

# Parental Involvement and Teacher Disciplinary Strategies on Student Behavior and Learning Engagement: A Basis for Teacher and Parent Support Program

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**Abstract**— This study examined the relationship between parental involvement, teacher disciplinary strategies, student behavior, and learning engagement. Specifically, it aimed to assess the levels of parental involvement, teacher disciplinary strategies, student behavior, and learning engagement as well as to determine if significant relationships exist between these variables. The study utilized a quantitative research design, employing a descriptive-correlational approach to analyze the relationships between parental involvement, teacher disciplinary strategies, and student outcomes. The participants consisted of 218 parents, and 22 Grade 1 teachers from Cavinti Sub-Office. A researcher-made survey questionnaire was used to collect data, covering four major aspects: parental involvement, teacher disciplinary strategies, student behavior, and learning engagement. The data were analyzed using descriptive statistics (mean and standard deviation) to determine levels and Pearson correlation to test relationships among variables. The findings revealed that parental involvement is highly evident. Also, among teacher disciplinary strategies are also highly evident among all indicators, while punitive measures had the lowest mean, suggesting that teachers should explore alternative discipline strategies. In addition, student behavior is very highly evident, however, their learning engagement received a verbal interpretation of highly evident. The parental involvement showed significant relationship on student behavior particularly in motivation and engagement in academic task. Thus, the null hypothesis was partially rejected. This implies that parental participation in school events play a role in adding students' interest but no direct parental support in academic behavior, while other aspects of parental involvement showed no significant relationship with student behavior. While there is no significant relationship on learning engagement that leads to acceptance of hypothesis, this means that learning engagement may be shaped more by classroom experiences and instructional strategies rather than parental involvement. On the other hand, there is no significant relationship between disciplinary strategies on student behavior and learning engagement, hence the hypotheses were accepted. Therefore, it concluded that certain strategies, such as positive reinforcement and enforcing rules, showed trends toward influencing behavior and disciplinary strategies contribute to classroom management, they may not directly enhance students' focus, participation, or ability to complete academic task. The study recommends strengthening parental support through workshops, promoting positive reinforcement over punitive discipline, and improving student interaction and task completion. A proposed "Bridging Home and School" program aims to enhance communication, effective discipline, and parental engagement.

**Keywords**— Parental Involvement, Teacher Disciplinary Strategies, Student Behavior, Learning Engagement, Home-School Collaboration.

## I. INTRODUCTION

Managing student behavior in schools has become increasingly complex in the 21st century due to a variety of global societal changes. These include the proliferation of digital technology, shifts in parenting strategies, and evolving legal frameworks that limit traditional disciplinary methods. As students gain access to smartphones and other digital tools, the line between educational and non-educational activities often blurs. This contributes to disengagement from academic tasks and classroom engagement. This issue was global in nature, and while it affects many countries, it was particularly pronounced in developing nations like the Philippines, where the adoption of technology often outpaces the support systems in schools (UNESCO, 2023).

One factor widely acknowledged to influence student behavior and engagement was parental involvement. Research shows that when parents actively participate in their children's education, students tend to exhibit improved behavioral and academic outcomes (Eden, Chisom, & Adeniyi, 2024). However, in rural areas like Cavinti, Laguna, socio-economic challenges often hinder consistent parental engagement, which in turn contributes to rising behavioral issues in schools.

At the same time, teachers face their own set of challenges. Considering strict child protection laws, traditional disciplinary actions were becoming increasingly limited, particularly in classrooms where digital technology plays a large role. The challenge for educators was to balance traditional methods, such as verbal punitive measures, with more positive reinforcement techniques that help maintain classroom order while avoiding legal repercussions (Asio, Bayucca, & Jimenez, 2020).

While existing research has separately examined the effects of parental involvement and teacher discipline strategies, there was limited investigation into their combined relationship on student behavior and engagement. This study sought to fill this gap by exploring how these two factors jointly influence classroom dynamics. It also aimed to provide a localized perspective on behavioral challenges in Laguna,

offering insights that may help guide the development of effective and legally compliant frameworks to improve student engagement and foster a positive learning environment. Ultimately, the findings of this study may serve as a foundation for future strategies to enhance collaboration between teachers and parents in managing student behavior.

*1.1 Statement of the Problem*

*Problem/s which were addressed by the research*

This study aimed to examine the relationship between parental involvement and teacher discipline strategies on student behavior and engagement.

Specifically, it sought answer to the following questions:

1. What is the level of parental involvement in terms of:
  - 1.1 communication with teachers;
  - 1.2 supervision of homework/studies;
  - 1.3 participation in school activities; and
  - 1.4 support systems?
2. What is the level of the teacher disciplinary strategies as to:
  - 2.1 recognizing individual differences;
  - 2.2 punitive measures
  - 2.3 enforcing rules; and
  - 2.4 positive reinforcement?
3. What is the level of student behavior terms of:
  - 3.1 motivation;
  - 3.2 classroom engagement
  - 3.3 respectful interaction; and
  - 3.4 engagement in academic task?
4. What is the level of learning engagement in terms of:
  - 4.1 attention and focus in class;
  - 4.2 participation; and
  - 4.3 output completion?
5. Is there a significant relationship between the parental involvement and student behavior?
6. Is there a significant relationship between the parental involvement and learning engagement?
7. Is there a significant relationship between the teacher disciplinary strategies and student behavior?
8. Is there a significant relationship between the teacher disciplinary strategies and learning engagement?

**II. METHODOLOGY**

The study utilized a quantitative research design, employing a descriptive-correlational approach to analyze the relationships between parental involvement, teacher disciplinary strategies, and student outcomes. The participants consisted of 218 parents, and 22 Grade 1 teachers from Cavinti Sub-Office. A researcher-made survey questionnaire was used to collect data, covering four major aspects: parental involvement, teacher disciplinary strategies, student behavior, and learning engagement. The data were analyzed using descriptive statistics (mean and standard deviation) to determine levels and Pearson correlation to test relationships among variables.

