

Parental Support, Socio-Emotional Learning, and Academic Performance of Filipino Major Students: A Structural Equation Modeling Approach

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ABSTRACT

This study explores the relationship between parental support, socio-emotional learning (SEL), and academic performance among Bachelor of Secondary Education (BSED) Filipino majors at a community college in Misamis Oriental. Utilizing Structural Equation Modeling (SEM), the study aimed to determine the direct and indirect influences of parental support on academic outcomes, with a focus on the mediating role of SEL. Data were collected through a survey assessing the perceived level of parental support, socio-emotional competencies, and academic performance. Results indicated that students perceived both father's and mother's support as moderately high. The socio-emotional competencies, particularly in self-management, relationship skills, and responsible decision-making, were also rated as moderately high. Academic performance was found to be satisfactory. SEM analysis revealed a significant direct effect of parental support on both SEL ($\beta = 0.947$, $p < .001$) and academic performance ($\beta = 0.435$, $p = .002$). Furthermore, the study confirmed a partial mediating effect of SEL on the relationship between parental support and academic performance (R^2 increase from 0.896 to 0.969). These findings suggest that parental support not only influences academic achievement directly but also plays a crucial role in enhancing socio-emotional competencies, which, in turn, positively affect academic performance. This study underscores the importance of integrated support systems in fostering both cognitive and emotional development among students.

INTRODUCTION

Academic performance remains a critical indicator of student success in higher education, particularly among Bachelor of Secondary Education (BSED) Filipino majors who are being prepared to become future educators themselves. As teacher education programs demand not only intellectual mastery but also emotional resilience and effective interpersonal skills, it becomes crucial to understand the different factors that influence academic achievement in this field. Two significant factors that have gained increasing attention in educational research are parental support and socio-emotional learning (SEL). These elements are recognized as essential drivers that contribute not just to academic success but also to the holistic development of students.

Parental support, encompassing emotional encouragement, financial assistance, and educational guidance, plays a pivotal role in shaping students' attitudes, motivation, and engagement in their academic pursuits. Studies have consistently shown that students who perceive strong support from their parents demonstrate higher levels of academic achievement, stronger self-efficacy, and better coping mechanisms when faced with academic challenges.

Particularly in the Filipino cultural context, where family ties are highly valued, the influence of parental involvement can be profound, impacting not only the students' educational choices but also their perseverance and resilience in their academic journey.

In parallel, socio-emotional learning, which includes the development of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, is increasingly recognized as a critical contributor to student success. SEL equips students with the skills necessary to navigate the complexities of academic life, manage stress, build positive relationships, and make responsible choices. For BSED Filipino majors, mastery of socio-emotional competencies is particularly significant, as these skills are vital in both their own academic journey and their future roles as educators who must model and foster such skills in their future students.

Despite the recognized importance of parental support and socio-emotional learning, there remains a gap in understanding how these variables interact and collectively influence academic performance, particularly among Filipino college students in the field of education. Most existing studies have explored these constructs separately, but a comprehensive analysis that captures the complex interrelationships among these factors is lacking. Moreover, there is a need for a more sophisticated analytical approach that can model these relationships simultaneously rather than in isolation.

In response to this research gap, this study aims to investigate the interrelationships among parental support, socio-emotional learning, and academic performance of BSED Filipino majors using a structural modelling analysis. Structural modelling offers a robust method for examining both direct and indirect effects among variables, providing a more holistic and nuanced understanding of how parental support and socio-emotional competencies contribute to students' academic outcomes. Through this approach, the study seeks to generate insights that could inform educational policies, guidance programs, and interventions designed to support BSED Filipino majors in maximizing their academic potential.

Generally, this research endeavors to highlight the importance of a collaborative framework involving families, higher education institutions, and students themselves in fostering academic success. By illuminating the pathways through which parental support and socio-emotional learning impact academic performance, the study hopes to contribute to the development of more targeted and culturally responsive strategies in teacher education programs in the Philippines.

Present Study

This study hypothesizes that parental support for BSED Filipino Major students exerts a direct influence on both their socio-emotional learning and academic performance. Furthermore, it is posited that socio-emotional learning serves as a mediating variable in the relationship between parental support and academic performance, suggesting that higher levels of parental support foster stronger socio-emotional competencies, which in turn enhance students' academic outcomes.

