Family Involvement and Social-Emotional Development of First-Year BSED English Students

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[1;2;3;4;5;6;7;8;9]A Research Study Presented to the Administration and Faculty of Governor Generoso College of Arts, Sciences, and Technology

In Partial Fulfillment of the Requirements for the Subject the Child and Adolescent Learner and Learning Principles

Abstract: This study explored the relationship between family involvement and the social-emotional development of first-year BSED-English students. Using a descriptive-correlational design, data were collected via validated surveys measuring family involvement and social-emotional competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Results showed high levels of family involvement, particularly in communication and home-based support, while students' social-emotional development was strongest in relationship skills and social awareness, and weakest in self-management. Correlation analysis revealed a moderate, significant relationship, indicating that greater family engagement is associated with stronger emotional regulation, interpersonal skills, and adaptive behaviors. The study highlights the vital role of families in fostering students' emotional well-being and recommends enhancing parent–school partnerships and programs that support students' social-emotional growth

I. INTRODUCTION

Social-emotional development constitutes a foundational component of students' overall well-being and academic achievement, but students from social economically or emotionally challenging backgrounds frequently encounter greater difficulties in acquiring these competencies, which undermines their academic performance and future prospects (Huang & Xiaodong, 2023). Although extensive research has established the influence of social-emotional skills on academic outcomes, the specific role of family involvement in nurturing these skills remains undetermined (Martinez-Yarza et al., 2024). This suggests that promoting student engagement within the school environment may offer an effective strategy to address existing gaps in social-emotional development and that a nuanced understanding of the dynamic relationship among family involvement, school engagement, and social-emotional competencies can inform collaborative efforts between schools and families to support students' social-emotional growth (Fredericks et al., 2015).

Additionally, the importance of students' social-emotional development for academic success and lifelong well-being is widely acknowledged, and Malti and Noam (2016) emphasized that systematically assessing these skills is essential for designing interventions that nurture the whole child. Programs that integrate mindfulness into social-emotional learning have been shown to enhance emotion regulation, empathy, and prosocial behaviors, thereby boosting cognitive control and overall well-being (Felver et al., 2015). Moreover, Cejudo and colleagues (2024) reported that well-designed, school-based social-emotional initiatives produce moderate to strong gains in behavioral adjustment, emotional competencies, and academic performance, illustrating the value of evidence-based approaches.

In light of the relationship between students' social-emotional development and family involvement, research indicates that authoritative parenting, marked by warmth, responsiveness, and clear boundaries, promotes emotional resilience, self-regulation, and social competence in children (Yusof & Mohamed, 2025). Democratic parenting styles that emphasize open communication and shared decision-making

further encourage initiative, independence, and responsibility, supporting healthy peer relationships and effective emotional management (Yao, 2023). Structured parental involvement programs reinforce these benefits by creating home environments that complement school-based learning, resulting in fewer behavioral problems and higher empathy levels (Erdem & Kaya, 2020).

In addition, the importance of family dynamics is particularly evident in challenging contexts. For instance, Luo and colleagues (2025) found that left-behind children benefit significantly from authoritative grandparenting, which provides emotional warmth and consistent discipline to mitigate the effects of parental migration on self-regulation and behavior. Additionally, high-quality, engaged grandparental care is associated with improved social skills and reduced emotional difficulties in preschoolers (Riem et al., 2024), suggesting that direct parental involvement, extended-family engagement, and intentional parenting practices are key foundations for nurturing students' social-emotional competencies and resilience.

The independent variable of this study is family involvement, often referred to as the diverse ways in which parents and guardians engage in their children's education in shaping student outcomes. According to Fantuzzo and colleagues (2014), family involvement includes participation at home, in school environments, and the effectiveness of communication between families and schools. Three commonly recognized indicators of family involvement are school-based involvement, home-based involvement, and home-school communication. School-based involvement encompasses activities such as attending parent-teacher conferences, volunteering, and communicating with teachers about academic progress (Zhang & Chen, 2023). In contrast, home-based involvement refers to parents supporting their child's learning at home by helping with homework, setting academic goals, and maintaining open communication with their child (Amponsah et al., 2018). Home-school communication involves an ongoing exchange of information and mutual understanding between parents and educators to support the child's overall educational experience (Bachman & Boone, 2022).

