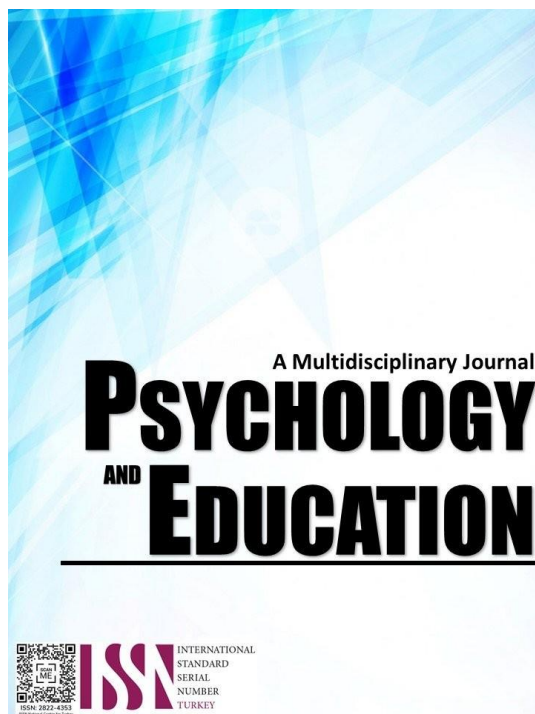


**PARENTAL INVOLVEMENT AND STUDENTS' ENGAGEMENT AMONG
JUNIOR HIGH SCHOOL STUDENTS IN A STATE UNIVERSITY
LABORATORY HIGH SCHOOL IN MINDANAO, PHILIPPINES**



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 21

Issue 2

Pages: 102-113

Document ID: 2024PEMJ1946

DOI: 10.5281/zenodo.12216254

Manuscript Accepted: 05-13-2024

Parental Involvement and Students' Engagement Among Junior High School Students in a State University Laboratory High School in Mindanao, Philippines

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Abstract

This study explores the relationship between parental involvement and students' engagement among junior high school students at MSU-MSAT during the First Semester of the Academic Year 2023-2024. It examines the extent of parental involvement across various domains, evaluates the level of students' engagement, and investigates the correlation between parental involvement and students' engagement. The research involves 165 junior high school students from MSU-MSAT in Maigo, Lanao del Norte, utilizing a descriptive research design. Data is collected through a questionnaire and analyzed using frequency and percentage, average-weighted value, and chi-square. The findings reveal that parents are most active in parenting and communication, with less engagement in volunteering and community collaboration. Parental involvement in learning at home and decision-making is sporadic. Conversely, junior high school students demonstrate engagement in behavioral, emotional, and cognitive dimensions. The study concludes that parental involvement significantly impacts students' engagement, with higher levels of parental involvement correlating with increased student engagement.

Keywords: *parental involvement, students' engagement, junior high school students*

Introduction

Parental involvement is vital for students' engagement and success in school, a priority for parents worldwide (Smokoska, 2020). It encompasses various dimensions like parenting, communication, volunteering, and community collaboration, all contributing significantly to children's educational development (Epstein et al., 2019). However, despite its recognized importance, effective collaboration between parents and schools remains a challenge globally (Kim & Bryan, 2017).

In the Philippine context, Bartolome et al. (2017) highlight the necessity for improved parental involvement practices, especially in promoting active engagement in children's learning both at home and in school. Despite the presence of parent-teacher associations (PTAs), actual parent involvement often falls short, indicating a gap in partnership strategies between schools and families (Massucco, 2020).

Research consistently demonstrates the positive impact of parental involvement on student engagement (Erol & Turhan, 2018). Sabbott (2016) emphasizes the importance of student engagement, which spans behavioral, emotional, and cognitive dimensions and is crucial for academic advancement.

Theoretical frameworks such as Bronfenbrenner's Ecological Systems Theory and Epstein's Theory of Overlapping Spheres of Influence underscore the significant role parents play in children's academic achievement and overall development (Sengönül, 2022; Scott, n.d.). They highlight the interconnectedness of family, school, and community involvement in promoting positive educational outcomes.

Understanding the relationship between parental involvement and students' engagement is crucial for informing educational strategies and interventions (Yang et al., 2023). Aspiring teachers at Mindanao State University-Maigo School of Arts and Trades, the researchers are committed to exploring this relationship to enhance educational practices and support mechanisms for students and parents alike.

The researchers aim to explore the levels of parental involvement and students' engagement among junior high school students at Mindanao State University-Maigo School of Arts and Trades. Despite observed limitations in parental involvement programs and communication between parents and the school, understanding this relationship is critical for informing educational strategies and interventions (Yang et al., 2023). As aspiring teachers, the researchers are committed to shedding light on this relationship to facilitate more effective educational practices and support mechanisms for both students and parents.

Research Questions

This study aimed to assess the level of parental involvement and students' engagement at Mindanao State University - Maigo School of Arts and Trades during the First Semester of the Academic Year 2023-2024. Specifically, it aimed to address the following inquiries:

1. What is the level of parental involvement among junior high school students in terms of parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community?
2. What is the level of students' engagement in terms of behavioral engagement, emotional engagement, and cognitive engagement of the participants in the First Semester, Academic Year 2023-2024?
3. Is there a significant relationship between the level of parental involvement and students' engagement among junior high school students?



