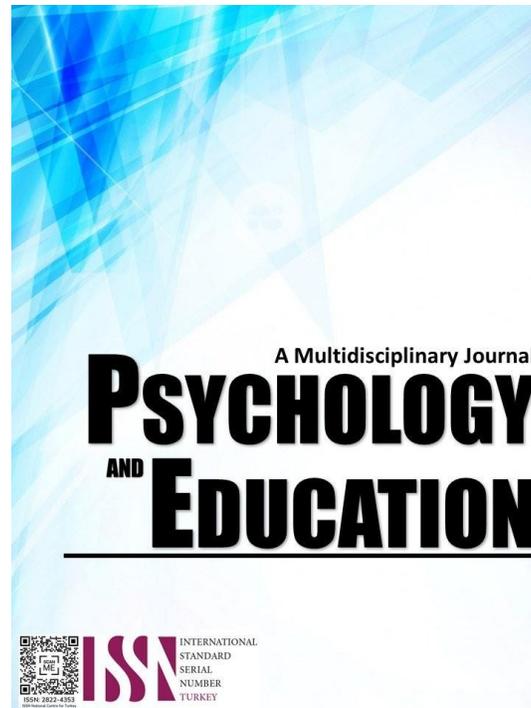


# **PARENTAL ENGAGEMENT AND ACADEMIC PERFORMANCE OF KEY STAGE 2 LEARNERS IN LINANGKAYAN ELEMENTARY SCHOOL**



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## Parental Engagement and Academic Performance of Key Stage 2 Learners in Linangkayan Elementary School

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### Abstract

The development of the life and overall well-being of children are attached to the continuous support, care, and moral supervision rendered by their parents. Thus, the study aimed to determine the extent of parental engagement on the academic performance of intermediate learners. The method used in this study was the descriptive-correlational research design to obtain the data needed specifically using survey questionnaire. Random sampling was used in selecting the 107 Intermediate Learners as respondents of Linangkayan Elementary School in Naawan District, Division of Misamis Oriental. A self-made survey questionnaire was validated and used in obtaining the data. The first grading average was utilized as basis for academic achievement. Parents of the respondents were interviewed as part of their response. The findings revealed that parental engagement, particularly in terms of moral support and home practices, significantly influenced learners' academic performance. Higher monthly income and educational attainment of parents were positively correlated with greater parental engagement. Conversely, as learners progressed to higher grade levels, parental engagement tended to decrease. The study also highlighted that while monthly income positively influenced home practices, other demographic factors such as sex, grade level, and distance from school did not significantly affect parental engagement in this area. Overall, the study underscored the importance of parental involvement in enhancing students' academic outcomes, with specific emphasis on moral support and home practices.

**Keywords:** *parental engagement, moral support, home practices, academic performance*

### Introduction

The development of the life and overall well-being of children are attached to the continuous support, care, and moral supervision rendered by their parents. This indicates that parents have a significant influence on how their kids develop emotionally, physically, and socially. By providing constant emotional support, parents foster resilience and self-worth in their kids and provide a safe haven where they feel loved and appreciated. Children are more likely to grow up strong and healthy if they receive physical care, which includes basic needs like food, housing, and medical attention. While parental educational guidance fosters a love of learning and academic success, moral monitoring teaches kids the difference between right and wrong. Children's interactions with their parents also teach them important social skills like cooperation and communication, which are essential for creating healthy relationships. In conclusion, children have a solid foundation for success in life when their parents continue to be involved in these areas. Thus, the study aimed to determine the extent of parental engagement on the academic performance of key stage 2 learners.

The Child and Youth Welfare Code of the Philippines of 1974 is a law that identifies children as the best asset of the country. It promotes and enhances the welfare of Filipino children together with the support from their parents or guardians. The law was then supported by the Department Education Order Number 40 series of 2012 or the Child Protection Policy eliminates all forms of abuses to persons below 18 years old (UNESCO, 2015: Bartolome & Mamat, 2020). According to the Presidential decree 603 series of 1979 article 77 (Sanchez, 2020), stated that every elementary and secondary school shall organize a parent-teacher association for the purpose of providing a forum for the discussion of problems and their solutions. This is relating to the total school program, and for insuring the full cooperation of parents in the efficient implementation of such program.

However, despite its importance, many schools encountered challenges in effectively engaging parents. The lack of parental engagement is a waning trait which is an important recipe in the child's academic success. It was observed in Linangkayan Elementary School during the release of the school form 9 also known as report card and recorded a 10 percent attendance of the total number of populations of the parents which is an alarming scenario. It seems that most or 90% of the parents are losing interest in their children's progress report card. It has been 3 school years started 2021-2023 that the attendance of the parents were waning during the distribution of report cards especially in key stage 2 grade levels.

The level of parental involvement in a child's education is one of the most crucial elements in determining that child's academic achievement. However, little is known about the activities parents engage in with their kids at home, at school, and in the community that genuinely enhance academic achievement (Schneider & Coleman, 2018) as quoted by Pusztai et al. (2023). Furthermore, there are several ways to describe the knowledge that students possess. Academic knowledge and abilities, learning dispositions, character, cultural mores, behavioral reactions, and social and emotional skills are just a few of the many things that students learn at home and at school (Sheldon & Vordek, 2019). In addition, Scharton (2019) said that the value of clear and consistent communication is threaded through each of those parent behaviors. Open communication lines between parents and teachers are crucial to the success of the students. There is strong evidence linking children's behavior regulation to a nurturing, considerate environment. Although overall support and maternal sensitivity are vital, it can be challenging to determine which of these broad attributes are facilitative and how

exactly they lead to improved self-regulation abilities. Research on structure and autonomy support focuses on specific parenting practices that could be proactive in promoting behavior control (Bornstein, 2019).

However, the study by Liang et al. (2020) found that parents' time and attention constraints, such as schedules that clashed with school events, were frequently the cause of low parental involvement in the school. They revealed that their work schedules conflicted with being able to engage to their children's education. Determining the extent of parental involvement among key stage 2 learners at Linangkayan Elementary School in the Naawan District and how it affects their academic achievement is the primary goal of the study. The study was conducted in the first quarter of school year 2024-2025. The study was aligned to child and youth civil code articles 76 and 77. It talks about the role of home and parent teacher association in the learner's education. The study differs from previous parental engagement researches because it measures different variables such as moral support, practices at home, parent-teacher collaboration and provision of resources which were not explored before. The researcher has eight (8) years of teaching with grade six (6) learners. He had also the eagerness to determine the parental engagement of key stage 2 learners and the reasons of their engagement level. The study had crafted a plan as an intervention.

## Research Questions

The study aimed to determine the parental engagement on the academic performance of key stage 2 learners in Linangkayan Elementary School, School Year 2024-2025. Specifically, this study sought to answer the following questions:

1. What is the socio-economic profile of the respondents in terms of:
  - 1.1. sex;
  - 1.2. grade level;
  - 1.3. parents' educational attainment;
  - 1.4. monthly family income; and
  - 1.5. distance of residence from school?
2. What is the parental engagement of the respondents in terms of:
  - 2.1. moral support;
  - 2.2. practices at home;
  - 2.3. teacher/school collaboration; and
  - 2.4. provision of resources?
3. What is the academic performance of the learners?
4. What are the possible reasons on the parental engagement?
5. Is there a significant relationship between the parental engagement and the academic performance of the respondents?
6. Which of the profile of the respondent's best predict their parental engagement?
7. What action plan can be formulated based on the results of the study?

## Methodology

### Research Design

The study utilized the descriptive-correlational research design. Descriptive research was used in describing the profile of the respondents in terms of age, parents' educational attainment, monthly family income and distance of residence from school. Likewise, the parental engagement, and reasons of their extent were described. Correlation research design was used in establishing the significant relationship between the extent of parental engagement and the academic performance of the learners. The first quarter grades were obtained to serve as the academic achievement of the key stage 2 learners.

### Respondents

The respondents of the study were the 107 learners from a total number of 147 key stage 2 learners from Linangkayan Elementary School for School Year 2024-2025. Raosoft calculator was used in determining the number of respondents out of the total population. The researcher used simple-random sampling in selecting the respondents of the study using fish bowl technique so that every key stage 2 learner was given the chance to become a respondent.