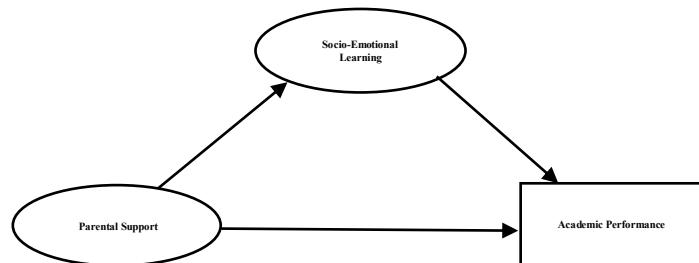


Figure 1. Hypothesized Model of the Research

MATERIALS AND METHODS

The study adopted a descriptive-causal design to investigate the role of socio-emotional learning (SEL) as a mediator between parental support and academic performance among BSED Filipino Major students. Using total population sampling, the study included all 330 BSED Filipino Major students enrolled in the School Year 2024–2025 at a community college in Misamis Oriental. This approach ensured a diverse range of experiences, capturing variations in parental support, socio-emotional learning, and academic performance, thus enhancing the representativeness of the findings.

Data were collected through an online survey using Google Forms, which offered an efficient platform for responses and minimized data recording errors. The survey included demographic information, a Parental Support Scale, an Adolescent Social and Emotional Learning Questionnaire (ASELQ), and academic performance based on the students' cumulative grade point average for the academic year. The study utilized JASP v.0.19.3 and AMOS v.21 for statistical analysis, applying descriptive statistics to summarize the variables and Structural Equation Modeling (SEM) to explore the relationships and mediating effect of SEL on the relationship between parental support and academic performance.

In SEM, model fit indices were crucial for evaluating the alignment between the proposed model and the data. The study reviewed widely recognized indices like the Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), Root Mean Square Error of Approximation (RMSEA), and Standardized Root Mean Residual (SRMR), along with the Chi-Square Test of Model Fit (χ^2). These fit indices were analyzed to assess the model's validity and reliability, ensuring the robustness of the research findings.

RESULTS AND DISCUSSION

1. What is the level of parental support perceived by the respondents in terms of:
 - a. Father's support; and
 - b. Mother's support?

Table 1. Summary of the Mean Distribution of the Respondents' Level of Parental Support

Parental Support	Mean	SD	Description	Interpretation
Father's Support	3.10	.77	True	Moderately High
Mother's Support	3.07	.74	True	Moderately High
Overall	3.33	.65	True	Moderately High

Legend: 1.00 – 1.80: Very Low, 1.81 – 2.60: Low, 2.61 – 3.40: Moderately High, 3.41 – 4.20: High, 4.21 – 5.00: Very High

Table 1 presents the summary of the respondents' perceived level of parental support in terms of fathers' and mothers' support. The results show that the mean score for father's support is 3.10 (SD = 0.77), while mother's support has a mean of 3.07 (SD = 0.74). According to the descriptive interpretation, both scores fall under the "True" category and are interpreted as "Moderately High." The overall parental support score is slightly higher at 3.33 (SD = 0.65), which is likewise interpreted as "Moderately High." These findings suggest that BSED Filipino majors perceive a generally positive, although not extremely strong, level of support from both parents. In the context of the study, these moderately high levels of perceived parental support may play a crucial role in influencing students' socio-emotional development and academic outcomes. The relatively balanced perception of support from both fathers and mothers highlights the importance of both parental figures in the academic journey of college students.

A recent study by Hsieh (2023) examined the relationships between home-based parental involvement, study habits, and academic achievement among adolescents. The study found that parental involvement significantly influenced students' academic performance, highlighting the importance of both fathers and mothers' support in fostering positive academic outcomes. This aligns with the findings of your study, where BSED Filipino majors reported moderately high levels of perceived parental support from both parents.

These findings underscore the critical role of balanced parental involvement in students' academic journeys. In the context of Filipino culture, where family is central, both fathers' and mothers' support is vital in shaping students' socio-emotional development and academic success. Educational institutions and policymakers should recognize the significance of family dynamics and consider implementing programs that encourage and facilitate active parental engagement in students' academic lives.