**III. RESULTS AND DISCUSSION**

This chapter presents, analyzes and interprets the data gathered that showed significant relationship between parental involvement on student behavior and learning engagement, also significant relationship between teachers’ disciplinary strategies on students’ behavior and learning engagement

*Level of Parental Involvement*

Parental involvement was the participation of parents in their children's education and overall development, both at home and in school. In this study, parental involvement includes variables such as communication with teachers, supervision of homework, participation in school activities, and support system.

Strong parental involvement has been consistently linked to improved academic achievement, better student behavior, and enhanced social skills. When parents actively engage in their child's learning, whether through consistent communication with educators or by supporting academic tasks at home, they reinforce the importance of education and help build a strong foundation for their child's future success.

Moreover, participation in school activities and the provision of a stable support system contribute significantly to a child’s motivation and confidence. Schools that foster strong partnerships with families create a more inclusive and supportive learning environment where students were more likely to thrive both academically and emotionally. The level of parental involvement was determined using the statistical treatments of mean and standard deviation.

TABLE 1. Level of Parental Involvement in terms of Communication with Teachers.

STATEMENT	MEAN	SD	REMARKS
Regularly communicate with my child’s teacher about their progress.	4.00	0.84	Agree
Attend parent-teacher meetings to discuss my child’s behavior and academic performance.	3.96	0.81	Agree
Receive updates from my child’s teacher about classroom behavior.	4.11	0.82	Agree
Inform me about concerns related to my child’s academic tasks.	4.03	0.79	Agree
Maintain open communication with my child’s teacher throughout the school year.	4.08	0.80	Agree
Weighted Mean	4.04		
SD	0.81		
Verbal Interpretation			Highly Evident

Table 1 presents the level of parental involvement in terms of communication with teachers, as measured by five key indicators. It includes statements, mean scores, standard deviations, and corresponding remarks.

The results indicate that parents were highly evident in communicating with teachers, as reflected in the weighted mean of 4.04 (SD = 0.81). Among the indicators, receiving updates on classroom behavior had the highest mean (M = 4.11), suggesting that teachers actively inform parents about student conduct. Maintaining open communication throughout the year (M = 4.08) also ranked highly, emphasizing continuous parent-teacher interaction. Meanwhile, attending parent-teacher meetings (M = 3.96) was slightly lower but remained an important avenue for engagement.

High levels of parental communication contribute to stronger student-teacher relationships and improved student behavior. Consistent collaboration between parents and teachers fosters a supportive learning environment, benefiting student engagement and performance.

These findings align with Ma et al. (2021), who found that active parental involvement enhances student-teacher relationships and positively relationships student outcomes. Their study emphasized that frequent communication between parents and educators leads to better academic and social-emotional development.

TABLE 2. Level of Parental Involvement in terms of Supervision of Homework/studies

STATEMENT	MEAN	SD	REMARKS
Supervise my child while they were completing their homework.	4.03	0.83	Agree
Assist my child with study routines and assignments when necessary.	3.98	0.82	Agree
Ensure that my child has a conducive environment for studying at home.	3.99	0.83	Agree
Encourage my child to complete their academic tasks on time.	3.97	0.83	Agree
Monitor my child's academic progress by reviewing their homework and assignments.	4.04	0.79	Agree
Weighted Mean	4.00		
SD	0.82		
Verbal Interpretation	Highly Evident		

Table 2 presents the level of parental involvement in terms of supervision of homework and studies, as measured by five key indicators. It includes statements, mean scores, standard deviations, and corresponding remarks.

The results indicate that parents were highly evident in supervising their child's homework and studies, as shown by the weighted mean of 4.00 (SD = 0.82). Monitoring academic progress through homework review (M = 4.04) ranked highest, suggesting that parents consistently check their child's work. Similarly, direct supervision of homework (M = 4.03) was emphasized, highlighting parents' active role in guiding their child's learning process. Meanwhile, ensuring a conducive study environment (M = 3.99) and encouraging timely task completion (M = 3.97) were also key aspects of involvement.

A high level of parental supervision positively influences students' study habits and academic performance. When parents provide structured learning support at home, children develop discipline, responsibility, and stronger motivation toward academic tasks.

The implications of these findings suggest that schools and educators should continue to encourage and strengthen parental involvement, particularly in home-based learning support.

Through providing parents with strategies and tools to enhance their supervision practices—such as study guides, regular updates on academic performance, and communication channels with teachers—schools can foster a more consistent and supportive home learning environment. This partnership between home and school is vital in sustaining student engagement and academic success, especially in areas where educational resources may be limited.

These findings align with Zhang and Zhou (2022), who found that parental involvement in homework supervision significantly enhances students' academic achievement and self-regulation.

Their study emphasized that children whose parents monitor and assist in schoolwork tend to develop better time management and study skills of the learners.

TABLE 3. Level of Parental Involvement in terms of Supervision of Participation in School Activities.

STATEMENT	MEAN	SD	REMARKS
Participate in school-organized activities.	4.11	0.82	Agree
Attend events such as PTA meetings and other school-related functions.	3.96	0.85	Agree
Volunteer for school events when opportunities arise.	3.99	0.84	Agree
Attend special events and programs hosted by the school.	3.98	0.87	Agree
Collaborate with other parents in school activities that benefit the students.	3.98	0.84	Agree
Weighted Mean	4.00		
SD	0.85		
Verbal Interpretation	Highly Evident		

Table 3 presents the level of parental involvement in terms of participation in school activities, as measured by five key indicators. It includes statements, mean scores, standard deviations, and corresponding remarks.

