

## Parental engagement towards improved academic achievement among students

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### Abstract

**Aim:** This study examined the extent of parental engagement in improving students' academic achievement and analyzed how parents' demographic characteristics influence their involvement in educational processes. It also aimed to develop a parental engagement program to strengthen home-school collaboration.

**Methodology:** The study employed an embedded mixed-method design. Data were collected from 343 parents selected through stratified random sampling using a validated structured questionnaire (Cronbach's alpha = .938), supported by focus group discussions and interviews for qualitative insights.

**Results:** Findings revealed that parental engagement across learning tasks, follow-up activities, parent-teacher conferences, and school-related activities was generally at a moderate level. While parents showed willingness to support their children's learning, their involvement was constrained by time limitations, limited educational background, and communication barriers. Significant differences in engagement were observed based on age, number of children, educational attainment, and income. Key challenges included financial instability, demanding work schedules, and limited access to learning resources.

**Conclusion:** The study highlights the need for structured and inclusive parental engagement initiatives. The proposed program provides practical strategies to enhance home-school collaboration, support parents' capacity to assist learning, and improve students' academic outcomes.

**Keywords:** *academic achievement, parental engagement, parental involvement program*

### INTRODUCTION

Parents' involvement in their children's education is critical to enhancing students' academic performance and overall development across educational systems worldwide. However, parental involvement extends beyond merely attending school meetings or fulfilling school-related obligations; it includes actively supporting learning at home, participating in school activities, and maintaining regular communication with teachers. Parental involvement positively influences students' academic performance, motivation, behavior, and learning outcomes across a wide range of countries (Lin, 2025; Omar, 2024). With the growing emphasis on collaborative and learner-centered approaches, families are increasingly recognized as key partners in supporting students' education and holistic development.

Despite its significance, parental engagement continues to face numerous challenges worldwide. Socioeconomic and environmental factors contribute significantly to these challenges. Several studies indicate that parents with lower educational attainment, unstable employment, and limited access to educational resources often struggle to participate actively in their children's education (Quimpang et al., 2025). These challenges are particularly evident in developing countries, where families must balance financial demands with their educational responsibilities. Consequently, although parents may wish to support their children's education, sustaining such involvement can be difficult.

In the Philippine context, parental engagement remains a significant concern within the educational system. Many Filipino parents face financial difficulties and demanding work schedules, which limit their ability to participate in school-related activities and support their children's learning at home. Furthermore, the prevailing perception that schools and teachers bear the primary responsibility for educating children often conflicts with the principle of shared

responsibility between schools and families. As a result, schools continue to encounter challenges in establishing strong parent-school partnerships despite efforts to encourage parental participation in their children's academic success.

At the local level, the researcher, as a teacher in the Department of Education (DepEd), has observed varying levels of parental engagement within the school community. Some parents actively communicate with teachers and provide learning support at home, while others face challenges in maintaining consistent involvement due to time constraints, work commitments, and limited educational resources. These differences in parental engagement appear to influence learners' academic performance, participation, and motivation in classroom settings. Such observations underscore the need to better understand the specific challenges parents encounter within the local educational context.

Numerous studies have examined the benefits of and barriers to parental engagement; however, further context-specific and data-driven research is needed to determine the extent to which parental characteristics influence levels of engagement within local school communities. There is also limited research focused on developing interventions that strengthen school-family collaboration in specific Philippine settings. Therefore, this study aims to describe the level of parental engagement in children's education and identify the barriers parents encounter; develop a systematic initiative to support parental involvement and strengthen family-school collaboration; and provide practical assistance to families while promoting equitable and inclusive educational opportunities for their children.

## Review of Related Literature and Studies

### Attributes of Parents

The attributes of parents, such as age, educational level attained, employment status, economic status (income and wealth), and number of family members, can greatly affect how much and how well parents participate in their child's learning (Kim & Kim, 2023; Jaynes, 2022). Studies have generally shown that parents who are more educated and have a more stable economic status generally provide more academic guidance and resources for their children (Guo et al., 2024). In contrast, limited income, larger families, and multiple jobs may reduce the extent to which parents can participate in their child's education (Lopez & Guerrero, 2023). Some studies, however, have indicated that access to and the ability to provide support do not necessarily mean that parents are motivated and able to support their child's education. In other words, parental involvement is influenced by both structural and personal factors, demonstrating that the home learning environment is complex and can affect the academic growth of students (Ma et al., 2024).

### Extent of Parental Engagement

The term refers to the engagement of parents in the education of their children through a range of activities. This includes helping children with schoolwork, keeping track of their children's academic performance, interacting and communicating with their children's teachers, and engaging with their children's school through various other means (Seo & Lee, 2024). Research has shown that the degree of parental engagement helps improve the quality of learning that children receive in their home environment and reinforces the learning they receive in the classroom.

There is a growing body of evidence demonstrating that providing opportunities for parental engagement is directly correlated with improved academic performance, increased motivation, and overall well-being among students (Ma et al., 2024). Children whose parents actively participate in their learning experience through regular engagement with them and with their teachers demonstrate higher levels of academic engagement and achievement than students whose parents do not participate in the educational process.

Effectiveness of parental engagement may depend on a number of factors, including the academic needs of the child and the support provided by both the parents and the school. Although parental engagement has proven effective, many parents face various barriers that limit their capacity to engage regularly in their child's education (Lopez & Guerrero, 2023; Hamad et al., 2024). Parents from families experiencing financial strain and time constraints are among the most affected.

In order to reduce these barriers, it is important for schools to develop systems that facilitate meaningful parental participation in their children's education (Epstein et al., 2021). Communication strategies, parental support programs, and access to needed resources are just a few ways schools can strengthen the parent-teacher partnership and provide the necessary support for both parents and teachers. Research suggests that parental engagement is influenced by both family-related factors and the level of institutional support provided by schools.

### Challenges Faced for Students' Improvement

Parental engagement is important for student achievement, but it can be challenging for many reasons, including lack of time, low literacy levels, poverty, socioeconomic stress, negative school experiences, and the digital divide. While there is a substantial body of literature documenting the various barriers that affect parents' ability to engage in their child's education, two major themes emerge from the literature. Some authors focus on structural barriers, such as poverty and limited availability to spend time with their children due to work commitments. Other authors emphasize psychological and experiential factors, such as low self-esteem and negative school experiences, as equally important barriers to parental engagement in their child's education.

These barriers can affect parents' confidence and perceived ability to engage meaningfully in their child's education and, consequently, have a significant impact on the type of academic support they can provide at home. In addition to the barriers identified above, parents may also lack the resources or knowledge needed to assist their children in meeting academic expectations. These challenges can limit the effectiveness of the home-school partnership as a means of supporting students' academic success (Lopez & Guerrero, 2023). Thus, to the extent that parental engagement and confidence in the education system are undermined by a lack of resources and knowledge regarding educational expectations, students' academic performance may be negatively affected by their families' financial circumstances and by parents' limited awareness and engagement.

