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PARENTAL INVOLVEMENT AND PSYCHOLOGICAL WELL-BEING AMONG LEARNERS IN PRIMARY EDUCATION

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ABSTRACT

This study investigated the relationship between parental involvement and the psychological well-being of primary learners in selected schools in Eastern Samar. It specifically aimed to determine the level of parental involvement in terms of parenting and communicating; the level of learners' psychological well-being in terms of emotional, social, and behavioral domains; and the significant relationship between these variables. The study utilized a descriptive-correlational research design involving Grades 4 to 6 learners and their parents from Camada Elementary School, Maydolong District, Schools Division of Eastern Samar during School Year 2024–2025. Data were collected through a validated structured questionnaire and analyzed using mean, standard deviation, and Pearson's product-moment correlation coefficient. Results revealed that parental involvement was generally high, particularly in the parenting dimension, but only moderate in communication with the school. Learners demonstrated high emotional and social well-being but moderate behavioral well-being. Statistical analysis indicated a significant positive relationship between parental involvement and psychological well-being, with parenting showing the strongest correlation with learners' emotional stability. The findings affirm that consistent home-based parental support and effective communication significantly contribute to the holistic well-being of learners. It is recommended that schools enhance home–school collaboration through flexible parent engagement programs and emotional development initiatives to strengthen learners' resilience and adjustment.

KEYWORDS: *Parental Involvement, Psychological Well-Being, Parenting, Communication, Primary Learners, Eastern Samar*

INTRODUCTION

Background of the Study

Parental involvement has long been acknowledged as a critical factor in children's cognitive, emotional, and social development, particularly during their early and primary years. Research across the globe emphasizes that when parents are actively involved in their children's education, learners tend to perform better academically and exhibit higher levels of psychological well-being (Fan & Chen, 2020). Psychological well-being in primary education is not limited to the absence of mental illness; it includes emotional regulation, resilience, motivation, and the development of self-esteem—constructs heavily influenced by nurturing and supportive parental engagement (OECD, 2019).

Globally, the COVID-19 pandemic has profoundly impacted children's mental health. A survey by UNICEF (2021) reported that over 60% of children worldwide experienced anxiety and depressive symptoms during school closures, attributing some of these challenges to the disruption of parental support structures. The role of parents as facilitators of learning and emotional support became more apparent during this period, especially in younger learners who are more dependent on home environments.

In Southeast Asia, findings from the Southeast Asia Primary Learning Metrics (SEA-PLM) 2019 assessment showed that children whose parents are highly involved in their schooling had significantly better well-being indicators (UNICEF & SEAMEO, 2020). In the Philippines, this relationship becomes even more nuanced due to socioeconomic disparity and varying levels of educational attainment among parents.

A study by de Guzman and Rosales (2021) revealed that parental involvement directly correlates with children's self-concept and school engagement. However, in remote and marginalized regions, barriers such as limited educational backgrounds, poverty, and a lack of time often hinder meaningful parental participation (Jabar et al., 2020). Furthermore, Filipino children face persistent mental health issues, with 1 in 5 children reportedly struggling with emotional or behavioral concerns, and only a fraction of them receiving appropriate care (Department of Health, 2022).

Region VIII, composed of Eastern Visayas, is among the regions in the Philippines with the highest poverty incidence, which affects family dynamics and educational support (PSA, 2023). Learners in this region often face compounded challenges—limited access to mental health services, under-resourced schools, and low parental engagement—especially in rural and geographically isolated areas.

In Eastern Samar, recent school-based assessments reveal that while most parents value education, they often lack the resources, time, or training to effectively support their children's mental and emotional development. Preliminary reports from the Schools Division Office of Eastern Samar (2023) noted increasing cases of absenteeism, low classroom engagement, and behavioral issues among primary learners—indicators closely linked to family and home environments. Yet, few empirical studies in the province have examined the psychological outcomes of learners through the lens of parental involvement.

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Despite the existing body of literature on parental involvement and child well-being, several critical gaps remain: While national and regional trends are well documented, there is a scarcity of empirical studies focusing on the interplay between parental involvement and psychological well-being among learners specifically in Eastern Samar. Many studies emphasize academic performance but often overlook psychological aspects such as emotional resilience, motivation, and stress levels. The long-term impact of reduced social interaction, parental stress, and educational disruption during the pandemic on primary learners' mental health remains underexplored.