Table 1. *Respondents of the Study by Grade Level*

<i>Grade Level</i>	<i>Number of Enrolment</i>	<i>Number of Respondents</i>
Grade IV	55	40
Grade V	48	35
Grade VI	44	32
Total	147	107

### Instrument

The researcher utilized a validated self-made questionnaire. The questionnaire given to the respondents was divided into two parts: Part A was demographic profile of the respondents in terms of age, grade level, parent's educational attainment, monthly family income,

and distance of residence from school. Part B was the parental engagement of the respondents in terms of practices at home, teacher/school collaboration, provision of resources and moral support. For each subtopic in Part B, there were 10 item statements or a total of 40 item statements in all.

Scoring procedure for the demographic profile was done using frequency and percentage. For the parental engagement, it was in a Likert Scale form, Strongly Agree-4 points, Agree -3points, Disagree-2 points, Strongly Disagree-1 point. To ensure the validity of the questionnaire and further enhancement, it was pilot tested at Maputi Elementary School for establishing its reliability coefficient to be acceptable. The reliability of the questionnaire was assessed using Cronbach's Alpha (Amiruddin et al., 2021). The analysis revealed a Cronbach's Alpha of 0.875 over all reliability for the 40-item scale, indicating good internal consistency and suggesting that the items reliably measured the intended construct. The 40 items were divided into 4 sub-groups namely: Moral Support, Practices at Home, Parent-Teacher Collaboration, and Provision of Resources.

*Table 2. Reliability Statistics Result*

<i>Study Variables</i>	<i>Cronbach's Alpha</i>	<i>No. of items</i>	<i>Description</i>
Moral Support	.878	10	Good
Practices at Home	.876	10	Good
Parent - Teacher Collaboration	.870	10	Good
Provision of Resources	.875	10	Good
Overall Reliability	.875	40	Good

## Procedure

The researcher asked permission from the Schools Division Superintendent to conduct the study. A copy was furnished to the District Supervisor, and the school principal to conduct and gather data from the respondents. Teacher advisers were notified before the launching of the questionnaire. The respondents answered the questionnaire during their Homeroom Guidance class schedules and the researcher requested every teacher adviser to facilitate during the launching. The mechanics in answering the questionnaire were explained by the researcher so that all necessary data needed were obtained.

Answered questionnaires were gathered, tallied, and consolidated for analysis. The academic performance of the respondents was obtained through their respective teacher-advisers during the first quarter. Confidentiality of the respondents' answers was assured and whatever data obtained from them. The 10 parents were visited in their respected homes for their interview session.

## Data Analysis

The following statistical tools were used to interpret the data in the study.

For problems 1, 3, and 4, Frequency and Percentage were used in analyzing the profile of the respondents in terms of age, sex, grade level, parent's educational attainment, monthly income, and distance of residence from school. Likewise, the academic performance of the respondents following DepEd criteria and the reasons for the parental engagement, frequency and percentage were used.

For problem 2, Weighted mean was used in describing the parental engagement in terms of practices at home, teachers-school collaboration, provision of resources and moral support.

For problems 5 and 6, Regression analysis was used to determine the significant relationship between the parental engagement and respondents' academic performance and to test if profile of the respondents predicts significantly affect the parental engagement.

## Results and Discussion

This section discusses the data that are shown in the tables. The data are analyzed, interpreted, and supported by related literature or studies. The presentation, interpretation, and analysis are supported tables and arranged in the same manner as the questions presented in the statement of the problem.

**Problem 1: What is the socio-economic profile of the respondents in terms of sex, grade level, parent's educational attainment, monthly family income, and distance of residence from school?**

*Table 3. Sex of the Respondents*

<i>Sex</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Male	56	52.00
Female	51	48.00
Total	107	100.00

Table 3 shows the respondent's sex. It can be seen that the majority of respondents were male, which was 56 out of 107 or 52%, while 48% or 51 were female respondents. The result was supported by the Philippine Statistics Authority figures as of 2021, there had been a persistent tendency in the Philippines of a higher proportion of male births than female births. For example, the sex ratio at birth was 109 males for every 100 females in 2021 due to the fact that there were 711,434 male births (52.1%) compared to 653,305 female births (47.9%). In 2022, there were 697,355 female births (47.9%) and 758,038 male births (52.1%), continuing this tendency.

In contrast, Paqueo and Orbeta's (2019) study found that girls were more likely than boys to have finished elementary and secondary school. In every income level, girls were more likely than boys to enroll. On standardized tests, girls generally did better than boys. According to an article by Reysio-Cruz (2019), there has been a noticeable trend in the Philippines in recent years toward greater enrollment rates for girls than for boys. In effect to 60.2% of males, 71.3% of women were engaged in secondary education, according to the 2020 Global Gender Gap.

There were a number of sociocultural and economic elements that contributed to boys' predominance in school enrollment. Because boys were typically seen as the future breadwinners, traditional gender roles and societal expectations in many areas placed a higher priority on boys' education than on girls'. Financial limitations may also be a factor, as low-income families may decide to fund boys' educations instead of girls'. Female enrollment may also be deterred by safety concerns and insufficient facilities for girls, such as the absence of separate restrooms. In many instances, girls' access to school was further restricted by early marriage and household duties. All of these elements work together to increase the number of boys enrolled in school.

Table 4. *Grade Level of the Respondents*

<i>Grade Level</i>	<i>Frequency</i>	<i>Percentage</i>
Grade 4	40	37.00
Grade 5	35	33.00
Grade 6	32	30.00
Total	107	100.00

Table 4 depicts the number of respondents per grade level. It could be perceived that majority of the respondents were grade 4 learners comprising of 37 percent 40 out of 107. Then they were followed by the grade 5 learners with 33 % or 35 respondents and the least number of respondents was the grade 6 learners with 30% or 32 out of 107. According to the Philippine Statistics Authority (2020), the Cohort Survival Rate for elementary education in the Philippines was 94.2% in the school year 2019-2020. This meant that 94.2% of students who started Grade 1 reached Grade 6. On the other hand, the cohort survival rate of Linangkayan Elementary School last school year 2023-2024 was 90%.

Similar to the primary levels, the key stage 2 education levels in the Philippines usually had high enrollment rates. There was almost universal enrolment at these levels due to the government's considerable efforts to guarantee that kids finished their primary education. Still, there were issues with retention and dropout rates, especially in rural and underprivileged communities (Angara et al., 2019).

There were a number of reasons why schools situated alongside highways had high enrollment rates. First and foremost, these schools were more easily accessible since they were close to important transit hubs. This facilitated attendance by learners from other areas. Furthermore, these institutions' prominence alongside major thoroughfares raised public knowledge and interest, which may draw in more learners. There were more families with school-age children in the neighborhoods around highways since these locations frequently had larger population densities and more economic activity. Additionally, schools in these areas may offer superior facilities and infrastructure, which would appeal to both parents and children. All things considered in these institutions were advantageous location that contributed significantly to their high enrollment rates.

Table 5. *Monthly Income of Parent's Respondents*

<i>Monthly Income</i>	<i>Frequency</i>	<i>Percentage</i>
5,000.00 below	76	71.00
6,000.00-10,000.00	21	20.00
11,000.00-20,000.00	7	7.00
21,000.00 above	3	2.00
Total	107	100.00

Table 5 shows the monthly income of parents which was bracketed in to different groups. It was evident that 5,000 below got highest percentage with 71% or 76 out of 107. The lowest percentage was 21,000 above which garnered 2% or 3 out of 107. In the report of UNICEF (2019), the poverty incidence among Filipino families was recorded at 16.6%. This meant that approximately 17.6 million Filipinos were living below the poverty threshold, which was an estimated average monthly income of PHP 10,727 for a family of five. Families with a monthly income of PHP 5,000 or less were considered to be living in extreme poverty in the Philippines. On the other side, the article "Ranks of Super-Rich Set to Grow in Philippines" discusses the projected increase in the number of high-net-worth individuals and ultra-high-net-worth individuals in the Philippines. According to the Knight Frank Wealth Report, the number of high-net-worth individuals is expected to grow by 36% between 2020 and 2025. Similarly, the number of ultra-high-net-worth individuals was projected to increase by 35% in the same period. This growth was seen as part of a global trend, despite a previous decline in the number of wealthy individuals due to the COVID-19 pandemic (BusinessWorld, 2021).

Low socioeconomic status was common in rural locations like in Barangay Linangkayan, and this could have a big impact on the community's growth. Because there were usually fewer and less varied economic options in rural areas, unemployment and underemployment rates were greater there. It may be challenging to overcome the cycle of poverty brought on by this economic inequality. Furthermore, these areas were further isolated by inadequate infrastructure, such as weak communication and transportation systems, which made it difficult to draw in investment and raise living standards. These elements working together highlighted the

necessity of focused policies and initiatives to address the particular difficulties that rural communities face.

