



PARENTAL INVOLVEMENT AND ITS EFFECT ON STUDENTS' ACADEMIC SUCCESS AT DACANLAO G. AGONCILLO ELEMENTARY SCHOOL

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Dacanlao G. Agoncillo Elementary School

Introduction and Rationale

Parent-school partnerships empower families to play a central role in their children's learning journey. Effective involvement can take many forms such as helping with homework, communicating regularly with teachers, volunteering in school activities, and supporting educational programs. These efforts create a strong link between home and school, helping students succeed both academically and socially (Goodall & Montgomery, 2019). In line with this, Republic Act 9155 or the Governance of Basic Education Act of 2001 highlights the shared responsibility of parents, schools, and communities in achieving quality education.

Parental involvement can also vary depending on social, cultural, and economic backgrounds. Families who provide a positive home environment for learning, regardless of their resources, contribute significantly to their children's cognitive growth and school performance (Hornby & Blackwell, 2020). Recognizing this, DepEd Order No. 54, s. 2009 institutionalized the Parent-Teacher Associations (PTAs) in schools to strengthen collaboration between educators and parents, ensuring that every child is supported in their learning process.

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Moreover, parental engagement goes beyond academic support. It also plays a vital role in developing children's socio-emotional well-being, self-confidence, and resilience. Studies show that children with supportive parents tend to have lower stress levels, better self-esteem, and stronger school performance (Wang & Sheikh-Khalil, 2021; Kim et al., 2022). This aligns with the 1987 Philippine Constitution, Article XIV, Section 2, which mandates the state to establish and maintain a system of education that fosters the holistic development of every child, with the cooperation of parents.

One of the guiding frameworks for this research is Epstein's Theory of Overlapping Spheres of Influence, which emphasizes the shared responsibilities of families and schools in education. Epstein illustrates this theory with a common scenario: some educators express frustration, believing families should fulfill their roles so that schools can effectively do theirs, while some families expect educators to take complete responsibility for their children's education. This perspective underscores the need for collaboration rather than separation, where schools and families work together to create an environment conducive to student success.

This study seeks to analyze the relationship between parental involvement and the academic success of students at Dacanlao G. Agoncillo Elementary School. The research aims to provide deeper insights into effective strategies for strengthening family-school partnerships. The findings are expected to contribute to policies and practices that promote inclusive, equitable, and high-quality education for all Filipino learners, consistent with the goals of DepEd.

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Literature Review

Parental participation significantly benefits students, leading to increased motivation, self-esteem, and self-reliance, which extend beyond the classroom. Research demonstrates that active parental engagement positively impacts students' academic achievements, regardless of their socioeconomic background. Conversely, limited or absent parental involvement often results in diminished student engagement and lower academic performance. By involving parents, siblings, and other family members, schools can create enriched learning environments that enhance students' educational outcomes.

Parental involvement encompasses a variety of activities and commitments that contribute to their children's education and engagement with schools. Parents support their children's learning by attending school events, such as parent-teacher conferences and school parties, as well as fulfilling school obligations. At home, they provide encouragement, create conducive study environments, and monitor their children's activities. This supervision aids in the holistic development of children, though the degree of parental involvement often depends on factors such as lifestyle, habits, and economic status. Parents are instrumental in shaping their children's awareness, cognitive growth, and academic achievement.

As emphasized by Bartolome et al. (2020), children are inherently impressionable and can be guided toward success or failure depending on the nurturing and support they receive. According to the Child and Youth Welfare Code of the Philippines, children are considered among the nation's most valuable assets. Their development and welfare are directly tied to

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the moral guidance, supervision, and support provided by parents or guardians. Parents exercise a critical role in their children's upbringing, serving as their primary authority figures.

To ensure academic success, parental influence on children's cognitive development is particularly significant during the early years. This highlights the importance of maintaining strong communication and collaboration between home and school, especially during the primary school years. While family background can significantly influence the level of parental involvement, many parents, when encouraged and guided, are willing to invest additional time and effort to support their children's education. This involvement can take place both in the home and school settings, emphasizing the importance of a collaborative approach.

