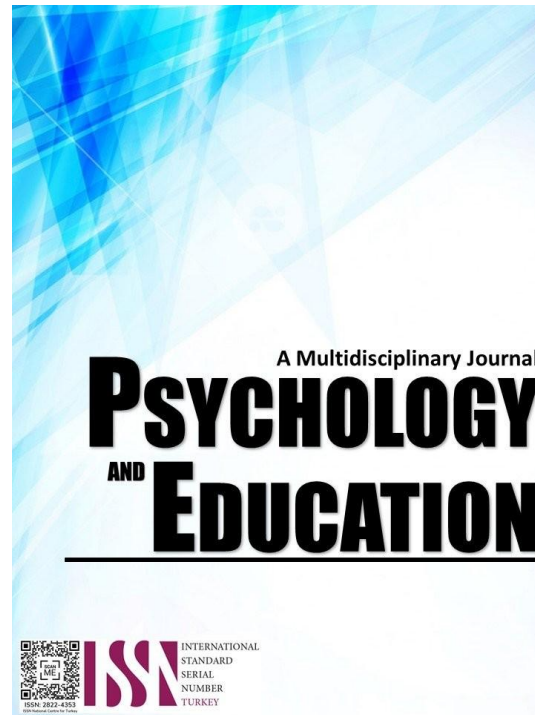


IMPACT OF PARENTAL INVOLVEMENT IN REDUCING DROP OUT RATES OF THE GRADE 5 AND 6 LEARNERS AT SAGUNDANON INTEGRATED SCHOOL



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Impact of Parental Involvement in Reducing Drop Out Rates of the Grade 5 and 6 Learners at Sagundanon Integrated School

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Abstract

This study investigates the impact of parental involvement on reducing dropout rates among grade five and six learners at Sagundanon Integrated School. Specifically, it examines the status of dropout rates in terms of number of dropouts, absenteeism, and causes; the level of parental involvement in key aspects such as communication with the school, home learning environment, participation in school activities, support for school policies, monitoring academic progress, encouragement, and collaboration with teachers; and the significant relationship between parental engagement and dropout rates. Using a descriptive-correlational research design, data were collected from 100 parent-respondents through survey questionnaires and analyzed using percentage, weighted mean, and Pearson Correlation Coefficient to determine the significance of relationships among variables. The findings indicate that in the academic year 2023-2024, five students dropped out, four of whom were male. Male students had higher absenteeism rates, with financial difficulties identified as the leading cause of dropouts, as 60% of respondents cited. The study also revealed that parents were actively engaged in their children's education, particularly in monitoring academic progress, supporting school activities, and collaborating with teachers. Statistical analysis confirmed a significant relationship (p -value = 0.04) between parental involvement and lower dropout rates, with greater parental engagement linked to improved attendance, higher promotion and retention rates, and increased student motivation and participation in school activities. These results highlight the crucial role of parents in fostering academic success and preventing student attrition. Based on these findings, the study recommends strengthening parental involvement initiatives through regular parent-teacher conferences, workshops, home visitation programs, and community-based support systems. Schools should implement targeted interventions for at-risk students, such as mentorship programs, financial assistance, and academic support services, particularly for male learners.

Keywords: *parental involvement, dropout rate, student retention, academic performance, absenteeism, school engagement, educational interventions, community support, learner motivation, socioeconomic factors*

Introduction

Reducing dropout rates remains a significant priority within the Philippine education system to ensure every pupil has an equitable quality education. School dropouts, particularly in rural communities, have been a persistent challenge that affects overall academic success and societal development. At Sagundanon Integrated School, this issue is particularly evident at the elementary level, where the previous school year recorded a 3% dropout rate among 412 learners. Specifically, 5% of the 108 Grade 5 and 6 learners dropped out. Various factors contribute to this problem, including personal factors such as a lack of motivation, poverty-related constraints like financial difficulties in sustaining daily school expenses, long travel distances, and early engagement in labor or household responsibilities.

The research investigates reducing dropout rates among Grade 5 and 6 learners at Sagundanon Integrated School. Addressing this issue is critical; parents' engagement significantly impacts pupil retention and intellectual success. Monitoring learners' progress, assisting with homework, and engaging in school activities are essential parental roles that reduce dropouts and enhance student performance. Without adequate parental support, learners are more likely to struggle academically and face challenges that may lead them to drop out of school.

To address this issue, the study investigates the purpose of parental involvement in reducing dropouts. Strategies such as parental monitoring of academic performance, active participation in school programs, and improved communication between parents and teachers will be explored. By identifying best practices and areas for improvement, this research aims to propose interventions that strengthen parental engagement and reduce dropout rates among Grade 5 and 6 learners.