Research indicates that each form of family involvement contributes to student outcomes in distinct ways. Boonk et al. (2018) found that home-based involvement is consistently associated with improvements in children's school readiness, literacy, math skills, and classroom behavior, regardless of social economic status. However, Alameda-Lawson and Lawson (2016) noted that while school-based involvement is beneficial, its impact tends to be more limited among low-income families due to barriers such as work schedules or cultural differences. On the other hand, Anthony and Ogg (2019) highlighted that effective home-school communication fosters trust, aligns expectations, and promotes collaborative problem-solving, which is strongly associated with improved academic and social outcomes. In sum, promoting all three forms of family involvement while addressing contextual challenges can significantly support children's academic and social-emotional development.

In determining the relationship between family involvement and the social-emotional development of 1st-year BSED students in GGCAST, the bioecological systems theory, originally proposed by Urie Bronfenbrenner and Stephen J. Ceci in The theory established in 1994 serves as the main framework for this study. This theory articulates that child and youth development are influenced by many different contexts, which include family, peers, schools, communities, social cultural belief systems, policy regimes, and the economy (Bronfenbrenner & Morris, 2006). In this study Bronfenbrenner's Bioecological Systems Theory will be beneficial in understanding the relationship between family involvement and the student's social emotional development, since the first layer of the theory, the microsystem, focuses on how family and other close individuals can directly impact a child and their development. This theory is relevant because it looks at the pattern of development in an individual over time and considers the interactions of an individual with its environment, which underscores how important the support system of a child is to its development.

In support to the main theory, Bowlby and Ainsworth's Attachment Theory provides a complementary perspective to further support the application of Bioecological Systems Theory in understanding the relationship of family involvement and student's social-emotional development, especially among the selected students of GGCAST. Attachment theory suggests that people are born with a need to forge bonds with caregivers; these early bonds set the foundation for later relationships and continue to influence attachments throughout life (Cherry 2025). It supports family involvement as an influential factor by demonstrating how consistent, responsive caregiving at home promotes healthy social-emotional development, illustrating the importance of microsystem-level of interactions.

Another support theory is Bandura's Social Learning Theory. Social learning theory, developed by Albert Bandura, suggests that people learn by observing others. It emphasizes the importance of imitation, modeling, and reinforcement in the learning process (McLeod 2025). This theory supports the main theory by stating that Individuals can acquire new behaviors not only through direct experience but also by watching others, indicating that if an individual is surrounded by a positive environment, they most likely develop a positive behavior, highlighting the relationship of family involvement and social-emotional development.

This proposed study is yet to determine the possible relationship existing between family involvement and students' social-emotional development. While family involvement is widely acknowledged for its impact on academic success, its influence on students' emotional and social growth remains underexplored. Studies such as those by Wang and Sheikh-Khalil (2014) have explored the impact of parental involvement on students. Their findings revealed that students whose parents were actively engaged in their schooling performed better academically and reported lower levels of depressive symptoms and emotional distress in

fostering students' social-emotional well-being. Moreover, this study aims to examine the correlation between the level of family involvement and the social-emotional development of students, addressing a gap in current educational research.

The urgency of conducting this study, which examines the relationship between family involvement and students' social-emotional development, is underscored by the growing concern over students' mental health and emotional well-being. As mental health challenges such as anxiety and depression continue to rise among students, there is an immediate need to identify factors that contribute to emotional resilience and positive social behavior. This research aims to fill the existing knowledge gap in understanding how family involvement impacts students' social-emotional development, offering insights that can inform practices to enhance student well-being and academic success.

➢ *Objectives of the Study*

This study aims to examine the connection between family involvement and the social-emotional development of first-year BSED English students in Governor Generoso, Davao Oriental. First, it intends to determine the extent of family involvement in terms of home-based involvement, school-based involvement, and home-school communication. Second, it seeks to identify the level of students' social-emotional development in terms of self-awareness, social awareness, self-management, relationship management, and responsible decision-making. Third, this study seeks to identify the significant impact of family involvement on the social-emotional development of first-year BSED English students. Lastly, the researchers claim that there is no

significant relationship between family involvement and the social-emotional development of first-year BSED English students.