Additionally, Evangelista (2018) stresses that the success of students and the overall progress of the school community can be better achieved when principals, teachers, and parents work collectively. This partnership fosters a supportive and inclusive educational environment that enables children to thrive. When schools and parents share responsibilities, they create a system that not only enhances individual student achievement but also contributes to the development of the broader school community.

A good school culture also emphasizes strong, overlapping interactions among all members of the school community. This culture includes beliefs, perceptions, relationships, and both written and unwritten rules shaping the school's overall functioning. It also involves concrete aspects such as physical and emotional safety, classroom orderliness, and inclusivity in celebrating racial, ethnic, linguistic, or cultural diversity. Essentially, school culture reflects

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the shared norms, traditions, and values of the staff and students, influencing every aspect of school life.

In the Philippines, the Department of Education (DepEd) has prioritized stakeholder engagement to reimagine basic education through initiatives like the Stakeholders' Convergence: UN Transforming Education Summit (TES) 2022. As highlighted by Vice President and Education Secretary Sara Z. Duterte, the mission is to ensure accessible, equitable, and quality basic education for Filipino children. This initiative emphasizes the transformative power of education in addressing global challenges, fostering human potential, and building sustainable and resilient societies.

As noted by Llego (2019), parental engagement fosters positive attitudes toward school, provides vital support both at home and in school, and leads to higher academic achievement. Children whose parents are actively involved in their education tend to achieve better grades and are more likely to complete their education successfully. In line with this, he summarizes the various ways parents can engage in their children's education. Some common forms of involvement include helping with homework by offering guidance, support, and encouragement; attending school events like open houses, parent-teacher conferences, and school plays to show support for their children's education; and participating in decision-making processes, such as joining school committees or parent-teacher organizations. Parents can also stay informed by maintaining regular communication with the school through methods like Facebook, email, phone calls, or in-person meetings. Additionally, volunteering

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in the classroom or supporting the school by participating in fundraisers or joining the Parent-Teacher Organization are other ways parents can contribute.

The most effective way for parents to engage in their children's education is to find an activity that aligns with their interests and fits their schedule. There is no one-size-fits-all approach to parental involvement, and what works for one family may not work for another. The key is for parents to choose an activity they are comfortable with and that they believe benefits their child. By taking these steps, parents can ensure their child receives a well-rounded education and has the best chance for success in life. Research shows that parental involvement positively affects students, families, and schools. When parents are engaged, children are more likely to succeed academically and socially.

Accordingly, parental involvement leads to several positive outcomes for students. Children whose parents are active in their education tend to have a more positive attitude toward school and learning. Parental involvement provides essential support at both home and school. Studies have demonstrated that children of involved parents perform better academically, achieving higher grades and test scores, and are more likely to finish their education. Furthermore, parental engagement fosters improved communication and collaboration between families and schools, creating a positive learning environment for all students.

Moreover, as parents closely monitor their children during their formative years, they foster increased confidence in their children. The advantages of parental involvement in

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education are undeniable. By actively participating in their child's education, parents can significantly contribute to their child's academic and social success.

Likewise, community members, including parents, businesses, and local organizations, also play a pivotal role in the success of schools. Romero (2021) emphasizes that schools function as open systems, relying on societal input and ultimately contributing skilled graduates to meet community needs. The partnership between schools and communities is crucial for students' holistic progress and development. Similarly, Tallada (2021) highlights that parental involvement positively impacts students' engagement, retention, and learning outcomes, which translates into long-term social and economic benefits.

Looking back, the COVID-19 pandemic underscored the importance of strong home-school partnerships. Parents had to juggle their careers with monitoring their children's learning from home, which strengthened mutual appreciation between teachers and parents. Despite the challenges, parents recognized the value of their active role in education, fostering trust and collaboration with schools. The increased parental involvement during the pandemic also highlighted the need for parents to have a greater say in decisions directly affecting their children's education.

