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Parental Involvement in Pupils' English Learning Tasks: A Multiple Regression Analysis

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Abstract

Aim: This study examined the extent of parental involvement in their children's English learning tasks, focusing on instruction, modeling, encouragement, and reinforcement.

Methodology: A multiple regression analysis was applied to predict the relationship between parents' profiles (e.g., occupation, educational attainment) and their involvement. Data were collected by surveying 214 respondents from eight public schools in the Rizal-1 District, DepEd Division of Dinagat Islands.

Results: The study found that parents were moderately involved in their children's English learning tasks, with the highest involvement seen in instruction (mean = 3.28), where parents imparted values for their children's success academically and the lowest in using visual aids (mean = 2.53). Likewise, parents were moderately involved in their children's English learning tasks, with their highest involvement seen in modeling (mean = 3.41), when parents purchased school supplies and the lowest in communicating with teachers about their homework (mean = 2.80). Also, parents were moderately involved in their children's English learning tasks, with the highest involvement seen in Encouragement (mean = 3.26), where parents encouraged their children to be hardworking, and the lowest in encouraging their children to review the English task given (mean = 2.62). Parents were moderately involved in their children's English learning tasks, with the highest involvement seen in reinforcement (mean = 3.28), where parents often attended PTA meetings and the lowest in promising a reward for their children's task completion (mean = 2.80). Parental educational attainment and fathers' occupation were significant factors affecting involvement levels.

Conclusion: The parents in Rizal-1 District supported their children by getting involved in English learning tasks in terms of instruction, modeling, encouragement, and reinforcement. Perhaps fathers' occupation and parents' educational attainment are factors that affect the degree of their involvement in the academic endeavors of their children.

Keywords: Multiple Regression analysis, Parental Involvement, instruction, modeling, encouragement, reinforcement, English learning task

INTRODUCTION

Children's developmental process is undoubtedly influenced by the social environment such as family, school, and community, whose partnership in education has recently gained importance. The learning and mastery of the English language are vital and should be emphasized, as English proficiency is necessary to ensure success in various fields such as technology, education, and the economy.

The involvement of parents in their children's English learning has been known to undoubtedly contribute to greater academic success and confidence. Parental involvement in education is a multifaceted concept (Goodall & Montgomery, 2023). This is because it allows parents to fulfil a significant role in their child's educational success. As such, English learning involvement of parents can support the development of learner's overall performance and the academic achievement. Parents played a crucial role in their children's learning, as Timmons et al. (2020) stated that parents played a vital role in guiding their children.

Furthermore, the role of home facilitators was critical. The shift from traditional to modular learning in the educational system has affected not only teachers and children but also parents and guardians. With the current

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inability of children to study in classrooms, the responsibility of supporting their learning has fallen heavily on parents. Parents found it difficult to fulfill the increased responsibility of acting as teachers in the delivery of instruction (Timmons et al., 2020). In fact, parents were induced in the most challenging situation responsible of diverse activities at home. Some of these challenges were teaching English related activities with their children. Home-based support services can also help children develop their English language skills.

Based on the collected past and present literature reviews from different researchers and authors, the relatedness of ideas is evident. Likewise, it corresponds to the opinions of several authorities. In general, they cited common characteristics that will lead to a concrete and reliable study.

As a result, the researcher was inspired to carry out this research on the far-flung areas of Dinagat Islands to predict factors that can affect parents' level of involvement. Additionally, this paper sought to predict the degree to which parents were involved in their children's English learning tasks completion, focusing on the four areas of participation: instruction, modeling, encouragement, and reinforcement. The researcher expects to discover the essence of parental involvement within the complexities of geographical location for the demands of a current level of learning. Methodically, they do not seek to explore the lived experiences of parents' participation in terms of the four areas mentioned.

Parental involvement is widely recognized as a crucial factor in children's academic success, particularly in language acquisition. Studies have shown that parents' active participation in their children's education leads to improved academic outcomes and increased student confidence. However, limited research has explored how specific parental behaviors—such as instruction, modeling, encouragement, and reinforcement—affect children's English language learning, especially in rural areas like Rizal-1 District.

