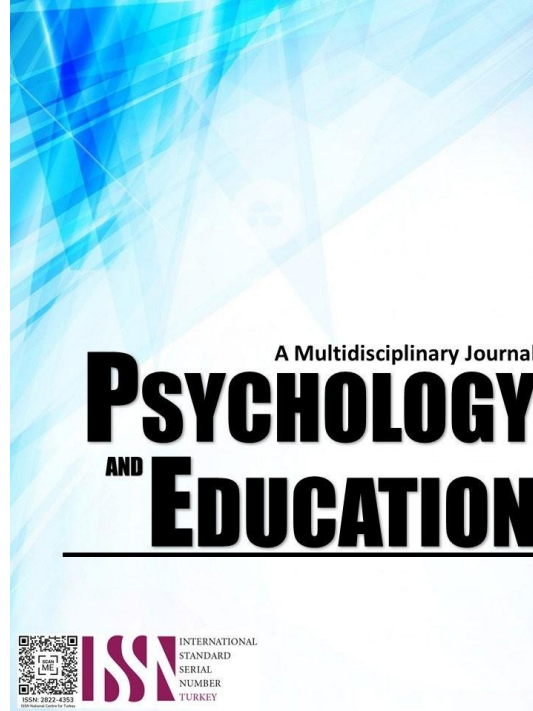


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Teachers' Perspective on Parental Involvement and their Preferred School Program

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Abstract

This study aimed to assess the extent of teacher perspectives on parental involvement in schools, identify challenges faced by teachers in engaging parents, determine preferred programs to enhance parental involvement, and ascertain any significant relationships between parental involvement and challenges faced by teachers. Through quantitative analysis and surveys conducted among elementary school teachers, significant findings emerged. Statistical tools utilized include mean and standard deviations for assessing teacher perspectives, frequency, and percentage for identifying challenges and efforts in parental collaboration. This study contributes to understanding parental involvement dynamics in schools, informing strategies for fostering meaningful engagement between parents and educators. Teachers perceive a high level of parental involvement, indicating regular engagement through meetings, progress updates, and valued participation. However, challenges hindering parental engagement include conflicting schedules, economic constraints, and geographical distance. Despite these challenges, schools prioritize programs such as Parent-Teacher Seminar-Workshops, Volunteer Opportunities, and Peer Support Groups, emphasizing direct interaction and community support. Although no significant relationship was found between the extent of parental involvement and challenges faced by teachers, qualitative factors may influence this dynamic. Further qualitative analysis is recommended to deepen understanding. Recommendations include implementing diverse communication channels, flexible scheduling options, financial assistance, cultural sensitivity, and active engagement methods. Collaborative partnerships between schools, parents, and stakeholders are vital for developing effective strategies to enhance parental involvement and improve student outcomes.

Keywords: *parental involvement, teacher perspectives, challenges, preferred programs, quantitative analysis, recommendations, collaborative partnerships, communication channels, statistical tools*

Introduction

In the ever-evolving landscape of primary education, the dynamic interaction between parents and teachers plays a pivotal role in shaping the learning experiences of young students. Parental involvement highlights the shared responsibility that families and educational institutions have for student learning. It can be characterized as a collection of numerous parental behaviors, such as parental expectations for their child's academic success, open communication with them about school, involvement in extracurricular activities, and home support for education.

The transition from the cozy and nurturing confines of a child's home to the structured and sometimes unfamiliar environment of a classroom is a pivotal moment in their educational journey. This transformation represents a critical juncture in their development, where they begin to acquire not only academic knowledge but also essential life skills and social competencies. The significance of this transition cannot be understated, as it sets the foundation for a child's future educational endeavors and personal growth (Quinn & Hall, 2014).

Parental involvement, especially in the primary years of education, as the child transitions from home to the classroom is crucial. It encompasses emotional support, guidance, and active participation in their child's educational journey. Parents become partners in their children's learning, collaborating with teachers to create an environment where students can thrive (Tarraga et al., 2017; Ross, 2016). This holistic approach to parental involvement sets the stage for a symbiotic relationship between parents and primary school teachers, where both parties work in harmony to address the challenges and harness the opportunities presented during this critical phase of a child's educational voyage.

