



Teacher's Disposition, Parental Involvement and Pupil Academic Performance

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Abstract: This study aimed to determine the relationship between teacher's disposition, parental involvement and pupil's academic performance. This study was conducted in elementary schools of Zamboanga City Division. The respondents were 50 elementary teachers and 50 parents of Grades 1-6 included in the study. It employed descriptive-quantitative with correlational research design. The findings revealed that there was a significant relationship between teacher's disposition and pupil's academic performance however, there was no significant relationship between parental involvement and pupil's academic performance. The study recommends to the DepEd officials to strengthen trainings and seminars for teachers to reinforce good dispositions, character building and values education. It is suggested that school heads should plan out activities that can enhance parental involvement in school.

Index Terms - Teacher's disposition, parental involvement, academic performance, adaptability.

I. INTRODUCTION

Research on teacher dispositions has thrived, examining its impact on pupil academic performance. Teacher disposition, beyond instructional expertise, encompasses attitudes, beliefs, and inclinations towards teaching, significantly influencing pupil performance. Defined by "values and commitments," these dispositions are vital for evaluating teachers, reflecting observable behaviors, characteristics, beliefs, and perspectives (Bustos & Lalas, 2016).

Parental involvement, crucial for pupil success, entails active participation and dedicated commitment to their child's educational journey (Pinatil et al., 2022). Parents, primary influencers, provide indispensable guidance, shaping aspirations, and fostering strong bonds with their children, enhancing academic performance.

Academic performance, measured through various benchmarks like grade point average, reflects students' application of acquired knowledge across assessments (Eze et al., 2016). Both teacher dispositions and parental involvement significantly impact pupil academic performance, fostering enhanced outcomes when exhibited positively.

Current school challenges include teacher resistance to change and parental constraints on involvement, leading to stress and burnout among educators and limited parental engagement. The research aims to explore the interplay between teacher disposition, parental involvement, and pupil academic performance, empowering stakeholders to implement interventions conducive to pupil success. Thus, the study seeks to cultivate a supportive learning environment to nurture pupils' achievements.

1.1 Statement of the Problem

This study determined the teacher's disposition, parental involvement and pupil's academic performance of Grades 1-6 in Curuan District, Zamboanga City of school year 2023-2024.

Specifically, this study sought to answer the following questions:

1. What is the extent of the teacher's disposition in terms of:
 - 1.1 Adaptability and Flexibility
 - 1.2 Assessment and Monitoring
 - 1.3 Parent Collaboration
2. What is the extent of parental involvement in the pupil's learning in terms of:
 - 2.1 Home support
 - 2.2. Resources
 - 2.3 Teacher collaboration
3. What is the pupil's academic performance?
4. Is there a significant relationship between the extent of a teacher's disposition and pupil's academic performance?
5. Is there a significant relationship between the extent of parental involvement and pupil's academic performance?

1.2 Scope and Delimitation of the Study

This study focused on public elementary school teachers teaching Grades 1-6 and parents in Curuan District, school year 2023-2024. Variables included teacher disposition (adaptability, flexibility, assessment, monitoring, and parent collaboration), parental involvement (home support, resources, and teacher collaboration), and pupil academic performance (overall grade point average in the third quarter). Five select schools in Curuan District, Zamboanga City Division were involved.

II. RESEARCH METHODOLOGY

2.1 Research Design

The study employed a descriptive-quantitative correlational design, utilizing a survey questionnaire with a 4-Point Likert Scale to gather data on the variables. Data were categorized, analyzed, and interpreted to establish relationships between them. Luna & Encio (2023) assert that descriptive-correlational research yields logical findings and essential knowledge. This design is suitable for describing characteristics, quantifying variables, and examining relationships without manipulation. It allows exploration of associations and patterns, offering insights into variable relationships without implying causality. Descriptive-correlational studies focus on describing relationships among variables without establishing a causal connection (Mustieles, 2020). This approach facilitates understanding the interplay between teacher disposition, parental involvement, and pupil academic performance, contributing to informed decision-making in educational settings.