2. What is the level of socio-emotional learning among the respondents based on the following dimensions:

- a. Self-awareness;*
- b. Self-management;*
- c. Social awareness;*
- d. Relationship skills; and*
- e. Responsible decision-making?*

Table 2. Summary of the Mean Distribution of the Respondents' Socio-Emotional Learning

Socio-Emotional Learning	Mean	SD	Description	Interpretation
Self-Awareness	3.20	.76	Neither undescriptive/descriptive	Moderately High
Self-Management	3.61	.56	Neither undescriptive/descriptive	Moderately High
Social Awareness	3.12	.57	Neither undescriptive/descriptive	Moderately High
Relationship Skills	3.46	.66	Descriptive	High
Responsible Decision-making	3.56	.59	Descriptive	High
Overall	3.39	.52	Neither undescriptive/descriptive	Moderately High

Legend: 1.00 – 1.80: Very Low, 1.81 – 2.60: Low, 2.61 – 3.40: Moderately High, 3.41 – 4.20: High, 4.21 – 5.00: Very High

Table 2 summarizes the respondents' level of socio-emotional learning across five core competencies. The findings show that self-awareness has a mean score of 3.20 (SD = 0.76) and social awareness has a mean of 3.12 (SD = 0.57), both of which fall within the "Moderately High" interpretation. Self-management achieved a slightly higher mean of 3.61 (SD = 0.56), categorized as "Moderately High" but approaching the "High" level. Relationship skills and responsible decision-making scored 3.46 (SD = 0.66) and 3.56 (SD = 0.59), respectively, both interpreted as "High." Overall, the respondents' socio-emotional learning registered a mean of 3.39 (SD = 0.52), indicating a "Moderately High". These results suggest that while most socio-emotional competencies are moderately developed, particular strengths are evident in relationship skills and responsible decision-making. These areas of strength could positively influence both interpersonal relationships and academic behaviors among BSED Filipino majors, highlighting the essential role of socio-emotional learning in academic performance.

A recent study by Huang et.al (2024) examined the role of social and emotional (SE) skills in student development, highlighting their association with improved academic performance, occupational status, income, and general life satisfaction. The study found that students with higher SE skills tended to experience less test anxiety, less exposure to bullying

and cyberbullying, and higher levels of well-being and life satisfaction. This underscores the importance of developing SE skills for adolescent development and well-being.

These findings underscore the critical role of balanced parental involvement in students' academic journeys. In the context of Filipino culture, where family is central, both father's and mother's support are vital in shaping students' socio-emotional development and academic success. Educational institutions and policymakers should recognize the significance of family dynamics and consider implementing programs that encourage and facilitate active parental engagement in students' academic lives.

3. What is the academic performance level of the respondents?

Table 3. Summary of the Mean Distribution of the Respondents' Level of Academic Achievement

Academic Performance	Mean	Description
BSED Filipino Major Students	84.40	Satisfactory

Legend: Below 75: Did Not Meet Expectation; 75-79: Fairly Satisfactory; 80-84: Satisfactory; 85-89: Very Satisfactory; 90-100: Outstanding

Table 3 presents the respondents' level of academic performance. The data show that the BSED Filipino major students obtained a mean score of 84.40, which falls within the "Satisfactory" category based on the provided scale. This indicates that, on average, the academic performance of the respondents meets the expected standards but has not yet reached the higher categories. These findings suggest that while students are performing at an acceptable academic level, there remains room for improvement. In relation to their levels of parental support and socio-emotional learning, it can be inferred that these factors may contribute positively to sustaining satisfactory academic achievement, while further strengthening them could potentially elevate students' academic performance to higher levels.

According to Wang, Li, and Yao (2024), the relationship between participation in extracurricular arts and sports activities and adolescents' social and emotional skills was examined. The study found that participation in extracurricular activities significantly positively influenced various dimensions of social and emotional skills, including collaboration, emotional regulation, and task performance. These findings highlight the importance of engaging students in activities that promote social and emotional development, which can, in turn, enhance academic performance.