Without a doubt, previous research has found that parental involvement enhances students' academic performance (Lara & Saracosti, 2019), self-esteem (Garbacz et al., 2017), and emotional development (Castro et al., 2015; Jeynes, 2016; Ma et al., 2016). Furthermore, there is also evidence that programs focused on increasing parental involvement in education have positive impacts on children, families, and school communities (Jeynes, 2012; Catalano & Catalano, 2014). Nevertheless, several parents frequently fall short of maintaining consistent monitoring of their child's educational development. This lack of engagement is often a deliberate decision stemming from various factors. These factors may encompass their perspective on the school and its staff, the staff's attitude toward parents, limited awareness, the presence of parent groups, or ineffective communication. Additional impediments to parental involvement may include childcare responsibilities, conflicting work schedules, time limitations, language barriers, and cultural disparities (Lampkin, 2022; Jafarov, 2015).

In the schools of the Department of Education, parental engagement has continued to be a challenging topic since it is influenced and constrained by numerous obstacles relating to parents and families, kids, teachers, and social problems. Teachers need to have a thorough understanding of these underlying elements in order to avoid affecting how effective parental engagement is. The researcher's

first-hand experience with parents not attending school activities of their children or less monitoring of their child's progress necessitates an in-depth study of parental involvement in the local scenario. This study attempts to discover the primary school teachers' perspectives on the parents' level of parental involvement and the challenges they encounter in encouraging parents to actively participate in their children's education. The main goal of this study is to design school programs that would enhance parental involvement for better school-community collaboration and enhanced student academic performance.

Research Questions

This study investigated the primary school teachers' perspective of parental involvement in their classes and school activities in general. Specifically, it sought to answer the following research problems:

1. What is the extent of teacher's perspective on parental involvement experienced by teachers in school?
2. What is the level of parent challenges experienced by teachers in engaging the parents in school?
3. Is there a significant relationship between the extent of parental involvement experienced by teachers in school and the level of challenges experienced by teachers in engaging the parents in school?
4. What are the school's preferred programs to enhance parental involvement in School?

Methodology

Research Design

This study used the quantitative descriptive method as the research design. Quantitative descriptive research design, or descriptive statistics or survey research, aims to describe a particular phenomenon or population comprehensively. It collected numerical data to describe and analyze various variables of interest. In the present study, the variables of interest are the parent's level of involvement in their children's school activities and the challenges encountered by the teachers in involving the parents. The variables were investigated to design school programs that would enhance parental involvement in school.

Respondents

There were 120 respondents elementary school teachers from District IA and VIII of the Division of Valencia City, whom the researcher invited to join in this study. Simple random sampling was used to determine the participants from elementary school teachers. In this case, each individual was chosen entirely by chance, and each member of the population has an equal chance, or probability, of being selected. Table 1 presents the distribution of participants from the different schools.

Table 1. *Distribution of Participants*

<i>District</i>	<i>Teachers</i>
Cambangon IS	7
Lilingayon Central ES	26
Makailaw ES	4
Migtulos IS	4
Mt. Nebo ES	10
Salubsob ES	6
Tagalawa ES	4
Tandacol IS	11
Valencia City Central School	48
Total	120

Instrument

This study employed a survey questionnaire on parental involvement from the study of Fettke (1997). The questionnaire contained statements regarding the teacher's perspective on how involved the parents are in their children's education. The participants checked the statement that best describes their perspectives following the 5-point Likert scale. In answering the parents' level of parental involvement based on the perspectives of the teachers, a 4-point Likert scale was used. Table 2 reflects the scoring scheme used in the Likert scale.

Table 2. *Scoring Scheme for the Parent's Level of Parental Involvement*

<i>Scale</i>	<i>Range</i>	<i>Qualifying Statement</i>	<i>Qualitative Description</i>
5	4.41 – 5.00	Very Strongly agree	Very large Extent
4	3.41 – 4.00	Strongly agree	Large Extent
3	2.61 – 3.40	Moderately agree	Small Extent
2	1.81 – 2.60	Slightly disagree	Very Small extent
1	1.00 – 1.80	Strongly Disagree	Extremely Small extent

Procedure

The study was conducted in District VIII elementary school teachers in the Division of Valencia City. The researcher asked permission from the school's division superintendent to conduct the study. The approved permit was sent to the school principals to inform the

teachers' participation in this study. They were informed of the overall purpose and objectives and their participation was treated with the utmost confidentiality non-participation would not affect their current jobs.

The researcher personally distributed the research instrument to the seven participating schools. Upon retrieval of the questionnaires, the data was tallied and analyzed using descriptive statistics.

Data Analysis

The data gathered in this study was analyzed, and the following statistical tools were used:

In identifying the teacher's perspectives of the parent's level of parental involvement, mean and standard deviations were used as statistical tools.

