



Exploring the Role of Parental Involvement in Enhancing Academic and Spiritual Resilience Among Catholic Senior High School Students in Manila

Article History:

Initial submission:	11 March 2026
First decision:	15 March 2026
Revision received:	06 April 2026
Accepted for publication:	10 April 2026
Online release:	14 April 2026

Fr. Biju Varghese Kochuniravath¹, ORCID No. 0009-0001-8877-8006
Melvin A. Macuha², ORCID No. 0000-0003-2748-3586

¹Master of Arts in Guidance and Counselling, St. Paul University Manila, 680 Pedro Gil Street, Malate, Manila, Philippines

²Psychology Program Chairperson, St. Paul University Manila, 680 Pedro Gil Street, Malate, Manila, Philippines

Abstract

Parental involvement plays an important role in shaping students' academic achievement, emotional well-being, and spiritual development, especially within faith-based educational contexts. This study explored how Catholic senior high school students experience and perceive parental involvement in relation to their academic and spiritual resilience. Using a qualitative descriptive approach within an interpretive paradigm, data were collected through semi-structured interviews with six Grade 12 students from two Catholic educational institutions in Manila, Philippines. Thematic analysis following Braun and Clarke's framework was used to analyze the narratives. Findings revealed that students experience parental involvement as a multidimensional process characterized by academic guidance and parental sacrifice, emotional reassurance, shared faith practices, and sustained communication. These forms of support strengthened students' capacity to cope with academic pressure and personal challenges by providing motivation, emotional stability, and spiritual meaning-making. However, several factors were identified as hindrances to effective parental involvement, including parental time constraints, communication gaps, physical distance due to work or migration, generational differences, and emotional pressure associated with parental expectations. Based on these findings, guidance service interventions are proposed to strengthen family engagement through parent formation programs, communication workshops, family-oriented activities, and counseling initiatives. The study shows that parental involvement in Catholic school contexts supports not only students' academic perseverance but also their spiritual resilience, thus offering a more holistic understanding of how family engagement can be strengthened through school-based guidance and pastoral programs. The study highlights the importance of strengthening school-family partnerships in fostering academic perseverance and spiritual resilience among students.

Keywords: parental involvement, academic resilience, spiritual resilience, Catholic education, family-school partnership, student coping, qualitative research



Copyright © 2026. The Author/s. Published by VMC Analytik's Multidisciplinary Journal News Publishing Services. Exploring the Role of Parental Involvement in Enhancing Academic and Spiritual Resilience Among Catholic Senior High School Students in Manila © 2026 by Biju Varghese Kochuniravath and Melvin A. Macuha is an open access article licensed under [Creative Commons Attribution \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/). This permits the copying, redistribution, remixing, transforming, and building upon the material in any medium or format for any purpose, even commercially, provided that appropriate credit is given to the copyright owner/s through proper acknowledgement and standard citation.

INTRODUCTION

Parental involvement has long been recognized as a significant factor influencing students' academic success and overall development. In the senior high school, where students encounter increased academic demands and important developmental transitions, resilience becomes a critical capacity that enables them to navigate stress, setbacks, and emerging responsibilities. In the present study, academic resilience refers to students' capacity to persist, adapt, and remain engaged despite academic pressures and challenges, while spiritual resilience refers to their capacity to sustain

faith, meaning, inner strength, and hope when faced with difficulties. Among the many influences on student resilience, parental support remains significant. Recent studies suggest that when students perceive their parents as actively involved and supportive in their education, they are more likely to demonstrate academic adaptability, academic flexibility, and resilience-related strengths that help them persist despite school demands (Chen & Mok, 2023; Suud et al., 2024).

Beyond academic outcomes, parental involvement also plays an important role in the students' emotional and spiritual development.

Studies indicate that supportive family environments and parental educational involvement are associated with more positive adolescent adjustment, including resilience-related outcomes and lower levels of depressive symptoms (Liu et al., 2024; Suud et al., 2024). Within faith-based educational settings, parental engagement may further shape the spiritual formation of young people by reinforcing moral values, religious practices, and meaning-making processes that guide students through challenges and life transitions. Recent literature also suggests that spirituality and religiosity may serve as protective factors and sources of comfort for children, adolescents, and families, indicating their potential role in resilience and meaning-making during difficult experiences (de Souza et al., 2024).

In the urban context of Manila, however, the capacity of families to remain consistently involved in their children's education may be affected by various socioeconomic realities. Long working hours, economic pressures, and evolving family structures can limit opportunities for sustained parental engagement. Studies have shown that structural constraints like work demands, time limitations, and socioeconomic pressures can reduce parents' opportunities for consistent involvement in their children's education (Guo et al., 2025; Kim et al., 2022). These challenges are relevant in metropolitan areas where families often face competing economic and social demands. Within Catholic schools, where spiritual formation is an integral component of education, the absence of consistent parental involvement may also influence students' motivation, identity formation, and sense of purpose.

Catholic educational institutions emphasize holistic formation that integrates intellectual development, moral character, and spiritual growth. In Manila, Catholic schools embody this educational mission by promoting values-centered learning environments that nurture both academic excellence and faith formation. Their senior high school students experience a

combination of academic expectations, social pressures, and spiritual development opportunities that make them an appropriate context for examining how parental involvement contributes to both academic and spiritual resilience. They similarly emphasize service, faith, and holistic human development and values that align with the present study's focus on resilience and family engagement.

Despite the recognized importance of parental involvement in education, there remains limited research that simultaneously examines its role in both academic and spiritual resilience within the Philippine Catholic school context. While previous studies have explored parental support in relation to academic achievement and psychological well-being, fewer investigations have focused on how students interpret their parents' involvement in shaping their capacity to persevere academically while sustaining their spiritual identity. Understanding these experiences is important for Catholic educational institutions that seek to strengthen collaboration between families, schools, and pastoral programs.

This study therefore explored how senior high school students in selected Catholic institutions in Manila experience and perceive their parents' involvement in both academic and spiritual aspects of their lives. Using a descriptive qualitative approach, the study sought to generate a contextualized understanding of how parental support contributes to students' resilience in the face of academic pressures and personal challenges. By examining students' narratives, the research aimed to identify patterns through which parents influence resilience through encouragement, structure, value formation, and spiritual guidance.

The findings of this study are expected to inform guidance and counseling initiatives, pastoral programs, and family engagement strategies within Catholic schools. By highlighting students' lived experiences of parental involvement, the research contributes to the development of educational practices that

strengthen collaboration between families and schools while supporting students' academic perseverance and spiritual growth.