2.2 Participants of the Study

The participants of the study were 137 Grades 1-6 teachers and parents in the five selected elementary schools under Curuan District, Zamboanga City, school year 2023-2024.

2.3 Sampling Procedure

The study utilized purposive quota sampling techniques in the selection of respondents. The total number of the respondents were 50 elementary school teachers teaching Grades 1-6 and 50 parents in the school year 2023-2024.

2.4 Research Instrument

This study utilized researcher-made survey-questionnaire focusing on teacher's disposition and parental involvement of purposely selected respondents.

Part I of the survey questionnaire was on the teacher's disposition of the respondents which includes adaptability and flexibility, assessment and monitoring and parent collaboration. They were asked to choose one response per item. Statements for teacher's disposition comprised of three subgroups. Part II of the questionnaire was on parental involvement of the respondents. They were asked to select one response for the statements given. Statements for parental involvement comprised of three subgroups. And, Part III of the questionnaire was on the academic performance of pupils in terms of grade point average in third quarter, school year 2023-2024.

The research instrument of this study was researcher-made questionnaire which was utilized in the study of teacher's disposition in four-point Likert scale, with the following response categories: 4-Strongly Agree; 3-Agree; 2-Disagree; and 1-Strongly Disagree to determine the teachers' efficacy. It also utilized the tools for the parental involvement in four-point Likert scale, with the following response categories: 4-Strongly Agree; 3-Agree; 2-Disagree; and 1-Strongly Disagree to determine the parental involvement of the selected respondents. The actual instruments were composed of two parts. Part I was on the teacher's disposition of the respondents with 15 statements and the parental involvement with also 15 statements. The instrument sought to gather the overall average grade of pupils in third quarter during school year 2023-2024, filled out by the respondents.

2.5 Validity and Reliability of the Research Instrument

The researcher-made survey questionnaire was validated and evaluated by the panel of experts to ensure validity of instruments and conducted a pilot testing on 30 teachers and parent respondents. To test reliability, data was tallied and underwent statistical treatment of data through SPSS using Cronbach's alpha. The result of reliability test has a Cronbach's alpha coefficient of .903 which means the instrument was valid and reliable.

III. RESULTS AND DISCUSSIONS

Problem Number 1. What is the extent of the teacher's disposition in terms of adaptability and flexibility, assessment and monitoring, and parent collaboration?

Table 1: Teacher's Disposition in terms of Adaptability and Flexibility

Statement	Mean	Verbal description	Interpretation
1. Demonstrates willingness to adjust lesson plans based on pupil needs	3.64	Strongly agree	Very high extent
2. Tries new teaching methods or techniques	3.62	Strongly agree	Very high extent
3. Accepts feedbacks and incorporates suggestions for improvement	3.60	Strongly agree	Very high extent
4. Shows flexibility in accommodating diverse learning styles	3.50	Strongly agree	Very high extent
5. Integrates technology into lessons to enhance flexibility effectively	3.54	Strongly agree	Very high extent
Total	3.58	Strongly agree	Very high extent

Legend: 1.0-1.75- no extent 1.76-2.50- less extent 2.51-3.25-high extent 3.26-4.0 very high extent

Table 1 shows that teachers scored highest in adaptability and flexibility, with a mean score of 3.64 for their willingness to adjust lessons and 3.62 for trying new teaching methods, both indicating strong agreement. This implies that teachers were open to tailoring instruction to suit individual student needs, adjusting lessons to match their understanding levels. Moreover, they were keen on exploring new teaching approaches to move away from one-size-fits-all methods. According to Granziera et al. (2019), he stressed that teaching involves constant change in unpredictable situations. Adaptability, the ability to adjust to and handle these changes effectively, is essential for successful educators. Adaptability means being able to change thoughts, emotions, and actions in response to new or uncertain situations (Martin et al., 2012).

