

Bridging the Gap: Supporting Students' Emotional Intelligence with Parental Engagement

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Abstract. This study examined the influence of various dimensions of parental involvement on students' emotional intelligence and academic performance. Using a quantitative descriptive–correlational design, data were collected from 252 students through the Bar-On Emotional Quotient Inventory and the School and Family Partnership Survey. Six domains of parental engagement—financial, moral, extracurricular, academic, emotional, and personal/physical—were assessed alongside students' EI scores. Descriptive statistics summarized respondent profiles and engagement levels. A one-way ANOVA was used to test differences across demographic groups, and Pearson correlations were used to explore relationships between parental engagement and EI components. Results showed uneven parental involvement, with high engagement in financial, moral, and extracurricular domains but limited participation in academic and emotional areas. Significant differences in economic and academic engagement were found to be linked to students' subject inclinations and school activities. Higher parental involvement in moral, emotional, and academic domains correlated positively with students' emotional intelligence, especially in managing academic and social challenges. Despite active participation in some areas, gaps persist between parental support and students' emotional intelligence needs, particularly in terms of emotional and academic engagement. The study recommends enhancing parental awareness through workshops and structured programs, in conjunction with school mentorship and home-based learning strategies, to support students' emotional development more effectively. Future research should investigate the role of parenting styles in shaping emotional intelligence.

Keywords: Emotional intelligence; Educational support programs; Parental engagement; Quality education.

1.0 Introduction

Emotional intelligence (EI) is a crucial factor in the overall development of students, influencing not only their academic performance but also their ability to manage emotions, build relationships, and develop resilience. It includes skills such as self-awareness, empathy, emotional regulation, and effective communication. However, the development of these skills is often closely tied to the level of parental engagement a child receives. When parental involvement is limited, students may struggle with emotional growth, leading to difficulties in both their academic and personal lives. Globally, limited parental engagement has emerged as a significant concern due to shifting socio-economic dynamics, technological distractions, and evolving family structures. In many developed countries, dual-income households and demanding work schedules have reduced the time parents spend with their children, affecting emotional development (Martínez-Pons & Darling-Churchill, 2021). Research highlights that children with low parental involvement often experience higher levels of anxiety, poor self-regulation, and weaker interpersonal skills (Reyes, Dela Cruz, & Santos, 2022).

The Philippines has taken steps to promote the development of emotional intelligence (EI) and parental involvement, recognizing their importance in shaping children's academic success, mental health, and social well-being. The Department of Education (DepEd) has emphasized the inclusion of values education, social-emotional skills, and mental health awareness in the curriculum. Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, institutionalized the K-12 program, emphasizing the holistic development of students, encompassing cognitive, social, emotional, and physical skills. The curriculum incorporates values formation and guidance, which indirectly contribute to emotional intelligence by fostering empathy, self-awareness, and interpersonal skills. Furthermore, EduKalidad reform initiatives aim to ensure that learners are prepared for the demands of the 21st century, including the development of emotional intelligence. The Mental Health Act of 2018 (Republic Act 11036) promotes mental health education and services in schools, encouraging programs that enhance emotional intelligence and resilience in students. The National Mental Health Program (NMHP) guides schools in integrating mental health strategies, including emotional intelligence training, into daily activities and curricula.

Parents who actively provide emotional support and guidance significantly contribute to their children's ability to manage stress, build meaningful relationships, and achieve academic success. Recent studies consistently demonstrate that parental emotional involvement promotes children's emotional intelligence, which is essential for resilience and adaptive coping in educational and social contexts (Tumamos & Bucar, 2024; Moore, Johnson, & Williams, 2023; Rhodes, Beauchamp, Carson, Courtnall, Wierst, & Blanchard, 2025). For example, Tumamos and Bucar (2024) found that adolescents with higher parental involvement demonstrated stronger emotional regulation skills, which directly correlated with better academic outcomes in the Philippine context.

