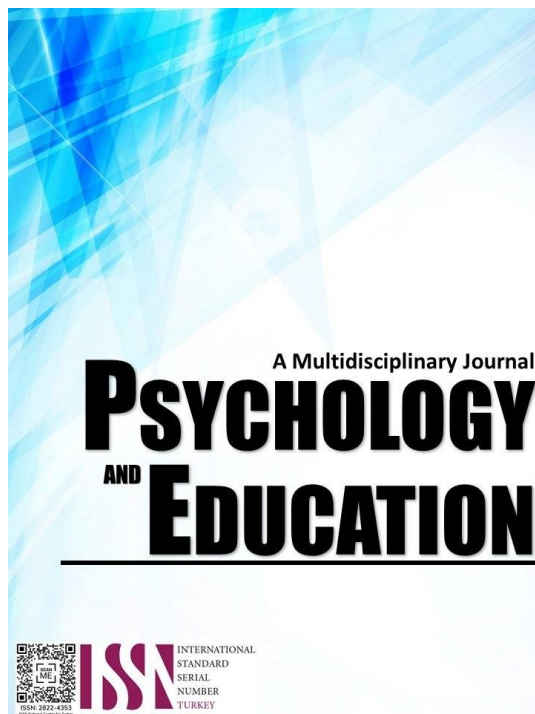


PARENTS' SUPPORT AND WORK RELATIONSHIP TOWARD THE PUBLIC SCHOOLS' PERFORMANCE



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Parents' Support and Work Relationship Toward the Public Schools' Performance

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Abstract

This study aimed to determine the level of parents' support and work relationship toward the public schools' performance. Using a descriptive correlation technique, the study involved 100 public school teachers in the Municipality of Maitum. Slovin's formula was utilized to get the desired sample of the population. Based on the study results, parents' support was very high regarding parents' volunteerism, attendance at school functions, and helping the children academically and socially in the classroom. The level of work relationship was very high in terms of communicating, parenting, learning at home, and decision-making. The level of school performance in East Maitum District was very high in terms of leadership and governance, curriculum and learning, accountability and continuous development, and management resources. Lastly, there was a significant relationship between parents' support and school performance, parents' support and work relationship, and work relationship and school performance.

Keywords: *educational management, parent support, work relationship, public schools' performance, philippines*

Introduction

Globally speaking, inadequate funding, inequality in education, teacher shortages, political instability, the technological divide, and the effects of climate change are global issues that can negatively impact school performance. These issues can result in a lack of resources and infrastructure, larger class sizes, less individual attention for students, school closures, and disruptions to education. Addressing these issues requires a collaborative effort among educators, policymakers, and communities, focusing on investing in education, reducing inequality, improving teacher training and support, and addressing the digital divide (Hawley et al., 2021; Torres & Puiggros, 2019).

On the other hand, the performance of schools is crucial as it directly affects the quality of education students receive, shaping their academic success, further education opportunities, and career prospects. Strong school performance equips students with the knowledge and skills needed to succeed academically and professionally. It also leads to positive social outcomes, such as reduced poverty, better health, and greater civic engagement. Additionally, a well-performing education system is vital for economic development, providing a well-educated workforce capable of thriving in a competitive global market. Thus, investing in improving school performance is essential for building a prosperous society (Allensworth & Schwartz, 2020).

In the Philippines, school performance faces challenges such as inadequate funding, teacher shortages, outdated infrastructure, and limited access to technology. Many schools, especially in rural and low-income areas, lack the resources needed for quality education. There is a particular shortage of skilled teachers in STEM fields, leading to larger class sizes and less individual attention for students. Additionally, outdated classrooms and a lack of libraries or labs hinder student learning. Limited access to technology further affects students' ability to keep up with academic progress and workforce expectations. Addressing these issues requires collaboration between the government, educators, and communities to invest in education, improve teacher preparation and retention, modernize infrastructure, and expand technology access (Garcia & Weiss, 2020; Harris & Jones, 2020).

Hence, the researcher conducted this study to determine parents' support and work relationship regarding public school performance in East Maitum District. This study also determined the significant relationship between parents' support and school performance, parents' support and work relationship, and work relationship and school performance.

Research Objectives

This study aimed to determine the level of parents' support and work relationship toward the public schools' performance in East Maitum District for the school year 2022-2023. Specifically, the following objectives were formulated:

1. To determine the level of parents' support in terms of:
 - 1.1. parents' volunteerism;
 - 1.2. parents' attendance at a school function; and
 - 1.3. helping out the children academically and socially in the classroom.
2. To determine the level of work relationship in terms of:
 - 2.1. communicating;
 - 2.2. parenting;
 - 2.3. learning at home; and
 - 2.4. decision-making.
3. To ascertain the level of school performance in East Maitum Districts in terms of:

- 3.1. leadership and governance;
- 3.2. curriculum and learning;
- 3.3. accountability and continuous improvement; and
- 3.4. management of resources.
4. To determine the significant relationship between:
 - 4.1. parents' support and schools' performance;
 - 4.2. work relationship and school performance.

Methodology

The section presents the method and procedure used in the study. It includes the research design, locale, populations and sample, research instrument, data collection, statistical tools, and ethical considerations employed in this study.

Research Design

This research used a descriptive-correlational survey quantitatively. Creswell (2012) stated that the most effective way to proceed with a quantitative approach is to employ deductive logic, in which researchers begin with a hypothesis and subsequently gather information to ascertain whether the hypothesis is supported empirically. Quantitative analysis needs variables that contain numerical data. Because the study's main objective is to ascertain parents' support and collaborative relationships toward the performance of public schools, the researcher employed a quantitative technique. This study defines its research question based on trends in the research site's field.

Additionally, a quantitative approach is necessary if the researcher wants to identify a problem based on market trends or has to explain why something happens. Defining a movement suggests that a study can best answer the research problem. The researcher identifies the overarching pattern of respondents' responses and notes how this varies between people. The previous justification shows that the study employed a quantitative methodology (Bloomfield & Fisher, 2019).

Furthermore, a quantitative research approach is described by the quantitative research design. A combination of online and in-person surveys, as well as phone interviews, were used in the design. Large sample sizes are standard in quantitative projects because the focus is on the number of responses rather than the deeper, more nuanced understanding that qualitative research seeks to elicit. Also, to ensure the entire data sample was analyzed, every respondent was asked the same questions in a quantitative research design. The information is presented numerically, allowing for quantitative statistical analysis (Rahman, 2020).

A descriptive correlational study is a research design that examines the relationship between two or more variables without any intervention or manipulation. However, it is focused on describing the characteristics of the variables rather than establishing causality. In a descriptive correlational study, the researcher measures the variables of interest and determines whether they have a statistical association. Additionally, a correlation coefficient, which has a range of -1 to +1 and a value of 0, signifying no association, was used to quantify the strength and direction of the association. A correlational study is also a research design examining the connections between two or more variables. Correlational research measures two variables and assesses their statistical relationship independently of any other variables (Seeram, 2019).

