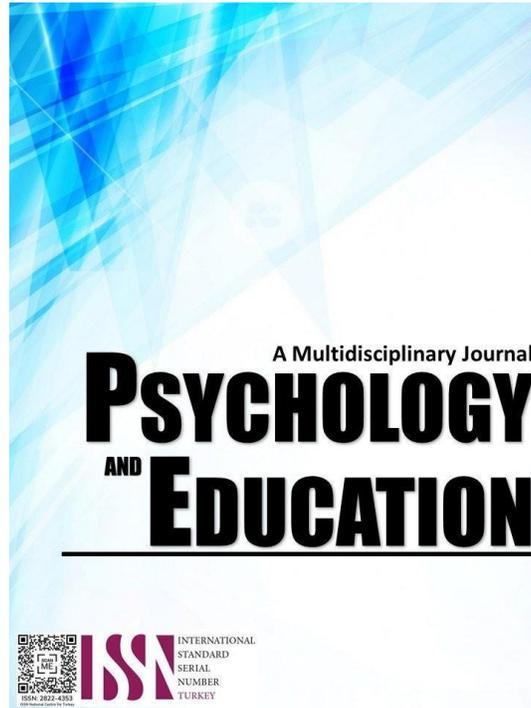


EXTENT OF TEACHERS' ENGAGEMENT AND THE LEVEL OF PARENTAL SUPPORT TO THE CHILDREN'S ACADEMIC ACTIVITIES



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Extent of Teachers' Engagement and the Level of Parental Support to the Children's Academic Activities

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Abstract

This study aimed to determine the relationship between the extent of teachers' engagement and the level of parental support to children's academic activities in Impasug-ong I District, Division of Bukidnon, for the school year 2022-2023. The major inferences drawn from the data collected are as follows: There was a large extent of teachers' engagement in children's academic activities in terms of academic support, resource provider, learning partner, coach/mentor, and health protector. There was a high level of parental support to children's academic activities in terms of academic support, resource provider, learning partner, coach/mentor, and health protector in the Impasug-ong I district for the school year 2022-2023. There was no significant relationship between the extent of teachers' engagement and the level of parental support to children's academic activities in Impasug-ong I District, Division of Bukidnon, for the school year 2022-2023. School heads may enhance the extent of teachers' engagement in children's academic activities from a large to a very large extent in terms of academic support, resource provider, learning partner, coach/mentor, and health protector. School heads may opt to encourage teachers to have an innovation that will create a program wherein the teacher-parent relationship is strengthened, and by doing so, learners will benefit from their engaging teacher and a very supportive parent. The school heads can do this with little monitoring and supervision. Teachers may enhance the high level of parental support to children's academic activities in terms of academic support, resource provider, learning partner, coach/mentor, and health protector in Impasug-ong I district for the school year 2022-2023 by keeping in touch with the parents and communicating with them consistently. Teachers may also let parents be involved in programs, projects, and activities that require parents' support and be positive in recognizing active parents for every school year. DepEd Officials also strengthen the large extent of teachers' engagement and improve the high level of parental support to children's academic activities in Impasug-ong I District, Division of Bukidnon, for the school year 2022-2023 by continuing to provide monitoring, supervision, and checking of teachers and school heads output or accomplishments. Future researchers may enhance this study by giving much attention to the sampling procedure he will administer and the respondents.

Keywords: *teachers' engagement, parental support, children's' academic activitie, learning partner, coach/mentor*

Introduction

For children to flourish in life, cognitive development in the formative years is heavily influenced by parents. Because of this, it's important to keep avenues of communication open between the home and the school, especially during the elementary school years (Bartolome et al., 2017). Even though family history appears to have a significant impact on parental involvement, most parents are willing to invest more both time and energy in their children's education—both at home and at school—if they receive the proper encouragement (Ho, 2009). When educators, teachers, and parents cooperate to advance the academic success of the students and the school community, parental support and involvement are clearly defined (Evangelista, 2008).

Parents, accordingly, are the most crucial variable in making education succeed in the lives of the learners. Presently, while the classes are back to normal, it is also time for the parents to engage more with their children since they need guidance and care, especially since classes have been remote for two years. Hence, parents have a role to perform as the parents of the learners in the school. To accelerate their children's education and ensure that they receive the necessary support and direction during class activities, they must interact and work together with their children's teachers. The teachers find it hard if parents do not help and support their children in school since the teachers cannot follow the MELC as prescribed for the day since they still need to take care of the children who have difficulty learning the lesson, especially those who are having reading problems inside the classroom.

The Department of Education (DepEd) is implementing in-person classes between the teachers and the learners in the school. There are a lot of things to fix and adjust since it has been two years since classes were remote. This cannot be done by the teachers alone since they need the parents to engage with their children to somehow help their children in their studies at the school. Teachers need a team or partners to help operationalize the class activities with the learners. Learners can also do more and perform better if they witness strong engagement or support from their parents. It can be a sort of motivation and inspiration on the part of the learners to see their parents, who are engaging much of their time in their basic education.

