

Parental Involvement and Learners' Academic Performance at 139 Baungon District II, Division of Bukidnon

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Abstract

Parental involvement throughout the learning process of a child enhances performance in school. This study aims to determine the level of Parental Involvement and learners' academic performance in Baungon District II, Division of Bukidnon. Specifically, this study determined (1) the respondent's level of parental involvement, (2) the performance level of the learners in the First and Second Quarters, and (3) the significant relationship between the learners' academic performance and parental involvement. Results revealed a significant relationship between the learners' academic performance and all indicators of parental involvement. The respondents' level of parental involvement in parenting, volunteering, learning-at-home and collaboration with the community showed the result of Most of the Time except on communicating and decision-making, which is done Sometimes. It was recommended to strengthen the partnership between parents, school and community. Make a program that would help everyone address the lack of development and interest that would benefit the learners.

Keywords: Parental Involvement; Academic Achievement

1. Introduction

The moment the child is born, the parents become a teacher (Price, 2019). Parental involvement in school is attending homeroom and SPTA meetings. However, not everyone is aware of the numerous ways in which parental involvement or support might influence a child's academic achievement. There are many different approaches to parental participation that promote the achievement of every learner. Learners accomplish more when their parents expect more. High expectations create a sense of motivation in learners. When learners know that their parents believe in their capacities and assume them to perform well, they are more likely to challenge themselves and set an effort to meet those expectations. In order to bridge the gap between the classroom and home, the school and the family, the learning environment must provide an open and communicative atmosphere with its larger community. Meanwhile, parental involvement has been practiced for many years at Baungon District II, Division of Bukidnon. Nevertheless, it was observed that some identified Learners lack interest in studies and Learners at Risk of Dropping Out or LARDO's.

The Parents for Education non-profit (PAREF) was founded by a group of parents who firmly believe that families should have an important role in their children's official education. Currently, schools in Metro Manila, Cebu, Iloilo, and one in Cagayan De Oro have received PAREF accreditation. Parents play a significant role in these institutions' management, marketing, and financial support. They receive coaching or mentoring from senior and seasoned parents as well as from teachers. Learners spend most of their time at home and in school when a strong partnership between school, teachers, and parents would create positive feedback on the learners' academic performance.

House Bill No. 5243, often known as Congressman Win Gatchalian's Nanay-Teacher Parenting Program Act, promotes family involvement in education in the Philippines. This curriculum teaches all parents how to mentor their daughters or sons. The Congressman started this program in many provinces to give parents the necessary knowledge about how to raise their kids effectively. Additionally, it offers instruction that enables parents to understand their children's academic progress. The bill aims to strengthen parent engagement and responsibility in their children's education by creating an atmosphere conducive to the continued learning of students at home after going to school.

According to (Salac, 2022), parental involvement in all indicators showed that parents usually regard their children's studies highly. Parents who support their children in education tend to become motivated to aim high. Parent involvement in their school would teach them how the school works for the betterment of the individual. It would grow their knowledge and increase their relationships with teachers. Involvement allows the parents to monitor every school activity, the performance of their children in the classroom, and their children's behaviour inside the school or classroom premises.

Furthermore, parental involvement was significant in contributing to the success of every child's education. The level of parental involvement can be enhanced still further. The problem of lack of parental involvement in children's education is not only caused by the parents. Teachers also played an essential role in efforts to draw parents to be involved in the learning process of every learner. The more the parents will be involved, the more the learners will participate actively in every activity in school.

This study hoped that parental involvement would ensure better results in the academic performance of every learner.

1.1 Theoretical and Conceptual Framework

This study is anchored on Epstein's Theory of Parental Involvement by Joyce. The researcher used it as a starting point to investigate the relationship between parental participation and learners' academic performance in Baungon District II, Division of Bukidnon. The study's specific issues were based on Epstein's Theory of Parental Involvement, which looked at parenting, communication, volunteering, at-home learning, decision-making, and community collaboration. In arranging school programs and activities, school administrators, teachers, parents, and the community may find the study's finding useful and useful as baseline data. This will improve the harmonious relationship between the school and outside stakeholders, particularly learners. Interventions in education that promote parental involvement as though there is no end to time, effort, or attention, as studied by (Robinson et al., 2022).

This study examines the motives, practices, attitudes, barriers, and challenges of parental involvement in learning at home in Baungon District II. It takes place when parents are given information, suggestions, or instruction on how to assist their children with their homework and other curriculum-related tasks at home. There seems to be a gap in the literature about the roles and beliefs of administrators and teachers surrounding parental involvement. This study is hopeful to assist all stakeholders in developing and implementing parental involvement resources. These resources would promote and/or increase parental involvement, improve the partnership between school and family, and eventually increase pupils' academic success and performance.

