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## SCHOOL-PARENTS COLLABORATION AND LEARNERS' ACADEMIC PERFORMANCE IN MANTICAO, MISAMIS ORIENTAL

**HAROLD B. DAGOOC**

**Teacher I**

Mahayahay Integrated School

harold.dagooc@deped.gov.ph

### ABSTRACT

Collaboration and shared responsibility of school, parents, and community are highlighted in the mission of the Department of Education to develop lifelong learners. To achieve this mission, this study was conducted to determine the level of school-parents collaboration and learners' academic performance in Manticao, Misamis Oriental, SY 2022-2023. Specifically, this study sought to: 1) find the level of school-parents collaboration; 2) find the level of learners' academic performance in the 1st and 2nd Quarter of SY 2022-2023; and 3) determine the significant relationship between the school-parents collaboration and learners' academic performance. The respondents of the study were the 150 parents of Grade 3 to 6 learners in the aforesaid division. A descriptive survey method of research was used in this study. A questionnaire was adopted from Epstein et al. (2002) in the book *School, Family, and Community Partnership*, Second Edition. The data were processed using descriptive statistics such as frequency, percentage, mean and standard deviation to describe the variables in the study. Further, Pearson Product Moment Correlation ( $r$ ) was utilized to determine the significant relationship between school-parents collaboration and learners' academic performance.

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The result of the study showed that the level of school-parents collaboration was Very High. The learners' level of academic performance in the 1st and 2nd Quarter was Very Satisfactory. Furthermore, there was a significant relationship between the school-parents collaboration and learners' academic performance in the 1st and 2nd Quarter of SY 2022-2023. School-parents collaboration in terms of learning at home was practiced by parents. It is recommended that school-parents collaboration, such as collaborating with the community, should be strengthened to maximize its resources to support learning. Moreover, teachers should use varied teaching techniques and learning resources to improve learning in English and Mathematics.

**Keywords:** *School-Parents Collaboration, Academic Performance*

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## INTRODUCTION

One of the most significant and effective collaborations in the field of education is the school-parents collaboration. It helps shape the learners' overall development and academic achievement. However, failure to attain the primary purpose of the said collaboration leads to a crucial point in the learners' academic performance. The School Parent Teacher Association (SPTA) in every school is the starting point of effective school-parents collaboration. The said association is not limited to attending schools' regular meetings but rather a venue for deliberation and putting into action how to improve the school and create linkages to other stakeholders for the benefit of additional resources to be used by the learners. For these reasons, a problem on the level of school-parents collaboration in Manticao, Misamis Oriental, was chosen.

The importance of creating a collaborative and supportive educational ecosystem where teachers, parents, and the community work together in harmony to actively engage in the implementation of school programs for the benefit of the learners. This collaborative approach is crucial for the holistic development and welfare of students as one of the enclosed Omnibus Guidelines on the Regulation of Operations of Parent-Teacher Associations in DepEd Order No. 013, s. 2022. Moreover, the importance of education as a basic human right and the obligation to ensure that every Filipino has access to a high-quality, equitable, culture-based, and complete basic education. This reflects a commitment to inclusive and meaningful education for all citizens and emphasize that every family, community, and other stakeholders should actively engaged

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and share responsibility for developing life-long learners (DepEd Order No. 36, s. 2013). It is also declared in the policy of the State that protecting and promoting the right of all citizens to quality basic education and to make such education accessible to all by providing all Filipino children free and compulsory education in the elementary level and free education in the high school level (Republic Act No. 9155). Education Secretary Leonor Magtolis Briones underscored that education is a shared responsibility, calling for the involvement of all sectors during the Fifth Strategic Dialogue for Education Ministers (The Manila Times, 2021).

A child's first teacher is often his or her parents. The beliefs, perceptions, and experiences of the parent; educators and educational institutions to take an active role in their students' education; the parent's socioeconomic status, which influences the parent's skill, knowledge, energy, and time availability; and the parent's self-efficacy and confidence derived from being an active participant are some of the factors of active parental involvement. According to research, parental involvement in their child's education increases their educational achievements from early childhood, causes them to stay in school longer, and promotes overall positive development (Azubuike, 2020).

