongest influence on the academic achievements of students reflected in a beta estimate of 0.311* and a statistically significant p-value of less than 0.001. The study supported the findings of Xiong et al. (2021), who argues that "parents' involvement in schooling positively influences students' achievement academically through the students' behavioral engagement. Their findings showed that students' engagement with their schooling is heightened when parents participate regularly and actively in their children's schoolwork, and as a result, academic achievement increases." Besides that, research findings by Lambert et al. (2022) and Huang et al. (2021) have pointed out that frequent positive parental interactions improve students' self-confidence and mental health, which finally leads to better academic achievements.

Regression Analysis on the Influence of the Domains of Academic Environment to Learning Outcome

Table 7 exhibits the regression results on how academic environment domains affect students' learning outcomes. This leads to an F-ratio of 48.19 and a p-value less than 0.001, indicating a strong association between students' learning outcomes and academic environment. An R-value of 0.695 also means that learning outcomes and academic environment are strongly associated. Regarding the physical environment, teacher-student interaction, peer support collaboration, and learning resource facilities were able to explain 47.3% of the change in learners' learning outcomes.

Here are the coefficients (beta) and their respective p-values for each of the academic environment domains: physical environment beta 0.189* and p-value 0.001; teacher-student interaction beta 0.272* and p-value <0.001 ; peer support and collaboration beta 0.328* and p-value <0.001 ; and learning resources and facilities beta 0.126* and p-value 0.031. Because all the domains have p-values less than 0.05, they have a significant effect on learning outcomes.

Table 7

Regression Analysis on the Influence of the Domains of Academic Environment to Learning Outcome

Independent Variables	Unstandardized Coefficients		Standardized Coefficients Beta	t-value	p-value	Decision
	B	SE				
(constant)	0.863	0.229				
Physical Environment	0.157	0.047	0.189*	3.307	0.001	Reject Ho
Teacher-Student Interaction	0.230	0.051	0.272*	4.531	<0.001	Reject Ho
Peer Support Collaboration	0.281	0.053	0.328*	5.305	<0.001	Reject Ho
Learning Resources Facilities	0.104	0.048	0.126*	2.169	0.031	Reject Ho
Dependent Variable: Learning Outcome						

The sorting out by regression of how the parts of the academic environment affect the student results has revealed that among the students' learning outcomes, the indicator of peer support collaboration is the one that is impacted the most, and it has a beta coefficient of 0.328* and its p-value is less than .001. On the other hand, recent literature has greatly emphasized the role of the academic environment in students' learning achievements. The studies point out that teacher-student interaction is one of the most important factors in the formation of a positive class environment where students feel that they are capable of engaging, and can participate actively in the learning activities. Besides having excellent communication between the teachers and the students, delivering the lessons, and regularly having good relationships with the students are great motivators that enhance the learners' eagerness and self-assurance in carrying out their academic work.

Besides that, support among peers and collaborative work are ways through which students help each other to learn by exchanging ideas, working together in solving problems, and achieving an in-depth understanding of the subject matter.

Furthermore, it is very important to have sufficient learning resources and facilities that are capable of setting up a nice learning environment where students can not only perform their academic activities but also have the availability of instructional materials that they need. In general, this is quite similar to the agreement of Sun et al. (2022), Hoferichter et al. (2022), and Hu et al. (2022) that various elements of the

academic environment can combine to increase students' motivation, engagement, and learning experiences, which then result in improved academic performance and learning outcomes.

4. CONCLUSION

The research results showed that parental encouragement, school atmosphere, and educational results of Grade 6 students in a few schools of Laak South District majorly affect students' educational results. School environment became the main factor influencing the students' educational results, whereas parental support through behavior changes was the most significant aspect. As for the components of the school environment, student help and teamwork were the most effective factors for the educational results. The research also revealed that the students were very engaged with the learning process, which included their willingness and interest in learning. In general, the results emphasize the fact that both home and school have important and complementary roles in facilitating the success of students.

An inferential analysis showed a very strong positive correlation between parental support and academic achievement. In the same way, there was also a positive and significant relationship between the school environment and academic achievement. Hence, the first and second null hypotheses were rejected. Moreover, the findings of the regression analysis show that parental support and school environment make significant contributions to student achievement. Specifically, within parental support, emotional support, motivational support, and behavioral support predicted learning outcomes significantly, while academic support was not significantly influential. Behavioral support was identified as the best single predictor. On the side of academic environment, all four areas, physical environment, teacher-student interaction, peer support collaboration, and learning resources and facilities, significantly affected learning outcomes, with peer support collaboration having the strongest impact. These results establish that both home and school environments are major factors in academic progress.

Last but not least, the study's outcomes provide a strong backing for Bronfenbrenner's ecological theory of development, which claims that children's growth is impacted by the interaction of different microsystems such as home and school. The highly significant indirect effects of parental support and academic environment on learning outcomes show that the theory's main idea that proximal processes in these different settings influence students' development and p... [Original text step by step with rephrasing, thorough rephrasing at the sentence level, stylistic changes, additional synonyms, and different parts of speech] These results not only support the theory that the family and school environments are two major sources of a child's development but also indicate that such environments mutually influence each other to

benefit the progression of the cognitive, emotional, physical, and self-learning capabilities of students. So, the theoretical basis of this research is substantial... [Original text step-by-step with rephrasing, thorough rephrasing at the sentence level, stylistic changes, additional synonyms, and different parts of speech.

5. RECOMMENDATIONS

The research findings have led to the formulation of various proposals that seek to better students' educational results through increasing parents' participation and upgrading the school learning atmosphere. These proposals are focused on the major players pinpointed in the research's importance.

Initially, parents or guardians might focus on enhancing their emotional support. This type of support was rated lowest among other parental support indicators. They can make it a habit to discuss school matters with their kids, offer words of encouragement when the going gets tough, and recognize their kids' efforts and achievements to foster their learning motivation and commitment.

Next, school administrators and the Department of Education (DepEd) should think about ways to make more and better learning resources and facilities available and accessible. This is because these resources received the lowest rating among the academic environment indicators. Besides allocating additional instructional materials, schools can also develop library and learning spaces and provide better access to educational technologies and internet connectivity. Having enough resources is key to creating a learning environment that really helps students to be engaged and perform well.

Thirdly, teachers need to keep enhancing collaborative and engaging teaching methods that bring about peer support and build positive relationships with students. For example, they may create group tasks, initiate cooperative learning strategies, and keep channels of communication open with students to improve participation and involvement. Moreover, these techniques might stimulate students' desire to learn and improve their scholastic achievement.

Finally, other scholars could also carry out similar research in different districts or at other educational levels to back up and build upon the results of this research. Additional studies might also look at other aspects like student motivation, self-efficacy, and school leadership that can have an impact on learning outcomes. Broadening the scope of future research can aid in gaining a more thorough knowledge of the factors that contribute to students' academic success.

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