Globally, the implications of school dropouts extend beyond academic loss, affecting economic stability and workforce sustainability. Potane (2024) states that a high dropout rate has severe socioeconomic consequences, including a diminished workforce, persistent poverty, and weakened national human capital. Additionally, dropouts often experience health-related challenges due to limited access to education on proper nutrition and wellness practices.

Hester (2019) highlighted that increasing global dropout rates, as reported by UNESCO's Global Education Monitoring (GEM) Report, continue to be a pressing issue. While secondary and tertiary education levels face higher dropout rates, many learners leave school before secondary education. Data from the World Bank indicate that approximately 20% of students in low and middle-income countries drop out before completing elementary education, with higher rates among marginalized communities.

In response to these concerns, international and local educational policies emphasize parental involvement as a key factor in preventing school dropouts. Research by Ressa and Andrews (2022) affirms that active parental engagement strengthens students' educational commitment. When parents consistently monitor and support their children's academic activities, dropout rates tend to decline. Furthermore, Amare and Simonova (2021) suggest that parental support enhances school retention and student performance through guidance, motivation, and teacher collaboration.

Parreno (2023) also emphasized that parents who prioritize and model the value of education positively influence their children's attitudes toward learning. Engaged parents help address academic and social challenges that may otherwise lead students to drop out. Moreover, active collaboration between parents and schools fosters interventions that mitigate risks associated with dropping out.

The research goals evaluate the dropout status among Grade 5 and 6 learners at Sagundanon Integrated School, focusing on absenteeism, reasons for leaving school, and the role of parents' engagement. In addition, it seeks to determine the degree of parents' engagement in localities, such as school connection, support from family, participation in school activities, adherence to school policies, and collaboration with teachers. By examining these aspects, the study will identify areas for improvement and propose strategies to enhance parental involvement.

Furthermore, this research will explore how parental involvement impacts key factors related to student retention, including attendance, academic performance, engagement in learning activities, discipline, and overall well-being. These findings give essential lessons to professors, school administrators, and lawmakers in developing intervention programs that strengthen parental support in education.

The study was conducted over a specified period, beginning with data collection from the respondents, including parents and students, followed by analysis and evaluation of the data. The implementation of proposed interventions will be monitored, and results will be assessed to determine their effectiveness in reducing dropout rates. The study's findings and recommendations will then be presented to relevant stakeholders for possible adoption and further action.

The research was assisted by DepEd Order No. 21, s. 2019 reinforces the importance of parental involvement in fostering student learning and retention. This directive outlines policies for strengthening school-family partnerships to improve student outcomes, reinforcing the necessity of engaging parents in their child's intellectual preparation to combat dropout rates effectively.

Research Questions

The research goal is to determine the impact of parents' engagement on reducing the dropout rates of Sagundanon Integrated School's grade five and six learners. Specifically, the study sought to answer the following questions:

1. What is the status of the dropout rate among grade five and six learners of Sagundanon Integrated School in terms of the number of dropouts, the absenteeism rate, and the causes of dropouts?
2. What is the level of parental involvement of the respondents in the education of the grade five and six learners in terms of: communication with school, home learning environment, participation in school activities, support for school policies and programs, monitoring academic progress, encouragement and motivation, and collaboration with teachers?
3. Is there a significant relationship between the level of parental involvement and the status of dropout rate among grade five and six learners?

Methodology

Research Design

The research utilized a descriptive-correlational method. Specifically, the descriptive method applied of this research in deliberation of the focal variables of research as to the status of dropout rate among grade five and six learners of Sagundanon Integrated School in terms of number of dropouts, absenteeism rate and causes of dropouts, the level of parental involvement of the respondents in the education of the grade five and six learners in case of connection towards the school, home learning environment, participation in school activities, support for school policies and programs, monitoring academic progress, encouragement and motivation and collaboration with teachers, the extent to which the parental involvement impact the reduction of dropout rates of the grade five and six pupils in terms of attendance rate, promotion and retention rate, reduction of absenteeism, academic performance of learners, pupil engagement and participation, reduction in disciplinary issues, pupils' social and emotional well-being, enrollment rate and completion of elementary education and the development of educational materials addressed to the parents to improve their parents engagement towards the reduction of dropout rate among grade five and six learners.

Moreover, the correlational method applied in this research established and examined the significant relationship between the respondents' level of parental involvement in the education of grade five and six learners and the status of dropout rates and the important connection between the degree of parents' engagement in education in grade five and six learners and its impacts on reducing dropout rates.

Respondents

The research's focal respondents and data sources were in two major groups. The first group comprised the selected parents of grade

five and six learners of Sagundanon Integrated School. Then, the second group of respondents was selected from grade five and six learners of Sagundanon Integrated School. The parent-respondents served as the primary data sources on the demographic profile of parents, level of parental involvement, and impacts of parental involvement on reducing dropout rates among grade five and six learners. On the other hand, the pupil-respondents were the subjects for the pertinent research data on the status of the dropout rate of grade five and six learners.