The lowest mean score, at 3.50, was for the flexibility in accommodating diverse learning styles, also indicating strong agreement and a very high extent. This indicates that teachers may struggle to address all the various learning styles and intelligences, particularly in large classrooms. Teachers often rely on strategies they believe will work for the majority of students. Therefore, Du Plessis (2019) said that teachers are anticipated to effectively address differences in classrooms through their professional preparation. Historically, teachers have been seen as capable of accomplishing this. Educators have utilized David Kolb's theory from 1984 on learning styles to customize instruction and accommodate diverse ways students learn and process information (Buch & Sena, 2001).

The combined score for adaptability and flexibility was 3.58, indicating strong agreement and a very high level. This implies that teachers remained highly adaptable and flexible, willing to embrace change and explore new teaching methods to stay current with pedagogical trends. Thus, Luna & Encio (2023) noted that change presents challenges for both employees and organizations, especially during transitions in administration, leadership, and workplace environments. They highlighted cognitive, affective, and behavioral adaptability as crucial aspects during these times of change, as emphasized by researchers such as Ployhart and Bliese (2006), and Van Dam (2013).

Table 2: Teacher's Disposition in terms of Assessment and Monitoring

Statement	Mean	Verbal description	Interpretation
1. Uses a variety of assessment methods to evaluate pupil learning	3.46	Strongly agree	Very high extent
2. Provides timely and constructive feedback on pupil assignment	3.34	Strongly agree	Very high extent
3. Monitors pupils progress and adjusts instruction accordingly	3.66	Strongly agree	Very high extent
4. Encourages self-assessment and reflection on their learning	3.46	Strongly agree	Very high extent
5. Employs technology appropriately to support assessment and monitoring efforts	3.44	Strongly agree	Very high extent
Total	3.47	Strongly agree	Very high extent

Table 2 indicates that in assessment and monitoring, teachers received their highest mean score of 3.66 for monitoring pupil progress and adjusting instruction. They also scored 3.46 for using various assessment methods, self-assessment, and reflective learning, all showing strong agreement and a very high level. This implies that teachers were consistently tracking student progress and adjusting their teaching methods to ensure full comprehension. They regularly assessed student progress and tailored instruction to suit their level of understanding, promoting effective learning. According to Vacarro et al. (2018), he pointed out that monitoring each student's learning individually can be challenging. While it's simple for a teacher to pose a question to the entire group, this approach isn't effective for gauging each student's progress.

Conversely, the lowest mean score, at 3.34, pertained to teachers providing timely and constructive feedback on student assignments, also indicating strong agreement and a very high extent. This suggests that at times, teachers struggled to offer constructive feedback promptly, possibly due to their busy schedules preparing for new lessons. Additionally, limited teaching hours may result from various school activities, as Laska (2016) observed that teaching hours remain central to the work of teachers in schools, but recent years have seen shifts in this concept. This prompts questions about the extent of change in classroom teaching and the readiness of teachers to ensure successful teaching hours. Consequently, evaluating a teaching session requires not just capable individuals but also professionals prepared across all aspects of their profession.

The combined score for teacher disposition in assessment and monitoring was 3.47, indicating strong agreement and a very high level. This suggests that teachers were actively monitoring student progress and were pleased to see improvements. Monitoring students' progress throughout the year was a key responsibility for teachers. According to Duldulao (2018)

highlighted that the emergence of information technology has greatly influenced the monitoring and assessment of student performance. Digital systems have been instrumental in streamlining time-consuming tasks such as test scoring, grade calculation, and student record management.

Table 3: Teacher's Disposition in terms of Parent Collaboration

Statement	Mean	Verbal description	Interpretation
1. Communicates openly and effectively with parents/guardians	3.66	Strongly agree	Very high extent
2. Seeks input and feedback from parents/guardians regarding their child's education.	3.58	Strongly agree	Very high extent
3. Demonstrates willingness to collaborate with parents/guardians to address academic or behavioral concerns	3.50	Strongly agree	Very high extent
4. Shares information about classroom activities, curriculum, and pupil progress with parents/ guardians proactively	3.50	Strongly agree	Very high extent
5. Encourages parental involvement in school events and activities	3.56	Strongly agree	Very high extent
Total	3.56	Strongly agree	Very high extent