The results of this study underscore the critical role of socio-emotional competencies in academic success. By fostering skills such as self-awareness, self-management, and responsible decision-making, educational institutions can enhance students' ability to navigate academic challenges effectively. Moreover, integrating socio-emotional learning into the curriculum can provide students with the tools necessary for personal and academic growth, potentially leading to improved academic outcomes.

4. What structural model best represents the relationships among parental support, socio-emotional learning, and academic performance of BSED Filipino Major students?

Table 4 presents the goodness of fit measures for the final structural equation model. The results indicate an excellent model fit. The chi-square (χ^2) value is 12.948 with 8 degrees of freedom (df), resulting in a χ^2/df ratio of 1.618, which falls well within the acceptable threshold of less than 3. The p-value is .114, which is greater than .05, suggesting no significant difference between the observed and expected covariance structures, thus supporting the model's

adequacy. All incremental fit indices also exceed the recommended value of 0.90, including the Goodness of Fit Index (GFI = 0.990), Adjusted Goodness of Fit Index (AGFI = 0.957), Normed Fit Index (NFI = 0.995), Incremental Fit Index (IFI = 0.998), Tucker-Lewis Index (TLI = 0.993), and Comparative Fit Index (CFI = 0.998).

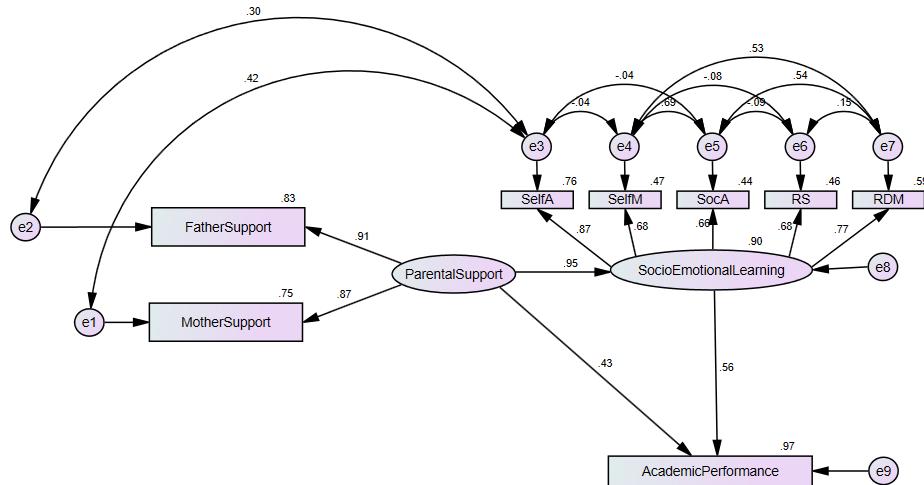


Figure 2. Structural Equation Final Model

Table 4. Goodness of Fit Measures of the Structural Equation Final Model

	X ²	df	X ² /df	p	GFI	AGFI	NFI	IFI	TLI	CFI	SRMR	RMSEA
Critical Value	>0	<3	>.05	>0.9	>0.9	>0.9	>0.9	>0.9	>0.9	>0.9	<.05	<.05
Model	12.948	8	1.618	.114	.990	.957	.995	.998	.993	.998	.0155	.043

Moreover, the Standardized Root Mean Square Residual (SRMR = 0.0155) and the Root Mean Square Error of Approximation (RMSEA = 0.043) are both well below the critical value of 0.05. Taken together, these indicators confirm that the final structural model demonstrates a very good fit to the data, validating the proposed relationships among parental support, socio-emotional learning, and academic performance of BSED Filipino majors.

5. Does parental support significantly influence the academic performance of BSED Filipino Major students?

Table 5. Influence of Parental Support on the Academic Performance of BSED Filipino Major Students

Standardized Direct Effect	β coefficient	p-value
Parental Support \rightarrow Academic Performance	.435	.002**

* p < .05, ** p < .01, *** p < .001

Table 5 shows the results of the analysis examining the influence of parental support on the academic performance of BSED Filipino major students. The standardized direct effect (β coefficient) of parental support on academic performance is .435, with a p-value of .002. Since the p-value is less than .01, the relationship is statistically significant at the 1% level. This indicates that higher levels of perceived parental support are associated with better academic performance among the respondents. Consequently, the hypothesis (H_1), which states that parental support has a direct influence on the academic performance of BSED Filipino major

students, is supported. The positive and significant effect underscores the important role that parental support plays in fostering academic success in the college setting.