LITERATURE REVIEW

Parental Involvement in Academic and Spiritual Development. Parental involvement has long been recognized as a key factor influencing students' academic achievement and overall development. One of the most influential conceptualizations of parental involvement is the framework proposed by Epstein (1995), which identifies several forms of engagement including home-based learning support, school participation, and effective communication between parents and teachers. Such forms of involvement enable parents to reinforce learning processes beyond the classroom and strengthen students' motivation and accountability toward their educational goals.

Although foundational models remain useful, more recent research continues to affirm that the students' perceived parental involvement is positively associated with adaptive academic functioning and resilience-related outcomes (Chen & Mok, 2023; Suud et al., 2024).

Empirical research consistently demonstrates the positive relationship between parental engagement and academic outcomes. This evidence suggests that parental academic support and family social support are associated not only with achievement-related outcomes but also with academic resilience, adaptability, and self-regulated learning among adolescents (Chen & Mok, 2023; Suud et al., 2024).

In the Philippine context, family involvement in education remains deeply rooted in cultural values that prioritize educational attainment as a pathway to social mobility. It was observed that Filipino parents often make substantial sacrifices to support their children's schooling despite financial constraints (Bernardo, 2019; Garcia & Ocampo, 2020; Reyes, 2020). Within Catholic families, parental involvement frequently extends beyond academic monitoring

to include moral and spiritual guidance, reflecting the holistic educational ideals of Catholic schooling. At the same time, contemporary research suggests that students' well-being is shaped not only by the presence of parental involvement but also by how such involvement is perceived, whether as supportive, communicative, and emotionally responsive, or as pressure-laden and controlling (Liu et al., 2024).

Emotional Support and the Development of Student Resilience. Beyond academic guidance, parental emotional support plays a crucial role in fostering resilience among students. Resilience refers to the capacity to adapt positively and maintain functioning despite adversity or stressful circumstances. Developmental research has highlighted the importance of supportive relationships within the family as a key protective factor in resilience processes. While classic resilience literature remains foundational (Masten, 2014; Werner & Smith, 2001), more recent studies continue to show that family social support contributes meaningfully to students' resilience and self-regulated learning (Suud et al., 2024).

Parental emotional support has also been linked to the development of self-efficacy and adaptive coping behaviors among adolescents. Perceived parental educational involvement is associated with lower adolescent depressive symptoms and better adjustment, particularly when the involvement is experienced as supportive rather than controlling (Liu et al., 2024). These psychological resources enable students to better navigate academic stress, peer pressures, and personal difficulties.

Within the Philippine urban context, where students may encounter academic competition and socioeconomic pressures, parental emotional support functions as an important protective resource. Family support can help sustain adolescents' well-being and school adjustment, especially when accompanied by empathy, reassurance, and open communication. In Catholic families, emotional support is often complemented by spiritual

practices such as prayer, moral instruction, and participation in religious activities. Recent literature likewise suggests that spirituality and religiosity can serve as sources of resilience and inner strength for children and adolescents, especially when nurtured in family settings (de Souza et al., 2024). These practices may serve as sources of meaning and strength that help students cope with academic and personal challenges.

Barriers to Effective Parental Involvement. Despite its recognized benefits, parental involvement is not always consistently practiced due to various structural and contextual barriers. Work demands, socioeconomic pressures, educational background, and time limitations continue to affect parents' capacity to participate actively in children's schooling and development. In the Philippine setting, Garcia and Ocampo (2020) reported that many low-income Filipino parents experience difficulties in sustaining academic support because of limited resources, constrained schedules, and varying levels of educational attainment.

Recent research suggests that the impact of parental involvement depends not merely on frequency but on how such involvement is experienced by adolescents. Parental involvement that is perceived as emotionally supportive may promote adjustment, while involvement experienced as intrusive, pressuring, or psychologically controlling may be associated with poorer emotional outcomes (Liu et al., 2024). This highlights that barriers to effective parental involvement may be relational as well as structural.

Urban living conditions may also intensify these challenges. Demanding work schedules, transportation burdens, and employment-related separation can reduce opportunities for regular parent-child interaction. In the current contexts, digital communication can partially bridge such gaps, yet it may not always fully replace physical presence or emotionally rich conversation (Janssen et al., 2024). As a result, even parents who value education highly may

find it difficult to maintain consistent involvement in their children's educational and developmental experiences.

Strategies for Strengthening Parental Involvement and Student Resilience. Recognizing the importance of family engagement, scholars and educators have proposed several strategies to strengthen collaboration between schools and families. School-based initiatives that actively engage parents through regular communication, parenting seminars, and community partnerships remain important in strengthening home-school relationships. Recent literature further suggests that students benefit when parental support is aligned with encouragement, empathy, and opportunities for autonomy rather than mere monitoring or performance pressure (Chen & Mok, 2023; Liu et al., 2024).

In faith-based educational settings, additional approaches may involve integrating spiritual formation with family engagement initiatives. Activities such as family prayer gatherings, values formation programs, and pastoral counseling may deepen the connection between parents and schools while reinforcing students' moral and spiritual development. This is especially relevant in light of recent evidence that spirituality and religiosity can function as resilience resources for children and adolescents (de Souza et al., 2024).

Technological innovations have also emerged as tools for improving communication between parents and schools. Digital communication can help maintain parent-adolescent connection and facilitate more regular exchanges even amid physical separation or busy schedules (Janssen et al., 2024). Such technologies may support parent-teacher consultations, updates on student progress, and timely communication about academic or well-being concerns.

Parenting approaches themselves also influence the effectiveness of parental involvement. Balanced parental engagement, characterized by guidance, emotional support,

and respect for adolescent autonomy, is more likely to promote motivation, adaptability, and resilience. However, excessive parental control or over-involvement may limit opportunities for students to develop self-regulation and problem-solving abilities, highlighting the need for balanced engagement.

Despite the growing body of research on parental involvement, much of the existing literature relies on quantitative indicators such as parental attendance at school meetings or assistance with homework. There remains limited qualitative research that explores how students themselves perceive and interpret their parents' involvement, especially in relation to spiritual development within Catholic educational contexts.

Theoretical Framework. This study was anchored on two complementary theoretical perspectives, Resilience Theory and Family Systems Theory, which together provide a holistic framework for understanding how parental involvement contributes to the academic and spiritual resilience of Catholic senior high school students in Manila.

Resilience Theory explains how individuals develop the capacity to adapt and thrive despite adversity. According to Masten (2001), resilience is not a rare or innate trait but rather the result of "ordinary magic," referring to everyday protective processes within a child's environment. These protective factors often emerge from stable and supportive relationships within the family. Similarly, Ungar (2008) emphasized that resilience develops through access to meaningful social and cultural resources that support individuals in coping with challenges.