This study addresses the significant research gaps concerning the intersection of limited parental engagement and students' emotional intelligence. While much of the existing literature emphasizes the value of parental involvement, fewer studies have focused on alternative pathways to support emotional intelligence when such engagement is lacking. There is limited empirical evidence exploring the connection between specific dimensions of parental engagement (e.g., emotional, financial, extracurricular) and students' emotional intelligence, particularly in the Philippine context (Moore, Johnson, & Williams, 2023). While many studies examine academic outcomes, fewer investigate how emotional traits, such as stress management and adaptability, are shaped by varying parental roles (Gottschlich & Atapour, 2024). Existing theories on parental involvement, such as Epstein's Framework, often emphasize educational outcomes or behavioral development but do not fully account for the development of emotional intelligence, especially under conditions of limited parental presence (Epstein, 2018; Reyes, Dela Cruz, & Santos, 2022). This study expands the theoretical understanding by connecting traditional concepts of parental engagement with emotional resilience and regulation. Additionally, there is a lack of localized quantitative studies that assess both parental engagement and student emotional intelligence using validated tools within a senior high school demographic (Poudel, Sharma, & Kafle, 2024).

Collectively, the findings of this study underscore the urgent need to strengthen the implementation of the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), SDG 3 (Good Health and Well-being), and SDG 17 (Partnerships for the Goals). SDG 4 emphasizes that fostering emotional intelligence among students contributes to a more inclusive and supportive learning environment, ensuring that education extends beyond academics to develop well-rounded individuals. SDG 3 is closely linked, as emotional intelligence directly influences mental health and well-being, helping students manage stress, build resilience, and form positive relationships despite limited parental engagement. Additionally, SDG 17 underscores the necessity of collaboration among schools, communities, and other stakeholders to bridge the gap left by insufficient parental involvement, ensuring that students receive the emotional and academic support they need. By addressing these SDGs, this study underscores the importance of holistic education, mental well-being, and multi-sectoral cooperation in shaping students' overall development and success.

2.0 Methodology

2.1 Research Design

This study employed a quantitative research design, which is appropriate for examining the relationship between parental engagement and students' emotional intelligence. The quantitative approach facilitates the collection and analysis of numerical data, enabling statistical measurement of how different dimensions of parental involvement relate to students' emotional and academic development.

Specifically, the research employed a descriptive correlational design, in which numerical data were collected through structured survey questionnaires. This design aims to identify and quantify the relationships between various parental engagement domains—such as financial, moral, extracurricular, academic, emotional, and personal involvement—and components of students’ emotional intelligence.

3.0 Results and Discussion

3.1 Profile of Parents or Guardians

Table 1 presents the demographic profile of parent respondents based on age, occupation, family structure, and parenting styles, providing insights into factors that influence parental engagement and students' emotional intelligence. Most parent-respondents are 36 years or older (85.6%), suggesting more traditional parenting experiences. Younger age brackets are less represented (31-35 years old (11.7%), 26-30 years old (1.6%), and 22-25 years old (1.2%)). The majority of parents are farmers (45.9%), followed by government employees (16.3%) and OFWs (10.5%). Freelance talents and entrepreneurs each account for 8.6%, while other occupations have smaller representation. Farming and overseas work may limit parental availability and direct involvement. Nuclear families are most common (57.6%), followed by extended families (19.8%). Single-parent families account for 12.1%, with smaller percentages in grandparent-led (5.4%), blended (0.8%), same-sex (0.8%), foster (1.6%), and adoptive families (1.9%). Single-parent and grandparent-led families may face challenges in parental engagement. Positive parenting is the most prevalent style (37.4%), followed by overprotective parenting (21.4%) and authoritative parenting (19.1%). Permissive parenting accounts for 13.6%, with uninvolved and free-range styles each at 4.3%. While positive parenting is beneficial for emotional intelligence, overprotective and uninvolved styles may have negative impacts.

Table 1. *Profile of Parents or Guardians*

Profile	Frequency	Percentage
Age		
22-25 years old	3	1.20
26-30 years old	4	1.60
31-35 years old	30	11.70
36 years or above	220	85.60
Occupation		
Freelance Talent	22	8.60
Uniformed Personnel	5	1.90
Government Employee	42	16.30
Private Employee	15	5.80
Entrepreneur/Business Owner	22	8.60
OFW	27	10.50
Farm	118	45.90
Construction Workers	6	2.30
Family Structure		
Nuclear Family	148	57.60
Extended Family	51	19.80
Single Parent Family	31	12.10
Blended Family (Step Family)	2	0.80
Same Sex Family	2	0.80
Grand Parent Family	14	5.40
Foster Family	4	1.60
Adoptive Family	5	1.90
Types Of Parenting		
Authoritative Parenting	49	19.10
Uninvolved Parenting	11	4.30
Positive Parenting	96	37.40
Permissive Parenting	35	13.60
Over Protective Parenting	55	21.40
Free Range Parenting	11	4.30