➢ *Significance of the Study*

This study is significant to various stakeholders. Students are the primary beneficiaries, as it highlights how family involvement supports their social-emotional growth, particularly in areas like self-awareness, social awareness, and self-management. Parents and guardians will gain a more profound understanding of how their support at home, in school, and through open communication positively influences their child's development. Teachers and school administrators can use the findings to strengthen home-school collaboration and enhance student support systems.

The local community and educational institutions, especially in Governor Generoso, benefit from stronger family-school partnerships that encourage emotionally balanced and socially responsible individuals. The education sector may also use the findings to inform policies and programs that promote holistic student development. Additionally, the communication and media industry can gain insights into how family communication patterns influence emotional and social skills crucial in today's media-driven society. Finally, the study serves as a useful reference for future researchers exploring related fields in education and development.

Figure 1 illustrates the conceptual framework of the study's variables. The independent variable, family involvement, will be measured through three components.
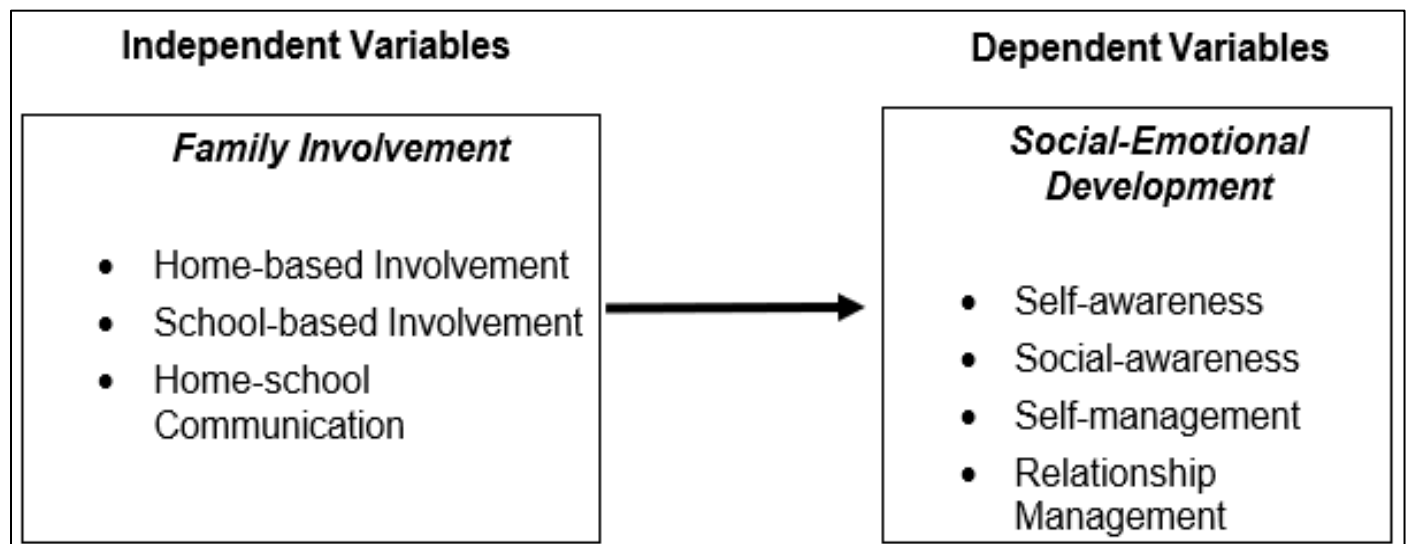

Fig 1 The Conceptual Framework Shows the Relationship of Family Involvement to Social-Emotional Development.

School-based involvement refers to parents' active participation in school-related activities such as volunteering, attending parent-teacher conferences, and collaborating with teachers and other parents at school (Zhang & Chen, 2023). Home-based involvement denotes parents' engagement in their child's learning at home by helping with homework, reading together, and supporting academic activities (Huang

& Chen, 2023). Home-school communication describes the ongoing exchange of information and collaboration between parents and teachers to support students' learning and development (Bachman & Boone, 2022).