Within the context of this study, parental involvement represents a key protective factor that contributes to students' resilience. In terms of academic resilience, supportive parental behaviors, such as monitoring schoolwork, establishing routines, providing encouragement, and expressing confidence in students' abilities, can foster motivation,

discipline, and perseverance. These forms of parental engagement help students manage academic stress and recover from setbacks, thereby strengthening their capacity to persist in their educational goals.

Resilience Theory also provides insight into the development of spiritual resilience, especially within the context of Filipino Catholic families. Ungar (2008) noted that resilience is shaped not only by interpersonal relationships but also by culturally meaningful resources such as religious beliefs and spiritual practices. In many Catholic households in the Philippines, family prayer, participation in religious activities, and the transmission of faith-based values serve as sources of spiritual support. Through parental modeling of prayer, gratitude, and trust in divine providence, students may develop spiritual coping strategies that enable them to interpret life challenges within a broader framework of faith and meaning.

To further explain how parental involvement operates within the family environment, the study also draws upon Family Systems Theory, originally articulated by Bowen (1978). This perspective views the family as an interconnected emotional system in which the behaviors, attitudes, and interactions of each member influence the functioning of the entire family unit. Family Systems Theory highlights how communication patterns, emotional support, role expectations, and relational dynamics within the family shape children's development and capacity to cope with challenges.

In Filipino Catholic families, which are often characterized by strong relational ties, mutual support, and shared religious practices, parental involvement may emerge not merely as isolated behaviors but as part of a broader relational and cultural system. Through consistent communication, emotional presence, guidance, discipline, and shared faith practices, families create an environment that supports both academic development and spiritual formation.

Taken together, Resilience Theory explains the developmental outcomes associated with parental involvement, namely academic and spiritual resilience, while Family Systems Theory explains how such involvement is embedded within the relational dynamics of the family. Integrating these perspectives allows the study to examine parental involvement as a relational and culturally grounded process through which students develop the capacity to persevere academically, regulate emotional challenges, and sustain a spiritually meaningful outlook on life.

Current Study. Parental involvement has been widely recognized as a key factor influencing students' academic performance, emotional well-being, and overall development. Within faith-based educational institutions, parental engagement may also play a significant role in shaping students' spiritual formation and value development. However, the nature and consistency of parental involvement vary across families due to sociocultural expectations, economic pressures, and changing family structures. In urban environments such as Manila, many parents face demanding work schedules, financial responsibilities, or employment-related separation from their families, which may limit opportunities for sustained engagement in their children's academic and spiritual lives.

Despite these constraints, many students continue to demonstrate strong academic perseverance and spiritual grounding. Some attribute their resilience to the forms of support they receive from their parents, including emotional encouragement, academic guidance, and faith-oriented mentoring. These observations suggest that parental involvement may function as an important protective factor that strengthens students' capacity to cope with academic pressures and personal challenges. At the same time, Catholic schools play an important role in fostering collaboration between families and educational institutions. Beyond providing academic instruction, schools often support parents as partners in the holistic formation of students. Understanding how

guidance and pastoral programs can strengthen family engagement is therefore important in promoting resilience and well-being among students in Catholic educational settings.

Guided by these considerations, this study explored how Catholic senior high school students in selected institutions in Manila experience and perceive parental involvement in relation to their academic and spiritual resilience. Specifically, the study sought to answer the following research questions:

1. How do Catholic senior high school students experience parental involvement as a protective factor in their academic and spiritual lives?
2. How do students perceive the effectiveness of parental involvement in helping them cope with academic and spiritual challenges?
3. What factors hinder parental involvement from effectively serving as a resilience resource for Catholic senior high school students?
4. What guidance service interventions may be proposed to strengthen parental involvement in promoting student resilience within Catholic educational settings?

By examining students lived experiences, the study aims to identify patterns of parental support that contribute to students' resilience and to generate insights that may inform guidance services and family engagement initiatives within Catholic schools.

METHODOLOGY

Research Paradigm. This study was grounded in the interpretive paradigm, which assumes that reality is socially constructed and that meaning emerges through individuals lived experiences and interpretations of their social environments. Rather than seeking universal or objective explanations, interpretive research aims to understand how individuals make sense

of their experiences within specific cultural, relational, and institutional contexts.

In this study, the interpretive paradigm provided an appropriate lens for examining how senior high school students interpret their parents' involvement in their academic and spiritual lives. Students' experiences of parental support are shaped by multiple contextual influences, including Filipino family values, Catholic faith traditions, school culture, and socioeconomic realities. By adopting this paradigm, the study focused on understanding how students perceive parental involvement as meaningful and formative in the development of both academic perseverance and spiritual resilience. The interpretive orientation also acknowledged the researcher's position within the Catholic educational context. Reflexivity was maintained throughout the research process to ensure that interpretations remained grounded in participants' narratives rather than personal assumptions.

Research Approach and Design. This study employed a qualitative descriptive design within a case-oriented approach to explore students' experiences of parental involvement in Catholic senior high school settings. Qualitative descriptive research is appropriate when the goal is to provide a rich and straightforward account of participants' experiences as expressed in their own words (Sandelowski, 2000).

The case examined in this study refers to students' experiences of parental involvement within Catholic educational contexts. Conducting the research in two Catholic institutions allowed the study to capture contextual variations in family engagement, spiritual practices, and school culture while focusing on the shared phenomenon of parental influence on student resilience.

Qualitative description was appropriate for this research because the study aimed to generate practical insights that may inform school guidance services and family engagement initiatives.

Research Locale. The study was conducted in the Senior High School Departments of two Catholic educational institutions located in the City of Manila, Philippines.

One is a Catholic institution guided by the tradition that emphasizes service, compassion, and holistic formation. The other one follows a philosophy, which promotes Christ-centered education, community life, and moral development.

Both institutions provide integrated academic and spiritual formation programs through guidance services, campus ministry activities, and values education. Their senior high school populations include students from diverse family backgrounds, including families experiencing overseas employment, dual-income households, and varying levels of parental availability. These characteristics make the institutions appropriate contexts for examining how students interpret parental involvement in their academic and spiritual development.

Interviews were conducted in private spaces within the respective school campuses to ensure confidentiality, comfort and disruption.