The results indicate that parents were highly evident in school activities, as evidenced by the weighted mean of 4.00 (SD = 0.85). The highest-rated statement was participation in school-organized activities (M = 4.11), suggesting that parents actively engage in structured school events. Volunteering for school events (M = 3.99) and attending special programs (M = 3.98) were also notable aspects, reflecting parental commitment beyond mandatory meetings. Meanwhile, PTA meetings and school-related functions (M = 3.96) had the lowest mean, indicating that while parents attend such events, other forms of participation may be more accessible or preferred.

This implies that active parental participation in school activities fosters stronger school-community relationships and enhances student motivation. When parents engage in school functions, students perceive greater support, leading to improved academic performance and social development. These findings were consistent with the study of Kim and Lee (2021), which emphasized that parental involvement in school events positively relationships student engagement and academic outcomes. Their research highlighted that students whose parents actively participate in school functions exhibit higher self-confidence and a stronger sense of belonging in the learning environment.

Table 4 presents the level of parental involvement in terms of participation in support systems, as measured by five key indicators. It includes statements, mean scores, standard deviations, and corresponding remarks.

The results reveal that parents were highly involved in support systems, as reflected in the weighted mean of 4.02 (SD = 0.82). The highest-rated statement was access to school-provided parental support systems (M = 4.06), suggesting that families utilize available resources such as counseling and

educational materials. Similarly, participation in school activities through volunteering (M = 4.05) and assisting children in academic tasks (M = 4.02) further highlight parental commitment to supporting their child’s learning. Meanwhile, maintaining a structured and supportive home environment (M = 3.97) had the lowest mean, implying that while parents provide academic assistance, consistency in home support may vary.

TABLE 4. Level of Parental Involvement in terms of Supervision of Participation in Support Systems.

STATEMENT	MEAN	SD	REMARKS
Assist my child in completing homework or academic tasks.	4.02	0.83	Agree
Attend parent-teacher conferences or school meetings.	4.00	0.82	Agree
Participate in school activities such as volunteering or event support.	4.05	0.82	Agree
Our family has access to school-provided parental support systems like counseling or educational resources.	4.06	0.82	Agree
Create a structured and supportive home environment conducive to my child’s learning.	3.97	0.83	Agree
Weighted Mean	4.02		
SD	0.82		
Verbal Interpretation	Highly Evident		

Strong parental engagement in support systems fosters academic resilience and emotional well-being among students. When families actively participate in school-offered resources, children receive holistic support that enhances their learning experiences and social development.

These findings align with the study of Martinez and Ramos (2021), which emphasized that parental involvement in support programs positively influences student performance and behavior. Their research found that students whose parents engage in school-provided support services demonstrate better academic outcomes and greater emotional stability.

*Level of the Teacher Disciplinary Strategies*

Teacher disciplinary strategies were the strategies, methods, and actions that teachers use to manage student behavior, maintain order, and enforce rules in the classroom.

In this study teachers’ disciplinary strategies include variables such as recognizing individual differences, punitive measures, enforcing rules, and positive reinforcement, and was statistically measured using mean and standard deviation.

Table 5 presents the level of teacher disciplinary strategies as to recognizing individual differences, as measured by five key indicators. It includes statements, mean scores, standard deviations, and corresponding remarks.

The results indicate that teachers recognize individual differences in implementing disciplinary strategies, as reflected in the weighted mean of 4.59 (SD = 0.49). Among the statements, accommodating individual differences in classroom discipline (M = 4.68) received the highest rating, suggesting that teachers were highly mindful of student diversity when enforcing rules. Similarly, the frequent use of positive reinforcement (M = 4.64) highlights teachers’ preference for motivating students through encouragement rather than punitive measures. This implies that recognizing

individual differences in discipline fosters a more inclusive and supportive learning environment. When teachers implement flexible and student-centered disciplinary approaches, they help promote self-regulation and positive behavior, ultimately improving classroom engagement and student-teacher relationships. These findings align with the study of Chen and Li (2021), which found that differentiated disciplinary strategies significantly improve student behavior and academic performance. Their research emphasized that students were more responsive to discipline when their unique needs and backgrounds were considered in behavioral interventions.

TABLE 5. Level of the Teacher Disciplinary Strategies as to Recognizing Individual Differences.

STATEMENT	MEAN	SD	REMARKS
Implement classroom rules to manage student behavior.	4.59	0.50	Strongly Agree
Use positive reinforcement to encourage good behavior.	4.64	0.49	Strongly Agree
Address behavioral challenges in ways that consider individual student needs or backgrounds.	4.50	0.51	Strongly Agree
Address potential behavioral challenges before they escalate.	4.55	0.51	Strongly Agree
Accommodate individual differences when implementing classroom discipline.	4.68	0.48	Strongly Agree
Weighted Mean	4.59		
SD	0.49		
Verbal Interpretation	Highly Evident		

TABLE 6. Level of the Teacher Disciplinary Strategies as to Punitive Measures.

STATEMENT	MEAN	SD	REMARKS
Provide students with clear verbal punitive measures before issuing Enforcing Rules.	3.64	0.49	Agree
Use written punitive measures to remind students of expected behavior.	3.95	0.84	Agree
Ensure students understand the reasons for receiving punitive measures.	3.82	0.80	Agree
Issue punitive measures to correct disruptive behavior in class.	3.91	0.75	Agree
Punitive measures serve as an effective tool to address misbehavior.	3.91	0.87	Agree
Weighted Mean	3.85		
SD	0.76		
Verbal Interpretation	Highly Evident		

Table 6 presents the level of teacher disciplinary strategies as to punitive measures, as measured by five key indicators. It includes statements, mean scores, standard deviations, and corresponding remarks.