Parental Involvement through Instruction

Numerous parents aspire to educate their children in English at home; however, only a small number successfully initiate and complete this endeavor (Lamb & Arisandy, 2020). Notably, parents perceive their involvement as a bit challenging in the context of their children's learning English. In a comparable study, Caridade et al. (2021) recommended the implementation of training programs to enhance parental participation in their children's English learning. In fact, those who were more proficient felt further empowered to engage.

Moreover, Manlangit et al. (2020) emphasized the importance of parents and guardians engaging regularly with various knowledgeable individuals to secure essential services and resources for their children. Furthermore, Fideli and Aliazas (2022) emphasized that cooperative learning fosters collaboration and communication. Also, with teamwork and thereby enriching the overall educational experience for students. Ultimately, parents should strive to create a supportive and conducive learning environment for their children.

However, while general parental involvement has been explored extensively, few studies have examined the specific roles of instruction, in children's English learning, particularly in underserved regions like the Rizal-1 District. This study seeks to fill this gap by analyzing how these specific forms of parental involvement influence pupils' English learning tasks.

Parental Involvement through Modeling

Research has shown that certain strategies employed in parental programs can significantly enhance parental involvement, which in turn can lead to improved student achievement (Steiner et al., 2022). These strategies often include training parents to formulate questions to engage their children during reading sessions. Furthermore, these programs can motivate parents to offer attention and praise for their children's academic successes in English. Children tend to mimic adult behaviors, particularly in activities that involve parents teaching English vocabulary at home. Moreover, parents act as role models, influencing their children's values and behaviors (Nisbet, 2021).

Indeed, under DepEd Order No. 72, s. 2009, parental involvement plays a vital role in preparing the children in academic, moral and spiritual development. Parents shall involve themselves in observing children's performance, volunteering to work in the classroom as teacher aide and providing support to other parents (Par. 3, Letter E).

Despite the extensive exploration of parental involvement in the broader literature, there remains a paucity of research focusing on the particular role of modeling in children's English learning tasks, especially in underrepresented areas such as the Rizal-1 District. This study aims to address this deficiency by examining the impact of these specific types of parental involvement learner's English learning activities.



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Parental Involvement through Encouragement

In the research conducted by Steiner et al. (2022), a variety of factors were identified that are essential for ensuring ongoing parental engagement as children advance through their educational journey. It is crucial to acknowledge that both parental and institutional motivational factors significantly impact the levels of parental involvement. Furthermore, by assisting with academic tasks, they can offer encouragement and create a supportive learning environment. Most notably, parents who are actively engaged tend to be more successful in fostering their children's interest and enthusiasm for learning (Dogomeo & Aliazas, 2022).

Homogeneously, parents can also offer encouragement and praise for their children's efforts and achievements, which can boost their self-confidence and motivation. The objective is to formulate effective strategies that enhance learner's academic success and social skills (Ortiz & Aliazas, 2021). Parents are instrumental in establishing a supportive home learning environment and in nurturing their children's motivation and engagement in English language tasks.

However, other research was able to assess parental participation from a wider angle. Still, there is a narrow perspective of parental participation that concentrates on their support in the remote area of Dinagat Islands' Rizal-1 District.

Parental Involvement through Reinforcement

Cosso et al. (2022) found a favorable correlation between parental participation and the English language learning activities that their children engaged in. They observed that the school's engagement also had an impact on these outcomes, in addition to parental involvement. The strongest links appear to be: parent-child dialogues regarding school activities and parents' hopes and expectations for their children. The variable "parents monitoring homework" is frequently linked to poor performance.

According to Xiong et al. (2021), the difference between the performance of children and the parental involvement in that those children who performed poorly in academic testing had parents who were less willing to be involved. Therefore, effective parent-child interaction in English learning activities is vital.

However, these studies were conducted under various titles, objectives, and research questions. Furthermore, they vary in methodology, research domains, and contextual circumstances. In this research on parental involvement in English language education, there exists a narrow understanding of parental engagement, particularly emphasizing reinforcement in the remote regions of Dinagat Islands. This highlights an ongoing gap in the existing literature.