In order to support parents' ability to engage in their children's education, schools need to develop and implement inclusive and responsive strategies that include flexible communication methods, targeted support programs for parents, and empathetic approaches that respect the diverse contexts in which families live (Epstein et al., 2021). Collectively, the findings from the literature on these barriers indicate that improving student outcomes requires both strengthening partnerships between parents and educators and ensuring that schools work to remove barriers to parental participation through supportive practices and policies.

### Preparation of a Parental Engagement Program

Through the implementation of effective parental engagement programs, schools can align their objectives with those of families and communities to enhance collaboration in the overall learning process (Epstein et al., 2021). These programs follow the framework developed by Epstein and embrace three key dimensions: communication, learning at home, and shared decision-making, thereby establishing parents as collaborators in their children's education. While numerous studies have focused on communication as the primary form of engagement, others have advocated for a more comprehensive approach that incorporates culturally responsive and contextually adaptable strategies into program design (Kim & Kim, 2023).

Research on the effectiveness of parental engagement programs suggests that although the overall goal of these initiatives is to improve the participation of all parents, their success may be limited by barriers such as socioeconomic constraints, time restrictions, and differences in parental capacity. Programs that employ inclusive and culturally responsive strategies have been shown to be more successful in engaging diverse parent populations than those that use a rigid or uniform approach (Kim & Kim, 2023). This finding indicates that the effectiveness of a parental engagement program is determined not only by its design but also by the extent to which it responds to real-world contexts.

When implemented consistently and supported by continuous assessment, these programs contribute to the establishment of strong home-school partnerships by providing parents with the tools, knowledge, skills, and confidence necessary to support their children's learning at home. Through ongoing evaluation and assessment, these programs can remain current and responsive to the evolving needs of families and students, thereby further improving the effectiveness of their implementation strategies.

In conclusion, effective parental engagement programs can improve students' academic achievement and contribute to their overall development (Ma et al., 2024; Seo & Lee, 2024). High-quality parental engagement programs also foster a more positive learning environment by strengthening students' social and emotional development through the creation of a supportive home and school learning environment.

### Synthesis and Research Gap

Parental engagement is widely recognized as a key factor in improving learners' academic achievement and overall development, as it strengthens the partnership between home and school. However, despite its importance, involvement often remains inconsistent due to socioeconomic constraints such as limited education, financial challenges, and time demands, particularly in the Philippine context. While existing studies highlight its benefits and challenges, there is limited contextualized research on how parental attributes influence engagement and how these can guide the development of responsive programs. This study addresses this gap by examining these relationships

and proposing a structured parental engagement program to enhance home-school collaboration and student outcomes.

### Theoretical Framework

This study was anchored in Sociocultural Learning Theory, which posits that learning is shaped through social interaction and the cultural context in which learners are situated. From this perspective, knowledge is co-constructed through engagement with more knowledgeable others, such as parents and teachers, making the home environment a critical extension of the classroom. Parental engagement, therefore, plays a vital role in supporting learners' academic achievement through guidance, communication, and participation in learning-related activities.

In this study, parental engagement was understood as a sociocultural factor influenced by parents' educational attainment, employment status, family size, income level, and access to learning resources. The findings, which indicate a moderate level of engagement, suggest that while parents are willing to support their children, their involvement is often shaped by contextual constraints. Significant differences in engagement practices, particularly in follow-up and learning tasks, further demonstrate how variations in socioeconomic conditions affect the level and consistency of support provided at home.

Guided by this framework, the study highlights the need to strengthen home-school collaboration through structured and responsive interventions. The proposed parental engagement program aims to address identified challenges by equipping parents with practical strategies, accessible resources, and clear guidance to support learning. In doing so, it reinforces the sociocultural view that enhancing the quality of support systems can lead to improved academic outcomes and more equitable learning opportunities for students.

### Conceptual Framework

This study aimed to assess the level of parental engagement in relation to students' academic achievement, focusing specifically on learning tasks, follow-up activities, and parent-teacher conferences. It also sought to identify the common challenges parents encounter in supporting their children's learning, providing a comprehensive understanding of the factors that influence academic outcomes.

Guided by the systems approach model, the study treated demographic data and parental engagement factors as key inputs. These inputs were carefully analyzed to identify existing gaps and areas in need of improvement, allowing the researcher to gain a clear understanding of both strengths and weaknesses in current parental involvement.

The insights derived from this analysis were then used to develop a research-based parental engagement program. This program was designed to address identified challenges and enhance collaboration between parents and schools, ultimately aiming to strengthen students' academic experiences and promote a more supportive and effective learning environment.

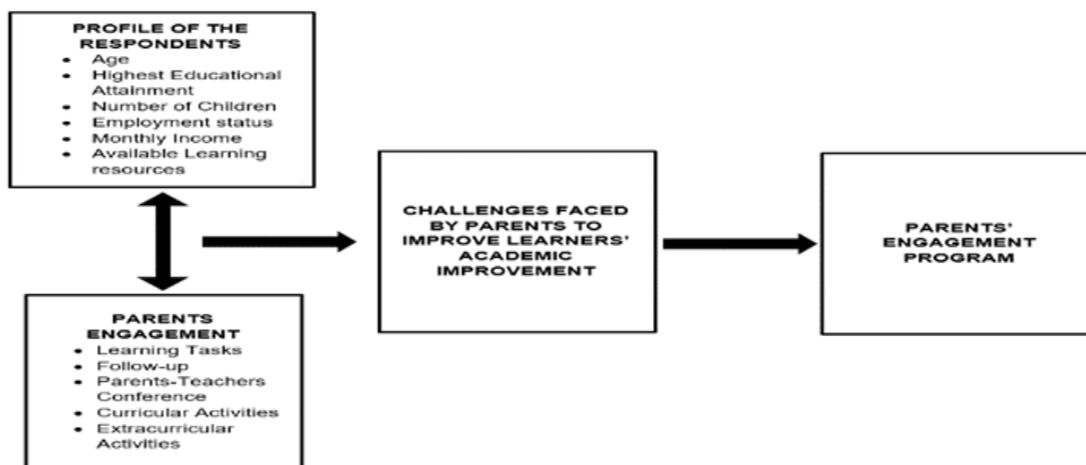


Figure 1. Research Paradigm on Parental Engagement Program towards Improved Academic Achievement among Students

### Statement of the Problem

Parental engagement is widely recognized as a critical factor in enhancing learners' academic achievement and motivation, as it strengthens the partnership between home and school. However, despite its importance, many parents experience challenges that limit their consistent and meaningful involvement in their children's education. Socioeconomic factors such as low educational attainment, financial instability, demanding work schedules, and limited access to learning resources significantly influence the level and quality of parental engagement. In the Philippine context, these challenges are further intensified by prevailing perceptions that place primary responsibility for instruction on schools, thereby reducing shared accountability between parents and educators.

While previous studies have examined the benefits and barriers of parental involvement, there remains a lack of contextualized and data-driven research that explores how specific parental characteristics influence engagement practices and how these can inform the development of responsive and sustainable interventions. Moreover, there is a need to better understand the lived experiences of parents at the local level to design inclusive and effective parental engagement programs.

### General Objective

To develop a parental engagement program that enhances students' academic achievement.