Methodology

Research Design: The methodology employed in this research is a descriptive-correlational design, aiming to explore the relationship between parental involvement and students' engagement among junior high school students at Mindanao State University-Maigo School of Arts and Trades. The choice of a descriptive-correlational design aligns with the research objective, as it allows for the investigation of relationships between variables without assuming direct cause-effect relationships (Bhandari, 2023).

The Participants: A sample of 165 junior high school students was selected using a simple random sampling method, implemented through a lottery approach. This sampling technique ensures equal opportunity for every student to be included in the study, enhancing the generalizability of the findings.

The Instruments: Instruments utilized for data collection included a structured questionnaire, adapted and modified specifically for this study, supplemented by open-ended interview questions. The questionnaire covered various aspects of parental involvement, such as parenting, communication, volunteering, learning at home, decision-making, and community collaboration. Additionally, it assessed students' engagement across behavioral, emotional, and cognitive domains. Prior to distribution, the questionnaire underwent validation and revisions to ensure its reliability and validity.

Ethical considerations: Ethical considerations were paramount throughout the study. Permission and access to student information were obtained from the campus registrar and high school principal, ensuring compliance with data protection regulations. Informed consent was also obtained from participants, guaranteeing their voluntary participation and confidentiality of their responses.

Data collection: Data collection took place over a two-week period, allowing respondents to participate at their convenience. Statistical analysis, including correlation analysis, was conducted to examine the relationship between parental involvement and students' engagement.

Data Analysis: The thematic analysis was performed on the responses gathered from open-ended interview questions to provide further insights into the research findings.

Overall, the methodology adopted in this study ensures a comprehensive and rigorous investigation into the relationship between parental involvement and students' engagement.

Results and Discussion

Table 1. *Level of Parental Involvement in Terms of Parenting*

Responses	Interpretation	Frequency	Percentage (%)
Always	Highly Involved	464	56.25
Often	Involved	118	14.30
Sometimes	Sometimes Involved	133	16.12
Seldom	Seldom Involved	51	6.18
Never	Not Involved at All	59	7.15
Total		825	100

Table 1 displays parental involvement in parenting among junior high school students. "My parents fulfill my basic needs" received the highest weighted mean average of 4.77, indicating "Highly Involved," while "My parents supervise me when I play computer games" scored the lowest average of 3.10, indicating "Sometimes Involved." Overall, the majority of statements suggest high levels of parental involvement, with an average weighted mean of 4.06, interpreted as "Involved." This indicates robust parental support, particularly in meeting basic needs and emphasizing education. These findings corroborate previous research emphasizing parental involvement in daily routines and education (Jigyel et al., 2019; Mamta & Garcia, 2018).

The data provided in Table 1 offers valuable insights into the level of parental involvement in parenting among junior high school students, shedding light on the dynamics of parental support and engagement in their children's lives. Here are the abstractions, insights, and implications derived from the results:

The table presents a breakdown of responses indicating the frequency of parental involvement in various aspects of parenting, ranging from "Always" to "Never." The majority of respondents report their parents being "Highly Involved" (56.25%) or "Involved" (14.30%), indicating robust parental support and engagement in meeting their children's basic needs and providing guidance in daily activities. However, a smaller percentage of respondents report their parents being "Seldom Involved" (6.18%) or "Not Involved at All" (7.15%), suggesting areas for improvement in fostering parental involvement.

The weighted mean average scores highlight specific parental behaviors associated with parenting involvement. For instance, the behavior "My parents fulfill my basic needs" receives the highest average score of 4.77, indicating that the majority of respondents perceive their parents as highly involved in meeting their fundamental requirements. Conversely, "My parents supervise me when I play computer games" obtains the lowest average score of 3.10, suggesting that fewer parents actively monitor their children's recreational activities.

The data suggest a positive correlation between parental involvement and the quality of the parent-child relationship. Parents who are actively engaged in their children's lives, providing support, encouragement, and guidance, contribute to a strong foundation for healthy parent-child relationships. This, in turn, can enhance children's overall well-being, academic success, and socio-emotional development.

The findings align with previous research by Jigyel et al. (2019) and Mamta & Garcia (2018), which emphasize the importance of parental involvement in daily routines and education. This consistency in findings underscores the significance of parental support and engagement in fostering positive outcomes for children.

Insights from interviews with respondents further highlight the positive impact of parental involvement on students' academic motivation and well-being. Students' express appreciation for their parents' support, noting how it motivates them to excel in school while also providing financial assistance and encouragement without undue pressure.

In summary, the data on parental involvement in parenting underscore the critical role of parents in supporting their children's academic and personal development. By fostering a supportive and nurturing environment at home, parents can empower their children to thrive academically and emotionally, laying the groundwork for future success. These insights can inform efforts to strengthen partnerships between schools and families, ultimately enhancing educational outcomes for all students.

In interviews, respondents expressed appreciation for their parents' support and encouragement in academics. They noted how their parents motivate them to excel in school without undue pressure, provide financial assistance, and encourage punctuality.