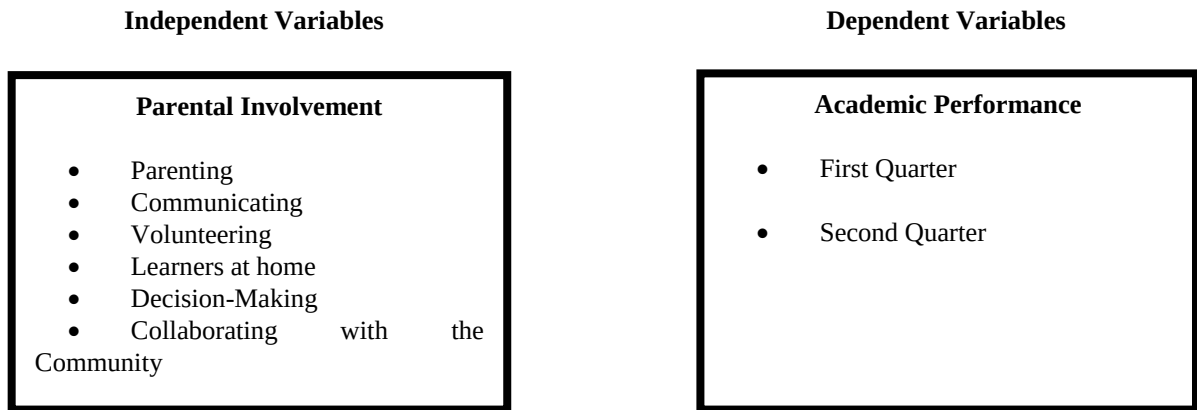


Figure 1. Schematic Presentation Showing the Interplay between independent and Dependent Variables of the study.

1.2 Statement of the Problem

In Baungon District II, Division of Bukidnon, during the School Year 2022-2023, this study sought to assess the extent of parental involvement in learners' academic success. It specifically aimed to respond to these questions: How much parental involvement does the respondents have; Parenting, Communicating, Volunteering, Learning at Home, Decision-Making, and Collaborating with the Community; What is the performance level of the learners in the First and Second Quarters; and Does each of the following significantly affect how well the learners succeed academically; Parenting, Communicating, Volunteering, Learning at home, Decision-Making; and Collaborating with the Community?

2. Methodology

The study's methodology is presented in this chapter. This chapter specifically included the study plan, research environment, respondents and sampling process, research instrument, data collection process, variable classification, and statistical analysis.

2.1. Respondents and Sampling

The respondents of the study were the One hundred fifty (150) parents/guardians from Baungon District II of the nine (9) elementary schools in the Division of Bukidnon. The researcher employed Slovin's formula with a margin error of 0.05 and was able to determine Grades 4, 5, and 6 parents/guardians respondents. Moreover, stratified random sampling was used to get the appropriate number of respondents in every school. This is done by dividing the sample size by its population. The distribution of the respondents is shown in Table A below.

Table A
Distribution of Respondents

Name of School	Population of Grade 4, 5, and 6 Parents/Guardian	Respondents
Buenavista Elementary School	58	10
Danatag Elementary School	105	12
Kalilangan Elementary School	38	8
Lacolac Elementary School	44	10
Langaon Elementary School	76	12
Lingating Integrated School	289	25
Mabuhay Elementary School	72	19
Nicdao Elementary School	153	20
Pualas Elementary School	107	20
San Miguel Elementary School	98	14
Total	1040	150

2.2. Research Instrument

To gather the necessary data, the study utilized an adopted survey questionnaire titled Two parts made up the “Validation of the Family Involvement Questionnaire-Elementary School Version” based on Katlyn Ann Grover’s research. Part 1 deals mainly with the respondents’ parents’ participation in parenting, communication, volunteering, at-home learning, decision-making, and community involvement.

Part 2 deals with academic performance in the First Quarter and Second Quarters.

2.3. Data Collection

Before gathering the data, the researcher presented the letter from the Graduate School of PHINMA Cagayan de Oro College to the Schools Division Superintendent of the Department of Education, Division of Bukidnon, to secure permission to conduct this research study in Baungon District II. After the approval from the Division Office, the researcher brought the Endorsement letter to the District-in-Charge of Baungon District II to ask for help coordinating the respondents' advisers and establishing a suitable time for data gathering, thus ensuring the accuracy of data. The researcher instrument was given to the respondents through the adviser during parents’ consultation time. Through this, the obtained survey result was recorded, tabulated, and treated.

2.4. Scoring Procedure

To eliminate bias in the result, the Likert scale was employed with the following scale and interpretation:

Part I: Parental Involvement

Scale	Range	Description	Interpretation
4	3.26-4.00	At All times	Very High
3	2.51-3.25	Most of the time	High
2	1.76-2.50	Sometimes	Low
1	1.00-1.75	Never	Very Low

2.5. Statistical Treatment

The data collected in this study are subject to specific statistical treatments. The data are coded, tallied, and tabulated for better presentation and interpretation of the results. Descriptive statistics such as mean and standard deviation were used to describe the variables of this study.

Pearson Product Moment Correlation Coefficient was utilized to analyse the relationship between learner academic achievement and parental participation when parenting, communicating, volunteering, learning at home, making-decision, and participating in the community were categorized into.

3. Results and Discussions

This chapter presents the tabulation, analysis, and interpretation of all the obtained results from the study and the discussion of its findings. This study aims to survey the Parental Involvement in Learners' Academic Performance at Baungon District II, Division of Bukidnon, for the School Year 2022-2023. The presentation of the findings was anchored on the sequential display of the study's statement of the problem and was analyzed and treated with appropriate and identified needed statistical tools and methods.