Grounded Theory

This research is based on Vygotsky's Social Development Theory, which highlights the significance of social interaction in the learning process. This theory posits that parents are essential as facilitators of their children's education by demonstrating behaviors, delivering guidance, and providing support. It shapes the study's examination of various aspects of parental involvement—such as instruction, modeling, encouragement, and reinforcement—and their impact on children's success in learning English.

Conceptual Framework

The objective of this research is to examine the impact of parental involvement on the English learning achievements of their children. This analysis is grounded in the concept of the parental engagement process, which posits that a family's participation starts with a conscious decision to engage. Furthermore, this study operates on the premise that parental involvement encompasses multiple dimensions, specifically four essential aspects: instruction, modeling, encouragement, and reinforcement.

In fact, Luana (2021) outlined the various ways in which parents assist in instructing and guiding their children's English learning task at home. These are explaining, giving examples, correcting their children's incorrect answers, 'Googling' the solution, and quickly giving the proper answers. These are the kinds of activities in English that parents engage through instruction.

Parental influence in English language learning is characterized by parents who frequently use the language at home, which can significantly enhance their children's vocabulary and comprehension abilities. Parents who actively participate in their children's education are more likely to model positive behaviors for them.

Additionally, parental encouragement refers to the active involvement of parents, which is often more effective in fostering their children's participation in English-related activities and nurturing a passion for learning (Dogomeo & Aliazas, 2022).



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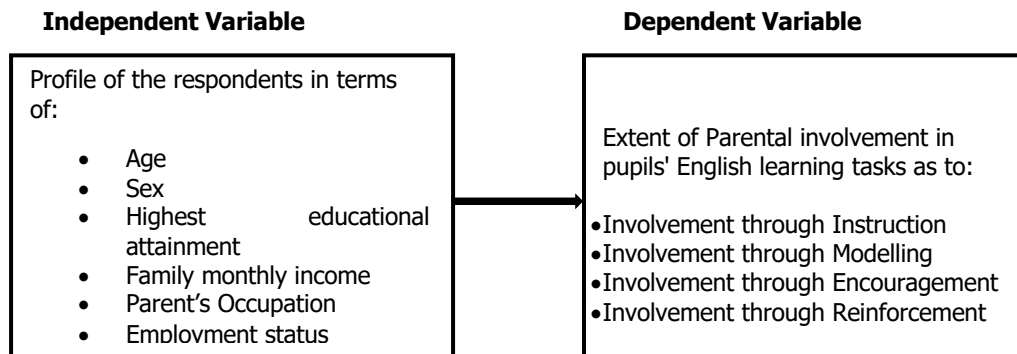


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Moreover, Otani (2020) stated that parents who are interested in their children's education typically have children who have a better attitude toward their learning. This suggests that parental participation in children's education frequently presents itself in the attitude of the child toward their learning.

Various independent variables, including the respondents' profiles, were utilized to forecast the relationship and values of the single dependent variable, which is the degree of parental involvement across four specific areas. The analysis revealed that when students are categorized, the profile variables significantly influence the presence of notable differences in the level of parental engagement in their English learning activities.

Parental demographic factors, such as occupation and educational level, significantly shape children's performance in English learning activities. The framework posits that parents with higher educational qualifications or jobs that facilitate greater engagement with their children tend to have a more favorable impact on their educational results. Studies indicate that families from lower socioeconomic backgrounds often participate less in school-related activities, leading to diminished academic success among their children (Zhang et al., 2021). This highlights the importance of parents' socioeconomic status in determining their involvement and influence in their children's education.



Objectives

The study aims to examine the extent of parental involvement in their children's English learning tasks in the Rizal-1 District. It sought to answer the following research questions:

1. What is the demographic profile of the respondents in terms of:
 - a. age,
 - b. sex,
 - c. educational attainment,
 - d. occupation,
 - e. family monthly income,
 - f. parent's occupation, and
 - g. employment status
2. Is there a significant effect in the extent of parental involvement through instruction, modeling, encouragement, and reinforcement?
3. What is the relationship between parental profiles and the extent of their involvement in their children's English learning tasks?
4. What factors significantly affect their involvement in their children's English learning tasks?