A recent study by Esteban (2024) examined the impact of parental involvement on the academic performance of students at Rizza National High School during the 2023–2024 school year. The study employed a descriptive research design and utilized a modified survey questionnaire to gather data from 50 parents and 30 teachers. The findings revealed a significant relationship between the academic performance of students and parental involvement. This supports the hypothesis that parental support has a direct influence on the academic performance of students.

These findings underscore the critical role of parental involvement in enhancing students' academic outcomes. Educational institutions should recognize the importance of fostering strong partnerships with parents to support students' learning and development. Implementing programs that encourage and facilitate parental engagement can contribute to improved academic performance and overall student success.

6. Does parental support significantly influence the socio-emotional learning of BSED Filipino Major students?

Table 6. Influence of Parental Support on the Socio-Emotional Learning of BSED Filipino Major Students

Standardized Direct Effect	β coefficient	p-value
Parental Support → Socio-Emotional Learning	.947	0.001***

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 6 presents the results regarding the influence of parental support on the socio-emotional learning of BSED Filipino major students. The standardized direct effect (β coefficient) of parental support on socio-emotional learning is .947, with a p-value of .001. Since the p-value is less than .001, the relationship is highly statistically significant. This very strong positive effect indicates that higher levels of parental support are closely associated with stronger socio-emotional learning among the respondents. Therefore, the hypothesis (H_2), which posits that parental support has a significant influence on the socio-emotional learning of BSED Filipino major students, is supported. These findings highlight the critical role of parental support in fostering the development of students' socio-emotional competencies.

A recent study by Isik and Sahin Taskin (2024) examined parents' perspectives on their children's social-emotional skills. The study found that most parents are familiar with the concept of social-emotional learning (SEL) and recognize its importance in their children's development. This aligns with your findings that higher levels of parental support are closely associated with stronger socio-emotional learning among students. The study emphasizes the critical role of parental involvement in fostering the development of students' socio-emotional competencies.

These findings underscore the importance of integrating parental support into educational strategies aimed at enhancing students' socio-emotional learning. Educational institutions should consider implementing programs that actively engage parents in the development of their children's social and emotional skills. By fostering a collaborative approach between parents and educators, students can benefit from a supportive environment that promotes their overall well-being and academic success.

7. Does socio-emotional learning significantly mediate the relationship between parental

support and the academic performance of BSED Filipino Major students?