The results indicate that punitive measures were effectively implemented in classroom discipline, as reflected in the weighted mean of 3.85 (SD = 0.76). Teachers most commonly use written punitive measures (M = 3.95) and verbal punitive measures (M = 3.91) to address disruptive behavior, suggesting that disciplinary actions prioritize communication before enforcement. Ensuring that students understand the reasons behind these punitive measures (M = 3.82) also highlights the importance of clarity in disciplinary interventions. The lowest-rated statement, providing verbal punitive measures before issuing Enforcing Rules (M = 3.64), still falls within the "Agree" category, indicating that teachers

generally follow a structured approach before enforcing stricter measures.

Punitive measures, when applied consistently and fairly, help maintain classroom order while reinforcing behavioral expectations. Clear punitive measures provide students with an opportunity to self-correct, reducing the likelihood of repeated misbehavior and fostering a sense of accountability.

These findings align with the study of Williams and Martinez (2021), which emphasized that the use of progressive disciplinary measures, such as verbal and written punitive measures, promotes student responsibility and reduces behavioral infractions. Their study suggested that punitive approaches were most effective when paired with clear communication and positive reinforcement strategies.

**Level of the Teacher Disciplinary Strategies as to Enforcing Rules**

Table 7 presents the level of teacher disciplinary strategies in terms of enforcing rules, as measured by five key indicators. It includes statements, mean scores, standard deviations, and corresponding remarks.

The results indicate that teachers effectively enforce rules in managing student behavior, as reflected in the weighted mean of 4.07 (SD = 0.84). The highest-rated statement, "Students understand the Enforcing Rules for breaking classroom rules" (M = 4.14), suggests that clear communication of disciplinary expectations was a priority.

TABLE 7. Level of the Teacher Disciplinary Strategies as to Enforcing Rules

STATEMENT	MEAN	SD	REMARKS
Apply consistent Enforcing Rules for inappropriate behavior.	4.09	0.97	Agree
Students understand the Enforcing Rules for breaking classroom rules.	4.14	0.71	Agree
Use Enforcing Rules that match the severity of the behavior.	4.05	0.90	Agree
Involve parents when issuing serious Enforcing Rules.	4.09	0.81	Agree
Enforcing Rules help maintain a structured and respectful classroom environment.	4.00	0.87	Agree
Weighted Mean	4.07		
SD	0.84		
Verbal Interpretation			Highly Evident

Additionally, teachers apply consistent Enforcing Rules (M = 4.09) and involve parents when serious disciplinary measures were necessary (M = 4.09), highlighting a structured and collaborative approach to rule enforcement. The lowest-rated indicator, "Enforcing Rules help maintain a structured and respectful classroom environment" (M = 4.00), still falls within the "Agree" category, reinforcing the effectiveness of disciplinary strategies in promoting order.

This implies that enforcing rules consistently ensures that students develop a sense of accountability for their actions while fostering a positive and structured learning environment. These findings align with the study of Carter and Reynolds (2022), which emphasized that structured and consistently enforced disciplinary policies contribute to improved student behavior and classroom management. Their research highlighted that when students clearly understand the Enforcing Rules of their actions, they were more likely to exhibit self-discipline and adherence to school rules.

Furthermore, they concluded that positive school climates were significantly influenced by the consistent application of fair disciplinary measures.

TABLE 8. Level of the Teacher Disciplinary Strategies as to Positive Reinforcement

STATEMENT	MEAN	SD	REMARKS
Praise students for demonstrating good behavior.	4.55	0.51	Strongly Agree
Use positive reinforcement to encourage students to follow classroom rules.	4.32	0.48	Strongly Agree
Rewards were given to students who consistently meet behavioral expectations.	4.50	0.51	Strongly Agree
Reinforcement helps students understand the value of good behavior.	4.55	0.51	Strongly Agree
Provide incentives to motivate students to engage in academic tasks.	4.41	0.50	Strongly Agree
Weighted Mean	4.46		
SD	0.50		
Verbal Interpretation			Highly Evident

Table 8 presents the level of teacher disciplinary strategies in terms of positive reinforcement, as measured by five key indicators. It includes statements, mean scores, standard deviations, and corresponding remarks.

The results indicate that teachers effectively utilize positive reinforcement strategies to encourage appropriate student behavior, as reflected in the weighted mean of 4.46 (SD = 0.50). The highest-rated statements, "Praise students for demonstrating good behavior" (M = 4.55) and "Reinforcement helps students understand the value of good behavior" (M = 4.55), suggest that verbal encouragement plays a crucial role in reinforcing positive actions. Similarly, the use of rewards (M = 4.50) and incentives (M = 4.41) highlights that tangible reinforcement further motivates students to meet behavioral and academic expectations.

Implementing positive reinforcement strategies fosters a classroom environment where students feel acknowledged and encouraged to display appropriate behavior. When students associate positive actions with rewards and praise, they were more likely to internalize these behaviors, promoting self-discipline and motivation.

These findings align with the study of Dawson and Mitchell (2021), which found that classrooms that implement structured positive reinforcement strategies experience lower instances of disruptive behavior and higher student engagement.

Their research emphasized that students respond more favorably to recognition and rewards than to punitive measures, reinforcing the effectiveness of this approach in managing behavior.

*Level of Student Behavior*

Student Behavior was the actions, attitudes, and conduct of students in an educational setting. In this study student's behavior includes variables such as motivation, classroom engagement, respectful interaction and engagement in academic task, and was statistically measured using mean and standard deviation.

Table 9 presents the level of student behavior in terms of motivation, as measured by five key indicators. It includes

statements, mean scores, standard deviations, and corresponding remarks.

The results indicate that students exhibit a high level of motivation in classroom settings, as reflected in the weighted mean of 4.55 (SD = 0.50). The highest-rated statement, "Consistently follow classroom rules and regulations" (M = 4.68), suggests that students display a strong sense of discipline and compliance with established norms.