Participants

The respondents of this study were the 101 public school teachers, male or female, ages 23-55 years old, from the ten different schools in the Municipality of Maitum, Kipalkuda Elementary School, nine teachers from Wali Integrated School, seven teachers from Pangi Elementary School, seven teachers from Linao Elementary School, ten teachers from Maitum Elementary School, seven teachers from Sison Elementary School, nine teachers from Virginia Tañedo Garcia Elementary School (VTG ES. Also, there were thirty (30) teachers from Malalag Central Elementary School SPED Center, eight teachers, six teachers from Kiayap Elementary School, and seven from Angko Elementary School. Slovin's formula was utilized to get the desired sample of the population. From 134 teacher-respondents, the final number of respondents was 101.

Additionally, the researcher set the inclusion criteria in the selection of the respondents: male or female, regardless of religion and ethnicity, ages 23-55 years old, who were currently teaching in the following schools: Malalag Central Elementary School SPED Center, Kipalkuda Elementary School, Wali Integrated School, Pangi Elementary School, Linao Elementary School, Maitum Elementary School, Maitum Elementary School, Sison Elementary School, Virginia Tañedo Garcia Elementary School (VTG ES, Kiayap Elementary School, and Angko Elementary School. On the other hand, the public school teachers aged 22 and below and 56 and above, including those respondents who were unable or unwilling to consent or cooperate in data collection, were excluded from the study. Nevertheless, respondents had the right to withdraw from the study at any stage without providing a reason. Furthermore, if any respondents displayed discomfort, distress, or emotional unease during the study, appropriate measures were taken to support and ensure their well-being.

Instruments

Three sets of questionnaires, each written by a different author, were evaluated by specialists in the questionnaire construction. The expert's suggestions were appropriately considered and included when the instrument was finalized. The standardized questionnaire

that was adopted is valid in its entirety because the author has tested and verified its contents. It was also modified to categorize the questions comprehensively with the assistance of knowledgeable validators, giving the respondents comfort and ease in answering all of the questions and comprehending the purpose of the study.

On the one hand, the five-point Likert scale was utilized for the research variables where one (1) means strongly disagree, and five (5) connotes strongly agree. According to Santos (2007), the Likert Scale requires individuals to tick a box/blank in response to many items concerning an attitude, object, and stimulus. They treat the number obtained from a rating scale as measurements by calculating averages or, more generally, arithmetic operations.

The first questionnaire was used to determine the level of parents' support towards the school's performance. It was a researcher-made questionnaire based on the study of Akimoff (1996) entitled Parental Involvement: An Essential Ingredient for a Successful School. It has three (3) indicators: parent volunteerism, parent attendance in school functions, and helping out the children academically and socially in the classroom. Each indicator has three (3) statements.

In evaluating the level of parent support, the following scale was used:

Scale	Range	Description	Interpretation
3	2.1-3.0	Very Much Agree	It means that the level of parent's support is very high
2	1.1-2.0	Agree	It means that the level of parent's support is high
1	0.1-1.0	Disagree	It means that the level of parent's support is low

The second questionnaire used to determine the level of work relationship was adapted from the School, Family, and Community Partnership by Epstein (2009). It has four indicators: communicating, parenting, learning at home, and decision-making. Each indicator has five statements. In assessing the level of work relationship, the resulting mean scores' interpretation are as follows:

Scale	Range	Description	Interpretation
3	2.1-3.0	Very Much Agree	It means that the level of work relationships is very high
2	1.1-2.0	Agree	It means that the level of work relationships is high
1	0.1-1.0	Disagree	It means that the level of work relationships is low

The third instrument determined the level of the school's performance using a standardized questionnaire from RM No. 0581, s. 2022-Revisiting the Office Performance Commitment Form (OPCRF) of the Schools Division Offices (SDOs) to determine the school's competence level. The questionnaire consists of 6 indicators: the learning environment, human resource management and development, parent involvement, community partnership, school leadership, management, and operations.

Scale	Range	Description	Interpretation
3	2.1-3.0	Very Much Agree	It means that the level of school performance is very high
2	1.1-2.0	Agree	It means that the level of school performance is high
1	0.1-1.0	Disagree	It means that the level of school performance is low

Table 1. Cronbach's Alpha Internal Consistency

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

It administered the retest method of the instrument to 100 public school teachers from 10 different schools in Maitum East District, namely Malalag Central Elementary School SPED Center, Kipalkuda Elementary School, Wali Integrated School, Pangi Elementary School, Linao Elementary School, Maitum Elementary School, Maitum Elementary School, Sison Elementary School, Virginia Tañedo Garcia (VTG) Elementary School, Kiayap Elementary School, and Angko Elementary School.

Table 2. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
.918	.8850	50

The results showed that Cronbach's alpha was excellent for internal consistency: $\alpha = .918$. The researcher can trust that all survey questions would reliably assess the level of parents' support, work relationships, and school performance.

Data Collection

To proceed with this research, the researcher wrote a letter of authorization to perform the study at the location, which was approved by the school's division office and verified by the adviser. After which, the researcher gave the respondents the instrument in accordance with the health and safety policy. Then, the researcher held an orientation to ensure respondents gave thoughtful answers and handled

the trustworthy data that would be gathered.

Next, the researcher distributed the surveys following the orientation and was ready to reply immediately to any queries from the participants. The respondents who answered the questionnaire were given ample time. Following that, the researcher also answered any queries about the investigation. The researcher then collected the results, combined them, and used statistical analysis after obtaining the required paperwork from the questionnaire administration.

The retrieved surveys were analyzed to identify the components that contributed most and least to the indicator's overall mean. Further, the researcher also asked for a copy of the student's grades for the second quarter after obtaining the surveys from the teachers. The First Quarter was an adjustment phase for both teachers and learners, which caused a little split in giving precise numerical performance, which was why the timeframe was set for the second quarter. In light of the study's findings, the researcher constructed programs as treatments after analyzing the data collected.

Ethical Considerations

For this quantitative study, a critical ethical factor has specific ramifications. These problems and worries can primarily result from the approach used in this study. The ethical considerations in this research were concerned with the proper conduct of the study, confidentiality, and anonymity. The RMMC Ethics and Review Committee's requirements for ethical consideration were adhered to in this study, especially when it came to the population and data, including but not limited to:

Voluntary Participation. The participants were free to participate without fear of consequences, loss of benefits, or compensation plans. Thus, following a discussion of the study's goals and advantages, the participants' rights to contribute to the body of knowledge were carefully considered and anticipated. No coercion was used to compel the study's respondents to participate. The respondents were free to stop participating in the study if they felt uncomfortable.