Both groups of respondents were selected using the purposive sampling method. The major criteria for the purposive selection and inclusion of parents in the study were their level of parental involvement and common experiences in mentoring their children. On the other hand, the pupil-respondents were selected based on the major purposive criteria of their level of academic performance, attendance rate, and retention rate.

Instrument

The research instrument for this study, "Assessing the Level of Parental Involvement in the Education of Grade Five and Six Learners," was adapted from the Parental Involvement Rating Scale (PIRS) developed by C. Naseema and K. Abdul Gafoor. The PIRS evaluated nine components of parental involvement: encouragement, aspiration, acceptance, decision-making, attention, guidance, influence, care for physical fitness, and provision of physical facilities. Each component comprises statements rated on a scale from 'Always True' to 'Never True,' allowing for a comprehensive assessment of parents' involvement in their children's learning.

Procedure

Before conducting this research, the researcher attended first to the honorable deliberations and quality of research. These honorable situations included securing consent from the school principal of the selected elementary school, the Sagundanon Integrated School, and the division research committee. The researcher personally sent a letter request to education leaders and respective authorities. In addition, the researcher also sent informed consent forms to the parents of selected grade five and six pupils subjected to the research. The parents were also given assurance that the provisions of the Data Privacy Act should be applied to protect the said people and the well-being of their children while being dominated in investigated.

Upon directing the moral deliberations and quality of research, the researcher proceeded to implement the primary data-gathering methods and procedures. This study procedure was aligned with focal research objectives to secure data accuracy, credibility, and accessibility. Then, for problem one, the demographic profile of the parents in terms of age, sex, educational attainment, occupation/livelihood, and average monthly income was assessed, and the researcher administered survey questionnaires to the parent respondents. Meanwhile, for problem two, on the level of parental involvement of the respondents in the education of grade five and six learners, survey forms were also distributed for filling up by the parent participants. Finally, for problem three on the level of parental involvement and the status of dropout rates of the grade five and six learners, the researcher referred to the Student Tracking System and gathered data on the learners' performance by resorting to teachers' records.

Data Analysis

The research employed descriptive statistics and correlation analysis. Thus, for problem one on the status of dropout rate among grade five and six learners of Sagundanon Integrated School regarding number of dropouts, absenteeism rate, and causes of dropouts, the important data would be treated using the percentage method under the descriptive statistics. Meanwhile, for problem two on the level of parental involvement of the respondents to the education of grade five and six learners in terms of communication with the school, learning home environment, participation in school activities, support for school policies and programs, monitoring academic progress, encouragement, motivation and collaboration with teachers, the researcher would utilize frequency count and weighted mean under descriptive statistics.

However, for problem 3, which concerns the important connection between the level of parental involvement of grade five and six learners and the status of dropout rates, the researcher would employ Correlation Analysis.

Results and Discussion

The section analyzed and presented results of the study on the status of dropout rate among grade five and six learners of Sagundanon Integrated School, the parental involvement level of respondents towards the education of grade five and six learners, the significant relationship between the level of parental involvement of the respondents to the education of grade five and six learners and the status of dropout rates, the extent to which the parental involvement impact the reduction of dropout rates of the grade five and six learners, meaningful connection of the level of parents' participation to the education of grade five and six learners and its impact to the reduction of dropout rates and the educational materials addressed to parents could be developed to enhance their parental involvement towards the decrease in dropout rate among grade five and six learners.

The Status of Dropout Rate among Grade five and six Learners of Sagundanon Integrated School

The analytical system for the study started with the examination of the dropout prevalence of the grade five and six learners of the research locale.

Table 1. *Number of Dropouts (SY 2023-2024)*

<i>Respondents</i>	<i>Dropouts</i>
Male	4
Female	1
Total	5

Table 1 shows data on the number of dropouts in Sagundanon Integrated School. Five dropouts, four male and one female, were reported during the academic school year 2023-2024.

The findings only imply that five dropouts pose salient and crucial implications for the school policy and practice. This total of dropouts reflects serious systemic issues within the school, community partners, and societal stakeholders supporting the learning community that must be collaboratively addressed. These systemic issues behind the dropout rate include inadequate access of learners to educational support, limited parental engagement, and external problems such as poverty and economic adversities. In response, the teachers and school leaders could use the data on the dropout rate to conceptualize and formulate adequate resources and interventions, such as counseling and parental collaboration, to help minimize the dropout rate. Moreover, school administrators and policymakers could also utilize the school dropout rate findings as a guide for curriculum adaptation and enhancement to help the diverse needs of pupils at risk of dropping out.