Further, as Bendijo (2020) noted, the pandemic brought unique challenges and opportunities for Filipino families. The shift to modular and online distance learning required parents to take on more active roles in their children's education. While concerns about this new setup were valid, teachers acted as learning consultants, guiding both parents and students through the process. This adjustment showcased parents' commitment to ensuring

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their children's education remained a priority despite the crisis. Parents embraced the new normal in education, viewing it as an opportunity to monitor and support their children more closely, ultimately fostering a collaborative approach to learning.

Thus, stakeholder engagement, particularly parental involvement, is a cornerstone of student success. Fostering partnerships among parents, schools, and communities, education systems can create environments that nurture academic achievement and holistic development, even amid unprecedented challenges.

Research Questions

The primary focus of this research is the analysis of parental involvement and its effect on primary students' academic success. The findings of the research will be the basis for a proposed school partnership program to enhance the partnership. In particular, the study will provide answers to the following sub-problems:

1. What is the extent of parental involvement to primary students' academic performance in terms of:
 - 1.1. communication;
 - 1.2. collaboration; and
 - 1.3. support?
2. How may parental involvement affect students' academic success in terms of:
 - 2.1 school attendance;
 - 2.2 motivation to learn;
 - 2.3. school performance?

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3. Is there a significant relationship between extent of parental involvement to primary students' academic performance and its effect students' academic success?
4. What proposed school program on partnership could be proposed to address the needs identified by the study?

Scope and Limitations

This study focuses on analyzing the extent of parental involvement and its effect on students' academic success at Dacanlao G. Agoncillo Elementary School. Specifically, it examines parental involvement in terms of communication, collaboration, and support, and evaluates how these aspects influence students' academic performance. Additionally, the study investigates how parental involvement impacts school attendance, motivation to learn, and school performance.

The study also explores the challenges parents face in actively participating in their children's education and how these challenges may hinder student outcomes. By addressing these issues, the research aims to propose a school partnership program that enhances collaboration between parents and schools to foster better educational outcomes for students.

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ACTION RESEARCH METHODOLOGY

a. Sampling

The researcher will use the convenience sampling as sampling technique in which researchers will select participants who are easiest to reach or most readily available, preferably teachers and parents of Dacanlao G. Agoncillo Elementary School.

B. Data Collection

The study shall use descriptive research using quantitative design. The researcher intends to find out the relationship between the variables in the study. The researcher does not have any intention of manipulating any of the variables, rather an exploration and description of the phenomenon. Because the researcher does not need to explore on the causality of the relationship and focus only on the relationship of the variables, descriptive quantitative design became the most appropriate design for this study.

The research instrument in this study is a survey questionnaire. The survey questionnaire will be formulated based on the review of the literature and studies. The survey questionnaires to be used in this study which is composed of different parts depending on the research questions.

These survey questionnaires will be sent to the respondents using the google forms. The respondents will be given two weeks to complete the survey questionnaires. The data gathered as a result of the evaluation will be used to prepare and develop the proposed output.

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RESULTS AND DISCUSSIONS

1. On The Extent of Parental Involvement to Primary Students' Academic Performance.

1.1. In terms of Communication

Presented at table 1 were the indicators to determine the extent of parental involvement to primary students' academic performance in terms of communication. It can be seen at the table that the given indicators received a composite mean weight of 3.50 which was verbally interpreted as "Agree". Parents ensuring that school-related announcements and updates were acknowledged and acted upon obtained the highest mean among the given indicators with 3.78 mean weight.

