

# The Impact of Parental Neglect on the Academic Performance of Senior High School Students in Private and Public Schools in the Province of Bohol

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**Abstract**— This study investigates the impact of parental neglect on the academic performance of Senior High School students in private and public schools in the Province of Bohol. Parental neglect, a form of maltreatment characterized by inadequate support, supervision, care, and guidance, can negatively influence educational outcomes. The research examines how varying levels of parental involvement and neglect relate to students' academic performance across diverse school settings. The study was conducted in selected schools under the Tagbilaran City Division and Bohol Province Division (Districts 1, 2, and 3), including both public and private institutions such as Dr. Cecilio Putong National High School, Holy Infant School of Tagbilaran, Baclayon National High School, Immaculata High School, Clarin National High School of Fisheries, Presentation of Mary School of Clarin, Hinawanan National High School, and Holy Trinity Academy Loay. A survey methodology was used to assess the frequency and quality of parental involvement, emotional and psychological support, provision of basic needs, and supervision, and their effects on academic performance. The findings highlight the relationship between parental neglect and student achievement, revealing areas requiring intervention. Recommendations emphasize the collaboration of schools, parents, and community organizations to develop programs that support students and enhance their academic performance and well-being.

**Keywords**— Academic performance: Bohol: parental neglect: private schools: public schools: senior high school students.

## I. INTRODUCTION

Globally, it is estimated that up to 1 billion children aged 2–17 years have experienced physical, sexual, or emotional violence or neglect in the past year (World Health Organization, 2022). Approximately one in four children experience child abuse or neglect in their lifetime. Of maltreated children, 18 percent are abused physically, 78 percent are neglected, and 9 percent are abused sexually (Brown, 2023). Across the world, significant numbers of children experience maltreatment, resulting in life-long consequences for victims (WHO, 2016). In the Philippines, despite the significance and impact of child maltreatment (Ramiro et al., 2010), policy and research on this topic remain in their infancy. Policy imperatives in this area are given greater impetus by increasing international awareness of the need for children to grow up in safe and stable environments and to be protected from abuse and neglect (Price-Robertson et al., 2014), particularly in circumstances of significant child poverty and deprivation (PSA and UNICEF, 2015).

In light of the limited research on parental neglect in the Philippines—characterized by a scarcity of data and a lack of comprehensive understanding of child protection policies (Madrid et al., 2013)—this study emphasizes the critical need for further investigation. Parental neglect, a significant concern impacting students' academic performance, remains inadequately studied within the Philippine context. By examining conceptions of parental neglect and child protection, and scrutinizing existing policy and program approaches, this study aims to fill a notable gap in the literature and advocate for increased awareness and action.

This study specifically focuses on the province of Bohol and aims to determine the impact of parental neglect on the academic performance of Senior High School students in private and public schools. It seeks to describe the respondents' profile in terms of sex and living arrangement, measure their academic performance during the school year 2024-2025, and assess their perceived level of parental neglect. Furthermore, it examines whether significant differences in perceived neglect exist according to sex and living arrangement, whether a significant relationship exists between perceived neglect and academic performance, and whether perceived neglect differs between private and public school students. Based on the findings, an action plan will be proposed. The null hypotheses state that there are no significant differences in perceived neglect by sex, living arrangement, or school type, and no significant relationship between neglect and academic performance.

This study is significant for students, parents, guidance counselors, and future researchers. It will provide students with insights into the challenges they face and improve support systems; make parents aware of their children's physical, emotional, supervisory, and cognitive needs; equip guidance counselors with crucial information to develop targeted intervention programs; and offer future researchers a foundation for further investigation into the complex relationship between parental neglect and academic outcomes.

The study is limited to selected public and private Senior High Schools in Tagbilaran City Division and Bohol Province Division (Districts 1, 2, and 3), specifically Dr. Cecilio Putong National High School, Holy Infant School of Tagbilaran, Baclayon National High School, Immaculata High School, Clarin National High School of Fisheries, Presentation of Mary

School of Clarin, Hinawanan National High School, and Holy Trinity Academy Loay. Other factors influencing academic performance—such as socioeconomic status, school resources, peer influence, and personal motivation—are not included. Findings are based on self-reported perceptions of neglect, which may be subject to social desirability bias or varying family interpretations, and are not generalizable beyond the selected schools in Bohol. Nonetheless, the researcher, as a guidance counselor with firsthand observations of students facing neglect, aims to advocate for heightened awareness and action to enhance the well-being and academic success of students throughout the Philippines.