This indicates that older parents and occupations like farming and OFW may indicate reduced direct involvement. Family structures beyond the nuclear family may present challenges. Parenting styles vary, with positive parenting being the most common, but other styles can also impact students' emotional development. Research supports these findings, with parental occupation and positive parenting linked to higher engagement and better adolescent outcomes (Cheraghian, Moradian, & Nouri, 2023; Awiszus, Koenig, & Vaisarova, 2022).

3.2 Profile of Learners

Table 2 presents the demographic and academic profile of learner-respondents based on age, sex, subject preference, and school involvement, offering insights into factors that may influence emotional intelligence and parental engagement.

Table 2. *Profile of Learners*

Profile	Frequency	Percentage
Age		
16 years old	6	2.30
17 years old	176	68.50
18 years old	67	26.10
19 years old or above	8	3.10
Sex		
Male	126	49.00
Female	131	51.00
Subject Inclination		
Science	38	14.80
Mathematics	65	25.30
Language Subjects	33	12.80
Social Science/s	49	19.10
TLE-related subjects	63	24.50
MAPEH	9	3.50
School Related Involvement		
SSLG	19	7.40
School Clubs	142	55.30
Campus Paper/Journalism	7	2.70
Sports-related	71	27.60
Performing arts-related	18	7.00

Most students are 17 years old (68.5%) or 18 years old (26.1%), with smaller percentages aged 16 (2.3%) and 19 or above (3.1%). The presence of older students may indicate academic delays linked to various challenges. The sample is nearly balanced by gender, with females slightly outnumbering males (51% vs. 49%), allowing for analysis of gender differences in parental engagement and emotional intelligence. Preferred subjects include mathematics (25.3%), TLE-related fields (24.5%), and social sciences (19.1%), while fewer students favor science (14.8%), language (12.8%), and MAPEH (3.5%). This suggests a strong interest in technical and analytical fields, with less emphasis on arts and health subjects. Parental expectations, career goals, and emotional intelligence can all influence a student's subject choice. Regarding extracurricular activities, 55.3% participate in school clubs, 27.6% in sports, and smaller percentages in student government (7.4%), performing arts (7.0%), and journalism (2.7%). High involvement in clubs and sports supports the development of teamwork, responsibility, and emotional well-being. Lower participation in journalism may reflect academic workload or limited encouragement. Parental support is likely to influence students' engagement in these activities. Adolescents aged 16–18 are at a critical stage of emotional development, during which parental engagement can significantly impact their academic motivation and emotional intelligence (Ryan & Deci, 2019). Active participation in school and extracurricular activities is associated with higher self-esteem and improved academic performance. This table implies that early adolescent engagement in school-related and extracurricular activities is crucial for their personal and academic development. Schools and communities should foster environments that support both academic and extracurricular pursuits to promote well-rounded student growth.

3.3 Emotional Intelligence of the Respondents

Table 3 presents the emotional intelligence (EI) profile of respondents, revealing strengths and areas needing improvement across different domains. The intrapersonal domain scored relatively low (85.36), indicating challenges in self-awareness and emotional regulation. Difficulties in identifying and managing personal emotions can negatively impact self-esteem and academic functioning (Bilimale et al., 2024; Drew, 2006). Interventions promoting self-reflection and assertiveness are needed to enhance these skills. The interpersonal domain received an average rating (90.14), suggesting adequate social skills and empathy. While sufficient for daily interactions, further development could improve collaboration, communication, and leadership abilities (Brackett et al., 2011; Mayer et al., 2008).