TABLE 9. Level of Student Behavior terms of Motivation.

STATEMENT	MEAN	SD	REMARKS
Consistently follow classroom rules and regulations.	4.68	0.48	Strongly Agree
Demonstrate respectful and cooperative behavior toward my teachers and peers.	4.64	0.49	Strongly Agree
Feel motivated to actively engage in learning activities.	4.50	0.51	Strongly Agree
Seek help from their teachers when they encounter academic difficulties.	4.41	0.50	Strongly Agree
Take the initiative to participate in classroom discussions or tasks.	4.55	0.51	Strongly Agree
Weighted Mean	4.55		
SD	0.50		
Verbal Interpretation	Very Highly Evident		

Likewise, their ability to demonstrate respect and cooperation with teachers and peers (M = 4.64) reinforces the idea that positive behavior was a prevailing characteristic among students. The findings also highlight that students were actively engaged in learning (M = 4.50) and take initiative in class discussions (M = 4.55), further supporting their intrinsic motivation.

A high level of student motivation contributes to an improved learning environment where students take responsibility for their education and exhibit self-directed learning. These findings align with the study of García-López et al (2023), which found that student motivation plays a significant role in academic success and classroom behavior. Their research highlighted that motivated students were more likely to engage in class activities, seek assistance when needed, and adhere to school rules, ultimately leading to improved academic performance and social interactions.

TABLE 10. Level of Student Behavior terms of Classroom Engagement

STATEMENT	MEAN	SD	REMARKS
Do not interrupt class by talking or causing distractions.	5.00	0.00	Strongly Agree
Do not move around the classroom without permission.	4.95	0.21	Strongly Agree
Do not disrupt the learning environment through loud or inappropriate behavior.	4.91	0.29	Strongly Agree
Classroom engagement were not a recurring issue for the student.	4.95	0.21	Strongly Agree
Do not require frequent redirection to stay on task.	5.00	0.00	Strongly Agree
Weighted Mean	4.96		
SD	0.19		
Verbal Interpretation	Very Highly Evident		

Table 10 presents the level of student behavior in terms of classroom engagement. It includes statements, mean scores, standard deviations, and corresponding remarks.

The results indicate that students demonstrate a very high level of classroom engagement, as reflected in the weighted

mean of 4.96 with a standard deviation of 0.19. This implies that since students exhibit strong classroom engagement, teachers can effectively implement lesson plans with minimal behavioral interruptions, leading to improved learning experiences. This suggests that classroom management strategies were successfully fostering an environment where students remain attentive and on task.

In connection with this, the results align with the study of Gage et al. (2022), which found that classrooms with high student engagement experience fewer behavioral problems and higher academic performance. Their study emphasizes that structured classroom management and positive reinforcement significantly contribute to improved student behavior.

TABLE 11. Level of Student Behavior terms of Respectful Interaction.

STATEMENT	MEAN	SD	REMARKS
Consistently follow the teacher's instructions.	4.64	0.49	Strongly Agree
Respect toward the teacher and other authority figures.	4.59	0.50	Strongly Agree
Respond appropriately to correction from teachers.	4.73	0.46	Strongly Agree
Adhere to classroom rules and guidelines.	4.55	0.51	Strongly Agree
Treat classmates and staff with respect and consideration.	4.41	0.50	Strongly Agree
Weighted Mean	4.48		
SD	0.50		
Verbal Interpretation	Very Highly Evident		

Table 11 presents the level of student behavior in terms of respectful interaction, including statements, mean scores, standard deviations, and corresponding remarks.

The results indicate that students exhibit a very high level of respectful interaction, as reflected in the weighted mean of 4.58 with a standard deviation of 0.49. These findings suggest that the current classroom environment fosters positive relationships and mutual respect, which were essential for effective teaching and learning. Such respectful interactions can lead to improved student engagement and academic success.

In connection with this, the results align with the study of Kahraman (2020), which found that students' perceptions of a respectful and interactive learning environment were positively associated with their achievement goals in science. The study emphasizes that mutual respect and interaction in the classroom contribute to a conducive educational environment.

Table 12 presents the level of student behavior in terms of engagement in academic tasks, including statements, mean scores, standard deviations, and corresponding remarks.

The results indicate that students exhibit a very high level of engagement in academic tasks, as reflected in the weighted mean of 4.49 with a standard deviation of 0.50. Students strongly agreed that they show interest and focus on classroom activities, participate actively, complete assignments on time, demonstrate effort in understanding tasks, and stay engaged during instruction, highlighting their commitment to academic responsibilities.

TABLE 12. Level of Student Behavior terms of Engagement in Academic Task

STATEMENT	MEAN	SD	REMARKS
Show interest and focus on classroom activities.	4.55	0.51	Strongly Agree
Participate actively in academic tasks.	4.59	0.50	Strongly Agree
Complete academic assignments on time.	4.45	0.51	Strongly Agree
Demonstrate effort in understanding academic tasks.	4.41	0.50	Strongly Agree
Stay engaged during classroom instruction.	4.45	0.51	Strongly Agree
Weighted Mean	4.49		
SD	0.50		
Verbal Interpretation	Very Highly Evident		

These findings suggest that the current educational environment effectively promotes active participation and dedication to learning, which were crucial for academic success. High engagement levels can lead to better comprehension, improved performance, and a more enriching educational experience.

In connection with this, the results align with the study by Gutiérrez and Tomás (2019), which found that student engagement was positively associated with academic achievement and satisfaction. Their research emphasizes that engaged students were more likely to invest effort in their studies, leading to higher academic performance.

*Level of Student Learning Engagement*

Student Learning Engagement was the interest, participation, and commitment that students demonstrate in the learning process. In this study student learning engagement include variables such as attention and focus in class, participation and output completion and was statistically measured using mean and standard deviation.