Privacy and confidentiality. Following the Data Privacy Act of 2012, which safeguards the fundamental human right to privacy, participants' right to privacy may not be infringed upon without informed consent. One method to protect respondents' privacy and confidentiality in this quantitative study was to allow them to leave their names off the survey questionnaire. Furthermore, the confidentiality and privacy of the informants were maintained by not disclosing their age, gender, occupation, or health status. Their identity was, therefore, kept secret for security purposes. Their responses to the survey were considered confidential and kept that way.

Informed consent process. Prospective respondents were fully informed about the research's objectives, methods, and benefits. Written consent indicating voluntary participation, the respondent identities remained confidential, and withdrawal from the study was allowed at any time. Furthermore, any data the researcher gathered were protected, and releasing any information would follow a strict informed consent process.

Recruitment. To help the respondents understand the study, the researcher explained its purpose for further inference and understanding of its essence. In addition to the letter, the researcher gave the rationale of the study and its significance.

Risks. The study prioritized participant welfare, ensuring their safety and confidentiality. The researcher confirmed that respondents were physically, emotionally, and socially prepared, and no discomfort or harm resulted from answering the survey. The research required an acceptable positive benefit-risk ratio.

Benefits. This study would benefit the respondents since the results utilized radio-based Instruction to improve their academic performance. Therefore, the purpose of this study was to help public elementary teachers, most especially the learners. Furthermore, to achieve beneficence in research, the researcher did all the aspects that would not harm the respondents' lives and, thus, would benefit the further undertakings of the related studies. The most essential to achieving benefits is the rise of meaningful learning.

Plagiarism. There was no hint or proof that the study had misinterpreted someone else's work. Grammarly-style plagiarism detectors were used in the study. To function as a researcher, she must have integrity and good character linked to moral principles and values. The researcher also needed to be more knowledgeable about the paradigm of plagiarism to produce a credible research paper.

Fabrication. There was no making up of data and results. The conclusions were based on the data gathered. Also, the researcher employed and integrated theories related to the information and other inferential concepts. The researcher did not draw false conclusions. The information contained in the document was not inconsistent with the body of literature or the body of knowledge already in existence. The researcher went to any lengths to ensure genuine and accurate results.

Falsification. The study did not indicate overstatement or overstretching. Furthermore, it did not follow the guidelines for data manipulation, which included making claims based on incomplete information, omitting crucial details, and using materials, equipment, or techniques that could deceive others.

Conflict of Interest (COI). The study had no trace of conflicts of interest, such as the disclosure of COI, which is a collection of circumstances under which professional judgment regarding primary claims like participants' welfare or the validity of the research tends to be influenced by a secondary interest such as financial or academic gains or recognitions. This study never influenced any conflict of interest, whether financial, academic gains, or recognition, and only factual information was included in this manuscript to

achieve its purpose.

Deceit. There was no evidence that the study misled the respondents about potential risks. The rights of everybody who participated in an investigation were fiercely protected, especially if they had completed higher education. Therefore, reasonable and suitable standards and permission from the organization/location were followed. The researcher followed protocols, seeking approval from the RMMCERC and the division superintendent through formal letters. Subsequently, the district supervisor, school principals, and teachers involved in the survey were informed of the endorsement.

Results

This section deals with the presentation, analysis, and interpretation of the data gathered in the study about the level of parents' support in terms of parents' volunteerism, parents' attendance at school functions, and helping out the children academically and socially in the classroom. The level of work relationship in terms of communicating, parenting, learning at home, and decision-making.

3.1. The Level of Parents' Support

Table 3 shows the level of parents' support in terms of volunteerism, attendance at school functions, and helping the children academically and socially in the classroom. Mean and description were utilized to treat the gathered data.

The data revealed that parents' support was very high, with a weighted mean of 2.3. Regarding parents' volunteerism, the level of parents' support was very high, with a mean of 2.2. Moreover, the data indicated that the most essential type of volunteerism, with a mean score of 2.6, was classroom beautification and clean-ups. Other types of volunteerism were considered high, with mean scores of 1.4 and 1.8, respectively. Additionally, the parents' volunteerism in planning classroom parties was likewise considered very high, with mean scores of 2.1 each.

Moreover, regarding parents' attendance at a school function, the level of parents' support was very high, obtained a mean of 2.4. Also, the results showed that PTA meetings and assemblies were considered the most critical attendance type (2.6). In-school garden clean-up drives and Bayanihan and their child's activities inside and outside the school were considered highly essential, with mean scores of 2.5 and 2.3, respectively. In terms of various school clubs and activities, such as camping and sporting events, as well as school-community programs, such as tree planting and outreach programs, were considered very high, with mean scores of 2.3 each.

Table 3. *Level of Parents' Support*

<i>Indicators</i>	<i>Mean n=100</i>	<i>Description</i>
Parent's Volunteerism	2.2	Very high
Parent's Attendance in School Function	2.4	Very High
Helping Out the Children Academically and Socially in the Classroom	2.4	Very High
TOTAL	2.3	Very High

In addition, helping children academically and socially in the classroom was essential, with a mean score of 2.4. Further, the results indicated that supporting their children in establishing positive behaviors and motivating them by praising and acknowledging their accomplishments were considered the essential forms of parental involvement, with mean scores of 2.6 out of a possible 3.0. Furthermore, helping their children with homework was also considered essential, with a mean score of 2.4. Also, helping their children do school projects and encouraging them to join various school activities and competitions were also considered necessary, but to a lesser degree, with mean scores of 2.3 and 2.2, respectively.

3.2. The Level of Work Relationship

Table 4 shows the level of work relationships regarding communication, parenting, home learning, and decision-making. Data revealed that the level of work relationship was very high, with a general weighted mean of 2.4.

With regards with communication, the level of work relationships was very high, with a mean of 2.3. Moreover, the results showed that having a regular schedule of valuable notices, memos, phone calls, newsletters, and other communication, and attending school activities such as recognition, graduation, and pickup of report cards were considered the most essential forms of parent communication, with mean scores of 2.6 and 2.7 respectively. Consequently, communicating in conferences at least once a year, with follow-ups as needed, and participating actively in school programs because the school informed them were also considered essential, with mean scores of 2.4 and 2.5, respectively. Moreover, utilizing a language translator given by the school for accessible communication among parents was high (1.5).

Further, concerning parenting, the level of work relationships was very high, indicating essential with a mean of 2.4. Also, parents support learning through good home conditions garnered a mean of 2.8. Moreover, parents provide workshops, videotapes, and computerized phone messages netted a mean of 1.7. Further, parents assist learners' nutritional health by participating in health and nutrition programs with a mean of 2.6. Furthermore, parents allow home visitation among teachers to gather information to improve the learner with a mean of 2.1. Also, parents establish good communication among teachers and stakeholders for the learner's benefit

with a mean of 2.6.