Hypothesis

The study employed the testing of the hypothesis at 5% margin of error; thus, problem 3 is hypothesized as: **H0₁**. The profile variables do not significantly affect the extent of parental involvement in the English learning tasks of pupils.



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METHODS

Research Design

This research employed a descriptive research design alongside multiple linear regression analysis. These methodologies were utilized to investigate the degree of parental involvement, the impact of their demographic profiles on their participation levels, and the various factors influencing their engagement in their children's English learning activities. The study specifically concentrated on aspects such as instruction, modeling, encouragement, and reinforcement. Furthermore, this approach is appropriate as it illustrates how the respondents' profiles—such as age, gender, highest level of education, monthly family income, parental occupation, and employment status—may affect their involvement in their children's English learning tasks. Survey questionnaires were used to assess the relationships between several independent variables and a single dependent variable concerning the current state of parental involvement in students' English learning activities.

Population and Sampling

The study was conducted among parents of students from eight public schools in the Rizal-1 District, DepEd Division of Dinagat Islands. A total of 214 parents participated, selected through random sampling. The sample size was calculated using Cochran's Formula, ensuring a confidence level of 95%. Random sampling was chosen to provide a representative sample of the population.

Instruments

Data were collected using a structured survey questionnaire, which was divided into four sections corresponding to the four aspects of parental involvement: instruction, modeling, encouragement, and reinforcement. The questionnaire was validated by a panel of educational experts and underwent pilot testing, resulting in a Cronbach's alpha coefficient of 0.82, indicating high reliability and consistency.

Data Collection

Data were collected over a two-month period (February to March 2022). Surveys were distributed in person by the researcher per school and entrusted to class advisers from grades four to six during the pick-up of the learning modules to ensure accurate data collection. Respondents were given clear instructions and ample time to complete the questionnaires. Follow-up visits were made to ensure a 100% response rate.

Treatment of Data

The collected data were analyzed using multiple regression analysis to examine the relationship between parental profiles and the extent of their involvement. Preliminary tests were conducted to ensure that the assumptions of multiple regression (e.g., normality, multicollinearity) were met. Descriptive statistics, such as mean and standard deviation, were used to summarize the data.

Ethical Considerations

All participants provided informed consent prior to data collection, and they were informed of their right to withdraw from the study at any time. The confidentiality of all respondents was maintained by anonymizing their data. This study was approved by the ethics review board of Surigao State College of Technology.

RESULTS and DISCUSSION

Demographic Profile of the Respondents

The largest number of respondents were female with a total of 209 or 97.66%, While 5 or 2.54% were male. Females have a higher population in this research locale than male respondents.

In terms of the respondent's educational attainment, the highest frequency was 107 or 50% for high school graduate and 14 or 6.54% were elementary graduate.

As to the occupation for mother, the highest frequency was 123 or 57.58% for housewives or housekeepers and 11 or 5.14% were other occupations like OFW and copra worker. This means that most of the respondents were purely housewives who are at home taking care of their family.



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Likewise, in terms of their employment status, 96 or 44.86% were unemployed. It's the large number of responses. While, 53 or 24.77% were self-employed, 50 or 23.66% were employed (casual/temporary) and 15 or 7.01% were permanent or regular.

Extent of Parental Involvement in English Learning Tasks of Pupils through Instruction

Table 1 presents extent of parental involvement in English learning tasks of pupils through instruction.