Problem 1. How much parental involvement does the respondents have: Parenting; Communicating; Volunteering; Learning at Home; Decision-Making; and Collaborating with the Community?

Table 1. Distribution of Respondents' Parental Involvement in Terms of Parenting

Indicators	Mean	SD	Description
In the morning, I drive my child to school.	1.72	1.159	Never
I teach my child how to perform home-living skills (ex. Dishes).	3.20	1.012	Most of the Time
I restrict my child's TV and video watching.	2.67	1.167	Most of the Time
I acknowledge my child for his/her school work in front of the teacher.	2.50	1.208	Sometimes
I set clear rules at home that my child should obey.	3.38	0.895	At All Times
I ask my child how his/her day was at school.	3.19	0.967	Most of the Time
I fetch my child from school in the afternoon.	1.96	1.206	Sometimes
I explain to my kid how going to school has benefited me.	2.70	1.157	Most of the Time
I share stories with my child about when I was in grade school.	2.70	1.041	Most of the Time
I review my child's school work.	2.45	1.059	Sometimes
Overall	2.65	0.623	Most of the Time

Legend: 3.26-4.00= At All Times

2.51-3.25= Most of the Time

1.76-2.50= Sometimes

1.00-1.75= Never

Table 1 shows the parental involvement in terms of parenting with an overall mean of 2.65 (SD=0.623), described as **Most of the Time**. This means that the respondents' parental involvement in terms of Parenting is high. The respondents affirmed that the learners' have a conducive, silent environment and receive encouragement from their parents. It can be observed that the parents' guide and support their children in terms of education. They teach their children in subjects where they feel hard, establish a consistent relationship between parents and children, show love and appreciation towards them, and strengthen the parent-children connection that would boost the self-esteem of every learner. Listening to the children would help the parents understand their feelings and guide them in a positive way. Based on researcher observation, parents let their children do their tasks independently and give assistance when necessary. Their parent's let them experiment on their own as it means that they have the freedom to choose or to decide a certain situation. By this, they will grow and develop at their own pace. It can be seen that the parents prepare their children to become independent in the future. It is a way of motivating their children to work independently and grab the opportunity to create their self-esteem. It is cited by (Liu et al., 2023) supportive parenting should be considered the prime target for enhancing parenting systems.

On the contrary, the indicator **I maintain clear rules at home that my child should obey** obtained the highest mean of 3.38 (SD=.896), described as **At all Times**. This implies that the respondents' parental involvement in this indicator is Very High. This indicates that the respondents set rules at home to be followed by their children at home. Setting clear rules at home can help children to feel safe and secure.

Establishing consistent, clear rules helps children to understand expectations and cultivate self-discipline. The more the parents discipline their children, the more they achieve the goals that will benefit them in future endeavors. According to (Golann et al., 2019), parents view discipline as more than rule-following, valuing self-discipline and academic discipline.

While the indicator **I take my child to school in the morning** obtained the lowest mean of 1.72 (SD=1.159), described as Never. This implies that the respondents' parental involvement in this indicator is Very Low. Most of the respondents do not have extra time to take their child to school. Because most of the parents in the district are farmers, eventually, both parents work hard to provide the family's basic needs, so they do not have time to allocate effort to send their children to school. While some families are big, leaving the younger sibling at home would be hard. They prefer the older sibling to go with the school independently or accompany the learners' neighborhood. As (Parks, 2022) mentioned, balancing work and home is a problem that has yet to be solved for working parents, especially working mothers. Supported by (Becerra, 2019), considerations should include low-income mothers' experience of frequent housing mobility and increased work hours as barriers to school-based parent involvement.

Table 2. Distribution of Respondents' Parental Involvement in Terms of Communicating

Indicators	Mean	SD	Description
I call the teacher if I am concerned about things that my child tells me about school.	2.20	1.142	Sometimes
I talk about how my child is performing in school to family and friends.	2.64	1.112	Most of the Time
I ask the teacher about my child's accomplishments.	2.45	1.071	Sometimes
I talk to the teacher about how my child deals with his/her classmates in school.	2.66	1.091	Most of the Time
I talk to my child's teacher or principal to get information.	2.60	.982	Most of the Time
I talked to the teacher about classroom rules.	2.61	1.047	Most of the Time
I talk with my child's teacher about our personal and family matters if it affects my child's work at school.	2.56	1.318	Most of the Time
I talk with my child's teachers on the cell phone.	1.72	1.170	Never
I talk with my child's teacher about schoolwork he/she is expected to practice at home.	2.72	1.002	Most of the Time
I ask my child's teacher about his/her daily school routine.	2.70	1.145	Most of the Time
Overall	2.49	.701	Sometimes

Legend: 3.26-4.00= At All Times 2.51-3.25= Most of the Time
 1.76-2.50= Sometimes 1.00-1.75= Never

Table 2 shows the parental Involvement in terms of communicating with an overall mean of 2.49 (SD=0.701), described as **Sometimes**. This means that the respondents' parental involvement in terms of communicating is low. It is understood that the higher the standard deviation, the greater the spread the responses, which indicates that the respondents have a wider range of opinions or answers, according to (Bhandari, 2020). The communications of both teachers and parents are not strong enough to build a good

relationship to help the learners get a good education. Some parents did not make an effort to attend the General Parents-teacher Association due to some personal reasons. The teacher makes an effort to address this issue, but unfortunately, some parents do not cooperate because they have a prior agenda or they make some excuses that the teacher cannot control this kind of scenario. Sometimes, this kind of scenario would build a misinterpretation between the parents and teacher on planning some project that benefits the learners inside the classroom due to their absence in the said meeting, just like what happened to one of the schools in Baungon District. Attending meetings would help the teacher to share information about the children's progress, achievements, and concerns, help both parents and teachers stay informed and work together for the betterment of every child. Good communication helps to build trust in each other and respect every perspective they share with everyone.