Table 3. *Emotional Intelligence of the Respondents*

EQ-i Scales	Scores	Interpretation
Intrapersonal	85.36	Low – underdeveloped emotional and social capacity, with room for improvement
Interpersonal	90.14	Average – adequate emotional and social capacity
Stress Management	77.00	Very Low – extremely underdeveloped emotional and social capacity, with considerable room for improvement
Adaptability	80.98	Low – underdeveloped emotional and social capacity, with room for improvement
General Mood	97.75	Average – adequate emotional and social capacity

The lowest score was in stress management (77.00), reflecting struggles to remain calm under pressure. Poor stress regulation is linked to anxiety, burnout, and reduced academic performance (Gottschlich & Atapour, 2024; Misra & McKean, 2000). Mindfulness, resilience training, and counseling are recommended to improve coping skills (Sahebi et al., 2015). The adaptability domain also scored low (80.98), indicating difficulties in adjusting to change and problem-solving. Enhancing cognitive flexibility and resilience is crucial for managing academic and personal challenges (HRMARS, 2025). Despite these challenges, the general mood domain scored highest (97.75), showing students maintain optimism and life satisfaction, which supports resilience (Carver & Scheier, 2014). However, optimism alone cannot compensate for weaknesses in stress management and adaptability. This implies that while students demonstrate strengths in social skills and positive mood, targeted efforts are necessary to enhance intrapersonal awareness, stress management, and adaptability. Schools and parents should prioritize emotional resilience programs to support students' academic success and well-being (Grolnick et al., 2019).

3.4 Level of the Parental Engagement of the Respondents' Parents/Guardians in terms of Personal and Physical Involvement

Table 4 shows that parents generally exhibit a moderate level of personal and physical engagement in their children's daily lives, with an overall mean of 2.79 ("Involved"). The highest level of involvement is in preparing meals (mean 3.13), while the lowest is in maintaining regular medical check-ups (mean 2.46, indicating "Uninvolved"), indicating areas that need improvement. Parental engagement is present but limited, likely due to work demands—especially since many parents are farmers (45.9%) or OFWs (10.5%)—which restrict consistent involvement. This moderate engagement aligns with previous findings of gaps in parental participation.

Table 4. *Level of the Parental Engagement of the Respondents' Parents/Guardians in terms of Personal and Physical Involvement*

No.	Personal and Physical Involvement	Mean	Qualitative Description
1	Regularly spend time with me, whether for meals, play, or bedtime.	2.87	Involved
2	Maintain regular medical and dental checkups.	2.46	Uninvolved
3	Create and maintain everyday routines, such as morning and bedtime rituals.	2.70	Involved
4	Supervise my activities to guarantee their safety and age appropriateness.	2.75	Involved
5	Prepare my breakfast and other food packs before heading to school.	3.13	Involved
6	Ensure that clothes and other school-related materials are prepared for daily classes.	2.86	Involved
Category Mean		2.79	Involved

Note: 1.00-1.79 Strongly Uninvolved; 1.80-2.59 Uninvolved; 2.60-3.39 Involved; 3.40-4.00 Strongly Involved.

Research supports that active parental involvement in physical activities enhances children's physical health, emotional well-being, stress management, and social skills (Moore et al., 2023; Rhodes et al., 2021; Reyes et al., 2020). However, some parental attitudes, such as overprotectiveness, may not have a positive effect on children's activity levels (Kamionka et al., 2023). To address these challenges, schools and communities should offer flexible programs that encourage family fitness and strengthen parent-child bonds, promoting holistic development despite parents' time constraints.

3.5 Level of the Parental Engagement of the Respondents' Parents/Guardians in terms of Moral and Spiritual Involvement

Table 5 shows that parents are moderately engaged in their children's moral and spiritual development, with an overall mean of 2.91 ("Involved"). The highest engagement is observed in teaching core values, such as honesty, integrity, and kindness (mean 3.33, "Strongly Involved"), while the lowest is in reading and discussing sacred texts (mean 2.54, "Uninvolved"). While parents actively instill fundamental values, involvement varies across different aspects, possibly due to limited availability, especially among farmers (45.9%) and OFWs (10.5%). This suggests a need for programs encouraging more consistent moral and spiritual guidance.