Statement	Mean	SD	VI	QD
1.I apply pleasant and conducive study space as my child performs English learning tasks.	2.86	0.82	Often	GIML
2.I show parental interest and participation on my child's English tasks.	3.04	0.76	Often	GIML
3.I perform a routine in communicating my child's learning and checking the workweek plan or schedule on answering English tasks.	3.00	0.75	Often	GIML
4.I practice back-and-forth conversation, abstract reading and enrich learning materials at home.	2.84	0.81	Often	GIML
5.I provide English corner at home for my child's vocabulary in English language.	2.82	0.80	Often	GIML
6.I spend time working with my child on reading and writing activities.	3.00	0.74	Often	GIML
7.I provide home learning materials for my child (books, videos, etc.)	2.64	0.86	Often	GIML
8.I spend time with my child on creative activities.	2.90	0.84	Often	GIML
9.I identify a regular time in my home for my child to do homework.	3.01	0.78	Often	GIML
10.I purchase school supplies my child needs in his/her Modular Distance Learning.	3.28	0.69	Often	GIML
11.I set time for break after my child's English learning activities.	3.04	0.69	Often	GIML
12.I set the goals that my child needs to accomplish for the day	2.88	0.79	Often	GIML
13.I post my child's weekly schedule to be guided in the time to be spent in every subject and activity	2.58	0.88	Often	GIML
14.I explain the direction of an activity to my child for him/her to easily understand answer the activity or task	3.11	0.73	Often	GIML
15.I explain to my child how to answer activities in his/her module using mnemonics and acronyms	3.02	0.75	Often	GIML
16.I provide examples to explain ideas or concepts to my child	3.01	0.85	Often	GIML
17.I use variety of visual aids like pictures, posters, charts, tables, flashcards and videos to better teach concepts to my child	2.53	0.86	Often	GIML
18.I monitor my child's homework in English	3.00	0.76	Often	GIML
19.I impose strict schedules in terms of accomplishing their English works.	3.07	0.70	Often	GIML
Average	2.93	0.58	Often	GIML

Scale	Verbal Interpretation (VI)	Qualitative Description (QD)
4	Always	Got involved to the highest level (GIHL)
3	Often	Got involved to the moderate level (GIML)
2	Sometimes	Got involved to the lowest level (GILL)
1	Never	Never got involved (NGI)

The results reveal that parental engagement in instructional activities was at a moderate level (mean = 3.28, SD = 0.69). A majority of parents indicated they purchase school supplies for their children; however, a smaller number reported utilizing various visual aids (like pictures, posters, charts, tables, flashcards, and videos) to enhance their children's understanding of concepts (mean = 2.53, SD = 0.86). This implies that, although parents are moderately engaged in offering instructions, explanations, and learning materials, certain areas require improvement. Specifically, there is a need for the provision of supplementary materials and diverse activity sheets that concentrate on English learning tasks.

The findings of this study are consistent with the research conducted by Educational institutions can build strong partnerships with parents by involving them in decision-making processes and seeking their input on matters like curriculum development, student support services, and school policies (Dimaano & Panoy, 2022). These initiatives can empower parents to more effectively support their children's educational journeys and actively contribute to their academic success.

These results highlight the critical role of parental engagement in fostering and enhancing students' academic achievements, particularly in relation to their English learning outcomes. When parents take an active role in overseeing their children's educational resources, they can significantly influence their engagement in learning and overall academic performance.



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To deepen the understanding of how parental involvement impacts instruction, future research should examine the specific behaviors. Additionally, practices that parents employ to promote positive English learning outcomes for their children. Furthermore, exploring the long-term effects of parental instruction on students' English proficiency would yield valuable insights for educators, parents, and policymakers.

Effect on the Extent of Parental Involvement in English Learning Tasks of Pupils through Modeling

Table 2 presents the effect on the extent of parental involvement in English learning tasks of pupils through modeling.

Statement	Mean	SD	VI	QD
1. I review my child's answer to his/her activities and let him/her do it next time.	2.95	0.74	Often	GIML
2. I foster appropriate academic behavior like doing the task with them at first and then letting them do it later.	3.31	0.62	Often	GIML
3. I train my child to observe appropriate behavior to enhance self-regulated skills.	3.28	0.67	Often	GIML
4. I involve myself more on my child's English learning tasks so that they could feel that their education is important and valued.	3.10	0.78	Often	GIML
5. I communicate expectations on my child's English learning tasks in a way that they cannot feel pressured.	3.20	0.70	Often	GIML
6. I talk to my child about how I love learning new things.	2.98	0.79	Often	GIML
7. I discuss with my child the importance of good education.	3.31	0.74	Often	GIML
8. I familiarize with the extra services provided at my child's school (for example counseling).	3.26	0.68	Often	GIML
9. I remind my child to wisely use his/her time when answering every activity in his/her module	3.13	0.73	Often	GIML
10. I check if my child properly organized his/her learning kit containing their activities before submitting them to the teachers	3.15	0.71	Often	GIML
11. I make sure that my child answer in the proper answer sheets as indicated in the modules	3.28	0.66	Often	GIML
12. I ask about my child's progress in the module	3.14	0.74	Often	GIML
13. I impart parental values about the importance of effort and academic success.	3.41	0.65	Often	GIML
14. I talk to my child's teacher about work to practice at home.	2.80	0.92	Often	GIML
Average	3.17	0.51	Often	GIML