In determining the elementary school teacher's challenges in involving the parents in education, frequency, and percentage were used as statistical tools.

For research problem number three, in identifying the elementary school teacher's efforts in collaborating with parents, frequency and percentage again were used.

Finally, for research problem number five, no statistical tools were employed in designing school programs to enhance parental involvement.

Ethical Considerations

Before the actual gathering of the data, the researchers ensured that the participants understood their participation in the study, the purpose of the research, and the methods used, and made sure that no material information that they needed to know was left out of the participants' knowledge. They must be made aware that their decision whether to participate or not to participate in the study was respected and valued, and they have the right to withdraw anytime their participation in the study. All information gathered was held with the utmost confidentiality and used only to complete the study.

This researcher ensured that the study did not invade the participants' privacy or coerce them into acting against their own will and that no damage in any way to the participants' self-esteem was done.

Results and Discussion

This section deals with presenting, analyzing, and interpreting data gathered from the respondents of the study were the 120 elementary school teachers from District IA and VIII of the Division of Valencia City.

Table 3 presents the Extent of the teacher's perspective on parental involvement experienced by teachers in school.

Table 3. *Extent of teacher's perspective on parental involvement experienced by teachers in school*

Indicator	Mean	SD	Interpretation
<i>As a teacher observed that parents in my class...</i>			
are regularly invited to meetings so that they can learn about what is going on in the school (e.g., issues or policies).	4.53	0.698	Very Large Extent
receive regular updates from the teacher on their child's progress.	4.53	0.621	Very Large Extent
know that their involvement in their child's education is valued at school.	4.52	0.635	Very Large Extent
receive information on their child's development	4.51	0.594	Very Large Extent
believe that our school is a friendly environment for students, parents, and families.	4.45	0.684	Very Large Extent
believe their involvement is essential for their child's educational success.	4.43	0.645	Very Large Extent
strongly believes that their child receives the academic support needed to meet his/her individual needs.	4.40	0.679	Very Large Extent
receive information on what they can do at home to help their child improve or advance his/her learning.	4.29	0.771	Very Large Extent
ask to meet with me face to face at least once a year to talk about how their child is doing.	4.29	0.814	Very Large Extent
are aware and supportive of their child's talents and strengths.	4.27	0.827	Very Large Extent
are aware of their child's learning and/or what classes or programs he/she should take.	4.23	0.827	Very Large Extent
get actively involved in school improvement planning and decision-making at the school.	4.21	0.777	Very Large Extent
know their child's friends.	4.15	0.816	Large Extent
get involved in many different ways, either at the school itself, at home, or in the community.	4.00	0.889	Large Extent
are given training and resources to do their task, if needed, when they volunteer at school.	3.93	1.043	Large Extent
Overall	4.32	0.513	Very Large Extent

Legend: Scale: 5 (4.20–5.00) – Very Strongly Agree – Very Large Extent / 4 (3.40–4.19) – Strongly Agree – Large Extent / 3 (2.60–3.39) – Moderately Agree – Small Extent / 2 (1.80–2.59) – Slightly Disagree – Very Small Extent / 1 (1.00–1.79) – Strongly Disagree – Extremely Small Extent

Table 3 presents the extent of teachers' perspectives on parental involvement experienced in school, with various indicators measured on a Likert scale. The indicators range from parents being regularly invited to meetings to receiving updates on their child's progress,

feeling valued, receiving information on their child's development, and believing in the importance of their involvement in their child's success, among others.

The indicator with the highest mean score is split between two indicators: "Parents are regularly invited to meetings so that they can learn about what is going on in the school" and "Parents receive regular updates from the teacher on their child's progress" (Mean = 4.53, SD = 0.698 and Mean = 4.53, SD = 0.621, respectively). This suggests that teachers perceive a very large extent of parental involvement in terms of communication and information sharing. It implies that teachers are actively engaging parents by keeping them informed about school matters and their child's academic progress, fostering transparency and collaboration between home and school.

On the other hand, the indicator with the lowest mean score is "Parents are given training and resources to do their task if needed when they volunteer at school" (Mean = 3.93, SD = 1.043), still indicating a large extent of parental involvement. However, this score suggests that teachers perceive slightly less emphasis on providing training and resources for parents who volunteer at school.