Eventually, parents need to engage their children's academic activities in terms of educational support, resource provider, learning partner, coach/mentor, and health protector. Parents need support for their children's academic matters or activities. This is good and, above all, another vital thing since children need to work out their best effort to learn, comprehend, and pass their subjects in a year. Parents also need to provide everything to their children, from food to clothes to school materials that are required by the teachers in

their classes. Likewise, parents need to act as the learning partners of the teachers since they can follow up to review the lessons at home and what has been learned in the school during the daytime. Hence, whatever activities are brought home, parents can coach and mentor their children, and that is the best role that the parents can play for their children eventually, even if the pandemic is over already. Parents are responsible for taking care of their children for their safety and security against the virus that might be just around the corner. In short, many things will happen if the parents have to engage their children in their studies.

On this basis, the researcher hoped to explore the important relationship that exists between the extent of teachers' engagement and the level of parental support to their children in terms of educational support, resource provision, learning partner, coach/mentor, and health protector. This will be correlated to the level of teachers' support to children's academic activities in terms of academic support, resource provider, learning partner, coach/mentor, and health protector in the Impasug-ong I district for the school year 2022-2023.

Research Questions

This study sought to ascertain the relationship between the extent of teachers' engagement and the level of parental support to children's academic activities in Impasug-ong I District, Division of Bukidnon, for the school year 2022-2023. This study was designed specifically to respond to the following questions:.

1. What is the extent of teachers' engagement in children's academic activities in terms of academic support, resource provider, learning partner, coach/mentor, and health protector?
2. What is the level of parental support to children's academic activities in terms of academic support, resource provider, learning partner, coach/mentor, and health protector in the Impasug-ong I district for the school year 2022-2023?
3. Is there a significant relationship between the extent of teachers' engagement and the level of parental support to children's academic activities in Impasug-ong I District, Division of Bukidnon, for the school year 2022-2023?

Methodology

Research Design

The study used a correlational type of research. This method described the present extent of teachers' engagement in children's academic activities in terms of academic support, resource provider, learning partner, coach/mentor, and health protector. This is also a correlational type of research since it tried to investigate the independent variables of the level of parental support to children's academic activities in Impasug-ong District 1, Division of Bukidnon, for the school year 2022-2023.

Respondents

The subjects and respondents of the study were the 171 SPTA officers representing parents and the 171 teachers of the five select schools of Impasug-ong I, Division of Bukidnon, for the School Year 2022-2023. This study used complete enumeration since it was conducted only in the five selected schools in Impasug-ong I District, where schools are represented by the number of teachers from the biggest, biggest, medium, small, and smallest schools within the district. A complete enumeration was used in taking all 171 teachers and 171 parents to serve as study respondents.

Instrument

This study utilized a self-made questionnaire to gather information based on the variables that were found in the study. Part I of the questionnaire was about respondents' personal information, including the names and schools of the respondents of the study, both parents and teachers' respondents. Part II of the questionnaire covered the assessment of the extent of teachers' engagement and the level of parental support to children's academic activities in terms of academic support, resource provider, learning partner, coach/mentor, and health protector in Impasug-ong I District I, Division of Bukidnon, for the school year 2022-2023.

Procedure

The researcher followed and observed the scheme in the data-gathering procedure. She approached the Schools Division Superintendent and sought her permission for her study to launch in the involved schools. She also asked for the approval of their district supervisor and their school principal for her to float her questionnaire to the parents and teachers in their district. In the administration of her questionnaire, she distributed the questionnaire to the school heads and asked them to distribute it to the teachers and parents 'respondents. She asked the same teachers to help her retrieve and collate the questionnaires from the parents and teachers to get ready for her to tally, analyze, and interpret.

Data Analysis

The following statistical tools were used to treat the problems of the study:

In determining the extent of teachers' engagement in children's academic activities in terms of educational support, resource provider, learning partner, coach/mentor, and health protector, a weighted mean and standard deviation were used. In determining the level of parental support to children's academic activities in terms of academic support, resource provider, learning partner, coach/mentor, and

health protector in the Impasug-ong I district for the school year 2022-2023, weighted mean and S.D. were used. In determining the significant relationship between the extent of teachers' engagement and the level of parental support to children's academic activities in Impasug-ong I District, Division of Bukidnon, for the school year 2022-2023, Pearson r product moment correlation coefficients were employed.

Results and Discussion

This chapter contains the presentation, analysis, and interpretation of the data gathered from the respondents. The order of the presentation is based on the order of specific problems in the statement of the problem.

It covers the extent of teachers' engagement in children's academic activities in terms of academic support, resource provider, learning partner, coach/mentor, and health protector. Likewise, it also includes the level of parental support to children's academic activities in terms of academic support, resource provider, learning partner, coach/mentor, and health protector in the Impasug-ong I district for the school year 2022-2023. Moreover, it also resented the significant relationship between the extent of teachers' engagement and the level of parental support to children's academic activities in Impasug-ong I District, Division of Bukidnon, for the school year 2022-2023.

The extent of teachers' engagement in children's academic activities in terms of academic support, resource provider, learning partner, coach/mentor, and health protector

The Extent of teachers' engagement in children's academic activities in terms of academic support is shown in Table 2.