The indicator **I talk with my child's teacher about schoolwork he/she is expected to practice at home** obtained the highest mean of 2.72 (SD=1.002), described as **Most of the Time**. This means that the respondents' parental involvement in this indicator is High level. Sharing information between parents and teachers about the expected things to be done at home is one of the best ways to help the child cope with the lesson given by the teachers. These practices help the child to improve their skills that need to be addressed to boost the confidence of every learner. Good communication will help both parents and teachers to create better strategies for helping the child cope with the lesson and improve their skills. The learners are more driven to learn, and their grades improve as the outcome of the healthy relationship between parents and teachers. The schools most frequently encouraged parents to access information through conversations with teachers, as mentioned by (Farley, 2022). Since both clients and consultees have continuously benefited from consulting, it was likely an effective method of promoting family-school engagement, as indicated by (Smith, 2021).

Moreover, the indicator **I talk with my child's teachers on the cell phone** obtained the lowest mean of 1.72 (SD=1.170), described as **Never**. This means that the respondents' parental involvement in this indicator is Very Low. This implies that the parents did not communicate with the teacher through cell phones because most parents do not have phones. Instead of buying phones, they focus on providing the family's basic needs. Some parents buy phones for their children, like the high school or college students, who need them the most in their studies. Single-parent women living in poverty have limited financial resources, as stated by (Caissie, 2017). Parents from low-income families use most of their time making ends meet for economic survival. Instead of competing for their attention, schools can provide opportunities where parents can be involved in children's learning at home. Schools can capitalize on parents' ability to influence children's school outcomes through parenting for education (Jabar, 2023). Though, the teacher still provides a time to have a parents' consultation on discussing their child's academic performance progress.

In addition, (Scharton, 2019) said that the value of clear and consistent communication is threaded through each of those parent behaviors. The success of the learners depends on parents and teachers having open channels of communication.

Table 3. Distribution of Respondents' Parental Involvement in Terms of Volunteering

Indicators	Mean	SD	Description
I volunteer at my child's classroom.	2.12	1.073	Sometimes
I believe that parents are encouraged to get involved at school by the principal and teachers.	2.84	1.208	Most of the Time
I go on class trips with my child.	1.96	1.208	Sometimes
I am involved in fundraising activities at my child's school.	2.27	.989	Sometimes
I participated in planning school projects.	2.58	1.136	Most of the Time
I participated in planning school activities.	2.78	1.126	Most of the Time
I participated in electing new set of officers	2.70	1.261	Most of the Time
I volunteer at my child's school.	2.72	1.226	Most of the Time
I participated in religious activities at my child's school (like Christmas celebration).	3.10	1.141	Most of the Time
I participated in the quarterly cleaning of the school surroundings (pahina).	3.25	.963	Most of the Time
Overall	2.63	.786	Most of the Time

Legend: 3.26-4.00= At All Times

2.51-3.25= Most of the Time

1.76-2.50= Sometimes

1.00-1.75= Never

Table 3 shows the parental involvement in terms of volunteering with an overall mean of 2.63 (SD=0.786), described as **Most of the Time**. This means that the respondents' parental involvement in terms of Volunteering is High. The respondents were most likely to participate in school and community activities. The parents are most likely to extend their help to the school activities like participating in Brigada Eskwela, planning, and providing financial assistance if in need. Socioeconomic status was not a hindrance to extending help. Sometimes, the presence of parents in a certain event was such a big help. The school organized a meeting through the General Parents-teacher Association to create a plan and ask for help from the parents or the community. Volunteering by parents/guardians in the school benefits children, parents, teachers, and the school as a whole. Improving academic performance, behavior, and self-esteem are the outcomes of healthy relationships between both parents and school.

While on the other hand, the indicator **I participated the quarterly cleaning the school surroundings (pahina)** obtained the highest mean of 3.25 (SD=.963), described as **Most of the Time**. This means that the respondents' parental involvement in this indicator is High. This implies that most respondents attended the scheduled or emergency cleaning of the school surroundings. Cleaning school surroundings or pahina was one of the programs in GPTA to maintain the safety of young learners from dangerous animals and to beautify school surroundings. Keeping a clean environment helps the learners away from dengue disease. This is another way of calling the parents' attention to have some time to collect information about their child's

progress and ask about their behavior inside the classroom. Implementing the program would establish a strong relationship between parents, teachers, and the school head. The school's partnership programs can instruct volunteers on the precise procedures to follow when helping in the classroom or at school. With this type of training, all volunteers will know the expectations and better understand the school's operations (Maša, 2017).