### *Literature Review*

The family is society's most basic unit, with parents, marriage, and offspring as its core. A healthy family nurtures children's physical, mental, and emotional development (Lanozo, 2021). Elliot & Meril (2012) affirm that family significantly shapes an individual's life, as children are born and raised within its care. In the Philippines, family is deeply cherished, shaped by a unique history, values, and cultural adaptations (Alampay, 2014). However, Filipino parents face immense challenges—poverty, political strife, and overseas work—that complicate child-rearing (Blair, 2014).

Every parent or caregiver has the duty to provide material needs for a child's survival and growth. Failure to do so constitutes abuse and neglect (Emorhievwunu, 2024). The Child Welfare Information Gateway defines neglect as any recent act or failure to act that results in serious harm or risk. The World Health Organization includes physical/emotional ill-treatment, neglect, and negligence that harm the child's health, development, or dignity.

In the Philippines, the Department of Social Welfare and Development reported 1,999 abandoned and 3,344 neglected children from 2016–2021. Non-government organizations estimate 5–7 million abandoned, neglected, or orphaned children nationwide (Beltran, 2023). Globally, up to 1 billion children aged 2–17 have experienced violence or neglect (WHO, 2022). Approximately 75.3% of child maltreatment cases are neglect, and psychological maltreatment (emotional abuse/neglect) is the most prevalent form (38%) among trauma-exposed youth (Briggs et al., 2013). Neglect often occurs unintentionally, especially in double-income and poor families, and receives less media attention than physical or sexual abuse (Kim & Yang, 2007; Chung, 2014).

### *Legal Framework in the Philippines*

Several laws mandate parental responsibility and child protection:

*Family Code Article 220(4)*: Parents must provide educational materials, supervise activities, and protect children from harmful habits.

*Republic Act 7610*: Special Protection of Children Against Abuse, Exploitation and Discrimination.

*Republic Act 9155 (Governance of Basic Education Act)*: Recognizes shared responsibility of parents and schools.

*DepEd Order No. 40, s. 2012 (Child Protection Policy)*: Mandates schools to safeguard learners from neglect and promote supportive environments.

### *Theoretical Framework*

This study integrates five complementary theories to examine the impact of parental neglect on academic performance.

#### *Bronfenbrenner's Ecological Theory (1979)*

Human development is shaped by multiple environmental systems: microsystem (family), mesosystem (school-family connections), exosystem (community resources), macrosystem (cultural values), and chronosystem (time). Neglect operates primarily within the family microsystem but is moderated by other systems (Santrock, 2008; George, 2004).

#### *Parenting Style Theory (Baumrind, 1991)*

Baumrind identified four parenting styles: authoritative, authoritarian, permissive, and neglectful (or uninvolved). Neglectful parenting is characterized by low responsiveness and low demandingness, and is considered the most detrimental to children's and adolescents' development (Maccoby & Martin, 1983). Neglectful parents are typically apathetic, dismissive, or entirely negligent, resulting in children with poor self-control, low self-esteem, and dismal academic records.

#### *Attachment Theory (Bowlby, 1988)*

Bowlby proposed that early interactions with caregivers form internal working models that shape future relationships and emotional regulation. Secure attachment develops when caregivers are consistently responsive, while neglect leads to insecure attachment patterns.

#### *Ainsworth's Security Theory (1970)*

Building on Bowlby's work, Ainsworth categorized attachment patterns into secure, anxious, and avoidant styles. Secure attachment in childhood provides emotional stability, confidence, and resilience. Neglect, abuse, or inconsistent caregiving leads to anxious or avoidant attachment, causing long-term difficulties in emotional regulation, trust, and social interactions.

#### *Cicchetti and Toth's Developmental Theory (1995)*

Neglect disrupts normal developmental processes in emotional, cognitive, and social domains. Deprivation of proper care, stimulation, and support compromises developmental milestones, leading to learning difficulties and poor academic performance.

