



Homeschooling and Academic Performance of Selected Grade Schoolers in the Philippines

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Abstract

Homeschooling, also known as home education, is a new paradigm where school-aged children are educated at home or in a variety of places other than a traditional public or private school. This education is typically conducted by a parent, guardian, or sometimes a tutor or online teacher. It was not a new idea. It was practiced before where education primarily took place in the home. However, homeschooling before and now significantly differs from each other. Unlike before, homeschooling now capitalizes on the utilization of the recent technology. As a result, the students do not lagged behind. The institutions using homeschooling do have good internet connectivity to facilitate the education of the students. The study utilized the descriptive research design. It aimed to determine how homeschooling affects the academic performance of intermediate students as assessed by parents, teachers, and the student themselves. It was found out that homeschooling with its sub variables namely the interpersonal skills, emotional well-being and mental ability among the intermediate students were highly observed and the student's academic performance was assessed to be highly evident, too. The study, therefore, concludes that homeschooling effectively develops among the students strong interpersonal skills, emotional well-being, and mental adaptability leading to their better academic performance.

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Introduction

Education plays a fundamental role in shaping individuals and societies, with formal schooling being the most common approach to learning. Homeschooling or home education, as it is popularly known, has emerged as a viable alternative, offering a flexible and personalized educational experience. Historically, before the establishment of formal schools, homeschooling was the predominant mode of instruction, allowing parents and private tutors to tailor education according to the needs and interests of the child (Farenga, 2025) ^[7]. This method was particularly common in families with limited access to traditional schools, as well as among notable historical figures such as George Washington, Abraham Lincoln, and Albert Einstein, who were educated at home during critical stages of their development (Lampard, 2022) ^[12]. A key challenge identified in recent literature in homeschooling focused on the social stigma and stereotyping faced by homeschooled students during the reintegration process. According to Avila (2024) ^[11], many of these learners encounter discrimination and are perceived as lacking in social competence, primarily due to limited interactions with peers in a conventional setting. In response to these concerns, Avila introduces the FIT-IN Framework, a proactive model that encourages intentional socialization, relationship-building, and structured social interactions. The framework serves as a guideline for both homeschooling families and educational institutions to adopt deliberate strategies that promote social integration. It underscores the importance of reating structured opportunities for interaction, such as group learning sessions, peer mentorship, and community outreach programs, which are crucial in bridging

social gaps and ensuring smoother transitions into traditional settings.

Literature review

Lions (2023)^[14] believed that homeschooling has gained recognition as a viable alternative to traditional education, offering personalized learning experiences that cater to students' individual needs. Research indicates that homeschooling fosters creativity, enhances academic performance, and supports emotional well-being by providing a flexible and less stressful learning environment. Qadhi (2024)^[19] stressed that the success of homeschooling is closely tied to the quality of parental involvement, which may vary significantly based on factors such as socioeconomic status and educational background. Additionally, Pazhwak (2022)^[17] emphasizes that broader cultural perceptions and resource availability influence homeschooling outcomes, particularly in diverse contexts like the Philippines. These limitations suggest that while homeschooling holds academic and developmental promise, it requires a supportive structure that intentionally addresses gaps in social and emotional development.

The role of home-school collaboration also emerged as a critical factor in student development. Rosales (2023)^[22] argues that when parents and teachers work together, students benefit from consistent guidance across cognitive, affective, and psychomotor domains. Such collaboration fosters not only independent learning but also enhances a student's interpersonal abilities, especially when they are encouraged to communicate regularly, share opinions, and participate in both home and school-led activities. Establishing structured programs and communication channels between parents and educators can strengthen these partnerships and ensure more holistic student development.

Furthermore, blended learning models—which combine face-to-face and online interactions—are shown to be effective in promoting peer collaboration and forming learning communities. Villanueva (2023)^[28] suggests that blended learning can offer the best of both worlds: the depth and focus of online learning, coupled with the relational dynamics of in-person classes. This model can serve as a bridge between homeschooling and traditional schooling, fostering strong interpersonal relationships among learners while maintaining flexibility and personalization.