Table 1

The Extent of Parental Involvement to Primary Students' Academic Performance in terms of Communication

Indicators	Weighted Mean	Verbal Interpretation
Parents regularly communicate with teachers about their child's academic progress.	3.42	Moderately Agree
Parents actively listen to their child's concerns about school-related matters.	3.56	Agree
Parents provide constructive feedback and encouragement regarding schoolwork.	3.53	Agree
Parents are aware of their child's academic strengths and weaknesses through regular discussions.	3.21	Moderately Agree
Parents ensure that school-related announcements and updates are acknowledged and acted upon	3.78	Agree
Composite Weighted Mean	3.50	Agree

Legend: 4.21 – 5.00 Strongly Agree 3.41 – 4.20 Agree 2.61 – 3.40 Moderately Agree 1.81 – 2.60 Disagree 1.00 – 1.80 Strongly Agree

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The second highest indicator, with a mean of 3.56, is "Parents actively listen to their child's concerns about school-related matters." This implies that parents are attentive to their children's academic struggles and experiences, fostering open communication at home. Similarly, parents providing constructive feedback and encouragement regarding schoolwork got a mean of 3.53, reinforcing the idea that parents support and motivate their children through positive reinforcement. Likewise,

On the other hand, parents regularly communicating with teachers about their child's academic progress scored 3.42 mean weight was verbally interpreted as moderately agree. Likewise, parents were aware of their child's academic strengths and weaknesses through regular discussions was moderately agreed by the respondents, obtaining the lowest mean among the indicators with 3.21. This suggests that while parents engage in discussions about their child's education, there is still room for improvement in assessing and understanding their child's academic capabilities more thoroughly.

These results were reinforced by Positive Action (2021) highlights that parents have a greater influence on their children than teachers, peers, or media. Open communication between parents and teachers is essential for building trust and strong relationships. By maintaining an open dialogue, parents can share valuable insights into their children's strengths, challenges, and home environments, enabling teachers to address specific needs more effectively. This collaborative approach creates a supportive network that enhances students' academic and social development.

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1.2. Collaboration

The data presented in table 2 illustrates the extent of parental involvement in primary students' academic performance in terms of collaboration. The composite weighted mean of 3.89 indicates that, on average, parents agree with their level of involvement in collaborative efforts to support their child's education. Parents engagement in decision-making processes regarding their child's education recorded the highest mean score of 4.11 among the given indicators suggesting that parents are actively involved in making educational choices and contributing to their child's academic journey. Following this, "Parents encourage their child to collaborate with peers in school-related tasks" received a mean score of 3.98.

Table 2

The Extent of Parental Involvement to Primary Students' Academic Performance in terms of Collaboration

Indicators	Weighted Mean	Verbal Interpretation
Parents participate in school meetings, workshops, and activities that support student learning.	3.79	Agree
Parents cooperate with teachers to address academic challenges faced by their child.	3.81	Agree
Parents engage in decision-making processes regarding their child's education.	4.11	Agree
Parents encourage their child to collaborate with peers in school-related tasks.	3.98	Agree
Parents support school policies and initiatives that enhance student learning	3.76	Agree
Composite Weighted Mean	3.89	Agree

Legend: 4.21 – 5.00 Strongly Agree 3.41 – 4.20 Agree 2.61 – 3.40 Moderately Agree 1.81 – 2.60 Disagree 1.00 – 1.80 Strongly Agree

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Moreover, parents cooperating with teachers to address academic challenges faced by their child garnered a weighted mean of 3.81. Similarly, parents participating in school meetings, workshops, and activities that support student learning scored 3.79, reflecting the active involvement of parents in school-related engagements.

Lastly, parents supporting school policies and initiatives that enhance student learning" had the lowest weighted mean of 3.76, though still within the "Agree" range, indicating that while parents support school policies, this aspect of collaboration is slightly less emphasized compared to others. Overall, the results suggest that parents play an active role in fostering a collaborative learning environment for their children, with decision-making and peer collaboration receiving the highest levels of parental involvement.

These results were supported by Evangelista (2018) whom stresses that the success of students and the overall progress of the school community can be better achieved when principals, teachers, and parents work collectively. This partnership fosters a supportive and inclusive educational environment that enables children to thrive. When schools and parents share responsibilities, they create a system that not only enhances individual student achievement but also contributes to the development of the broader school community.