#### *Impact of Parental Neglect on Academic Performance*

Research consistently links neglect to poor academic outcomes. Herrenkohl (2021) found that a one-unit increase in neglect reduces academic performance by 0.3441 units. Emorhievwunu (2024) reported that neglected children struggle to concentrate, remember, and think clearly. Finkelhor (2008) noted lower grades, increased absences, disciplinary problems, and higher dropout rates—with school non-attendance three times higher among abused or neglected children.

Parental involvement is critical. Johnston (1998) found that students with uninvolved parents are twice as likely to be in the bottom half of their class or repeat a grade. Long (2007) confirmed that parental engagement correlates with school achievement. Studies by Liu et al. (2018), Mao et al. (2020), and Fu et al. (2017) across multiple countries showed that parental absence (e.g., left-behind children) leads to lower test scores and reduced college attendance.

However, Novalic et al. (2010) noted that some neglected children may respond with overadaptiveness, using school as a shelter for personal affirmation—a less visible but still harmful response.

II. RESEARCH METHODOLOGY

*Design*

This study employed a quantitative descriptive-correlational survey design to examine the relationship between perceived parental neglect and academic performance among Senior High School students. A stratified random sampling method was used to ensure fair representation from both private and public schools. Data were collected using a modified version of the Neglect Scale (Straus et al., 1997) and analyzed through descriptive statistics, t-tests, ANOVA, and Pearson correlation. Schools and participants that did not meet accreditation, grade level, or informed consent criteria were excluded to maintain data accuracy and representativeness.

*Participants*

The participants of this study were Senior High School students from eight educational institutions across the Tagbilaran City Division and Bohol Province Division (Districts 1, 2, and 3). These included four public schools—Dr. Cecilio Putong National High School, Baclayon National High School, Clarin National High School of Fisheries, and Hinawanan National High School—and four private schools—Holy Infant School of Tagbilaran, Immaculata High School, Presentation of Mary School of Clarin, and Holy Trinity Academy Loay. To ensure balanced representation, 50 students were selected from each school, yielding a total of 400 respondents. This sample size allowed for meaningful statistical analysis and valid conclusions across diverse educational backgrounds and geographic locations. Participants retained the right to withdraw at any time without consequence; incomplete responses or identified dishonesty led to exclusion from final analysis to uphold data credibility.

*Instrument*

The Neglect Scale (NS) developed by Straus et al. (1997) served as the primary instrument, measuring parental neglect across four domains (physical, emotional, supervisory, and cognitive needs) with 40 items (ten per domain). The scale was modified and adapted for Filipino Senior High School students by simplifying sentence structures, adding culturally relevant items (e.g., "proper school materials," "monitoring of online activities"), removing Western-specific items (e.g., individual bedrooms, heating systems), and changing response options from frequency-based to agreement-based. Content validation by three subject matter experts (two Registered Psychometricians, one Registered Guidance Counselor) yielded a Content Validity Index of 0.94, with all items rated as clear or very clear. A pilot test with 25 Senior High School students produced a Cronbach's alpha of 0.906, indicating excellent internal consistency. Academic performance was measured using students' overall Grade Point Average (GPA) from School Year 2024–2025, obtained with informed consent from students, parents, and the Department of Education.

*Research Procedure, Data Analysis, and Ethical Considerations*

The study followed a systematic ethical procedure. After securing approval from the institution’s Ethical Review Board, formal permission was obtained from the Department of Education (DepEd) Tagbilaran City Division and Bohol Province Division, followed by letters to district supervisors and school principals. Eligible Grade 11 and 12 students were identified, and an orientation explained voluntary participation, confidentiality, and the right to withdraw without consequences. Informed consent was secured from parents or guardians, and assent from student participants. Questionnaires were administered in a controlled setting within 15–20 minutes, with strict confidentiality maintained.

Data were organized, coded, and analyzed using SPSS. Descriptive statistics (percentages, weighted means) described the demographic profile and academic performance. Independent samples t-test and One-Way ANOVA examined differences in perceived neglect by sex and living arrangement, while Pearson Product-Moment Correlation tested the relationship between neglect and academic performance. All tests used a 0.05 significance level.