### Specific Objectives

This study aims to:

1. To identify the demographic profile of parents in terms of:
  - 1.1 age;
  - 1.2 highest educational attainment;
  - 1.3 number of children;
  - 1.4 nature of employment;
  - 1.5 monthly income; and
  - 1.6 available learning resources at home.
2. To assess the extent of parental engagement in terms of:
  - 2.1 learning tasks;
  - 2.2 follow-up activities;
  - 2.3 parent-teacher conferences;
  - 2.4 curricular activities; and
  - 2.5 extracurricular activities.
3. To determine whether there is a significant difference in parental engagement when respondents are grouped according to their profile variables.
4. To explore the challenges faced by parents in supporting their children's academic performance.
5. To develop a parental engagement program to improve students' academic achievement.

### Research Questions

1. What is the demographic profile of parents in terms of:
  - 1.1 age;
  - 1.2 highest educational attainment;
  - 1.3 number of children;
  - 1.4 nature of employment;
  - 1.5 monthly income; and
  - 1.6 available learning resources at home?
2. What is the extent of parental engagement in terms of:
  - 2.1 learning tasks;
  - 2.2 follow-up activities;
  - 2.3 parent-teacher conferences;
  - 2.4 curricular activities; and
  - 2.5 extracurricular activities?
3. Is there a significant difference in parental engagement when respondents are grouped according to their profile variables?

4. What challenges do parents encounter in supporting their children's academic performance?
5. What parental engagement program can be developed to enhance students' academic achievement?

*H<sub>0</sub>*: There was no significant difference on the assessments on parental engagement when they are grouped according to profile variables.

## METHODOLOGY

### Research Design

An embedded mixed method design was employed using a structured questionnaire as the primary instrument. Quantitative results were supported by qualitative data from focus group discussions and interviews. An embedded mixed-method design integrates a secondary qualitative or quantitative component within a primary method to enrich interpretation and context, allowing the study to capture both measurable patterns and meaningful perspectives that informed the development of a data-driven parental engagement program.

### Population and Sampling

The study involved 343 parents of elementary school pupils enrolled in public schools in the Division of Lipa. The sample size was determined using Slovin's formula with a 5% margin of error. A stratified random sampling technique with proportional allocation was employed to ensure adequate representation from the identified clusters or groups. The number of respondents from each cluster was determined proportionally based on population size, after which individual participants were selected through simple random sampling.

**Table 1**

*Distribution of Respondents*

District	Population	Sample
North	968	106
East	469	52
South	632	70
West	1049	115
<b>Total</b>	<b>3118</b>	<b>343</b>

### Research Instruments

The study used a researcher-made questionnaire, interview protocol, and focus group discussion (FGD) guide as primary data collection tools. The questionnaire consisted of three sections: (1) respondents' profile, (2) extent of parental engagement in academic support, and (3) challenges encountered in supporting learners.

The instrument was developed through an extensive literature review and refined through adviser and expert validation. Content validity was ensured through expert review, while reliability testing yielded a Cronbach's alpha of 0.938, indicating excellent internal consistency. After securing official approval, the questionnaire was administered via Google Forms with clear instructions, ensuring informed consent, voluntary participation, and confidentiality in compliance with data privacy standards. Responses were measured using a Likert scale to determine the extent of parental engagement.

To enrich the quantitative findings, structured interviews were conducted with eight parents, while an online FGD via Google Meet was participated in by six selected educators (two Master Teachers, three Teacher III, and one Teacher II). The qualitative data were used to validate and deepen the interpretation of the survey results, ensuring a more comprehensive analysis of parental engagement.

### Content Validation

To ensure the validity of the tool, content validation was conducted by the adviser and a panel of experts to verify its suitability and accuracy, with all recommended revisions incorporated into the final draft. Panel of experts specifically consist of:

- Certified Statistician;
- Education Program Supervisors;
- Principal;
- College Professor



## Reliability Testing

Reliability testing was performed to evaluate the internal consistency of the instrument. The statistical analysis yielded a Cronbach's alpha value of 0.938, a score that indicates excellent internal consistency and confirms the reliability of the instrument for academic use.

## Data Collection Procedure

The researcher collected data through a systematic process, beginning with securing formal approval from the Schools Division Superintendent. After approval, coordination with the principal, teacher-coordinator, and PTA president was conducted to facilitate the distribution of the questionnaire via Google Forms to parents with reliable internet access, ensuring efficient and accessible participation. An embedded mixed-methods approach was used, gathering both quantitative ratings and qualitative responses to capture trends and lived experiences of parental involvement.

Privacy was strictly observed throughout the study. All responses were coded, statistically treated, and analyzed according to the study objectives, with only aggregate results reported. This ensured ethical compliance while identifying key patterns used as a basis for developing a data-informed Parent Involvement Program.

## Treatment of Data

The study utilized frequency and percentage to describe the profile of the respondents in terms of age, highest educational attainment, number of children, nature of employment, monthly income, and available learning resources. These descriptive statistics provided a clear overview of the respondents' demographic and socioeconomic characteristics.

The weighted mean was employed to determine the extent of parental engagement in areas such as learning tasks, follow-up activities, parent-teacher conferences, curricular activities, and extracurricular activities. Furthermore, analysis of variance (ANOVA) was used to test for significant differences in parental engagement when respondents were grouped according to their profile variables.

## Ethical Considerations

To ensure the validity and integrity of the data, the researcher obtained formal permission from relevant authorities prior to data collection. Participants were provided with an approved study request and informed consent forms emphasizing voluntary participation and the right to withdraw at any time. Strict confidentiality measures were observed to protect respondents' privacy.

Before conducting the interviews and FGD, consent was secured regarding the possible use of participants' information in study documentation. All data were handled securely and anonymously to ensure privacy and ethical compliance throughout the research process.

## RESULTS and DISCUSSION

### RQ1. Demographic Profile of Parents

**1.1 Age.** This refers to the number of years that parents have lived since they were born. Table 2 shows the age range of the respondents from the Division of Lipa City.

**Table 2**

*Profile in terms of Age*

Age	Frequency	Percentage
25-36	126	37%
37-48	137	40%
49-60	80	23%
<b>Total</b>	<b>343</b>	<b>100</b>

Most respondents fall within the middle adulthood age range of 37–48 years, consistent with findings that parents in this life stage often manage multiple roles that can limit sustained engagement with their children's schooling (Yeung & Xia, 2023; Aymeric et al., 2025). The 25–36 age group represents the second largest segment, reflecting early adulthood where work–family conflict and career establishment often result in inconsistent school involvement due to limited time (Rickert & Skinner, 2024). In contrast, the 49–60 age group has the lowest representation, aligning

with literature showing reduced parental school engagement as children become more independent and caregiving demands shift (Xiang et al., 2025).

Overall, the age distribution suggests that parental engagement is shaped by life-course stage, where availability and involvement in schooling vary according to developmental roles and competing priorities. However, existing studies often treat parents as a homogeneous group, with limited attention to how age-specific differences influence engagement patterns, leaving gaps in understanding demographic effects on multidimensional parental involvement (Chen et al., 2024; Yeung & Xia, 2023).