The study by Toquero (2023)^[27] sheds light on the emergency implementation of homeschooling in remote areas during the pandemic. In such contexts, parental support becomes the backbone of effective education. Parents not only act as facilitators of academic learning but also as primary agents of social and emotional development. Toquero emphasizes the need for contextualized educational resources and training programs that empower parents to guide their children not just in academics, but also in cultivating interpersonal and emotional competencies.

Recent studies suggest that homeschooling positively influences students' emotional well-being by fostering a supportive and less stressful learning environment. VanderWeele *et al.* (2021)^[29] found that homeschooled adolescents exhibited greater character strengths and engaged in fewer risky health behaviors compared to their traditionally schooled peers. Similarly, Schepis *et al.* (2020)^[25] reported that homeschooled students had lower rates of substance use, including prescription opioid misuse and tobacco consumption, as well as a reduced prevalence of mental health disorders requiring treatment. These findings suggest that homeschooling may provide a protective effect

on students' emotional well-being by minimizing exposure to peer pressure and stressors commonly associated with traditional schooling environments. However, challenges remain, such as ensuring access to higher education and structured socialization opportunities.

From a broader perspective, Aviv (2021)^[2] examined the rise of homeschooling among Black families in the United States, illustrating how systemic issues within public schools—such as racism, inequality, and underrepresentation—have prompted families to seek alternative educational paths. One notable initiative, the Engaged Detroit homeschooling collective, was established to offer community support, shared resources, and culturally affirming content tailored to the experiences of Black learners. Aviv's findings underscore a broader sociopolitical dynamic, emphasizing how homeschooling can be a form of resistance against systemic oppression. The study calls for policymakers to not only support diverse homeschooling models but also to confront and dismantle inequities in the public school system.

Heuer and Donovan (2019)^[11] as well as Pazhwak (2022)^[17] emphasized that homeschooling's flexible curriculum enables students to explore subjects at their own pace, leading to increased engagement and self-motivation. Pazhwak findings suggested that homeschoolers benefit from individualized learning strategies that allow them to approach challenges creatively while Qadhi (2024)^[19] found out that homeschooling supports deeper cognitive engagement, as students are not restricted by rigid curricula or standardized testing pressures.

The transition to homeschooling during the pandemic was particularly abrupt and challenging for many Filipino families, as noted by Palma (2021)^[16]. Parents were suddenly thrust into the role of educators, with minimal training or preparation. Many struggled to adapt to remote learning modalities, especially in households with limited access to the internet, digital devices, or educational materials. The shift placed an increased burden on parents, who had to juggle work-from-home responsibilities, housework, and now teaching. Palma emphasizes the need for structured support systems, including clearer guidelines, training programs for parents, and closer collaboration between schools and families to ensure that homeschooling is carried out effectively.

The difficulties are magnified for families homeschooling children with special needs, especially those with autism. According to Cahapay (2021)^[5], Filipino parents who took on the responsibility of homeschooling their children with autism faced unique challenges during the pandemic, including the lack of specialized instructional materials, absence of professional support, and limited access to therapy services. Despite these challenges, many parents developed adaptive strategies such as creating structured routines, using visual aids, and joining online support communities. Cahapay emphasizes the need for the government and educational institutions to provide tailored homeschooling programs and resources for families with special-needs children, as well as to build community support networks that can offer emotional and instructional assistance.

Technology played a crucial role in enabling homeschooling to continue during lockdowns. Safar (2021)^[24] highlights the importance of digital literacy for both parents and students in ensuring that homeschooling is successful in the digital age. The study discusses how online platforms, educational apps,

and digital curricula have become essential tools for learning, but also identifies barriers such as lack of technical skills, unreliable internet access, and device unavailability. Safar advocates for the development of comprehensive digital curricula tailored to homeschooling and recommends that training programs be provided to parents to improve their confidence and competence in using educational technologies.

Mental health was also a crucial aspect of the homeschooling experience, particularly during the peak of the pandemic. Gonzalo (2024) ^[10] outlines how the University of the Philippines implemented mental health initiatives to address student well-being, especially in low-resource settings. The study stresses the responsibility of educational institutions in providing mental health support and suggests strategies such as increasing the visibility of mental health programs, fostering collaborations with stakeholders, and designing replicable models for mental health services that can be adopted by other schools and communities.