Furthermore, school-parents collaboration has been associated to better grades, higher test scores, and greater graduation rates. However, in the Philippines, education is frequently confined to financial support. The Asian Development Bank found that, in contrast to the regional average of 38%, just 22% of Filipino parents actively participate in their child's education. Around

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42% of low-income Filipino parents surveyed again believed that education was necessary for their child's success in the future. This emphasizes the significance of schools communicating the value of education to parents (Llego, 2022).

Parental participation is a collaborative process in which parents and schools work together to improve children's educational experiences and accomplishments. Parental involvement is defined as the mix of parental involvement and positive engagement with the school and the learners. Parental participation contributes to a collaborative and supportive educational environment. It helps parents stay engaged in their child's education, reinforces the partnership between parents and teachers, and ultimately benefits the child's learning and development. Parent participation involves a wide range of behaviors, but it often relates to the usage and investment of resources at the child's school by parents and family members (Tyagi, 2022).

As such, it is in this context that the researcher attempted to find the level of school-parents collaboration and learners' academic performance in Manticao, Misamis Oriental.

## Statement of the Problem

This study aimed to determine the level of school-parents collaboration and learners' academic performance in Manticao, Misamis Oriental, of the School Year 2022-2023.

The current study specifically intended to answer the following questions:

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1. To what level is the school-parents collaboration as to:
  - 1.1 Parenting;
  - 1.2 Communicating;
  - 1.3 Volunteering;
  - 1.4 Learning at Home;
  - 1.5 Decision Making; and
  - 1.6 Collaborating with the Community?
2. To what level is the learners' academic performance in the 1<sup>st</sup> and 2<sup>nd</sup> Quarter of SY 2022-2023 as to:
  - 2.1 English;
  - 2.2 Mathematics;
  - 2.3 Science;
  - 2.4 Filipino; and
  - 2.5 Araling Panlipunan?
3. Is there a significant relationship between the school-parents collaboration and learners' academic performance in the 1<sup>st</sup> and 2<sup>nd</sup> Quarter of SY 2022-2023?

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## MATERIALS AND METHODS

### Research Design

This study made use of the descriptive-survey method of research in carrying out the objectives and problems of the study. It was employed in a wide range of research approaches to explore one or more variables to accurately and methodically define a population, situation, or event. Descriptive research is valuable for providing factual information and descriptions of the "what, where, when, and how" aspects of a research topic, but it is not designed to address the deeper "why" questions that require a more in-depth analysis of causality and underlying reasons. Moreover, it assists in gathering information about a group of people by following six (6) effective steps: determining who will participate in the survey; deciding on the type of survey (mail, online, or in-person); designing the survey questions and layout; distributing the survey; analysing the responses; and writing up the results (McCombes, 2023). The above-mentioned method carries out a unified framework that offers school-parents collaboration and learners' academic performance in English, Mathematics, Science, Filipino, and Araling Panlipunan in Manticao District, Misamis Oriental.

### Respondents and Sampling Procedure

The respondents of the study were the one hundred fifty (150) parents of Grade 3 to Grade 6 learners in Manticao District, Misamis Oriental, in School Year 2022-2023. Further, one hundred fifty (150) learners of the same grade level were the subject of the study. Slovin's

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Formula was used to obtain the sample size of parents with a margin of error of 8% and a total population of 1,711 parents in the schools where the study was conducted. Moreover, a stratified sampling procedure was used to get the percentage and the appropriate number of respondents in every school. This was done by dividing the computed sample size by its population. Random sampling was also applied to obtain the number of parents by grade level.

The distribution of respondents by district/school and by grade level is shown in Table A.