Table 1. The Extent of teachers' engagement in children's academic activities in terms of academic support.

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
As a teacher, I am engaging my learners' academic activities through academic support in terms of			
1. Leading as the teacher of my learners in school about their lessons, assignments, and homework	4.78	.413	Very Large Extent
2. Arranging the activities of my learner in their academic-related matters	4.65	.609	Very Large Extent
4. Acting as a learning facilitator for my learners at school so they are guided in their studies at home.	4.57	.541	Very Large Extent
5. Serving as the trainer of my child on how to go on with their lessons appropriately	4.42	.562	Very Large Extent
Overall	4.61	.296	Very Large Extent

Legend: Scale - 5,4,3,2,1; Mean interval - 4.20-5.00, 3.20-4.19, 2.60-3.19, 1.80-2.59, 1.00-1.79; Qualitative Description - To a Very Large Extent, Large Extent, Moderate Extent, Small Extent, To a Very Small Extent

Table 1 presents the extent of teachers' engagement in children's academic activities, specifically in terms of academic support, with indicators measured on a scale from 1 to 5. Among the individual indicators, "leading as the teacher of my learners in school about their lessons, assignments, and homework" has the highest mean (Mean = 4.78, SD = 0.413), suggesting that teachers are highly involved in guiding students regarding their academic responsibilities.

Huang et al.'s (2023) research provides evidence that student support from teachers can fully enable them to overcome a range of barriers to emergency online learning, such as unfamiliar technical environments, perplexing instructional strategies, unstructured learning materials, and sporadic distractions at home. On the other hand, "serving as the trainer of my child on how to go on with their lessons appropriately" has the lowest mean (Mean = 4.42, SD = 0.562), though still indicating a very large extent of engagement. This result was supported by The OECD (2017), which notes that curricula in many nations highlight the value of educators collaborating with parents to enhance the educational and developmental experiences of children.

The overall mean for the extent of teachers' engagement in children's academic activities in terms of academic support was very large (Mean = 4.610, S.D. = .296). This means that the teachers were very engaged in academic activities in terms of academic support. Huang, Liang, and Dongsheng Wang 2023 corroborate the finding that teacher support—which refers to the positive experiences of supportive teacher-student relationships—is especially effective in assisting students in overcoming obstacles to learning, encouraging meaningful engagement in coursework, and maintaining students' academic progress.

The Extent of teachers' engagement in children's academic activities in terms of resource providers is shown in Table 2.

Table 2. Extent of teacher's engagement in children's academic activities in terms of the resource provider.

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
As a teacher, I am engaging my learners' academic activities by being a resource provider in terms of			
1. Giving them what they need to be used in the required in-class activities.	3.95	.873	Large Extent
2. Deloading the learners some of the learners'	3.74	.728	Large Extent

activities to focus on the lessons.			
3. Supplying them with the school supplies they need, like notebooks, ball pens, and crayons	3.57	1.116	Large Extent
4. Feed them the food with all the vitamins, minerals, and nutrients for them to grow healthy and smart to tackle the class lessons.	3.46	.947	Large Extent
5. Giving the learners the vitamins for brain enhancers to help them answer the activities independently	3.40	.771	Large Extent
Overall	3.63	.467	Large Extent

Legend: Scale – 5,4,3,2,1; Mean interval - 4.20–5.00, 3.20–4.19, 2.60–3.19, 1.80–2.59, 1.00–1.79; Qualitative Description - To a Very Large Extent, Large Extent, Moderate Extent, Small Extent, To a Very Small Extent

Table 3 shows the extent of teacher engagement as resource providers in children's academic activities, with indicators measured on a scale from 1 to 5. Among the specific indicators, "giving them what they need to be used in the required class activities" has the highest mean (Mean = 3.95, SD = 0.873), suggesting that teachers are actively providing necessary resources for classroom activities to a large extent.

On the other hand, "giving the learners the vitamins for brain enhancement to help them independently answer the activities" has the lowest mean (Mean = 3.40, SD = 0.771), though still indicating a large extent of engagement. This result was supported by the European Agency for Higher Education and Accreditation (2021), which mentioned that the teacher provides relevant resource materials to his or her students and their colleagues and peers.

The extent of teachers' engagement in children's academic activities in terms of resource providers (Mean = 3.63, SD = 0.467) was large. This result was aligned with the European Agency for Higher Education and Accreditation (2021), which cited that the very first and crucial role played by a teacher is the role of a resource provider.

The Extent of teacher engagement in children's academic activities in terms of learning partners is shown in Table 3

Table 3. The Extent of teachers' engagement with children's academic activities regarding learning partners.