On the other hand, the dependent variable, students' social-emotional development, is represented by five

indicators. Self-awareness refers to an individual's clear perception of their personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions (Grant, 2017). Social awareness involves understanding and responding appropriately to the social cues and emotional states of others (Decety & Cowell, 2014). Self-management encompasses the skills and strategies individuals use to regulate their emotions, thoughts, and behaviors effectively across different contexts (Gross, 2015). Relationship management is the ability to establish and maintain healthy, respectful relationships through effective communication, cooperation, conflict resolution, and social skills (Firmante, 2019). Responsible decision-making refers to the ability to make ethical and constructive choices about personal and social behavior, taking into account the consequences and social norms (CASEL, 2023). This framework underpins the study's exploration of the relationships between family involvement and students' social-emotional development.

II. METHOD

This chapter outlines the methodologies and procedures employed in the study, encompassing the research design, setting, participants and instruments, data collection methods, statistical tools, and ethical considerations.

➢ *Research Respondents*
The first-year Bachelor of Secondary Education major in English class comprised 106 students divided into three sections. Section A had 34 students, Section B had 35 students, and Section C had 37 students who were invited to participate in the study, as this complete enumeration met the minimum sample size required for the specified population.

Complete enumeration, also known as a census, was employed to ensure fair and comprehensive selection of the entire class. This approach, studying every individual rather than a subset, eliminated sampling errors and was appropriate given the modest size of each section. According to the Australian Bureau of Statistics (2024), a census involved gathering data from every member of a population, providing a full count known as complete enumeration. Likewise, Creswell and Creswell (2018) described complete enumeration as the study of an entire population to obtain comprehensive and accurate data without sampling error.

Inclusion criteria were limited to first-year students enrolled in the Bachelor of Secondary Education Major in English, since the study explored how family involvement influenced learners' social-emotional development during the early stages of their college education. Students from other year levels or academic programs were excluded from the target population.

Participation in this study was entirely voluntary. Participants could withdraw at any time without penalty or negative consequence. Should a participant have chosen to discontinue, their data were excluded from analysis, and another eligible student was invited to take their place to preserve the intended sample size. No financial penalties or written explanations were required from those who withdrew.

➢ *Materials and Instruments*
Experts validated two modified questionnaires from different authors, which the researchers used. The Family Involvement Questionnaire (FIQ) adapted by Fantuzzo, Tighe, and Childs (2000) consisted of three indicators: home-based involvement, school-based involvement, and home-school communication. Similarly, the Social Emotional Competence Questionnaire (SECQ) adapted from Panwar, P., Sharma, S., and Kang, T. (2019) consists of five indicators: self-awareness, social awareness, self-management, relationship management, and responsible decision-making.

This study employed a 5-point Likert scale to assess the relationship between the respondents' perceptions of family involvement and their social-emotional development. According to Tanujaya (2023), the Likert scale was a critical rating system widely used in social research, capable of measuring latent factors that were not directly observable as physical variables. The survey questionnaire included several statements or questions, each followed by a 5-point rating scale. Each item was rated on a scale from 1 to 5, with 5 signifying "always," 4 indicating "often," 3 denoting "sometimes," 2 for "rarely," and 1 representing "never." Respondents rated their agreement with each item on a predetermined scale.

In connection, the range of mean values provided a descriptive interpretation of the levels of family involvement in the students' social-emotional development. A mean score between 4.20 and 5.00 indicated "always," suggesting that family involvement was consistently observed and strongly present in the students' development. A 3.40 to 4.19 was represented often, implying that family involvement was frequently observed and played a significant role. A mean between 2.60 and 3.39 was interpreted as "sometimes," indicating that family involvement was occasionally observed but not always present. A mean score from 1.80 to 2.59 indicated "rarely," showing that family involvement was seldom present or evident in the students' development. Lastly, a mean score between 1.00 and 1.79 reflected "never," signifying that family involvement was not observed at all in the context of the students' social-emotional development.