Table 2. *Absenteeism Rate in Grade 5 (SY 2023-2024)*

<i>Respondents</i>	<i>Number of Absences</i>
Male	584
Female	441
Total	1,025

The data showed that most absences were higher among male grade five pupils, with 584 absences in school year 2023-2024, while the remaining 441 absences were identified among female pupils. Therefore, there were more male absentees than females in the school year 2023-2024.

These findings only imply that the higher rate of absences among male students (584) compared to female students (441) could pose crucial implications for the efforts of the school to address gender-specific issues and problems related to school attendance. The diversity in absences may relate to gender-based aspects such as distinctive levels of learning interest and motivation of the male and female learners, or it could imply the extent of more profound societal issues and problems that disproportionately impact learners' gender. For instance, male learners would be more likely to encounter problems such as behavioral issues, poor academic interest and motivation, and external aspects such as involvement in family chores and responsibilities, and early employment or child labor practices. Delving into the problems related to the absenteeism rate among learners could urge and guide school leaders and educators to tailor interventions to the needs.

Table 3. *Absenteeism Rate in Grade 6 (SY 2023-2024)*

<i>Respondents</i>	<i>Number of Absences</i>
Male	468
Female	465
Total	933

The results showed that 468 of the 465 absences among grade six learners in the school year 2023-2024 were identified among male pupils, while the remaining 465 absences were identified among female pupils. Therefore, there were more male absentees in grade six than females in the school year 2023-2024.

It implied that the grade five pupils have a higher rate of absenteeism than the grade six learners in the school locale within the school year 2023-2024. It could be justified by diverse academic, developmental, and social factors affecting learners' attendance. It implied that grade five learners tended to commit absenteeism because they underwent transitional stages between early and middle childhood. Hence, they face changes and problems adjusting to academic and developmental transitions. Meanwhile, grade six learners would have a lower absenteeism rate than grade five learners as they would be more trained and honed in adjustments to diverse educational and social changes as they undergo higher levels and stages of education.

Table 4. *Causes of Dropout*

<i>Indicators</i>	<i>Frequency</i>	<i>Percentage</i>
Personal factors like the laziness of pupils	20	20
Poverty-related factors such as lack of financial support for daily school expenses	60	60
Distance of home from school	10	10
Involvement in child labor practices or early occupation	10	10
Total	100	100

Table 4 indicates the causes of dropout among Sagundanon Integrated School learners. Parents provided the data sources for this objective. Thus, almost all respondents, or 60%, claimed that poverty-related factors, such as lack of financial support for daily school expenses, were the significant causes of dropout among the learners.

These results only implied that poverty-related factors were identified as the primary cause of dropout among learners, as poverty might create serious and crucial barriers and multiple setbacks and problems that adversely affect and limit students' attendance, class participation, and performance. Learners who belong to families from poverty thresholds were more vulnerable to serious issues such as poor access to resources and financial capacities to sustain educational services. Typically, learners in the dropout rate belonged to poverty-stricken families and communities, particularly those pressured by the need and demand to engage in early employment or youth labor practices.

The findings suggested that while parental involvement in guidance and providing a structured environment exists, the overall level of engagement could be stronger. The highest rating for prioritizing homework over leisure showed a clear recognition of the importance of education, but further steps could include consistent scheduling, create optimal learning spaces, and encouraging academic engagement outside of school.

The overall Involved score might suggest that while many parents took steps to support their children's education, some challenges might hinder them from fully optimizing their engagement. These challenges could stem from a lack of time, resources, or awareness of the best practices for supporting their child's learning needs at home.

Therefore, schools and communities should consider initiatives that provide more structured guidance for parents to foster better learning environments at home. It could involve practical workshops, resources on creating a conducive learning environment, and strategies to help balance leisure and academic priorities at home.

Table 5. *Home Learning Environment.*

<i>Indicators</i>	<i>Weighted Mean</i>	<i>Interpretation</i>
I monitor and guide my child/children in homework and assignments.	2.7	Involved
I motivate my child/children to engage in reading and academic activities outside the school.	2.7	Involved
I ensure that my child/s/children's learning tasks are conducted in a conducive learning environment at home.	2.9	Involved
I set a clear and specific schedule for home-based learning sessions for my child/children.	2.8	Involved
I remind my child/children to prioritize home learning tasks before engaging in leisure and play.	4	Highly Involved
Grand Mean	3.02	Involved

Legend: 5 (4.50–5.00) – Very Highly Involved; 4 (3.50–4.49) – Highly Involved; 3 (2.50–3.49) – Involved; 2 (1.50–2.29) – Poorly Involved; 1 (1.00–1.49) – Very Poorly Involved.

