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Strengthening Parental Engagement Towards Academic Performance: Basis for a Proposed Action Plan

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Abstract

Aim: This research investigated the relationship between various dimensions of parental engagement and students' academic performance in core K–12 subjects (Mathematics, English, Science, and Filipino) during the first grading period of the SY 2023–2024. The study aimed to identify specific aspects of parental involvement that significantly influence students' academic outcomes.

Methodology: This study used descriptive-quantitative research, and correlational design using surveys to determine the relationship between the variables. This study was conducted at the four considered mega-population schools in District 2 of Quezon City with 371 respondents. The researcher employed a proportional random sampling technique, a probability sampling method in which the population is divided into multiple groups, and a sample is randomly selected from each group based on the ratio of the total sample to the total population.

Results: The dimensions of parental engagement examined - parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community - show no significant relationship across Mathematics, Science, and Filipino subjects, as the p-values computed are all higher than the .05 level of significance. However, for the English subject, the dimensions of communicating ($r=0.126$; $p\text{-value}=0.015$) and decision-making ($r=0.116$; $p\text{-value}=0.025$) are found to be significantly correlated.

Conclusion: The dimensions of parental engagement examined—parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community—show no significant relationship with student performance in Mathematics, Science, and Filipino subjects. However, for English, the dimensions of communicating and decision making are significantly correlated with student performance.

Keywords: parental engagement, academic performance, dimensions of parental engagement. dimensions of parental engagement, Master in Education Management, PUP Open University System

INTRODUCTION

In an increasingly complex educational landscape, the role of parents in their children's education has evolved beyond traditional parent-teacher meetings and report card discussions. It is crucial for countries around the world to understand the pivotal role of parents in the success of their children, both in their socio-emotional development and academic success. Consistent research over the past few decades has underscored the importance of parental engagement in fostering scholastic achievement (Ma et al., 2016). Globally, parental engagement is recognized as a key factor in educational outcomes, with numerous studies highlighting the positive impact of involved parents on student achievement and well-being. However, while parents recognize the profound significance of education, their enthusiasm for active engagement is often tempered by a sober awareness of their own limited resources (Sime & Sheridan, 2014). Parental engagement is a multifaceted concept encompassing a wide array of interactions, support, and involvement by parents in their children's educational journey.



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In the Southeast Asian context, countries like Singapore, Malaysia, and Indonesia have made significant strides in promoting parental involvement in education through various initiatives and policies. These efforts aim to bridge the gap between home and school, recognizing that a collaborative approach is essential for enhancing student performance. For instance, in Singapore, the Ministry of Education actively encourages parents to participate in school activities and provides resources to support their children's learning at home. In Malaysia, the establishment of parent support groups and community involvement programs highlights the growing recognition of the importance of parental engagement in educational success. Similarly, Indonesia has implemented programs to foster parent-teacher collaboration, particularly in rural areas, to improve educational outcomes and support children's holistic development.

In the Philippine context, despite various legislative acts and orders such as the DepEd Orders, the Philippine Constitution, the Education Act, the Family Code, and the Child and Youth Welfare Code emphasizing the establishment and roles of Parent-Teacher Associations (PTAs) and community networks, challenges persist. These challenges are particularly evident in critical high school subjects like Mathematics, Science, English, and Filipino, where low parental involvement has been linked to poor academic performance. For instance, Reyes (2017) highlighted that inadequate parental engagement correlates with lower grades and educational achievement in English and Filipino. Findings revealed that students with less engaged parents tend to struggle in these subjects.

Parental engagement in these core subjects of the DepEd curriculum—Mathematics, English, Science, and Filipino—has a significant impact on students' academic success and development. In Mathematics, parental involvement can alleviate math anxiety and enhance problem-solving skills, while in English, it supports literacy and language proficiency. Science benefits from inquiry-based learning and contextual understanding when parents participate, fostering a deeper interest in STEM fields. For Filipino, parental engagement reinforces language skills and cultural identity, leading to better performance and appreciation of the subject. Studies have consistently shown that such involvement results in higher academic achievement, improved attitudes towards learning, and greater overall student motivation, highlighting the necessity of active parental participation to address educational challenges and enhance outcomes in these critical areas (Reyes, 2017).

In Quezon City, some studies have indicated that limited resources and support structures significantly hinder parental involvement in students' education (Morales et al., 2021). Despite the abundance of existing research on parental engagement, there is a notable gap in studies focusing on the four core courses in the Philippine secondary curriculum. This study aims to address this gap by examining the impact of parental engagement on the academic performance of Grade 9 students in Mathematics, Science, English, and Filipino (DO #21 s. 2019). By focusing on the local setting, this study offers insights that could lead to more effective educational strategies and parental engagement practices. Ultimately, this research contributes to creating a more supportive, inclusive, and effective educational system in the Philippines, aligning with the Department of Education's commitment to delivering quality, accessible, relevant, and liberating education services.