However, the indicator **I go on class trips with my child** obtained the lowest mean of 1.96 (SD=1.208), described as **Sometimes**. This means that the respondents' parental involvement in this indicator is Low. This implies that the respondents do not prioritize joining field trips as it adds to their burden in terms of financial. And in the respondent's district, they do not conduct any educational field trips. DepEd Memorandum 47, s. 2017 hereby declares that reminding all schools that Educational Field Trips are not mandatory. Yet, transformational school leadership supports parental involvement and invites teachers to encourage parents to become more strongly involved with their child's education, as studied by (Yulianti, 2022).

Table 4. Distribution of Respondents' Parental Involvement in Terms of Learning-at-Home

Indicators	Mean	SD	Description
I check to see that my child has a place at home where books and school materials are kept.	2.54	1.078	Most of the Time
I bring home learning materials for my child (ex. books, videos, tapes).	2.24	1.097	Sometimes
I ensure that my child has resources available for the homework. (example: dictionary)	2.78	1.071	Most of the Time
I provide assistance or check-in with my child when they are completing homework.	2.98	.923	Most of the Time
I read with my child.	2.98	1.170	Most of the Time
For my child, I adhere to a normal wake-up and bedtime schedule.	2.62	1.212	Most of the Time
I help my child with homework.	2.92	.993	Most of the Time
My child has chores to do at home.	3.04	.936	Most of the Time
I engage in artistic pursuits with my kid, like singing, sketching, and storytelling.	2.65	1.016	Most of the Time
I focus on math skills with my kid during that time.	2.46	1.127	Sometimes
Overall	2.72	.759	Most of the Time

Legend: 3.26-4.00= At All Times 2.51-3.25= Most of the Time
 1.76-2.50= Sometimes 1.00-1.75= Never

Table 4 shows the parental involvement in terms of learning-at-home with an overall mean of 2.72 (SD=0.759), described as **Most of the Time**. This means that the respondents' parental involvement in terms of Learning-at-Home is High. It implies that the respondents most likely assisted their child at home and provided a positive learning environment. Parents providing guidance at home will increase the performance of the children. Follow-up is essential in learning. Sometimes, learners tend to forget the lesson being taught at school. The help of the parents in making an effort to help the children recall the lesson helps them to understand the lesson well. Taking leadership responsibilities that include sharing information with other parents is added to decision-making activities. Parents assessed their children's academic achievement based on academic outcomes and effort to achieve (Wahyuni, 2022).

On the contrary, the indicator **My child has chores to do at home** obtained the highest mean of 3.04 (SD=.936), described as **Most of the Time**. This means that the respondents' parental involvement in this indicator is High Level. It implies that the respondents taught lessons from learning areas and house chores that would help the house maintain cleanliness to prevent illness that would lead the learners to be absent from classes. Working together on the house chores makes it easy and done fast so that the parents will have time to teach the children at home. Teaching house chores prepares the children to be independent as they grow older.

On the other hand, the indicator **I bring home learning materials for my child (ex. books, videos, tapes)** obtained the lowest mean of 2.24 (SD=1.097), described as **Sometimes**. This means that the respondents' parental involvement in this indicator is Low level. This implies that not all respondents can provide other resources that can be used at home unless the teacher provides learning materials. Most of the respondents cannot afford to buy books or other learning resources because the money they earn is already budgeted for the family's basic needs.

Additionally, when the parents collaborate with the teacher, they can create a healthy learning environment at home and at school. It is important to guide the learners in their presence so that the teachers may not be biased in one way or another. (Amponsah et al., 2018) revealed in their study that parents inspire and track their children's studies at home that are at the top of the line. Furthermore, according to (Kiser, 2020), children's imagination and critical-thinking skills are enhanced when their parents are involved.

Table 5. Distribution of Respondents' Parental Involvement in Terms of Decision-Making

Indicators	Mean	SD	Description
I offer to the teacher field trips and classroom activities.	2.21	1.013	Sometimes
I talk to the teacher when my child has difficulties at school.	2.28	1.064	Sometimes
I talk with my child about what their life will be like after they graduate in elementary.	2.54	1.027	Most of the Time
I discuss the struggles my child is having in school with my child's teacher.	2.90	1.054	Most of the Time
I talk with my child about possible careers they are interested in.	2.52	1.139	Most of the Time
I ask my child's teacher or principal about disciplinary problems.	2.38	1.091	Sometimes
I talk to the teacher about preparing my child for life after elementary.	2.40	1.210	Sometimes
The teacher and I will write notes to each other about my child or school activities.	1.92	1.039	Sometimes
I schedule playtimes in my house for my child's peers.	2.68	1.204	Most of the Time
I am involved in any financial planning for my Homeroom Parent-teacher Association.	2.88	1.110	Most of the Time
Overall	2.47	.790	Sometimes

Legend: 3.26-4.00= At All Times

1.76-2.50= Sometimes

2.51-3.25= Most of the Time

1.00-1.75= Never

Table 5 shows the parental involvement in terms of decision-making with an overall mean of 2.47 (SD=0.790), described as **Sometimes**. This means that the respondents' parental involvement in decision-making is low. It means that the respondents were less engaged in planning and discussion with their children. Some of the many reasons why parents are less involved, based on the researcher's observation, are a lack of interest in taking leadership, there are younger siblings to be taken care (new born child), and a conflicting schedule of work and the date for General Parents-teacher Association (GPTA). The General Parents-teacher Association (GPTA) is one of the organizations in school that make the parents' involvement essential to the learners. In this organization, they discuss and share information with other parents on the best practices that improve the academic performance of their children. It is an open forum for both parents and teachers. Rest assured that everyone is welcome to share their thought and knowledge. Additionally, collaboration between the parents and teacher benefits the learners' academic performance, behaviour, attendance and their self-concept and attitude towards learning.