The findings showed that, in general, the parent-respondents were involved to a moderate extent in their children's education in grades five and six in terms of home learning environment, with a grand mean of 3.02, interpreted as involved.

These findings only implied that parental involvement in the home learning environment could pose salient implications to the education of grade five and six learners. The implications of parent-initiated home learning environment and support were far-reaching in influencing the learners' educational, socio-emotional, and overall well-being. Long (2023) described family involvement as inclusive of parental mentoring of learners, home learning tasks, participation in extracurricular programs, and coping with the learners' academic progress. Sufficient parental support and engagement can foster motivation and engagement among their children in accomplishing homework and other integral learning tasks and activities. Moreover, parental support in the home learning environment paved the way for different forms of integral opportunities, such as reinforcing academic competencies, awareness, and understanding of the learners' learning styles and skills, and providing a profound emotional and educational support system.

It was also found that the leading practice of the parent-respondents in terms of home learning environment was reminding the child/children to prioritize home learning tasks first before engaging in leisure and playing, which gained the highest mean of 4, or highly involved.

It implied that parents were committed to consistently reminding their children to prioritize home learning tasks before leisure and playing because they valued the guidance for their children towards dedicated, accountable, and disciplined learning habits and practices. Moreover, the parents' commitment to guiding their children towards responsible home learning could also be justified by the sufficiency of collaboration and interaction with their children's teachers. Typically, teachers provided mandates, updates, reminders, and orientation on the accurate practices to employ and accomplish in support of home learning engagements of the children.

It was also revealed that the least practiced of the parents under home learning environment were monitoring and guiding their child/children in homework and assignments, and motivating their child/children to engage in reading and academic activities outside the school, which both gained the highest mean of 2.7, interpreted as involved. These results only implied that their children's poor parental engagement in homework, reading, and academic activities could be justified by the prevalence of crucial factors and aspects

such as demanding work schedules and high engagement in occupation and socioeconomic activities that reduced the availability of their time for their children. Moreover, other factors that limit and impede parental engagement and support for their children's homework and reading endeavors include the limited literacy rate of parents, restricted access to support resources, cultural and linguistic barriers, and physical fatigue.

Table 6. *Participation in School Activities*

<i>Indicators</i>	<i>Weighted Mean</i>	<i>Interpretation</i>
I participate as a volunteer in a variety of school events and programs.	3.3	Involved
I support simple activities and programs in the classroom, guided by the class advisers.	3.45	Involved
I am involved in Parent-Teacher Associations.	4.9	Highly Involved
I joined and volunteered at a performance school.	3.3	Involved
I participate in sports activities for stakeholders.	2.6	Involved
I extend support to a variety of student activities.	3.1	Involved
Grand Mean	4.13	Highly Involved

Legend: 5 (4.50–5.00) – Very Highly Involved; 4 (3.50–4.49) – Highly Involved; 3 (2.50–3.49) – Involved; 2 (1.50–2.29) – Poorly Involved; 1 (1.00–1.49) – Very Poorly Involved.

Table 6 presents the data on parents' participation in school activities. It was found that, in general, the parent-respondents were highly involved in school activities, with a grand mean of 4.13. These findings only implied that parents were actively involved in school activities because of the factors influencing parental support for their children's education. These factors included the parents' commitment towards the academic achievements of their children, dedication to providing support and guidance to their children's learning, and the goal of strengthening the parent-teacher partnership. Parental involvement in school activities and programs exposed them to opportunities that enhance their harmonious relations with fellow parents, teachers, school leaders, and other stakeholders to provide comprehensive support systems for their children's education. Rymanowicz (2021) stressed the importance of engaging families in meaningful ways to support the education and growth of the learners. Family support makes children feel supported by their parents, caregivers, guardians, and family members.

It was also found that the leading involvement of the parents in school activities was in terms of participation in Parent-Teacher Associations, which obtained the highest mean of 4.9, or very highly involved. It implied that most parents were committed to participating in and supporting PTA activities because PTA served as the most established, familiar, time-tested, and functional avenue connecting parents to school programs and advocacies, especially in partnership with the teachers. Moreover, PTA conferences and activities were highly informative for the parents regarding varied and diverse aspects of school programs and learners' education that required their support systems and services.

The findings also showed that the least response was participation in sports activities for stakeholders, which gained the lowest mean of 2.6, interpreted as involved. It was the least response because most parents were preoccupied with their livelihood, occupation, and socioeconomic activities, limiting their time for sports engagements in special school programs and events. Moreover, most parents have limited skills in engaging in modern sports, as many were raised exposed to more traditional or manually conducted games or physical activities.