**1.2 Highest Educational Attainment.** This refers to the education level that the parents have completed. Table 3 shows the educational attainment of the respondents in one Division in Batangas Province.

**Table 3**  
*Profile in terms of Highest Educational Attainment*

Highest Educational Attainment	Frequency	Percentage
Master's Degree	46	13%
Bachelor's Degree	86	25%
Secondary Graduate	118	34%
Elementary Graduate	93	27%
<b>Total</b>	<b>343</b>	<b>100%</b>

Most participants completed secondary education, making it the most common educational background in the sample. This is consistent with studies showing that parents with secondary education often form the largest group in school surveys and tend to have moderate engagement due to limited academic confidence and work demands (Jabar, 2021; Desengaño & Bautista, 2025). A considerable number also reached only elementary education, which aligns with findings that lower educational attainment is often linked to weaker academic support and less active school involvement (Miñoza & Elloran, 2023; Regaspi, 2025). Only a few respondents hold a bachelor's or master's degree, reflecting the generally lower proportion of highly educated parents in public-school settings (Olivar & Naparan, 2023).

Overall, research shows that higher educational attainment is usually associated with stronger confidence and more active involvement in children's learning, while lower education levels often present barriers in supporting academic needs (Lim, 2021; Chen et al., 2024). However, many studies still treat education as a broad category and rarely explore how different education levels shape actual engagement behaviors in specific school contexts.

**1.3 Number of Children.** This refers to the total count of sons and daughters that a respondent has, whether biological or legally adopted. In research, this variable is often used to describe family size, which may affect parents' responsibilities, priorities, and level of involvement in their children's education. Table 4 shows the number of children of parents from one Division in Batangas Province.

**Table 4**  
*Number of Children*

Number of Children	Frequency	Percentage
8 and above	76	22%
4-7 siblings	92	27%
1-3 siblings	175	51%
<b>Total</b>	<b>343</b>	<b>100%</b>

Most come from small households with one to three children. A moderate portion belongs to medium-sized families of four to seven children, while the fewest are from large families with eight or more children, indicating a general trend toward smaller family sizes among the participants. This pattern is consistent with recent demographic studies showing a sustained decline in fertility and household size across regions. Globally, fertility rates have significantly decreased over time, with the average number of children per woman dropping to around 2.3 in 2023, reflecting a shift toward smaller families (Dattani et al., 2025).

Additionally, recent research indicates a general reduction in household size that mirrors declining fertility trends (Becca et al., 2025). In the Philippine context, national data further support this trend, showing decreasing fertility rates and a growing preference among women to limit childbearing, particularly after having two or more children (Philippine Statistics Authority, 2025).

**1.4 Nature of Employment.** This refers to the type or classification of work in which an individual is engaged, such as permanent, contractual, part-time, or self-employed. In this study, the respondents' nature of

employment determined whether parents are employed, unemployed, or underemployed. Table 5 shows the data on the nature of employment of parents from one school Division in the province of Batangas.

**Table 5**  
*Nature of Employment*

Nature of Employment	Frequency	Percentage
employed	<b>117</b>	34%
underemployed	<b>80</b>	23%
unemployed	<b>146</b>	43%
	<b>343</b>	<b>100%</b>

The data presents the employment status of respondents, showing that nearly half are unemployed, while a smaller portion is underemployed, working part-time or in positions below their qualifications. A slightly larger group is fully employed, indicating a level of stable workforce participation among the participants. This distribution aligns with recent labor market studies highlighting persistent unemployment and underemployment challenges, particularly in developing economies. The International Labour Organization (2023) reports that global unemployment and underemployment remain significant concerns, with many workers engaged in informal or insufficiently paid jobs.

Similarly, World Bank (2022) findings emphasize that underemployment and job quality issues continue to affect a substantial share of the workforce, especially among low- and middle-income populations. In the Philippine context, data from the Philippine Statistics Authority (2024) indicate that while employment rates have improved, underemployment remains prevalent, reflecting the mismatch between job availability and workers' skills or desired working hours.

**1.5 Monthly Income.** This refers to the total amount of money a person or household earns within a month from various sources such as salary, business, or other means. In this study, it was referred to as the financial resources that parents receive on a monthly basis. Table 6 shows the monthly income of parents.

**Table 6**  
*Monthly Income*

Monthly Income	Frequency	Percentage
8000 below	<b>102</b>	30%
8001-15000	<b>79</b>	23%
15001-22000	<b>58</b>	17%
22001-29000	<b>52</b>	15%
29001-above	<b>52</b>	15%
<b>Total</b>	<b>343</b>	<b>100%</b>

Distribution of parents' monthly income across five brackets revealed that most respondents belong to the lowest income tier, followed by a sizable portion in the second-lowest range. Fewer participants fall within the higher-income brackets, which are more evenly distributed, highlighting a notable concentration of families at the lower end of the economic spectrum. This pattern is consistent with recent studies on income distribution and inequality, which show that a large proportion of households in developing countries remain concentrated in lower-income groups. The World Bank (2023) reports that income inequality persists globally, with many families clustered in lower-income brackets despite economic growth.

Similarly, the Philippine Statistics Authority (2022) indicates that a significant share of Filipino households fall within low-income classifications, reflecting ongoing disparities in income distribution. Furthermore, research highlights that income stratification tends to be uneven, with fewer households reaching higher-income levels due to structural and labor market constraints (Ncube & Shimeles, 2015).

**1.6 Available Learning Resources at Home.** This refers to the educational materials available in the household of respondents that can be used in enhancement of students' learning. In this study, available learning materials include the books, laptop, desktop, tablet, android phone, iPad, television, and/or radio. Table 7 shows the available learning resources in the household of the respondents. It is still evident that most of the household rely on books and android phones as their main source of learning resources at home.

**Table 7**

*Available Learning Resources*

Learning Resources	Frequency	Percentage
Books	99	29%
Laptop	85	25%
Android Phone	95	27%
Desktop, Tablet, iPad	27	8%
Radio/Television	37	11%
<b>Total</b>	<b>343</b>	<b>100%</b>

The table indicates that books and Android phones are the most commonly used learning resources among respondents, with laptops also being widely utilized. This suggests that learners rely on a combination of traditional and accessible digital tools to support their studies. In contrast, only a limited number of respondents use radio or television, while the least utilized resources are desktops, tablets, and iPads. This pattern reflects disparities in access to more advanced or high-cost technologies.

These findings are supported by recent studies emphasizing the growing role of mobile devices in education. The UNESCO (2023) highlights that mobile learning, particularly through smartphones, has become increasingly prevalent due to affordability and accessibility. Similarly, the World Bank (2022) reports that while digital learning tools are expanding, access to devices such as tablets and computers remains uneven, especially in low-income households. Furthermore, research by Dong et al. (2021) found that students in developing contexts tend to rely more on readily available resources like smartphones and printed materials rather than high-cost digital devices, reinforcing the observed distribution in the data.

## RQ2. Assessment on the Extent of Parental engagement

**2.1 Learning tasks.** This refers to the learning activities given by the teachers to the students to aid instruction especially at home. Table 8 shows the data gathered in the engagement of parents in terms of learning tasks of the students.