**Table A**  
**Distribution of Respondents**

District/Schools	Population	Respondents (Parents)				Total
		Grade 3	Grade 4	Grade 5	Grade 6	
Manticao Central School	569	12	12	12	12	48
Punta Silum Integrated School	197	4	4	4	6	18
Patag Elementary School	137	3	3	3	4	13
Pagawan Elementary School	163	3	3	4	5	15
Cabalantian Elementary School	244	5	5	6	6	22
Tuod Integrated School	260	5	6	6	6	23
Malibato Integrated School	63	1	1	1	2	5
Mahayahay Integrated School	78	1	1	1	3	6
Total	1,711	34	35	37	44	150

## Research Instrument

The research instrument used in this study was a questionnaire composed of two parts. Part I dealt with school-parents collaboration that anchored on the six types of Epstein's Parental Involvement Theory: Parenting, Communicating, Volunteering, Learning at Home, Decision

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Making, and Collaborating with the Community which was adopted from Epstein et al. (2002) in their book titled "School, Family, and Community Partnerships", Second Edition.

Part II elicited on learners Academic Performance in English, Mathematics, Science, Filipino, and Araling Panlipunan of Grade 3 to Grade 6 learners in the 1<sup>st</sup> and 2<sup>nd</sup> Quarter of the School Year 2022-2023.

### Data Gathering Procedure

Prior to the collection of data, the researcher sought approval from the Office of the Dean of Graduate Studies PHINMA COC to conduct the study and then to the Office of the Schools Division Superintendent. After the permission to conduct the study was granted, the researcher distributed the questionnaires to the parents during the SPTA meeting in every school. A total of one hundred fifty (150) questionnaires were from the specific schools listed in Table A. They were grouped in one area based on their grade level and instructed to rate themselves by putting a check mark on the space provided that corresponds to their choice. It took the parents one hour to answer the questionnaires before it was retrieved by the researcher. The learners' academic performance in English, Mathematics, Science, Filipino, and Araling Panlipunan in the 1<sup>st</sup> and 2<sup>nd</sup> Quarter was obtained from the class record of the advisers and Form 138 of the learners. The data gathered in the survey remained confidential for academic purposes only.

### System of Scoring

The following variables and their system of scoring are presented below.

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## Part I. School-Parents Collaboration

Scale	Range	Description	Interpretation
5	4.01-5.00	Frequently	Very High
4	3.70-4.00	Often	Above Average
3	2.80-3.69	Sometimes	Average
2	1.90-2.79	Rarely	Below Average
1	1.00-1.89	Never	Very Low

## Part II. Learners Academic Performance (Source: DepEd Order No. 08, s. 2015)

Grading Scale	Description
90-100	Outstanding
85-89	Very Satisfactory
80-84	Satisfactory
75-79	Fairly Satisfactory
75 Below	Did Not Meet the Expectations

## Statistical Treatment

Having collected and recorded the data gathered in the study, the following statistical tools were used:

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Descriptive statistics, such as frequency, percentage, mean, and standard deviation, were used to describe the variables in the present study. These are reflected in the findings for the problem that requires these statistical tools. Pearson Product Moment Correlation ( $r$ ) was also used to establish the substantial association between school-parents collaboration and learners' academic performance.

## RESULTS AND DISCUSSION

**Problem 1. To what level is the school-parents collaboration as to:**

- 1.1 Parenting;**
- 1.2 Communicating;**
- 1.3 Volunteering;**
- 1.4 Learning at Home;**
- 1.5 Decision-Making; and**
- 1.6 Collaborating with the Community?**

**Table 7**  
**Summary of the Level of School-Parents Collaboration**

<b>Variables</b>	<b>Mean</b>	<b>SD</b>	<b>Description</b>
Parenting	4.29	0.70	Frequently
Communicating	4.23	0.76	Frequently
Volunteering	4.24	0.76	Frequently
Learning at Home	4.44	0.69	Frequently

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Decision Making	4.44	0.54	Frequently
Collaborating with the Community	3.76	0.75	Often
<b>Overall</b>	<b>4.23</b>	<b>0.70</b>	<b>Frequently</b>