To assess the reliability of the questionnaire, the researcher conducted a pilot study with a sample of 30 students. The responses from this pilot study were analyzed to calculate Cronbach's alpha for each subscale of the questionnaire. Cronbach's alpha was used to determine the internal consistency of the items measuring both family involvement and social-emotional development. This analysis helped ensure the validity and reliability of the questionnaire before its full implementation in the main study.

To conduct the pilot testing, the researcher sent a formal letter of approval to both the students and the officer in charge, seeking their consent and permission to proceed with the testing. The letter outlined the purpose, process, and expectations of the pilot test, ensuring that all parties were well informed and comfortable with the procedure. Once the necessary approvals were received, the pilot testing was carried out, allowing the researcher to gather valuable data

and feedback for the study.

The responses from the pilot study were analyzed to calculate Cronbach's alpha for each subscale of the questionnaire. Cronbach's alpha was used to determine the internal consistency of the items measuring family involvement and social-emotional development. This calculation helped ensure the reliability and validity of the test items before the full-scale implementation of the study.

➤ *Design and Procedure*
The researchers employed a descriptive correlational research design to explore the relationship between family involvement and students' social-emotional development. This approach utilized a correlational technique to determine the degree and direction of the association between the two variables. As a form of quantitative research, this design involved a formal, objective, and systematic process of collecting and analyzing numerical data to provide measurable insights into how family involvement might have influenced the social-emotional development of students. Correlational research is a non-experimental design that uses statistical analysis to examine the strength and direction of relationships between two or more variables without manipulating them, recognizing that correlation does not imply causation (Devi et al., 2023).

This method was particularly suitable for analyzing the level of family involvement and the extent of social-emotional development among first-year Bachelor of Secondary Education (BSED) English students. The main goal of the study was to determine whether a significant relationship existed between these two variables.

The necessary data were collected through a systematic and ethically guided procedure. The researchers began by writing a formal request addressed to the The Officer-in-Charge (OIC) and the College President of the Local College in Governor Generoso sought permission to conduct the study. This letter outlined the study's objectives, significance, and methodology. Upon approval, the researchers then distributed informed consent forms and permission letters to the selected first-year BSED-English students.

Throughout the study, ethical standards were strictly observed. The researchers utilized statistical tools such as the average weighted mean and Pearson r to analyze the relationship between family involvement and students'

social-emotional development. The protection of participants' rights and privacy was prioritized, ensuring that all data remained confidential and participation remained voluntary. Any student who chose not to participate was respected without consequence, and all collected responses were handled with confidentiality.

The researchers personally visited the school to distribute the questionnaires and allowed adequate time for the students to complete them before collection. A high retrieval rate was ensured to support the reliability of the findings. The gathered responses were then reviewed, organized, and submitted to a professional statistician for analysis and interpretation.

Furthermore, confidentiality was maintained not only by protecting participants' identities but also by securing their responses. Ethical considerations guided the entire process, ensuring participants were treated with honesty, dignity, and respect, and that no one was subjected to harm, discrimination, or undue pressure.

III. RESULT AND DISCUSSION

The summary of means for the three key indicators of family involvement—school-based involvement, home-based involvement, and home-school communication is shown in Table 1. The overall mean extent of family involvement is 3.86, indicating that students often experience family involvement in their education. Among the indicators, home-school communication got the highest mean of 3.96 with a descriptive equivalent of "often." In contrast, school-based involvement has the lowest mean of 3.78 with a descriptive equivalent of "often," implying that school-based involvement is less consistently practiced compared to other forms of involvement. Home-based involvement has a mean value of 3.84, which falls between the two, indicating that students engage in learning activities and receive support from their families at home on a fairly consistent basis. These findings highlight that family involvement is present across different areas but not equally practiced. The results indicate that families excel in maintaining communication with schools and providing support at home, but there is a need to enhance their participation in school-based activities. This suggests the need to encourage more balanced participation across all areas to provide students with consistent academic and emotional support.