Table 2. *Level of Parental Involvement in Terms of Communicating*

<i>Responses</i>	<i>Interpretation</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Always	Highly Involved	250	30.30
Often	Involved	160	19.39
Sometimes	Sometimes Involved	221	26.78
Seldom	Seldom Involved	101	12.25
Never	Not Involved at All	93	11.28
Total		825	100

Table 2 illustrates parental involvement in communicating among junior high school students. "My parents meet my teacher at school during report card day (parent-teacher conference)" received the highest weighted mean average of 3.91, indicating "Involved." Conversely, "If my parents have any questions pertaining to me, they can contact my teacher" scored the lowest average of 3.10, interpreted as "Sometimes Involved." Overall, most statements indicate parental involvement, with an average weighted mean of 3.452, suggesting active engagement in school-related communication, especially during report card days.

The data presented in Table 2 provides valuable insights into the level of parental involvement in communicating among junior high school students, offering abstractions and implications for fostering effective parent-school partnerships and supporting student success. Here are the key abstractions, insights, and implications derived from the results:

The table outlines the frequency of parental involvement in various communication activities, ranging from "Always" to "Never." The majority of respondents indicate that their parents are either "Highly Involved" (30.30%) or "Involved" (19.39%) in communicating with the school. However, a notable percentage of respondents report their parents being "Seldom Involved" (12.25%) or "Not Involved at All" (11.28%), indicating areas for improvement in fostering consistent communication between parents and the school.

The weighted mean average scores highlight specific communication behaviors associated with parental involvement. For instance, the behavior "My parents meet my teacher at school during report card day (parent-teacher conference)" receives the highest average score of 3.91, indicating active parental engagement during formal school events. Conversely, "If my parents have any questions pertaining to me, they can contact my teacher" obtains the lowest average score of 3.10, suggesting that fewer parents actively initiate communication with teachers outside of scheduled events.

The data suggest a positive trend in parental involvement in school-related communication activities, particularly during formal events such as parent-teacher conferences. However, there is room for improvement in fostering ongoing and proactive communication between parents and teachers to address individual student needs and concerns in a timely manner. Strengthening communication channels between parents and the school can enhance collaboration, promote parental engagement in decision-making processes, and ultimately support student success.

Insights from interviews with respondents reveal a tendency for parents to trust teachers and school staff, potentially influencing their communication behaviors. While parents may attend school activities and meetings, they may rely on the expertise of teachers and school personnel to address their child's academic and developmental needs. However, maintaining open lines of communication between parents and teachers remains crucial for keeping parents informed about their child's progress and fostering a sense of partnership in their education.

Educators and school administrators can leverage these insights to encourage and facilitate active parental involvement in school communication processes. Providing opportunities for parent-teacher collaboration, offering multiple channels for communication

(e.g., email, phone, virtual meetings), and promoting a culture of transparency and accessibility can empower parents to play a more active role in their child's education and support their academic journey effectively.

In summary, the data on parental involvement in communicating highlight the importance of fostering collaborative relationships between parents and the school to support student success. By promoting ongoing communication and partnership between parents and teachers, schools can create a supportive ecosystem that nurtures student growth, enhances parental engagement, and fosters a shared commitment to academic excellence.

Parents in this study tended to reach out to teachers occasionally, possibly due to their trust in the teacher and school. One respondent mentioned, "Though my parents are active in attending school activities and meetings, they trust that the teachers and school staff know what's best for me. Still, they keep up with my progress by going to meetings and talking to my teacher."

Table 3. Level of Parental Involvement in Terms of Volunteering

<i>Responses</i>	<i>Interpretation</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Always	Highly Involved	74	8.97
Often	Involved	94	11.39
Sometimes	Sometimes Involved	184	22.30
Seldom	Seldom Involved	153	18.55
Never	Not Involved at All	320	38.79
Total		825	100

The information presented in Table 3 concerning parental participation in volunteering activities among middle school students provides valuable abstractions, insights, and implications for cultivating parental engagement and enhancing the school community.

The data outlines the frequency of parental engagement in different volunteering tasks, ranging from "Always" to "Never." A significant proportion of participants indicate that their parents are either "Not Involved at All" (38.79%) or "Seldom Involved" (18.55%) in school-based volunteering activities. In contrast, a smaller number of respondents mention that their parents are "Often" (11.39%) or "Highly Involved" (8.97%), pointing towards limited participation in school volunteering endeavors.

The mean average scores reveal specific volunteering behaviors where parents actively participate. For example, the statement "My parents volunteer in my school activities" receives the highest score of 2.58, indicating infrequent engagement in school events. Conversely, "My parents volunteer in supervising school field trips or out-of-school activities" receives the lowest score of 2.19, suggesting minimal involvement in extracurricular activities.

The findings highlight a concerning lack of parental involvement in various dimensions of school volunteering, indicating potential challenges in fostering active participation within the school community. Limited parental engagement in volunteering could impede the school's ability to provide diverse experiences for students, affecting the school environment and community cohesion.

Insights from the study can guide strategies to address obstacles to parental participation in volunteering activities. Schools should identify and tackle issues such as scheduling conflicts, lack of awareness about volunteer opportunities, and perceived hurdles to engagement. By promoting inclusivity and encouraging parental involvement, schools can create avenues for parents to contribute meaningfully to the school community.

Schools can strengthen relationships with parents and community members to boost the reach and effectiveness of volunteering programs. By fostering partnerships and establishing channels for communication and involvement, schools can harness the joint efforts of parents, educators, and community stakeholders to enhance the educational journey of students and foster a sense of belonging in the school community.