Scale	Verbal Interpretation (VI)	Qualitative Description (QD)
4	Always	Got involved to the highest level (GIHL)
3	Often	Got involved to the moderate level (GIML)
2	Sometimes	Got involved to the lowest level (GILL)
1	Never	Never got involved (NGI)

The results indicate that parental involvement in instruction was moderate (mean = 3.41, SD = 0.65). Parents reported they imparted parental values about the importance of effort and academic success, but fewer talked to their child's teacher about work to practice at home (mean = 2.80, SD = 0.92). This suggests that while parents imposed good behavior in studying effectively, they may lack of consistent communication with their children regarding different activities to be accomplished at home.

Likewise, parents play a crucial role in providing their children with positive role models, which significantly contributes to their educational development. By exemplifying good behavior, parents can instill lifelong values that their children are likely to emulate. In the research conducted by Manalo et al. (2023), learners recognized that effective communication with their parents within the educational context is crucial for motivating them to learn and study efficiently. This effective communication includes various elements such as sharing knowledge, engaging in meaningful conversations, helping to identify strengths, and consistently encouraging students to manage academic pressures without feeling overwhelmed.

Apparently, there are instances where the behaviors that should be instilled in learners hold greater importance than the manner in which they are expressed. According to Song et al. (2021), the volume of words spoken to children and the quality of interactive dialogues between parents and children are more crucial than the specific types of language employed. This principle also applies to regular reading sessions and the richness of the language environment provided.



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These insights underscore the importance of effective communication between parents and children in achieving success in English learning tasks. Furthermore, fostering positive academic behaviors enables learners to excel in their pursuits. Active parental involvement plays a vital role in integrating values and dialogues that contribute to children's academic achievements and overall well-being.

Future researchers should delve deeper into the aspects of parental involvement, including modeling behaviors, the imitation of subjective values, and the effects of parental modeling. Additionally, examining other variables and factors that may affect learner's completion of English tasks and their performance would yield a more thorough understanding of the subject.

Effect on the Extent of Parental Involvement in English Learning Tasks of Pupils through Encouragement

Table 3 shows the extent of parental involvement in English learning tasks of pupils through encouragement.

Statement	Mean	SD	VI	QD
1.I employ a warmer, more encouraging, and more rewarding environment.	3.23	0.71	Often	GIML
2.I encourage my child to be confident, motivated and hardworking in doing their English tasks.	3.26	0.62	Often	GIML
3.I take my child's perspective into account and strengthen engagement in the tasks.	3.05	0.79	Often	GIML
4.I facilitate in doing my child's tasks according to his/her interest and intrinsic motivation	3.01	0.81	Often	GIML
5.I ensure that my child has excellent attendance at school.	3.25	0.68	Often	GIML
6.I support my child's learning by providing nutritious meals and adequate time for sleep.	3.26	0.66	Often	GIML
7.I acquaint about what information and skills my child should master at his/her grade level in his/her major subject areas.	3.11	0.68	Often	GIML
8.I initiate contact with my child's teacher or principal just to show my support	2.91	0.83	Often	GIML
9.I participate in parent-teacher meetings/conferences in school	3.21	0.84	Often	GIML
10.I encourage my child to express his/her positive opinion and feelings towards his/her education	3.09	0.78	Often	GIML
11.I persuade and tell my child that he/she can finish or accomplish any given task or activity	3.24	0.64	Often	GIML
12.I spend time with my child and study together	3.06	0.74	Often	GIML
13.I share personal experiences to motivate my child and give words of encouragement	3.03	0.80	Often	GIML
14.I listen and answer my child's questions and suggestions about his/her module	3.14	0.66	Often	GIML
15.I encourage my child to make a reviewer on English Modules.	2.62	1.02	Often	GIML
Average	3.10	0.55	Often	GIML