This study seeks to bridge these gaps by exploring how parental involvement influences the psychological well-being of learners in primary education within the context of Eastern Samar. By examining emotional, behavioral, and cognitive well-being indicators, this research aims to contribute valuable insights to policymakers, educators, and parents on how to foster a supportive environment conducive to holistic child development.

Statement of the Problem

The research instrument of this study is a structured questionnaire designed to measure parental involvement and the psychological well-being of primary learners. To ensure its accuracy, clarity, and appropriateness for the present respondents in Eastern Samar, the instrument underwent a systematic validation process.

Specifically, the study seeks to answer the following research questions:

1. What is the level of parental involvement in the education of primary learners in selected schools in Eastern Samar in terms of:
   1.1 parenting; and
   1.2 communicating?
2. What is the level of psychological well-being among these learners in terms of:
   2.1 Emotional;
   2.2 Social; and'
   2.3 behavioral domains?
3. Is there a significant relationship between the level of parental involvement and the psychological well-being of primary learners?

METHODOLOGY

Research Design

This study utilized a descriptive-correlational research design to examine the relationship between parental involvement and the psychological well-being of learners in primary education. The descriptive aspect of the design was employed to identify and describe the levels of parental involvement and psychological well-being among learners, while the correlational component was used to determine whether a statistically significant relationship existed between the two variables.

A descriptive-correlational design was deemed appropriate for this study because it allowed the researcher to collect data without manipulating any variables, thereby preserving the natural setting of the participants. Through this design, the study measured the extent to which parental involvement (independent variable) was associated with learners' psychological well-being (dependent variable) and analyzed the strength and direction of this relationship.

Quantitative data were gathered using validated survey instruments tailored to measure both parental involvement (based on Epstein's six typologies) and psychological well-being (based on Ryff's multidimensional model). The respondents included primary learners from Grades 4 to 6 and their parents or guardians from Malobago Elementary School, Maydolong District, Eastern Samar. Stratified random sampling was used to ensure representation across different grade levels.

The data collected were analyzed using descriptive statistics such as means and standard deviations to summarize responses, and Pearson's correlation coefficient to determine the strength and significance of the relationship between parental involvement and psychological well-being.

Overall, this design provided a comprehensive understanding of how home-based parental support impacted learners' emotional and mental health in the rural educational context, thereby addressing gaps in local research literature and supporting evidence-based decision-making in the school community.

Locale of the Study

This study was conducted at Malobago Elementary School, located in the municipality of Maydolong, under the jurisdiction of the Maydolong District in the Schools Division of Eastern Samar, Region VIII, Philippines. The school was a government-funded public elementary institution that catered to learners from Kindergarten to Grade 6, serving mostly children from low-income and farming households in Barangay Malobago and nearby areas.

Malobago Elementary School was situated in a rural and geographically isolated community, where access to educational and mental health resources was relatively limited. Despite these constraints, the school strived to deliver quality basic education in accordance with the Department of Education's standards. However, anecdotal reports from teachers and school personnel highlighted growing concerns regarding student absenteeism, inattentiveness, and lack of emotional engagement in class—factors that were believed to be associated with poor psychological well-being and limited parental involvement.

Given its rural setting and the socio-economic profile of its learners' families, Malobago Elementary School presented an ideal context in which to examine the levels of parental involvement and the psychological well-being of primary learners. The findings from this study were expected to provide relevant and localized insights that may help inform the design of school-based intervention programs, particularly in underserved communities such as Malobago.

Respondents of the Study

The respondents of this study consisted of Grade 4 to Grade 6 learners and their parents or guardians enrolled at Malobago

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Elementary School, Maydolong District, Schools Division of Eastern Samar, for School Year 2024–2025. These grade levels were selected because learners in these stages are generally capable of articulating their thoughts and emotions, making them suitable for answering questions related to psychological well-being. Moreover, their academic and behavioral development at this stage was significantly influenced by the level and nature of parental involvement.

The inclusion of parents or guardians as co-respondents was considered essential, as the study sought to gather data on the frequency, type, and extent of their involvement in their children's education. This dual-response approach ensured that the data collected reflected both the home and school dimensions of the learners' experience.

A total enumeration method was used if the population of Grades 4 to 6 learners in Malobago Elementary School was manageable and within feasible limits. However, if the number was found to be large, stratified random sampling was employed to ensure equal representation from each grade level. Only those learners whose parents or guardians provided informed consent and whose learners gave assent were included in the study.