**Table 8**

*Extent of Engagement in terms of Learning Tasks*

ITEMS	W.M.	V.I.
1. Gets the self-learning modules on time.	3.28	ME
2. Simplifies seemingly complicated directions or tasks by chunking or presenting the idea one at a time.	3.27	ME
3. Ignites enthusiasm from the students by making them think how the task can be done easier and clearer.	3.27	ME
4. Watches video tutorials together with the student to guide him systematically.	3.27	ME
5. Submits students' tasks on time.	3.26	ME
6. Gives examples or real-life scenarios to link it to what is presently being discussed.	3.26	ME
7. Seeks help from capable individuals to shed light on matters that seemingly become a problem.	3.24	ME
8. Leads the students to the task to be performed by explaining clearly what is to be done.	3.23	ME
9. Makes the students understand fully the task or learning activity by rephrasing the directions for greater engagement in the task.	3.20	ME
10. Guides students how learning materials can be accessed.	3.18	ME
11. Guides the students on how to do the learning tasks correctly.	3.17	ME
12. Makes the students understand the task or activity by defining unfamiliar words.	3.17	ME
<b>Composite Mean</b>	<b>3.23</b>	<b>ME</b>

The study revealed that parents provide a moderate level of support for the learning tasks of their children, as reflected by the composite weighted mean of 3.23, verbally interpreted as "Moderate Extent." Parents particularly assist in the retrieval of self-learning modules and simplify tasks through strategies such as chunking or translating instructions. While parents guide task completion and support vocabulary development, the extent of their involvement varies due to limited time, subject knowledge, or confidence. These findings highlight the necessity for training programs designed to strengthen parental engagement within the home. This result is consistent with the framework of Epstein (2021), which emphasizes that effective parental involvement in learning tasks requires guidance and capacity-building to maximize its impact.

**2.2 Follow-up.** These are the actions made by the parents in partnership with the school to gain feedback regarding the learning status of the students at school. Table 9 shows the data about the engagement of parents in terms of following up on their child's performance at school.

**Table 9**  
*Extent of Parental engagement in terms of Follow up*

ITEMS	WM	VI
1. Conducts monitoring of students' progress through checklists.	3.27	ME
2. Suggests activities and tasks to motivate students' learning.	3.26	ME
3. Checks the mental health of the students to know the early signs of mental health conditions for immediate actions.	3.19	ME
4. Talks to teachers personally during home visitation conducted by the teachers.	3.19	ME
5. Asks teachers' help to improve students' learning using different platforms.	3.16	ME
6. Proposes e-learning strategies to make students learn.	3.16	ME
7. Communicates with the teacher through an available platform.	3.13	ME
8. Follows instructions stated in the students' assignment notebook.	3.11	ME
9. Updates the teacher on students' activities at home.	3.10	ME
10. Communicates with teachers about student's progress during parents and teachers' meetings and conferences.	2.98	ME
11. Provides motivation to perform the assigned tasks.	2.98	ME
12. Provides feedback on the extent to which teachers conduct follow up on the students.	2.98	ME
<b>Composite Mean</b>	<b>3.12</b>	<b>ME</b>

Results further showed that parental engagement in follow-up activities obtained a composite weighted mean of 3.12, verbally interpreted as "Moderate Extent." Although many parents monitor the academic progress of their children and suggest learning activities, such efforts are not consistently practiced within the home environment. Motivation and the provision of feedback to teachers, which are equally important, are only occasionally performed. Factors such as limited time, insufficient knowledge, and lack of structured communication contribute to this inconsistency. These findings align with recent studies indicating that parental involvement often fluctuates due to socio-economic and time-related constraints (Garbe et al., 2021), reinforcing the need for structured home-school partnerships.

**2.3 Parents-Teachers Conference.** This refers to the meetings, assemblies, and seminars conducted in the presence of both parents and teachers in the school. This is commonly perceived as one of the parents' and teachers' tool for communication before, during, and after the school year as preparation and intervention for students' learning. Table 10 shows the engagement of parents towards academic achievement of students in terms of parents-teachers conference.

**Table 10**  
*Extent of Parental engagement in terms of Parents-Teachers Conference*

ITEMS	WM	VI
1. Discusses openly with the teacher the progress of students at home.	3.34	ME
2. Demonstrates a supportive attitude towards all school's programs in relation to the academic progress of students.	3.28	ME
3. Attends the parents and teachers' orientation before the school year starts.	3.28	ME
4. Comes to school as the need arises.	3.25	ME
5. Obtains the necessary information about students' academic progress.	3.20	ME
6. Attends the quarterly meeting conducted in school.	3.20	ME
7. Asks questions to clarify confusion regarding students' learning tasks.	3.15	ME
<b>Composite Mean</b>	<b>3.24</b>	<b>ME</b>

In terms of parents-teachers conferences, the findings yielded a composite weighted mean of 3.24, interpreted as "Moderate Extent." The results indicate that while parents demonstrate openness toward communicating with teachers and supporting school programs, their participation lacks consistency and structure. Lower-rated practices, such as regular attendance during meetings and asking clarifying questions, suggest the presence of barriers including limited time, lack of confidence, and communication difficulties. Overall, parents clearly value their children's education; however, involvement often remains at a superficial level. These findings support Kim and Hill (2022), who emphasized

that although parents recognize the importance of education, meaningful engagement is often hindered by structural and psychological barriers.

**2.4 Curricular Activities.** This refers to structured tasks and experiences that are formally integrated into the school curriculum. These activities are directly related to the subject matter and are designed to reinforce or extend learning within the academic framework. They typically take place during regular school hours and encompass assignments, projects, classroom discussions, and other lesson-related undertakings. Table 11 presents the extent to which parents are involved in supporting their children's academic progress through participation and support in curricular activities.

**Table 11**  
*Extent of Parental Engagement in terms of Curricular Activities*

ITEMS	WM	VI
1. Demonstrates a positive view about education at home.	3.35	GE
2. Allows the students to attend remedial and/or enhancement classes if needed.	3.35	GE
3. Encourages the students to read informative resources.	3.31	GE
4. Helps to manage on how to do the learning tasks at home.	3.27	ME
5. Allows students to participate in curricular activities virtually.	3.24	ME
6. Promotes positive academic achievement by joining in extracurricular activities.	3.23	ME
7. Attends back-to-school meetings and other parents and teachers' orientation events.	3.22	ME
8. Supports the school's reading program by facilitating reading at home.	3.17	ME
9. Intensifies numeracy by pushing them to join in MTAP and/or other mathematics-related activities.	3.16	ME
<b>Composite Mean</b>	3.26	ME

The findings also revealed that parental engagement in curricular activities garnered a composite weighted mean of 3.26, verbally interpreted as "Moderate Extent." Parents commonly support their children's attendance in remedial or enhancement classes; however, overall involvement remains limited due to constraints involving time, resources, and confidence. Lower-rated practices, such as supporting home-based reading activities and encouraging participation in mathematics enrichment programs, indicate missed opportunities for deeper academic involvement within the home. These trends suggest that while parents possess the willingness to participate, they still require structured guidance and accessible school programs. This finding is supported by Wilder (2022), who noted that parental involvement becomes more effective when schools provide clear directions and opportunities for participation.