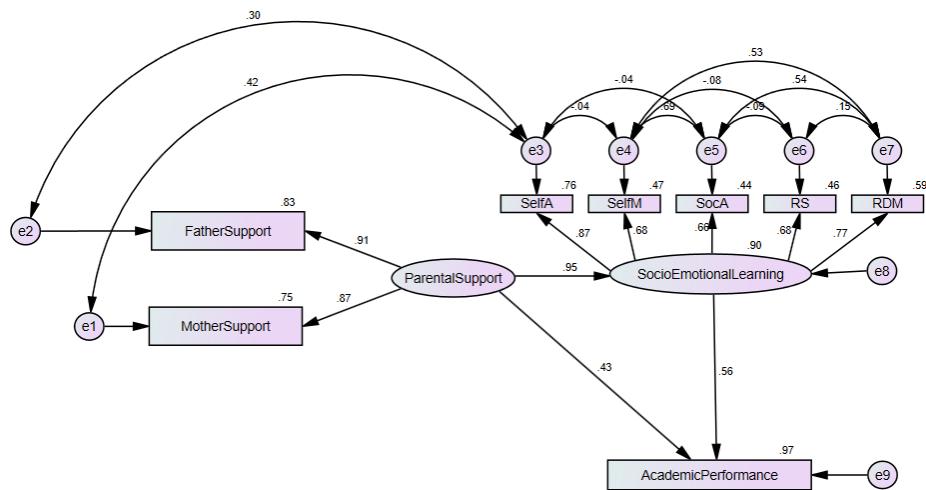


Figure 3. Mediating Effect of Socio-Emotional Learning

Upon examining the R^2 values presented in Figure 3, it was found that 89.6% of the variance in socio-emotional learning is explained by parental support. Furthermore, 96.9% of the variance in academic performance is accounted for by the combined influence of parental support and socio-emotional learning. The standardized direct effect (β coefficient) indicates a strong and highly significant positive relationship between parental support and socio-emotional learning ($\beta = .947$, $p < .001$). Additionally, a strong positive relationship between socio-emotional learning and academic performance is evident ($\beta = .563$, $p < .001$). The relationship between parental support and academic performance is also positively significant ($\beta = .435$, $p = .002$).

Figure 3 further illustrates that the influence on academic performance increases from an R^2 value of 0.896 to 0.969 when socio-emotional learning is introduced as a mediating variable in the model. This substantial increase suggests that socio-emotional learning plays an important mediating role. However, since the direct effect of parental support on academic performance remains significant even after the inclusion of socio-emotional learning, the mediation observed is classified as partial mediation. This finding implies that parental support impacts academic performance both directly and indirectly through the enhancement of socio-emotional learning among BSED Filipino major students.

To further assess the significance of the indirect effects associated with the observed partial mediation in the model, a mediation analysis was conducted. This analysis utilized both direct and indirect effects, based on bootstrap procedures with 5,000 resamples and a 95% bias-corrected bootstrap confidence interval (see Table 7).

Table 7. Bootstrapping Results for the Mediating Effect of Socio-Emotional Learning on the Relationship Between Parental Support and Academic Performance

Indirect Effect	Bootstrap Coefficient	SE	95% Confidence Interval		R ²	p
			Lower	Upper		
Parental Support → SEL → Academic Performance	.533	.264	.226	1.059	.969	.013*

* $p < .05$, ** $p < .01$, *** $p < .001$, SEL-Socio-Emotional Learning

Table 7 presents the bootstrapping results for the mediating effect of socio-emotional learning (SEL) on the relationship between parental support and academic performance. The indirect effect of parental support on academic performance through SEL is 0.533, with a standard error (SE) of 0.264. The 95% bootstrap confidence interval for this effect ranges from 0.226 to 1.059, indicating that the indirect effect is statistically significant as it does not include zero within the confidence interval. The R^2 value of 0.969 suggests that the model accounts for 96.9% of the variance in academic performance, supporting the substantial influence of the mediating effect. The p-value of 0.013, which is less than the 0.05 threshold, further supports the significance of the mediation.

These findings indicate that socio-emotional learning significantly mediates the relationship between parental support and academic performance, reinforcing the importance of socio-emotional competencies in academic outcomes. The results support the hypothesis, which posits that socio-emotional learning mediates the relationship between parental support and academic performance.

CONCLUSION

This study emphasizes the vital roles of both parental support and socio-emotional learning (SEL) in shaping the academic performance of BSED Filipino major students. The findings confirm the importance of family involvement, with both fathers and mothers' support perceived as moderately high. This aligns with Bronfenbrenner's Ecological Systems Theory, which underscores the role of the immediate family in influencing students' academic outcomes. The results show that parental support positively impacts academic performance, reaffirming the theory's proposition that family involvement is crucial in shaping students' behaviors, motivations, and academic success.

Furthermore, the study found that SEL significantly mediates the relationship between parental support and academic performance. SEL competencies such as self-awareness, self-management, relationship skills, and responsible decision-making were positively associated with academic behaviors and success. This supports CASEL's SEL Theory, which highlights the role of socio-emotional competencies in overcoming academic challenges. The mediation analysis revealed that socio-emotional learning not only enhances academic performance directly but also strengthens the influence of parental support, emphasizing the interconnectedness of these factors in achieving academic success.

In conclusion, this study underscores the importance of both parental support and socio-emotional learning in fostering academic achievement. The findings demonstrate that parental involvement, particularly in the Filipino cultural context, directly influences academic performance while also enhancing socio-emotional learning, which in turn contributes to better academic outcomes. The study suggests that educational strategies should focus on strengthening parental engagement and promoting SEL, as these factors are integral in improving students' academic performance and overall development.

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