Table 5. *Level of the Parental Engagement of the Respondents' Parents/Guardians in terms of Moral and Spiritual Involvement*

No.	Moral and Spiritual Involvement	Mean	Qualitative Description
1	Clearly teach qualities like honesty, integrity, respect, responsibility, and kindness.	3.33	Strongly Involved
2	Engage in discussions about moral quandaries and ethical choices to assist youngsters grasp what is right and wrong.	3.05	Involved
3	Encourage actions of generosity and empathy, such as volunteering or assisting people in need.	3.05	Involved
4	Attend religious services, prayers, and rituals as a family.	2.85	Involved
5	Read and discuss sacred texts and spiritual books with youngsters.	2.54	Uninvolved
6	Maintain a space in the home for spiritual pursuits, such as a prayer corner or altar.	2.70	Involved
7	Involve me in a faith community, taking part in group activities, and developing relationships within it.	2.87	Involved
8	Implement fair and consistent discipline that prioritizes learning from mistakes over punishment.	2.93	Involved
Category Mean		2.91	Involved

Note: 1.00-1.79 Strongly Uninvolved; 1.80-2.59 Uninvolved; 2.60-3.39 Involved; 3.40-4.00 Strongly Involved.

These findings align with those of Arina et al. (2024), emphasizing the role of parental involvement in children's character and spiritual development, particularly within religious communities. Banayad et al. (2023) also highlight how parenting styles influenced by cultural and religious beliefs affect academic and social outcomes in the Filipino context.

3.6 Level of the Parental Engagement of the Respondents' Parents/Guardians in terms of Financial Involvement

Table 6 presents the level of parental financial involvement, with an overall mean score of 3.05 ("Involved"), indicating that parents generally provide consistent financial support for their children's education and daily needs. The highest-rated item is paying for tuition and educational expenses (mean 3.25), while the lowest-rated item is encouraging savings habits (mean 2.53), highlighting a limited emphasis on long-term financial planning. While parents prioritize essential expenses, support for extracurricular activities and savings varies, likely due to economic constraints. With many parents being farmers (45.9%) or OFWs (10.5%), irregular income and seasonal work may affect financial stability.

Table 6. *Level of the Parental Engagement of the Respondents' Parents/Guardians in terms of Financial Involvement*

No.	Financial Involvement	Mean	Qualitative Description
1	Create a safe and comfortable home environment.	3.24	Involved
2	Ensure my housing stability and security.	3.17	Involved
3	Pay for my school tuition, fees, and other educational expenses.	3.25	Involved
4	Cover the expenditures of extracurricular activities like sports, music lessons, and clubs.	3.04	Involved
5	Give out allowances and teach me how to budget and save money.	3.16	Involved
6	Open savings accounts for me and encourage frequent deposits.	2.53	Uninvolved
7	Teach me long-term financial planning, emphasizing the value of saving for future aspirations.	2.96	Involved
Category Mean		3.05	Involved

Note: 1.00-1.79 Strongly Uninvolved; 1.80-2.59 Uninvolved; 2.60-3.39 Involved; 3.40-4.00 Strongly Involved.

Research shows that economic factors influence parental involvement and children's participation in extracurricular activities. Financial barriers often limit access to sports and enrichment programs, especially for low-income families (Pagel, 2023; London & Duncan, 2021; Jabar et al., 2020). However, community support, school programs, and scholarships can mitigate these challenges, enabling participation despite financial limitations (Reyes & Dela Cruz, 2023; Hansen & Roberts, 2022). These findings suggest a need for financial literacy programs for parents and increased institutional support to ensure balanced parental involvement and equitable access to educational and extracurricular opportunities. Schools and policymakers should promote initiatives that reduce financial burdens while encouraging comprehensive student development.

3.7 Level of the Parental Engagement of the Respondents' Parents/Guardians in terms of Emotional Involvement

Table 7 shows that parents exhibit a moderate level of emotional involvement, with an overall mean of 2.86 ("Involved"). The highest-rated item is being present and accessible during times of need (mean 2.99), while the lowest is helping children identify and regulate their emotions (mean 2.72), indicating some gaps in emotional guidance.