Table 1 Family Involvement

Indicators	SD	AWM	Descriptive Equivalent
School-based Involvement	0.080	3.78	Often
Home-based Involvement	0.83	3.84	Often
Homeschool Involvement	1.10	3.96	Often
Overall	**0.75**	**3.86**	**Often**

The results align with recent studies on family involvement that differentiate home and school-centric activities, revealing home-school communication and home-based involvement are often more consistently practiced than school attendance. For instance, research by Li and

colleagues (2025) emphasizes the high efficacy and growing consistency of communication and at-home learning support as powerful predictors of students' success, often due to their flexibility and direct nature. Similarly, the comparative analysis by Boylan and colleagues (2021) notes that parental

engagement in school-based activities is frequently the lowest, often constrained by logistical barriers such as work schedules and transportation, which makes physical participation at the school site less consistent than at-home and communicative efforts. The findings of the current study support these perspectives, reinforcing that while overall family involvement is present, schools should focus on removing barriers to increase participation in school-based activities.

Table 2 Social-emotional Development

Indicators	SD	AWM	Descriptive Equivalent
Self-awareness	0.65	4.16	Often
Social awareness	0.69	4.01	Often
Self-management	0.83	3.70	Often
Relationship management	0.64	3.88	Often
Responsible Decision Making	0.65	4.14	Often
Overall	**0.56**	**3.98**	**Often**

Among the five indicators, self-awareness obtained the highest mean of 4.16, while self-management had the lowest mean of 3.70. This suggests that students demonstrate greater self-awareness, as they are more conscious of their strengths, weaknesses, and emotions, compared to self-management, where they may encounter challenges in regulating and controlling their behavior in academic and social contexts.

The findings suggest that students have the capacity to recognize and reflect on their personal attributes, which may positively influence their motivation and decision-making. However, their lower performance in self-management indicates difficulties in applying strategies to regulate emotions, maintain focus, and handle stress effectively. This imbalance shows that although students know themselves well, they may struggle to translate this awareness into consistent, goal-directed behavior. If not addressed, such challenges may affect their ability to cope with academic demands, manage time, and sustain positive relationships with peers and teachers. According to the study of Kaufman and Caden (2023), they highlight that while students successfully identify and acknowledge their emotions, strengths, and weaknesses (self-awareness), they frequently struggle with the subsequent phase of self-regulation and impulse control (self-management). This imbalance is often attributed to the developmental trajectory of the adolescent brain. As noted by Diamond (2021), the cognitive capacity for self-reflection can mature earlier or be more prominent than the executive functions required to consistently translate that awareness into goal-directed behaviors, such as effective planning and stress management. This strongly supports the implications that while self-awareness is an essential foundation for motivation, interventions must be carefully targeted toward developing the behavioral control and practical skills of self-management to bridge the gap between students' insight and their consistent academic and social functioning.

The relationship between family involvement and social-emotional development among first-year BSED English students is shown in Table 3. The computed correlation coefficient (R) is 0.586, which indicates a moderate positive relationship between family involvement and social-emotional development. This means that higher levels of family involvement are associated with better social-emotional development among students.

Table 3 The Relationship Between Family Involvement and Social-Emotional Development

Variables	AWM	R	P-value	Decision	Conclusion
Family Involvement	3.86	0.586	0.001	Reject Ho	Significant
Social-emotional development	3.98				

The significance level is assessed using the p-value of 0.001, which is less than the standard threshold of 0.05. Since the probability value falls below this threshold, the null hypothesis (Ho) is rejected. This means there is a statistically significant relationship between family involvement and Social-emotional development. The results highlight that family involvement contributes to the development of students' social and emotional skills, as consistent guidance and support from families are associated with better home-school communication, self-awareness, relationship-building, and emotional regulation. This implies that enhancing family engagement may further strengthen students' social-emotional competencies and overall academic experience. Specifically, this finding is supported by research from the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2021), which consistently highlights that when educators and families work in partnership, they create strong connections that reinforce core social and emotional skills, including the very elements noted in your results: self-awareness, relationship-building, and emotional regulation. The results are further corroborated by more focused studies, such as that by Tumampos and Bucar (2024), which found that higher parental involvement, particularly in the emotional domain, directly correlated with stronger emotional intelligence in adolescents. This evidence collectively suggests that the consistent guidance and support from families—often facilitated by effective home-school communication—provide the necessary scaffolding for students to acquire and practice these competencies. Therefore, enhancing family engagement is a highly effective

strategy for strengthening students' overall social-emotional development and fostering a more supportive academic experience.