Table 7. *Support for School Policies and Programs*

<i>Indicators</i>	<i>Weighted Mean</i>	<i>Interpretation</i>
I adhere to school policies and standards involving learners' education.	3.2	Involved
I obey the school provisions regarding my children's education and discipline.	4.9	Very Highly Involved
I participate in the collaborative decision-making system to address issues in children's learning.	2.9	Involved
I support the extracurricular activities of my child/children.	3.2	Involved
I participate in enrichment programs in school.	2.6	Involved
Grand Mean	3.36	Involved

Legend: 5 (4.50–5.00) – Very Highly Involved; 4 (3.50–4.49) – Highly Involved; 3 (2.50–3.49) – Involved; 2 (1.50–2.29) – Poorly Involved; 1 (1.00–1.49) – Very Poorly Involved.

Table 7 indicates the data on the parents' involvement in supporting school policies and programs. The outcomes presented that parent-respondents involved in the education of learners in supporting school policies and programs, with a grand mean of 3.36, or were involved. It signified that enough involvement of parents in school policies and programs was helpful to parents who genuinely committed to reviewing and understanding school policies and programs as to whether or not these policies or programs could benefit their children's education. Butawan (2020) sought to develop and implement an intervention program that would eradicate the dropout rate and extend support systems to at-risk students. In addition, parents were also encouraged to participate in school programs and policies to ensure and improve the transparency systems involved in these collaborative programs.

It was also found that the leading practice of the parents in supporting school policies and programs was obeying the school provisions regarding their children's education and discipline, which gained the highest mean of 4.9, or very highly involved. It was the identified leading response because the parents' compliance with school provisions and policies was significantly intended to help children's

learning. Moreover, parents' adherence to school guidelines and provisions in education allowed them to personally know and understand the functions of school programs and policies that could contribute to their children's learning.

Table 8. *Monitoring Academic Progress*

<i>Indicators</i>	<i>Weighted Mean</i>	<i>Interpretation</i>
I check and assess the grades of my child/children.	4.9	Very Highly Involved
I check and examine the progress reports of my child/children.	4.9	Very Highly Involved
I consult my child's class adviser to discuss important matters pertinent to grades and academic performance.	3.3	Involved
I motivate and praise my child for every learning achievement.	4.8	Very Highly Involved
I raise concerns regarding my child's academic standing to the school head and leaders.	4.5	Very Highly Involved
Grand Mean	4.48	Highly Involved

Legend: 5 (4.50–5.00) – Very Highly Involved; 4 (3.50–4.49) – Highly Involved; 3 (2.50–3.49) – Involved; 2 (1.50–2.29) – Poorly Involved; 1 (1.00–1.49) – Very Poorly Involved.

It showed. Generally, the parent-respondents were involved to a great extent in their children's education in terms of monitoring academic progress, with a grand mean of 4.48, interpreted as highly involved. These results indicated that parents need to observe their children's progress to determine the needs, demands, and capabilities that require parental support systems. Parents employed various methods and practices to monitor and guide intellectual development. Thus, these include parents' attendance at parent-teacher conferences to gain regular updates on pupils' status in academics, accomplishments, and attendance. Parents also needed to review their children's homework, projects, and other learning tasks and engagements to track how well their children developed skills and what additional support could be provided. In addition, parents also gained a view of the academic progress of the children's development by reviewing and analyzing the results of standardized tests and learning assessments. Brooks (2019) emphasized that surveys and assessments showed that parents' engagement was always included with learners' academic success, and this victory was not only due to teachers' efforts. Family support helps children in their improvement stages toward the educational domains and academics.

It was also revealed that the leading practices of the parents in monitoring academic progress included checking and assessing the grades of their child/children and checking and examining progress reports of their child/children, which both obtained the highest mean of 4.9, interpreted as very highly involved. These results only imply that parents need to observe their children's academic progress because they want assurance that their children have developed standard competencies and meet the educational standards. Parents knew that the academic grades were concrete and salient indicators of the children's performance, competencies, and status. By reviewing the average ratings of their children, the parents would detect areas where their children were encountering learning difficulties and required interventions and support.

However, the least practiced in monitoring academic progress was consulting the class adviser of their child/children to discuss important matters pertinent to grades and academic performance, with the lowest mean of 3.3 involved. Parents must consult and communicate with their child's class adviser to keep updated on the learners' educational development, strengths, and weaknesses that require interventions. Consultation with the teacher enabled parents to gain more precise and in-depth insights and understanding of their children's performance beyond the report cards and assessment results. Communication with the class adviser allowed parents to access pertinent information on their children's disciplinary status, behavior, socialization, and overall educational and social engagements.