**Legend:**

4.01-5.00 Frequently/Very High      1.90-2.79 Rarely/Below Average  
3.70-4.00 Often/Above average      1.00-1.89 Never/Very Low  
2.80-3.69 Sometimes/Average

Table 7 shows the summary of school-parents collaboration in Manticao District with an overall mean of **4.23 (SD=0.70)** described as **Frequently**. It means that Manticao District has a very high and apparent school-parents collaboration. It would imply that the School Parents Teachers Association (SPTA) in Manticao District is active in providing activities that require the full participation of parents as well as creating linkages to the community for additional resources and services that primarily benefit the learners. As observed, it is important for the schools to take the lead, and everything else follows. In general, schools, parents, and stakeholders have one common goal: to provide quality education to learners. According to Naite (2021), revealed that parental income level has no impact on their level of involvement in their children’s education. However, parental participation was influenced more by the parents’ educational level, age, employment status, and marital status. The major findings of this study revealed that students with highly involved parents outperformed pupils whose parents were not involved in their education in terms of academic achievement and test scores across the board. According to the findings, parents should be more aware of the necessity of visiting and supporting their children

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at school. It was also suggested that parents play an active role in their children's education both at school and at home, as they are their children's first teachers.

In particular, the variable, **Learning at Home** got the highest mean of **4.44 (0.69)**, described as **Frequently**. It means that Manticao District had a very high school-parents collaboration in learning at home. It would imply that the learned competencies and skills by the learners in school are continuously taught at home by the parents, specifically in reading, numeracy, and interactive homework. As observed, the orientation of the parents prior to the beginning of the school year and the constant reminder of the school to the parents in every monthly meeting of the School Parents Teachers Association (SPTA) helped the parents understand the primary purpose of continuous learning at home. Moreover, the learning materials and monitoring provided by the teachers to the learners are a big help to have continuous learning at home. A family's reading habits should be fostered, as stated in Presidential Decree No. 603 Article 51. When it comes to the child's age and emotional growth, parents should make every effort to provide him or her with good, wholesome reading material to support learning.

On the other hand, the variable **Collaborating with the Community** obtained the lowest mean of **3.76 (SD=0.75)**, described as **Often**. It means that the school-parents collaboration in Manticao District collaborating with the community needs to enhance further the connection as it creates linkages to other stakeholders for the additional educational resources, programs, and services to help maximize the learning process. This indicates that collaboration

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between schools and the community can be extremely beneficial; nevertheless, it necessitates careful preparation, good communication, and a willingness to handle possible problems. When done correctly, it has the potential to improve educational experiences as well as the general well-being of learners. As observed, collaboration with the community is very helpful to the schools to make the learners experience the resources that the school cannot offer. Since the school has limited funds, collaborating with the community is not the sole responsibility of the teachers but rather a collaborative effort and decision-making of parents and learners. However, one of the observed problems that hinder the learners from experiencing the educational resources in the community is that most of them are in the lowland area while some of the schools are in far-flung areas.

The findings conformed with the study of Amie-Ogan and Wuku (2021), stating that community assistance in the provision of physical resources and security services in public secondary schools contributes immensely to students' academic performance. In view of the findings of the study, it was recommended, among others, that the government should orient host communities of public senior secondary schools on school support programs to improve academic excellence in such schools.

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## Problem 2. To what level is the learners' academic performance in the 1<sup>st</sup> and 2<sup>nd</sup>

Quarter of SY 2022-2023 as to:

- 2.1 English;
- 2.2 Mathematics;
- 2.3 Science;
- 2.4 Filipino; and
- 2.5 Araling Panlipunan?