In conclusion, the data underscores the significance of building collaborative partnerships between schools and parents to enrich the school community. By addressing participation barriers and fostering active engagement opportunities, schools can establish a dynamic and inclusive environment that supports student well-being and success.

During interviews, respondents cited reasons such as parents being busy with work for their limited volunteering. However, they noted parental support when they themselves volunteer at school.

Table 4. Level of Parental Involvement in Terms of Learning at Home

<i>Responses</i>	<i>Interpretation</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Always	Highly Involved	179	21.70
Often	Involved	118	14.30
Sometimes	Sometimes Involved	195	23.64
Seldom	Seldom Involved	131	15.88
Never	Not Involved at All	202	24.48
Total		825	100

Table 4 presents the data on parental involvement in learning at home among junior high school students. "My parents and I talk about my activities and what I learned in school" received the highest weighted mean average of 3.81, interpreted as "Involved." Conversely,

"My parents read books with me or hold a discussion regarding books with me" scored the lowest average of 2.28, interpreted as "Seldom Involved." Overall, the data indicates occasional parental involvement in learning at home, particularly in discussing school activities.

The data provided in Table 4 regarding parental involvement in learning at home among junior high school students offers significant insights and implications for enhancing parental engagement in their child's education. Here's a discussion on the abstractions, insights, and implications derived from the results:

The table presents the distribution of responses indicating the frequency of parental involvement in various learning activities at home, ranging from "Always" to "Never." A considerable portion of respondents report their parents being "Not Involved at All" (24.48%) or "Seldom Involved" (15.88%) in activities related to learning at home. Conversely, a smaller percentage of respondents indicate their parents being "Highly Involved" (21.70%) or "Often Involved" (14.30%), suggesting varied levels of engagement in facilitating learning experiences outside the classroom.

The weighted mean average scores reveal specific learning behaviors in which parents are involved. For instance, "My parents and I talk about my activities and what I learned in school" receives the highest average score of 3.81, indicating frequent discussions about school-related topics and activities at home. Conversely, "My parents read books with me or hold a discussion regarding books with me" obtains the lowest average score of 2.28, indicating less frequent engagement in reading-related activities.

The data highlights the need to strengthen the home learning environment by promoting active parental involvement in supporting and reinforcing learning outside the classroom. Occasional parental involvement in learning activities may limit opportunities for students to extend their learning experiences beyond the school setting and apply acquired knowledge in real-world contexts. Enhancing parental engagement in diverse learning activities at home can foster a conducive environment for academic growth and development.

Insights from the data underscore the importance of fostering open and regular communication between parents and children about school-related activities and learning experiences. Facilitating opportunities for meaningful conversations and discussions at home can enhance parental awareness of their child's educational progress, interests, and challenges, fostering a supportive learning environment that nurtures academic success.

Schools can collaborate with parents to promote interactive learning practices and activities that foster critical thinking, creativity, and problem-solving skills at home. Encouraging parents to engage in activities such as reading together, discussing current events, or exploring educational resources online can enrich the learning experience and strengthen the parent-child bond.

In summary, the data on parental involvement in learning at home highlights the importance of fostering collaborative partnerships between parents and schools to support students' academic development. By promoting active engagement in learning activities at home and facilitating meaningful parent-child communication, schools can empower parents to play a proactive role in their child's education, ultimately contributing to improved learning outcomes and holistic development.

During interviews, one respondent mentioned that their parents appreciate seeing them engage in learning at home because it reflects positively on their academic efforts.

Table 5. *Level of Parental Involvement in Terms of Decision-Making*

<i>Responses</i>	<i>Interpretation</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Always	Highly Involved	121	14.67
Often	Involved	119	14.42
Sometimes	Sometimes Involved	200	24.24
Seldom	Seldom Involved	143	17.33
Never	Not Involved at All	242	29.33
Total		825	100

Table 5 illustrates the data on parental involvement in decision-making among junior high school students. "My parents voice their opinions regarding the school and its development" received the highest weighted mean average of 3.32, interpreted as "Sometimes Involved." Conversely, "My parents vote for parent representatives in my class and the school committee" scored the lowest average of 2.35, interpreted as "Seldom Involved." Overall, the findings suggest that parental involvement in decision-making processes related to the school varies, with most students experiencing occasional involvement.

The data presented in Table 5 regarding parental involvement in decision-making among junior high school students offers valuable insights and implications for understanding the dynamics of parental engagement in school governance and decision-making processes. Here's a discussion on the abstractions, insights, and implications derived from the results:

The table outlines the distribution of responses indicating the frequency of parental involvement in various decision-making activities within the school context, ranging from "Always" to "Never." A significant proportion of respondents report their parents being "Not Involved at All" (29.33%) or "Seldom Involved" (17.33%) in decision-making processes related to the school. In contrast, a smaller percentage of respondents indicate their parents being "Highly Involved" (14.67%) or "Often Involved" (14.42%), indicating varied levels of participation in school governance and decision-making.

The weighted mean average scores provide insights into specific decision-making behaviors in which parents are involved. For instance, "My parents voice their opinions regarding the school and its development" receives the highest average score of 3.32, indicating occasional involvement in expressing opinions or concerns about school-related matters. Conversely, "My parents vote for parent representatives in my class and the school committee" obtains the lowest average score of 2.35, suggesting less frequent engagement in formal decision-making processes within the school.