Table 9. *Encouragement and Motivation*

<i>Indicators</i>	<i>Weighted Mean</i>	<i>Interpretation</i>
I motivate my child to pursue and sustain educational opportunities and learning activities.	4	Highly Involved
I guide and support my child in developing good study habits and learning practices.	3.45	Involved
I remind my child to set and practice discipline in daily school activities.	3.4	Involved
I use rewards to motivate my child to pursue learning achievements.	2.8	Involved
I exemplify genuine interest in my child's learning activities, experiences, and achievements.	4.1	Highly Involved
Grand Mean	3.55	Highly Involved

Legend: 5 (4.50–5.00) – Very Highly Involved; 4 (3.50–4.49) – Highly Involved; 3 (2.50–3.49) – Involved; 2 (1.50–2.29) – Poorly Involved; 1 (1.00–1.49) – Very Poorly Involved.

This finding showed that, in general, parent-respondents were found to a great extent in their children's education about encouragement and motivation, which gained a grand mean of 3.55, or highly involved. It signified that parents find the need to offer encouragement and motivation to their children to help build confidence among the learners. Parents' initiative to provide positive reinforcement to their children directly leads to boosting self-esteem and efficacy towards learning. Positive reinforcement and motivation from the parents helped the children associate learning engagements with enjoyment and achievements. Parents' interest and commitment towards education reflected and exemplified the same educational motivation that children imbibe and adopt for themselves in learning.

It was also found that the leading practice in terms of encouragement and motivation exemplified genuine interest in the child's learning

activities, experiences, and achievements, which gained the highest mean of 3.55, or highly involved. It signified that parents exemplified genuine interest and concern towards the learning tasks of their children, activities, and experiences by engaging in meaningful conversations with their children about the school activities and outcomes for the day. Chen (2022) explained that consistently and efficiently including families, especially parents, leads to a higher chance of helping and developing the academic development of the pupils. The interests and values of respective families in learning also constructively impacted the children's learning attitude, inspiration, and dedication. Another concrete and specific way parents could model or exemplify genuine interest in their children's education was by participating in school programs and events. Seeing parents eagerly engaging in activities in school was exemplary and motivational for the children. Moreover, another way parents encouraged and motivated their children was to celebrate their children's learning achievements, whether big or small, to boost learners' motivation further.

The lowest mean of 2.8 was carried by outcomes such as using rewards to motivate children to pursue learning achievements, interpreted as involved. It signified that the parents were poorly absorbed in using rewards for their children's learning due to several reasons, such as uncertainty of the effectiveness of rewards in sustaining long-term learning interest and motivation among the learners. Another justification for parents' less preference for rewards was unfavorable for the learners, as this could lead to a lack of genuine learning efforts among children unless rewarded physically or materially. In addition, parents also relied more on using other forms of motivational strategies, such as positive discipline, praise, and verbal encouragement, rather than using physical or tangible rewards.

Table 10. *Collaboration with Teachers*

<i>Indicators</i>	<i>Weighted Mean</i>	<i>Interpretation</i>
I connect with my child's teachers to address issues involving my child's learning.	4.85	Very Highly Involved
I collaborate with the teachers in formulating individualized learning plans.	1.8	Poorly Involved
I collaborate with the teachers in applying interventions to address my child's learning difficulties.	3.3	Involved
Grand Mean	3.31	Involved

Legend: 5 (4.50–5.00) – Very Highly Involved; 4 (3.50–4.49) – Highly Involved; 3 (2.50–3.49) – Involved; 2 (1.50–2.29) – Poorly Involved; 1 (1.00–1.49) – Very Poorly Involved.

These findings showed that parent-respondents were included in children's learning in grade two regarding collaboration with teachers, with a grand mean of 3.31, translated as involved. It only implied that families found the need to collaborate with their child's teachers to ensure consistent support systems for the children in both classroom learning and home learning. Teachers also served as the primary sources of valuable data, information, and insights into children's educational standing and performance that families could use and address. Moreover, the cooperation of parents and teachers leads to more efficient yet practical identification and assessment of the children's actual and practical learning needs, demands, and challenges that the educators and parents could collaboratively address.

The findings also presented the leading practice of parent-respondent collaboration with teachers, which involved connecting with my child's teachers to address issues involving my child's learning, with the highest mean of 4.85, interpreted as very highly involved. It signified parents had access to diverse ways, practices, and platforms to connect with the teachers and address problems in their child's learning, such as through regular conferences, phone communication, access to school websites and digital portals, use of written communication forms or letters, in-person meeting and involvement in school events and programs.

The last response, however, was collaborating with the teachers in formulating individualized learning plans, with the lowest mean of 1.8, interpreted as poorly involved. Reist (2022) promoted the vitality and indispensability of sustainable collaboration of support of parents and the development of children's literacy at school age. Daly (2022) stressed that fostering good and healthy partnerships with stakeholders was beneficial in attaining a better-quality literacy development program for the learners. Stakeholders' cooperation was also vital in augmenting the support systems and services that defined the foundation of learners' literacy development. It implied that a lack of knowledge and awareness of the parents on the nature, objectives, and importance of these plans could justify the poor engagement of parents in the formulation of individualized learning plans. Without knowledge of the IEP, parents typically lack the interest and motivation to be practically involved in developing these plans.