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
As a teacher, I am engaging my learners' academic activities by being a learning partner in terms of			
1. Letting the learners do the activities on their own to tackle the activities and be assisted in the area they find difficult	4.59	.516	Very Large Extent
2. Guiding the learners on what subjects and lessons have to be prioritized first in their study time	4.51	.689	Very Large Extent
3. Making the learners understand the process but not giving them the answer	4.49	.714	Very Large Extent
4. Facilitating learning for my learners so they are guided in their lessons in school	4.35	.655	Very Large Extent
5. Answering the learners' queries from the lessons if they ever need help managing to answer to explain and elaborate	4.25	.685	Very Large Extent
Overall	4.44	.271	Very Large Extent

Legend: Scale – 5,4,3,2,1; Mean interval - 4.20–5.00, 3.20–4.19, 2.60–3.19, 1.80–2.59, 1.00–1.79; Qualitative Description - To a Very Large Extent, Large Extent, Moderate Extent, Small Extent, To a Very Small Extent

Table 3 reveals the extent of teacher engagement as learning partners in children's academic activities. Notably, "letting the learners do on their own to tackle the activities and be assisted in the areas they find difficult" has the highest mean of 4.59 (SD = 0.516), reflecting a very large extent of teachers encouraging independent problem-solving and offering support where needed.

Pandolpho (2018) provided support for it, stating that it is crucial to provide activities that encourage learner independence because they encourage students to interact more deeply with the material—and part of that interaction should involve students discussing their work. Conversely, "answering the learners' queries from the lessons if they can't manage to answer, explain, and elaborate" has the lowest mean of 4.25 (SD = 0.685), although still indicating a very large extent of engagement.

The study by Huang et al. (2023) backed up this finding and discovered that, in reality, teachers can help students in a variety of ways, including by showing an interest in their academic achievement, making an effort to learn about the challenges they encounter, giving timely feedback and encouragement, and providing additional help as needed.

The teacher's engagement as a learning partner was very large (Mean = 4.44, SD = 0.271), indicating a very large extent of engagement. This is backed up by Huang et al. (2023), who pointed out that actual studies have demonstrated linked students' participation in the learning process and academic success can be greatly increased when teachers provide support in course instruction, such as demonstrating concern and encouragement, providing scaffolding feedback and guiding clues, and offering personalized learning

support.

The Extent of teacher engagement in children's academic activities in terms of coach/mentor is shown in Table 5.

Table 4. *The extent of teachers' engagement in children's academic activities in terms of coach/mentor.*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
As a teacher, I am engaging my child's academic activities through a coach/mentor in terms of			
1. Mentoring the learners what needs to be done from the activities presented in the lessons	4.73	.473	Very Large Extent
2. Coaching the child on the part of the lessons that he/she finds difficult and vague	4.45	.761	Very Large Extent
3. Coaching and mentoring the child to come up with the correct answer but not to copy the answer without understanding the lessons found in their lessons	4.43	.531	Very Large Extent
4. Mentoring the learners to get the correct answer but not to spoon-feed them	4.31	.903	Very Large Extent
5. Coaching the child by explaining to him/her the process of why they arrive at such an answer	4.06	.561	Large Extent
Overall	4.40	.300	Very Large Extent

Legend: Scale – 5,4,3,2,1; Mean interval - 4.20–5.00, 3.20–4.19, 2.60–3.19, 1.80–2.59, 1.00–1.79; Qualitative Description - To a Very Large Extent, Large Extent, Moderate Extent, Small Extent, To a Very Small Extent

Shown in Table 4 is the extent of teacher engagement in children's academic activities as coaches or mentors. The highest mean is observed in the indicator "mentoring the learners on what needs to be done from the activities presented in the lessons" (Mean = 4.73, SD = 0.473). This result implies that teachers are highly effective in providing guidance on the tasks and activities presented in the lessons, facilitating a deeper understanding of academic content. On the other hand, the indicator with the lowest mean is "coaching the child by explaining the process by which they arrive at such an answer" (Mean = 4.06, SD = 0.561). While still denoting a large extent of engagement, this suggests there may be an opportunity to further emphasize the importance of explaining the reasoning behind answers. This finding was supported by the study of Jessica Dym Bartlett. Publication Date: March 19, 2020; Topic: Provide caregivers—including yourself—with the opportunity to care for themselves. The health of parents and other primary caregivers has a direct impact on the well-being of their children.

The teacher's involvement as a coach/mentor in the academic activities of the kids was very high (Mean = 4.40, SD = 0.300), suggesting a very high level of engagement. According to Moorhead et al. (2004), learners place a high value on feedback that is particular to their performance, but they place a lower value on nonspecific evaluative input. Effective feedback-giving requires a mentor-student relationship between the teacher and the student. Students like it when a teacher helps them identify areas for growth and then gives them the freedom to figure out the solutions on their own rather than giving them instructions from a more experienced teacher.

The Extent of teachers' engagement in children's academic activities in terms of health protection.