Research Instruments. Data were collected primarily through semi-structured interviews, which allowed participants to describe their experiences in their own words while enabling the researcher to probe for deeper clarification when necessary. The interview guide consisted of open-ended questions designed to explore: (a) students' experiences of parental involvement in their academic and spiritual lives; (b) their perceptions of the effectiveness of this involvement; (c) challenges affecting parental engagement; and (d) possible strategies for strengthening parental involvement through guidance services

Semi-structured interviews are especially suitable for qualitative descriptive studies because they allow participants to provide detailed and contextualized accounts of their experiences (Colorafi & Evans, 2016).

To support the research process, the researcher also maintained methodological, reflective, and analytical notes during and after each interview. These notes documented observations, initial insights, and emerging patterns in the data, thereby enhancing the transparency and credibility of the analysis.

The interview guide was reviewed by academic mentors and qualitative research experts to ensure content validity and alignment with the study's research questions.

Participant Selection. Participants were selected using purposive sampling, a common strategy in qualitative research that allows researchers to select individuals who can provide rich and relevant information related to the phenomenon under investigation (Creswell & Poth, 2018).

The study involved six senior high school students enrolled in two Catholic Institutions, with an equal number of participants or having three participants coming from each school. Participants were required to meet the following criteria: (1) currently enrolled in the senior high school program; (2) aged 18 years or older; (3) willing to participate in an in-depth interview; and (4) able to reflect on their experiences of parental involvement.

Students who were younger than 18 years old, unwilling to provide informed consent, or unable to share relevant experiences were excluded from the study.

Participant Description. The participants consisted of six Grade 12 students from the senior high school departments of the two participating institutions. To ensure confidentiality, participants were assigned pseudonyms and identified using codes (P1–P6).

The participants represented diverse family situations common within urban Filipino contexts. Some students lived with both parents, while others experienced parental absence due to overseas employment or demanding work schedules. These

circumstances resulted in varying forms of parental involvement, including daily face-to-face interaction as well as communication mediated through digital technologies.

Although participation was not restricted by religious affiliation, all participants identified as Catholics. Their engagement in religious practices varied, including participation in family prayer, Mass attendance, and personal devotional activities.

Despite differences in academic strands and performance levels, participants shared common experiences of academic pressure, emotional challenges, and transitional concerns associated with senior high school life. These experiences provided valuable perspectives on how parental involvement supports students' academic motivation, emotional stability, and spiritual grounding.

Data Collection. Data were collected through individual semi-structured interviews lasting approximately 30–45 minutes. After obtaining approval from school administrators and relevant offices, participants were invited to take part in the study voluntarily.

Interviews were conducted in private rooms within the school campuses to ensure confidentiality and participant comfort. With participants' consent, all interviews were audio-recorded to ensure accurate documentation. The interview questions focused on students' experiences of parental guidance, faith practices within the family, academic challenges, emotional struggles, and coping strategies.

Data Analysis. All interviews were transcribed verbatim. The transcripts were then analyzed using thematic analysis following the procedure outlined by Braun and Clarke (2006). The analysis followed six stages: familiarization with the data through repeated reading of transcripts, generation of initial codes, identification of potential themes, review and refinement of themes, definition and naming of themes, and production of the analytical report.

Initial codes captured recurring ideas related to parental guidance, emotional support, faith practices, communication patterns, and family challenges. These codes were subsequently organized into broader themes that represented shared patterns across participants' experiences.

Ethical Considerations. Ethical standards were strictly observed throughout the research process. Approval was obtained from the appropriate research ethics committee, and permission was secured from the administrators of both participating institutions. Written informed consent was obtained from all participants prior to the interviews. Participants were assured that their involvement was voluntary and that they could withdraw from the study at any time without consequence.

To protect confidentiality, pseudonyms were used and identifying information was excluded from the transcripts and final report. Audio recordings and research materials were stored securely and accessed only by the researcher. Because the interviews involved personal reflections on family relationships and emotional experiences, the researcher maintained a respectful and supportive environment during the interviews. Participants who experienced discomfort were informed that they could pause or discontinue the interview and were advised that school guidance services were available should they require support.

Reflexivity was also maintained throughout the study, acknowledging the researcher's dual role as a Catholic priest and researcher while ensuring that interpretations remained grounded in participants' narratives and established theoretical frameworks.

RESULTS

RQ1: How do Catholic senior high school students experience parental involvement as a protective factor in their academic and spiritual lives?

Participants described parental involvement as a multi-layered experience that contributes to both their academic and spiritual resilience. Rather than viewing parental support as isolated actions, students interpreted it as a combination of academic guidance, emotional reassurance, shared faith practices, and parental sacrifice. These elements were described as interconnected aspects of how parents influence their ability to cope with academic demands and personal challenges.

Analysis of the interview data generated four themes that illustrate how students experience parental involvement as a protective factor.

Theme 1: Parental Guidance and Sacrificial Support as the Foundations of Resilience.

Participants frequently described parental involvement through everyday acts of academic guidance combined with parents' efforts to support their education despite personal sacrifices. Students reported that parents regularly reminded them to study, monitored their academic progress, and encouraged them to perform well in school. These actions were often interpreted by students as expressions of their parents' commitment to their future.

Participant 2 emphasized the role of academic monitoring: *"My parents always ask about my grades and remind me to study well."*

Participant 5 likewise shared how practical and emotional support were intertwined: *"They work hard to provide for my studies... and it pushes me to do my best."*

For three of the six participants, parental involvement continued even when parents were physically distant. Participant 1 added that parental encouragement remained present through digital communication: *"Even if they're far away, they still motivate me through messages."*

These narratives indicate that students interpret academic guidance and parental sacrifice as interconnected forms of support

that contribute to their motivation and persistence in school.

This finding is consistent with recent studies showing that perceived parental involvement and family social support are positively associated with students' academic flexibility, adaptability, and resilience-related strengths (Chen & Mok, 2023; Suud et al., 2024).

Theme 2: Emotional Reassurance that Strengthens Motivation and Stability. Beyond academic guidance, participants described emotional reassurance from parents as an important source of support during stressful academic periods. Students reported that encouragement and open communication helped them maintain confidence and balance.

Participant 5 described the impact of parental encouragement: *"Their encouragement gives me strength when I'm tired."*

Participant 4 emphasized the value of emotional openness within the family: *"I can talk to them about my worries."*

Participants indicated that such emotional support helped them manage academic stress and reinforced their motivation to continue pursuing their studies.

This aligns with recent literature suggesting that supportive family environments and parental involvement contribute to adolescents' adjustment and resilience-related coping capacities (Suud et al., 2024).

Theme 3: Faith as a Daily Anchor through Shared Practices. Participants also described the role of faith practices in shaping their ability to cope with academic challenges and personal stress. Students reported that parents often incorporated spiritual guidance into everyday interactions, such as encouraging prayer or reminding them to trust in God during difficult moments.