Numerous studies have established that there is a significant positive correlation between teachers' proficiency in the Philippine Professional Standards for Teachers (PPST) and the academic performance of their students. According to Pamon (2024) ^[18], when educators demonstrate high levels of competence in the PPST domains, students tend to perform better academically. This relationship underlines the essential role of teacher quality in shaping student outcomes.

Another noteworthy finding is the strong correlation between students' mastery of the Most Essential Learning Competencies (MELCs) and their performance in core academic subjects such as Mathematics, Science, English, and Araling Panlipunan. Obsid (2021) emphasized that students who exhibit a high level of understanding and application of MELCs are more likely to attain better grades and higher academic standings.

Despite these positive indicators, the alarming results of the Programme for International Student Assessment (PISA) 2022 revealed that the Philippines ranked 77th out of 81 participating countries. The Scholastic Abilities Test for Adults (SATA) has been utilized to assess the academic readiness and competencies of K to 12 learners, exposing a disconnect between the education system and actual labor market demands. Findings from the 2021 assessment revealed that while students may complete academic requirements, they often lack the practical skills required by industries. This suggests the need for educational stakeholders to realign curricular offerings with the evolving demands of the workforce. Integrating work immersion programs, technical-vocational training, and industry-based learning into the basic education curriculum can significantly enhance the employability and real-world readiness of graduates.

Moreover, studies have identified specific areas in English where Grade 3 students struggle, such as reading comprehension, grammar usage, and vocabulary development. Bastasa (2024) ^[3] emphasized the urgency of early interventions, noting that learning gaps at an early stage, if unaddressed, may lead to prolonged academic difficulties. Finally, the 2C-2I-1R pedagogical approach, which stands for Connect-Construct, Integrate-Internalize, and Reflect, has shown significant promise in enhancing students' academic performance, particularly in the subject of Technology and Livelihood Education (TLE).

The prioritization of quantity over quality in the coverage of

competencies has led to uneven learning experiences across schools, particularly those with limited resources. As a remedy, educational experts have advocated for a systematic review and rationalization of the curriculum, with a particular focus on the Most Essential Learning Competencies (MELCs). The MELC framework aims to narrow down the essential knowledge and skills that learners must master, especially in the context of limited instructional time and disrupted learning modalities, as experienced during the COVID-19 pandemic (Fuente, 2024) ^[8].

International large-scale assessments such as the Programme for International Student Assessment (PISA) 2018 and the Trends in International Mathematics and Science Study (TIMSS) 2019 revealed alarmingly low levels of proficiency among Filipino students. For instance, Filipino learners ranked lowest in reading literacy in PISA 2018, and demonstrated weak performance in both mathematics and science in TIMSS 2019. These findings underscore a critical disconnect between the number of years Filipino students spend in school and the actual learning they acquire (Llego, 2024) ^[13]. Such gaps suggest that current educational efforts have not sufficiently ensured the mastery of subject competencies, calling for urgent and comprehensive reforms. At the elementary level, particularly among Key Stage 2 pupils studying Araling Panlipunan, implementation of the MELC framework has been found to yield positive academic outcomes. A study by Gomez (2022) ^[9] concluded that the MELC-based instruction provided a clearer, more structured roadmap for teaching, resulting in improved student comprehension and performance. Similarly, in Surigao City, secondary school teachers effectively implemented MELCs in teaching Filipino, contributing to students' enhanced mastery of linguistic and cultural competencies (Gaddi, 2024). These findings reinforce the importance of continuous teacher support and monitoring systems to sustain effective MELC-based instruction.

Methodology

A research design is a structured plan for collecting, measuring, and analyzing data to answer research questions (Stevens, 2023) ^[26]. This study utilized a descriptive correlational design to find out how homeschooling is related to academic performance among Grades 4 to 6 students. It is appropriate because it identifies patterns and relationships between variables such as parental involvement and learning environment without changing or controlling them.