IV. CONCLUSIONS AND RECOMMENDATIONS

This study revealed that higher levels of family involvement result in strong social-emotional development among students.

Home-based involvement is the most practiced and prominent factor, as direct involvement starts at home. However, school-based involvement is the least consistently practiced, suggesting that while family involvement at home supports students' social-emotional development, families should also reinforce their involvement across the educational field to ensure strong family support for proper social--emotional development. In terms of social-emotional development, the students demonstrated greater self-awareness as they are aware of their strengths and weaknesses, which is a good indicator of proper social-emotional development. On the other hand, self-management has the least performance, indicating that students still struggle with regulating emotions and maintaining focus.

Moreover, the finding showed that family involvement has a moderate positive correlation with social-emotional development, indicating that students with strong family involvement tend to have proper and healthy social-emotional development. The correlation analysis further suggests that while family involvement is crucial, it is important that it be balanced across all factors not only at home but also at school, to ensure proper development. This emphasizes the importance of parental involvement in a child's life across all areas and levels. Therefore, promoting a healthy relationship among family members creates an environment where individuals' social-emotional aspects develop properly. The result of this study supports the Bioecological Systems Theory by Urie Bronfenbrenner. Bronfenbrenner's ecological systems theory explains that an individual's development is shaped by interconnected environmental systems, from immediate surroundings like family (the Microsystem) to broader societal structures like culture (Guy-Evans, 2025). The students' strong support system through family involvement becomes a crucial basis for their development; a strong family involvement is what shaped the students' development.

Additionally, the study aligns with Albert Bandura's Social Learning Theory, which states that people learn by observing others. Hence, a strong and healthy family involvement becomes a huge factor in how students act in the social-emotional aspect. Thus, the theoretical framework of the study was validated, confirming that family involvement has a direct relationship with social-emotional development. These results offer valuable insight into the role of family involvement toward an individual's development, particularly in social-emotional development.

Based on the findings of this study, the following recommendations are proposed to address the areas where students and families showed the least strength, specifically in self-management and school-based involvement, while sustaining the positive impact of family support on social-emotional development.

School administrators and teachers should implement strategies to bridge the gap in school-based involvement, which was found to be the least practiced indicator. To overcome the logistical barriers that likely hinder physical participation, administrators should create more flexible engagement opportunities, such as scheduling events on weekends or offering hybrid participation options. Teachers can enhance student support systems by integrating social-emotional learning (SEL) directly into the curriculum. Since students scored lowest in self-management, educators should move beyond general support and provide practical training on executive functions—specifically time management, stress regulation, and impulse control. Teachers can design classroom activities that require students to not only identify their emotions (self-awareness) but also create actionable plans to regulate them during academic pressure.

Education sector and BSED program heads should consider developing seminars or workshops specifically targeting the transition from self-awareness to self-management. Since the results indicated that students possess high self-awareness but struggle to regulate their behaviors, the program should emphasize soft skills training that focuses on discipline, goal-setting, and emotional resilience. Policy-makers can use these findings to mandate the inclusion of family-oriented activities in the college calendar that are interactive and collaborative, rather than purely observational, to entice higher rates of school visitation by parents.

Parents and guardians are encouraged to maintain their strong performance in home-school communication but should strive to increase their physical presence in school activities, when possible, as active participation reinforces the value of education to the student. At home, parents should leverage their strong connection with their children to specifically support self-management skills.

Instead of solely providing academic resources, parents can engage in role modeling emotional regulation and helping their children create structured home study routines. Discussions at home should evolve from simply identifying feelings to problem-solving how to handle academic stress and deadlines effectively.

Finally, future researchers should explore the specific qualitative reasons behind the low participation in school-based activities to develop more targeted solutions. Since this study established a moderate positive relationship between family involvement and social-emotional development, future studies should investigate which specific types of family interactions (e.g., academic monitoring vs. emotional coaching) have the most significant impact on a student's ability to self-manage. Expanding the research to include

other year levels or degree programs would also provide a broader understanding of how these dynamics evolve throughout a student's college life.

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