1.3. Support

Table 3 highlights the extent of parental involvement in primary students' academic performance in terms of support. The given indicators garnered a composite mean of 3.57 which verbally interpreted as Agree, indicating that parents generally provide supportive

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measures to aid their child's academic progress. Among the indicators, the highest mean score of 3.84 was recorded for "Parents assist their child with homework and school projects when needed," suggesting that parents are actively involved in their child's academic tasks and provide direct assistance when required.

Table 3

The Extent of Parental Involvement to Primary Students' Academic Performance in terms of Support

Indicators	Weighted Mean	Verbal Interpretation
Parents provide a conducive home environment for studying.	3.56	Agree
Parents set clear academic expectations and motivate their child to achieve them.	3.35	Moderately Agree
Parents assist their child with homework and school projects when needed.	3.84	Agree
Parents provide necessary learning materials and resources for academic success.	3.62	Agree
Parents recognize and celebrate their child's academic achievements and efforts.	3.47	Moderately Agree
Composite Weighted Mean	3.57	Agree

Legend: 4.21 – 5.00 Strongly Agree 3.41 – 4.20 Agree 2.61 – 3.40 Moderately Agree 1.81 – 2.60 Disagree 1.00 – 1.80 Strongly Agree

Moreover, parents providing necessary learning materials and resources for academic success had a weighted mean of 3.62, followed by parents providing a conducive home environment for studying which received a weighted mean of 3.56. Meanwhile, parents recognizing and celebrating their child's academic achievements and efforts got a mean score of 3.47. Lastly, the lowest mean score of 3.35 was recorded for "Parents set clear academic expectations and motivate their child to achieve them," which falls under the "Moderately

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Agree" category. This suggests that while parents encourage academic success, they may not always establish clear expectations or consistently motivate their child to reach specific academic goals.

These results were validated by Bartolome et al. (2020) which emphasized that children are inherently impressionable and can be guided toward success or failure depending on the nurturing and support they receive. According to the Child and Youth Welfare Code of the Philippines, children are considered among the nation's most valuable assets. Their development and welfare are directly tied to the moral guidance, supervision, and support provided by parents or guardians. Parents exercise a critical role in their children's upbringing, serving as their primary authority figures.

2. How the Parental Involvement Affect Students' Academic Success.

2.1. In terms of School Attendance

Presented at table 4 are the indicators used to examine how parental involvement affects students' academic success in terms of school attendance. The given indicators got a composite mean of 4.08 which was verbally interpreted as "Agree", indicating that parental involvement plays a significant role in ensuring students' consistent school attendance. Obtaining the highest mean score of 4.29 was the lack of parental involvement contributes to increased absenteeism among students, emphasizing that students are more likely to miss school when parents are not actively engaged in their academic lives. Following the rank was students with actively involved parents are less likely to have unexcused absences which

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scored 4.16. In addition, the level of parental involvement significantly influences a student's regular school attendance received a weighted mean of 4.12, followed by parental monitoring and encouragement help students prioritize attending school daily with 4.10 mean weight.

Table 4

How the Parental Involvement Affect Students' Academic Success in terms of School Attendance

Indicators	Weighted Mean	Verbal Interpretation
The level of parental involvement significantly influences a student's regular school attendance.	4.12	Agree
Students with actively involved parents are less likely to have unexcused absences.	4.16	Agree
Parental monitoring and encouragement help students prioritize attending school daily.	4.10	Agree
A student's punctuality improves when parents take an interest in their school activities.	3.75	Agree
Lack of parental involvement contributes to increased absenteeism among students.	4.29	Agree
Composite Weighted Mean	4.08	Agree

Legend: 4.21 – 5.00 Strongly Agree 3.41 – 4.20 Agree 2.61 – 3.40 Moderately Agree 1.81 – 2.60 Disagree 1.00 – 1.80 Strongly Agree

The lowest mean score of 3.75 was recorded for "A student's punctuality improves when parents take an interest in their school activities," which were agreed by the respondents. Overall, the findings suggest that parental involvement strongly contributes to students' school attendance by reducing absenteeism, ensuring regular attendance, and fostering a habit of prioritizing school. However, while punctuality is also positively influenced, it is relatively less affected compared to other attendance-related factors

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These result were backed by Tarraga (2017) suggests that parental involvement improves self-esteem, motivation, and self-reliance in children, and contributes to better school attendance and retention, ultimately leading to improved academic success, regardless of economic background. Studies have shown that programs aimed at increasing parental engagement in education have positive effects on students, families, and the broader school community. Conversely, a lack of parental involvement has been linked to lower student performance and disengagement.