Table 6 shows the parents educational attainment. It comprises 4 levels in which High School and College level tied at the highest percentage with 40% or 43 each out of 107. The lowest percentage belonged to post graduate in which it garnered 9 % or 9 out of 107. The 2020 Philippine Statistics Authority data on educational attainment in the Philippines showed a varied picture of the country. Of those five years of age and older, about 29.5% had completed elementary school, of which 9.5% were graduates and 20.0% were undergraduates. By contrast, 38.6% of the population had completed high school, of which 21.7% had graduated and 16.8% had not. Twenty-three percent of people had attended college; of them, thirteen percent had graduated and ten percent had not finished.

*Table 6. Parents' Educational Attainment*

<i>Parents' Educational Attainment</i>	<i>Frequency</i>	<i>Percentage</i>
Elementary	12	11.00
High School	43	40.50
College	43	40.50
Post Graduate	9	8.00
Total	107	100.00

On the other hand, the UNESCO Institute for Statistics provided data on tertiary education, indicating that the gross enrollment ratio in tertiary education was around 35% in 2019, which increased to 46% by 2020. Due to influx of state colleges and universities with no tuition fees, the number of enrollees in college increased. The Philippine government found ways to entice its citizen to attend tertiary education.

In rural setting, there were more high school graduates than professionals, which pointed to a number of basic problems. One significant consequence was that high school graduates' ability to pursue postsecondary education and professional professions was hampered by the restricted availability of higher education and vocational training alternatives in these areas. Many people may also be prevented from pursuing further education by financial limitations and the need to start working early in order to provide for their families. Additionally, students may be deterred from pursuing additional degrees by the dearth of local employment prospects that needed higher skills. In order to promote economic growth and development, this discrepancy emphasized the necessity of better educational facilities, financial aid for students, and the establishment of more professional employment prospects in rural areas.

*Table 7. Distance of Residence from School*

<i>Distance of Residence from School</i>	<i>Frequency</i>	<i>Percentage</i>
1 kilometer	29	27.00
2 kilometers	42	39.00
3 kilometers	24	23.00
Over 4 kilometers	12	11.00
Total	107	100.00

Table 7 perceived the distance of residence from school. Linangkayan Elementary School is situated alongside the national highway. The highest percentage of learners residing 2 kilometers their residence with 39 or 42 out of 107. The lowest percentage of learners residing over 4 kilometers with 11 or 12 out of 107. The study by Torres (2024) delved into the experiences of students at Philippines, who lived far from their school. It revealed that these students faced significant challenges, including the inconvenience of long commutes, emotional distress, and limited social interactions. These factors contributed to lower academic performance and financial strain due to transportation costs. Despite these hardships, the learners demonstrated remarkable resilience and resourcefulness in continuing their educational journey.

According to Fenol's (2019) research, learners from remote places had lower academic achievement because of the distance between their homes and the school. Distance played a role in problems like tardiness, absenteeism, and dropout rates. Ucag et al.'s (2024) research confirmed Fenol's (2019) findings, which indicated that regular attendance was a major problem because children frequently had to travel great distances to get to school. High absence and dropout rates may result from this.

The location of Linangkayan Elementary School had a significant impact on learner's attendance. Attendance rates were typically greater in schools located in conveniently accessible places, such as those close to major thoroughfares or public transportation hubs. Because of its accessibility, learners could attend more frequently because it saved them money and time on transportation. Additionally, schools in well-kept, safe neighborhoods were more likely to draw pupils because parents were more at ease bringing their kids there. Learners can walk or bike to school when they live close to residential areas, which increased attendance even more. All things considered, a well-located school can greatly increase learners attendance by lowering access barriers and guaranteeing a convenient and safe learning environment.

### **Problem 2: What is the extent of parental engagement of the respondents in terms of: moral support, practices at home teacher/school collaboration, provision of resources?**

Table 8 presents the moral support as the extent of parental engagements of the respondents. The result showed that the learner respondents had agreed (3.49) that moral support by their parents was evident. My parents like my schooling has the highest weighted

mean of 3.64. Parenting can contribute to academic achievement by fostering certain psychological traits such as goal orientation and academic motivation (Zhu et al., 2019).

Table 8. *Moral Support*

<i>Indicators</i>	<i>Weighted Mean</i>	<i>Remarks</i>
MS1. My parents like my schooling.	3.64	Strongly Agree
MS7. My parents have enough knowledge to recognize the importance of education.	3.58	Strongly Agree
MS8. I feel that my parents have love and care for me	3.58	Strongly Agree
MS10. I have a lot of time for studying.	3.57	Strongly Agree
MS5. My parents viewed that education will help me find a job.	3.56	Strongly Agree
MS6. Education of my parents and their related achievements inspire me for better learning.	3.54	Strongly Agree
MS3. Parents are educated enough to clear my doubts and answer my questions.	3.47	Agree
MS2. My parents' presence at home have good effect in my studies.	3.44	Agree
MS4. My parents insist that I should be brought up with discipline.	3.36	Agree
MS9. Good relationship between parents affects my studies.	3.12	Agree
<b>Average</b>	<b>3.49</b>	<b>Agree</b>

*Legend: 1.00-1.49 – Strongly Disagree, 1.50-2.49 – Disagree, 2.50-3.49 – Agree, 3.50-4.00 – Strongly Agree*

The expectations imposed on youngsters can have a favorable impact on their academic performance and self-perception. However, according to a meta-analysis, there are weak to moderate correlations between children's academic success and parental expectations for their schooling (Pinquart & Ebeling, 2020).

While children's academic performance can benefit from high parental hopes, their academic success may be harmed by unreasonable expectations (Unicef Philippines, 2021).

Pinatil et al. (2022), stated that children performed better academically when their parents were more active in their school lives. Parents typically provided their kids with emotional support and have frequent, meaningful conversations with them. On the other hand, a variety of circumstances, including the learner's surroundings and social interactions within the family, can affect their accomplishment. Together, these elements contribute to their development and sense of fulfillment. Furthermore, because of their inherent abilities and strong willpower, children themselves are crucial in shaping and changing their own goals and behaviors. It is detailed that: Article 209 of the “Family Code of the Philippines” stated that: “Pursuant to the natural right and duty of parents over the person and property of their emancipated children, parental authority and responsibility shall include the caring for and rearing them for civic consciousness and efficiency and the development of their moral, mental and physical character and well-being” (Feliciano,1994).

Parent’s duty includes the children's moral and mental growth in addition to their bodily care and upbringing. It is the responsibility of parents to instill civic virtue and efficiency in their children so that they become responsible, well-rounded adults. Article 209 basically emphasizes how thorough and continuous parental authority and responsibility are, stressing how vital it is to develop a child's character and overall wellbeing in all facets.

Good relationship between parents affects my studies got the lowest weighted mean with 3.12. Anxiety, despair, and anger are among the emotional and behavioral problems that students from households with dysfunctional parental relationships frequently display. These problems may make it difficult for them to concentrate on their studies and achieve academic success by Boonk et al. (2018) as cited by Hunsu et al. (2023). It was then supported by Baht (2022) in which an emotionally charged and stressful environment can arise at home from unhealthy parent-parent connections. Lower academic achievement can result from this environment's tendency to divert students from their studies and impair their concentration.

Moreover, the study of Guillena et al. (2023) found that parenting style, parental involvement, and parents' self-efficacy are all positively associated with learners' learning motivation. The findings showed that parenting style, parental involvement, and parents' self-efficacy were important factors in elementary children's learning motivation. Parents can help their children develop a positive attitude toward learning and academic achievement by providing a supportive and nurturing home environment.

On the other hand, unstable, chaotic environments made it more difficult for children to acquire self-regulatory skills, including self-control and planning. This helped them manage their emotions and behaviors (Doan & Evans, 2020). Furthermore, a study by Haspolat and Agirkan (2024) found that excessive parental achievement pressure may cause high-achieving kids to feel increased academic stress and insomnia. This tension could lower their degree of life happiness. Another results from the study of Musengamana (2023) showed that certain aspects of parental engagement—such as learning at home, helping with homework, and school-family communication. They have a positive impact on kids' academic performance, while other aspects—like strict parenting and having high expectations for learners' performance. They may have a negative impact on learners' academic performance.