The research focused on intermediate-level homeschoolers from Centris Homeschool, where the researcher gathered data from a total of 60 respondents. The participants included Grades 4, 5, and 6 students, along with their parents and teachers, to provide a well-rounded perspective on homeschooling's impact on student development and academic performance. The study sought answers to the following: 1. How do the parents, teachers, and grades 4, 5, and 6 homeschoolers assess homeschooling as to: 1.1 Interpersonal skills; 1.2 Emotional well-being; and 1.3 Mental adaptability? 2. Is there a significant difference in the assessments of the 3 groups of respondents on the above-mentioned variables? 3. What is the level of academic performance of the homeschoolers in terms of the following: 3.1 Grades/Competence; 3.2 Mastery of subject competencies; 3.3 Completion of assignments and projects; and 3.4 Ability to meet academic deadlines? 4. Is there a significant relationship between homeschooling and

academic performance? 5. Based on the findings, what intervention scheme may be proposed? The respondents of the study were the parents, teachers, and Grades 4, 5 and 6 students of the abovementioned school. The study was conducted from January – May, 2025.

Results and Discussion

The following are the results and findings of the study:

1. How do the parents, teachers, and grades 4, 5, and 6 homeschoolers assess homeschooling as to: 1.1 Interpersonal skills; 1.2 Emotional well-being; and 1.3 Mental adaptability?

Table 1: Summary Table of Homeschooling

Homeschooling	Composite Mean	Verbal Interpretation
Interpersonal Skills	4.69	Highly Observed
Emotional Well-Being	4.57	Highly Observed
Mental Adaptability	4.52	Highly Observed

Table 1 presents the Summary Table for Homeschooling.

As presented in the table, the interpersonal skills got a composite mean of 4.69; emotional well-being with 4.57; and mental adaptability with 4.53 all verbally interpreted as Highly Observed.

This implies that learners are already attuned to the homeschooling setup, particularly in the development of interpersonal skills. The consistently high ratings from all respondent groups suggest that the homeschooling environment effectively supports communication, collaboration, and social interaction among learners. While students generally show strong interpersonal abilities, the findings also hint at areas—such as comfort in meeting new people and understanding social norms—that may still benefit from enhanced real-world interaction.

These findings are reinforced by Qadhi (2024) ^[19], who highlights that homeschooling supports strong interpersonal development by allowing learners to engage in personalized learning experiences that reflect family values and individual interests. However, Qadhi (2024) ^[19] also emphasizes that its effectiveness in promoting social growth largely depends on the level of parental involvement and access to external social interactions. This aligns with Ray and Romanowski (2021), who note that homeschooled students often face limited opportunities for structured socialization, particularly in

group-based activities. Furthermore, Avila (2024) ^[11] points to the persistent social stigma faced by homeschooled learners, which can hinder their reintegration into traditional settings. Despite these challenges, homeschooling in the Philippines continues to emerge as a viable educational option, particularly when supported by intentional socialization efforts, collaborative frameworks like FIT-IN, and strong home-school partnerships that nurture both academic and interpersonal development.

This implies that homeschooling contributes positively to the emotional well-being of learners. The strong agreement from all three groups indicates that homeschooled students generally feel supported, motivated, and emotionally stable. However, the slightly lower rating from students suggests that areas such as emotional resilience, motivation, and feelings of isolation may require more attention. These results imply the need for continued efforts to promote emotional engagement and a sense of belonging among homeschooled learners.

The findings were supported by Schepis *et al.* (2020) ^[25] reported lower rates of substance use and mental health issues among homeschooled students, suggesting a protective effect against common school-related stressors. However, the discrepancy between how students perceive their own emotional well-being and how they are assessed by parents and teachers indicates the need to address learners' internal emotional experiences more intentionally.

Homeschooling fosters mental adaptability among learners, helping them remain flexible, curious, and open to different learning strategies. The strong agreement across groups suggests that homeschooled learners are capable of adjusting to new academic challenges, exploring diverse learning methods, and demonstrating creativity in solving problems. However, the slightly lower ratings from students—particularly in areas like focus and resilience—indicate that while the environment is supportive, learners may benefit from added structure and encouragement to stay motivated and consistent.

Heuer and Donovan (2019) ^[11] and Pazhwak (2022) ^[17] emphasized that homeschooling's flexible structure enhances student engagement, adaptability, and self-motivation. Learners who are given the autonomy to explore content at their own pace tend to develop greater creativity, critical thinking, and the ability to apply knowledge in real-life contexts.