Table 3 shows that in parent collaboration, the highest mean score of 3.66 was for effectively communicating with parents, while seeking feedback from parents received a mean of 3.58, both indicating strong agreement and a very high level. This indicates that teachers consistently communicated with parents regarding their children's progress and sought feedback on teaching methods. Teachers found it rewarding when parents appreciated their strategies. According to Paccaud et al. (2021), he found that families and schools play crucial roles in children's lives. Their collaboration is vital for education and greatly influences learning outcomes, motivation, and children's health. High parent satisfaction typically correlates with emotional well-being at school, the quality of collaboration, and trust in schools and teachers, for both parents of children with and without special educational needs (SEN).

The lowest mean score for parent collaboration was 3.50, indicating strong agreement and a very high level, specifically regarding collaboration with parents on academic and behavioral issues, as well as sharing information about the curriculum and student progress. This implies that teachers recognized the importance of informing parents about academic and behavioral concerns, as well as student progress, as it helps parents understand their role in their child's academic success thus, Garcia & De-Guzman (2020) described parental collaboration with teachers as crucial for young children's academic success. While there's ample evidence of the benefits of parental involvement, there's limited understanding of its influences, forms, and concepts in non-Western societies.

The overall weighted mean was 3.56, indicating strong agreement and a very high level. This indicates that teachers were highly motivated to collaborate with parents to improve student performance. Their commitment was evident through actions like conducting home visits for struggling students. Maintaining contact with parents via phone or social media was crucial for easy communication about student progress. According to Paccaud et al. (2021), he shared study findings that shed light on the development of the educational partnership between schools and families. Improved collaboration between schools and families can create an environment that supports students' emotional well-being and academic skills. This positive impact has been supported by various studies and contributes to creating an inclusive, healthy school environment.

Table 4: Summary of the Extent of Teacher's Disposition

Indicators	Mean	Interpretation
Adaptability and Flexibility	3.58	Very high extent
Assessment and Monitoring	3.47	Very high extent
Parent Collaboration	3.56	Very high extent
Overall	3.54	Very high extent

Table 4 summarizes the extent of teachers' disposition, with adaptability and flexibility receiving the highest mean score of 3.58, interpreted as a very high level. Following closely was parent collaboration, with a mean score of 3.56, also interpreted as very high. This implies that teachers demonstrated strong characteristics and values in adapting to new educational trends and collaborating with parents. They actively participated in trainings and workshops when curriculum changes occurred and kept parents informed about school activities to foster a positive teacher-parent relationship.

Llagas (2021) described dispositions as an individual's inclination to act appropriately in various situations and to analyze patterns of behavior. He addressed whether teachers are likely to apply the knowledge and skills they acquire in trainings even when not being assessed (Borko, Whitcomb [4]). Teachers who prioritize their students' academic success are willing to put in extra effort to ensure a productive learning environment in the classroom. Their effectiveness is not solely measured by possessing instructional knowledge and skills but also by their actions and character, reflecting effective teaching dispositions. In addition, Van Der Wal (2020) emphasized the increasing importance of active collaboration between teachers and parents to meet the basic needs of students. A partnership involving parents, families, and teachers working together is a key strategy to support student learning.

However, the lowest mean score for teacher disposition was 3.47, still interpreted as a very high level, in assessment and monitoring. This suggests that teachers occasionally did not consistently assess and monitor student progress. Some teachers even delayed releasing report cards each quarter after exams due to other tasks needing attention. On the other hand, Laska (2016) emphasized that monitoring teams should focus on the observation process, considering all evidence, conditions, and features related to the monitoring facilities. This includes aspects essential for discovering the truth and accuracy of the issues under

scrutiny. The approach may differ based on whether it's an external or internal monitoring and evaluation process. Key components of observation include planning, preparation, monitoring, the observation process itself, and the findings afterward.

