

Family Advocacy on Students' Holistic Development in Public Junior High Schools

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Abstract

The focus in education has shifted from academic performance to holistic development of learners, recognizing intellectual, emotional, social, and physical growth as essential dimensions of success. The study was conducted to determine the family advocacy on holistic development among Grade 10 students in select Districts of Misamis Oriental Division during the School Year 2024–2025. Specifically, it aimed to describe the respondents' profiles, assess the level of family advocacy, examine the holistic development level, and the moderating effects between the variables. A descriptive correlational method was employed to determine relationships. The data were gathered from 200 Grade 10 students using a researcher-made questionnaire. The study used descriptive statistics, including frequency, percentage, mean, median, and standard deviation to describe the variables, while Pearson Correlation to evaluate the significant relationship between each variable.

The study revealed that most respondents in Public Junior High Schools were female from lower-income households, whose fathers worked as farmers and mothers were self-employed, and the majority achieved honors. Family advocacy primarily promotes social interaction, while home-based learning is less emphasized due to resource constraints. Intellectual growth was the primary focus of holistic development, while physical development received the least attention. Further, family communication played a significant role in influencing all areas of development, with a significant relationship observed between monthly income and family advocacy. In conclusion, family advocacy plays a crucial role in shaping students' holistic development. It recommends that schools should enhance home-based learning, physical development, and gender-inclusive programs, while also supporting lower-income students and fostering collaboration between teachers and parents.

Keywords: family advocacy, holistic development

1.Introduction

This study explores the crucial role of family advocacy in supporting the holistic development of Junior High School students in public schools, especially in resource-limited settings. Schools often face challenges such as overcrowded classrooms, lack of teachers, and limited learning materials, making family involvement essential in filling gaps through guidance, motivation, communication with teachers, and participation in school activities. Active families help improve students' academic performance, emotional strength, social skills, and moral growth, yet barriers such as financial struggles, lack of time, low educational background, and cultural differences often hinder their participation. By examining these challenges, the study aims to guide policies and programs that strengthen family-school partnerships,

promote inclusive and supportive learning environments, and highlight the shift from focusing solely on academics to fostering the overall growth of learners in Opol's public junior high schools.

Research Questions

This study aimed to determine the level of family advocacy on holistic development among Grade 10 students in Opol East and West Districts of Misamis Oriental Division during the School Year 2024-2025. Specifically, this study sought to answer the following questions:

1. What is the respondents' profile in terms of sex, family monthly income, parents' occupation, and academic recognition?
2. What is the respondents' level of family advocacy with regard to home-based learning, social interaction, communication, and academic support?
3. What is the respondents' level of holistic development based on physical, emotional, social and intellectual?
4. Is there a significant relationship between the respondents' family advocacy and their holistic development?
5. Do the respondents' profile moderates the relationship between family advocacy and their holistic development?

Significance

This study highlights the importance of family advocacy in fostering the holistic development of Public Junior High School students in the Division of Misamis Oriental by examining parental involvement through school participation, academic and emotional support, effective communication, and a nurturing home environment. Its findings aim to guide stakeholders such as educators, administrators, and community organizations in creating interventions and policies that strengthen family-school partnerships, improve student outcomes, and support growth in cognitive, emotional, social, moral, physical, and spiritual aspects. Students benefit by gaining awareness of how family support influences their motivation, resilience, and personal development, while future researchers may use the study as a foundation to further explore family engagement strategies, challenges, and their impact on learner well-being.

Scope and Limitations

This study examines the level of family advocacy on students' holistic development in public junior high schools in the Opol East and West Districts during the School Year 2024-2025. The respondents are the two hundred (200) Grade 10 students. The Independent variables are limited to family advocacy, which is divided into four (4) levels: home-based learning, social interaction, communication, and academic support. In contrast, the dependent variable is holistic development, which encompasses the levels of physical, emotional, social, and intellectual development. The moderating variables are sex, family monthly income, parents' occupation, and academic recognition.