2. Is there a significant difference in the assessments of the 3 groups of respondents on the above-mentioned variables?

Table 2: Significant Difference on the Assessments of the Parents, Teachers and Students on Interpersonal Skills

Groups	Mean Rank	Test Statistic (Kruskal-Wallis)	p-value	Decision	Interpretation
Parents	11.90	$\chi^2=3.589$	0.661	Failed to reject H_0	Not Significant
Students	15.35				
Teachers	19.25				

*Significant@.05

For the difference in the assessment of three groups of homeschooling in Centrelis in the dimension of interpersonal skills, a Chi-square value of 3.589 was obtained. Meanwhile, the probability value of 0.166 was higher than the test of significance at .05, suggesting that, there is not enough statistical evidence to reject the null hypothesis which indicates no significant difference. This means that regardless

of the groups of respondents, their assessment of homeschooling in terms of interpersonal skills is statistically the same.

This table suggests that parents, students, and teachers share a similar perception of homeschooling's impact on interpersonal skills, as there is no significant difference in their assessments.

Table 3: Significant Difference on the Assessment of Homeschooling in terms of Emotional Well-Being

Groups	Mean Rank	Test Statistic (Kruskal-Wallis)	p-value	Decision	Interpretation
Parents	15.20	$\chi^2=5.201$.074	Failed to reject H_0	Not Significant
Students	11.20				
Teachers	20.10				

*Significant @.05

For the difference in the assessment of three groups of homeschooling in international schools in the dimension of emotional well-being, a Chi-square value of 5.201 was obtained. Meanwhile, the probability value of .074 was higher than the test of significance at .05, suggesting that there is not enough statistical evidence to reject the null hypothesis which indicates no significant difference. This means that regardless of the groups of respondents, their assessment of homeschooling in terms of emotional well-being is statistically the same.

The results indicate that parents, students, and teachers generally have a shared perception of homeschooling's impact on emotional well-being, as there is no significant difference in their assessments.

This aligns with the findings of VanderWeele *et al.* (2021)^[29] and Schepis *et al.* (2020)^[25], who suggest that homeschooling fosters a supportive and less stressful environment, contributing to emotional stability by reducing exposure to peer pressure and risky behaviors.

Table 4: Difference in the Assessment of Homeschooling in terms of Mental Adaptability

Groups	Mean Rank	Test Statistic (Kruskal-Wallis)	p-value	Decision	Interpretation
Parents	13.55	$\chi^2=11.726$	0.003*	H_0 Rejected	Significant
Students	10.05				
Teachers	22.90				

*Significant @.05

For the difference in the assessment of three groups of homeschooling in selected homeschools in the dimension of mental adaptability, a Chi-square value of 11.726 was obtained. Meanwhile, the probability value of .003 was lower than the test of significance at .05, suggesting that there is enough statistical evidence to reject the null hypothesis which indicates a statistically significant difference. This means that the teacher respondents have rated the mental adaptability of learners significantly higher than the parents and the students themselves.

This aligns with the findings of Heuer and Donovan (2019)^[11] and Pazhwak (2022)^[17], who emphasize that the flexibility of homeschooling fosters independent thinking, creativity, and problem-solving by allowing students to engage deeply with content in a personalized and self-paced manner. The higher ratings from teachers may reflect their recognition of students' growing ability to adapt to individualized instruction and manage self-directed learning—skills that are frequently cited as cognitive strengths developed through homeschooling (Qadhi, 2024)^[19]

3. What is the level of academic performance of the homeschoolers in terms of the following: 3.1 Grades/Competence; 3.2 Mastery of subject competencies; 3.3 Completion of assignments and projects; and 3.4 Ability to meet academic deadlines?

Table 5: Summary Table of the Academic Performance of the Students

Academic Performance	Composite Mean	Verbal Interpretation
Grades/Competence	4.47	Highly Evident
Mastery of Subject Competence	4.56	Highly Evident
Completion of Assignments and Projects	4.45	Highly Evident
Meet Academic Deadlines	4.21	Highly Evident

Overall Weighted Mean	4.42	Highly Evident
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As depicted in Table 5, all the variables of the academic performance got composite means of 4.47 for grades/competence; 4.56 for mastery of subject competence; 4.45 for completion of assignments and projects; and 4.21 for meet academic deadlines, with the overall weighted mean of 4.42, all verbally interpreted as Highly Evident.