While parents demonstrate care and concern, factors such as work demands—especially among farmers (45.9%) and OFWs (10.5%)—may limit consistent emotional support and open expression. Cultural values like *pakikisama* (harmonious relationships) and *malasakit* (deep concern) help maintain strong emotional bonds despite these challenges (Santos & Dela Cruz, 2023; Rivera et al., 2022). Research highlights that parental emotional support boosts children’s self-esteem, academic motivation, and resilience (Hill & Tyson, 2019; Grolnick et al., 2019; Pinatil et al., 2022). Moreover, Filipino parents often maintain high emotional engagement through effective communication and active family involvement, despite external pressures (Garcia & Mendoza, 2021; Torres et al., 2022). Although parents provide meaningful emotional support, there is room to enhance their role in helping children manage emotions and build resilience. Programs such as parenting workshops and school counseling can strengthen these emotional connections.

Table 7. *Level of the Parental Engagement of the Respondents’ Parents/Guardians in terms of Emotional Involvement*

No.	Emotional Involvement	Mean	Qualitative Description
1	Give me their complete attention and show real interest in their views and feelings.	2.85	Involved
2	Encourage me to express their emotions and share their experiences without fear of being judged.	2.83	Involved
3	Give me praise and positive reinforcement which can boost my self-esteem and confidence.	2.95	Involved
4	Develop and preserve our family traditions that promote emotional bonds.	2.90	Involved
5	Present and accessible to the me, particularly during times of need.	2.99	Involved
6	Maintain emotional stability and avoid unexpected reactions that may confuse or upset the me.	2.77	Involved
7	Help me identify and categorize my emotions, as well as teach me how to comprehend and regulate them.	2.72	Involved
Category Mean		2.86	Involved

Note: 1.00-1.79 Strongly Uninvolved; 1.80-2.59 Uninvolved; 2.60-3.39 Involved; 3.40-4.00 Strongly Involved.

3.8 Level of the Parental Engagement of the Respondents’ Parents/Guardians in terms of Academic Involvement

Table 8 shows that parents have a moderate level of academic involvement, with an overall mean of 2.77 (“Involved”). The highest-rated item is communicating the value of education and showing enthusiasm for studying (mean 2.99), while the lowest is promoting independent reading (mean 2.58), indicating weaker engagement in hands-on academic support. While parents generally value education and monitor academic progress, many—especially farmers (45.9%) and OFWs (10.5%)—face time constraints that limit active participation in homework help, school events, or lesson review, this moderate level of involvement may impact students’ academic motivation and emotional intelligence.

Table 8. *Level of the Parental Engagement of the Respondents’ Parents/Guardians in terms of Academic Involvement*

No.	Academic Involvement	Mean	Qualitative Description
1	Attend to our parent-teacher conferences and communicating regularly with teachers.	2.88	Involved
2	Volunteer at school functions, field excursions, and classroom activities.	2.68	Involved
3	Provide me with assistance with homework and academic tasks.	2.61	Involved
4	Read books with me and promote autonomous reading the moment I am a grown-up.	2.58	Involved
5	Communicate the value of education while demonstrating enthusiasm for studying.	2.99	Involved
6	Provide encouragement and assistance during academic obstacles and setbacks.	2.90	Involved
Category Mean		2.77	Involved

Note: 1.00-1.79 Strongly Uninvolved; 1.80-2.59 Uninvolved; 2.60-3.39 Involved; 3.40-4.00 Strongly Involved.

Research suggests that barriers such as a lack of readiness and resources hinder parental engagement (Liu & Gao, 2022). School-based programs, workshops, and flexible strategies can help parents overcome these challenges and better support their children’s academic success (Trinidad et al., 2022)

3.9 Level of the Parental Engagement of the Respondents’ Parents/Guardians in terms of Extra-Curricular Involvement

Table 9 shows a general level of parental involvement in extracurricular activities, with an overall mean of 2.69 (“involved”). Direct support of practice at home, such as for instruments or sports, scored highest (2.85), while volunteering at events scored lowest (2.43). Though generally involved, extracurricular engagement is lower compared to other areas of parental participation. Factors such as work constraints, especially for farmers (45.9%) and OFWs (10.5%), may limit attendance and support.