Parents play a crucial role in their children’s overall development, extending beyond just physical care and upbringing. Their responsibilities encompassed nurturing the moral and mental growth of their children. This involved instilling values, ethics, and emotional intelligence. By providing a supportive and loving environment, parents helped shape their children’s character and decision-

making abilities. They also prepared them to face life's challenges with resilience and integrity. This holistic approach to parenting ensured that children grew into well-rounded individuals who can contribute positively to society.

On the other hand, a positive relationship between parents significantly impacted a learner's academic performance. When parents maintained a supportive and communicative relationship, it created a stable and encouraging home environment. This stability allowed learners to focus better on their studies, knowing they have a reliable support system. Additionally, parents who were actively involved in their children's education could provide guidance, motivation, and resources. These further enhanced the learner's ability to succeed academically. Overall, a strong parental relationship fostered a sense of security and confidence in learners and enabled them to thrive in their educational pursuits.

Table 9. *Practices at Home*

<i>Indicators</i>	<i>Weighted Mean</i>	<i>Remarks</i>
PAT16. Parents see that my diet is balanced with leafy vegetables, cereals, fruits, milk etc.	3.57	Strongly Agree
PAT14. Parents encourage me to wake up early to come first in the class.	3.55	Strongly Agree
PAT11. Parents take me to doctor whenever I get ailments.	3.52	Strongly Agree
PAT12. Parents restrict me from playing in those days when I have to study a lot.	3.50	Strongly Agree
PAT19. Parents will be with me and assisted me during study hours.	3.47	Agree
PAT13. As soon as I return from school parents provide me food/snacks.	3.42	Agree
PAT17. My parents help me to accomplish my homework.	3.40	Agree
PAT15. Reading habits of my parents have influenced my reading habit.	3.36	Agree
PAT20. Parents see that nobody disturbs me during studies.	3.29	Agree
PAT18. On passing the examination my parents congratulates and reward me with gifts.	3.21	Agree
Average	3.43	Agree

Legend: 1.00-1.49 – Strongly Disagree, 1.50-2.49 – Disagree, 2.50-3.49 – Agree, 3.50-4.00 – Strongly Agree

Table 9 presents the practices at home. Parents see that my diet is balanced with leafy vegetables, cereals, fruits, milk, etc. which got the top notch with the weighted mean of 3.57. It was the primary goal of parents to ensure that the children were well taken of. In the study of Catapang (2022), the most popular nutritious foods were milk, veggies, and chicken. On the other hand, learners often consumed a modest number of unhealthy foods and little in the way of nutritious items. White bread, white rice, white pasta, sweets, and bakery goods were among the frequently consumed harmful foods.

Across all age categories, rice was the most popular food and the main source of energy. This emphasized how important rice is to the Filipino diet. Based on wealth position, the study by Agleppa et al. (2019), discovered considerable disparities in food consumption patterns. Children from poorer households consumed more fish, vegetables, fruit, and table sugar, while those from wealthier households had higher intakes of milk, chicken, pork, sausages, and soft drinks. On passing the examination, my parents congratulated and rewarded me with gifts garnered the lowest weighted mean with 3.21. Reward schemes were a common motivating strategy used by Filipino parents to push their kids to do well in school.

Barger et al. (2019) highlighted the importance of parental involvement in various aspects of their children's education, beyond just homework, in fostering not only their academic success but also other areas of their overall development, irrespective of the children's age. Parenting practices encompassed the actions parents exhibited during their interactions with their children, the home environments they established, and the connections they fostered with the outside world. Parents from varying socioeconomic backgrounds had different expectations regarding developmental milestones (Erika & Laursen, 2019).

The study of Felisilda and Torreon (2020) found out that age, sex, grade level, number of siblings, and person stayed with had no direct influence to the pupils' behavioral development. However, academic success of the pupils depended on their behavior development. In addition to that findings, the home learning environment is one of the setting within the young children develop important competencies which affected long term development (Napoli et al., 2021).

However, a research by Treceñe (2022) indicated that parents found it difficult to balance job and domestic commitments while acting as home teachers. Making a living was a major concern for many parents, which increased their stress levels and made it harder for them to provide their kids with the educational help they needed. The parents do not have enough time to teach their children because of their work and other responsibilities in their home.

A nutritious diet ensured that children received the essential vitamins and minerals needed for physical growth, cognitive development, and immune system support. This foundation of good health enabled children to perform better academically, as proper nutrition was linked to improve concentration, memory, and energy levels. Additionally, by modeling healthy eating habits, parents instilled lifelong values of nutrition and self-care in their children, setting them up for healthier lifestyles in the future. Overall, a balanced diet prepared by parents was a cornerstone of a child's holistic development and long-term well-being.

When parents provided fewer rewards for their children's academic achievements, it could have several implications. Without external incentives, students may develop intrinsic motivation, learning to value education for its own sake rather than for tangible rewards. This could foster a deeper love for learning and encourage self-discipline. However, it might also lead to decrease motivation for some

students who thrive on recognition and rewards. The balance between intrinsic and extrinsic motivation is crucial, as too little encouragement might result in students feeling undervalued, potentially impacting their academic performance and self-esteem. Therefore, it was important for parents to find a middle ground, offer support and recognition while also promote the intrinsic value of education.

Table 10 shows the parent-teacher conference. The results showed that statement “My parents get and inspect my report card to check my progress” got the highest weighted mean with 3.62. Meanwhile, Parental trust in their child’s teacher is a key factor in enhancing the home–school partnership and in supporting a child’s academic motivation and successful schooling (Lerkkanen & Pakarinen, 2019). Moreover, Coady (2019) suggested that teachers and educational leaders communicated with families and ensured that families participated in their child’s learning both in school and at home. Scharton (2019) added that the value of clear and consistent communication was threaded through each of those parent behaviors. Open communication lines between parents and teachers were crucial to the success of the students.

On the contrary, in the Indian setting parent-teacher interactions were often limited by socio-economic factors. Parents in lower socio-economic strata may have less frequent interactions with teachers due to work commitments and lack of resources (Li et al., 2019). The parents tended to prioritize their livelihood activities rather than to attend to parent-teacher interactions.

Table 10. *Parent Teacher Conference*

<i>Indicators</i>	<i>Weighted Mean</i>	<i>Remarks</i>
PTC29. My parents get and inspect my report card to check my progress.	3.62	Strongly Agree
PTC24. My parents give due importance to the suggestions given by my teachers.	3.51	Strongly Agree
PTC22. My parents are happy if I represent my school in extracurricular activities.	3.49	Agree
PTC26. Parents conduct assessments to know about my level of learning.	3.49	Agree
PTC23. My parents inform my teachers in advance about my absence from school.	3.46	Agree
PTC25. Parents visit my school during extra curricular activities.	3.41	Agree
PAT21. My parents take effort to keep in good relation/communication with the teachers.	3.37	Agree
PTC27. My parents take part in activities of Parent-Teacher Association.	3.36	Agree
PTC28. My parents attend clean up drive in my school.	3.29	Agree
PTC30. My parents gave donations for my school.	3.24	Agree
<i>Average</i>	3.41	Agree

*Legend: 1.00-1.49 – Strongly Disagree, 1.50-2.49 – Disagree, 2.50-3.49 – Agree, 3.50-4.00 – Strongly Agree*

My parents gave donations for my school got the lowest weighted mean with 3.24. In a case study in Malabon done by Pasion (2019), parents and other caregivers did not always understand how important it was to contribute to school funding and how doing so might improve their kids' education. Barangay Linangkayan’s high unemployment and poverty rates made it difficult for many families to achieve their basic requirements, which leave little money for discretionary expenditures.

However, Yang et al., (2023) examined several parental participation modalities, including monetary donations. Their assessment emphasized how important parental assistance was for improving student engagement and academic achievement, including paying school fees and other expenses. By paying their fees, they showed support for school improvement and policies.

When parents regularly get and inspect their child’s report card, it can have several positive implications. This practice demonstrated to the child that their education was valued and that their progress was important. It could lead to increase accountability and motivation for the student, knowing that their efforts were being monitored and appreciated. Additionally, it allowed parents to identify areas where their child may need extra support or encouragement, fostering a collaborative approach to overcoming academic challenges. This involvement could strengthen the parent-child relationship and create a supportive environment that promoted better academic performance and overall development.