The data underscores the need to enhance parental involvement in decision-making processes within the school community. Limited parental participation in formal decision-making activities may hinder opportunities for parents to contribute to shaping school policies, programs, and initiatives that directly impact students' educational experiences. Fostering greater transparency, inclusivity, and collaboration in decision-making processes can empower parents to play a more active role in influencing school governance and promoting student success.

Schools can promote participatory practices that facilitate meaningful engagement of parents in decision-making processes. Providing platforms for open dialogue, feedback mechanisms, and opportunities for parent representation on school committees or advisory boards can foster a culture of shared decision-making and collaborative problem-solving. By valuing and leveraging parents' perspectives and expertise, schools can enhance the quality and effectiveness of decision-making processes, leading to more responsive and inclusive educational environments.

Enhancing parental involvement in decision-making requires building trust and partnership between schools, parents, and other stakeholders. Schools can cultivate trusting relationships by actively soliciting input from parents, demonstrating responsiveness to their concerns, and fostering a culture of mutual respect and collaboration. Strengthening communication channels and promoting transparency in decision-making can help bridge gaps and promote shared ownership of school-related matters among all stakeholders.

The data on parental involvement in decision-making highlight the importance of fostering collaborative partnerships between schools and parents to promote effective school governance and enhance student outcomes. By promoting greater inclusivity, transparency, and participatory practices, schools can harness the collective wisdom and expertise of parents to create supportive and empowering learning environments for all students.

During interviews, respondents mentioned that their parents tend to trust the decisions made by teachers and school staff, leading to limited input in school-related decisions.

Table 6. *Level of Parental Involvement in Terms of Collaborating with Community*

<i>Responses</i>	<i>Interpretation</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Always	Highly Involved	122	14.79
Often	Involved	97	11.76
Sometimes	Sometimes Involved	163	19.76
Seldom	Seldom Involved	135	16.36
Never	Not Involved at All	308	37.33
Total		825	100

Table 6 presents data on parental involvement in collaborating with the community among junior high school students. "My parents encourage me to participate in community-based activities within the local school community as informed by my teacher" received the highest weighted mean average of 3.50, interpreted as "Involved." Conversely, "My parents and I visit the local library" scored the lowest average of 1.65, interpreted as "Not Involved at All." Overall, the findings suggest that parental involvement in collaborating with the community is generally infrequent.

The data provided in Table 6 sheds light on parental involvement in collaborating with the community among junior high school students, offering valuable insights and implications for understanding the dynamics of community engagement within the school context. Here's a discussion on the abstractions, insights, and implications derived from the results:

The table outlines the distribution of responses indicating the frequency of parental involvement in community collaboration activities, ranging from "Always" to "Never." A significant portion of respondents report their parents being "Not Involved at All" (37.33%) or "Seldom Involved" (16.36%) in community collaboration efforts. Conversely, a smaller percentage of respondents indicate their parents being "Highly Involved" (14.79%) or "Often Involved" (11.76%), suggesting varied levels of participation in community-based activities.

The weighted mean average scores highlight specific community collaboration behaviors in which parents are engaged. For instance, "My parents encourage me to participate in community-based activities within the local school community as informed by my teacher" receives the highest average score of 3.50, indicating occasional involvement in promoting students' participation in school-related community activities. On the other hand, "My parents and I visit the local library" obtain the lowest average score of 1.65, indicating minimal involvement in community-based activities outside the school context.

The data underscores the need to strengthen parental involvement in fostering community collaboration initiatives within the school community. Limited parental participation in community-based activities may hinder opportunities for building social capital, fostering

community partnerships, and enhancing students' sense of belonging and civic responsibility. Engaging parents as active partners in community outreach efforts can enrich students' educational experiences and contribute to the broader well-being of the school community.

Schools can play a pivotal role in promoting community-driven initiatives that facilitate meaningful engagement of parents and students in collaborative endeavors. By fostering partnerships with local organizations, businesses, and community leaders, schools can create opportunities for families to participate in volunteer projects, service-learning activities, and community events that align with educational goals and priorities. Building bridges between the school and the broader community can enrich learning experiences and promote social cohesion and civic engagement.

Strengthening parent-school-community partnerships requires proactive efforts to involve parents in decision-making processes, communication channels, and collaborative initiatives. Schools can leverage technology, social media platforms, and community forums to facilitate dialogue, share resources, and mobilize support for community-based initiatives. By fostering a culture of collective responsibility and shared ownership, schools can harness the collective strengths and resources of parents and community members to address common challenges and promote positive outcomes for all stakeholders.

The data on parental involvement in community collaboration highlight the importance of fostering collaborative partnerships between schools, parents, and the broader community to enrich students' educational experiences and foster community engagement. By promoting greater inclusivity, communication, and collaboration, schools can empower families to play active roles in shaping vibrant and thriving school communities that support student success and well-being.

This aligns with existing research by Leander & Fabella (2020), which highlights the challenges in achieving active parent participation in community collaborations due to unclear implementation methods and concepts of participation.