**2.5 Extra-curricular Activities.** Extracurricular activities are non-academic pursuits that support students' overall development. In this study, they include sports, community service, student government, arts, hobbies, and educational clubs. Table 12 shows the level of parental engagement in supporting their children's participation in these activities.

**Table 12**  
*Extent of Parental Engagement in terms of Extra-Curricular Activities*

Items	WM	VI
1. Widens the network of the students on the other students through joining in different extracurricular activities.	3.31	ME
2. Promotes the student's interest in the chosen extra-curricular activity.	3.28	ME
3. Provides students with appropriate materials on the extra-curricular activity.	3.27	ME
4. Encourages the students to express themselves in the extra-curricular activities to support socialization.	3.26	ME
5. Influences students' participation in extracurricular activities.	3.22	ME
6. Develops the thinking skills of the students in various extracurricular activities.	3.22	ME
7. Teaches the students to become a leader and active participants in extra-curricular activities.	3.22	ME
8. Develops positive behavior and relationships among other students.	3.21	ME
9. Teaches the students to apply their knowledge in real-life situations.	3.14	ME
<b>Composite mean</b>	3.24	ME

Moreover, parental engagement in extracurricular activities obtained the highest composite weighted mean of 3.24, yet it was still verbally interpreted as "Moderate Extent." Parents generally support the participation of their children in extracurricular programs to build peer relationships and explore non-academic interests. However, limitations in time and resources continue to affect the consistency of their involvement. The lowest-rated practices,

such as guiding positive behaviors and connecting extracurricular participation to real-life applications, reveal gaps in parents' understanding of the broader developmental benefits of such activities. This suggests that parents tend to prioritize direct academic support over indirect developmental experiences. The findings are consistent with Barger et al. (2021), who found that parents often focus more on academic-related involvement unless schools actively emphasize the value of extracurricular engagement.

### RQ3. Difference on the Assessments on Parental Engagement when grouped according to Profile Variables

**3.1 Difference on the Assessments on Parental engagement when these are Grouped According to Respondents' Age.** This part of the study delves into how parental engagement differs when grouped according to their age. It determines whether age influences the way parents support learning tasks, follow-ups, and participation in school activities. Table 13 shows the difference on the assessment on parental engagement when they are grouped according to age.

**Table 13**

*Difference on the Assessment on Parental engagement when They are Grouped According to Age*

Variables	F-value	p-value	Decision	Interpretation
Learning tasks	1.039	0.355	$p > 0.05$ , Accept Ho	Not Significant
Follow-up	2.964	0.053	$p > 0.05$ , Accept Ho	Not Significant
Parent-teacher conference	0.992	0.372	$p > 0.05$ , Accept Ho	Not Significant
Curricular activities	0.881	0.415	$p > 0.05$ , Accept Ho	Not Significant
Extracurricular activities	0.163	0.859	$p > 0.05$ , Accept Ho	Not Significant

As can be gleaned from the table, when the assessment of parental engagement was grouped according to age, the computed F-values of 1.039 for learning tasks, 2.964 for follow-up activities, 0.992 for parent-teacher conferences, 0.881 for curricular activities, and 0.163 for extracurricular activities have corresponding p-values greater than 0.05, thus leading to the acceptance of the null hypothesis.

The findings show that there is no significant difference in the level of parental engagement across the five areas when grouped by age, as all p-values are above the 0.05 threshold. This indicates that age, by itself, does not substantially affect how parents assist with learning tasks, monitor follow-up activities, attend parent-teacher conferences, or participate in curricular and extracurricular school events.

A likely reason for this is that parental involvement is shaped more by practical and situational factors such as work responsibilities, financial stability, or school expectations rather than by the age of the parent. In many households, the responsibility of supporting a child's education tends to be shared across age groups, leading to similar patterns of engagement among younger and older parents. Schools may also contribute to this uniformity by providing the same communication channels and participation opportunities to all parents, which reduces age-related differences in involvement.

**3.2 Difference on the Assessment on Parental engagement when grouped according to Highest Educational Attainment.** This section presents the differences in parental engagement when grouped according to their highest educational attainment. It examines whether parents' level of education influences the extent of their involvement in their children's learning tasks, follow-up, conferences, and school activities. Table 14 shows the difference on the assessment on parental engagement when grouped according to highest educational attainment.

**Table 14**

*Difference on the Assessment on Parental Engagement when grouped according to Highest Educational Attainment*

Variables	F-value	p-value	Decision	Interpretation
Learning tasks	2.552	0.055	$p > 0.05$ , Accept Ho	Not Significant
Follow-up	0.394	0.758	$p > 0.05$ , Accept Ho	Not Significant
Parent-teacher conference	1.005	0.391	$p > 0.05$ , Accept Ho	Not Significant
Curricular activities	1.626	0.183	$p > 0.05$ , Accept Ho	Not Significant
Extracurricular activities	1.062	0.365	$p > 0.05$ , Accept Ho	Not Significant

Based on the results, when the assessment of parental engagement was grouped according to highest educational attainment, it was found that there is no significant difference in the respondents' level of involvement across all domains, as all computed p-values were greater than the 0.05 level of significance. This means that whether

parents were high school graduates, college graduates, or held advanced degrees, their participation in their children's learning tasks, follow-up activities, parent-teacher conferences, curricular activities, and extracurricular activities remained relatively comparable.

The results suggest that educational attainment is generally not a determining factor in parental engagement, implying that parents' willingness to support their children's education may be driven more by personal commitment, available time, and school-home communication systems rather than academic qualifications. This also indicates that schools may be providing equal opportunities for participation, allowing parents with varying educational backgrounds to engage at similar levels.

**3.3 Difference on the Assessment on Parental Engagement when grouped according to Number of Children.** This part of the study presents the differences in parental engagement when grouped according to the number of children they have. It seeks to determine whether family size influences the level of support parents provide in various aspects of their children's education and school-related activities. Table 15 shows the difference on the assessment on parental engagement when grouped according to number of children.

**Table 15**

*Difference on the Assessment on Parental engagement When Grouped According to Number of Children.*

Variables	F-value	p-value	Decision	Interpretation
Learning tasks	0.593	0.553	$p > 0.05$ , Accept $H_0$	Not Significant
Follow-up	6.188	0.002	$p < 0.05$ , Reject $H_0$	Significant
Parent-teacher conference	1.315	0.270	$p > 0.05$ , Accept $H_0$	Not Significant
Curricular activities	0.685	0.505	$p > 0.05$ , Accept $H_0$	Not Significant
Extracurricular activities	3.574	0.029	$p < 0.05$ , Reject $H_0$	Significant

The table reveals that there is no significant difference in parental engagement in learning tasks, parent-teacher conferences, and curricular activities when grouped according to the number of children, as indicated by p-values greater than 0.05. This suggests that having one child or multiple children does not necessarily affect how parents participate in these areas of school involvement.