Relatively, regarding learning at home, the level of work relationship was very high, as shown in the mean of 2.5. Also, parents monitor the learner's progress at home by tutoring with a mean of 2.4. Moreover, parents assist students in improving their skills by providing for their needs through the teacher's recommendations, had a mean of 2.5. However, parents regularly interact with the children about what they learn in school, a mean of 2.6. Also, parents provide time for family math, science, and reading activities at home, which the teacher sets with a mean of 2.2. On the other hand, parents participate in setting student goals each year and planning for college or work that could create a good relationship with the school, with a mean of 2.6.

Table 4. *The Level of Work Relationship*

<i>Indicators</i>	<i>Mean n=100</i>	<i>Description</i>
Communicating	2.3	Very High
Parenting	2.4	Very High
Learning at Home	2.5	Very High
Decision-Making	2.5	Very High
TOTAL	2.4	Very High

Moreover, in regards to decision-making, the level of work relationships was very high. In addition, parents actively participate in PTO/PTA or other parent organizations, such as advisory councils for parent leadership and participation in school, with a mean of 2.6. Also, parents participate in school reform and improvements with a mean of 2.3. While, parents inform parents about school meetings and activities to create a healthy environment among parents and the school with a mean of 2.7. Further, parents provide helpful suggestions during meetings and conferences to establish a good relationship with a mean of 2.4. Furthermore, parents coordinate with the different school activities that will allow parents to be actively involved, with a mean of 2.3.

3.3. Level of School's Performance in East Maitum District

Table 5 shows the level of school performance in East Maitum District in terms of leadership and governance, curriculum and learning, accountability and continuous development, and management resources. Data revealed that the level of school performance in East Maitum District was very high, with a general weighted mean of 2.5.

On the other hand, concerning leadership and governance, the level of schools' performance was very high, with a weighted mean of 2.6. The findings showed that a network of leadership and governance, with a mean score of 2.8, guided the educational system in achieving its shared vision, mission, and goals while also making them relevant and responsive to the context of diversity. It is thought to be the most essential aspect of leadership and governance. With a mean score of 2.6, the SIP development plan—created in collaboration with community and school stakeholders—was deemed essential. The school has a well-defined structure and procedures that encourage shared governance and leadership while defining the roles and duties of all parties involved.

Further, with a mean score of 2.6, the development plan for SIP, which is being jointly developed by community and school stakeholders, was deemed essential. With a mean score of 2.5, the school is structured with a clear structure and work arrangements that support shared leadership and governance and identify the shared responsibilities of the stakeholders. Additionally, a long-term program is in place that addresses the training and development needs of community leaders and school leaders, both of which are deemed essential. With a mean score of 2.4, the part of leadership and governance that helps school and community leaders communicate to make informed decisions and solve problems related to school-wide learning was deemed necessary, albeit to a lesser extent.

Table 5. *Level of School's Performance in East Maitum Districts*

<i>Indicators</i>	<i>Mean n=100</i>	<i>Description</i>
Leadership and Governance	2.6	Very High
Curriculum and Learning	2.5	Very High
Accountability and Continuous Improvement	2.4	Very High
Management and Resources	2.3	Very High
TOTAL	2.4	Very High

The level of school performance was very high as to curriculum and learning, with a mean of 2.5. Based on the findings, the most crucial elements of education are methods and resources that are learner—and community-friendly, enjoyable, safe, inclusive, accessible, and focused on developing self-directed learners; and a localized curriculum that makes learning more meaningful for the learners and applicable to community life. Both of these aspects were given mean scores of 2.7. Additionally, appropriate teaching and learning assessment methods are also frequently evaluated and improved. The development of relevant life skills was determined crucial, with mean ratings of 2.4, 2.6, and 2.4, respectively. Enhancing creative thinking and problem-solving techniques and resources by a representative group of school and community stakeholders, as well as regular and cooperative community monitoring of learning systems using the necessary tools to ensure the holistic growth and development of both the learners and the community, were also

deemed significant, albeit to a lesser extent, with mean scores of 2.3 each.

Furthermore, in connection with accountability and continuous improvement, the level of schools' performance was very high, with a mean of 2.4. The results indicated that the most critical aspect of accountability and continuous improvement is that the roles and responsibilities of accountable persons and collective bodies are clearly defined and agreed upon by the community stakeholders, with a mean score of 2.6. Averaging 2.4 points, it was determined that the following factors were crucial: accomplishing goals based on a jointly developed performance accountability system; accountability assessment criteria and tools; feedback mechanisms; inclusive and jointly developed and agreed upon information collection and validation techniques; and processes.

Further, participatory performance assessment is done regularly with the community, and assessment results and lessons learned serving as the basis for feedback, technical assistance, recognition, and plan adjustment were considered necessary, but to a lesser degree, with a mean score of 2.3. The accountability system is owned by the community and continuously enhanced to ensure that management structures and mechanisms are responsive to emerging learning needs. Demands from the community were also considered essential, but they had a relatively low mean score of 2.2. The overall mean score for all aspects of accountability and continuous improvement is 2.4, suggesting that accountability and continuous improvement in an educational setting are generally considered essential.

Relatively, regarding management and resources, schools' performance was very high (2.3). With a mean score of 2.2 out of a possible 3.0, the results indicated that the crucial issue of management and resources was being collectively done by learning managers, learning facilitators, and community stakeholders as the foundation for resource allocation and mobilization with mean scores of 2.4, 2.5, and 2.3, respectively, all of the following were deemed essential: resources were collectively and wisely mobilized and managed with transparency, effectiveness, and efficiency. A system oversees the network and connections that enhance resource management and continuously engages stakeholders in inclusive dialogue for planning and implementing community education plans. Additionally, learning managers, facilitators, and community stakeholders jointly created and executed regular monitoring, evaluation, and reporting methods of resource management, which were deemed critical (2.2).

3.4. Significant Relationship between Parent's Support and Schools' Performance

Table 6 shows the significant relationship between parents' support and school performance. The data gathered were treated using the Pearson Product Moment Coefficient of Correlation.

The result revealed that at the alpha level of .05 with a df of 98, the table shows that the computed Pearson's Product Moment Coefficient of Correlation value was 0.72. It was more significant than the tabular value of 0.190, which led to rejecting the null hypothesis. The level of parent support significantly influenced the school's performance.

Table 6. *Significant Relationship between Parents Support and School Performance*

Variables	Df	Rxy value N=100		Decision $\alpha=0.05$	Analysis
		Computed	Tabular		
Paernts Support vs School Performance	98	0.72	0.190	Reject null hypothesis	There is no significant relationship

3.5. Significant Relationship between Work Relationship and School Performance

Table 7 shows the significant relationship between work relationships and schools' performance. The results disclosed that at the alpha level of .05 with a df of 98, the computed Pearson's Product Moment Coefficient of Correlation value was 0.91. It was more significant than the tabular value of 0.190, which led to rejecting the null hypothesis. The level of work relationships significantly influenced the school's performance.

Table 7. *Significant Relationship between Work Relationship and School Performance*

Variables	Df	Rxy value N=100		Decision $\alpha=0.05$	Analysis
		Computed	Tabular		
Work Relationship vs School Performance	98	0.91	0.190	Reject null hypothesis	There is a significant relationship

Discussion

This section shows the conclusions and recommendations based on the data gathered.