While the indicator **I talk to my child's teacher about his/her difficulties at school** obtained the highest mean of 2.90(SD=1.054), described as **Most of the Time**. This means that the respondents' parental involvement in this indicator is High. It implies that the respondents would exert extra effort on the consultation of their child's difficulties in the lesson or any school agenda. This exercise would help parents and teachers plan the best activities or methods to help the child cope with the lesson or situation. Based on the researcher's observation, working together to improve the learners is the best way to be implemented. Parental connection to the children enhances their performance in academics—parents' organizing efforts as a form of transformational resistance (Freelon, 2022).

Moreover, the indicator **The teacher and I write notes to each other about my child or school activities** obtained the lowest mean of 1.92(SD=1.039), described as **Sometimes**. This means that the respondents' parental involvement in this indicator is low level. It implies that most of the respondents did not write a note regarding their child or school activities. Teachers are the key agents in the promotion of parental involvement in education (Yulianti, 2021). In connection, the school extends effort on communication to the parents by posting an announcement about school activities or a letter if the teacher wants to talk with parents about the child's behavior or progress on academic performance if needed because working together as one would achieve a great outcome.

(Yaseen et al., 2017) parents' decision-making process about their children's education and participation in such processes offers many of the children's success and better academic performance. The Nanay-Teacher Parenting Program additionally contributed to the advancement of School-Based Management (SBM), a strategy for decentralizing learning management and decision-making in school activities in order to bring together school administrators, learners, and parents to enhance better education.

Table 6. Mean and Standard Deviation of Parental Involvement in terms of Collaboration with Community

Indicators	Mean	SD	Description
I meet with other families from my child's classroom outside of the school.	2.12	1.158	Sometimes
I participate in parent workshops or training offered by my child's school.	2.25	1.024	Sometimes
I participate in community and family social activities at my child's school (ex. sports games, plays).	2.66	1.230	Most of the Time
I attend conferences with teachers to talk about my child's learning or behaviour.	2.82	1.001	Most of the Time
I make conversation with other parents about school meetings and events.	2.97	1.175	Most of the Time
I ask people at my child's school about training or career development opportunities for myself.	2.18	1.068	Sometimes
I feel that parents in my child's school support one another.	3.12	.989	Most of the Time
I attend organized family-school associations at my child's school (ex. School Parent-teacher Association meetings).	3.11	.952	Most of the Time
I take my child places in the community to learn specific things (museum, church).	2.65	1.170	Most of the Time
I bring my kid to the neighbourhood library.	2.12	1.104	Sometimes
Overall	2.60	.761	Most of the Time

Legend: 3.26-4.00= At All Times 2.51-3.25= Most of the Time
 1.76-2.50= Sometimes 1.00-1.75= Never

Table 6 shows parental involvement in terms of collaboration with the community with an overall mean of 2.60 (SD= 0.761), described as **Most of the Time**. This means that the respondents' parental involvement in terms of decision-making is High. It implies that the respondents have a high level of extending help to the community. It was the responsibility of parents to be involved in any form of meetings in school that would help to become a good performing school and a competitive learner in any academic contest. Everyone must be involved in promoting better learning for every learner at school. The involvement can take various forms and has been shown to be beneficial to both learners and the community as a whole. Based on the researcher's experience, the Barangay Council in Mabuhay Elementary School gives school supplies to the learners in every opening class of the year. It can be seen that both council and teachers have a good partnership in improving the education system by offering supplies that lessen the burden of parents on buying school supplies for their children.

The indicator **I feel that parents in my child's school support one another** obtained the highest mean of 3.12 (SD=.989), described as **Most of the Time**. This means that the respondents' parental involvement in this indicator is High. It implies that collaborating with other parents would help to set harmony in setting goals to achieve an excellent school performance. It is a good partnership that needs to be continued to the next generation. It can be seen that there will be no jealousy of who is top in the class. Establish a mentoring program where the parents or community guide and support the learners. It can help to improve the learners'

academic performance and enhance their self-esteem. It can also create a good relationship between the learners and the community.

Additionally, the indicator **I take my child to the public library** got the lowest mean of 1.12 (SD=1.104), described as **Never**. This means that the respondents' parental involvement in this indicator is Very Low. This implies that most of the respondents did not take their child to the public library since there is no library in Baungon unless the parents bring their child to other places that have a public library. Based on the researcher's observation, the respondents never brought their child to the public library; instead, they downloaded educational videos from the internet, and some parents just depend on the teachers' distribution of learning materials, most especially reading materials that help them to improve their reading and comprehension skills.