Objectives

The study explored the relationship between parental engagement and the academic performance of Grade 9 students within the Second District of Quezon City. To achieve this, the research sought answers to the following questions:

1. What is the level of parental engagement by the respondents in terms of the following dimensions:
 - 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. What is the academic performance of Grade 9 students across the following key subjects:
 - 2.1. Mathematics;
 - 2.2. English;
 - 2.3. Science; and,
 - 2.4. Filipino?
3. Is there any significant relationship between the level of parental engagement and the academic performance of the respondents?



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Hypothesis

At a significance level of 0.05, the researcher hypothesized that there is no significant relationship between the level of parental engagement and the academic performance of the respondents.

METHODS

Research Design

This study used descriptive-quantitative research, and correlational design using surveys to determine the relationship between the level of parental engagement and the academic performance of the respondents.

Population and Sampling

This study was conducted at four public schools in District 2 of Quezon City with 371 Grade 9 respondents only. Employed a proportional random sampling technique, a probability sampling method in which the population is divided into multiple groups using Cochran's formula to determine the sample size of the respondents.

Instrument

A survey questionnaire was used to collect the necessary data for this study. Said instrument was validated by 3 experts in the field.

Data Collection

The data were gathered, read, and analyzed following the objective of the study and in adherence to all protocols in the conduct of research.

Treatment of Data

Statistical tools were applied in this study to analyze the data gathered. All computations were done through the use of statistical software for accuracy.

Ethical Considerations

The researcher ensured that all research protocols involving ethics in research were complied with for the protection of all people and institutions involved in the conduct of the study.

RESULTS and DISCUSSION

1. Parental Engagement

Fig. 1 reveals that Filipino parents are more engaged in encouraging their children to pursue learning opportunities outside of the school environment, a practice beneficial for broadening educational experiences and enhancing academic and personal development. This aligns with the research by Sheldon (2018), which emphasizes the significant benefits of parental encouragement in exploring external learning opportunities, contributing to a more holistic educational environment. However, the lower levels of participation in community-based educational programs and community service projects highlight an area for potential improvement. The literature suggests that active parental involvement in these areas can significantly enrich students' learning experiences and foster a stronger connection between the school and the community (Sheldon, 2018).



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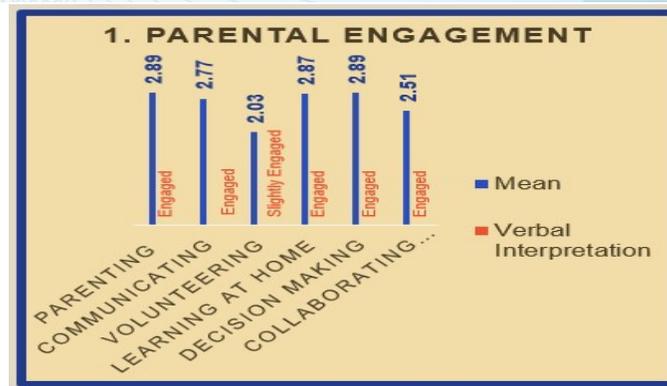


Fig. 1

The moderate engagement in promoting learning opportunities beyond school underscores the positive impact of parental support in expanding students' educational horizons. This consistency with existing research indicates that Filipino parents recognize the importance of external learning experiences in their children's education. However, the relatively low engagement in community-based programs and services suggests that parents may need more structured support and encouragement from schools to boost their involvement in these areas. Schools could facilitate greater parental participation by providing more accessible and varied opportunities for involvement in community-based educational programs and community service projects, as recommended by Sheldon (2018).

2. Academic Performance

Fig. 2 shows that the academic performance of students is often influenced by various factors, including parental engagement and support. According to Park et al. (2017), parental involvement, especially in the form of regular communication and support for learning at home, is positively correlated with better academic outcomes. The findings from this study align with existing literature, which emphasizes that active parental engagement can lead to improved student performance.