Ethical standards strictly followed the Data Privacy Act of 2012 (RA 10173). Participants’ identities remained anonymous; data were reported in aggregate. Participants could skip questions or withdraw at any time, with counseling support available if distress occurred. GPA data were obtained only with parental consent. Incomplete or invalid responses were excluded. All paper and electronic data will be shredded or deleted three years after study completion.

III. RESULTS AND DISCUSSIONS

This section presents the analysis and interpretation of data gathered from 429 Senior High School students across private and public schools in Bohol. Findings are organized according to the study’s specific objectives: demographic profile, academic performance, perceived level of parental neglect (physical, emotional, supervisory, and academic), differences by sex and living arrangement, relationship between neglect and academic performance, and comparison between school types. Each subsection includes statistical results, interpretation, and comparison with existing literature and theoretical frameworks.

*Demographic Profile*

A total of 429 Senior High School students participated. Table 1 shows the distribution by sex and living arrangement.

TABLE 1. Profile of Respondents by Sex and Living Arrangement (N=429)

Living engagement	Sex		Total
	Female	Male	
Living with single parents (mother)	31	27	58
Living with single parents (father)	4	6	10
Living with both parents	150	141	291
Living with guardians	10	11	21
Living with grandparents	11	12	23
Living with extended parents	10	11	21
Living alone	3	2	5
Total	219 (51.0%)	210 (49.0%)	429

The majority (67.8%) lived with both parents, while 13.5% lived with a single mother, and the remaining 18.7% in other arrangements.

**Academic Performance**

Students from both school types demonstrated high academic performance (Table 2).

TABLE 2. Academic Performance of Students in Private and Public Schools (SY 2024–2025)

Performance Level	Score Range	Private Schools		Public Schools	
		Frequency	Percentage	Frequency	Percentage
Very High Average	90-100	96	42%	108	54%
High	85-89	109	48%	73	36%
Average	80-84	18	8%	16	8%
Low Average	75-79	5	2%	4	2%
Very Low Average	Below 75	-	-	-	-
Average Score		88	SD	89	SD
Description		High	0.25	High	0.27

Public school students had a slightly higher mean score (M=89) than private school students (M=88). Only 2% in each group fell into the Low Average category.

**Perceived Level of Parental Neglect**

The overall perceived level of parental neglect was "Slightly Experienced" for both groups (Table 3).

TABLE 3. Perceived Level of Parental Neglect by School Type

Neglect Level	Score Range	Private Schools		Public Schools	
		Frequency	Percentage	Frequency	Percentage
High Neglect	130-160	6	3%	5	2%
Moderate Neglect	100-129	43	21%	52	23%
Low Neglect	70-99	107	55%	122	54%
Very Low Neglect	40-69	44	22%	48	21%
Average Score		84	SD	88	SD
Description		Low Neglect	1.4	Low Neglect	0.25

The majority of students in both school types reported low neglect (55% private, 54% public), with only 2–3% experiencing high neglect.

**Differences by Sex**

No significant difference in perceived parental neglect was found between male and female students (Table 4.1).

TABLE 4.1. Difference in Perceived Parental Neglect by Sex (Overall)

Variables	Computed F-value	P-value	Decision on Ho
Physical neglect when grouped by sex	1.08	0.37	Accept Ho
Emotional neglect when grouped by sex	1.34	0.24	Accept Ho
supervisory neglect when grouped by sex	0.50	0.81	Accept Ho
Academic neglect when grouped by sex	1.83	0.09	Accept Ho
Overall	0.99	0.43	Accept Ho

Male and female students perceive parental neglect similarly across all dimensions.

**Differences by Living Arrangement**

Living arrangement significantly affected overall perceived parental neglect, particularly in physical and supervisory domains (Table 4.2).