When fewer parents gave donations to schools, it could have several implications. Schools may face financial constraints, limiting their ability to provide quality resources, extracurricular activities, and facility improvements. This can affect the overall learning environment and opportunities available to students. Additionally, the lack of parental financial support might signal a reduced level of community involvement and investment in the school’s success, potentially impacting morale among staff and students. On the other hand, it could encourage schools to seek alternative funding sources and foster a more resourceful and resilient approach to managing their budgets. Ultimately, the level of parental donations can significantly influence the quality and breadth of educational experiences offered to learners.

Table 11 shows the response of the respondents on provision of resources. The highest weighted mean belonged to the statement “I have enough clothes for my every day schooling” with 3.68. On the other hand, the statement “On passing the examination my parents congratulate and reward me with gifts” got the lowest weighted mean with 3.21. In the book of Hillier (2021) found three positive predictors which were parents’ aspirations, home resources, and discussions of school with children led to student literacy achievement. The author also reported that family socio-economic status remained a powerful predictor of achievement. The low income of parents in Kenya was a major impediment to academic success and development on the part of the students. Student’s academic performance could be predicted by a chain of social-economic factors resident in parents, family, and network (Naite, 2021).

Table 11. *Provision of Resources*

<i>Indicators</i>	<i>Weighted Mean</i>	<i>Remarks</i>
POR38. I have enough clothes for my every day schooling.	3.68	Strongly Agree
POR32. My parents will buy materials for me to be used in school.	3.63	Strongly Agree
POR33. My parents provide snacks and lunch for me.	3.61	Strongly Agree
POR35. We have television for viewing news.	3.41	Agree
POR39. I have enough money for daily allowance.	3.41	Agree
POR34. We have a lot reading materials at home.	3.38	Agree
POR37. My parents give money for school contributions.	3.40	Agree
POR31. At home we have dictionaries and encyclopedias that provides additional information about our lessons.	3.36	Agree
POR36. My parents lend me their laptop or phone for my studies.	3.28	Agree
POR40. I am provided with fare in going to school.	3.21	Agree
<b>Average</b>	<b>3.44</b>	<b>Agree</b>

Legend: 1.00-1.49 – Strongly Disagree, 1.50-2.49 – Disagree, 2.50-3.49 – Agree, 3.50-4.00 – Strongly Agree

However, parents have sometimes given more importance to performance metrics than to holistic literacy development because of the policy's focus on test outcomes. For example, instead of encouraging a well-rounded literacy education, parents might invest heavily in test preparation courses and private tutoring focused solely in improving their children's test scores. This could lead to parents rewarding or punishing children based on their test scores rather than cultivating a love for learning. Some of the factors leading to this problem were elongated working hours, inadequate access to learning resources, and a mentality that education should be provided only by schools (Bautista & Gatcho, 2022). Lack of active parental involvement had a detrimental effect on the children's emerging literacy development as they were deprived from essential support.

When parents provided clothes for their children's everyday schooling, it can have several positive implications. Ensuring that children have appropriate and comfortable clothing can boost their confidence and self-esteem, allowing them to focus better on their studies rather than worrying about their appearance. It also promoted a sense of belonging and equality among students, especially if the clothing aligned with school dress codes or uniforms. Additionally, it reflected parental involvement and care. This enhanced the child's sense of security and support. This provision can contribute to a more positive and conducive learning environment, where students feel prepared and valued.

On the other hand, when fewer parents provided fare for their children to go to school, it could have several significant implications. Students may face difficulties in attending school regularly, leading to increase absenteeism and potential drops in academic performance. This lack of reliable transportation can also cause stress and fatigue, as children might have to walk long distances or find alternative, possibly unsafe, means of getting to school. Additionally, it can highlight economic disparities within the community, affecting students' sense of equality and inclusion. Ensuring that children have the means to travel to school is crucial for their consistent attendance, safety, and overall well-being, which in turn supports their educational success.

### **Problem 3. What is the academic performance of the respondents?**

Table 12 shows the respondents Academic Performance. It can be gleaned that the majority of the respondents garnered satisfactory with 38% or 41 out of 107 while below 75 got 0 which was the lowest among the grade scale. The score in the 80–84 range was regarded as "satisfactory," meaning the learner had completed the course's prerequisites. It showed a thorough comprehension of the subject, while there might be some room for development. These marks were components of a uniform grading scheme that was applied in the Philippines' educational establishments. This offered an educational establishments to give a thorough assessment of learners' performance and understanding.

Table 12. *Respondents' Academic Performance*

<i>Grade Scale</i>	<i>Frequency</i>	<i>Percentage</i>
90-100 Outstanding (P)	32	30.00%
85-89 Very Satisfactory (P)	28	26.00%
80-84 Satisfactory(P)	41	38.00%
75-79 Fairly Satisfactory(P)	6	6.00%
Below 75 Did Not Meet Expectations (F)	0	0.00%
<b>Total</b>	<b>107</b>	<b>100.00</b>

There were notable regional variations in academic performance among elementary learners in the Philippines. These differences can be attributed to several factors, including socioeconomic status, access to educational resources, and the quality of school facilities and teaching. For instance, regions with higher socioeconomic status, such as the National Capital Region (NCR), tend to perform better in standardized tests compared to regions with lower socioeconomic status. This is often due to better access to educational resources, more qualified teachers, and improved school infrastructure.

In contrast, regions like the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) often faced challenges such as limited

access to quality education, higher rates of poverty, and ongoing conflicts, which can negatively impact learners' academic performance (Haw & King, 2023). The said challenges hampered the delivery of effective teacher-learner interactions which limited the ability of the child to learn.

When learners gained satisfactory grades, it could have several positive implications. Achieving satisfactory grades indicated that learners had a solid understanding of the subjects, which could boost their confidence and self-esteem. It also suggested that they were developing effective study habits and time management skills, which were essential for future academic and professional success. Additionally, satisfactory grades could open doors to more advanced courses, extracurricular activities, and scholarship opportunities, further enhancing their educational experience. This consistent performance could foster a positive attitude towards learning, encouraging students to continue striving for excellence.

#### **Problem 4. What are the possible reasons on the extent of parental engagement?**

##### *Reasons for not facilitating learner's assignment*

Parents are pre occupied by the different task at hand in their respective homes and work. More than half of the parents responded "I have other things to work on while others responded that their knowledge is limited. In another study of Palmes (2023,) presented issues and challenges faced in parental involvement were, parents lack of knowledge, unpleasant behavior of children in answering the modules, working parents, and vulnerable to distraction. According to Dado (2020) parents faced problems in balancing their time and other chores since focusing on student's learning consumes too much time and effort.

Contrast to the result, according to a study by Al-Hassan et al. (2024), Swedish parents significantly supported their children's at-home education by offering homework assistance and supporting educational activities. Sweden is one of the frontiers in academic excellence worldwide. Their parents remain a driving force in educational journey which remains elite as of these days.

When parents have other commitments that prevent them from facilitating their child's assignments, it can have several implications. Children may need to develop greater independence and self-reliance in managing their schoolwork, which can be beneficial for their personal growth and time management skills. However, the lack of parental support might also lead to challenges in understanding complex topics or completing assignments effectively, potentially impacting their academic performance. This situation can highlight the importance of schools providing adequate resources and support systems, such as tutoring or after-school programs, to help students who may not have as much assistance at home. Balancing parental responsibilities and involvement in a child's education is crucial for fostering a supportive learning environment.

##### *Reasons for not attending the parent-teacher conference*

Most of the parents responded with "I have other others things to work on" while single parent responded that "Nobody will take care of the younger siblings." Economic challenges may reduce families' time, resources, and energy for educational support, impacting children's learning environments and possibilities (Magnuson & Duncan, 2019). Furthermore, Estorgio and Rosil (2024) stated that the absence of effective communication between parents and teachers can create disconnection in the children's educational journey. Parents may feel uninformed about their children's academic performance and, therefore, unable to provide support at home. Similarly, teachers may struggle to gain valuable parental.

On the different study, the amount of parent-teacher connection varies greatly across Latin American nations. Community-based programs improved student performance in some areas by bridging the gap between parents and schools (Li et al., 2019). Parent-teacher contacts were infrequent and frequently impacted by cultural norms and economic constraints in many Sub-Saharan African nations. It had been demonstrated that greater engagement improved student outcomes in spite of these difficulties. These countries provided different alternatives to further support their educational system (Kelty & Wakabayashi, 2020).