2. Literature Review

Respondents Profile

This study involved Grade 10 Junior High School students from diverse demographic backgrounds in Misamis Oriental, focusing on sex, family income, parents' occupations, and academic recognition to contextualize findings on family advocacy and development. According to Gumasing et al. (2021), female

students are often motivated by emotional and extrinsic support, while males respond more to autonomy and task-oriented guidance, suggesting the need for gender-specific parental strategies. Bartolome et al. (2020) also emphasized that higher family income allows greater parental involvement and access to resources, which enhances student motivation and performance, while low-income families face barriers that hinder engagement. Parents' occupations, particularly informal or unstable jobs, limit time and resources for involvement, while academic recognition, supported by active family advocacy, motivates learners, strengthens self-esteem, and reinforces academic success.

Family Advocacy

This study emphasizes how parenting actions influence students' academic development by setting expectations, offering learning strategies, and fostering positive beliefs, with family advocacy shown to strengthen motivation, goal setting, and career aspirations. Asefa et al. (2020) found that parental involvement through home-based learning, school participation, and communication strongly supports achievement, while Hill and Tyson (2019) highlighted the role of academic socialization in guiding adolescents' decision-making and linking academics to future goals. Home-based support, even in resource-limited contexts, enhances persistence and mastery orientations, while emotional encouragement from parents fosters resilience. Social interaction, shaped by parental support, builds peer connections that improve engagement and motivation, while positive communication between parents and children reinforces confidence, self-efficacy, and learning outcomes. Academic support, both instructional and socio-emotional, further enhances success, underscoring that active family involvement across these dimensions is essential for students' holistic growth.

Holistic Development

Holistic development is essential for nurturing well-rounded individuals by addressing physical, emotional, social, cognitive, and spiritual aspects that prepare children to thrive in a complex world. Naka (2024) emphasizes that it goes beyond academics, fostering resilience, adaptability, and meaningful contributions to society, while UNICEF (Admin, 2023) highlights those early experiences and neural development lay the foundation for lifelong learning and well-being. Physical growth builds strength, discipline, and habits that support both health and academics, while emotional development, supported by policies such as DepEd Order No. 21, s. 2019, helps students build resilience and cope with challenges. Social development fosters values, citizenship, and academic performance, as noted by Cabañero (2023), while intellectual growth, according to Cayaban et al. (2025), is linked to nurturing parenting practices that cultivate self-esteem, problem-solving, and critical thinking. Altogether, holistic development ensures that children grow into capable, balanced, and socially responsible individuals.

Methodology

Research Design

This study used a descriptive quantitative research design with self-administered questionnaires to examine the role of family advocacy in the overall development of public junior high school students. It assessed the impact of family participation on academic performance, emotional well-being, social relationships, and physical health by gathering structured responses from parents, teachers, and students selected through random sampling. The questionnaire contained closed-ended items, including Likert scales, to measure educational progress, emotional resilience, and social behavior, while the data were

analyzed using descriptive statistics to identify patterns and correlational analysis to determine the strength of the relationship between family advocacy and student outcomes.

Participants

The respondents of this study were two hundred Grade 10 Junior High School students from medium and integrated schools in the Opol East and West Districts of Misamis Oriental, providing insights into how family advocacy supports holistic development. The selection ensured diversity in socioeconomic and geographical contexts, allowing for a representative understanding of parental involvement and its influence on student growth. This broad sample size strengthened the generalizability of the findings and offered a balanced perspective on factors shaping student motivation through family participation.

Data Collection

This study utilized a researcher-made questionnaire administered to medium and integrated schools in the Opol East and West Districts of Misamis Oriental during School Year 2024–2025 through stratified random sampling. Independent variables were adapted from Paskaran and Yasin (2020) with researcher-made indicators, while dependent variables were adapted from Channawar (2023). The first part gathered respondents' profiles, including sex, family income, parents' occupations, and academic recognition. The second part measured family advocacy in terms of home-based learning, social interaction, communication, and academic support, while the third part assessed holistic development across physical, emotional, social, and intellectual aspects. Both sections used a four-point scale ranging from At all Times to Never.