The overall weighted mean for summarizing teacher disposition was 3.54, indicating a very high level. This suggests that teachers consistently exhibited good character, values, and dispositions throughout their teaching careers. Teaching was not just a job for them; it was their livelihood. This highlights their enduring commitment to maintaining positive qualities in their profession. Additionally, Thornton and Holly (2006) highlighted that when discussing what defines a good teacher, the focus often lies on their knowledge and skills. However, another crucial aspect is their "teacher dispositions." This encompasses their values, beliefs, attitudes, and professional conduct.

Problem Number 2. What is the extent of parental involvement in the pupil's learning in terms of home support, resources and teacher collaboration?

Table 5: Parental Involvement in terms of Home Support

	Statement	Mean	Verbal description	Interpretation
1.	Provides assistance with homework when needed	3.50	Strongly agree	Very high extent
2.	Creates a conducive environment for studying at home.	3.54	Strongly agree	Very high extent
3.	Encourages the pupil to read regularly at home	3.82	Strongly agree	Very high extent
4.	Follow-ups pupils on what they are learning in school	3.60	Strongly agree	Very high extent
5.	Monitors the academic progress and offers guidance accordingly	3.54	Strongly agree	Very high extent
Total		3.60	Strongly agree	Very high extent

Table 5 shows parental involvement in home support, with a top mean score of 3.82 for encouraging regular reading at home and a mean score of 3.60 for following up with pupils. Both scores indicate strong agreement and a very high level. This indicates that parents were keen on fostering their children's reading habits and were delighted to hear about their progress. They enthusiastically shared their children's reading achievements with other parents and ensured their children stayed on track with lessons taught by teachers. According to Juguilon (2023), he highlighted how crucial home support is in a child's learning journey. Family interactions set the stage for learning at home, with parents acting as their children's first teachers and primary guides in daily activities. Parents play a vital role in deciding how to communicate with their children daily. Parental involvement is assessed through various activities both at home and school, as well as the positive attitudes parents demonstrate toward their child's education.

Additionally, the lowest mean score, at 3.50, was for providing homework assistance, indicating strong agreement and a very high level. This implies that parents didn't only help students; instead, they frequently ended up completing the tasks themselves. This indicates that parents, often tired and busy earning a living to support their children, took on the homework load. This was evident during asynchronous classes when students received modules, as answers often came from parents or older siblings. Thus, DuFour et al. (2005) stressed that collaboration between teachers and parents improves overall school performance. When parents engage with teachers, it fosters teamwork and forms professional learning groups. They believe these groups can greatly influence schools and teaching methods. Collaboration between teachers and parents boosts confidence, enhances teaching skills, and improves the quality of instruction, ultimately supporting teachers' professional development.

The overall weighted mean for parental involvement in home support was 3.60, showing strong agreement and a very high level. This indicates that parents strongly supported their children's education by encouraging them to read and study at home. They prioritized their children's academic success and understood their important role in motivating them to learn and excel academically. Therefore, Avvisati et al. (2010) stated that economists see parental involvement as the direct actions' parents take to support their children's success in school. This involvement is seen as vital for enhancing educational outcomes.

Table 6: Parental Involvement in terms of Resources

	Statement	Mean	Verbal description	Interpretation
1.	Provides with necessary learning resources (books, stationery, etc.)	3.62	Strongly agree	Very high extent
2.	Supports financially for educational resources	3.76	Strongly agree	Very high extent
3.	Allocates budget for educational resources over other expenditures	3.72	Strongly agree	Very high extent
4.	Involves in the decision-making regarding the selection of learning resources	3.56	Strongly agree	Very high extent
5.	Demonstrates a commitment to providing with the best learning resources available	3.62	Strongly agree	Very high extent
Total		3.66	Strongly agree	Very high extent

Table 6 displays parental involvement in resources, with the highest mean score of 3.76 for financially supporting educational resources and a mean score of 3.72 for allocating a budget for educational resources. Both scores indicate strong agreement and a very high level. This implies that parents were willing to provide financial support for educational resources, despite facing financial constraints for other expenses like food. To assist these parents, the government has also implemented measures to ensure access to quality education for all, such as providing subsidies or financial assistance to low-income families. Despite efforts to prioritize education in the Philippines since independence in 1946, Bai (2023) disclosed that the Philippine

education system still encounters diverse challenges, hindering many Filipinos from accessing quality education. Poverty remains a persistent and significant challenge in the country, with education remaining a crucial social issue.