However, a significant difference was found in follow-up activities ( $p = 0.002$ ) and extracurricular activities ( $p = 0.029$ ), indicating that the level of engagement in these areas varies depending on the number of children the parents have. One possible explanation is that parents with more children may develop routines or shared academic support systems at home, allowing them to monitor or follow up on schoolwork more consistently, while those with fewer children may focus more individually on extracurricular exposure and opportunities. This implies that the number of children may influence the type of engagement parents are able to provide.

The findings suggest that differences in parental engagement may be influenced by family size, particularly in terms of resource allocation, time management, and emotional capacity. Families with multiple children often face logistical challenges and competing demands, which can limit the extent of individualized support for learning tasks. Kim and Hill (2022) note that parents in larger households may rely on generalized strategies to manage academic responsibilities, while those with fewer children can devote more focused attention to each child's education. These variations help explain why involvement in learning tasks tends to differ based on the number of children in a household.

In extracurricular activities, family size presents both opportunities and challenges. While having multiple children can increase exposure to school events and broaden peer networks, it may also create scheduling conflicts that restrict active participation. Park and Holloway (2018) emphasize that parents often make strategic decisions about extracurricular involvement depending on available time and perceived benefits. This aligns with argument that understanding parental motivations and capacities is essential for designing inclusive engagement programs. Overall, the results highlight the importance of family structure in shaping parental involvement, suggesting that schools should adopt context-sensitive strategies that address these differences.

**3.4 Difference on the Assessment on Parental engagement when grouped according to Nature of Employment.** This part of the study assesses whether parents' level of engagement differs when grouped according to their nature of employment. By comparing the responses across various employment types, the analysis aimed to determine if work conditions influence the extent of parental involvement in their children's education. Table 16 shows the difference on the assessment on parental engagement when grouped according to nature of employment.

**Table 16**
*Difference on the Assessment on Parental Engagement when grouped according to Nature of Employment*

Variables	F-value	p-value	Decision	Interpretation
Learning tasks	1.318	0.269	$p > 0.05$ , Accept $H_0$	Not Significant
Follow-up	0.141	0.869	$p > 0.05$ , Accept $H_0$	Not Significant
Parent-teacher conference	0.078	0.925	$p > 0.05$ , Accept $H_0$	Not Significant
Curricular activities	0.671	0.512	$p > 0.05$ , Accept $H_0$	Not Significant
Extracurricular activities	1.271	0.282	$p > 0.05$ , Accept $H_0$	Not Significant

The statistical analysis reveals that there is no significant difference in parental engagement when respondents are categorized according to the nature of employment, as all computed p-values exceeded the 0.05 level of significance. This result indicates that whether parents are engaged in full-time, part-time, or self-employment, or even if they are currently unemployed, their levels of participation in learning tasks, academic follow-up, parent-teacher conferences, and both curricular and extracurricular activities remain relatively consistent across the board. Such findings suggest that the specific structure of an individual's employment does not serve as a primary determinant of parental involvement. Instead, the degree of engagement may be more heavily influenced by internal factors, such as personal commitment to the child's educational success, or external factors, including the flexibility of work schedules and the efficiency of school-provided communication platforms.

Furthermore, these results imply that the perceived importance of supporting a child's education transcends employment status, suggesting a commonality in parental values within the surveyed population. It is also plausible that the ubiquity of digital communication channels has leveled the field, allowing working parents to maintain a presence in their children's academic lives despite physical absence from the school campus.

Additionally, the sharing of domestic and educational responsibilities within households may mitigate the potential impact of individual employment demands, resulting in the observed uniformity of engagement levels. This consistency underscores the idea that parental dedication is not strictly a function of time availability, but rather a reflection of prioritized involvement and the utilization of accessible support systems.

**3.5 Difference on the Assessment on Parental Engagement when grouped according to Monthly Income.** This part of the study examines the differences in parental engagement when grouped according to their monthly income. It aimed to determine whether financial capacity influences the level of involvement in their children's learning and school activities. Table 17 shows the difference on the assessment on parental engagement when they are grouped according to monthly income.

**Table 17**
*Difference on the Assessment on Parental engagement When They Are Grouped According to Monthly Income*

Variables	F-value	p-value	Decision	Interpretation
Learning tasks	2.613	0.035	$p < 0.05$ , Reject $H_0$	Significant
Follow-up	1.859	0.117	$p > 0.05$ , Accept $H_0$	Not Significant
Parent-teacher conference	1.570	0.182	$p > 0.05$ , Accept $H_0$	Not Significant
Curricular activities	1.302	0.269	$p > 0.05$ , Accept $H_0$	Not Significant
Extracurricular activities	2.288	0.060	$p > 0.05$ , Accept $H_0$	Not Significant

By comparing engagement across various income brackets, this study highlights potential disparities in engagement shaped by prevailing economic conditions. The statistical analysis reveals a significant difference in parental engagement specifically concerning learning tasks when respondents are categorized by monthly income. This is evidenced by a p-value of 0.035, which falls below the established 0.05 threshold of significance. Such a finding suggests that the level of parental involvement in assisting children with academic assignments varies notably based on financial standing. A plausible explanation for this discrepancy is that higher-income families often possess greater access to essential resources, including supplementary educational materials, advanced technology, and increased time flexibility, all of which facilitate more active academic support within the home environment.

Conversely, parents in lower-income brackets may encounter significant professional or financial constraints that restrict the duration and quality of time they can dedicate to monitoring or assisting with schoolwork. Despite these challenges in direct academic task support, the data indicate no significant differences in the domains of follow-up activities, parent-teacher conferences, curricular activities, or extracurricular activities, as the corresponding p-values for these categories all exceed the 0.05 level. This lack of significance implies that these specific facets of parental engagement are not heavily influenced by economic status. Such uniformity may be attributed to the efforts

of educational institutions to provide equitable opportunities for participation regardless of financial background. For instance, the use of low-cost digital communication platforms, standardized meeting schedules, and the organization of school events that do not require financial contributions allow for a more balanced level of involvement across all socioeconomic groups.

**3.6 Difference on the Assessments on Parental engagement when grouped according to Available Resources.** This section presents the differences in parental engagement when grouped according to available learning resources at home. It examines how access to materials and tools may influence the level of support parents provide in their children's academic and school-related activities. Table 18 shows the difference on the assessment on parental engagement when they are grouped according to available resources

**Table 18***Difference on the Assessment on Parental engagement when grouped according to Available Resources*

Variables	t/F-value	p-value	Decision	Interpretation
Learning tasks	0.685	0.635	$p > 0.05$ , Accept Ho	Not Significant
Follow-up	0.576	0.719	$p > 0.05$ , Accept Ho	Not Significant
Parent-teacher conference	0.504	0.773	$p > 0.05$ , Accept Ho	Not Significant
Curricular activities	0.811	0.542	$p > 0.05$ , Accept Ho	Not Significant
Extracurricular activities	0.897	0.483	$p > 0.05$ , Accept Ho	Not Significant

The statistical analysis reveals that there is no significant difference in parental engagement when participants are categorized according to available resources, as all computed p-values exceeded the 0.05 level of significance. This finding indicates that the degree of parental involvement in academic tasks, follow-up procedures, parent-teacher conferences, and both curricular and extracurricular activities does not fluctuate based on the availability of learning materials within the home. A plausible explanation for this uniformity is that parents may utilize alternative methods to facilitate their children's education regardless of their immediate access to traditional resources. For instance, parents may leverage digital platforms, participate in the sharing of community-based materials, or maintain direct communication with educators to compensate for any perceived lack of physical resources.