2.2. Motivation to Learn

Table 5 illustrates how parental involvement affects students' academic success in terms of motivation to learn. The composite weighted mean of 4.03 falls within the "Agree" category, indicating that parental support plays a crucial role in enhancing students' enthusiasm and commitment to learning. Obtaining the highest mean score of 4.21 was parental encouragement fosters a positive attitude toward studying and academic achievement, highlighting the strong influence of parental motivation in shaping students' academic mindset.

Table 5

How the Parental Involvement Affect Students' Academic Success in terms of Motivation to Learn

Indicators	Weighted Mean	Verbal Interpretation
Students are more motivated to learn when their parents actively support their education.	4.18	Agree
Parental encouragement fosters a positive attitude toward studying and academic achievement.	4.21	Agree

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ISSN: 2704-3010

Volume VII, Issue II

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The presence of parents in school-related activities boosts a student's enthusiasm for learning.	4.18	Agree
Students with supportive parents are more likely to set and achieve academic goals.	3.73	Agree
Lack of parental involvement can lead to decreased motivation to perform well in school.	3.84	Agree
Composite Weighted Mean	4.03	Agree

Legend: 4.21 – 5.00 Strongly Agree 3.41 – 4.20 Agree 2.61 – 3.40 Moderately Agree 1.81 – 2.60 Disagree 1.00 – 1.80 Strongly Agree

Following this, both "Students are more motivated to learn when their parents actively support their education" and "The presence of parents in school-related activities boosts a student's enthusiasm for learning" received a weighted mean of 4.18, reinforcing the idea that direct parental involvement in educational matters significantly contributes to student motivation. The indicator "Lack of parental involvement can lead to decreased motivation to perform well in school" had a weighted mean of 3.84. Meanwhile, the lowest mean score of 3.73 was recorded for "Students with supportive parents are more likely to set and achieve academic goals," suggesting that while parental involvement positively influences goal-setting, other factors such as personal ambition and external academic guidance may also play a role.

These findings were confirmed by Maccoby's research (2000) which highlighted that preschool children of authoritative parents were more active, prosocial, and achievement-oriented compared to children of permissive parents, who showed lower self-reliance and competence. These findings suggest that the nature of parental involvement, influenced by parenting styles, plays a significant role in a child's academic performance.

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2.3. Self- Efficacy

Shown at table 7 were the indicators used to assess how parental involvement affects students' academic success in terms of self-efficacy. The indicators received a composite mean weight of 4.10, indicating that parental support plays a vital role in enhancing students' belief in their ability to succeed academically.

Table 7

How the Parental Involvement Affect Students' Academic Success in terms of Self-Efficacy

Indicators	Weighted Mean	Verbal Interpretation
Parental support enhances learners ability to succeed academically.	4.43	Agree
Involvement of parents boost learners confidence on their problem-solving skills.	3.85	Agree
Encouragement from parents strengthens a student's resilience in facing academic challenges.	4.45	Agree
Guidance of parents helps students develop a strong sense of responsibility for their learning.	4.11	Agree
Lack of parental involvement may lead to lower self-confidence in a student's academic abilities.	3.67	Agree
Composite Weighted Mean	4.10	Agree

Legend: 4.21 – 5.00 Strongly Agree 3.41 – 4.20 Agree 2.61 – 3.40 Moderately Agree 1.81 – 2.60 Disagree 1.00 – 1.80 Strongly Agree

Receiving the highest mean among the indicators was "Encouragement from parents strengthens a student's resilience in facing academic challenges," with 4.45 weighted mean suggesting that parental motivation helps students persevere through difficulties and develop a growth mindset. Second on the rank was parental support enhances learners' ability to succeed academically which scored a mean of 4.43, followed by guidance of parents helps

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students develop a strong sense of responsibility for their learning with a mean of 4.11.