(Kemp, 2017) stated that schools and the community are one unit, and collaboration with all sectors of the community is critical to assisting children in reaching their full potential. The values, culture, and educational opportunities that schools should provide for their learners are strengthened and improved through collaboration between the community and the schools. With unity, the learners tend to earn high grades, go to school all the time, and be motivated to participate in any academic activities if they see support from the parents, community, teachers, and school head.

Table 7. Summary Distribution of Parental Involvement

Indicators	Mean	SD	Description
Parenting	2.65	0.623	Most of the Time
Communicating	2.49	0.701	Sometimes
Volunteering	2.63	0.786	Most of the Time
Learning-at-Home	2.72	0.759	Most of the Time
Decision-Making	2.47	0.790	Sometimes
Collaborating with the Community	2.60	0.761	Most of the Time
Overall	2.59	0.096	Most of the Time

Legend: 3.26-4.00= At All Times 2.51-3.25= Most of the Time
 1.76-2.50= Sometimes 1.00-1.75= Never

Table 7 states that the breakdown of parental engagement in terms of parenting, communication, volunteering, at-home learning, decision-making, and community collaboration with an overall mean of 2.59 (SD=0.096), described as **Most of the Time**. This may be inferred from the table, which shows that all of the indicators are viewed as having a high level of parental participation. The results mean that the given indicators of parental involvement are highly involved in improving the learners' academic performance in Baungon District II, Division of Bukidnon. Teacher effort in planning family activities combined with family effort in attending and participating in family activities improved parental satisfaction and involvement, as (Thoemke, 2017) studied.

The result clearly shows that parental involvement in terms of learning at home obtained the highest mean of 2.72 (SD=0.759), described as **Most of the Time**. This means that the respondents' parental involvement in terms of learning-at-home is High. This implies that most of the respondents provide their children with a healthy learning environment at home. Communication is a major reason for success in learners' academic performance, and a good learning environment positively influences learners' academic performance (Mugumya, 2022).

While parental involvement in terms of decision-making obtained the lowest mean of 2.47 (SD=0.790),

described as **Sometimes**. This means that the respondents' parental involvement in terms of decision-making is low. Based on researcher observation, the reasons for low parents' involvement in decision-making are lack of flexible work arrangements, which can make it difficult for the parents to find time to be involved in decision-making and lack of confidence in their ability to share or make decisions for the betterment of the school. The school builds a connection with the parents to let them feel that their thoughts will matter. The School leaders and teachers are two important agents within the school organization to promote parental involvement (Yulianti, 2022).

Problem 2. What is the performance level of the learners in the First and Second Quarters?

Table 8. Distribution of Learners' Performance Level in the First Quarter

Scoring	Point Value	Qualitative Description	F	%
90-100	5	Outstanding	32	21.3
85-89	4	Very Satisfactory	12	8.0
80-84	3	Satisfactory	29	19.3
75-79	2	Fairly Satisfactory	76	50.7
Below 75	1	Did not Meet Expectations	1	.7
Mean			81.553	
SD			.67481	
QD			Satisfactory	

Legend: 90-100= Outstanding 85-89= Very Satisfactory 80-84= Satisfactory
 75-79= Fairly Satisfactory Below 75= Did not Meet Expectations

Table 8 shows the distribution of learners' performance levels in the First Quarter with an overall mean of 81.553 (SD= .67481), described as **Satisfactory** in academic performance. This means that the majority of the learners were remarked passed during the First Quarter. Thus, the respondents were involved in their children's education for this quarter. Positive support from the parents can create a beneficial atmosphere for learning. When the children feel guided and supported, they are more likely to be motivated, engaged in any school activities, be an academic or extracurricular, and perform well academically.

As (Steinmayr et al., 2017) mentioned, academic performance represents performance outcomes that indicate the extent to which a person has achieved specific goals that were the focus of activities in educational environments, in particular in school, college, and university. Each person's existence in developed cultures is significantly influenced by their academic performance.

Table 9. Distribution of Learners' Performance Level in the Second Quarter

Scoring	Point Value	Qualitative Description	F	%
90-100	5	Outstanding	35	23.3
85-89	4	Very Satisfactory	8	5.3
80-84	3	Satisfactory	31	20.7
75-79	2	Fairly Satisfactory	75	50.0
Below 75	1	Did not Meet Expectations	1	.7
Mean			81.660	
SD			6.990	
QD			Satisfactory	

Legend: 90-100= Outstanding 85-89= Very Satisfactory 80-84= Satisfactory
 75-79= Fairly Satisfactory Below 75= Did not Meet Expectations

Table 9 presents the distribution of learners' performance level in the Second Quarter with an overall mean of 81.660 (SD= 6.990), described as **Satisfactory** level of academic performance. This means that the majority of the learners were remarked passed during the Second Quarter. Thus, the respondents were involved in their children's education for this quarter. The parents who monitor their child's academic progress, assist with homework, and provide guidance can ensure that the child stays on track and completes assignments on time. Regular communication with the teacher can also enable parents to stay updated on their child's academic challenges and progress.