The Level of Parents' Support

The level of parents' support was very high regarding parents' volunteerism, parents' attendance at school functions, and helping the children academically and socially in the classroom.

The level of parents' support was very high in terms of parents' volunteerism, indicating that as to classroom beautification and clean-ups, planning classroom parties, and assessing extracurricular activities were considered essential as they helped to create a positive and engaging learning environment for students. Parents can contribute to the upkeep of the school, provide opportunities for socialization, and help ensure that extracurricular activities are safe and appropriate. Other activities may have been optional, but they can still provide valuable support for students and teachers (Jing et al., 2021).

Moreover, this assumption parallels the study of Barnett et al. (2020) and Hamlin Li (2020), who found that the advantages of parental volunteerism in schools have proven beneficial for both students and schools. Parental involvement, which includes volunteerism, is associated with higher academic achievement among students. In other words, students whose parents volunteer in schools score higher on tests and earn better grades. Furthermore, parental involvement in schools has been associated with improved student attendance rates. It contributes to a positive school climate, increasing parent satisfaction with the school, excellent teacher morale, and lower student dropout rates.

Moreover, one factor affecting learner achievement and behavior in the classroom is parental involvement. Parent-child relationships, parent-school relationships, and parent-parent relationships are the three main areas included in this concept of parent engagement. The idea that parents devote their time to their kids and teachers with the expectation of seeing a quantifiable return on their investment is a frequent misconception. Parent engagement is any action a parent takes that positively affects a learner's behavior (Condo et al., 2022; Harris & Orth, 2020).

Furthermore, it has been established that parental participation is one of the elements affecting student achievement and behavior in the classroom. Parent-child relationships, parent-school relationships, and parent-parent relationships are the three critical facets of parent engagement. The common belief among parents is that they should invest their time in their kids and the teachers to see a measurable return on their time (Lara & Saracostti, 2019; Lawrence & Fakuade, 2021; Ma, 2022).

The level of parents' support was very high regarding parents' attendance at school functions, indicating that parents attend PTA meetings and assemblies regularly, and parents could become informed about their child's education and contribute to the decision-making process. Parents can support their children's interests and better understand the school's culture and values by attending clubs and activities. In-school garden clean-up drove, and Bayanihan and participation in school-community programs such as tree planting and outreach programs demonstrate the importance of environmental stewardship and community involvement. Finally, by attending their child's activities inside and outside the school, parents can support their child's interests and create positive memories that could contribute to their child's well-being (Condo et al., 2022).

Also, this assumption parallels the study of Cheung (2019) and Wirthwein et al. (2019), which states that when parents attend school functions, it can lead to better student behavior, including decreased disciplinary issues and absenteeism. Additionally, students whose parents attend school functions tend to perform better academically, with higher grades and test scores. Moreover, attending school functions can increase parental involvement in their child's education, resulting in a greater understanding of their child's learning progress and improved communication with their child. Lastly, parental attendance at school functions can contribute to a positive school atmosphere, which benefits students, teachers, and the entire school community.

Additionally, according to Condo et al. (2022), parents' support was very high in helping the children academically and socially, specifically in establishing positive behaviors; parents could contribute to a positive and respectful classroom environment that promotes learning and growth. Helping with homework was also essential, as it could significantly impact a child's academic achievement.

Furthermore, in the study conducted by Kun & Gadanez (2019), children's confidence and self-esteem may be increased when their accomplishments are acknowledged and praised. Helping kids with school projects can foster essential life skills like creativity, critical thinking, and time management.

Finally, encouraging children to join various school activities and competitions was important, as it allowed them to develop social and emotional skills, explore new interests, and build new friendships. This assumption parallels the study of Barger et al. (2019) and Lara & Saracostti (2019), which states that when parents are supportive, it can lead to a positive classroom environment. It can result in greater satisfaction among parents with the school, higher morale among teachers, and fewer students dropping out. When parents provide support to help their children socially in the classroom, it can assist students in developing essential social skills like communication, collaboration, and conflict resolution.

Moreover, parental attendance at school functions has been extensively studied in the literature. It has been found to have numerous benefits for both students and schools. Studies have shown that parents attending school functions can lead to a positive relationship between parents and teachers, which is linked to better student academic achievement. Additionally, parental attendance at school functions has been associated with improved student behavior in school, including fewer disciplinary problems and lower rates of absenteeism. Students whose parents attend school functions also tend to have higher grades and test scores (Datnow et al., 2020; Papadakis et al., 2019; Paufler & Sloat, 2020).

Furthermore, parental attendance at school functions can increase parental involvement in their child's education, leading to greater

awareness of what their child is learning and improved communication with their child. Finally, parental attendance at school functions contributes to a positive school climate, benefiting students, teachers, and the school community. Overall, parental attendance at school functions is an essential aspect of parental involvement in their child's education and can lead to numerous benefits for students and schools (Cheung, 2019; Tamboto et al., 2021; Wirthwein et al., 2019).

The level of Work Relationship

Work relationships were very high regarding communication, parenting, home learning, and decision-making. The level of work relationship was very high in communicating, indicating that there are regular conferences between parents and teachers were essential for establishing a positive working relationship and addressing any concerns or issues that may arise. A regular schedule of valuable notices, memos, phone calls, newsletters, and other forms of communication was also essential for keeping parents informed about what was happening in the school and their child's education. Providing language translators, although optional, could help ensure that non-native English-speaking parents had equal access to critical information (Condo et al., 2022).

Furthermore, attending school activities such as recognition, graduation, and picking up report cards was essential for engaging with the school community and celebrating the child's accomplishments. Finally, parents could participate when informed about school programs and events, which helped create a sense of community and foster their child's academic success (Kun & Gadanez, 2019).

In addition, according to Eliyana & Ma'arif (2019), the act of communicating can have a positive impact on the atmosphere of a school, where parents feel listened to and given opportunities to provide feedback. It can result in a greater sense of contentment with the school and the feeling that their thoughts and opinions hold value. Additionally, effective communication has been connected to better student behavior in school. Parents knowledgeable about their child's behavior and have chances to communicate with their child's teachers tend to have children who display fewer disciplinary issues and are less likely to be absent from school. Similarly, effective communication between parents and schools is necessary for parental involvement in their child's education and can lead to numerous advantages for students and schools. Schools should prioritize effective communication with parents, offering opportunities for them to communicate with their child's teachers and receive regular updates on their child's progress (Ishimaru, 2019; Wolfe et al., 2020).

Also, if parents and teachers operate as separate entities, fostering and sustaining teacher-parent collaboration will be more difficult. Parents and teachers must actively communicate to plan the program, exchange ideas, make decisions, and discuss ways to raise student performance. As a result, there are several ways that parents and teachers can communicate, and they should not be one-sided. Teachers and parents must communicate to work together and exchange information. When parents and teachers are open and accepting of one another's roles and responsibilities, they communicate effectively (Adams et al., 2018; Whitaker, 2020).