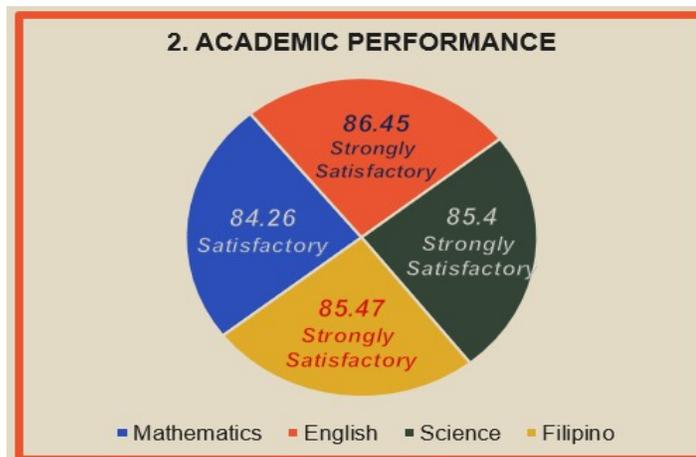


Fig. 2

The study gears towards identifying the significant relationship between core subjects and the overall academic performance of the respondents, particularly in relation to parental engagement. The dimensions of parental engagement examined include parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community.



3. Relationship Between Parental Engagement and Academic Performance

Table 1 implies that the dimensions of parental engagement examined in this study do not significantly affect academic performance in Mathematics. This could suggest that other factors might play a more crucial role in influencing Mathematics performance than parental engagement alone. This generally supports the notion that while parental involvement is beneficial, its impact can vary across different subjects. For example, Park et al. (2017) highlight that parental involvement tends to have a more pronounced effect on subjects that require consistent reinforcement and support, such as reading and language arts, compared to Mathematics. Similarly, Sheldon (2018) notes that effective parental engagement strategies might differ across subjects, suggesting that more targeted support is necessary to influence Mathematics performance. The lack of significant findings in this study aligns with Hill and Tyson (2019), who found that parental involvement in homework had a less significant impact on Mathematics achievement compared to other forms of academic support.

Table 1

Table 2

3. Relationship between Parental Engagement and Academic Performance					
IMPACT OF FAMILY-SCHOOL COLLABORATION	ACADEMIC PERFORMANCE IN MATHEMATICS				Remarks
	Correlation Coefficient	Interpretation	p-value	Decision	
PARENTING	0.078	negligible correlation	0.131	Fail to Reject Ho	Not Significant
COMMUNICATING	0.101	negligible correlation	0.051	Fail to Reject Ho	Not Significant
VOLUNTEERING	0.080	negligible correlation	0.125	Fail to Reject Ho	Not Significant
LEARNING AT HOME	0.030	negligible correlation	0.563	Fail to Reject Ho	Not Significant
DECISION MAKING	0.061	negligible correlation	0.240	Fail to Reject Ho	Not Significant
COLLABORATING WITH THE COMMUNITY	0.011	negligible correlation	0.831	Fail to Reject Ho	Not Significant

IMPACT OF FAMILY-SCHOOL COLLABORATION	ACADEMIC PERFORMANCE IN ENGLISH				Remarks
	Correlation Coefficient	Interpretation	p-value	Decision	
PARENTING	0.079	negligible correlation	0.127	Fail to Reject Ho	Not Significant
COMMUNICATING	0.126	negligible correlation	0.015	Reject Ho	Significant
VOLUNTEERING	0.013	negligible correlation	0.798	Fail to Reject Ho	Not Significant
LEARNING AT HOME	-0.009	negligible correlation	0.858	Fail to Reject Ho	Not Significant
DECISION MAKING	0.116	negligible correlation	0.025	Reject Ho	Significant
COLLABORATING WITH THE COMMUNITY	-0.042	negligible correlation	0.415	Fail to Reject Ho	Not Significant

Table 2 aligns with previous literature highlighting the importance of communication between parents and children regarding educational matters. Cheung and Pomerantz (2019) found that when parents actively communicate the value of education, it can positively influence children's academic motivation and performance. Similarly, the study by Thompson and Mazer (2020) emphasizes the importance of effective parent-teacher communication, suggesting that it can lead to enhanced student engagement and academic success.

The significant correlation for decision making aligns with findings by Sheldon (2018), who highlighted that parental involvement in educational decision-making processes can empower students and contribute to their academic achievement. This dimension's significance underscores the importance of involving children in educational choices, fostering a sense of responsibility and motivation.



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Table 3

Table 4

IMPACT OF FAMILY-SCHOOL COLLABORATION	ACADEMIC PERFORMANCE IN SCIENCE				Remark
	Correlation Coefficient	Interpretation	p-value	Decision	
PARENTING	0.081	negligible correlation	0.121	Fail to Reject Ho	Not Significant
COMMUNICATING	0.097	negligible correlation	0.061	Fail to Reject Ho	Not Significant
VOLUNTEERING	0.016	negligible correlation	0.754	Fail to Reject Ho	Not Significant
LEARNING AT HOME	0.027	negligible correlation	0.608	Fail to Reject Ho	Not Significant
DECISION MAKING	0.090	negligible correlation	0.084	Fail to Reject Ho	Not Significant
COLLABORATING WITH THE COMMUNITY	-0.083	negligible correlation	0.108	Fail to Reject Ho	Not Significant