**Table 10**  
**Summary of the Learners' Level of Academic Performance**

Learning Areas	1 <sup>st</sup> Quarter			2 <sup>nd</sup> Quarter			Overall		
	Mean	SD	Description	Mean	SD	Description	Mean	SD	Description
English	86.98	3.85	VS	88.55	3.72	VS	87.76	3.79	VS
Mathematics	87.16	4.55	VS	88.35	4.74	VS	87.76	4.65	VS
Science	87.47	3.87	VS	89.11	3.71	VS	88.29	3.79	VS
Filipino	87.63	3.47	VS	89.41	3.39	VS	88.52	3.43	VS
Araling Panlipunan	87.39	4.08	VS	89.23	3.87	VS	88.31	3.98	VS
<b>Overall</b>	<b>87.33</b>	<b>3.96</b>	<b>VS</b>	<b>88.93</b>	<b>3.89</b>	<b>VS</b>	<b>88.13</b>	<b>3.93</b>	<b>VS</b>

**Legend:**

90-100	Outstanding	75-79	Fairly Satisfactory
85-89	Very Satisfactory	75 Below	Did not meet the expectations
80-84	Satisfactory		

Table 10 exhibits the summary of the learners' level of academic performance in five learning areas: English, Mathematics, Science, Filipino, and Araling Panlipunan, with the overall

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mean of **88.13 (SD=3.93)** described as **Very Satisfactory**. It means that the Grade 3 to 6 learners in Manticao District were academically performing and successfully passed the five learning areas in the two quarters as a requirement in the K to 12 curriculum. Achieving a good academic performance at the elementary level can have a significant implication for the learner's educational path. It lays the groundwork for future learning. It ensures that the learners understand core concepts and abilities in learning areas such as English, Mathematics, Science, Filipino, and Araling Panlipunan. Having mastered its corresponding learning competencies leads to an easy transition to the next grade level as it also boosts a learner's confidence, self-esteem, and motivation, providing a positive outlook on their abilities and learning that also leads to a positive and supportive home environment. It is noticeable, as reflected in the table that the Grades 3 to 6 learners have consistent academic performance in the 1<sup>st</sup> and 2<sup>nd</sup> Quarter with no failing grades. Moreover, it is a positive indication that Manticao District has effective and efficient teaching strategies in five subjects to cater to the diversity and different learning capabilities that resulted in highly desirable and impressive academic performance. Data displayed in the table is the result of combined objective tests and performance-based assessment of the Grade 3 to 6 learners in five learning areas: English, Mathematics, Science, Filipino, and Araling Panlipunan. The grades of the students are reflected in the report card in order to display the progress of the students to their parents and other stakeholders (DepEd Order No. 08, 2. 2015).

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Among the learning areas in both the 1<sup>st</sup> and 2<sup>nd</sup> Quarters, **Filipino** obtained the highest mean of **88.52 (SD=3.43)**, described as **Very Satisfactory**. It means that the Grade 3 to 6 learners in Manticao District excelled in this learning area, an impressive achievement for the teachers because of effective and comprehensive teaching methods in conveying the subject matter and having engaging classroom activities; and to the parents for supporting and valuing the importance of education. This implies that the Grades 3 to 6 learners in Manticao District have demonstrated mastery of the learning competencies and effective teaching strategies used by the teachers, learners are motivated to learn more to improve their academic performance, and the school-parents collaboration in Manticao District is in full support for academic success. Notably, Filipino learning competencies are mostly the translated version of the English learning competencies. With this, the learners easily express themselves clearly, both in spoken and written forms, considering that Filipino is also the national language. According to the study by Ariaso (2020) showed that there is a significant difference in students performance in the Filipino language between schools in Eastern Visayas. The hypothesis was not accepted because results show that students' factors of learning in Filipino, students' attitudes towards learning Filipino, and teachers' attitudes towards teaching play a significant role in the performance of students. Teacher and student variables, respectively, play a role in the student's evaluation. Specifically, students' attitudes towards learning Filipino and their level of motivation influence student

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performance. Likewise, social environment, teaching, curriculum, level of difficulty, and the teacher's preparation influence student performance.