Furthermore, the data suggest that educational institutions may play a vital role in bridging the resource gap by providing essential instructional materials, online modules, and consistent resource support. Such institutional interventions help equalize participation levels among families with varying access to textbooks, electronic devices, or dedicated learning environments. Ultimately, these results imply that parental engagement is shaped less by the tangible quantity of resources available and more by the intrinsic willingness, sustained effort, and sense of personal responsibility parents have toward the academic success of their children. This consistency across resource levels underscores the resilient nature of parental involvement when a strong commitment to education is present.

#### RQ4. Challenges Encountered by Parents

The study identified several significant challenges encountered by parents that create differences in academic support. The limited educational attainment of parents was identified as one of the major themes, which ultimately limits their ability to assist their children academically and reduces their confidence as well. Parents reported difficulty understanding lesson content and struggled to explain lessons to their children. For example, a respondent stated, "Hindi po ako nakatapos kaya hirap akong makasabay at makapagturo ng lesson," and another shared, "Medyo hirap na po akong bumasa't sumulat, kaya hindi ko ma-explain ang gawain ng anak ko." These responses indicate that when parents have a low level of educational attainment, they are less likely to provide academic support at home due to limited knowledge and low academic confidence. This finding is consistent with Garbe et al. (2021), who contend that lower educational attainment significantly affects parents' involvement in their children's education.

Another challenge parents discussed was time constraints due to the need to balance work responsibilities with family obligations. According to parents, balancing work and household duties while keeping track of children's schooling is extremely difficult. One parent noted, "I'm too dizzy from working all day to help him out after work," while another expressed, "I have so many kids, I just can't find the time for all of them." These statements suggest that although many parents want to support their children's schooling, they are unable to do so consistently due to fatigue, lack of time, and other competing responsibilities. This finding corroborates prior research showing that demanding jobs combined with family responsibilities negatively affect parental involvement and supervision of children's education (Garbe et al., 2021).

Parents also reported financial constraints as a barrier to supporting their children's schoolwork, as basic household needs often take precedence over educational expenses. One parent noted, "Sometimes I have to pay for

food first before paying for my kids' projects or materials related to school." This illustrates that parents with fewer financial resources are less able to provide school supplies and learning materials compared to those with greater financial stability (World Bank, 2022), highlighting how socioeconomic disparities create barriers to educational support and resource access.

Another challenge faced by parents was limited access to resources and technology needed for learning. Several parents indicated that accessing the internet or staying informed about school activities is difficult due to limited access to technology. One parent said, "I do not always have access to the internet, only have one cell phone to use because I need it for my job." Another stated, "Sometimes I don't know what my kids have to do for school and can't keep up with how they are doing." These statements illustrate how inadequate access to technology and learning resources can limit parents' ability to properly supervise and assist their children in their education. These findings further highlight the impact of digital access on parental involvement in home-based learning.

In summary, the qualitative findings align with the quantitative results by providing a rationale for the moderate level of parental involvement. Together, the identified themes show how structural, economic, educational, and technological barriers affect parents' ability to consistently provide academic support to their children. The integration of qualitative and quantitative findings strengthens the conclusion that the degree of parental involvement in a child's education is influenced not only by willingness, but also by time constraints, financial resources, educational capacity, and access to technology and learning materials.

**Table 19**

*Challenges Faced by Parents Relative to The Improvement of Students' Academic Performance*

Challenges Faced by Parents	Parents' Statements	Parent who stated it
Limited Educational Background	"Hindi po ako nakatapos kaya hirap akong makasabay at makapagturo ng lesson." / "Medyo hirap na po akong bumasa at sumulat, kaya hindi ko ma-explain ang gawain ng anak ko."	Parent 1, Parent 2, Parent 3, Parent 5
Time Constraints due to Work and Family Demands	"Pag-uwi ko galing trabaho, pagod na ako at hindi na matutulungan ang anak ko." / "Madami pong anak kaya kulang ang oras para tutukan lahat."	Parent 3, Parent 6, Parent 7, Parent 8
Financial Limitations	"Minsan inuuna namin ang pagkain kaysa sa mga proyekto o gamit sa school."	Parent 1, Parent 3, Parent 5
Limited Access to Learning Resources and Technology	"Hindi kami palaging nakakagamit ng internet, isang cellphone lang meron kami at ginagamit pa sa trabaho." / "Minsan hindi ko na alam ang mga gawain nila sa school kaya di ko masubaybayan."	Parent 1, Parent 4, Parent 5, Parent 6

### RQ5. Proposed Parental Engagement Program

Based on the results, the researcher developed an engagement program designed to address the identified challenges and enhance students' academic achievement. This program focuses on providing parents and teachers with guidance and practical strategies to overcome barriers such as limited time and educational background. By creating a more systematic approach to home-school collaboration, the initiative aims to equip parents with the necessary tools to more effectively support learning tasks and academic follow-up, thereby fostering more equitable educational outcomes. This approach is consistent with the framework of Epstein (2018), which emphasizes structured partnerships between schools and families as a key factor in improving student learning.

Moreover, recent studies highlight that targeted parent engagement programs particularly those that provide clear guidance, flexible participation options, and skill-building opportunities can significantly improve both parental involvement and student performance (Jeynes, 2022; Kraft & Monti-Nussbaum, 2021). These interventions are especially effective when they address contextual barriers such as time constraints and limited educational background, reinforcing the importance of designing inclusive and accessible support systems for families.

### Conclusions

The study highlights that parental engagement remains at a moderate level due to socioeconomic and contextual constraints. These findings contribute to educational research by emphasizing the need for inclusive and responsive parental engagement strategies.

From a teaching and learning perspective, the study underscores the importance of strengthening home-school collaboration to improve student outcomes. In terms of curriculum and instructional design, it suggests the integration of parent-friendly learning materials and flexible engagement approaches.

Furthermore, the study contributes to educational leadership by informing school-based policies that support parental involvement. The proposed parental engagement program represents a practical innovation that addresses existing gaps and promotes equitable learning opportunities.

## Recommendations

1. Schools may develop structured, parent-friendly home learning guides that include clear instructions and localized language to support parental involvement.
2. Teachers may implement flexible and inclusive instructional strategies that accommodate parents with varying educational backgrounds and time constraints.
3. School leaders and policymakers may institutionalize parental engagement programs through workshops, community partnerships, and resource allocation for low-income families.
4. Educators may utilize formative and home-based assessment tools to strengthen collaboration between parents and teachers.
5. Schools may integrate accessible technologies and low-bandwidth platforms to enhance communication and support digital inclusion among parents.

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