Data Analysis

The study analyzed data in three steps using appropriate statistics. Descriptive measures such as frequency, percentage, mean, and standard deviation summarized student profiles and levels of family advocacy and holistic development. Pearson r tested the association between family advocacy and holistic development and indicated its strength and direction. Finally, the analysis examined whether profiles like sex, family monthly income, parents' occupation, and academic recognition influenced this relationship, with all tests evaluated at the 0.05 level of significance.

3. Results and Discussions

Problem 1. What is the respondents' profile in terms of sex, family monthly income, parents' occupation, and academic recognition?

Table 1
Distribution of the Respondents' Sex

Category	Frequency	Percentage
Male	80	40.00
Female	120	60.00
Total	200	100.00

Table 1 shows that most respondents are female (60%), reflecting cultural norms that encourage girls to pursue education as a means of upward mobility and personal growth, often supported by families and schools through structured guidance and gender-sensitive programs. Their stronger presence creates learning environments that are emotionally supportive and collaborative, further enhancing academic outcomes. In contrast, fewer males (40%) are enrolled, as many faces societal pressures to work, fulfill

household responsibilities, or follow traditional gender roles that limit their educational opportunities. This imbalance underscores the importance of ensuring equal attention and support for both sexes so that all learners can thrive academically, socially, and emotionally.

Table 2
Distribution of the Respondents' Family Monthly Income

Category	Frequency	Percentage
Php 40,001 and above	12	6.00
Php 30,001 and Php 40,000	24	12.00
Php 20,001 and Php 30,000	22	11.00
Php 10,001 and Php 20,000	35	17.50
Php 10,000 and below	107	53.50
Total	200	100.00

Table 2 shows that most respondents' families earn Php 10,000 or less monthly (53.5%), reflecting financial struggles tied to unstable livelihoods like farming or informal work. Students from these households often lack access to learning tools, enrichment activities, and reliable internet, which limits their academic performance and social participation. In contrast, only a small group (6%) comes from families earning Php 40,001 and above, who enjoy financial stability that allows investment in resources, tutoring, and extracurricular opportunities, giving them an advantage in academic and personal growth. This gap highlights the importance of targeted programs and policies to ensure equal educational opportunities for all learners regardless of family income.

Table 3
Distribution of the Respondents' Parents' Occupation

FATHER		Category	MOTHER	
Frequency	Percentage		Frequency	Percentage
32	16.0	Government	27	13.5
		Employee		
53	26.5	Private Sector	51	25.5
		Employee		
68	34.0	Farmer	44	22.0
47	23.5	Self-Employed	78	39.0
200	100.00	Total	200	100.00

Table 3 shows the distribution of the respondents' parents' occupations, with most fathers working as farmers (34%) and the fewest as government employees (16%), reflecting limited job opportunities in rural areas and the instability of agricultural income that restricts families' ability to provide consistent educational resources. This reliance on farming highlights the challenges students face in accessing equal opportunities compared to peers from families with more stable incomes, while the few with government

employed fathers benefit from steady earnings and support. For mothers, the highest number are self-employed (39%), often engaging in small businesses or home-based work that balances income generation with caregiving, ensuring close supervision of children despite modest and unstable earnings. In contrast, only 13.5% of mothers work in government positions due to the demands of balancing formal employment with household duties, a reality shaped by traditional gender norms. These patterns reveal how parental occupations significantly influence students' access to resources, supervision, and holistic development, underscoring the need for policies and support systems that address occupational inequalities and provide equitable opportunities for all learners.

Table 4
Distribution of Respondents' Academic Recognition

Category	Frequency	Percentage
With Highest Honors	1	0.50
With High Honors	28	14.00
With Honors	118	59.00
Non-Honors	53	26.50
Total	200	100.00

Table 4 shows the distribution of respondents' academic recognition, with most students receiving honors (59%), highlighting the strong role of family support in motivating learners, monitoring progress, and reinforcing the value of education, which boosts both performance and confidence. Family involvement provides encouragement and sets expectations that inspire students to strive for recognition, though the highest honors were achieved by only one respondent (0.5%), reflecting the exceptional dedication, consistent effort, and favorable conditions required beyond family advocacy alone. This underscores that while home support is crucial, achieving the top level of academic excellence also depends on personal persistence, access to resources, and an environment that fosters advanced learning, showing that academic success is shaped by the combined influence of family, individual effort, and opportunity.