IMPACT OF FAMILY-SCHOOL COLLABORATION	ACADEMIC PERFORMANCE IN FILIPINO				Remark
	Correlation Coefficient	Interpretation	p-value	Decision	
PARENTING	0.092	negligible correlation	0.077	Fail to Reject Ho	Not Significant
COMMUNICATING	0.077	negligible correlation	0.139	Fail to Reject Ho	Not Significant
VOLUNTEERING	0.043	negligible correlation	0.406	Fail to Reject Ho	Not Significant
LEARNING AT HOME	-0.035	negligible correlation	0.501	Fail to Reject Ho	Not Significant
DECISION MAKING	0.024	negligible correlation	0.642	Fail to Reject Ho	Not Significant
COLLABORATING WITH THE COMMUNITY	-0.080	negligible correlation	0.124	Fail to Reject Ho	Not Significant

The lack of significant findings shown in Table 3 aligns with prior research suggesting that the impact of parental engagement can vary by subject. For example, Galindo and Sheldon (2018) emphasize that while family involvement is generally beneficial, its direct impact on subjects like Science may be less pronounced compared to other areas such as reading or math, where parental support can be more directly applied through activities like reading with children or helping with homework. Furthermore, Hill and Tyson (2019) found that the effectiveness of parental engagement strategies might differ across subjects, with some subjects requiring more specialized forms of support that parents may not be equipped to provide. This underscores the importance of considering subject-specific approaches to parental engagement.

The results shown in Table 4 imply that none of the dimensions of parental engagement examined in this study have a significant relationship with students' academic performance in Filipino. This may imply that other factors, possibly including student motivation, teacher effectiveness, and classroom environment, play a more significant role in determining academic success in this subject. The absence of significant correlations in this study aligns with existing literature indicating that the influence of parental engagement can vary significantly across different academic subjects. Studies have shown that parental engagement tends to have a more pronounced effect on subjects to where parents can directly contribute, such as in Reading or Mathematics (Cheung & Pomerantz, 2019; Galindo & Sheldon, 2018).

Conclusions

Based on the findings of the study, the following conclusions are derived:

Parental engagement, as assessed by students, is moderate in parenting, communicating, learning at home, decision-making, and collaborating with the community, but low in volunteering. In parenting, parents support and reinforce the importance of education but are less involved in their children's learning at home. They are reachable and responsive in school communication. While they provide resources for learning at home, they are less involved in activities outside school hours. In decision making, parents encourage educational responsibility but participate less in school decisions. In community collaboration, they encourage exploring learning opportunities but are less involved in community programs and service projects. Lastly, parental engagement is low in volunteering, especially in facilitating school events.

The students exhibit strongly satisfactory performance in their self-reported grades in English, Science, and Filipino. However, their performance in Mathematics is only satisfactory.

The dimensions of parental engagement examined—parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community—show no significant relationship with student



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performance in Mathematics, Science, and Filipino subjects. However, for English, the dimensions of communicating and decision making are significantly correlated with student performance.

Recommendations

Based on the findings of the study, the following recommendations are suggested:

Filipino parents highly value education and view it as a crucial legacy for their children. However, to enhance parental engagement, schools should adopt flexible and inclusive communication strategies, such as frequent updates via email, phone calls, or digital platforms that accommodate parents' schedules. Additionally, schools should provide structured support systems and clear roles to facilitate parental involvement and develop better mechanisms for involving parents in decision-making. Offering accessible and varied opportunities for participation in community-based educational programs and community service projects can further encourage active parental engagement.

The study recommends practical approaches to enhance parental engagement in Mathematics education, including organizing workshops for parents to support learning at home, facilitating regular communication between parents and teachers to track academic progress, and encouraging active parental participation in school activities focused on Mathematics education. These initiatives aim to foster a supportive home-school partnership that strengthens students' academic achievement in Mathematics. These strategies can be followed by other subjects to better improve academic outcomes.

Schools should prioritize implementing effective communication strategies that keep parents informed and engaged in their children's English studies. Additionally, encouraging parents to actively participate in decision making processes related to English curriculum and activities could further support student success in this subject. These tailored approaches can help leverage parental involvement which it has shown to be most impactful, thereby potentially enhancing student performance in English. The schools may integrate Project SPEAR into PTA activities to strengthen parent-school partnerships through targeted workshops, community involvement activities, and improved communication strategies. This initiative aims to empower parents with the necessary skills and knowledge to effectively support students' education, ultimately enhancing academic outcomes. Thus, the project is a proposal and has not been tested and implemented.

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