Meanwhile, "Involvement of parents boosts learners' confidence in their problem-solving skills" scored 3.85 mean weight.

Ranking last with a mean score of 3.67 was the lack of parental involvement may lead to lower self-confidence in a student's academic abilities. Thus, the findings suggest that parental involvement significantly contributes to students' self-efficacy, particularly in fostering resilience, academic success, and a sense of responsibility. However, while parental support positively affects problem-solving confidence and self-confidence, these areas show slightly lower levels of influence compared to others.

These results were supported by Sumanasekera and Hamid (2021), which stated that parents play a vital role in motivating their children and shaping their academic achievement. Active parental participation, such as helping with homework, attending school activities, and engaging in teacher meetings, contributes significantly to children's academic and social well-being. The study suggests that children whose parents are involved in their education tend to perform better academically and develop positive attitudes toward learning.

3. On the Significant Relationship Between Extent of Parental Involvement to Primary Students' Academic Performance and its Effect Students' Academic Success.

The statistical analysis using Pearson's correlation coefficient aimed to determine the relationship between the extent of parental involvement in primary students' academic

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performance and its effect on students' academic success. The computed Pearson's r value of -0.9004 suggests a strong negative correlation, meaning that as parental involvement increases, students' academic success appears to decrease. However, this result does not imply causation but only an association between the two variables.

Despite the strong correlation, the p -value of 0.2866 is greater than the standard significance level ($\alpha = 0.05$), indicating that the correlation is not statistically significant. This means that the observed relationship between parental involvement and academic success could have occurred due to chance rather than an actual significant effect.

Table 8

Relationship Between Parental Involvement and Students' Academic Success

Indicators	Pearson's r	P-Value	Decision on H_0	Conclusion
Extent of Parental Involvement to Primary Students' Academic Performance & Its Effect on Students' Academic Success	-0.9004	0.2866	Fail to Reject H_0	No significant relationship

Since the p -value is greater than 0.05, we fail to reject the null hypothesis. This means that based on the available data, there is no strong statistical evidence to conclude that higher parental involvement directly impacts students' academic performance in a meaningful way.

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4. Proposed School Program

I. Program Title:

"Partners in Learning: Strengthening Parental Engagement for Student Success"

II. Rationale:

Research highlights the significant impact of parental involvement on students' academic performance, motivation, and overall development. However, challenges such as time constraints, financial limitations, and lack of confidence in assisting with schoolwork hinder parents from actively participating in their child's education. This program aims to bridge the gap by providing structured opportunities and resources to empower parents, fostering a strong home-school partnership that will enhance primary students' academic success.

III. Objectives:

- To equip parents with effective strategies to support their child's academic learning at home.
- To strengthen collaboration between parents and teachers in addressing students' academic needs.
- To provide parents with the necessary resources and skills to overcome barriers to engagement.
- To encourage parents to actively participate in school activities, decision-making, and policy development.
- To create a supportive and inclusive school environment that values parental contributions.

IV. Target Participants:

- Parents and guardians of primary school students
- Teachers and school administrators
- Community stakeholders

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V. Program Components and Activities:

Parent Education Workshops

-Monthly seminars on effective study habits, positive reinforcement, and -academic goal-setting.

Sessions on understanding the curriculum, modern teaching methods, and assisting with homework.

Parent-Teacher Partnership Meetings

-Regular parent-teacher conferences to discuss student progress and collaborative strategies.

-Open forums where parents can share concerns, suggestions, and feedback with educators.

Home-School Communication Enhancement

-Implementation of a digital platform (mobile app or website) for real-time updates on student performance and school announcements.