Scale	Verbal Interpretation (VI)	Qualitative Description (QD)
4	Always	Got involved to the highest level (GIHL)
3	Often	Got involved to the moderate level (GIML)
2	Sometimes	Got involved to the lowest level (GILL)
1	Never	Never got involved (NGI)

The findings reveal that parental involvement in educational activities was at a moderate level (mean = 3.26, SD = 0.62). Parents indicated that they actively encouraged their children to develop confidence and motivation. Similarly, with the same mean and a standard deviation of 0.62, parents ensured their children received nutritious meals and sufficient sleep. However, their encouragement for children to engage in reviewing English modules was notably lower (mean = 2.62, SD = 1.02). This implies that while parents frequently support their children's self-esteem and provide essential nutrition and rest, they may lack effective strategies to inspire their children to review their English learning materials.

Similar studies, such as those conducted by Cherry (2022), indicate that motivation is fundamentally linked to the underlying reasons for an individual's behavior. Studies have demonstrated that parental motivation to participate in their children's education can greatly influence their children's proficiency in the English language. In fact, the active participation of parents in monitoring their children's activities, setting high expectations and facilitating effective communication has a profound impact on their children's English learning experiences.



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It is generally accepted that parents' beliefs significantly influence their children's approaches to achieving proximal English learning outcomes. Research has consistently shown that parental engagement plays a crucial role in learner success and acts as a significant mediator in academic performance (Xiong et al., 2021). The results indicate that initiatives aimed at enhancing parents' strategies and support for optimizing the involvement of reviewers in their children's English learning at home are essential. The effectiveness of encouragement lies in its emphasis on effort, fostering a foundation for success, and guiding children to assess their abilities based on their own achievements (Extension Alliance for Better Child Care, 2021).

The research is constrained by its concentration on a single district, which may not accurately reflect other areas. Subsequent studies could investigate parental engagement in diverse environments, such as urban compared to rural locations, or assess parental involvement across different academic subjects. The important influence of educational attainment underscores the necessity of aiding less-educated parents to enhance their participation.

Effect on the Extent of Parental Involvement in English Learning Tasks of Pupils through Reinforcement

Table 4 presents the effect on the extent of parental involvement in English learning tasks of pupils through reinforcement.

Statement	Mean	SD	VI	QD
1.I plan to expand my child's learning by letting them help with the activities of their siblings, especially in English.	2.90	0.97	Often	GIML
2.I ask questions that could make my child reflect without touching academic content.	2.82	0.83	Often	GIML
3.I recognize their achievement or completion of my child's English task to boost their interest and motivation.	3.18	0.65	Often	GIML
4.I give my correction in a way of a positive notes rather than criticism.	3.23	0.69	Often	GIML
5.I pursue on what my child is doing right and increase that behavior.	3.22	0.74	Often	GIML
6.I support and reinforce the school's discipline plan.	3.27	0.66	Often	GIML
7.I hold my child responsible for completing all assignments on time to do the best of his/her ability.	3.25	0.68	Often	GIML
8.I ensure that my child takes courses to prepare them for a chosen career path.	3.03	0.76	Often	GIML
9.I inform my child's academic strengths and weaknesses.	3.03	0.76	Often	GIML
10.I attend at least one PTA, PTO, or other support group meeting this year.	3.28	0.76	Often	GIML
11.I praise my child every time he/she finishes answering an assigned activity in his/her modules	3.27	0.63	Often	GIML
12.I recognize and celebrate my child's academic accomplishments and achievements	2.72	0.80	Often	GIML
13.I promise my child a reward like an increase in allowance to make him/her finish the activities in his/her modules	2.43	0.86	Somet imes	GILL
14.I contact the school and communicate with the teachers about the progress of my child in English	2.73	0.86	Often	GIML
15.I report my child's progress at home to his/ her teacher.	2.82	0.87	Often	GIML
Average	3.02	0.54	Often	GIML