On the other hand, the lowest mean, at 3.56, was for involvement in decision-making regarding the selection of learning resources, indicating strong agreement and a very high level. This indicates that parents mostly followed the instructions of teachers and students when choosing learning materials. They relied heavily on the decisions of teachers or students. This was evident when teachers requested specific materials for projects; parents would simply purchase them without questioning, believing they were necessary for school requirements. With this, Clara et al. (2022) found that families with irregular employment and low incomes effectively manage their resources for their children's primary school education. Therefore, it is suggested the government should vigorously promote the importance of education nationwide and continuously implement various policies. They should also improve the leadership skills of school principals, provide learning facilities, assist with school funding, supply textbooks, and undertake other supportive measures.

The overall weighted mean is 3.66 on parent involvement in resources which described strongly agree and interpreted as very high extent. This means that parents were accepting the fact that they have obligations to provide the needs of their children. It is also the right of every child to acquire quality education. One of the basic needs of the children was to be educated and parents are the responsible persons to support them. Therefore, Moneva et.al (2020) said that parents' capacity to provide financially to the needs of the pupils in their studies is referred to as parental financial support especially when it comes to resources needed.

Table 7: Parental Involvement in terms of Teacher Collaboration

Statement	Mean	Verbal description	Interpretation
1. Communicates actively with teachers about their child's progress	3.62	Strongly agree	Very high extent
2. Attends school meetings or parent-teacher conferences regularly	3.68	Strongly agree	Very high extent
3. Provides valuable insights to teachers about their child's learning needs	3.46	Strongly agree	Very high extent
4. Participates in school activities or volunteer opportunities	3.46	Strongly agree	Very high extent
5. Collaborates with teachers to develop strategies for supporting their child's learning at home	3.58	Strongly agree	Very high extent
Total	3.56	Strongly agree	Very high extent

Table 7 illustrates parental involvement in teacher collaboration, with the highest mean score of 3.68 for attending school meetings or parent-teacher conferences and a mean score of 3.62 for communicating with teachers about their child's progress. Both scores indicate strong agreement and a very high level. This implies that parents were consistently eager to stay informed about their children's school performance. This was evident in the conduct of parent-teacher conferences. According to Garcia & De Guzman (2020), they emphasized the importance of parental involvement (PI) in fostering young children's enthusiasm and academic success (Flehart & Edwards, 2013). PI provides valuable guidance on how best to teach or support children (Pomerantz, Moorman, & Litwack, 2007) and signifies parents' commitment to their children's development (Hango, 2007).

However, the lowest mean score for parental involvement in teacher collaboration was 3.46, indicating strong agreement and a very high level, for both providing valuable insights and voluntary participation in activities. This suggests that parents relied more on teachers' teaching methods to address their children's learning needs. They were also busy with household chores, making it difficult for them to volunteer at school. In contrast, Garcia & De-Guzman (2020) found that Filipino parents strongly believe that assisting their children with schoolwork, providing encouragement, and maintaining a structured home environment contribute to their children's academic success.

The overall weighted mean for parental involvement in teacher collaboration was 3.56, indicating strong agreement and a very high level. This suggests that parents actively engaged in their children's education. They were open to forming partnerships with the school, which strengthened and mobilized parent-teacher associations. Therefore, Balaba & De la Rama (2015) highlighted the significance of Parent Teacher Associations (PTAs), which are collaborations between teachers and parents within a school aimed at enhancing pupils' development. Children whose parents were actively involved in their education achieved higher academic performance compared to those whose parents were less involved.