Table 9. *Level of the Parental Engagement of the Respondents’ Parents/Guardians in terms of Extra-Curricular Involvement*

No.	Extra-Curricular Involvement	Mean	Qualitative Description
1	Regularly attending my games, performances, competitions, and other activities.	2.65	Involved
2	Volunteering to help with events, such as becoming a coach, team parent, or activity organizer.	2.43	Involved
3	Offering transportation to and from practices, meetings, and activities.	2.73	Involved
4	Keeping track of schedules and ensuring that the I am ready and on time for events.	2.79	Involved
5	Supporting my practice at home, whether it's playing an instrument, rehearsing lines, or honing athletic skills.	2.85	Involved
Category Mean		2.69	Involved

Note: 1.00-1.79 Strongly Uninvolved; 1.80-2.59 Uninvolved; 2.60-3.39 Involved; 3.40-4.00 Strongly Involved.

Research suggests that parental involvement should evolve from direct participation to supportive guidance as children mature (Goshin et al., 2021). Supporting home practice has a positive impact on student performance (Brown & Green, 2019).

3.10 Significant Difference Between the Level of Parental Engagement of the Respondents' Parents/Guardians and the Profile of the Respondents

Table 10 reveals that parental engagement across most domains—personal and physical, moral and spiritual, emotional, and academic—is generally consistent regardless of students' age, subject preference, or school involvement. This aligns with research showing sustained parental involvement benefits children's academic and social development across diverse contexts (Annie E. Casey Foundation, 2022; Poudel et al., 2024). However, financial involvement differs significantly by sex ($t = -1.99$, $p = 0.05$), suggesting that parents may allocate resources differently between male and female children, which reflects traditional gender roles (Villavicencio, 2019). This highlights the need for equitable financial support to avoid reinforcing gender disparities.

Additionally, extracurricular involvement varies by students' school-related engagement ($p = 0.028$), with more active students receiving greater parental support, consistent with findings that such involvement enhances academic and social skills (Abad, 2019; Kovács et al., 2022). While parental engagement is generally positive, some research suggests that increased involvement in one area may lead to reduced engagement in others, and variability in definitions can impact data accuracy (Robinson et al., 2021; Baker & Soden, 2000; Jones & Palikara, 2023). Local and international studies emphasize the importance of institutional frameworks, such as PTAs and SMCs, in fostering effective and sustained parental involvement, with home-based engagement often having a more substantial impact on academic achievement (Poudel et al., 2024; Education Endowment Foundation, 2023).

Table 10. Significant Difference Between the Level of Parental Engagement of the Respondents' Parents/Guardians and the Profile of the Respondents

Level of Parental Engagement of the Respondents' Parents/Guardians	Age		Sex		Subject Inclination		School-related Involvement	
	f-value	P-value	t-value	P-value	f-value	P-value	f-value	P-value
Personal and Physical Involvement	.69 ^{ns}	0.55	-.96 ^{ns}	0.33	.71 ^{ns}	0.61	.50 ^{ns}	0.73
Moral and Spiritual Involvement	.38 ^{ns}	0.76	-.33 ^{ns}	0.74	1.40 ^{ns}	0.22	1.15 ^{ns}	0.33
Financial Involvement	1.05 ^{ns}	0.37	-1.99*	0.04	1.75 ^{ns}	0.12	.21 ^{ns}	0.93
Emotional Involvement	.65 ^{ns}	0.58	1.04 ^{ns}	0.29	1.40 ^{ns}	0.22	1.10 ^{ns}	0.35
Academic Involvement	.26 ^{ns}	0.85	1.86 ^{ns}	0.06	1.41 ^{ns}	0.22	.73 ^{ns}	0.56
Extra-Curricular Involvement	.76 ^{ns}	0.51	1.29 ^{ns}	0.19	1.82 ^{ns}	0.10	2.77*	0.02

Note: *Significant ^{ns}-Not Significant at .05 level

Targeted interventions are needed to address gender disparities in financial support and promote equitable resource allocation. Institutionalizing parental engagement through structured bodies is crucial for sustained involvement. Employing validated, multidimensional measures will improve assessment accuracy. Ultimately, culturally responsive strategies are essential for overcoming barriers and maximizing student outcomes through inclusive parental engagement.