Table 5. *The Extent of teachers' engagement in children's academic activities in terms of health protection.*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
As a teacher, I am engaging my learners' academic activities through a health protector in terms of			
1. Ensuring that the learners are wearing face masks even in the classroom for the safety and security of the child.	4.35	.690	Very Large Extent
2. Observing social distancing for all the members of the family since everyone is going out from different concerns	4.27	.678	Very Large Extent
3. Providing hand washing facilities in conspicuous places at school	4.13	.797	Large Extent
4. Ensuring the washing of hands in the wash area at school.	3.58	.667	Large Extent
5. Providing alcohol and sanitizers at school to be used before, during, and after doing the activities of the module.	3.29	.591	Large Extent
Overall	3.93	.304	Large Extent

Legend: Scale – 5,4,3,2,1; Mean interval - 4.20–5.00, 3.20–4.19, 2.60–3.19, 1.80–2.59, 1.00–1.79; Qualitative Description - To a Very Large Extent, Large Extent, Moderate Extent, Small Extent, To a Very Small Extent

Table 5 reveals the extent of teacher engagement as health protectors in children's academic activities. The indicator "ensuring that learners are wearing face masks even in the classroom for the safety and security of the child" had the highest mean (Mean = 4.35, SD



= 0.690), indicating that a significant portion of teachers prioritize health and safety precautions. The premise that a teacher's role is crucial in safeguarding the health of schoolgirls and boys was backed by Series J. Soriano (1984). Due to his background in community health, the teacher can function on two levels: first, as a health educator; and second, in collaboration with school health services, as a "sanitary supervisor" to identify multiple issues early on. On the other hand, the indicator with the lowest mean is "providing alcohol and sanitizers at school to be used before, during, and after doing the activities of the module" (Mean = 3.29, SD = 0.591), though still indicating a large extent of engagement. This result is consistent with the research of Hiatt-Michael (2016), which explains that parental participation is valued highly for both the educational communities and the geographic areas it serves and that it is one of the eight educational goals in the United States.

The extent of teachers' engagement in children's academic activities in terms of health protection was large (Mean = 3.93, SD = 0.304), indicating a large extent of engagement.

The high mean for the top indicator reflects a strong commitment by teachers to implement health protocols in the classroom, particularly regarding the use of face masks for the safety of both students and educators. This emphasis on health protection is crucial, especially in the context of global health concerns. The slightly lower mean for providing alcohol and sanitizers suggests that while teachers are actively engaged in promoting hygiene practices, there may be room for improvement in ensuring the availability and consistent use of sanitizing materials. Teachers could further emphasize the importance of maintaining cleanliness and providing clear guidance on proper sanitization practices.

The level of parental support for children's academic activities in terms of academic support is shown in Table 6.

Table 6. *Level of parental support to children's academic activities in terms of academic support.*

Indicator	Mean	SD	Interpretation
As a parent, I am supporting my child's academic activities through academic support in terms of			
1. Acting as a learning facilitator for the child at school for him/her to be guided in his/her studies at home	3.85	1.036	Highly Supportive
2. Serving as the trainer of the child on how to go on with their lessons appropriately	3.75	.790	Highly Supportive
3. Providing the school support for academic-related expenses and requirements	3.43	1.029	Highly Supportive
4. Performing the role of the teacher of the child at home about their lessons, assignments, and homework	3.28	1.351	Highly Supportive
5. Arranging the activities of the child in their academic-related matters at home.	3.16	1.163	Moderately Supportive
Overall	3.49	.927	Highly Supportive

Legend: Scale - 5,4,3,2,1; Mean interval - 4.20-5.00, 3.20-4.19, 2.60-3.19, 1.80-2.59, 1.00-1.79; Qualitative Description - Very Highly Supportive, Highly Supportive, Moderately Supportive, Less Supportive, Not Supportive at All

Table 6 presents the level of parental support for children's academic activities, specifically in terms of academic assistance. The highest mean was recorded for the indicator "acting as a learning facilitator for the child at school to guide his/her studies at home" (Mean = 3.85, SD = 1.036), indicating a highly supportive parental role in their child's learning process. This aligns with the findings of Gumapac, Aytona, and Alba (2021), who emphasized that parental involvement is essential and strongly encouraged. As partners in education, parents often serve as substitute teachers and learning facilitators, providing necessary support when classroom teachers are unavailable.

Conversely, the indicator with the lowest mean was "arranging the activities of the child in their academic-related matters at home" (Mean = 3.16, SD = 1.163), suggesting a moderately supportive role in this area. This is supported by Gumapac, Aytona, and Alba (2021), who highlighted the importance of parents reviewing their children's weekly academic schedules. Given the volume of tasks and deadlines, parental supervision is crucial to ensure timely and accurate completion, preventing delays that could affect academic performance.

The parents were highly supportive of the children's academic activities in terms of academic support (Mean = 3.49, SD = 0.927), indicating a highly supportive environment. This means that the parents were highly supportive of the children's academic activities in terms of academic support. The Marphatia et al. (2018) study supported this finding by pointing out that parents can support teachers in their role as educators by helping kids reach their highest potential in school and keeping an eye on the caliber of instruction and instructional tactics.

The level of parental support for children's academic activities in terms of resource providers is shown in Table 7.