On the other hand, the learning areas, **English** and **Mathematics** obtained the lowest mean of **87.76 (SD=3.78)** and **87.76 (SD=4.65)**, respectively described as **Very Satisfactory**. It could only mean that the Grade 3 to 6 learners in Manticao District are facing difficulties in understanding the learning competencies, a lack of interest, or other factors. This would imply that to improve learners' academic achievement, schools may need to assess how certain topics are taught and determine whether any changes are required. Supporting the learning areas also involves providing extra resources like tutoring, study guides, or teacher professional development through the usage of School Learning Action Cells (SLAC). As observed, the learners performed very good in the five (5) learning areas mentioned above, with an emphasis on English and Mathematics. These two subjects become the hardest subjects, as reflected in the table. They have different learning paces. Some are advanced and can easily cope with the lesson, while others are having difficulty in understanding the concept. For this reason, differentiated instruction or any applicable teaching strategies come in to cater the learning needs of the learners. Mastery of the concepts in these two learning areas is also necessary as it is very useful in real-life situations. In the study of Rahayu and Rosa (2021) shows that the problems faced by the students are a lack of vocabulary, pronunciation difficulties, unexpected learning atmosphere, and less motivation and suggests the need for more creative teachers who are

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technologically literate and easily adaptable to the learners' problems in learning English. Other findings from the study of Aguhayon et al. (2023) showed that differentiated instruction successfully addressed students' performance in Mathematics even in a short period. Additionally, it gave the participants more assurance while responding to basic issues. It's also advised to keep up differentiated instruction since it helps pupils who have trouble with mathematics, especially with basic operations. Differentiated instruction in mathematics improves student engagement and academic performance while building a welcoming classroom environment that respects each student's unique learning style and requirements.

### **Problem 3. Is there a significant relationship between school-parent collaboration and learners' academic performance?**

**Table 11**  
**Result of the Test on Relationship Between School-Parents Collaboration and Learners' Academic Performance**

School-Parents Collaboration	Academic Performance					Overall Interpretation
	English	Mathematics	Science	Filipino	Araling Panlipunan	
Parenting	-0.066	0.0268	-0.039	-0.021	-0.0023	-0.0198
Communicating	.263**	.246**	.187*	0.155306	.205*	.232**
Volunteering	.214*	.259**	0.151414	0.141693	.219**	.218**
Learning at Home	.218**	.208*	0.09827	0.08159	0.139643	.166*
Decision Making	.260**	.226**	.180*	0.155087	.201*	.224**

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Collaborating with the Community	.266**	.299**	.183*	.196*	.301**	.274**
<b>Overall</b>	<b>.271**</b>	<b>.291**</b>	<b>.184*</b>	<b>.172*</b>	<b>.250**</b>	<b>.258**</b>

Note: The given number in the matrix were the Pearson correlation value.

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

Table 11 shows the significant correlation between the school-parents collaboration and learners' academic performance in the 1<sup>st</sup> and 2<sup>nd</sup> Quarter of SY 2022-2023 with an overall of  $r=0.258$  ( $p=0.0020$ ) described as **Significant**. It means that the school-parents collaboration and learners' academic performance in the 1<sup>st</sup> and 2<sup>nd</sup> Quarter of SY 2022-2023 had a significant relationship. It would imply that the findings of this study will contribute to the existing body of knowledge on the importance of collaboration between schools and parents in supporting learners' educational ambitions. Moreover, it provides valuable insights for educational stakeholders, including policymakers, school administrators, teachers, and parents. By identifying successful collaborative practices, it encourage and enhance cooperative efforts between schools and parents, ultimately leading to improved educational outcomes for learners in Manticao District. It is noticeable that the schools and parents have a common goal: to provide quality education to the learners. Furthermore, the study of Pinatil et al. (2022) found a significant relationship between the level of parental involvement and the academic performance of the student. Thus, the more the parents are involved in the school life of their children, the better

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their academic performance. It infers that school authorities should design programs and activities that would increase parents' involvement in their children's school life.