The Important Connection of Level of Parents' Engagement Towards the Respondents to Education of the Grade Five and Six Learners and the Status of Dropout Rates

The systematic research also included a discussion of the potential relationship between the level of parents' engagement and the current status of the dropout rate among the learners in the school locale.

Table 11. *Test for the Significant Relationship between the Parental Involvement Level and the Status of Dropout Rate*

<i>Variables</i>	<i>p-value</i>	<i>Interpretation</i>
Parental Involvement Status of Dropout	0.04	Reject the null hypothesis

Table 11 presents data on the relationship between the degree of parents' engagement and the dropout rate among the learners. A p-value of 0.04 shows an important connection between the degree of parents' engagement and the dropout rate of pupils.

The results showed an essential connection between stages of parent-respondent engagement that support parent-respondents and the dropout rate in school. It only implied that the salient correlation can be proven by the situation in which parents serve as the primary sources of diverse support systems that learners need to retain and continue their learning engagements. These support systems included emotional support, academic monitoring, setting clear expectations, improved communication systems, and fostering a sense of belongingness among their children. Parental involvement often highlights and emphasizes the provision of socio-emotional support and motivation for their children, fostering better opportunities for educational accessibility and continuity. Parents' active and constructive roles in children's education conveyed the message that learning was one of the most important; dropping out of school should not be one of the options in life.

Conclusions

From the results, the following conclusions were drawn:

This research confirmed that dropout rates among grade five and six learners at Sagundanon Integrated School are influenced by absenteeism, with male students exhibiting higher rates of absences. Financial constraints were identified as the primary reason for dropouts, emphasizing the impact of economic challenges on student retention. These findings highlight the need for targeted interventions, particularly for at-risk male students, to address attendance issues and mitigate the effects of poverty on education.

Parental involvement was one crucial component in supporting pupils' intellectual achievement and reducing dropout rates. Parents actively communicated with the school, monitored children's academic progress, participated in school activities, and collaborated with educators and mentors. The involvement in these areas significantly improved student attendance, promoted retention, and encouraged motivation toward school activities. The study highlights the significance of promoting stronger parent-school connections in ensuring sustained parental engagement in student learning.

Furthermore, the statistical analysis established connections between parents' involvement and reduced dropout rates. Increased parents' observation and encouragement were related to excellent attendance, improved scholastic performance, and enhanced pupil engagement. These findings suggested that strengthening parents' engagement initiatives served as a bridge in promoting strategies to address dropout concerns. Schools should implement programs that encourage active parental participation and secure pupils' access to vital support to continue school and achieve academic success.

Through the process of findings of the research, the following recommendations were made:

Schools may develop initiatives that enhance parental engagement, such as regular parent-teacher conferences, workshops on adequate home learning support, and training on monitoring academic progress. Encouraging active participation in different school activities and reinforcing the significance of communication between parents and teachers could further support student retention and academic success. Additionally, home visitation programs should be implemented to reach out to families with limited involvement in their children's education.

Since male students exhibited higher absenteeism and dropout rates, schools should implement gender-responsive interventions such as mentorship programs, counseling services, and peer support groups. Schools can also introduce specialized learning interventions, such as after-school tutoring, remedial classes, and interest-based activities, to encourage student participation and motivation. Additionally, financial assistance programs, such as school-based feeding initiatives, scholarships, and the provision of school supplies, should be explored to address poverty-related dropout causes.

To provide additional support services for struggling students, schools, non-governmental organizations, and local government units should cooperate more closely. Community outreach programs that offer livelihood opportunities for parents, financial aid, or incentives for consistent student attendance could help reduce dropout rates. Schools should also work with local businesses and civic organizations to provide scholarship grants or sponsorships for needy students.

Schools might establish a comprehensive support system that includes academic, emotional, and social assistance for students at risk of dropping out. Guidance and counseling programs should be enhanced to address students' emotional and behavioral concerns. Additionally, schools should create student leadership and engagement programs to foster a sense of belonging, making learners more invested in their education.

Schools might conduct awareness campaigns targeting parents and students to emphasize the long-term benefits of education. Seminars and advocacy programs should be organized to educate parents about their vital role in preventing dropouts and promoting student success. Schools could also launch information drives through social media, radio programs, and community meetings to spread awareness about the importance of regular school attendance.

Future studies might explore other factors contributing to dropout rates, such as mental health issues, learning difficulties, and family-related challenges. Additionally, research should be conducted on the effectiveness of implemented interventions to assess their impact on dropout reduction and academic performance.

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