In rural areas, parents often faced significant challenges that hindered their ability to attend parent-teacher conferences. Additionally, many parents in these regions work long hours or multiple jobs to make ends meet, leaving them with little flexibility to attend meetings during school hours. Limited access to childcare and the lack of technological infrastructure for virtual meetings further complicate their participation. These factors collectively created a situation where parents were unable to engage fully in their children's education through traditional parent-teacher conferences.

##### *Reasons for not giving money for the project of your child*

All of the parents respondents with "Our money is not enough". Wang et al. (2016) as cited by Minoza and Elloren (2023) found that financial difficulties highly affected parent's involvement in their children's educational activities. It was likewise found that wealthier families were more involved in the learning activities of their children, which implicated that socioeconomic stability allowed parents to have more quality time to be involved in school-related activities of their children. A lot of parents struggle financially, which made it harder for them to meet their kids' educational demands. This covered the price of uniforms, school supplies, and other learning resources( Alampay & Ol, 2019). To add it all up, result of the study of Jabar (2023) concluded that parental involvement among Filipino parents in low-income households was generally low.

The finding that parental engagement had a more significant positive impact on children from low-socioeconomic status backgrounds

than those from middle-class backgrounds was one unexpected finding from Poon's (2020) study on the impact of socioeconomic status on parental factors in promoting academic achievement in Chinese children. This implied that parental participation may be extremely important in reducing the negative effects of having a lower socioeconomic position.

On the bright side, the German government provided families with direct financial assistance to help pay for schooling costs and make sure that pupils had the tools they needed to learn remotely during pandemic (Carroll et al., 2022). Germany is one of progressive countries in which the government can provide assistance for the citizens of their nation.

In many communities like in Barangay Linangkayan, particularly those with lower socioeconomic status, parents often struggled to provide financial support for their children's school projects. The economic pressures they faced, such as low wages and high living costs, leave little room for additional expenses. This financial strain was compounded by the lack of access to resources and opportunities that could help alleviate their burden. As a result, parents may find it challenging to contribute money for school projects, which could impact their children's ability to fully participate in educational activities and opportunities.

#### *Reasons for not having reading materials in your home*

Most of the parents responded with "We cannot afford to buy it" while others answered with "The reading materials are not a priority". In the article of developmental psychologists Kalil and Ryan (2020), considered a number of explanations for this discrepancy. One important contributing factor, appears to be financial strain and family stress, both of which could impede parents' emotional and cognitive functioning in ways that made it harder for them to interact with young children in intellectually stimulating and emotionally nurturing ways. Due to limited educational resources and opportunities, poor family poverty had repeatedly been linked to inferior academic attainment (Johnson, 2019). Insufficient availability of community services and support networks may intensify the difficulties parents' encounter. This included having access to reasonably priced child care, medical care, and educational assistance (Alampay & Garcia, 2019).

On the other hand, the cultural emphasis on education in China played a significant role in shaping parental engagement. Parents often prioritized their children's academic success and invested considerable time and resources to support their education (Yang et al., 2023). Chinese parent spent more time with their child which led to academic success.

In many households, especially those facing economic hardships, parents often found it difficult to provide reading materials for their children. The high cost of books and other educational resources could be prohibitive, particularly when families were prioritizing basic necessities like food and shelter. Additionally, limited access to libraries and bookstores in some areas further restricted the availability of reading materials. This lack of resources could hinder children's literacy development and their overall academic progress, as they miss out on the benefits of having a rich reading environment at home.

#### *Reasons for not providing enough daily allowance to your child*

Most of the respondents responded with "Our money is not enough" while others responded with "The daily allowance for the learner is not a priority". Many children, especially those from lower-income families, faced considerable instability early in their lives. This may include changes in family structure, irregular family routines, frequent moves, fluctuating daycare arrangements, and noisy, crowded, or generally chaotic environments. Moreover, instability and chaos affected young children's development both directly and, via their parents' and other caregivers' exposure to it, indirectly. Unstable, chaotic environments made it more difficult for children to acquire self-regulatory skills, including self-control and planning, that help them manage their emotions and behaviors, (Doan & Evans, 2020). According to the Ayimbila et al. (2022) there were many factors that prevented parents from being actively involved in their children's academic achievement, including poverty, low education levels, single parenting, and workload, hostility between educators and parents, and large family sizes.

On the contrary, the Swedish government provided grants and loans to students in order to make education accessible to everyone. These actions were a part of a larger plan to guarantee academic continuity and lessen the pandemic's long-term consequences on student outcomes (Carroll et al., 2022). It was a smart move of the government in providing loans to citizens for their child's education knowing that the academic system was disrupted by the pandemic. It enabled the students to continue their education.

In many families, especially those experiencing financial difficulties, parents often struggled to provide a sufficient daily allowance for their children. The rising costs of living, coupled with stagnant wages, mean that even basic expenses can be a burden. This financial strain leaves little room for discretionary spending, such as daily allowances for school. As a result, children may not have enough money for lunch, school supplies, or extracurricular activities. This can affect their overall school experience and social interactions. This situation underscored the broader economic challenges that many families face, impacting their ability to support their children's day-to-day needs.

#### **Problem 5. Is there a significant relationship between the extent of parental engagement and the academic performance of the respondents?**

Table 13 shows the relationship between the learners' academic performance and the extent of parental engagement. The results revealed that among the four variables of extent of parental engagement namely; parents' moral support, parents' practices at home,

parents and teacher collaboration and parents' provision of resources, only two of them were having significant relationship which were the moral support of parents and parents' practices at home towards the learners' studies. With the p-values of 0.007 and 0.017 respectively which were lesser than 0.05 level of significance, it signified that these two variables did influence the learners' academic performance.

Table 13. *Regression Analysis Results Between the Extent of Parental Engagement and Academic Performance of Learners*

<i>Parental Engagement</i>	<i>t-value</i>	<i>p-value</i>	<i>Remarks</i>
Moral support	2.743	0.007	Significant
Practices at Home	2.420	0.017	Significant
Parent-Teacher Collaboration	1.687	0.095	Not Significant
Provision of Resources	0.561	0.576	Not Significant

Note: ANOVA for Regression:  $F=3.333$ , Significant at 0.01 level,  $R^2=0.116$

This result was supported by Pinatil et al. (2022), in which they stated that children performed better academically when their parents were more active in their school lives. Parents typically provided their kids with emotional support and have frequent, meaningful conversations with them. The findings of the study of Bartolome (2022) revealed meaningful home-school interaction and structured at-home learning support as predictors of academic achievement. Parenting can contribute to academic achievement by fostering certain psychological traits such as goal orientation, academic motivation, conformity, and self-efficacy or self-esteem (Zhu et al., 2019).

While the other two variables namely; parents-teacher collaboration and parents' provision of resources have p-values greater than 0.05 level of significance, meaning they were not associated to the learners' academic performance. Tan et al. (2020) delved deeper into the concept, highlighting the subtle impacts of parental involvement on academic achievement, suggesting that its advantages can vary significantly depending on various contexts and personal situations. This highlighted the complex nature of parental engagement in education, emphasizing the necessity for detailed, context-specific strategies that recognized the various ways families may enhance their children's learning.

Conversely, in spite of the low level of parental engagement, Filipino pupils showed excellent academic performance in subjects including science, math, English, and Filipino. According to Maimad et al. (2024), the study found no statistically significant relationship between parental engagement and learners' academic achievement. The study showed that Filipino learners can attain good academic performance even with limited parental participation, even though parental engagement was often thought to be beneficial for children's education. This could be because of other supportive measures like the 4Ps program.

Moral support and positive practices at home played a crucial role in parental engagement and a child's overall development. When parents actively demonstrated values such as responsibility, empathy, and perseverance, they set a strong example for their children to follow. This supportive environment fostered a sense of security and motivation, encouraging children to strive for academic and personal success. Additionally, regular communication and involvement in their child's daily activities helped reinforce the importance of education and build a strong foundation for lifelong learning. These practices not only enhanced the child's confidence and well-being but also strengthened the parent-child relationship, making parental engagement more effective and meaningful.

While parent-teacher conferences and the provision of resources at home were often emphasized, they were not the sole determinants of effective parental engagement. The quality of interactions and the emotional support parents provide can be equally, if not more, impactful. Engaging in meaningful conversations, showing interest in their child's daily experiences, and fostering a positive home environment can significantly influence a child's academic and personal growth. These aspects of parental involvement help build a strong foundation of trust and motivation, demonstrating that parental engagement goes beyond just attending meetings or providing material resources.