On the other hand, **Collaborating with the Community** obtained the highest  $r=0.274$  ( $p=0.0010$ ), interpreted as **Significant**. It means that collaborating with the community contributed meaningfully to the academic performance of the learners in Manticao District during the 1<sup>st</sup> and 2<sup>nd</sup> Quarters for the SY 2022-2023. It would imply that the partnership between the school and community had a great impact on learners' learning outcomes. As observed, more services from the different agencies provide more opportunities for the learners to widen their learning experience. Participation of the School Governing Council (SGC) in planning for the school improvement plan helps to realize the needs and concerns of the participating school. Furthermore, the participation of the internal and external stakeholders of the school empowers and encourages the learners to do and perform more in their educational endeavors. In the study of Gipit et al. (2020), the extent of practices of the school heads in nurturing school-community partnerships along with engaging stakeholders' participation, holding PTCA meetings, putting up a transparency board, and posting financial reports for transparency, provision of the security guard in the school, the conduct of monthly monitoring and inspection of the classrooms and other facilities, the assistance provided by the community in the repair of damaged furniture and fixtures, and installation of streetlights around the school are highly practiced, while the stakeholders are very highly involved in knowing the Department of Education orders and

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memoranda, as to regularly participating in planning, implementation and evaluation of school programs. Furthermore, barangay officials are heavily active in allocating financial aid to the school from their IRA, and the community is heavily interested in assisting the school with furniture and fixture repair.

In particular, **Parenting** obtained the lowest  $r=-0.020$  ( $p=0.8160$ ), described as **Not Significant**. It means that among the variables, school-parents collaboration as to parenting is not significantly correlated to the academic performance of the Grade 3 to 6 learners in Manticao District. It would imply that the learners in Manticao District are academically performing in the 1<sup>st</sup> and 2<sup>nd</sup> Quarters even though parenting was not the contributing factor to their educational endeavor. As observed, learners already have the ability to become interdependent, such as studying alone or discussing the lesson with their peers. Contrary to the study of Tus (2021), it resulted in a significant relationship between parental involvement and students' academic performance. Thus, the following conclusions were derived: The parents were still in the process of developing their involvement in school, specifically in this challenging time. Also, the level of academic performance showed that the mean score of the respondents' academic performance was very satisfactory.

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## Findings

The analysis showed the following findings:

1. School-parents collaboration as to parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community were leveled Very High.
2. The level of learners' academic performance in the 1<sup>st</sup> and 2<sup>nd</sup> Quarter was Very Satisfactory.
3. There is a significant relationship between school-parents collaboration and learners' academic performance in the 1<sup>st</sup> and 2<sup>nd</sup> Quarter of SY 2022-2023 except on parenting.

## CONCLUSIONS

The following conclusions are hereby drawn for the study:

Learning at home was found to have the highest level among the six variables in school-parents collaboration. It means that Manticao District had a very high school-parents collaboration in learning at home. Learning competencies and skills in school were continuously taught at home by the parents, specifically in reading, numeracy, and interactive homework. Children are properly guided in learning by their parents at home. Parents orientation prior to the beginning of the school year and the constant reminder of the school to the parents in every monthly meeting during School Parents Teachers Association (SPTA) helped a lot to the parents to understand the

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primary purpose of continuous learning at home. Moreover, the learning materials and monitoring provided by the teachers to the learners are a big help to have continuous learning at home.

Filipino subject was found to have the highest mean among the five (5) learning areas. The learners manifested a high level of proficiency in this subject. It may be because the language that is being used is very familiar to them, and the learners have enough knowledge of the foundation of this language, which makes it easy for them to understand compared to other learning areas.

### RECOMMENDATIONS

On the basis of the result of this study, the following are recommended:

1. School-Parents Collaboration should be continuously done to enhance and strengthen its connection as it creates linkages for additional resources, programs, and services to help maximize the learning process.
2. The teachers should put more time and effort into teaching English and Mathematics by conducting remediation classes to address the least mastered competencies and consequently improve the learners' academic performance.
3. Future research on school-parent collaboration should be conducted by teachers in other places, considering other variables to validate results.

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