Participant 3 shared: *"We pray together every night; it gives me peace."*

Participant 6 added: *"Before exams, they tell me to trust God."*

These experiences suggest that shared religious practices and spiritual guidance from parents contribute to students' sense of calm, meaning, and direction when facing academic pressures.

This supports what de Souza et al. (2024) argued that spirituality and religiosity may serve as protective factors and sources of comfort for children, adolescents, and their families during difficult times.

Theme 4: Interpreting Parental Challenges as Expressions of Sacrifice. Several participants described how parental work demands, distance, or limited time were interpreted not as lack of involvement but as forms of sacrifice for their well-being.

Participant 1 explained: *"Even if we're apart, I know they're doing this for us."*

Participant 5 reflected: *"Their sacrifices inspire me to work harder."*

Students often framed these experiences within cultural values that emphasize gratitude, responsibility, and recognition of parental sacrifice. As a result, parental absence due to work or migration was sometimes interpreted as a motivating factor that strengthened students' determination to succeed.

This suggests that parental limitations may be interpreted within broader family meaning-making processes that continue to support students' resilience despite structural difficulties (Suud et al., 2024).

Synthesis of Themes. Taken together, the themes illustrate that students experience parental involvement as a combination of academic guidance, emotional reassurance, spiritual formation, and perceived parental sacrifice. These forms of support were described as interconnected rather than independent influences.

Participants' narratives suggest that parental involvement contributes to students' resilience by providing motivation, emotional security, and spiritual grounding. Through these experiences, students develop the capacity to manage academic pressures while maintaining a sense of purpose and faith.

RQ2: How do Students Perceive the Effectiveness of Parental Involvement in Developing Their Ability to Cope with Academic and Spiritual Challenges?

Participants described the effectiveness of parental involvement as a relational process through which they developed strategies for coping with academic pressure and personal challenges. Rather than evaluating parental support solely in terms of supervision or control, students perceived effectiveness in the ways parents helped them manage emotions, interpret difficulties, and maintain motivation. Analysis of the interview data revealed three themes that illustrate how students perceive parental involvement as effective in supporting their coping processes.

Theme 1. Emotional and Moral Reinforcement an Indicator of Effective Parental Involvement.

Students perceived parental involvement as effective when emotional reassurance and moral Participants perceived parental involvement as effective when parents consistently provided emotional reassurance and moral encouragement during periods of academic stress. Students described parents as emotional anchors who helped them regain composure when feeling overwhelmed.

Participant 2 explained that parental reassurance helped her: *"When I'm stressed, my parents remind me to take it slow and pray."*

Similarly, Participant 4 described how being listened to without judgment created a sense of security that allowed her to speak openly about her concerns: *"They listen instead of judging."*

These experiences suggest that emotional reassurance from parents contributes to students' confidence and willingness to

persevere when encountering academic difficulties.

This is consistent with research indicating that supportive parental involvement can strengthen students' emotional adjustment and resilience-related coping capacities (Suud et al., 2024).

Theme 2. Faith-Based Framing of Challenges.

Students also perceived parental involvement as effective when parents encouraged them to interpret academic and personal struggles within a spiritual framework.

Participants described how parents often integrated faith-based perspectives into discussions about stress, encouraging them to rely on prayer and trust in God during difficult moments.

Participants 3 and 6 shared that family prayer before examinations helped them feel calmer and more prepared: *"My parents tell me failure has a purpose." "We pray together before exams, and that gives me peace."*

Participant 5 also noted that reminders to trust in God's plan helped her remain hopeful despite academic setbacks: *"Prayer keeps me calm when I feel anxious."*

These experiences indicate that faith-based guidance provided students with a sense of meaning and reassurance when dealing with academic and personal challenges, which echoes recent literature suggesting that spirituality and religiosity may serve as sources of comfort, meaning-making, and resilience for adolescents and families (de Souza et al., 2024).

Theme 3. Sustained Communication and Empathy.

Participants further emphasized that regular communication with parents reinforced the effectiveness of parental involvement. Even when parents were physically distant due to work or other responsibilities, students still perceived parental support as effective when communication remained consistent and empathetic.

Participant 1 described how regular messages from parents helped maintain a sense of connection: *“Even if they’re far away, they always check on me.”*

Participant 2 similarly noted that empathetic responses from parents encouraged her to discuss mistakes and difficulties more openly: *“They don’t get angry when I make mistakes; they help me learn from them.”*

These narratives suggest that sustained communication allowed parental influence to remain present even in situations where daily face-to-face interaction was limited.

This supports recent work showing that parent-adolescent digital communication can help sustain connection and caring exchanges even when family members are physically apart (Janssen et al., 2024).

Synthesis of Themes. Taken together, the findings indicate that students perceived parental involvement as effective when it supported their emotional well-being, provided spiritual guidance, and maintained consistent communication. These forms of support were experienced as interconnected processes that helped students cope with academic pressure and personal challenges.

Participants’ narratives suggest that parental involvement contributes to students’ coping capacity by fostering emotional stability, reinforcing faith-based meaning-making, and sustaining relational support. Through these experiences, parental involvement becomes a resource that supports both academic persistence and spiritual resilience.

RQ3: What Factors Serve as Hindrances to Parental Involvement from Effectively Serving as a Resilience Resource for Catholic Senior High School Students?

Although participants consistently recognized parental involvement as important for their academic and spiritual resilience, they also identified several factors that limited the effectiveness of this involvement. These

challenges were generally interpreted not as an absence of parental concern, but as circumstances that reduced opportunities for consistent support and interaction.

Analysis of the interview data identified five factors that participants perceived as hindrances to effective parental involvement.

Factor 1. Time Constraints and Competing Priorities. Participants frequently described limited parental time as a major constraint affecting parental involvement. Many students noted that their parents’ demanding work schedules, household responsibilities, or overseas employment reduced opportunities for regular academic monitoring and emotional interaction.

Participant 2 shared that her parents’ work schedules made regular conversations difficult: *“My parents are too busy with work; we barely have time to talk.”*

While Participant 4 observed that parental fatigue often limited meaningful engagement at home: *“Even if they want to help, their schedule doesn’t allow it.”*

These accounts suggest that work-related obligations may restrict parents’ availability for sustained involvement in their children’s academic and personal lives, which is consistent with what Guo et al. (2025) shared, that time demands and other barriers can reduce opportunities for parental involvement in children’s education.