This implies that, homeschooling contributes significantly to students' academic success, with all groups recognizing the effectiveness of the homeschooling environment in fostering academic competence. Teachers consistently rated the students' performance highly, particularly in areas such as core subject mastery and goal-setting. However, the slight variations in ratings, especially from students who rated themselves lower in self-monitoring, engagement, and time management, suggest that there may still be room for improvement in these areas. Despite these slight gaps, homeschooling remains an effective modality for developing academic confidence and competence.

These findings are supported by Sadorra (2023)^[23], who highlights that homeschooled students often outperform their traditionally schooled peers due to the benefits of individualized instruction and flexible pacing. Sadorra also underscores the critical role of cultivating responsibility and goal-setting habits in the homeschooling environment—skills that drive academic growth and learner autonomy. However, consistent with the present study, Sadorra notes that areas such as self-monitoring and time management remain common challenges. Addressing these through structured strategies—such as progress tracking tools, guided study plans, and time management training—can further enhance student outcomes. This aligns with broader recommendations from Evangelista (2024), who advocates for reflective and learner-centered approaches like the 2C-2I-1R model, which promote not only academic mastery but also independent learning habits crucial in both homeschool and

formal education settings.

As to mastery of the subject competence, homeschooling effectively supports the mastery of key subjects, with all groups recognizing a high level of subject competence among learners. Teachers rated students the highest, reflecting their perception of strong subject mastery, while students and parents gave slightly lower ratings, particularly in areas such as the application of learned concepts in daily life and performance in assessments. Despite these slight differences, students demonstrate strong comprehension, a desire for continuous learning, and engagement in extracurricular activities, indicating a well-rounded approach to learning.

Boswell (2021) was categorically emphatic and said that homeschooling fosters academic excellence by promoting critical thinking, self-discipline, and deep cognitive engagement within a personalized learning environment. Boswell notes that homeschooled learners often excel in subject mastery and demonstrate initiative in exploring topics beyond the prescribed curriculum. However, consistent with this study's findings, Boswell also points out that there is room for improvement in areas such as real-world application and performance in formal assessments. This mirrors broader concerns in the Philippine education system, where national evaluations like PISA and TIMSS have revealed gaps in applying foundational knowledge, particularly in reading, mathematics, and science (Llego, 2024)^[13]. Addressing these challenges in the homeschool setting may involve integrating outcome-based assessment tools, problem-solving tasks, and exposure to practical learning experiences that bridge theoretical understanding with real-life relevance. By doing

so, homeschooling can more effectively prepare students not only for academic achievement but also for the complex demands of higher education and future employment.

In terms of the completion of assignments and projects, the findings are aligned with Boswell (2021), who emphasizes that homeschooling promotes academic excellence by cultivating critical thinking, self-discipline, and cognitive engagement within a personalized learning environment. Boswell notes that homeschooled learners often demonstrate accountability in completing assignments, following instructions, and independently seeking clarification.

Finally, as to meeting the deadlines, that students generally show a moderate ability to manage academic deadlines, with teachers recognizing their capability more strongly than students and parents. While students demonstrate responsibility and some level of time management, areas such as planning, balancing responsibilities, and maintaining a steady workload show room for improvement. Teachers' higher ratings suggest that they perceive students as relatively well-organized, while students' and parents' ratings reflect an awareness of challenges in time management and workload balance.

These findings align with Boswell (2021), who emphasizes that homeschooling fosters academic excellence by nurturing self-discipline and deep cognitive engagement. Boswell notes that while homeschooled students often develop strong time management habits due to the demands of self-paced learning, they may still struggle with balancing multiple responsibilities and overcoming procrastination.