To ensure ethical standards, confidentiality was strictly maintained, and all participants were informed about the purpose of the study, their right to withdraw at any time, and how their responses would be used solely for academic and research purposes.

Research Instruments

The main data-gathering tool utilized in this study was a structured questionnaire designed to measure the level of parental involvement and the psychological well-being of primary learners in selected schools in Eastern Samar. The questionnaire was developed based on established theoretical models, specifically Epstein's (2020) Framework of Parental Involvement and Ryff's (2021) Model of Psychological Well-Being. These frameworks were contextualized to suit the cultural and educational setting of learners and parents in the rural communities of Eastern Samar, ensuring that each item reflected the local realities of family engagement and learner experience.

The instrument consisted of two major parts aligned with the study's statement of the problem. Part I focused on Parental Involvement, which was measured in terms of two sub-variables: parenting and communicating. The parenting subscale assessed the extent to which parents provide a home environment supportive of learning, including supervision of schoolwork, encouragement, and provision of educational materials. The communicating subscale evaluated the frequency and quality of communication between parents and teachers, as well as between parents and learners, regarding school-related matters. Respondents rated each item using a four-point Likert scale with response options of 4 – Always, 3 – Often, 2 – Sometimes, and 1 – Never.

Part II of the questionnaire measured Psychological Well-being among learners, focusing on three domains—emotional, social, and behavioral. The emotional domain assessed learners' feelings of confidence, security, and ability to manage emotions. The social domain focused on their capacity to build and maintain positive relationships with peers and teachers, while the behavioral domain examined their conduct, persistence, and classroom adjustment. Learners responded to each item using the same four-point Likert scale, which allowed for consistent interpretation across both parts of the instrument.

To ensure that the instrument was valid, reliable, and contextually appropriate for the target respondents in Eastern Samar, a comprehensive validation process was undertaken. The initial draft of the questionnaire underwent content validation by a panel of five experts, which included a psychologist, a guidance counselor, an elementary school head, a teacher-researcher, and a parent-leader representative. The validators assessed each item in terms of clarity, cultural relevance, content validity, and alignment with the study's objectives. Special attention was given to contextualizing items to reflect the rural and community-based experiences of families in Eastern Samar—for instance, replacing digital communication examples with more familiar modes such as text messaging, parent-teacher home visits, and community meetings.

The expert validators rated each item using a four-point relevance scale, and the Item Content Validity Index (I-CVI) and Scale Content Validity Index (S-CVI) were computed to determine the overall acceptability of the instrument. Items that received an I-CVI of 0.80 or higher were retained, while those that scored lower were revised based on the panel's feedback. This ensured that the questionnaire measured the intended constructs accurately and in a culturally appropriate manner.

After validation, the instrument was pilot-tested among 20 parents and 20 learners from a nearby elementary school not included in the actual study. The pilot test aimed to evaluate the clarity, comprehension, and reliability of the items. Based on the respondents' feedback, some statements were reworded for simplicity, and selected terms were translated into Waray, the local dialect, to enhance understanding among younger learners. The results of the pilot test confirmed that the instrument was understandable, relevant, and reliable for the study's target population.

The final version of the questionnaire was thus deemed valid, reliable, and contextually appropriate for assessing the level of parental involvement and the psychological well-being of primary learners in Camada Elementary School, Maydolong District, Schools Division of Eastern Samar.

Data Gathering

A formal letter of request was submitted to the Schools Division Superintendent of Eastern Samar through proper channels, including the School Head of Malobago Elementary School, Maydolong District. The letter sought approval to conduct the study and to distribute the survey instruments to the selected learners and their parents. Before the main data collection, the researcher-made questionnaire was subjected to face and content validation by qualified experts in the fields of education, psychology, and research. After the validation, a

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pilot test was conducted among 15–20 respondents from a nearby school within the Maydolong District to determine the instrument's reliability using Cronbach's Alpha. Necessary revisions were made based on the feedback from both the validators and the pilot testing.

After receiving approval and finalizing the list of respondents through stratified random sampling or total enumeration (depending on the actual enrollment size), an orientation was conducted for both learners and their parents or guardians. During this session, the purpose of the study, ethical considerations (e.g., confidentiality, voluntary participation), and instructions for answering the questionnaires were clearly explained.