Overall, the extent of teacher's perspective on parental involvement experienced by teachers in school was very large (Mean = 4.32, SD = 0.513). The table reflects a very large extent of perceived parental involvement from the perspective of teachers. This implies that teachers view parental engagement as crucial and highly valued in supporting students' educational success.

The results from Table 2 illustrate a high level of perceived parental involvement in schools from the perspective of teachers. This finding aligns with numerous studies highlighting the importance of parental involvement in enhancing educational outcomes for students (Fan & Chen, 2001; Jeynes, 2007; Hill & Tyson, 2009). For instance, the high mean scores across indicators such as regular updates on a child's progress, valuing parental involvement, and providing academic support suggest that teachers recognize the significance of maintaining open communication with parents, which has been consistently linked to improved student achievement (Epstein, 2018; Henderson & Mapp, 2002). Moreover, the belief among teachers that parents are aware of their child's friends and talents indicates a holistic understanding of parental involvement beyond academics, echoing research emphasizing the importance of socio-emotional support from both home and school environments (Hill & Craft, 2003; Henderson & Berla, 1994). The large extent to which parents are involved in school improvement planning and decision-making further underscores a collaborative approach between educators and families, which has been associated with school effectiveness and community cohesion (Grolnick & Slowiaczek, 1994; Sheldon & Epstein, 2005). Despite the generally positive perceptions, areas for potential improvement, such as providing training and resources for parent volunteers, warrant attention to ensure equitable opportunities for all families to participate actively in their child's education (Hill & Craft, 2003; Sheldon & Epstein, 2005).

Table 4 presents the Level of parent's challenges experienced by teachers in engaging the parents in school

Table 4. Level of parent's challenges experienced by teachers in engaging the parents in school

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
<i>As a Teacher, I observed that my parents are....</i>			
<i>Conflict of schedules with the school activities.</i>	4.10	0.999	High Level
Economic constraints	4.08	0.918	High Level
Distance from their house to the school.	3.56	1.114	High Level
Concerns on privacy matters.	3.30	1.192	Moderately Level
Lack of awareness of school activities.	3.24	1.130	Moderately Level
Cultural differences from other parents and school officials.	3.21	1.236	Moderately Level
Fear of being judged or looked down.	3.13	1.144	Moderately Level
Overall	3.52	0.822	Moderately Level

Legend: Scale: 5 (4.20–5.00) – Very Strongly Agree – Very Large Extent / 4 (3.40–4.19) – Strongly Agree – Large Extent / 3 (2.60–3.39) – Moderately Agree – Small Extent / 2 (1.80–2.59) – Slightly Disagree – Very Small Extent / 1 (1.00–1.79) – Strongly Disagree – Extremely Small Extent

Table 4 presents the level of challenges experienced by teachers in engaging parents in school, with various indicators. The indicators range from conflict of schedules with school activities to economic constraints, distance from home to school, concerns on privacy matters, lack of awareness of school activities, cultural differences, and fear of judgment.

The indicator with the highest mean score is "Conflict of schedules with the school activities" (Mean = 4.10, SD = 0.999), indicating a high level of challenge. This suggests that teachers perceive scheduling conflicts as a significant barrier to parental engagement. It implies that parents may struggle to participate in school activities due to conflicting commitments, such as work or other responsibilities, which can hinder their involvement in their child's education. Similarly, the indicator with the second-highest mean score is "Economic constraints" (Mean = 4.08, SD = 0.918), also indicating a high level of challenge. Conversely, the indicator with the lowest mean score is "Concerns on privacy matters" (Mean = 3.30, SD = 1.192), still indicating a moderately challenging level.

The level of parent's challenges experienced by teachers in engaging the parents in school is moderate (Mean = 3.52, SD = 0.822).

The challenges faced by teachers in engaging parents in school activities are multi-faceted and require a nuanced understanding to address effectively. According to Table 3, several key indicators highlight the difficulties experienced by parents in participating actively in their children's education. Conflict of schedules with school activities emerged as one of the most significant challenges, with a mean score of 4.10, indicating a high level of difficulty. This finding is consistent with research by Henderson and Mapp (2002),

who emphasized that conflicting schedules between parents' work commitments and school events highlighted financial limitations as a significant factor inhibiting parental engagement (Fan & Chen, 2001). Moreover, the distance from home to school, with a mean score of 3.56, adds another layer of complexity, as transportation issues can further impede parental participation (Desimone, 1999). Concerns about privacy matters, cultural differences, and fear of judgment also contribute to the challenges, albeit to a moderately high level, as indicated by mean scores ranging from 3.30 to 3.21. These findings underscore the importance of recognizing and addressing the diverse socio-economic, cultural, and psychological barriers that parents face in engaging with schools to foster meaningful partnerships in education.