Table 7. *Level of parental support to children's academic activities in terms of the resource provider.*

Indicator	Mean	SD	Interpretation
As a parent, I am providing the learners' academic			



activities through being a resource provider in terms of			
1. Supplying him/her with the school supplies she/he needs like notebooks, ball pens, and crayons	4.23	.709	Very Highly Supportive
2. Deloading the child some of the household chores to focus on their activities inside the class	3.87	.414	Highly Supportive
3. Sharing her/him the food with all the vitamins, minerals, and nutrients for him/her to grow healthy and smart to tackle the lessons of their class.	3.73	.811	Highly Supportive
4. Giving the child the vitamins for brain enhancers to help him/her independently answer the lessons	3.69	.771	Highly Supportive
5. Giving her/him what she/he needs to be used in the activities required in the class activities	3.61	.787	Highly Supportive
Overall	3.83	.377	Highly Supportive

Legend: Scale – 5,4,3,2,1; Mean interval - 4.20–5.00, 3.20–4.19, 2.60–3.19, 1.80–2.59, 1.00–1.79; Qualitative Description - Very Highly Supportive, Highly Supportive, Moderately Supportive, Less Supportive, Not Supportive at All

Table 7 provides insights into the level of parental support for children's academic activities in terms of being a resource provider. The highest mean is found in the indicator "supplying him/her the school supplies she/he needs like notebooks, ball pens, and crayons" (Mean = 4.23, SD = 0.709), signifying a very highly supportive role of parents in ensuring their children have the necessary tools for learning. Aytona et al. (2021) highlight in their studies that parents are extremely important to a child's entire development and learning (2021). In addition to meeting their fundamental requirements and sending their kids to school, parents nurture their kids by showing them affection, tenderness, assistance, and education. On the other hand, the indicator with the lowest mean is "giving her/him what she/he needs to be used in the activities required in the class activities," (Mean = 3.61, SD = 0.787), still indicating a highly supportive level but slightly lower in comparison. The new Kenyan curriculum (2018), which highlights the importance of parents in how their kids are educated and lists "parental involvement and collaboration" as one of its fundamental values, provided evidence in favor of this conclusion.

The parents were highly supportive of the children's academic activities in terms of resource providers (Mean = 3.83, SD = 0.377). The high mean for the top indicator suggests that parents actively provide essential academic materials for their children, contributing significantly to their preparedness for school activities. This result was consistent with a study by Loucks (1992) that showed parent participation was a major predictor of the educational success of learners, both in the short and long term. Research from Mexico indicates that the foundation of any change is clear guidelines about parents' expectations and the relationship of trust between parents and teachers. Aytona et al. (2021) said that a parent's involvement in their child's education and overall development is vital.

The level of parental support for children's academic activities in terms of learning partners is shown in Table 8.

Table 8. Level of parental support to children's academic activities in terms of learning partners.

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
As a parent, I am supporting the child's academic activities through a learning partner in terms of			
1. Facilitating learning to the child for him/her to be guided in their lessons at home	4.31	.958	Very Highly Supportive
2. Guiding the child on what subjects and lessons have to be prioritized first in their study time	4.04	.603	Highly Supportive
3. Making the child understand the process but not giving him/her the answer	4.15	.783	Highly Supportive
4. Letting the child do on his/her own tackle the activities and be assisted in the area he/she finds difficulty	3.88	.838	Highly Supportive
5. Answering the child's queries from the lessons if ever they can't manage to answer, explain, and elaborate	4.05	.928	Highly Supportive
Overall	3.83	.377	Highly Supportive

Legend: Scale – 5,4,3,2,1; Mean interval - 4.20–5.00, 3.20–4.19, 2.60–3.19, 1.80–2.59, 1.00–1.79; Qualitative Description - Very Highly Supportive, Highly Supportive, Moderately Supportive, Less Supportive, Not Supportive at All

Shown in Table 8 is the level of parental support for children's academic activities in terms of being a learning partner. The highest mean is observed in the indicator "facilitating learning for the child for him/her to be guided in their lessons at home" (Mean = 4.31, SD = 0.958), signifying a very highly supportive role of parents in actively participating in their children's learning experiences. This conclusion was further supported by Epstein (1995), who discovered that parents who are actively involved in the education of their children are those who regularly work with the school community, exhibit effective parenting techniques, volunteer their time there, talk to the staff, assist their kids at home, and participate actively in decision-making related to the school. On the other hand, the indicator with the lowest mean is "letting the child do on his/her own to tackle the activities and be assisted in the area he/she finds

with difficulty (Mean = 3.88, SD = 0.838), still indicating a highly supportive level but slightly lower in comparison. This conclusion was reinforced by the research of Luaña (2021), which listed how parents assist their kids in completing the modules: explaining, providing examples, correcting their kids' wrong answers, 'Googling' the solution, and providing the right answers straight. The parents are highly supportive of children's academic activities in terms of learning partners (Mean = 4.09, SD = 0.634), indicating a highly supportive environment. This may be because parents are pampering their children, especially by supporting them as learners. Marphatia et al. (2018) supported this conclusion by stressing the importance of parental involvement during school breaks and the need for policy decisions regarding school closures and remote learning to take into account parents' capacity to support their children's education. Packages for at-home learning may assist parents, especially in homes without internet access, electricity or connection. Parental participation was proven to be a major factor in both persistent and increased academic achievement of students by Huang, Liang, and Dongsheng Wang (2023) and Loucks (1992).

The level of parental support to children's academic activities in terms of coach/mentor is shown in Table 9.