TABLE 13. Level of Student Learning Engagement terms of Attention and Focus on Class.

STATEMENT	MEAN	SD	REMARKS
Pay attention during lessons and class discussions.	3.86	0.83	Agree
Stay focused throughout the class period.	4.09	0.75	Agree
Minimize distractions while completing tasks.	3.86	0.71	Agree
Consistently stay on task during lessons.	4.32	0.95	Strongly Agree
Remain engaged even during difficult lessons.	4.23	0.81	Strongly Agree
Weighted Mean	4.07		
SD	0.82		
Verbal Interpretation	Highly Evident		

Table 13 presents the level of student learning engagement in terms of attention and focus during class, including statements, mean scores, standard deviations, and corresponding remarks.

The results indicate that students exhibit a high level of learning engagement, as reflected in the weighted mean of 4.07 with a standard deviation of 0.82. Students agreed that they pay attention during lessons, stay focused throughout class periods, minimize distractions, and remain engaged even during challenging lessons. These findings suggest that the current educational environment effectively promotes student

attention and focus, which were crucial for academic success. High levels of attention and focus can lead to better comprehension, improved performance, and a more enriching educational experience.

In this regard, the findings are consistent with the Xu et al. (2023) study, which discovered that students' engagement and focus are improved during online course videos by peer visual attention. Their research emphasizes that guided peer attention improves learning experiences and outcomes.

TABLE 14. Level of Students Learning Engagement in terms of Participation

STATEMENT	MEAN	SD	REMARKS
Actively participate in group discussions and activities.	4.05	0.79	Agree
Volunteer answers and opinions during class discussions.	4.09	0.81	Agree
Contribute positively to group projects.	4.18	0.73	Agree
Engage in classroom discussions without prompting.	3.86	0.77	Agree
Interact constructively with peers during learning activities.	3.86	0.89	Agree
Weighted Mean	4.01		
SD	0.80		
Verbal Interpretation	Highly Evident		

Table 14 presents the level of students' learning engagement in terms of participation, including statements, mean scores, standard deviations, and corresponding remarks.

The results indicate that students demonstrate high learning engagement, as reflected in the weighted mean of 4.01 with a standard deviation of 0.80. Students agreed that they actively participate in group discussions, volunteer answers during class, and contribute positively to group projects. These findings imply that while students were generally engaged in classroom participation, providing more opportunities for spontaneous interaction and structured collaboration could further enhance their engagement. Encouraging open-ended discussions and peer-led activities may help sustain active involvement.

In connection with this, the study by Hoang et al. (2022) found that student participation in active learning strategies, such as collaborative discussions and peer engagement, significantly enhances knowledge retention and classroom motivation.

TABLE 15. Level of Students Learning Engagement in terms of Output Completion

STATEMENT	MEAN	SD	REMARKS
Complete all assigned tasks within the given deadline.	3.82	0.80	Agree
Submit work that meets the expected academic standards.	4.36	0.79	Strongly Agree
Demonstrate attention to detail in their academic outputs.	4.00	0.76	Agree
Take responsibility for finishing tasks independently.	4.05	0.90	Agree
Strive to improve the quality of their work.	4.09	0.68	Agree
Weighted Mean	4.06		
SD	0.79		
Verbal Interpretation	Highly Evident		

Table 15 presents the level of students' learning engagement concerning output completion, detailing statements, mean scores, standard deviations, and corresponding remarks.

The findings indicate that students exhibit a high level of learning engagement in output completion, as evidenced by a weighted mean of 4.06 with a standard deviation of 0.79. Students strongly agreed that they submit work meeting expected academic standards (mean = 4.36), while they agreed on completing tasks within deadlines, demonstrating attention to detail, taking responsibility for independent task completion, and striving to improve work quality.

These results imply that students were generally committed to fulfilling their academic responsibilities effectively. However, the slightly lower mean for timely task completion suggests a potential area for improvement, indicating that some students may benefit from enhanced time management support. This observation aligns with the study

by Kassab et al. (2024), which found that a supportive educational environment positively influences student engagement and academic performance.

Test of Relationship between the Parental Involvement and Student Behavior

Table 16 presents the test of the relationship between parental involvement and student behavior across four key behavioral dimensions. Pearson correlation coefficients were computed to determine the strength and direction of these relationships, with significance levels set at  $p < 0.05$ .

The results indicate that participation in school activities was the only parental involvement factor significantly associated with student behavior. Specifically, it showed a moderate positive correlation with student motivation ( $r = 0.435$ ,  $p < 0.05$ ), emphasizing that students whose parents actively participate in school activities tend to be more motivated.

TABLE 16. Test of Relationship between the Parental Involvement and Student Behavior

Parental Involvement		Student Behavior				Re
		Motiv	C E	RI	E A t	
Communication with teachers	Pearson Correlation	-0.317	-0.045	-0.03	0.174	Not Significant
	Sig. (2-tailed)	0.150	0.842	0.894	0.440	
	N	22	22	22	22	
Supervision of homework	Pearson Correlation	-0.135	-0.303	0.089	-0.1	Not Significant
	Sig. (2-tailed)	0.550	0.170	0.695	0.659	
	N	22	22	22	22	
Participation in school activities	Pearson Correlation	.435*	0.291	0.008	-.500*	Significant (Motivation, Engagement in Academic Tasks)
	Sig. (2-tailed)	<.05	0.189	0.972	<.05	
	N	22	22	22	22	
Support system	Pearson Correlation	-0.096	-0.072	0.214	-0.063	Not Significant
	Sig. (2-tailed)	0.671	0.751	0.339	0.779	
	N	22	22	22	22	

Note: \* $p < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.001$

Conversely, participation in school activities demonstrated a moderate negative correlation with engagement in academic tasks ( $r = -0.500$ ,  $p < 0.05$ ), implying that higher parental involvement in school events may coincide with lower independent engagement in academic tasks.