Table 7. *Level of Students' Engagement in terms of Behavioral Engagement*

<i>Responses</i>	<i>Interpretation</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Always	Highly Engaged	664	40.24
Often	Engaged	434	26.30
Sometimes	Sometimes Engaged	438	26.55
Seldom	Seldom engaged	85	5.15
Never	Not engaged at All	29	1.76
Total		1650	100

Table 7 presents data on students' behavioral engagement. "I come to class every day" achieved the highest weighted mean average of 4.86, interpreted as "Highly Engaged," whereas "I raise my hand in class" attained the lowest average of 3.56, interpreted as "Engaged." Overall, the results suggest that the majority of junior high school students are actively engaged in behavioral aspects of their education, exhibiting high attendance rates and consistent participation in various classroom activities.

The data provided in Table 7 offers insights into students' behavioral engagement in their education, providing valuable abstractions and implications for educational practice and student support.

The table presents a breakdown of students' responses indicating the frequency of their behavioral engagement, ranging from "Always" to "Never." The majority of students report being "Always" (40.24%) or "Often" (26.30%) engaged behaviorally, indicating a significant portion of students demonstrate active participation and attendance in their educational activities. However, a smaller percentage of students' report being "Seldom" (5.15%) or "Never" (1.76%) engaged behaviorally, suggesting areas for improvement in fostering consistent and active engagement.

The weighted mean average scores highlight specific behaviors associated with behavioral engagement. For instance, the behavior "I come to class every day" receives the highest average score of 4.86, indicating high attendance rates and consistent participation among students. Conversely, "I raise my hand in class" obtains the lowest average score of 3.56, suggesting that fewer students consistently participate by raising their hand during class discussions.

Educators can utilize these insights to create a classroom environment that promotes and sustains students' behavioral engagement. Establishing clear expectations, providing opportunities for active participation, and fostering a supportive and inclusive learning atmosphere can enhance students' motivation and commitment to their educational pursuits. Additionally, addressing factors that may hinder engagement, such as absenteeism or disengagement during class, is essential for promoting a positive and productive learning environment.

The findings align with previous research by Delfino (2019), which also observed high levels of motivation and active participation among students. This consistency in findings underscores the importance of fostering behavioral engagement as a foundational component of student success and academic achievement.

Understanding students' behavioral engagement patterns enables educators to tailor interventions and support mechanisms to enhance motivation and commitment to learning. Recognizing and rewarding positive behaviors, providing meaningful feedback, and offering opportunities for student autonomy and choice can further cultivate a sense of ownership and investment in their education.

In summary, the data on students' behavioral engagement provides valuable insights into their attendance, participation, and involvement in educational activities. By fostering a supportive and engaging learning environment, educators can empower students to become active and invested participants in their educational journey, ultimately leading to improved academic outcomes and lifelong success.

This aligns with previous research by Delfino (2019), which also found that the majority of students were motivated to achieve good grades and actively participated in class activities.

Table 8. *Level of Students' Engagement in terms of Emotional Engagement*

<i>Responses</i>	<i>Interpretation</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Always	Highly Engaged	509	30.85
Often	Engaged	356	21.58
Sometimes	Sometimes Engaged	354	21.45
Seldom	Seldom engaged	204	12.36
Never	Not engaged at All	227	13.76
Total		1650	100

Table 8 displays data on students' engagement in terms of emotional engagement. "I have fun in class" received the highest weighted mean average of 4.15, interpreted as "Engaged," while "I work with faculty members on activities other than course work" scored the lowest average of 2.35, interpreted as "Seldom Engaged." Overall, the findings suggest that most junior high school students are emotionally engaged in their education, expressing enjoyment in class and a desire to learn.

The data presented in Table 8 offers insights into the emotional engagement of junior high school students in their education, providing valuable abstractions and implications for educators and policymakers.

The table illustrates a spectrum of responses indicating the frequency of students' emotional engagement, ranging from "Always" to "Never." The majority of students report being "Always" (30.85%) or "Often" (21.58%) engaged emotionally, indicating that a significant portion of students express positive emotions and enjoyment in their educational experiences. However, a notable percentage also reports being "Seldom" (12.36%) or "Never" (13.76%) engaged emotionally, suggesting areas for improvement in fostering positive emotional connections with learning.

The weighted mean average scores reveal specific behaviors associated with emotional engagement. For instance, the behavior "I have fun in class" receives the highest average score of 4.15, suggesting that students find enjoyment and satisfaction in the classroom environment. Conversely, "I work with faculty members on activities other than course work" obtains the lowest average score of 2.35, indicating fewer opportunities for students to engage emotionally with faculty outside of regular coursework.

Educators can use these insights to cultivate a positive and supportive classroom climate that nurtures students' emotional engagement. Incorporating interactive and experiential learning activities, creating a sense of belonging and community, and providing opportunities for student voice and choice can enhance students' emotional connection to learning. Additionally, fostering positive relationships between students and faculty through mentorship programs and extracurricular activities can contribute to a supportive and inclusive school environment.

Emotionally engaged students are more likely to experience greater well-being and academic success. Positive emotions such as enjoyment, enthusiasm, and curiosity facilitate deeper learning, motivation, and resilience in the face of challenges. By prioritizing emotional engagement, schools can promote holistic student development and create conditions conducive to academic achievement and personal growth.

The sentiments expressed by one respondent during the interview, indicating feelings of happiness at school, highlight the importance of creating a positive and nurturing learning environment. Student well-being and happiness are integral to overall academic success and should be prioritized in educational policies and practices.