The Parental Involvement Questionnaire was distributed to parents or guardians during school visits, meetings, or through take-home forms coordinated with class advisers. Meanwhile, the Psychological Well-being Scale was administered directly to Grades 4 to 6 learners in their respective classrooms with the help of the researcher and the classroom teacher. The researcher provided verbal instructions and read aloud items when necessary to ensure clarity and understanding, considering the learners' age.

Answered forms from parents and learners were collected within one week of distribution. Follow-ups were conducted to ensure maximum retrieval. Incomplete responses were noted but still included if they met the minimum required completion threshold. Collected data were tallied, encoded, and checked for completeness and accuracy, and data cleaning was performed before statistical analysis. Identifying information was removed to ensure anonymity and protect data confidentiality.

All completed questionnaires were stored securely in a locked cabinet accessible only to the researcher, while electronic data were password-protected. The responses were used solely for academic purposes, and the identities of the participants remained confidential throughout and after the conduct of the study.

Analysis of Data

This section outlines how the collected data were analyzed to address each of the specific sub-problems in the study. Appropriate statistical tools were utilized to ensure the accuracy and validity of the findings.

For SOP 1, the level of parental involvement was determined using descriptive statistics. This included the computation of the mean, standard deviation, and frequency distribution of responses for each of the two dimensions of parental involvement—parenting and communicating. Responses from the Likert-scale questionnaire were interpreted using established descriptive ranges (e.g., Very High to Very Low involvement).

For SOP 2, descriptive statistics such as the mean, standard deviation, and frequency distribution were applied to analyze the responses related to the three dimensions of psychological well-being, namely emotional, social, and behavioral domains. The results were interpreted using descriptive categories ranging from Very High to Very Low well-being.

For SOP 3, the relationship between parental involvement and psychological well-being was examined using Spearman rho. This inferential statistical tool was deemed appropriate for determining the strength and direction (positive or negative) of the relationship between the variables. A correlation coefficient (r) was computed, and its significance was tested at the 0.05 level. The following ranges were used to interpret the strength of the correlation: r = 0.00–0.19 (Very weak), r = 0.20–0.39 (Weak), r = 0.40–0.59 (Moderate), r = 0.60–0.79 (Strong), and r = 0.80–1.00 (Very strong). The significance of the computed value determined whether parental involvement had a statistically significant relationship with the psychological well-being of the learners.

Ethical Considerations

This study adhered to the established ethical standards for conducting research involving human participants, particularly minors and their parents or guardians. Prior to data collection, permission was secured from the Schools Division Superintendent of Eastern Samar, the Public Schools District Supervisor of Maydolong District, and the School Head of Malobago Elementary School. A formal letter was sent to each authority to obtain approval to conduct the study within the school.

Participation in the study was strictly voluntary. Informed consent was obtained from parents or guardians, and assent was secured from learner participants. The purpose of the study, procedures involved, potential risks, expected benefits, and participants' rights—including the right to withdraw at any time without penalty—were clearly explained during the orientation sessions.

Confidentiality and anonymity were fully maintained throughout the research process. No personal identifiers such as names or addresses were collected, and all responses were coded to ensure privacy. Completed questionnaires were stored securely in a locked cabinet accessible only to the researcher, and electronic files were password-protected. All data were used solely for academic and research purposes.

The study ensured that no psychological, emotional, or physical harm came to the participants. All questionnaire items were designed to be developmentally appropriate, culturally sensitive, and free from content that might cause discomfort. The researcher refrained from exerting pressure or undue influence to gain participation.

Overall, the study complied with the ethical principles of respect for persons, beneficence, confidentiality, and justice, ensuring that the dignity and rights of all participants were upheld.

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RESULTS

Level of Parental Involvement in the Education of Primary Learners in terms of (1.1) Parenting and (1.2) Communicating

Table 1. ***Parenting Dimension (Home-based Involvement) — Item and Scale Means***

(n = 150)

Item (Parenting)	M	SD	Verbal Interpretation
Provides consistent homework supervision	3.58	0.56	High
Maintains a routine & study space at home	3.62	0.54	High
Talks about value of schooling	3.74	0.49	Very High
Teaches discipline/responsibility supportive of learning	3.69	0.51	Very High
Ensures school readiness (nutrition, hygiene, sleep)	3.85	0.44	Very High
Composite Parenting Mean	**3.70**	**0.50**	**Very High**

The highest mean was in school readiness, M = 3.85, followed by valuing education, with an average of M = 3.74. Families seem to be very supportive of fundamental needs and messages that school matters. The lowest, yet still high, mean was homework supervision with a mean of M = 3.58, indicating there is some variation in daily monitoring of academics. Overall, Parenting is Very High, with a mean of 3.70. This finding is consistent with research indicating that home routines and the transmission of values are core pathways of involvement in the early grades.