Other parental involvement factors was communication with teachers, supervision of homework, and support systems did not exhibit statistically significant relationships with any of the student behavior dimensions ( $p > 0.05$ ). While some negative correlations were observed, such as between communication with teachers and student motivation ( $r = -0.317$ ,  $p = 0.150$ ), they were not strong enough to be considered significant. These findings suggest that while active participation in school activities boosts student motivation, it was equally important to strike a balance, ensuring that students were also encouraged to develop their own academic independence and responsibility.

A recent study by Hill and Tyson (2023) supports these findings, indicating that parental involvement, particularly academic socialization, positively influences student motivation and achievement. They found that when parents engage in school-related activities and discussions, students were more motivated and perform better academically.

However, the study also suggests that excessive parental involvement in certain areas may hinder the development of students' independent academic skills.

Test of Relationship between the Parental involvement and Learning Engagement

Table 17 presents the test of the relationship between parental involvement and student learning engagement. Pearson correlation coefficients were calculated to assess these relationships, with significance levels set at  $p < 0.05$ .

The results indicate that none of the parental involvement factors exhibited statistically significant correlations with any of the learning engagement dimensions ( $p > 0.05$ ). This means that communication with teachers, supervision of homework, participation in school activities, and support systems do not have a direct, measurable influence on students' attention, participation, or ability to complete academic outputs based on the data collected. Although not statistically significant, communication with teachers showed a slight positive correlation with attention and focus in class ( $r = 0.124$ ,  $p = 0.581$ ), indicating that students whose parents communicate more with teachers may have better focus during lessons

However, communication was weakly and negatively correlated with participation ( $r = -0.148$ ,  $p = 0.510$ ) and output

completion ( $r = -0.172, p = 0.443$ ), implying that increased teacher-parent communication may not necessarily enhance students' engagement in tasks.

TABLE 17. Test of Relationship between the Parental involvement and Learning Engagement

Parental Involvement		Learning Engagement			Remarks
		Attention and focus on class	Participation	Output completion	
Communication with teachers	Pearson Correlation	0.124	-0.148	-0.172	Not Significant
	Sig. (2-tailed)	0.581	0.510	0.443	
	N	22	22	22	
Supervision of homework	Pearson Correlation	-0.037	-0.219	-0.306	Not Significant
	Sig. (2-tailed)	0.869	0.327	0.165	
	N	22	22	22	
Participation in school activities	Pearson Correlation	0.018	0.1	0.164	Not Significant
	Sig. (2-tailed)	0.936	0.659	0.466	
	N	22	22	22	
Support system	Pearson Correlation	-0.066	-0.026	0.044	Not Significant
	Sig. (2-tailed)	0.772	0.908	0.846	
	N	22	22	22	

Note: \* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

TABLE 18. Test of Relationship between the Teacher disciplinary Strategies and Student Behavior

Teacher disciplinary strategies		Student Behavior				Remarks
		M	C E	R I	E A	
Recognizing individual differences	Pearson Correlation	-0.136	-0.126	-0.117	-0.417	Not Significant
	Sig. (2-tailed)	0.546	0.577	0.604	0.054	
	N	22	22	22	22	
Punitive measure	Pearson Correlation	0.077	0.056	0.076	-0.21	Not Significant
	Sig. (2-tailed)	0.732	0.804	0.736	0.349	
	N	22	22	22	22	
Enforcing rules	Pearson Correlation	-0.2	-0.092	0.184	0.033	Not Significant
	Sig. (2-tailed)	0.372	0.685	0.412	0.884	
	N	22	22	22	22	
Positive reinforcement	Pearson Correlation	-0.313	-0.172	0.342	-0.089	Not Significant
	Sig. (2-tailed)	0.156	0.444	0.119	0.693	
	N	22	22	22	22	

Note: \* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

The findings imply that while parental participation in school activities positively influences student motivation, it may inadvertently lead to reduced independent engagement in academic tasks if not managed carefully. This suggests the need for schools and parents to collaborate in a way that promotes both motivation and autonomy. A study by Hill and Wang (2015) found that while general parental involvement did not directly correlate with student engagement, specific types of involvement, such as academic socialization, had a positive relationship on student motivation and engagement. This underscores the importance of focusing on the nature and context of parental involvement to effectively enhance student learning outcomes.

#### Test of Relationship between the Teacher disciplinary Strategies and Student Behavior

Table 18 presents the test of the relationship between teacher disciplinary strategies and student behavior, specifically examining four key behavioral dimensions. Pearson correlation coefficients were computed to determine the strength and direction of these relationships, with significance levels set at  $p < 0.05$ .

The results indicate that none of the teacher disciplinary strategies exhibited a statistically significant relationship with student behavior, as all  $p$ -values were above the 0.05

threshold. However, some notable trends emerged. The strategy of recognizing individual differences showed a moderate negative correlation with engagement in academic tasks ( $r = -0.417, p = 0.054$ ), approaching significance.

This implies that while teachers may tailor discipline approaches to individual student needs, this does not necessarily translate into higher academic engagement. It was possible that an emphasis on accommodating differences could inadvertently reduce the pressure for students to stay engaged in academic tasks.

The use of punitive measures showed weak correlations across all student behavior dimensions, with no meaningful positive or negative effect observed.

Recent research has examined the relationship of teacher disciplinary strategies on student behavior, offering insights that align with the findings presented in Table 18. A study by Gietz and McIntosh (2022) explored the relationship between teachers' disciplinary methods and students' perceptions of school climate and behavioral outcomes. The study found that positive disciplinary strategies, such as recognizing individual differences and providing positive reinforcement, were associated with improved student behavior and a more positive perception of the school environment. Conversely, punitive measures were linked to negative student outcomes,

including decreased motivation and engagement. These findings suggest that employing supportive disciplinary strategies can enhance student behavior and overall school climate.