Relatively, research shows that teachers and parents must collaborate to adjust their responsibilities, roles, and actions more effectively to continuously improve students' developmental outcomes. In collaborative relationships, the parents and teachers depend on one another equally and reciprocally. Reassessing and recreating roles, responsibilities, and relationships is necessary for education to come together. To provide students with better opportunities, parents and teachers must collaborate to identify their shared interests and duties (Bastiani, 2018; Kun & Gadanez, 2019).

The level of work relationship was very high in terms of parenting, indicating that parents ensured that a child's home environment was safe and conducive to learning was a fundamental aspect of effective parenting. It involves providing access to necessary resources such as books and educational materials. Similarly, participating in health and nutrition programs to support a child's nutritional health was also essential, as proper nutrition was critical for a child's physical and cognitive development; allowing for home visitation by teachers could also be beneficial, as it supports the teachers to gain a better understanding of a child's home environment and tailor their instruction accordingly (Eliyana & Ma'arif, 2019).

On the other hand, while establishing good communication among teachers and stakeholders was valuable, it was optional for effective parenting. Finally, while resources such as workshops, videotapes, and computerized phone messages could help supplement a child's education, they were not the only means of support. They should not be relied upon as the sole means of effective parenting (Aranda-Balboa et al., 2020).

Further, collaboration between parents and teachers can benefit students' learning by enhancing academic performance, promoting positive behavior, and creating a favorable school environment. The involvement of parents in schools may also be influenced by their parenting styles, where authoritative parenting has been linked to favorable outcomes for children, including better academic achievement and social skills. As a result, parenting within schools plays a significant role in parental involvement in their children's education. Schools must foster parental involvement and provide avenues for parents to become involved in their children's education. Strategies such as effective communication between parents and schools, parent-teacher conferences, and partnerships can all be effective in fostering parental involvement (Aranda-Balboa et al., 2020; Hosokawa & Katsura, 2019).

Additionally, a partnership between parents and teachers can also benefit student learning, leading to improved academic achievement, better student behavior, and a positive school climate. In summary, schools should support parental involvement and give parents opportunities to get involved in their children's education because parenting in the classroom is a crucial part of parental involvement in their education. Effective communication between parents and schools, parent-teacher conferences, and parent-teacher partnerships

are all effective ways to increase parental involvement in schools, while authoritative parenting is associated with positive outcomes for children (Aranda-Balboa et al., 2020; Hosokawa & Katsura, 2019; Naidoo, 2019).

In other research results, there were predictive powers of parenting style and parental support to learner performances. Several parenting factors, such as parenting style, influence the direction of bias in children's academic competence. It was also found that parenting styles are statistically significant for authoritativeness and marginally significant for authoritarianism. Likewise, there is a significant relationship between the authoritative parenting style and students' motivation to achieve academically. There is a negative relationship between a neglectful parenting style and students' academic achievement (Bonneville-Roussy et al., 2017; Mihret et al., 2019).

The level of work relationship was very high in terms of learning at home, indicating that the level of working conditions was evident, like monitoring a child's progress at home through tutoring, which was essential in helping them overcome any difficulties they may face and ensuring they made progress in their learning. Providing necessary resources, as recommended by teachers, was another essential aspect of effective parenting. It could include access to books, educational materials, and technology to support their learning (Kun & Gadanez, 2019).

Similarly, according to Aranda-Balboa et al. (2020), facilitating consistent conversations with kids regarding their academic achievements was crucial to bolstering their education. It enables parents to monitor their child's development, spot areas where more help is required, and offer inspiration and drive. Family math, science, and reading activities set by the teacher also provided a platform for parents to support their child's learning and reinforce what they learned in school. Setting student goals each year and planning for college or work could create a good relationship with the school and lead to better communication between parents and teachers, ultimately benefitting the child's education. Furthermore, facilitating consistent conversations with kids regarding their academic achievements was also crucial to bolstering their education. It helps parents provide motivation and inspiration, track their child's progress, and identify areas that need more support. Therefore, schools and educators need to support families, ensuring that all students have access to the necessary resources to succeed in their learning at home. Encouraging parents to maintain regular communication with their children's teachers and be actively involved in their children's learning at home can also contribute to their academic achievement. (Mu'awanah et al., 2021).

Also, acquiring knowledge and skills outside of a traditional classroom setting—often with the help of parents, guardians, or other caregivers—is learning at home. It can include reading books, watching educational videos, completing homework assignments, engaging in educational games and activities, or participating in online courses or tutorials. Learning at home can provide children with additional opportunities to explore and pursue their interests, develop critical thinking skills, and reinforce their learning from school. It also offers a flexible and personalized approach to learning, allowing children to learn at their own pace and in their preferred style. Moreover, learning at home can foster a sense of independence and responsibility in children as they learn to manage their time, set goals, and take responsibility for their learning (Eliyana & Ma'arif, 2019; Harwood et al., 2019; Santana López et al., 2021).

The level of work relationships was very high in terms of decision-making, indicating that the level of work relationships was evident as being part of parent organizations such as PTO/PTA or advisory councils was a crucial aspect of parental involvement that allowed parents to have a voice and play an active role in their child's education. Consequently, participating in school reform and improvement was another essential component of effective decision-making. By working collaboratively with other stakeholders, parents could identify areas for improvement, develop implementation strategies, and monitor progress. Informing parents about school meetings and activities was also vital in creating a healthy and inclusive environment among parents and the school (Aranda-Balboa et al., 2020).

In addition, it promotes transparency and communication and ensures parents can participate in decision-making. Building a positive rapport between parents and the school required offering insightful recommendations at conferences and meetings. It creates a cooperative, encouraging atmosphere where parents are respected and their voices are heard. Ultimately, planning various school events that enabled parents to participate fully was crucial. Schools could foster a cooperative and inclusive environment that promotes student success by allowing parents to contribute to the school community, assist their child's learning, and participate in decision-making (Aranda-Balboa et al., 2020).

Similarly, studies show that parental involvement in school decision-making regarding their child's education can improve student academic outcomes. Consistent communication between parents and the teacher is necessary for decision-making to occur. Parent-teacher conferences allow parents to interact with their children's teachers, learn about their academic progress, and participate in decision-making. Ultimately, improved student academic results can result from involving parents in school decision-making through parent-teacher conferences and efficient communication channels (Blair & Haneda, 2021).

The Level of School Performance in East Maitum District

The school's performance in East Maitum District was very high regarding leadership and governance, curriculum and learning, accountability and continuous development, and management resources.