In summary, the data on students' emotional engagement provides valuable insights into their emotional experiences and attitudes toward learning, guiding efforts to foster a positive and supportive educational environment. By cultivating emotional engagement, educators can empower students to thrive academically, socially, and emotionally, creating opportunities for lifelong success and fulfillment. This resonates with the sentiments shared by one respondent during the interview, indicating that they feel mostly happy at school.

Table 9. *Level of Students' Engagement in terms of Cognitive Engagement*

<i>Responses</i>	<i>Interpretation</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Always	Highly Engaged	456	27.64
Often	Engaged	364	22.06
Sometimes	Sometimes Engaged	461	27.94
Seldom	Seldom engaged	199	12.06
Never	Not engaged at All	170	10.30
Total		1650	100

Table 9 illustrates data on students' cognitive engagement. "I look over class notes between classes to make sure I understand the materials" achieved the highest weighted mean average of 4.09, interpreted as "Engaged," whereas "I go to the instructor's office hours to review assignments or tests, or to ask questions" obtained the lowest average of 2.49, interpreted as "Seldom Engaged." Overall, the findings suggest that the majority of junior high school students display cognitive engagement in their education, diligently reviewing class notes and striving to make course materials relevant to their lives.

The data presented in Table 9 provides insights into the level of students' cognitive engagement in their education, offering valuable abstractions and implications for educational practice and student support.

The table illustrates a range of responses indicating the frequency of students' cognitive engagement, from "Always" to "Never." The majority of students report being "Always" (27.64%) or "Sometimes" (27.94%) engaged, suggesting a significant portion of students demonstrate active cognitive involvement in their learning activities. However, a notable percentage also reports being "Seldom" (12.06%) or "Never" (10.30%) engaged, indicating areas for improvement in fostering deeper cognitive engagement among students.

The weighted mean average scores provide insights into specific behaviors associated with cognitive engagement. For example, the behavior "I look over class notes between classes to make sure I understand the materials" achieved the highest average score of 4.09, indicating that this activity is commonly practiced among students and is perceived as indicative of cognitive engagement. Conversely, "I go to the instructor's office hours to review assignments or tests, or to ask questions" obtained the lowest average score of 2.49, suggesting that fewer students engage in this behavior.

Educators can leverage these insights to design instructional strategies that promote cognitive engagement among students. For instance, incorporating active learning techniques, encouraging peer collaboration, and providing opportunities for meaningful application of course content can enhance students' cognitive engagement. Additionally, educators can emphasize the importance of seeking clarification and assistance from instructors to address misconceptions and deepen understanding.

Insights from interviews with students further underscore their commitment to learning and academic success. Students express a genuine effort to understand challenging concepts and diligently complete assignments, reflecting their intrinsic motivation and dedication to their educational pursuits. Understanding students' perspectives can inform supportive interventions and resources tailored to their needs and aspirations.

Recognizing and nurturing students' cognitive engagement is essential for fostering academic success and lifelong learning skills. Schools and educational institutions can implement comprehensive support systems that address the diverse needs and learning styles of students, promoting a culture of academic excellence and personal growth.

In summary, the data on students' cognitive engagement provides valuable insights into their learning behaviors and attitudes, guiding efforts to enhance educational experiences and support student success. By fostering a culture of active engagement and continuous improvement, educators can empower students to achieve their full potential and thrive academically.

During interviews, respondents expressed their commitment to learning and academic success, demonstrating their efforts to understand challenging concepts and complete assignments diligently.

Table 10. Parental Involvement and Students' Engagement

<i>Parental Involvement</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>Total</i>
<i>Students' Engagement</i>					
<i>2</i>	5	20	14	2	41
<i>3</i>	3	29	46	7	85
<i>4</i>	0	5	12	9	26
<i>5</i>	0	0	5	8	13
<i>Total</i>	8	54	77	26	165

The provided table displays data on parental involvement and students' engagement among junior high school students at Mindanao State University-Maigo School of Arts and Trades. Each row corresponds to a level of parental involvement, while each column represents a level of students' engagement. The numbers in the table indicate the frequency of students falling into each category.

Among the students, the majority (54 out of 165) reported moderate levels of parental involvement (scored as 3), followed by 8 students reporting low involvement (scored as 2), and relatively fewer students with high involvement (scored as 4 and 5 combined). This distribution highlights varying parental engagement levels within the student population.

The data reveals that the highest frequency of students' engagement lies in the moderate to high range (scores 3, 4, and 5), suggesting a significant portion of students actively engage in behavioral, emotional, and cognitive aspects of their learning.

While the table offers insights into parental involvement and students' engagement, additional statistical analysis like correlation coefficients can unveil the strength and direction of the relationship between these variables. A positive correlation would signify that increased parental involvement relates to higher student engagement.

Understanding the link between parental involvement and students' engagement is pivotal for educators and policymakers. Schools can implement strategies to boost parental involvement, such as nurturing open communication channels between parents and teachers, providing parental support resources, and involving parents in decision-making processes. Enhancing parental involvement could potentially elevate student engagement, leading to improved academic performance.

This dataset presents opportunities for further research exploring how parental involvement influences students' engagement and academic success. Longitudinal studies could monitor changes in parental involvement and student engagement over time, offering deeper insights into this relationship's dynamics.