Results have shown that building on existing strengths (routines, values, readiness) while coaching parents about specific academic scaffolds (how to monitor homework effectively without over-controlling) may better optimize learner outcomes, particularly in rural contexts where formal resources might be limited (Ahmad, Ibrahim, & Mokhtar, 2022).

Table 2. ***Communicating Dimension (Home–School Communication) — Item and Scale Means (n = 150)***

Item (Communicating)	M	SD	Verbal Interpretation
Attends parent–teacher conferences/meetings	3.10	0.73	Moderate
Communicates with the adviser about academic/behavioral concerns	3.22	0.66	Moderate
Responds promptly to school announcements/messages	3.18	0.70	Moderate
Feels comfortable approaching the school	3.41	0.64	High
Is regularly updated on school events	3.49	0.60	High
Composite Communicating Mean	**3.28**	**0.67**	**Moderate**

The highest means were updating on school events, M = 3.49 and comfort communicating with school, M = 3.41, while the lowest means were PTA attendance, M = 3.10, and prompt responses, M = 3.18. Overall, Communicating is Moderate, M = 3.28. Such a pattern is common in rural settings where time, distance, and work demands constrain synchronous engagement even when parents value school (Reyes & Salandanan, 2021; Ypil & Alvior, 2023).

Schools may shift to low-friction channels, like SMS/text, parent group chats, and printed advisories via learners, and flexible conference windows after market/fishing hours; literature has shown this increases engagement in low-resource communities (UNICEF, 2022; Ahmad et al., 2022).

Parents in Eastern Samar demonstrate very strong home-based support but only moderate home–school communication, suggesting that targeted communication strategies can complement already-robust home practices. This is also in line with meta-analytic evidence that different facets of involvement uniquely contribute to children's outcomes. Fan & Chen, 2020; Jeynes, 2021.

Level of Psychological Well-Being of Learners in terms of (2.1) Emotional, (2.2) Social, and (2.3) Behavioral Domains

Table 3. ***Emotional Well-Being — Item and Scale Means (n = 150)***

Item (Emotional)	M	SD	VI
Appears happy and content most of the time	3.46	0.58	High
Calms down after being upset	3.35	0.62	High
Shows confidence in school tasks	3.43	0.59	High
Not overly anxious in new situations (reverse-coded)	3.28	0.66	Moderate
Expresses emotions appropriately	3.39	0.61	High

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Item (Emotional)	M	SD	VI
Composite Emotional Mean	**3.38**	**0.61**	**High**

Highest: happiness/contentment, M = 3.46; lowest: low anxiety in new situations, M = 3.28. Overall High emotional well-being, M = 3.38, suggests healthy day-to-day affect with room to support transition/anxiety management - a common post-pandemic need. Santos & David, 2022; WHO, 2023.

Table 4. ***Social Well-Being — Item and Scale Means (n = 150)***

Item (Social)	M	SD	VI
Cooperates and plays well with peers	3.33	0.63	High
Initiates conversations/social contact	3.19	0.67	Moderate
Shows empathy toward others	3.27	0.64	Moderate
Is respectful to peers and adults	3.45	0.57	High
Enjoys group activities	3.28	0.61	Moderate
Composite Social Mean	**3.30**	**0.62**	**High** (borderline)

Strongest = respect, M = 3.45; watch-outs = initiating contact, M = 3.19 and liking group work, M = 3.28. Slight social shyness can persist in rural, multi-grade or resource-constrained contexts among children with limited structured play -UNICEF 2022; Martinez, 2023.

Table 5. ***Behavioral Well-Being — Item and Scale Means (n = 150)***

Item (Behavioral)	M	SD	VI
Follows class/home rules	3.32	0.60	High
Listens attentively/stays on task	3.21	0.66	Moderate
Shows self-control when upset	3.14	0.69	Moderate
Takes responsibility for actions	3.29	0.63	Moderate
Avoids aggressive behaviors	3.38	0.58	High
Composite Behavioral Mean	**3.27**	**0.63**	**Moderate**

Highest = non-aggression, M= 3.38; lowest = self-control, M= 3.14 and attention, M= 3.21. The Moderate composite points to executive-function supports-self-regulation and sustained attention - as a practical target for homeroom guidance and parent microcoaching at home (Santos & David, 2022; WHO, 2023).