The level of school performance was very high in leadership and governance, indicating that the level of school performance was evident with the collaborative development of a school improvement plan (SIP) by stakeholders of the school and community was a critical aspect of effective leadership and governance. It ensures that all relevant parties have a say in shaping the school's direction

and goals. A network of leadership and governance that guides the education system to attain its shared vision, mission, and goals was also essential. This network should be responsive to the context of diversity, ensuring that the education system is relevant to all students' needs (Cheung, 2019; Tamboto et al., 2021; Wirthwein et al., 2019).

Moreover, according to Greany & Earley (2021), the school should be organized with a clear structure and work schedules that promote shared leadership and governance and define the responsibilities of stakeholders. Effective communication channels should exist, including a leadership network that facilitates communication between and among school and community leaders. Such a network promotes informed decision-making and allows for solved school-wide learned problems. Finally, a long-term program addressing the training and development needed of school and community leaders was necessary for promoting effective leadership and governance. This program ensures that leaders have the necessary skills and knowledge to guide the education system toward success. Prioritizing these aspects of leadership and governance could support the education system in providing a high-quality education that meets all students' needs.

Additionally, accountability measures like standardized testing and performance evaluations can be implemented to ensure better student outcomes. Professional development plays a significant role in school-based management, allowing teachers and staff to enhance their expertise and capabilities, ultimately leading to improved student performance. Encouraging stakeholder participation in decision-making and fostering a positive school culture is vital to effective leadership. The relationship between leadership, governance, and school-based management is complex and requires further research (Greany & Earley 2021).

Furthermore, leadership and governance are critical components of school-based management, which involves decentralizing decision-making from central authorities to local school leaders. School-based management is associated with improved student achievement and school effectiveness. Effective school-based management involves empowering local school leaders, distributed leadership, participatory decision-making, accountability, and professional development for teachers and staff (Datnow et al., 2020; Papadakis et al., 2019; Paufler & Sloat, 2020).

Also, accountability measures are used to monitor and improve student outcomes. Professional development is a crucial component of school-based management, as it provides opportunities for teachers. School leaders should strive to create a positive school culture and involve stakeholders in decision-making to promote student success. Further research is needed to understand better the complex relationship between leadership, governance, and school-based management (Greany & Earley, 2021; Pascoe et al., 2020; Pont, 2020).

In terms of curriculum and learning, the school's performance level was exceptionally high, suggesting that it was meeting the various needs of every student. The curriculum must be designed to meet their needs. Additionally, implementing the curriculum must be localized to make it more relevant and applicable to the learners' lives in the community. A representative group of school and community stakeholders should be involved in their development to ensure that the teaching methods and materials are engaging and effective. Regularly monitoring the learned systems by the community, using appropriate tools, was also essential for the holistic development of the learners and the whole school community (Papadakis et al., 2019). Furthermore, in the study of Datnow et al. (2020), continuous review and improvement of the assessment tools and contextualizing the results to the learners' local situation and relevant life skills were essential. The learned managers and facilitators must nurture an environment that is protective of all children and consistent with the organization's vision, mission, and goals. Finally, the methods and resources used for learning must be learner- and community-friendly, safe, inclusive, accessible, and aimed at developing self-directed learners. It was also essential to equip learners with the knowledge, skills, and values to take responsibility and accountability for their learning.

Similarly, school-based management is a crucial aspect of education that involves shifting decision-making power from central authorities to local school leaders. It is essential to consider factors such as curriculum design, differentiated instruction, assessment and evaluation, professional development, and technology integration. Student learning outcomes can be enhanced by giving local school administrators the freedom to create curricula that meet the needs of their students and community, by giving staff members and teachers opportunities for professional development, and by incorporating technology into the teaching and learning process. These components are critical in ensuring that the curriculum is practical, meets all learners' needs, and that learning is engaging, relevant, and tailored to the local context (Xie et al., 2020).

Further, the Curriculum and Learning highlights the curriculum learning systems anchored on the community and learners' contexts and aspirations. It must be collaboratively developed and continuously improved. The Management of Resources ensures that a clear, transparent, inclusive, and responsive accountability system is in place. The school community collaboratively develops it to monitor performance and act appropriately on gaps and gains. Accountability and Continuous Improvement underscore collectively and judiciously mobilized resources and are managed with transparency, effectiveness, and efficiency (DepEd Order No. 45, s. 2015).

Consequently, curriculum and learning are critical components of school-based management, which involves decentralizing decision-making from central authorities to local school leaders. Effective curriculum design, differentiated Instruction, assessment and evaluation, professional development, and technology integration are all essential components of effective curriculum and learning in school-based management. A school's curriculum and learning processes are fundamental components that significantly contribute to its improvement. A well-designed and effectively implemented curriculum is pivotal to school improvement. It drives student achievement, supports diverse learning needs, fosters critical thinking, and prepares students for future success in various aspects of

their lives (Ribeiro et al., 2019; Sobri et al., 2022; Xie et al., 2020).

The level of school performance was very high regarding accountability and continuous development, indicating that parents clearly define and agree upon the roles and responsibilities of accountable individuals and bodies within the community. Goal achievement should be recognized through a collaboratively developed performance accountability system, with gaps being addressed through appropriate action. The community should own the accountability system and continuously enhance it to ensure that management structures and mechanisms are responsive to emerging learned needs and demands (Datnow et al., 2020).

Likewise, according to O'Brien et al. (2019), accountability assessment criteria, tools, feedback mechanisms, and information collection and validation techniques should be inclusive, agreed upon, and collaboratively developed. Regular participatory performance assessment with the community was also critical, with assessment results and lessons learned serving as the basis for feedback, technical assistance, recognition, and planned adjustment. By prioritizing accountability and continuous improvement, education systems could ensure that they were responsive to the community's needs and that learners received a high-quality education that prepared them for future success.

Similarly, Blair & Haneda (2021) stated that in school-based management, accountability and continuous improvement are fundamental to decentralizing decision-making from central authorities to local school leaders. School leaders can use several essential tools, including accountability measures, data-driven decision-making, school improvement planning, professional learning communities, and evaluation and reflection. Local school leaders should use data to inform decision-making, establish clear goals and strategies for improvement, foster collaboration among teachers, and regularly evaluate the effectiveness of their strategies.

Furthermore, evaluation and reflection are crucial to continuous improvement in school-based management. Promoting ongoing development in school-based management also requires effective planning for school improvements. School systems can guarantee that they provide high-quality education that meets the needs of their students and positions them for success by prioritizing accountability and continuous improvement (Datnow et al., 2020).

Additionally, accountability and continuous improvement are critical components of school-based management, which involves decentralizing decision-making from central authorities to local school leaders. Accountability measures, data-driven decision-making, school improvement planning, professional learning communities, and evaluation and reflection are all essential tools for promoting continuous improvement in school-based management. Local school leaders should use data to inform decision-making, set clear goals and strategies for improvement, encourage collaboration among teachers, and regularly evaluate the effectiveness of their strategies (Datnow et al., 2020; Martin, 2019; Torres & Puiggros, 2019).