The data emphasizes the significance of parental involvement in enhancing students' engagement and academic achievements, indicating the potential for interventions to strengthen the home-school partnership for the benefit of students' educational journeys.

Table 11. *Correlation and Test of the Significance of the Relationship Between the Level of Parental Involvement and Students' Engagement in Junior High School*

2		df	CV	Result
47.609	0.05	9	16.919	Reject H ₀

Table 11 presents the results of the test examining the significance of the relationship between parental involvement and students' engagement. The computed chi-square (χ^2) value is 47.609 with nine degrees of freedom, at a significance level of 0.05, and a critical value (CV) of 16.919.

Given that the calculated chi-square value exceeds the critical value, we reject the null hypothesis (H₀). This rejection indicates a significant relationship between the level of parental involvement and students' engagement in junior high school.

The null hypothesis (H₀) posits that there is no significant relationship between parental involvement and students' engagement in junior high school. However, the results of the chi-square test contradict this hypothesis, demonstrating a meaningful association between these two variables. This underscores the crucial role of parental involvement in promoting students' engagement in their education at the junior high school level.

The results presented in Table 11 reveal the findings of a test assessing the significance of the relationship between parental involvement and students' engagement in junior high school. The computed chi-square (χ^2) value is 47.609 with nine degrees of freedom, conducted at a significance level of 0.05, and a critical value (CV) of 16.919.

The key insight from these results is that the calculated chi-square value exceeds the critical value, leading to the rejection of the null hypothesis (H₀). The null hypothesis posits that there is no significant relationship between parental involvement and students' engagement in junior high school. However, the rejection of this hypothesis suggests otherwise, indicating a meaningful association between the level of parental involvement and students' engagement.

The significant relationship between parental involvement and students' engagement underscores the importance of parental support and engagement in fostering students' active participation in their education. Parents play a crucial role in creating a supportive home environment and reinforcing the value of education, which positively influences students' engagement in learning activities.

The recognition of the relationship between parental involvement and students' engagement informs educational policies and practices aimed at enhancing parental participation in their children's education. Schools and educational institutions may implement strategies to promote parental involvement, such as parent education programs, communication initiatives, and involvement in school activities.

Understanding the impact of parental involvement on students' engagement enables educators to develop targeted interventions and support mechanisms to address barriers to engagement. By fostering collaborative partnerships between schools and families, educators can create an environment conducive to student success and academic achievement.

While the significance of the relationship between parental involvement and students' engagement is established in this study, further research may explore the underlying mechanisms and factors influencing this relationship. Longitudinal studies could investigate the longitudinal effects of parental involvement on students' academic outcomes and socio-emotional development.

In conclusion, the results of the chi-square test provide compelling evidence of a significant relationship between parental involvement and students' engagement in junior high school. This finding underscores the importance of fostering collaborative partnerships between parents and schools to support student success and academic achievement.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

Parents of junior high school students fulfill their responsibilities in raising their children and can communicate with the school, but are less active in volunteering and collaborating with the community. They are sometimes involved in teaching and helping their children at home, as well as in school decisions related to students' learning.

Junior high school students are actively involved in behavioral, emotional, and cognitive engagement, participating in both academic and non-academic activities. They feel connected to their schoolwork and peers and use various strategies to learn and complete academic tasks.

The extent of parental involvement, encompassing parenting, communication, volunteering, learning at home, decision-making, and community collaboration, directly impacts students' engagement across behavioral, emotional, and cognitive domains. Essentially, heightened parental involvement correlates with increased engagement among junior high school students.

These findings underscore the significance of fostering greater parental involvement across various domains to enhance students' engagement and academic success. By actively involving parents in school activities, decision-making processes, and community collaborations, educators can create a supportive environment conducive to student learning and development.

However, it is important to acknowledge the limitations of the study, including the reliance on self-reported data and the potential for response bias. Future research could explore longitudinal studies to assess the long-term effects of parental involvement on students' academic outcomes and well-being. Additionally, examining the effectiveness of specific interventions aimed at enhancing parental involvement and student engagement could provide valuable insights for educational stakeholders.

In conclusion, the study highlights the pivotal role of parental involvement in shaping students' engagement and academic success in junior high school. By fostering collaborative partnerships between parents, educators, and the community, schools can create a nurturing environment that empowers students to thrive academically and personally.

Relative to the findings and conclusions, the following recommendations were formulated:

Parents should be encouraged to actively participate in school programs and familiarize themselves with aspects of their children's education that benefit from their involvement. Increasing participation in home learning activities is also advisable.

Secondary school administrators and educators should promote parental involvement in school activities to support student learning. Establishing effective communication channels, such as meetings, emails, websites, and letters, is essential for constant updates and feedback from parents.

Parent-Teacher Groups (PTGs) should organize regular meetings to facilitate collaboration between parents and teachers. These platforms should encourage open discussions, idea sharing, and brainstorming to improve the overall educational experience for students.

Schools need to expand programs and activities aimed at enhancing parental involvement in their children's education. Parents should also be included in decision-making processes regarding school policies and curriculum development.

Future researchers interested in building upon this study should consider focusing on parents as respondents. This approach may offer new insights into understanding the relationship between parental involvement and students' engagement.

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