Table 9. *Level of parental support to children's academic activities in terms of coach/mentor.*

Indicator	Mean	SD	Interpretation
As a parent, I am supporting the child's academic activities through a coach/mentor in terms of			
1. Mentoring the child to get the correct answer but not spoon-feed him/her	4.03	.716	Highly Supportive
2. Coaching the child by explaining to him/her the process of why they arrive at such an answer	3.97	.677	Highly Supportive
3. Coaching the child on the part of the lessons that he/she finds difficult and vague	3.81	.881	Highly Supportive
4. Mentoring the child what needs to be done from the activities presented in the lessons	3.81	.766	Highly Supportive
5. Coaching and mentoring the child to come up with the correct answer but not to copy the answer without understanding the reasons found in their lessons	3.65	.780	Highly Supportive
Overall	3.86	.443	Highly Supportive

Legend: Scale – 5,4,3,2,1; Mean interval - 4.20–5.00, 3.20–4.19, 2.60–3.19, 1.80–2.59, 1.00–1.79; Qualitative Description - Very Highly Supportive, Highly Supportive, Moderately Supportive, Less Supportive, Not Supportive at All

Table 9 presents the level of parental support for children's academic activities in terms of being a coach or mentor. The highest mean is found in the indicator "mentoring the child to get the correct answer but not to spoon-feed him/her" (Mean = 4.03, SD = 0.716), signifying a highly supportive role of parents in guiding their children's problem-solving skills and fostering independent thinking. It confirms the results of the Manlangit et al. (2020) study, which indicated that parental or guardian collaboration with teachers is beneficial for fostering learning. They assist and mentor the students when they complete the modular lessons that are supplied to them during the modular learning process. They function as substitute teachers and home facilitators. On the other hand, the indicator with the lowest mean is "coaching and mentoring the child to come up with the correct answer but not to copy the answer without understanding the reasons found in their lessons" (Mean = 3.65, SD = 0.780), still indicating a highly supportive level but slightly lower in comparison. This result was supported by Winthrop (2020). Solutions that are devised should take into account the diverse range of family situations and the hectic lifestyles of parents, with a focus on providing help to those who most need it.

The parents are highly supportive of children's academic activities in terms of coach or mentor (Mean = 3.86, SD = 0.443), indicating a highly supportive environment. The high mean for the top indicator suggests that parents are actively engaged in mentoring their children to arrive at correct answers while promoting critical thinking and self-reliance. Gumapac et al. (2021), validated this discovery. (2021) that in addition to their primary function in modular distance learning, which is to encourage studying within the house, parents also help their children complete their self-learning modules by guiding and instructing them. When parents called additional educators or set up conferences to talk about how to improve the educational achievement of their kids and engagement, engagement from parents rose (Chen, 2005).

The level of parental support for children's academic activities in terms of health protection is shown in Table 10.

Table 10. *Level of parental support to children's academic activities in terms of health protection in terms of*

Indicator	Mean	SD	Interpretation
As a parent, I am supporting the child's academic activities by being health protection in terms of			
1. Providing hand washing facilities placed in conspicuous places at home	3.83	1.212	Highly Supportive



2. Ensuring the washing of hands in the wash area at home	3.65	.744	Highly Supportive
3. Providing alcohol and sanitizers in the classroom to be used before, during, and after doing the activities inside the class	3.49	.503	Highly Supportive
4. Ensuring that the child is wearing a face mask even at home for the safety and security of the child	3.33	.475	Highly Supportive
5. Observing social distancing for all the learners of the family since everyone is going out from different concerns	3.20	.493	Moderately Supportive
Overall	3.50	.470	Highly Supportive

Legend: Scale = 5,4,3,2,1; Mean interval = 4.20-5.00, 3.20-4.19, 2.60-3.19, 1.80-2.59, 1.00-1.79; Qualitative Description = Very Highly Supportive, Highly Supportive, Moderately Supportive, Less Supportive, Not Supportive at All

Table 10 reveals the level of parental support for children's academic activities in terms of being a health protector. The highest mean is observed in the indicator "providing handwashing facilities placed in conspicuous places at home" (Mean = 3.83, SD = 1.212), signifying a highly supportive role of parents in promoting hygiene practices within the home environment. These findings were supported by Sedekia et al. (2022), who mentioned that parents have an important influence on their children's health-promoting measures. On the other hand, the indicator with the lowest mean is "observing social distancing for all the learners of the family since everyone is going out from different concerns" (Mean = 3.20, SD = 0.493), still indicating a moderately supportive level but slightly lower in comparison. This result was supported by Angrist et al. (2020), who, in their study, showed that parents support children's academic activities in terms of health protection.

The parents are highly supportive of children's academic activities in terms of health protection (Mean = 3.50, SD = 0.470), indicating a highly supportive environment. This finding was supported by the study of Balearian and Cueto (2017), where parents highly support their children's activities in terms of being health protectors.

Table 11 presents a test of the significant relationship between the extent of parental support for children's academic activities and the level of teacher engagement in the Impasug-ong I District, Division of Bukidnon, for the school year 2022–2023.