-Creation of a parent support group for peer discussions and resource-sharing.

Flexible Parent Engagement Opportunities

-Volunteer programs allowing parents to participate in school activities based on their availability.

-Remote learning support initiatives for parents who cannot attend in-person events.

Financial and Resource Assistance

-Establishment of a school fund to provide financial aid for learning materials.

-Collaboration with community organizations to sponsor technology and internet access for disadvantaged families.

Recognition and Incentive Program

-Annual "Outstanding Parent Involvement Awards" to acknowledge proactive parental engagement.

-Certificates and incentives for parents who complete engagement workshops.

VI. Implementation Timeline:

Phase 1 (Month 1-2): Program orientation, parent surveys, and needs assessment.

Phase 2 (Month 3-6): Rollout of workshops, meetings, and digital communication platforms.

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Phase 3 (Month 7-9): Mid-year evaluation, adjustments, and introduction of additional support initiatives.

Phase 4 (Month 10-12): Final assessment, recognition ceremony, and sustainability planning for the next school year.

VII. Monitoring and Evaluation:

Parent and Teacher Feedback Surveys to assess the effectiveness of workshops and engagement activities.

Student Performance Analysis comparing academic progress before and after program implementation.

Attendance and Participation Records tracking the level of parental involvement over time.

VIII. Expected Outcomes:

- Increased parental engagement in school-related activities.
- Improved student academic performance and motivation.
- Strengthened communication between parents and teachers.
- Greater parental confidence in supporting their child's learning journey.
- Development of a sustainable culture of collaboration within the school community.

IX. Budget and Resource Allocation:

Venue, materials, and speaker fees for workshops and meetings.

Development and maintenance of the digital communication platform.

Incentives for active parent participants.

Sponsorship and funding partnerships with local businesses and organizations.

Based on the findings of the study, the following conclusions are drawn.

1. The indicators to determine the extent of parental involvement to primary students' academic performance were agreed on by the respondents.
2. Parents assisting their child with homework and school projects when needed were the most agreed on indicator in terms of support.

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- *****
3. The indicators used to examine how parental involvement affects students' academic success were also agreed on by the respondents.
 4. There is no significant relationship between the extent of parental involvement in primary students' academic performance and its effect on students' academic success.
 5. Parents mostly faces the struggles to balance work responsibilities and active involvement in their child's education.
 6. There was a need to draft a proposed school program to address and further enhance the parental involvement for primary students' academic success.

Recommendations

Based on the conclusions, the following recommendations are forwarded:

1. Schools should implement structured communication channels to keep parents informed and engaged in their child's academic progress.
2. Schools should actively involve parents in discussions about educational policies, curriculum development, and school activities to foster a greater sense of partnership and shared responsibility.
3. Provide workshops on how parents can support their child's problem-solving skills, resilience, and sense of responsibility, ensuring a balance between guidance and student independence.
4. Address work and time constraints affecting parental involvement and encourage a balanced approach to parental involvement

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5. Strengthen School-Parent Partnerships by continuously assessing the challenges faced by parents and implement responsive programs that enhance collaboration.

6. Future researchers are encouraged to conduct studies similar or related to this present study.

Time Line and Gantt Chart

ACTIVITIES	*Month h 1	Month 2	Month 3	Month 4	Month 5	Month 6
1. Craft the research proposal.						
2. Write the research instrument.						
3. Validation of the tool.						
4. Distribution of the research-made questionnaire.						
5. Retrieval and analysis of data being gathered.						
6. Interpretation of data.						

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7. Write the summary, findings, conclusion, and recommendation.						
8. Submit the completed action research.						

Cost Estimates

ACTIVITY	ELIGIBLE EXPENDITURES	QUANTITY	COST
1.Data gathering, and searching online.	Communication expenses	Load for internet	₱ 1000.00
2. Printing purposes.	Supplies	Ink, Bond paper	₱ 1000.00
TOTAL			₱ 2,000.00

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