Table 8: Summary of the Extent of Parental Involvement

Indicators	Mean	Interpretation
Home Support	3.60	Very high extent
Resources	3.66	Very high extent
Teacher Collaboration	3.56	Very high extent
Overall	3.61	Very high extent

Table 8 summarizes the extent of parental involvement in resources and home support, with the highest mean score of 3.66 for resources and 3.60 for home support, indicating a very high level. This implies that parents actively supported their children's education at home by encouraging regular reading and monitoring their school progress. They also gave financial support and allocated a budget for resources and learning materials. As a result, pupils were motivated to attend school regularly, as evidenced by their possession of school supplies such as bags, notebooks, pencils, and other essentials. According to Pascua and Dulos (2020), they proposed several strategies: increasing teachers' presence in school to create educational resources for parents to aid their children's learning; organizing parent-teacher meetings to talk about student progress; incorporating home visits into

classroom initiatives; attending regular seminars aimed at improving student conduct; fostering cooperation through an inclusive school atmosphere for parents; and utilizing technology such as devices for parent-teacher communication to improve collaboration.

On the other hand, the lowest mean on parental involvement was on teacher collaboration which obtained 3.56, but still interpreted as very high extent. This implies that parents sometimes were hesitant to collaborate with teachers. They were confident that teachers are knowledgeable enough and know what's best for their children. In addition, due to their hectic schedule of parents they forgot to offer voluntary services to school. However, Bartolome (2017) stated that parental involvement pertains to the parents' participation when it comes to the schooling of his/her children. There are schools which foster healthy parental involvement, but sometimes parents hesitate to involve themselves with their children's education.

The overall weighted mean of parental involvement was 3.61, interpreted as very high extent. This implies that majority of the parents were actively involving themselves in their children's education. They knew their role and responsibilities as parents that would greatly affect the performance of their children in school. Thus, most parents supported the teachers as well as the school as a whole. Thus, Lara & Saracosti (2019) revealed that parental involvement in school has been confirmed to be a crucial factor for children's better academic results. It showed that there are differences in children's academic achievement between the parental involvement, signifying children whose parents have a low involvement have lower academic achievement.

Problem Number 3. What is the pupil's academic performance?

Table 9: Pupil's Academic Performance

Variable	Mean	Verbal Description
Pupil's Academic Performance	83.78	Satisfactory

Table 9 shows the academic performance of pupils with an average mean of 83.78 which described as satisfactory. This implies that not all pupils were having outstanding performances in school. This means that the average performance of pupils in terms of grade point was satisfactory. Though they did not have the highest-grade points to become outstanding, but most importantly, they did not fail. Pursuant to DepEd Order No. 8, s. 2015 also known as the DepEd K to 12 Grading System, the average grades between 80-84 have a remark of satisfactory based on the grading scale. The K to 12 Basic Education Program utilizes a standard and competence-based grading system. The minimum grade to pass in a subject area is 60, which is transmuted to 75 in the progress report card. This will be the basis for the quarterly or final grades of the learners. In addition, academic performance is the result of pupils' effort in examinations. Pupils' academic performance is determined by a number of factors (Eze et al. 2016). Academic performance is gauged by the average marks of the previous semesters and the total average marks

Problem Number 4. Is there a significant relationship between the extent of a teacher's disposition and pupil's academic performance?

Table 10: Significant Relationship between the Extent of a Teacher's Disposition and Pupil's Academic Performance

Variable		r-value	p-value	Interpretation
X	Y			
Teacher's Disposition	Academic Performance	.297	.036	Significant

** Correlation is significant at 0.05

Table 10 shows the significant relationship between teacher's disposition and pupil's academic performance. A significant relationship was found between teacher's disposition and academic performance (r -value = .297) with a probability value lower than the assumed alpha value of .05, indicating statistical significance. Consequently, the null hypothesis, suggesting no significant relationship between teacher's disposition and academic performance, was rejected. Additionally, the data indicated a weak relationship between the tested variables. This implies that even if a teacher possesses a high disposition and is skilled in teaching, it has a minimal impact on pupils' academic performance. While teachers may possess specific characteristics, knowledge, and skills, they cannot ensure higher academic performance among pupils.