The level of school performance was very high regarding management, and resources indicate that the level of schools' performance was agreed upon as learned managers regularly undertake collaborative resource inventory as a basis for resource allocation and mobilization, involving learned facilitators and community stakeholders. To support the implementation of the planned community education program and to continuously engage stakeholders, it was imperative to have regular dialogue for inclusive and accessible planning and resource programming (Blair & Haneda, 2021).

Furthermore, resources should be mobilized and managed collectively and judiciously with transparency, effectiveness, and efficiency. Regular monitoring, evaluation, and resource management reporting processes should be collaboratively developed and implemented by learned managers, facilitators, and community stakeholders. There should be a system that manages the network and linkages to strengthen and sustain partnerships and improve resource management. By prioritizing effective management and resource allocation, education systems could ensure that resources were utilized efficiently to provide quality education and meet the needs of their learners and communities (O'Brien et al., 2019).

Likewise, school-based management involves delegating decision-making power from central authorities to local school leaders, and management and resources are essential components of this approach. Effective management and resource allocation can significantly influence students' success in schools. Essential tools for effective management and resource allocation in school-based management include budgeting and resource allocation, human resource management, facilities management, time management, and partnerships and collaborations. By effectively managing these areas, local school leaders can optimize their use of available resources and provide high-quality education that meets the needs of their students and communities (Mestry, 2020).

Consequently, effective time management is also critical, as local school leaders should prioritize their time and resources to address their students and the community's most pressing needs. A critical aspect of SBM is allocating and managing resources to support the school's educational objectives. Resources include financial, human, and material assets contributing to the learning environment. Partnerships and collaborations with community organizations, businesses, and other schools can provide additional resources and support for school-based management. Further research is needed to understand better the complex relationship between management, resources, and school-based management (Kenayathulla et al., 2019; O'Brien et al., 2019; Santana López et al., 2021).

Significant Relationship between Parent's Support and School Performance

The study's findings indicate that Pearson's Product Moment Coefficient of Correlation value was 0.72 at the Alpha level. 05 and df of 98. The null hypothesis was rejected because it was more significant than the tabular value of 0.190. The degree of parental involvement

greatly impacted the school's performance. Cheung (2019) found that parental involvement positively correlates with students' motivation, academic achievement, and self-esteem, indicating a strong positive relationship between parental support and school effectiveness.

In addition, improved student achievement is also linked to effective communication between parents and schools. Parental involvement is crucial for underprivileged and low-income students who encounter additional obstacles to academic success. Overall, the research suggests that involving parents in their children's education and fostering opportunities for cooperation between families and schools can enhance students' academic performance and foster overall school success (Blair & Haneda, 2021).

The relationship between parents' support and school performance is significant and multifaceted, influencing a child's academic success in various ways. Parents' support and involvement significantly influence a child's school performance by creating a supportive, encouraging, and conducive learning environment and fostering positive attitudes, behaviors, and habits contributing to academic success (Blair & Haneda, 2021; Jing et al., 2021; Ford et al., 2020; Paufler & Sloat, 2020).

Relatively, research has indicated a favorable correlation between academic achievement and parental support. Studies have repeatedly demonstrated that parents involved in their child's education—helping with homework, attending school functions, and offering emotional support—create a supportive home learning environment that fosters academic success. This relationship is genuine across different cultural groups and age ranges, with studies showing a positive association between parental support and academic achievement in elementary, middle, and high school students. Additionally, the probability that a child will graduate from high school and enroll in college has increased with parental involvement (Albulescu et al., 2023; Barger et al., 2019; Lamb, 2020).

Significant Relationship between Work Relationship and School Performance

The table indicates that the computed Pearson's Product Moment Coefficient of Correlation value was 0.91 at the Alpha level .05 with a df of 98. The null hypothesis was rejected because of its greater significance than the tabular value of 0.190. The quality of work relationships greatly impacted the school's performance.

In the study of Hamlin and Li (2020), a significant positive relationship exists between work and school performance. Several studies have found that positive work relationships among school employees significantly impact schools' academic achievement and student outcomes. These studies highlight the importance of promoting positive communication and collaboration among school staff to improve performance. Creating opportunities for ongoing professional development and fostering collaboration among teachers enhance schools' performance.

Further, according to Jing et al. (2021), the literature review highlights how crucial it is for school employees to have better working relationships to attain higher performance. The results could direct the creation of practical plans for enhancing staff collaboration and communication to strengthen working relationships and raise student achievement.

Additionally, research has found that parental work engagement is positively related to parental involvement in their child's education. In contrast, work-family conflict negatively affects parental involvement and academic achievement. Understanding the impact of work relationships on parental involvement and academic achievement can be beneficial in developing strategies to promote parental involvement and support public school performance (Eliyana & Ma'arif, 2019; Ishimaru, 2019; Toropova et al., 2021).

Moreover, effective work relationships are built on open and transparent communication. Strong communication and coordination among staff members make aligning instructional strategies, curriculum, and school goals easier, leading to a more cohesive and efficient educational program. Hence, strong work relationships among school staff create a supportive, collaborative, and cohesive environment that positively impacts teaching quality, staff satisfaction, school climate, and, ultimately, student performance and success (Mestry, 2020; Mu'awanah et al., 2021; Naidoo, 2019).

Conclusion

The following conclusions were established based on the results of the study: First, the level of parents' support was very high in terms of parents' volunteerism, parents' attendance at school functions, and helping out the children academically and socially in the classroom. Second, the level of work relationships was very high regarding communication, parenting, learning at home, and decision-making. Third, in terms of curriculum and learning, accountability and ongoing improvement, leadership and governance, and management resources, East Maitum District schools performed exceptionally well. Finally, a strong correlation was found between job connection, academic achievement, parental support, and academic performance. Thus, Positive associations between parental support, work relationships, and school performance could indicate that these factors contribute to long-term educational success.

The following recommendations were formed based on the conclusion of the study:

First, the Department of Education may develop and implement programs and initiatives that promote and support parental involvement in schools. To further assist parents in fostering their children's social and intellectual growth, the department should, for instance, provide workshops and training sessions. The department may also work closely with schools to develop volunteer programs encouraging parents to participate in classroom activities, extracurricular activities, and other school-related events.

Further, school leaders can promote parental involvement through initiatives like Parent Volunteerism, Parent Attendance in School Functions, and Helping Out the Children Academically and Socially. This can be achieved by establishing parent-teacher conferences at least once a year, encouraging participation in advisory councils and PTO/PTA, and fostering parent leadership. Teachers can implement effective communication strategies, establish regular parent-teacher conferences, support parent involvement in decision-making processes, and encourage parents to attend activities such as recognition, graduation, and report card pick-up.

Furthermore, parents can ensure their child receives a quality education by maintaining regular communication with the school through notices, memos, phone calls, newsletters, and other methods. They can also support their child's learning with family activities at home, participate in setting student goals, and plan for college or work. The study's outcome serves as a reference for deeper and broader research to explore additional variables.

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