Learners exhibit High emotional and near-high social well-being with Moderate behavioral adjustment. Literature from the post-2019 era similarly reports emotional strengths but regulation/attention lags among recovering primary learners from the pandemic disruptions (UNICEF, 2022; WHO, 2023).

Relationship Between Parental Involvement and Psychological Well-Being

Table 6. ***Pearson Correlations among Key Constructs (n = 150)***

Variables	Emotional WB	Social WB	Behavioral WB	Overall WB
Parenting	**.52***	.41***	.33***	**.49***
Communicating	.29***	.34***	.31***	.35***
Overall Parental Involvement	**.48***	**.45***	.36***	**.47***

Note. WB = Well-Being. ***p* < .001 (two-tailed).*

Overall, parental involvement is moderately and positively related to general learner well-being: r = .47, p < .001. The strongest bivariate relationship is between Parenting and Emotional well-being, r = .52, followed by the relationship between Parenting and Overall WB, r = .49. Communicating shows small-to-moderate associations with the various domains, r = .29–.35.

These findings are in line with robust evidence that home-based parenting practices, such as routines, value messaging, and scaffolding, have very strong effects on young children's emotional security and self-confidence. They are also consistent with Southeast Asian findings on how regular parental presence and monitoring buffer stress and behavioral

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risks, and Philippine work showing that involved parents are linked with higher emotional stability and fewer behavior incidents. Qualitative studies in Region VIII link parental migration/irregular presence with children's stress and difficulties in regulation, adding to why parenting shows the strongest links with well-being in this region.

Emphasize parent coaching on emotion-coaching scripts, homework scaffolding, and consistent routines; broaden low-barrier communication (SMS, homeroom group chats, flexible conference hours); embed self-regulation mini-lessons within class and home practice cards for families. These align with UNICEF/WHO guidance for low-resource schools (UNICEF, 2022; WHO, 2023).

CONCLUSIONS

The following are the conclusions from the findings:

1. In Eastern Samar, parental involvement in the education of primary learners has been generally strong at home regarding parenting but weaker in school-based communication. The parents consider child support provided directly at home but are constrained in terms of time, distance, and livelihood demands when acting as active participants in schools.
2. The mean scores of the psychological well-being for students are generally high, reflecting good emotional balance and social relationships. However, the relatively moderate behavioral well-being suggests that there is a need for enhanced self-regulation and attention management both at home and in school.
3. Parents' involvement is positively related to a high level of psychological well-being among learners; this means that the higher their involvement in nurturing, guidance, and proper communication, the more emotionally stable learners will be, hence good behavior and motivation in learning activities.

RECOMMENDATIONS

Recommendations based on findings and conclusions made from the study follow.

1. It can be possible to regularly communicate with educators through establishing flexible and accessible channels of communication, such as text messaging, group chats, or home visits. Such ongoing home-based learning support can be combined into emotional guidance to instill in learners self-confidence and regulation. Improve active participation in a school-based program, even in its non-academic forms of volunteering or attending brief meetings.
2. Design parent engagement initiatives in the form of weekend meetings or modular updates, considering work schedules and socio-economic conditions. Parent education regarding child psychology and positive discipline will help them reinforce emotional and behavioral wellness within the home setting. The school guidance program should be strengthened to attend to the early emotional and behavioral needs of learners.
3. Institutionalize mental health and parental partnership initiatives within schools' improvement strategies, particularly rural divisions like Eastern Samar. Similarly, provide resources for training teachers in family engagement and socio-emotional learning strategies under DepEd Order No. 40, s. 2021 or the MHPSS Framework.
4. These studies ought to be replicated with larger samples or in more districts in order to enhance generalizability. Qualitative interviews or even focus groups discussions should be added in order to explore more deeply the levels of interaction between parents and their children, including emotional dynamics. Other variables that might be considered include parental employment status, migration, or family structure in an attempt to gauge wider influences on well-being.

Conflict of Interest

The researcher declares that no conflict of interest existed in the conduct of this study. The researcher had no personal, financial, or professional relationships with the school, the participants, or any organization that could have influenced the planning, data collection, analysis, or interpretation of the results. All procedures, from securing permissions to administering research instruments and reporting findings, were carried out objectively and independently. The study was conducted solely for academic purposes, and all conclusions and recommendations were based entirely on the data gathered and analyzed without any external pressure or bias.

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