Problem 2. What is the respondents' level of family advocacy with regard to home-based learning, social interaction, communication, and academic support?

Table 5
Summary Distribution of the Respondents' Level of Family Advocacy

Variable	Mean	SD	Interpretation
Home-Based Learning	2.84	0.99	High
Social Interaction	3.06	0.91	High
Communication	2.90	0.98	High
Academic Support	3.00	0.95	High
Overall	2.95	0.96	High

Table 5 shows the summary distribution of respondents' level of family advocacy with an overall mean of 2.95 (SD=0.96) interpreted as High, indicating that families are generally supportive of their children's

holistic development through involvement at home and in school activities. However, levels of advocacy vary, as some households face financial or time constraints that limit consistent support, creating uneven opportunities for learners. Among the variables, Social Interaction received the highest rating ($M=3.06$), showing that families strongly encourage participation in peer activities and relationship-building, which fosters confidence, belonging, and emotional well-being. In contrast, Home-Based Learning was rated lowest ($M=2.84$), reflecting challenges such as limited resources or knowledge that hinder parents' ability to provide academic guidance at home. These findings emphasize that while family advocacy is overall strong, schools must strengthen partnerships with families, especially in supporting home-based learning, to ensure all students have equal chances to thrive academically and personally.

Problem 3. What is the respondents' level of holistic development based on physical, emotional, social and intellectual?

Table 6
Summary Distribution of the Respondents' Level of Holistic Development

Variable	Mean	SD	Interpretation
Physical	2.99	0.89	High
Emotional	3.14	0.82	High
Social	3.16	0.83	High
Intellectual	3.19	0.81	High
Overall	3.12	0.84	High

Table 6 shows the summary distribution of respondents' level of holistic development with an overall mean of 3.12 ($SD=0.84$) interpreted as High, indicating that students generally feel well-supported in different aspects of growth through family involvement. Among the variables, Intellectual development was rated highest ($M=3.19$), showing strong family emphasis on academics, critical thinking, and problem-solving, which fosters confidence and motivation. In contrast, Physical development was rated lowest ($M=2.99$), suggesting that health and wellness receive less focus due to limited resources or greater prioritization of academics. These findings highlight that while families significantly shape students' intellectual, emotional, and social growth, more balanced support across all domains, especially physical well-being, is essential to sustain truly holistic development.

Problem 4. Is there a significant relationship between the respondents' family advocacy and their holistic development?

Table 7
Result of the Test on Relationship Between the Respondents' Family Advocacy and their Holistic Development

Family Advocacy	Holistic Development				Overall
	Physical	Emotional	Social	Intellectual	
	r-value	r-value	r-value	r-value	r-value
	p-value	p-value	p-value	p-value	p-value

	interpretation	interpretation	interpretation	interpretation	interpretation
Home-Based Learning	0.527 <0.001 S	0.491 <0.001 S	0.504 <0.001 S	0.515 <0.001 S	0.586 <0.001 S
Social Interaction	0.565 <0.001 S	0.546 <0.001 S	0.549 <0.001 S	0.535 <0.001 S	0.632 <0.001 S
Communication	0.576 <0.001 S	0.550 <0.001 S	0.543 <0.001 S	0.583 <0.001 S	0.648 <0.001 S
Academic Support	0.567 <0.001 S	0.567 <0.001 S	0.519 <0.001 S	0.515 <0.001 S	0.624 <0.001 S

Table 7 presents the test results on the relationship between family advocacy and holistic development, showing that all areas of family advocacy, home-based learning, social interaction, communication, and academic support have significant positive correlations with students' physical, emotional, social, and intellectual growth, supported by r-values above 0.5 and p-values below 0.001. This means that stronger family involvement leads to better outcomes across all developmental domains, as families not only enhance academic performance but also build confidence, resilience, and life skills. Specifically, home based learning strengthens study habits and motivation, social interaction nurtures emotional resilience and belongingness, communication fosters trust and self-esteem, and academic support sharpens problem solving and persistence. These findings highlight that education is a shared responsibility between schools and families, and that consistent, active family engagement serves as a cornerstone for shaping well rounded, capable, and balanced learners.