Table 5 presents a Test of the significant relationship between the extent of parental involvement experienced by teachers and the level of challenges experienced by teachers in engaging the parents in school.

Table 5. Test of significant relationship between the extent of parental involvement experienced by teachers and the level of challenges experienced by teachers in engaging the parents in school

Variable	R	p-value	Interpretation
Extent of Parental Involvement Experienced by Teachers	.174	.057	Not Significant

In Table 5, the correlation analysis examines the relationship between the extent of parental involvement experienced by teachers and the level of challenges encountered by teachers in engaging parents in school. The correlation coefficient (r) is 0.174, and the associated p -value is 0.057. With a p -value of 0.057, the correlation is considered "Not Significant" at the conventional significance level of 0.05. This suggests that based on the available data, there is insufficient evidence to conclude that there is a significant relationship between the extent of parental involvement and the level of challenges faced by teachers in engaging parents. Therefore, we fail to reject the null hypothesis: There is no significant relationship between the extent of parental involvement experienced by teachers and the level of challenges experienced by teachers in engaging the parents in school.

Several studies have explored the relationship between parental involvement and teacher perceptions of challenges in engaging parents. For instance, a study by Henderson and Mapp (2002) found that while parental involvement is generally associated with positive outcomes in student achievement and school success, the nature and extent of parental involvement can vary significantly across different contexts. Additionally, research by Epstein (2010) emphasizes the importance of understanding the various barriers that may hinder effective parental involvement, including logistical constraints, cultural differences, and socioeconomic factors. These findings suggest that while parental involvement is generally beneficial, its impact on mitigating challenges faced by teachers in engaging parents may not always be straightforward or linear.

Table 6 presents the school's preferred programs to enhance parental involvement in School.

Table 6. School-preferred programs to enhance parental involvement in School.

Mean Interval	f	%
Parent-Teacher Seminar-Workshop	93	77.5
Family Literacy Programs	15	12.5
Volunteer Opportunities	58	48.3
School Hotline Number	13	18.8
Online Portals	20	16.7
Peer Support Groups	31	25.8
n = 120		

Table 6 shows the preferred programs chosen by schools to enhance parental involvement. Each program is listed along with its corresponding mean interval, frequency (f), and percentage (%).

Parent-Teacher Seminar-Workshop has the highest frequency and percentage among the listed options, with 93 responses, constituting 77.5% of the total responses. This indicates that the majority of schools prefer organizing seminars and workshops involving parents and teachers to promote parental involvement. These events likely provide opportunities for parents and teachers to discuss various aspects of their children's education and collaborate on strategies for student success. Volunteer Opportunities has a frequency of 58 and a percentage of 48.3%, volunteer opportunities rank as the second most preferred program. This suggests that schools value involving parents in volunteering activities within the school environment. Parents may contribute their time and skills to various school-related tasks, such as assisting in classrooms, organizing events, or participating in extracurricular activities, thereby fostering a sense of community and partnership between the school and families.

Moreover, Peer Support Groups have a frequency of 31 and a percentage of 25.8%, indicating that a considerable portion of schools opt for this program to enhance parental involvement. Peer support groups may involve parents coming together in small groups to share experiences, provide mutual support, and exchange advice on parenting and educational matters. These groups can serve as valuable forums for parents to connect, share resources, and build supportive networks. Family Literacy Programs, School Hotline Numbers, and Online Portals have relatively lower frequencies and percentages compared to the top three preferences. Family literacy programs, school hotline numbers, and online portals each serve specific purposes in facilitating parental involvement, such as promoting literacy skills, providing communication channels, and offering access to resources and information.

This finding is consistent with previous research emphasizing the significance of direct communication and engagement between parents and teachers as an effective means to enhance parental involvement (Clark, 2013; Epstein, 2011). Parent-teacher collaboration through seminars and workshops has been shown to improve parents' understanding of their children's educational needs and increase their active participation in school-related activities (Henderson & Mapp, 2002). Additionally, Volunteer Opportunities emerged as another favored approach, with 48.3% of schools expressing interest. This finding aligns with studies suggesting that involving parents in volunteer activities within the school setting can foster a sense of ownership and commitment, leading to increased parental engagement (Greenwood & Hickman, 1991; Hoover-Dempsey et al., 2005). Peer Support Groups also garnered significant interest, with 25.8% of schools preferring this approach. Research has highlighted the importance of peer support networks in facilitating parent involvement, as they provide a platform for sharing experiences, knowledge, and resources among parents, ultimately fostering a supportive community atmosphere conducive to parental engagement (Lawson & Lawson, 2013; Turney & Kao, 2009). Conversely, options such as Family Literacy Programs, School Hotline Numbers, and Online Portals received relatively lower preference rates, suggesting that while these methods may hold value in certain contexts, they may not be as widely favored among schools for promoting parental involvement.