Test of Relationship between the Teacher Disciplinary Strategies and learning Engagement

Table 19 presents the test of the relationship between teacher disciplinary strategies and student learning engagement specifically examining three aspects of engagement. Pearson correlation coefficients were used to assess the strength and direction of these relationships, with significance levels set at  $p < 0.05$ .

The results indicate that none of the teacher disciplinary strategies showed a statistically significant relationship with student learning engagement, as all p-values exceeded the

0.05. The strategy of recognizing individual differences showed a weak positive correlation with attention and focus in class but had near-zero relationships with participation and output completion. This emphasize that tailoring disciplinary approaches to individual student needs may slightly enhance student focus but does not necessarily translate into improved participation or task completion.

Potential trend where stricter punishment-based discipline may negatively affect students' ability to concentrate in class. Similarly, punitive measures had weak negative relationships with participation and output completion, showing that harsh disciplinary approaches may not effectively promote student engagement. Though not statistically significant, enforcing rules had a slight positive association with attention and concentration.

TABLE 19. Test of Relationship between the Teacher Disciplinary Strategies and learning Engagement

Teacher disciplinary strategies		Learning Engagement			Remarks
		Attention and focus in class	Participation	Output completion	
Recognizing individual differences	Pearson Correlation	0.191	-0.093	0.007	Not Significant
	Sig. (2-tailed)	0.394	0.680	0.974	
	N	22	22	22	
Punitive measure	Pearson Correlation	-0.33	-0.126	-0.17	Not Significant
	Sig. (2-tailed)	0.134	0.576	0.450	
	N	22	22	22	
Enforcing rules	Pearson Correlation	0.296	0.074	-0.175	Not Significant
	Sig. (2-tailed)	0.181	0.744	0.436	
	N	22	22	22	
Positive reinforcement	Pearson Correlation	-0.201	0.037	0.104	Not Significant
	Sig. (2-tailed)	0.369	0.870	0.646	
	N	22	22	22	

Note: \* $p < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.001$

However, it showed minimal association with participation and a weak negative correlation with output completion. This means that while structured classroom rules may contribute to better student focus, they do not necessarily encourage active participation or task completion. Though not statistically significant, enforcing rules had a slight positive relationship with attention and concentration. However, it showed minimal association with participation and a weak negative correlation with output completion implying that while structured classroom rules may contribute to better student focus, they do not necessarily encourage active participation or task completion.

Recent research has explored the relationship between teacher disciplinary strategies and student learning engagement. A study by Holt et al. (2022) examined how punitive disciplinary measures relationship student engagement and learning outcomes. The findings suggest that punitive approaches do not aid in effectively managing classrooms; instead, such measures may undermine student engagement and learning in both the short and long term. This aligns with the results presented in Table 19, where punitive measures showed a negative, though not statistically significant, correlation with attention and focus on class and output completion. These insights highlight the importance of adopting supportive and constructive disciplinary strategies to promote better learning engagement among students.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the results, the following conclusions were drawn:

The results indicate that parental involvement in school activities has a significant relationship with student behavior and engagement in academic tasks. Thus, the null hypothesis was partially rejected. This implies that parental participation in school events play a role in adding students' interest but no direct parental support in academic behavior.

The findings reveal that there is no significant relationship between parental involvement and learning engagement, this acceptance of hypothesis means that learning engagement may be shaped more by classroom experiences and instructional strategies rather than parental involvement.

The study results indicate that there is no significant relationship between teacher disciplinary strategies and student behavior. Thus, the null hypothesis was accepted. This means that certain strategies, such as positive reinforcement and enforcing rules, showed trends toward influencing behavior.

The analysis showed that teacher disciplinary strategies have no a significant relationship on the student learning engagement. Therefore, the null hypothesis was accepted. Confirms that disciplinary strategies contribute to classroom

management, they may not directly enhance students' focus, participation, or ability to complete academic tasks.

Based on the results of this study, the following recommendations were made:

Teachers may enhance strategies to encourage parental attendance at PTA meetings and school functions through more flexible scheduling, better communication, and increased awareness of the importance of these gatherings.

Teachers may benefit from professional development to be conducted by the school administration in alternative disciplinary strategies that emphasize restorative practices over punitive measures, promoting respect and emotional safety.

Teachers may incorporate more interactive games, debates, and student-centered instructional strategies to foster classroom engagement and maintain student interest throughout the lesson.

School heads may consider implementing mindfulness routines, structured transitions, or personalized learning techniques to improve students' attention and focus during class activities.

Since only participation in school activities showed a significant relationship with student behavior, school heads and teachers may strengthen parent engagement programs by organizing interactive school events that promote direct parent-student collaboration. Encouraging parents to take an active role in classroom-based activities and school programs may further enhance student motivation and behavior.

As parental involvement showed no significant relationship with student learning engagement, schools may shift their focus toward teacher-driven strategies to enhance student engagement. Professional development sessions on differentiated instruction and student motivation techniques may help teachers cultivate an engaging learning environment.

Since no significant relationship was found between teacher disciplinary practices and student behavior, teachers may be trained to adopt a balanced approach to discipline, combining structure with supportive reinforcement. Implementing positive behavior interventions and a student-centered discipline model may help improve student conduct in a way that fosters intrinsic motivation.

Given the lack of a significant relationship between teacher disciplinary strategies and student learning engagement, it was recommended that teachers may incorporate engaging instructional and innovative strategies alongside their discipline methods. Active learning, student-led discussions, and differentiated instruction may be utilized to maintain student engagement while ensuring a well-managed classroom environment.

Future researchers may explore the longitudinal effects of parental involvement and teacher disciplinary practices on student outcomes across different grade levels and educational settings to provide a broader understanding of their impact over time.

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