#### **Problem 6. Which of the profile of the respondent's best predict their parental engagement?**

Table 14. *Regression Analysis Results Between Moral Support and Socio-economic Profile*

<i>Socio-economic Profile</i>	<i>t-value</i>	<i>p-value</i>	<i>Remarks</i>
Sex	0.805	0.423	Not Significant
Grade Level	-2.248	0.027	Significant
Parents' Monthly Income	3.888	0.001	Significant
Parents' Educational Attainment	4.624	0.001	Significant
Distance of Home from School	-0.077	0.939	Not Significant

Note: ANOVA for Regression:  $F=10.607$  Significant at 0.01 level,  $R^2=0$ .

Table 14 portrays the association between parental engagement in terms of practices at home and socio-economic profile of the learners. As revealed on the table, sex, grade level of learners, educational attainment of parents, and distance of home from school were not predictors of parental engagement in terms of practices at home as indicated in their p-values greater than 0.05 level of significance. On the other hand, monthly income showed a positive correlation and a p-value of 0.000 which meant the higher the monthly income, the more parents were engaged in the studies of their children in terms of home practices.

The results showed that grade level had a negative correlation to the extent of parental engagement as indicated by its  $t$ -value of  $-2.248$  and  $p$ -value of  $0.027$ . This implied that the higher the grade level, the lesser the extent of parental engagement in terms of moral support. On the other hand, monthly income and educational attainment of the parents had positive correlation towards the extent of parental engagement. This meant that parents with high monthly income have better moral support for their children's studies than parents with low income. Likewise, the higher educational attainment of parents, the higher the extent of engagement in terms of moral support as shown in the  $p$ -value of  $0.001$  which was lesser than  $0.05$  level of significance. Thus, grade level of the learners, monthly income, and educational attainment of parents were predictors of parental engagement in terms of moral support.

Jabar (2021) suggested that parental involvement among Filipino parents from low-income households tended to be generally limited. Certain child-related factors, such as academic achievement, regular provision of meals, and proficiency in internet skills, were found to positively influence parental involvement. These results underscored the significance of creating opportunities for parental engagement within the home environment.

Parenting practices were the behaviors parents produced in interactions with their children, the home environments parents created for children, and the connections to the world outside the home that parents both enabled and permitted. Parents from different socioeconomic levels expected different developmental timetables (Hoff & Laursen, 2019). The study by Pan et al. (2022), titled "Variability in Asian parents' English and mathematics skills: A family-based study," emphasized the significant impact of parents' educational attainment on their children's academic performance. It revealed that parents with higher education levels typically possessed stronger English and mathematics skills, which positively affected their children's achievements in these subjects. This finding highlighted the crucial role of parental education in creating a supportive home learning environment, thereby enhancing children's academic success.

On the other hand, Li et al. (2021) provided a more complex perspective, suggesting that while family structure and socioeconomic factors influenced academic achievement, the effects were mediated by parental expectations and the quality of parent-child relationships. This showed that the direct impact of socioeconomic position may be less evident than previously anticipated, implying that the quality of participation and support may play a more important role.

Contrary to expectations, some low-income countries reported high levels of parental engagement. For instance, parents in Tanzania Zanzibar and Ethiopia showed significant involvement in their children's learning despite limited resources. This suggested that socioeconomic status alone did not determine parental engagement; cultural values and community support also played crucial roles (Osorio-Saez et al., 2021).

The gender of a child and the distance from home were not significant factors in the moral support that parents provided. What truly matters was the emotional connection and the consistency of the support offered. Parents can nurture strong moral values and provide encouragement regardless of whether their child is a boy or a girl, and irrespective of physical proximity. Regular communication, whether through phone calls, video chats, or letters, can bridge any distance, ensuring that the child felt supported and valued. This highlighted that the essence of moral support lies in the quality of the relationship and the dedication of the parent, rather than the child's gender or the geographical distance between them.

Parents' educational attainment, grade level, and monthly income could significantly influence the moral support they provided to their children. Higher educational attainment often equipped parents with better communication skills and a deeper understanding of the educational system, enabling them to offer more effective guidance and support. Similarly, parents with higher incomes may have more resources to create a stable and enriching home environment, which can positively impact their children's moral and emotional development. These factors collectively contributed to a parent's ability to provide consistent and meaningful moral support, highlighting the interconnectedness of educational and economic stability with effective parental engagement.

Table 15. Regression Analysis Results Between Practices at Home and Socio-economic Profile

Socio-economic Profile	$t$ -value	$p$ -value	Remarks
Sex	0.063	0.950	Not Significant
Grade Level	-1.772	0.079	Not Significant
Parents' Monthly Income	3.894	0.001	Significant
Parents' Educational Attainment	1.548	0.125	Not Significant
Distance of Home from School	0.138	0.891	Not Significant

Note: ANOVA for Regression:  $F=4.931$  Significant at  $0.01$  level,  $R^2=0.196$

Table 15 shows that only parent's monthly income was the significant factor in practices at home. Li and Qiu (2018) as cited by Ygot and Revalde (2024) supported the conclusions regarding socioeconomic status by presenting actual evidence showing students from higher income families had superior academic performance due to access to more educational resources and opportunities. This confirmed the observed relevance of combined monthly income, emphasizing the view that economic stability was an important component of academic success.

In the study conducted by Manilal and Jairam (2023), the results revealed that parents from both privileged and underprivileged backgrounds were keen on and utilized various strategies to engage with their children's education, encompassing both academic and

social aspects. While parents from both schools participated in school events, those from privileged backgrounds demonstrated a higher level of involvement compared to their counterparts from underprivileged backgrounds. The study also revealed that parental satisfaction with their teenager's academic success emerged as the most significant predictor of adolescents' academic achievement. Additionally, home-based involvement was found to mediate the influences of parental educational attainment and parental satisfaction with their teenager's academic performance on the academic outcomes themselves.

On the other hand, the study of Almerino (2021) found out that there was no significant relationship between parental engagement and their profile in terms of highest educational attainment and combined monthly income which contradicted the result of the study. It meant that while parental involvement was necessary for students to succeed, the degree of parental involvement was not significantly influenced by the parents' combined monthly income or highest level of education. Rather, a more important factor in improving adolescents' academic success is the level and regularity of parental participation, which includes things like assisting with homework, going to school functions, and creating a conducive learning atmosphere at home.

Parents' monthly income played a significant role in shaping the practices at home that contributed to parental engagement. A higher income allowed parents to invest in educational resources, extracurricular activities, and a stable living environment, all of which can enhance a child's learning experience. Financial stability also reduced stress and allowed parents to spend more quality time with their children, fostering a supportive and nurturing atmosphere. Conversely, limited financial resources can restrict access to these opportunities, making it more challenging for parents to engage fully in their child's education. Thus, the level of monthly income can directly impact the effectiveness and consistency of parental engagement practices at home.

Gender, grade level, parents' educational attainment, and the distance of home from school were not necessarily significant factors in determining the effectiveness of parental engagement practices at home. What truly matters was the quality of the interactions and the consistency of support that parents provided. Regardless of these variables, parents could create a nurturing and supportive environment through regular communication, involvement in their child's daily activities, and fostering a positive attitude towards learning. These practices could significantly influence a child's academic and personal development, demonstrating that effective parental engagement was more about the commitment and effort of the parents rather than their educational background, the child's grade level, or physical proximity to the school.

Table 16. *Regression Analysis Results Between Parent-Teacher Collaboration and Socio-economic Profile*

<i>Socio-economic Profile</i>	<i>t-value</i>	<i>p-value</i>	<i>Remarks</i>
Sex	0.144	0.886	Not Significant
Grade Level	-2.636	0.010	Significant
Parents' Monthly Income	2.105	0.038	Significant
Parents' Educational Attainment	1.391	0.167	Not Significant
Distance of Home from School	0.261	0.794	Not Significant

*Note: ANOVA for Regression: F=3.123 Significant at 0.01 level, R<sup>2</sup>=0.134*

Table 16 presents the association between the socio-economic profile of the learners and parental engagement in terms of parent-teacher collaboration. It revealed that grade level and monthly income of parents were predictors of parental engagement in terms of parent-teacher collaboration. The negative t-value of the grade level implied that the higher the grade level, the lower the parental engagement in terms of parent-teacher collaboration. While sex of the learners, educational attainment of parents, and distance of home from school cannot influence the level of parent-teacher collaboration as signified by their p-values which were greater than 0.05 level of significance.