Problem 5. Do the respondents' profile moderates the relationship between family advocacy and their holistic development?

Table 8
Results of the Respondents' Profile Moderating the Relationship
Between Family Advocacy and Their Holistic Development

Profile	Family Advocacy				Holistic Development				Over-all
	Home-Based Learning	Social Interaction	Communication	Academic Support	Physical	Emotional	Social	Intellectual	
	r-value	r-value	r-value	r-value	r-value	r-value	r-value	r-value	r-value

	p-value inter- preta- tion	p-value inter- preta- tion	p-value interpreta- tion	p-value inter- preta- tion	p-value inter- preta- tion	p-value inter- preta- tion	p-value inter- preta- tion	p-value inter- preta- tion	p-value inter- preta- tion
Sex	-0.006	0.031	-0.059	0.033	-0.113	0.083	0.122	0.092	0.022
	0.935	0.667	0.403	0.646	0.112	0.244	0.086	0.194	0.759
	NS	NS	NS	NS	NS	NS	NS	NS	NS
Monthly Income	0.219	0.140	0.103	0.094	0.203	0.193	0.154	0.207	0.197
	0.002	0.048	0.147	0.187	0.004	0.006	0.029	0.003	0.005
	S	S	NS	NS	S	S	S	S	S
Parents' Occupation	-0.219	-0.139	-0.077	-0.131	-0.183	-0.095	0.017	-0.019	-0.133
	0.002	0.049	0.279	0.064	0.009	0.181	0.816	0.789	0.060
	S	S	NS	S	S	NS	NS	NS	NS
Academic Recogni- tion	0.220	0.127	0.101	0.117	0.084	0.152	0.153	0.285	0.185
	0.003	0.073	0.156	0.100	0.237	0.032	0.030	<0.001	0.009
	S	S	NS	NS	NS	S	S	S	S

Table 8 presents the test results on whether respondents' profiles moderated the relationship between family advocacy and holistic development. Findings revealed that Monthly Income had a modest but significant influence ($r=0.197$, $p=0.005$), suggesting that higher-income families could provide better resources for emotional, social, and physical growth, though communication and academic support were less affected by income. Academic Recognition also showed a significant relationship ($r=0.185$, $p=0.009$), indicating that students with higher achievements tended to receive stronger family support, reinforcing a positive cycle of success and advocacy. In contrast, Sex showed no significant effect ($p>0.05$), reflecting equitable family support across genders, while Parents' Occupation was also not significant ($r=-0.133$, $p=0.060$), implying that job type does not strongly determine family advocacy or holistic development. Overall, these results highlight that while financial stability and academic recognition can enhance family involvement, the quality of parental engagement and home environment matters more than socioeconomic or demographic factors in shaping students' balanced growth.

4. Conclusion and Recommendations

Conclusion

Based on Family Advocacy, social interaction was identified as the most important factor, indicating significant family support for their children's participation in social and group activities. On the other hand, in terms of children's holistic development, intellectual development appeared as the most important feature, showing that families place a high value on academic accomplishment and the development of cognitive abilities such as reading, critical thinking, and problem-solving.

Recommendations

Based on the results of this study, it is recommended that schools strengthen the home-school partnership by empowering parents through informative meetings, capacity-building seminars, and open communication to better support students' learning and overall well-being. Programs should include guidance on establishing effective study routines, creating supportive home learning environments, and

addressing both academic and family concerns. Schools and communities are also encouraged to implement sports, health, and nutrition initiatives to promote physical well-being and ensure access to affordable, nutritious food, especially for low-income families. Finally, inclusive policies that promote fairness and address gender-related challenges should be prioritized to create equitable opportunities for all learners.

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