TABLE 4.2. Difference in Perceived Parental Neglect by Living Arrangement

Variables	Computed F-value	P-value	Decision on Ho	Interpretation
Physical neglect when grouped by living engagement	11.05	0.001	Reject Ho	Significant
Emotional neglect when grouped by living engagement	1.14	0.28	Accept Ho	Not Significant
supervisory neglect when grouped by living engagement	4.84	0.02	Reject Ho	Significant
Academic neglect when grouped by living engagement	1.88	0.17	Accept Ho	Not Significant
Overall	5.16	0.02	Reject Ho	Significant

Students in non-traditional family structures experienced greater physical and supervisory neglect. However, emotional and academic neglect did not differ significantly by living arrangement.

**Relationship Between Parental Neglect and Academic Performance**

All domains showed significant but weak positive relationships with academic performance (Table 5).

TABLE 5. Correlation Between Parental Neglect and Academic Performance (Overall)

Overall Public & Private				
Variables	Computed R-value	P-value	Decision on Ho	Interpretation
Physical Neglect & Academic Performance	0.36	0.0008	Reject Ho	Significant, Small Positive Relationship
Emotional Neglect & Academic Performance	0.18	0.0002	Reject Ho	Significant, Small Positive Relationship
Supervisory Neglect & Academic Performance	0.15	0.001	Reject Ho	Significant Small positive Relationship
Academic Neglect & Academic Performance	0.22	0.0006	Reject Ho	Significant, Small Positive Relationship
Overall Academic Neglect & Academic Performance	0.26	0.00034	Reject Ho	Significant, Small Positive Relationship

Physical neglect had the strongest correlation (r=0.36). The relationship was slightly stronger in private schools (r=0.32) than in public schools (r=0.20).

**Difference by School Type**

No significant difference in perceived parental neglect was found between private and public-school students (Table 6).

TABLE 6. Difference in Perceived Parental Neglect by School Type

Variables	Mean $\pm$ SD $\pm$ SD	Computed T-value	P- value	Decision on Ho	Interpretation
Parental Neglect in public & private	84 $\pm$ 20.3 86 $\pm$ 19.5	1.45	0.145	Accept Ho	Not Significant

Parental neglect is a common concern across both educational settings and transcends socioeconomic boundaries.

IV. CONCLUSION

This study explored the impact of parental neglect on the academic performance of Senior High School students in private and public schools in Bohol through a quantitative descriptive-correlational design, revealing that parental neglect is present but generally low, with most students receiving adequate care while a minority experience moderate to high levels of neglect. Findings indicate that sex does not influence perceptions of neglect, as both male and female students report similar experiences, suggesting that neglect operates through family dynamics rather than gender-based differences. Participants' living arrangements significantly affected physical and supervisory neglect, with students in non-traditional family structures facing greater deficiencies in basic needs and supervision; however, emotional and academic neglect did not differ significantly by living arrangement, highlighting that emotional support depends more on the quality of parent-child relationships than on family structure itself. Although parental neglect demonstrated a significant relationship with academic performance, the association was weak, indicating that neglect influences educational outcomes but is not the sole determinant—other factors such as student motivation, teacher support, peer relationships, and individual resilience also play important roles. Across both private and public schools, no significant difference in perceived parental neglect was found, confirming that neglect transcends socioeconomic boundaries and educational contexts. Across all narratives, the multidimensional nature of neglect consistently emerged, underscoring the need for targeted interventions that address physical, emotional, supervisory, and academic domains separately rather than treating neglect as a single, uniform construct. These findings emphasize the importance of schools as supportive environments and point to the need for preventive, family-engaged, and domain-specific interventions that prioritize consistent parental involvement, emotional safety, and early identification of at-risk students.

V. RECOMMENDATIONS

Based on the findings of this study, the following recommendations are proposed:

For Parents

Strengthen involvement through consistent emotional support, supervision, and academic engagement. Attend parenting seminars.

For Students

Seek support from teachers, counselors, and peers. Develop self-discipline and coping strategies.

For Teachers

Monitor at-risk students, provide academic assistance and timely feedback.

For Guidance Counselors

Implement counseling programs and resilience-building seminars for students experiencing neglect.

For School Administrators

Strengthen parental involvement programs (parent-teacher conferences, family engagement activities) and student welfare policies.

For Future Researchers

Explore additional variables (socioeconomic status, parenting styles, mental health) and expand to other regions.

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