Factor 2. Communication Gaps and Emotional Distance. Participants also described communication difficulties as a barrier to effective parental involvement. Several students reported that conversations with parents sometimes focused primarily on academic performance rather than emotional well-being.

Participant 1 explained that: *“Sometimes I hesitate to share my problems because I feel they won’t understand.”*

Participant 5 similarly noted that repeated directives: *"They just tell me to study hard but don't ask how I feel."*

These experiences indicate that when communication lacks emotional responsiveness, students may become less inclined to seek parental support. This aligns with recent research emphasizing that patterns of parent-adolescent emotional communication are closely linked to adolescents' emotional well-being (Zhou et al., 2025).

Factor 3. Physical Distance and Parental Absence. Another challenge identified by participants was physical separation from parents due to employment or migration. Some students reported that although communication through digital platforms helped maintain contact, it could not replace physical presence.

Participants 3 and 6 noted that while regular phone calls or messages were helpful, feelings of loneliness occasionally persisted due to prolonged separation from parents: *"My father works abroad, so I only see him through video calls." "It's different when your parents are not around physically."*

These experiences illustrate how physical distance may affect the perceived availability of parental support despite continued communication.

This finding is consistent with recent studies showing that digital communication may help maintain parent-adolescent contact but does not necessarily replace the emotional value of physical presence (Janssen et al., 2024).

Factor 4. Generational and Value Differences. Participants also described tensions arising from differences between parental expectations and students' personal perspectives. Some students reported feeling pressured by strict academic expectations or comparisons with others.

Participant 2 shared that comparisons sometimes created feelings of pressure: *"They*

have old-fashioned views that don't match my experiences."

While Participant 4 described difficulties in reconciling differing viewpoints with her parents regarding academic decisions: *"They expect perfection because they think school is the same as before."*

These generational differences occasionally complicated communication and mutual understanding between parents and students. This suggests that parental involvement may become less effective when differences in perspectives and expectations interfere with open and emotionally responsive communication (Zhou et al., 2025).

Factor 5. Emotional Strain and Self-Imposed Pressure. Participants further reported experiencing emotional pressure related to parental expectations and perceived family sacrifices. Several students expressed concern about disappointing parents who had invested significant effort and resources in supporting their education.

Participants 5 and 6 described feeling anxious about meeting parental expectations, especially when aware of their parents' financial sacrifices: *"I feel pressured to meet their standards." "When they compare me to others, I feel I'm not enough."*

These experiences suggest that while parental expectations may motivate academic effort, they can also generate emotional strain for students. This supports research indicating that parental influence is most beneficial when it is experienced as supportive and emotionally responsive rather than as a source of added pressure (Zhou et al., 2025; Suud et al., 2024).

Synthesis of Findings. Taken together, the findings indicate that hindrances to parental involvement arise from a combination of structural, relational, and emotional factors. Time constraints, communication challenges, physical separation, generational differences, and emotional pressure were described as

interconnected influences that shape how parental support is experienced.

Despite these challenges, participants often interpreted parental limitations within the context of family responsibility and sacrifice. As a result, parental involvement remained meaningful for many students even when consistent interaction was difficult to maintain.

RQ4: What Guidance Service Interventions Can Be Proposed to Strengthen Parental Involvement as a Means of Promoting Student Resilience in Catholic Educational Settings?

The proposed guidance service interventions (Table 1) were developed based on the findings of the study, especially the themes identified in Research Questions 1 to 3. Participants' narratives highlighted that while parental involvement significantly contributes to students' academic perseverance and spiritual resilience, its effectiveness may be constrained by factors such as limited parental time, communication gaps, physical distance, and emotional strain.

Table 1
Guidance Service Interventions to Strengthen Parental Involvement and Student Resilience

Guidance Service	Intervention Program	Objectives & Expectations
Information Service	Parent-Student-Teacher Collaboration Platforms	Strengthen communication and shared responsibility for academic and emotional support.
Student Development Service	Faith-Oriented Parent Formation Programs	Reduce generational gaps and improve empathetic parenting.
Student Development Service	Communication and Emotional Support Workshops for Parents	Reduce generational gaps and improve empathetic parenting.
Student Development and Community Service	Family Engagement and Faith-Based Activities	Strengthen family unity and spiritual bonding.
Counseling Service	Family Systems-Based Counseling and Wellness Programs	Improve emotional regulation, coping skills, and family relationships.

These findings suggest the need for structured school-based initiatives that strengthen collaboration between families and educational institutions. From the perspective of guidance services, interventions should aim to support parents in their role as partners in students' academic, emotional, and spiritual development. Based on the students'

experiences, several guidance service interventions are proposed.

Faith-Oriented Parent Formation Programs (Student Development Service). Participants' narratives indicated that parental guidance was most meaningful when accompanied by emotional understanding and faith-based values. Parent formation programs may therefore be implemented to help parents integrate emotional responsiveness, and spiritual guidance in supporting their children.

Within Catholic schools, these programs may include faith-based reflections and parenting seminars that emphasize compassionate communication, spiritual mentoring, and supportive parenting practices. In non-Catholic educational contexts, similar programs may focus on values formation, character education, and family engagement.

Parent-Student-Teacher Collaboration Platforms (Information Service). Students consistently emphasized the importance of effective communication between families and schools. Structured collaboration platforms may therefore be established to strengthen home-school partnerships.

These platforms may include regular parent-teacher consultations, academic monitoring systems, and school communication channels that allow parents to remain informed about students' academic progress and well-being. Strengthening communication between parents and educators can help ensure that students receive consistent guidance and support both at home and in school.

Communication and Emotional Support Workshops for Parents (Student Development Service). Findings from the study revealed that communication gaps between parents and students sometimes reduced the effectiveness of parental involvement. Workshops focused on communication and emotional support may help parents develop skills in empathetic listening, constructive dialogue, and supportive parenting practices.

Such programs may include sessions on emotional intelligence, conflict resolution, and positive parenting strategies that enable parents to respond more effectively to students' academic stress and personal concerns.

Family Engagement and Faith-Based Activities (Student Development / Community Service).

Participants described shared faith practices and family activities as meaningful sources of emotional stability and spiritual grounding. Schools may therefore organize family-oriented activities that strengthen relationships between parents and students.

In Catholic educational settings, these activities may include family recollections, prayer gatherings, and community service initiatives. In other school contexts, family engagement programs may take the form of values-based activities or community-building events that encourage parental participation in students' development.

Family Systems-Based Counseling and Wellness Programs (Counseling Service).

Participants also reported experiencing emotional strain related to parental expectations, academic pressure, and family circumstances. Counseling interventions that adopt a family-oriented perspective may therefore help address these concerns.