4. Is there a significant relationship between homeschooling and academic performance?

Table 6: Significant Relationship Between Emotional Well-Being and Academic Performance

Homeschooling	Academic performance	Statistical Treatment (Pearson's)	p-value	Decision	Interpretation
Emotional Well-being	Competence	$r=.789$ (strong correlation)	.000**	H ₀ rejected	Significant
	Mastery of subject competencies	$r=.758$ (strong correlation)	.000**	H ₀ rejected	Significant
	Completion Of assignments and projects	$r=.778$ (strong correlation)	.000**	H ₀ rejected	Significant
	Ability to meet academic deadlines	$r=.749$ (strong correlation)	.000**	H ₀ rejected	Significant

**Significant @.01

For the relationship between the emotional well-being and academic performance in terms of competence ($r=.789$), mastery of subject competencies ($r=.758$), completion of assignments and projects ($r=.778$) and ability to meet academic deadlines ($r=.749$), all the Pearson's r values showed strong correlation while the obtained p -values were all .000 which were lower than the test of significance at .01.

This shows that there is enough statistical evidence to reject the null hypothesis, indicating a significant relationship between emotional well-being and academic performance. This means that the better the healthier the emotional well-being of the students, the better their academic performance in all of its dimensions.

Table 7: Significant Relationship Between Mental Adaptability and Academic Performance

Homeschooling	Academic performance	Statistical Treatment (Pearson's)	p-value	Decision	Interpretation
Mental adaptability	Competence	$r=.835$ (strong correlation)	.000**	H ₀ rejected	Significant
	Mastery of subject competencies	$r=.801$ (strong correlation)	.000**	H ₀ rejected	Significant
	Completion Of assignments and projects	$r=.777$ (strong correlation)	.000**	H ₀ rejected	Significant
	Ability to meet academic deadlines	$r=.741$ (strong correlation)	.000**	H ₀ rejected	Significant

**Significant @.01

For the relationship between the mental adaptability and academic performance in terms of competence ($r=.835$), mastery of subject competencies ($r=.801$), completion of assignments and projects ($r=.777$) and ability to meet academic deadlines ($r=.741$), all the Pearson's r values showed strong correlation while the obtained p -values were all .000 which were lower than the test of significance at .01. This shows that there is enough statistical evidence to reject the null hypothesis, indicating a significant relationship between mental adaptability and academic performance. This means that the more the students demonstrate mental adaptability, the better their academic performance in all of its dimensions.

5. Based on the findings, what intervention scheme may be proposed?

The proposed intervention scheme entitled "Holistic Home Schooling Student Development" aimed to enhance the homeschooling experience by addressing key areas that impact academic performance, including interpersonal skills, emotional well-being, mental adaptability, time management, and overall learning effectiveness. Through structured interventions such as social skills workshops, counseling sessions, adaptive learning strategies, and progress-tracking systems, the plan promotes a supportive and holistic educational environment. Continuous monitoring and evaluation will help ensure these strategies remain responsive to student needs and lead to improved academic outcomes and personal growth.

Based on the findings of the study, the following conclusions are drawn: 1. Homeschooling effectively develops interpersonal skills, emotional well-being, and mental adaptability, but social engagement and independent learning need improvement; 2. Parents, students, and teachers gave similar ratings for interpersonal skills and emotional well-being, but teachers rated mental adaptability significantly higher; 3. Homeschoolers show strong academic performance, with high ratings in grades, subject mastery, task completion, and meeting deadlines; strong interpersonal skills, emotional well-being, and mental adaptability contribute to better academic performance; and 5. The proposed Action Plan aims to improve the homeschooling experience, with set objectives, a timeline, and a practical budget. Implementation will follow the schedule in the appendix.

The following recommendations are offered: 1. Educators may recognize homeschooling as a valid option that can positively support academic performance, social skills, emotional well-being, and mental adaptability; 2. Homeschooling families are encouraged to maintain a supportive environment that keeps students motivated, engaged, and comfortable in their learning; 3. Curriculum developers may create homeschooling programs that build academic competence, subject mastery, and task completion, matching or exceeding traditional school standards; 4. Researchers may further study how homeschooling and factors like interpersonal skills, emotional well-being, and mental adaptability affect academic performance; and 5. Policymakers may consider the proposed intervention scheme entitled, "Holistic Home Schooling Student Development" to strengthen homeschooling practices and boost student learning outcomes.

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