Moreover, the parents and teacher set goals to help the learners improve their abilities and use a variety of techniques to teach the learners either at home or in the classroom. There was harmonious communication between the teachers and parents. This would lead the learners to cultivate strong foundational skills in areas such as reading, writing, and numeracy. These skills served as a solid base for further academic growth and allowed the learners to perform well in various subjects.

Furthermore, if the parents set high expectations for the child's academic performance and demonstrate a belief in their abilities, it can motivate the child to strive for success. It is also important that the parents provide educational resources to help the child to widen their knowledge in different areas.

According to (Erol et al., 2018), the commitment of parents to the education and support of their children enhances the participation of students at the school level. The commitment to a learner's school level is increased when parents show up at their child's school and make him feel like they are interested in him.

Problem 3. Does each of the following significantly affect how well the learners succeed academically: Parenting; Communicating; Volunteering; Learning at Home; Decision-Making; and Collaborating with the Community?

Table 10. Correlation Analysis of Parental Involvement and Academic Performance

Parental Involvement	ACADEMIC PERFORMANCE	
	First Quarter r- value p- value	Second Quarter r- value p- value
Parenting	-.031	-.019
	.709	.820
	NS	NS
Communication	-.104	-.099
	.205	.227
	NS	NS
Volunteering	-.052	-.140
	.526	.087
	NS	NS
Learning-at-Home	-.104	-.092
	.205	.263
	NS	NS
Decision-Making	-.158	-.180*
	.053	.027
	NS	S
Collaborating with the Community	-.080	-.146
	.330	.075
	NS	NS

**At the 0.05 threshold (2 tailed), correlation is Significant.*

Legend: S-Significant NS-Not Significant

Table 10 displays the results of the evaluation of whether there is a meaningful connection between parental participation and academic achievement. Of the six indicators, the only statistically significant correlation was found between decision-making and learners' academic performance during the Second Quarter, with the ($r=-.180^*$) as indicated by probability value ($p=.027$) means **Significant**. This result implies that the learners' academic performance in the second quarter was significantly influenced by parental involvement in decision-making. This means that the respondents were involved in their child's education, and it had a positive effect on the learners'. This is compatible with (Mapigano, 2018), who said that coordination between home and school fosters good academic outcomes.

Additionally, effective decision-making positively impacts learners' academic performance in various ways. It allows parents to define their aim in involving the education of their children. They carefully considered the available opportunities and chose specific targets that would benefit their children. The clear setting aims to develop motivation and eventually lead to better academic performance for the learners.

Furthermore, the parenting, communication, volunteering, learning-at-home and collaborating with the community was **Not Significant** relationship to the learners' academic performance during First and Second Quarters. This implication suggests that the parents need support and supervision on how to involve themselves in their child's education positively. Parents cannot do it alone, especially if they are not capable of teaching their children. (Nayar, 2021) revealed that the parents might strengthen the students' support system by contacting teachers and other mentors in the community to help deliver encouraging messages. The

schools should create a program that involves, helps, and guides the parents to develop better communication and connection to the community and every family.

(Erol et al., 2018) found that parents' commitment to the education and support of their children enhances learners' participation at the school level. Parents visiting their child in their school and making them feel that he is interested in their child increases the commitment to the learners' school level. (Lara et al., 2019) study showed differences in academic performance scores between parent involvement levels, where children of parents with high and moderate involvement performed better academically than children of parents with low involvement.

4. Findings

Based on the analysis and interpretation of data gathered, the following are the salient findings of the study.

1. A majority of the time, the respondents' level of parental participation in terms of parenting, volunteering, at-home learning, and community collaboration was evident, with the exception of the infrequent use of communication and decision-making.

2. The academic performance in the First and Second Quarter is **Satisfactory**. The respondents agreed that parental involvement in learners' academic performance would result in a great impact on the learners' achievement.

3. The learners' academic success is significantly influenced by parental involvement in terms of parenting, communicating, volunteering, learning at home, making decisions, and working with the community.

5. Conclusions

The following conclusions were made in light of the following:

Most of the respondents are highly involved in the education of their children. The child's level of academic performance was influenced by their effort and motivation. Children who put in an effort, ask for help from their parents when needed and have a strong aspiration to learn usually perform better academically. The parents' support and guidance, with a healthy learning environment at home and the community, and proper communication between the parents and teacher can significantly impact a child's academic performance level.

Therefore, both parents and the school would work together in the learning process of each learner. Education is one of the rights of every learner in order for them to grow and develop individually. This demonstrated a substantial correlation between all markers of parental involvement and the academic achievement level of the learners.

6. Recommendations

Based on the assumption, the following recommendations were formulated:

1. Strengthen the partnership between parents, school and community. Make a parental involvement program that would help everyone to address the lack of development and interest.

2. Plan a training or workshop on how to promote school-home partnerships that can increase the

impact of parental involvement. It would benefit all the learners.

3. Make a session to make clear the importance of parental involvement in education, especially to those who are less interested in sending their child to school, and let them know the schedule of consultation hours daily. If necessary, teachers must quickly cooperate with the parents of learners experiencing behavioural and academic issues. Plan, put into action, and oversee family involvement in education for the learners to provide significant assistance during a lifelong learning process and ongoing school improvement.

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