Guidance offices may implement counseling programs that consider the student within the broader family context, encouraging communication between parents and children and supporting students' emotional well-being. Such programs may include family counseling sessions, wellness seminars, and resilience-building workshops.

Synthesis of Proposed Interventions. The proposed guidance service interventions highlight the importance of strengthening collaboration between schools and families in promoting student resilience. By addressing communication gaps, supporting parental engagement, and reinforcing family-based guidance, these interventions aim to enhance

the role of parents as partners in students' academic and personal development.

Although some interventions may incorporate faith-based elements within Catholic educational settings, the underlying principles, such as communication, emotional support, and family engagement, are applicable across various educational contexts. Through coordinated efforts between schools and families, guidance services can help create supportive environments that foster both academic perseverance and personal resilience among students.

DISCUSSION

This study explored how Catholic senior high school students experience and perceive parental involvement in relation to their academic and spiritual resilience. Using a qualitative descriptive approach, the study gathered narratives from six senior high school students from two Catholic institutions in Manila. The findings show that parental involvement is experienced not merely as academic supervision, but as a multidimensional and relational process that supports students' coping, motivation, and meaning-making.

First, students experienced parental involvement through interconnected forms of academic guidance, emotional reassurance, shared faith practices, and perceived parental sacrifice. This finding is consistent with recent literature showing that family and parental support are positively associated with resilience-related outcomes, academic adaptability, and students' adjustment (Chen & Mok, 2023; Suud et al., 2024). However, the present study extends this literature by showing that, within a Catholic school context, students do not separate these forms of parental involvement into purely academic versus purely emotional categories. Rather, they experience them as intertwined expressions of care that strengthen both perseverance in school and being grounded spiritually.

Second, students perceived parental involvement as effective when it was emotionally responsive, communicative, and spiritually meaningful. This aligns with more recent evidence suggesting that the effects of parental involvement depend substantially on how adolescents experience it, particularly whether it is perceived as supportive rather than controlling (Liu et al., 2024). In the present study, students described parents as effective sources of support when they listened without judgment, offered reassurance during stressful moments, and framed difficulties through prayer, trust in God, and faith-based hope. As such, the study adds to existing research by showing that in Catholic educational contexts, parental involvement may function not only as a source of academic support but also as a mechanism of spiritual interpretation and meaning-making.

Third, the study identified several hindrances to effective parental involvement, including time constraints, communication gaps, physical distance, generational differences, and emotional pressure associated with parental expectations. These findings are broadly consistent with research showing that socioeconomic demands, limited time, and the quality of parent-child interactions shape how parental involvement is experienced by adolescents (Garcia & Ocampo, 2020; Liu et al., 2024; Reyes, 2020). Importantly, the present study adds nuance by showing that students often interpret these limitations within a framework of sacrifice rather than neglect. Even when parental involvement was constrained, many participants continued to view their parents' efforts as meaningful and motivating. This culturally and relationally situated interpretation appears especially relevant in Filipino family contexts, where gratitude, sacrifice, and family responsibility are strongly valued.

Finally, based on these findings, the study's proposed guidance service interventions respond directly to the patterns identified in participants' narratives. The findings suggest that school-based efforts to strengthen

parental involvement should move beyond encouraging participation alone and should instead support the quality of parental engagement, especially in terms of empathetic communication, emotional support, and faith- or values-oriented guidance. In this regard, the study contributes practical value by identifying concrete implications for guidance and pastoral programs in Catholic schools.

Conclusions. The findings of this study underscore the significant role of parental involvement in shaping the academic and spiritual resilience of Catholic senior high school students. Students perceive parental involvement not merely as supervision or academic monitoring, but as a relational form of support expressed through guidance, emotional reassurance, communication, sacrifice, and shared faith practices.

Parental involvement becomes most effective when it fosters emotional security, sustained encouragement, and spiritual meaning-making, helping students cope with academic and personal challenges. At the same time, the study showed that the effectiveness of such involvement may be limited by structural and relational constraints such as work demands, physical distance, communication barriers, and pressure associated with parental expectations.

These findings highlight the need for stronger collaboration between schools and families, particularly through guidance and pastoral programs that support not only parental participation but also the quality of parent-child communication and support. To conclude, the study affirms that parental involvement remains a vital resource in the holistic formation of students and that, in Catholic educational contexts, it contributes to both academic perseverance and spiritual resilience.

Recommendations. Based on the findings and conclusions of the study, the following recommendations are proposed for the key stakeholders involved in supporting students' academic and spiritual resilience.

For Parents. Parents are encouraged to sustain balanced involvement in their children's lives by combining academic supervision with emotional support and faith-oriented guidance. Regular conversations, expressions of encouragement, and shared spiritual practices such as prayer or reflection may help strengthen students' motivation, emotional stability, and resilience even in situations where time or physical presence is limited. Given the prominence of digital communication in contemporary family life, parents may also maximize technology by maintaining consistent contact through text messages, calls, video chats, and online check-ins, especially when work schedules or migration create physical distance. When used intentionally, these digital forms of communication may help parents remain emotionally present, monitor students' well-being, and reinforce both academic encouragement and spiritual support.

For Catholic Schools and Administrators. Educational institutions are encouraged to strengthen family engagement by institutionalizing parent formation initiatives, family-oriented activities, and structured home-school communication platforms within their guidance and pastoral programs. Such initiatives may promote collaboration between families and schools in supporting students' academic development and spiritual formation. Although these programs may be meaningful in Catholic educational contexts, they may also be adapted for other school settings through values-based development approaches.

For Guidance Counselors and Practitioners. Guidance counselors are encouraged to develop family-centered counseling programs and communication workshops that support both parents and students in navigating academic pressures and personal challenges. Integrating psychological principles with values-based or faith-informed perspectives may help strengthen students' coping skills and promote resilience. Adopting a family systems perspective may further assist counselors in addressing relational dynamics that influence students' well-being.

For Teachers. Teachers are encouraged to remain attentive to the diverse family contexts of their students and to reinforce values such as perseverance, responsibility, and hope within classroom instruction. Collaboration with parents and guidance personnel may help create consistent support systems that align academic expectations with students' emotional and developmental needs.

For Church and Parish Communities. Church and parish communities may contribute to the holistic development of young people by offering family enrichment programs and parenting seminars that highlight the importance of parental involvement in children's academic and spiritual formation. Partnerships among schools, families, and parish communities may further strengthen the support networks available to students.