Table 11. Test of a significant relationship between the Extent of teachers' engagement and the level of parental support to children's academic activities in Impasug-ong I District, Division of Bukidnon for the school year 2022-2023.

Variable	r	P - value	Interpretation
Academic Support	.048	.682	Not Significant
Resource Provider	.004	.972	Not Significant
Learning Partner	-.209	.071	Not Significant
Coach/Mentor	.008	.943	Not Significant
Health Protector	.129	.270	Not Significant
Overall	.003	.977	Not Significant

Table 11 shows that the variables: Academic Support ($r = .048$, $p\text{-value} = .682$), Resource Provider ($r = .004$, $p\text{-value} = .972$), Learning Partner ($r = -.209$, $p\text{-value} = .071$), and Health Protector ($r = .129$, $p\text{-value} = .270$) have no significant relationship with the level of parental support to children's academic activities. This just shows that parental support doesn't depend on how high or low the extent of the teacher's engagement in children's academic activities. Chen and Jennifer agreed with this finding. According to (2005), instructors decide what and how to teach the curriculum content, as well as how to create and assess learning objectives. As a result, they are better equipped and more likely than classmates or parents to offer the kind of assistance that would encourage educational achievement. Overall, there is no discernible correlation ($r = .003$, $p\text{-value} = .977$) between the degree of parental support for their child's academic pursuits and the involvement level of teachers. Thus, the null hypothesis "In the Impasug-ong I District, Division of Bukidnon, for the 2022–2023 academic year, there is no significant relationship between the extent of teachers' engagement and the level of parental support to children's academic activities" is acknowledged. The results of this study corroborated those of Epstein's (2015) study, which found a substantial relationship between parental support and teacher engagement. Epstein's concept proposes the following types of involvement: (1) parenting; (2) talking at home and school; (3) working with the community; (4) studying at home; (5) making judgments; and (6) volunteering. Chen and Jennifer concurred with the conclusion. (2005) found that parents who were concerned about their children's subpar performance would be more willing to provide academic support. An administrator at the participating school corroborated the reactive approach interpretation in her study, describing instances where parents learned about their children's declining academic performance and engagement and took an increasingly active role in their education. More parents contacted instructors or scheduled meetings to inquire about ways in which they could assist their children's academic progress and involvement. According to Sapungan and Sapunga (2014), including parents in the education of their kids is similar to showing that the school is engaged in making improvements or advancements among the students. Teachers and school administrators have the opportunity to implement high-quality educational reform when parent involvement grows. To ensure that children are prepared intellectually, physically, socially, emotionally, and spiritually, parents, educators, and schools should collaborate (Mamat et al., 2017).

Conclusions

Conclusively, this research identified that teachers' engagement in children's academic activities is at least 7-8 times out of 10 situations in terms of academic support, resource provider, learning partner, coach/mentor, and health protector. Teachers are more engaged in children's academic activities in terms of guiding students in their academic activities, which is merely the responsibility of an educator.

The result of the research concluded that the parents would do everything just to support their children's academic activities in terms of academic support, resource provider, learning partner, coach/mentor, and health protector in Impasug-ong I District for the school year 2022-2023. This means that parental support doesn't rely on outside forces. This means that the learners were strongly backed up by their parents in academic matters.

Based on the research, it can be clearly stated that the large extent of teachers' engagement has nothing to do with the level of parental support to children's academic activities in Impasug-ong I District, Division of Bukidnon, for the school year 2022-2023. Parental support does not depend on how high or low the teacher's engagement with children.

School heads may enhance the extent of teachers' engagement in children's academic activities from a large to a very large extent in terms of academic support, resource provider, learning partner, coach/mentor, and health protector. School heads may opt to encourage teachers to have an innovation that will create a program wherein the teacher-parent relationship is strengthened, and by doing so, learners will benefit from their engaging teacher and a very supportive parent. They can also conduct seminar workshops for teachers on how to motivate stakeholders or parents to support the school's programs and projects; with this, a 100 percent participation rate of parents in school will be achieved, and a good relationship between the school and the community will be built.

Teachers may enhance the high level of parental support to children's academic activities in terms of academic support, resource provider, learning partner, coach/mentor, and health protector in Impasug-ong I district for the school year 2022-2023 by keeping in touch with the parents and communicating with them consistently. Teachers may also let parents be involved in programs, projects, and activities that require parents' support and be positive in recognizing active parents for every school year. In doing this, the teacher may also contact parents in the traditional way or on any social media platforms to eradicate the communication barriers between the teacher and parents so that all parents will be notified of all the projects and programs being imposed on the classroom and for them to participate and be involved in any way to such programs.

DepEd Officials may strengthen the extent of teachers' engagement and improve the high level of parental support to children's academic activities in Impasug-ong I District, Division of Bukidnon, for the school year 2022-2023 by continuing to provide monitoring, supervision, and checking of teachers and school heads' output or accomplishments.

Future researchers may enhance this study by giving much attention to the sampling procedure he will administer and the respondents. This study recommends not using SPTA as the respondents because they are active and very supportive parents. They also have to include a discrimination question in the questionnaire so that the relationship between the extent of teacher engagement and parental support will be clear.

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