Socioeconomic gaps tended to introduce differences in home learning environment with regard to accessibility to learning resources and the frequency of engagement in home literacy or numeracy activities, such as shared-book reading, online vocabulary game playing, or practicing number concepts (Dulay et al., 2019).

The vast majority of research showed that parental engagement had beneficial academic results, with benefits beginning in early childhood and continuing through adolescence and beyond. Policymakers and educators were looking into increasing parental-school collaboration as a way to improve children's scholastic progress and socially acceptable conduct. Their findings implied that children whose parents were interested in their children's education performed better than kids whose parents were not involved. Furthermore, children with active parents had higher educational goals (Alba, et al., 2019).

The result of Mukanziza and Singirankabo (2024) affirmed that educated parents help a child to do homework, encourage a child to study hard, teach a child at home and follow up on their child's education. It generally showed that parent involvement in education improved academic outcomes.

On the other side, in wealthier countries, such as those in Europe and North America, socioeconomic status played a less pronounced role in parental engagement due to more uniform access to educational resources (Osorio-Saez et al., 2021). In China, higher parental wealth was not always associated with improved academic performance, according to Kim's (2020) study. Because of their increased motivation and perseverance, pupils from lower-income homes have occasionally performed better than their richer counterparts. Lastly in the Philippines, the study conducted by Budrani et al. (2021) revealed that parents with lower monthly earnings shown a same level

of engagement, if not greater level, in supporting their children's distant learning in contrast to their higher-income counterparts. This was unexpected because one would have thought that families with greater incomes would be able to devote more time and resources to their kids' schooling.

Grade level and parents' monthly income significantly influenced parental engagement in parent-teacher conferences. Parents of younger children, particularly in elementary school, tended to be more actively involved in their child's education, attending conferences more frequently due to the developmental needs of their children. Conversely, as children advance to higher grades, parental involvement often diminished, despite the continued importance of engagement for academic and social support. Additionally, parents' monthly income played a crucial role; those with higher incomes generally had more flexibility and resources to participate in school activities, while lower-income parents may face barriers such as inflexible work schedules and transportation issues. These factors highlighted the need for schools to adopt inclusive strategies that accommodated all parents. It also ensured equitable opportunities for engagement regardless of income or grade level.

Gender, parents' educational attainment, and the distance of home from school did not significantly impact parental engagement in parent-teacher conferences. Research indicated that these factors did not consistently influence the level of parental involvement in their child's education. For instance, both mothers and fathers, regardless of their educational background, could be equally engaged in their child's schooling. Similarly, the physical distance between home and school did not necessarily deter parents from participating in conferences, as many schools offered flexible meeting options, including virtual conferences. These findings suggested that other factors, such as parents' work schedules and the school's efforts to facilitate engagement had played a more crucial role in determining parental involvement in educational activities.

Table 17 displays the relationship between parental engagement in terms of provision of resources to learners and socio-economic profile. It revealed that among the five variables of socio-economic profile only two were predictors of the level of provision of resources namely; grade level and educational attainment of parents. The negative value of *t* in the grade level implied that the higher the learner, parents tended to provide less to the learners. While sex, monthly income and distance of home from school were not predictors of the parental engagement in terms of provision of resources.

Table 17. Regression Analysis Results Between Provision of Resources and Socio-economic Profile

Socio-economic Profile	<i>t</i> -value	<i>p</i> -value	Remarks
Sex	1.199	0.233	Not Significant
Grade Level	-3.956	0.001	Significant
Parents' Monthly Income	1.492	0.139	Not Significant
Parents' Educational Attainment	2.728	0.008	Significant
Distance of Home from School	-0.633	0.528	Not Significant

Note: ANOVA for Regression:  $F=6.244$  Significant at 0.01 level,  $R^2=0.236$

Parental education level affected their children throughout their lives and had an indelible impact on children's academic development (Gurung et al., 2021). Moreover, the study of Pan et al., (2022) entitled "Variability in Asian parents' English and mathematics skills: A family-based study" highlighted that parents' educational attainment significantly impacted their children's academic performance. Specifically, parents with higher education levels tended to have better English and mathematics skills, which in turn positively influenced their children's performance in these subjects. This relationship underscored the importance of parental education in fostering a supportive learning environment at home, which can enhance children's academic outcomes. In the study of Tan et al. (2020), they indicated parental involvement was more strongly associated with the linguistic achievement of students with highly educated parents. The results provided evidence that some benefits of parental involvement were stratified by familial socioeconomic status.

On the contrary, according to the Ayimbala et al. (2022) there were many factors that prevented parents from being actively involved in their children's academic achievement, including poverty, low education levels, single parenting, and workload, hostility between educators and parents, and large family sizes. The study of Kintanar et al. (2021) supported the claimed of Ayimbala in which they found out that a significant number of parents had only completed high school, which impacted their ability to assist their children with schoolwork effectively.

According to Senar et al.'s study from 2023, parental education levels had less of an effect on student performance in Japan than the objectified part of books and educational resources at home. This demonstrated how vital the Japanese home learning setting was to the culture. Unexpectedly, parents in the Philippines which had lesser educational attainment also showed a high degree of proactivity in participating in their kids' schoolwork. This refuted the widely held belief that parents who had completed more education were more likely to be actively involved in their children's education (Budrani et al., 2021).

Grade level and parents' educational attainment significantly influenced the provision of resources as part of parental engagement. Parents of younger children, particularly in elementary school, often provided more educational resources and support at home, recognizing the foundational importance of early education. As children progress to higher grades, the nature of resources may shift towards more specialized academic support, such as tutoring or advanced learning materials. Additionally, parents with higher

educational attainment were generally more knowledgeable about effective educational strategies and resources, enabling them to better support their children's academic endeavors. They were also more likely to have the means and awareness to access and utilize a variety of educational tools and opportunities, thereby enhancing their children's learning experiences. This underscored the importance of considering both grade level and parental education when developing strategies to engage parents and provide resources that supported learner's success.

Gender, parents' monthly income, and the distance of home from school did not significantly impact the provision of resources as part of parental engagement. This indicated that these factors did not consistently determine the level of resources parents provided for their children's education. Both mothers and fathers, regardless of their income levels, could equally contribute to their child's learning environment. Similarly, the physical distance between home and school did not necessarily limit parents' ability to provide educational resources, as many resources could be accessed online or through community programs. This suggested that other factors, such as parents' educational background and their awareness of available resources played a more crucial role in supporting their children's academic success.

## Conclusions

Based on the findings drawn, the study concludes:

The study aimed to assess the extent of parental engagement and its impact on the academic performance of intermediate learners. The findings revealed that parental engagement, particularly in terms of moral support and home practices, significantly influenced learners' academic performance.

Higher monthly income and educational attainment of parents were positively correlated with greater parental engagement. Conversely, as learners progressed to higher grade levels, parental engagement tended to decrease. The study also highlighted that while monthly income positively influenced home practices, other demographic factors such as sex, grade level, and distance from school did not significantly affect parental engagement in this area. Overall, the study underscored the importance of parental engagement in enhancing learners' academic outcomes, with specific emphasis on moral support and home practices.

Thus, the null hypothesis stated no significant relationship between the extent of parental engagement and academic performance of the respondents were rejected in terms of moral support and home practices but not rejected in terms of parent-teacher collaboration and provision of resources.

Additionally, parental engagement was predicted by the learners' grade level, parents' monthly income, and their educational attainment in the regression analysis based on moral support and socioeconomic profile. The only factor that predicted parental engagement in terms of practices at home and socioeconomic profile was the monthly income of the parents. According to the results of a regression study, parental engagement was predicted by socioeconomic profile, grade level, and parent family income in relation to parent-teacher collaboration. Finally, the findings of the regression study comparing the socioeconomic profile and resource provision showed that just two factors—parents' educational attainment and grade level—were predictive of the degree of provision of resources.

Based on the findings and conclusions, several targeted recommendations can be made to different stakeholders within the education sector.

Parents must establish attainable goals for both their academic and personal lives. Honor their accomplishments and offer assistance when they encounter difficulties.

School Heads must implement programs and initiatives to enhance parental engagement, particularly focusing on moral support and home practices. Schools can organize workshops and seminars to educate parents on effective ways to support their children's education at home.

Teachers need to create a platform for regular communication between parents and teachers can help maintain and increase parental engagement as learners advance to higher grade levels.

Government Agencies need to provide financial assistance programs or resources can be provided to lower-income families to ensure that all parents have the means to engage in their children's education.

Finally, future researchers might find the result of this study relevant useful in their future research.

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