For Future Researchers. Future studies may expand the scope of inquiry by incorporating multiple perspectives, including those of parents, teachers, and counselors, in order to develop a more comprehensive understanding of parental involvement in educational contexts. Additional research may also explore emerging forms of parental engagement, such as digital communication and transnational parenting, especially in contexts where families experience migration or geographic separation.

Author Contributions and Declarations. Both researchers conceptualized and designed the study following the recommendations of Master's thesis panel. The principal author conducted data collection, data analysis, and initial interpretation of the findings, while the co-author assisted in refining and polishing the content. The co-author also led the drafting and revision of the manuscript for publication. The authors declare no conflict of interest and report that this research received no external funding. No generative artificial intelligence tools were used in writing the research. However, AI-assisted grammar checking (i.e., Grammarly) was utilized, with all outputs reviewed and approved by the authors. In compliance with institutional requirements, the

manuscript also underwent internal grammar and APA editor to ensure alignment with institutional standards. Ethics approval was first obtained from the institution's Research Ethics Committee (REC) (No. 2025-191-IMA-CELA). Due to ethical restrictions, the data are not publicly available but may be obtained from the principal author upon reasonable request.

Author contributions. Both researchers conceptualized and designed the study following the recommendations of Master's thesis panel. The principal author conducted data collection, data analysis, and initial interpretation of the findings, while the co-author assisted in refining and polishing the content. The co-author also led the drafting and revision of the manuscript for publication.

Conflict of interest. The authors declare no conflict of interest.

Funding source. This research received no external funding.

Artificial intelligence use. No generative artificial intelligence tools were used in writing the research. However, AI-assisted grammar checking (i.e., Grammarly) was utilized, with all outputs reviewed and approved by the authors. In compliance with institutional requirements, the manuscript also underwent internal grammar and APA editor to ensure alignment with institutional standards.

Ethics approval statement. Ethics approval was first obtained from the institution's Research Ethics Committee (REC) (No. 2025-191-IMA-CELA).

Data availability statement. Due to ethical restrictions, the data are not publicly available but may be obtained from the principal author upon reasonable request.

Acknowledgement. (Not available)

Publisher's disclaimer. The views expressed in this article are those of the authors and do not necessarily reflect the views of the publisher.

The publisher disclaims any responsibility for errors or omissions.

REFERENCES

- Bernardo, A. B. I. (2019). Parental involvement and Filipino students' academic success. *Philippine Journal of Education, 94*(2), 115–130.
- Bowen, M. (1978). *Family therapy in clinical practice*. Jason Aronson.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Chen, M., & Mok, I. A. C. (2023). Perceived parental involvement influences students' academic buoyancy and adaptability: The mediating roles of goal orientations. *Frontiers in Psychology, 14*, 1248602. <https://doi.org/10.3389/fpsyg.2023.1248602>
- Colorafi, K. J., & Evans, B. (2016). Qualitative descriptive methods in health science research. *Health Environments Research & Design Journal, 9*(4), 16–25. <https://doi.org/10.1177/1937586715614171>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications. <https://us.sagepub.com/en-us/nam/qualitative-inquiry-and-research-design/book246896>
- de Souza, M. T., Araújo, L. C., Silva, A. E., Trotte, L. A. C., & Gesteira, E. C. R. (2024). Spirituality and religiosity in children, adolescents and their families in a vulnerable context: A scoping review. *Revista Brasileira de Enfermagem, 77*(5), e20230425. <https://doi.org/10.1590/0034-7167-2023-0425>

- Epstein, J. L. (1995). School/family/community partnerships. *Phi Delta Kappan*, 76(9), 701-712.
- Garcia, A. S., & Ocampo, D. M. (2020). The meanings and ways of parental involvement among low-income Filipinos. *Early Childhood Research Quarterly*, 53, 343-354. <https://doi.org/10.1016/j.ecresq.2020.05.013>
- Guo, J., & Zhao, B. (2025). Relationship between parental school involvement and its barriers among parents of students in grades 4 to 9: Based on latent class and correspondence analyses. *BMC Psychology*, 13, 106. <https://doi.org/10.1186/s40359-025-02389-6>
- Janssen, L. H. C., Beyens, I., Bij de Vaate, N. A. J. D., van der Wal, A., Valkenburg, P. M., & Keijsers, L. (2024). Parent-adolescent communication in a digital world: A 100-day diary study. *Child Development*, 96(2), 736-751. <https://doi.org/10.1111/cdev.14203>
- Kim, M. H., Jung, N., & Wulandari, L. (2022). Parenting in a 24/7 economy: Mothers' non-standard work schedules and involvement in children's education. *Frontiers in Psychology*, 13, 905226. <https://doi.org/10.3389/fpsyg.2022.905226>
- Liu, Y., Song, Y., Wu, Y., Lu, H., Gao, Y., Tang, J., & Zheng, X. (2024). Association between parental educational involvement and adolescent depressive symptoms: A systematic review and meta-analysis. *BMC Psychology*, 12, 538. <https://doi.org/10.1186/s40359-024-02039-3>
- Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist*, 56(3), 227-238. <https://doi.org/10.1037/0003-066X.56.3.227>
- Masten, A. S. (2014). *Resilience in children*. In the Oxford handbook of human development and culture (pp. 37-52). Oxford University Press.
- Reyes, M. C. (2020). The meanings and ways of parental involvement among low-income Filipino parents. *Early Child Development and Care*, 190(11), 1730-1742. <https://doi.org/10.1080/03004430.2018.1538132>
- Sandelowski, M. (2000). Whatever happened to qualitative description? *Research in Nursing & Health*, 23(4), 334-340. [https://doi.org/10.1002/1098-240X\(200008\)23:4](https://doi.org/10.1002/1098-240X(200008)23:4)
- Suud, F. M., Agilkaya-Sahin, Z., Na'imah, T., Azhar, M., & Kibtiyah, M. (2024). The impact of family social support on academic resilience in Indonesian and Turkish students: The mediating role of self-regulated learning. *International Journal of Adolescence and Youth*, 29(1), 2361725. <https://doi.org/10.1080/02673843.2024.2361725>
- Ungar, M. (2008). Resilience across cultures. *British Journal of Social Work*, 38(2), 218-235. <https://doi.org/10.1093/bjsw/bcl343>
- Werner, E. E., & Smith, R. S. (2001). *Journeys from childhood to midlife: Risk, resilience, and recovery*. Cornell University Press.
- Zhou, T., Liu, L., Chen, K., Hu, J., & Shang, Z. (2025). Parent-adolescent emotional communication patterns and adolescent depressive symptoms: A dyadic, mixed methods study. *Journal of Research on Adolescence*, 35(1), e70010. <https://doi.org/10.1111/jora.70010>