Starkey (2016) stated that while good teaching significantly impacts pupil achievement. Researchers argue that while a teacher may possess the required knowledge and skills for quality teaching, without certain dispositions, they might not effectively apply or utilize these attributes in teaching. However, Xi et al. (2022) suggested that positive teacher-student relationships (TSRs) improve students' academic performance. One reason is that students are more motivated to learn when they have better relationships with teachers (Urduan & Schoenfelder, 2006).

Problem Number 5. Is there a significant relationship between the extent of parental involvement and pupil's academic performance?

Table 11: Significant Relationship between the Extent of a Parental Involvement and Pupil's Academic Performance

X	Variable	r-value	p-value	Interpretation
	Y			
Parental Involvement	Academic Performance	.232	.105	Not Significant

** Correlation is significant at 0.05

Table 11 displays the relationship between parental involvement and pupil academic performance. There's no significant relationship between parental involvement and academic performance (r -value = .232) with a probability value higher than the assumed alpha value of .05. Thus, the null hypothesis, stating no significant relationship between parental involvement and academic performance, was accepted. The data also indicates that there was no significant relationship between the tested variables. This implies that even if parents were actively involved in school, it didn't significantly impact pupils' academic performance. In connection, Lara & Saracosti (2019) examined literature suggesting that parental involvement has a limited overall impact on children's academic performance in developing nations. Studies indicates that children are more likely to thrive academically when parents demonstrate interest in their schoolwork, aid with homework, and ensure tasks are completed. Furthermore, when parents actively engage in educational matters, even initially unmotivated youth may come to appreciate the value of education.

Similarly, Topor et al. (2010) demonstrated that parental involvement in a child's education consistently correlates positively with the child's academic performance. The results indicate an association between parental involvement and a child's academic performance, in addition to the influence of the child's intelligence. It was found that the child's perception of intellectual ability fully mediated the relationship between parental involvement and the child's performance. Moreover, the quality of the student-teacher relationship fully mediated the relationship between parental involvement and teacher ratings of the child's classroom academic performance.

IV. CONCLUSIONS

The study's conclusions were drawn from several key findings. Firstly, respondents showed high levels of adaptability, flexibility, assessment, monitoring, parental collaboration, home support, resources, and teacher collaboration. Additionally, academic performance, as measured by overall grade point average, was considered satisfactory. Notably, the study found a significant relationship between teacher disposition and pupil academic performance but found no significant relationship between parental involvement and pupil academic performance.

V. RECOMMENDATIONS

Based on the findings and conclusions, the study offered several recommendations. The Department of Education Officials (DepEd) were advised to improve training and seminars for teachers, particularly those in elementary education, with a focus on reinforcing positive dispositions and values education. School Heads were encouraged to plan activities to increase parental support for school-related efforts and conduct capacity-building sessions for teachers to create effective activities promoting parental involvement. Teachers were urged to offer support and interventions to address issues related to low academic performance among pupils, while also actively involving parents to gain their support. Finally, future researchers were encouraged to replicate the study with different participants, locations, and variables to enhance understanding of the topic.

VI. ACKNOWLEDGMENT

The researchers are deeply grateful to everyone who helped with this study. We want to thank the school administrators and teachers from Buenavista Integrated School, Niyog-Niyog Elementary School, Bagacay Elementary School, Sapa Moro Elementary School, and Natividad E. Medalle-Presa Elementary School for their constant support. We also appreciate the parents who took the time to participate by filling out our survey. A big thank you to our academic advisors and mentors for guiding us through this research. We especially want to acknowledge Dr. Alhadzmar A. Lantaka for his valuable feedback and Dr. Elizabeth Jane P. Sebastian for her encouragement. And, we're thankful to Zamboanga Peninsula Polytechnic State University - Graduate School for giving us the chance to conduct this study. Finally, we want to express our gratitude to our families and friends for their unwavering support throughout this research journey. Your support means everything to us. Thank you all for your help and encouragement.

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