3.11 Relationship Between the Level of Parental Engagement of the Respondents' Parents/Guardians and the Emotional Intelligence of the Learner-Respondents

Table 11 examines the relationship between types of parental engagement and components of emotional intelligence (EI). Most parental involvement domains show no significant correlation with intrapersonal, interpersonal, adaptability, or general mood EI, indicating that general parental engagement alone may not address deficits in these areas. This aligns with research emphasizing that EI development depends on a complex mix of family, school, peer, and individual factors (Tumampos & Bucar, 2024; Fan & Chen, 2024).

Notably, significant negative correlations exist between financial involvement and intrapersonal EI, and between emotional/academic involvement and stress management. These findings suggest that excessive financial support and emotionally intense involvement may hinder students' self-awareness, autonomy, and stress-coping mechanisms, consistent with research on how overprotection and high expectations increase learner stress (Gottschlich & Atapour, 2024; Stallman, 2010).

Table 11. Relationship Between the Level of Parental Engagement of the Respondents' Parents/Guardians and the Emotional Intelligence of the Learner-Respondents

Level of Parental Engagement of the Respondents' Parents/Guardians	Intrapersonal		Interpersonal		Stress Management		Adaptability		General Mood	
	r-value	P-value	r-value	P-value	r-value	P-value	r-value	P-value	r-value	P-value
Personal and Physical Involvement	-.03 ^{ns}	0.57	-.02 ^{ns}	0.69	-.07 ^{ns}	0.21	.03 ^{ns}	0.6	.01 ^{ns}	0.92
Moral and Spiritual Involvement	-.07 ^{ns}	0.26	-.02 ^{ns}	0.65	-.03 ^{ns}	0.58	.07 ^{ns}	0.24	-.03 ^{ns}	0.63
Financial Involvement	-.15 [*]	0.01	-.02 ^{ns}	0.71	-.11 ^{ns}	0.05	.05 ^{ns}	0.38	-.05 ^{ns}	0.34
Emotional Involvement	-.10 ^{ns}	0.08	-.01 ^s	0.91	-.13 [*]	0.03	.08 ^{ns}	0.15	-.03 ^{ns}	0.5
Academic Involvement	-.02 ^{ns}	0.70	.01 ^{ns}	0.76	-.13 [*]	0.03	.06 ^{ns}	0.29	.01 ^{ns}	0.82
Extra-Curricular Involvement	-.07 ^{ns}	0.25	-.16 [*]	0.01	-.09 ^{ns}	0.20	-.06 ^{ns}	0.3	-.12 ^{ns}	0.05

Note: * -Significant ^{ns} -Not Significant at .05 level

Similarly, a negative correlation between extracurricular involvement and interpersonal EI implies that over-involvement may limit social independence, explaining average interpersonal EI despite active parental support (Baker & Soden, 2000; Sevilla District, 2020). Current parental engagement patterns may not effectively foster key emotional competencies, especially stress management and intrapersonal skills. There is a need to shift towards balanced involvement that promotes autonomy and emotional resilience. Recent studies highlight the importance of parental emotional intelligence in nurturing children's emotional growth (Frontiers in Public Health, 2023; Tumampos & Bucar, 2024).

4.0 Conclusion

In conclusion, the study demonstrated a critical need for culturally responsive family-school partnerships that respect parents' work demands and household contexts, while leveraging positive parenting to support students' emotional and academic development. It reveals significant deficits in students' emotional intelligence – particularly in emotional regulation, adaptability, and self-confidence – underscoring the need for targeted, evidence-based interventions such as resilience-building workshops and emotion coaching. Although parental engagement is moderate across various domains, the quality and balance of involvement, especially autonomy-supportive practices, are more influential than mere frequency in fostering emotional growth. Given these findings, educational institutions and policymakers should prioritize developing flexible, culturally sensitive programs that promote deeper parental involvement and comprehensive emotional intelligence development, exemplified by initiatives. This dual approach can strengthen school-family partnerships and better equip students with essential emotional competencies for academic success and personal well-being. Future research could examine the long-term impacts of such programs and explore how family, school, and peer dynamics collectively influence emotional intelligence and student outcomes, providing richer insights for holistic adolescent development.

5.0 Contribution of Authors

Author 1: conceptualization, proposal writing, data gathering, data analysis, editing, and revising.
Author 2: editing, revising, and supervising the research process.

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7.0 Conflict of Interest

The author declares no conflict of interest in the conduct, analysis, or publication of this research study.

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