Conclusions

Based on the findings of this study, it can be concluded that:

Teachers perceive a very high level of parental involvement in various aspects of their child's education and school life, to an overall positive extent. Parents are regularly engaged through meetings, progress updates, and valued participation. While some areas of involvement may be perceived as slightly lower, overall, parental engagement is seen as extensive and beneficial.

Additionally, the study underscores significant challenges teachers encounter in involving parents in school activities, including conflicting schedules, economic constraints, and geographical distance. Additionally, concerns about privacy, lack of awareness, cultural differences, and fear of judgment present obstacles. Addressing these barriers through targeted strategies is crucial for fostering meaningful parental involvement. By implementing flexible scheduling, providing financial assistance, promoting cultural sensitivity, and creating inclusive environments, schools can facilitate strong partnerships between parents and educators, ultimately improving student outcomes and school success.

Moreover, the analysis revealed that there is no statistically significant relationship between the extent of parental involvement experienced by teachers and the challenges encountered in engaging parents in school. Despite the lack of statistical significance, it's crucial to acknowledge the potential qualitative or contextual factors influencing this relationship. Further exploration through qualitative analysis may provide deeper insights into the nuances of this dynamic. This underscores the complexity of factors contributing to parental engagement challenges in the school environment. Moving forward, additional research and qualitative investigation are recommended to better understand these nuances and identify effective strategies for addressing challenges in parental engagement within schools. By gaining a deeper understanding of these dynamics, schools can develop targeted interventions to foster meaningful and effective parental involvement, ultimately benefiting student success and overall school outcomes.

Furthermore, schools prioritize programs that foster direct parent-teacher collaboration and community involvement to enhance parental engagement effectively. This highlights the preference for strategies fostering direct parent-teacher collaboration and community involvement. Overall, schools prioritize programs that encourage active engagement to effectively enhance parental involvement.

Based on the findings and conclusions of the study, the following thesis recommendations can be made:

Encourage activities that promote parent-to-parent interaction and engagement beyond formal meetings to address areas where parental involvement is perceived to be slightly lower. Additionally, provides opportunities for parents to volunteer within and outside of school to deepen their engagement. By strengthening these areas, schools can build upon the already positive perception of parental involvement among teachers, fostering stronger partnerships between home and school for student benefit.

Recognizing the challenges of conflicting schedules faced by parents, schools should consider flexible scheduling options for parent-teacher meetings, workshops, and school events. Offering alternative timings, evening sessions, or virtual options can facilitate greater participation from busy parents.

To mitigate economic constraints hindering parental involvement, schools can explore options for providing financial assistance or scholarships for school-related activities, field trips, and extracurricular programs. This ensures equitable access to opportunities for all families regardless of financial circumstances.

Schools should promote cultural sensitivity and inclusivity by acknowledging and respecting diverse cultural backgrounds and perspectives within the school community.

Based on schools' preferences for active engagement methods, educators and administrators should prioritize implementing Parent-Teacher Seminar-Workshops, Volunteer Opportunities, and Peer Support Groups. These programs should be tailored to address the specific needs and interests of parents and align with the school's goals for enhancing parental involvement.

Given the absence of a significant relationship between the extent of parental involvement and the challenges faced by teachers, further qualitative analysis is recommended to explore underlying qualitative or contextual factors influencing this relationship. Qualitative research methods such as interviews, focus groups, or surveys can provide deeper insights into the nuances of parental engagement dynamics.

Schools should actively collaborate with parents, community organizations, and other stakeholders to co-create initiatives and programs aimed at enhancing parental involvement. By fostering collaborative partnerships, schools can leverage collective expertise and resources to develop effective strategies that meet the diverse needs of families and promote student success.

Overall, by implementing these recommendations, schools can create a supportive and inclusive environment that fosters meaningful parental involvement, strengthens home-school partnerships, and ultimately enhances student outcomes.

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