Scale	Verbal Interpretation (VI)	Qualitative Description (QD)
4	Always	Got involved to the highest level (GIHL)
3	Often	Got involved to the moderate level (GIML)
2	Sometimes	Got involved to the lowest level (GILL)
1	Never	Never got involved (NGI)

The results indicate that parental involvement in reinforcement was moderate (mean = 3.28, SD = 0.76). Parents reported they often attended at least one meeting (PTA) every year, but fewer promised their children a reward to increase their allowance to make them accomplish the task given (mean = 2.43, SD = 0.86). This suggests that while parents imposed good behavior in studying effectively, they may lack of consistent communication with their children regarding different activities to be accomplished at home. (mean = 2.62, SD = 1.02). This suggests that while parents are participative to attend meeting and monitor their progress, they still didn't favor of increasing their children's allowance for their activity to be finished.

The findings of the study were consistent with those of Casillas et al. (2020), highlighted that participating in parent-teacher conferences, school performances, and various school activities provides an excellent opportunity for



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parents to demonstrate their commitment to their child's education. Additionally, the participation of parents in meetings, conferences, and PTA gatherings is essential for fostering their child's academic success.

However, the study indicates that rewards given at home are viewed unfavorably for certain reasons. According to Nematovich (2022), primary school learners often lack adequate self-regulation, which implies they struggle to manage their feelings, emotions, and behaviors. Nevertheless, given that elementary school learners exhibit a high degree of trust and compliance towards their teachers and parents, this period presents a vital opportunity for educators and parents to foster their development and guide them in self-control.

The study highlighted that despite parents' hesitations to assist their children with English assignments, it is essential to acknowledge and commend them for their achievements. Parents who effectively instill this mindset can significantly impact their children's overall performance in English and their academic achievements.

To further investigate parental involvement centered on reinforcement, future studies could examine the specific roles and practices associated with parental reinforcement. This could lead to improved educational experiences.

Multiple Regression Analysis on the Relationship Between the Parental Profiles and the Extent of Parental Involvement in English Learning Tasks of Pupils through Instruction and Modeling

Table 5 presents a multiple regression analysis on the relationship between the parental profiles and the effects of profiles to the extent of parental involvement in English learning tasks of pupils through instruction and modeling.

Profile		INSTRUCTION				MODELING			
		B	P	D	S	B	P	D	I
(Constant)		2.83	<0.001	R	S	3.57	<0.001	R	S
Occupation of Mother	<i>Businesswoman</i>	-0.37	0.21	NR	NS	-0.20	0.47	NR	NS
	<i>Government Official/Office Worker</i>	-0.20	0.26	NR	NS	-0.16	0.31	NR	NS
	<i>Teacher</i>	0.17	0.57	NR	NS	0.44	0.10	NR	NS
	<i>Employee in Private Institution</i>	-0.21	0.29	NR	NS	-0.06	0.75	NR	NS
	<i>Sari-Sari Store Owner</i>	0.06	0.65	NR	NS	0.03	0.81	NR	NS
	<i>Fishing with Husband</i>	-0.44	0.05	NR	NS	-0.19	0.35	NR	NS
Occupation of Father	<i>Businessman</i>	0.04	0.80	NR	NS	0.03	0.81	NR	NS
	<i>LGU official</i>	0.29	0.20	NR	NS	0.19	0.36	NR	NS
	<i>Employee in Private Institution</i>	0.04	0.84	NR	NS	0.00	0.99	NR	NS
	<i>Sari-Sari Store Owner</i>	-0.07	0.76	NR	NS	-0.16	0.44	NR	NS
	<i>Labor</i>	-0.13	0.41	NR	NS	-0.37	0.01	R	S
	<i>Carpenter</i>	-0.15	0.38	NR	NS	-0.10	0.52	NR	NS
Employment Status	<i>Others</i>	-0.02	0.94	NR	NS	0.03	0.90	NR	NS
	<i>Self-Employed</i>	0.03	0.83	NR	NS	0.06	0.66	NR	NS
	<i>Employed (Casual/Temporary)</i>	-0.01	0.97	NR	NS	-0.06	0.67	NR	NS
Educational Attainment	<i>Employed (Permanent/Regular)</i>	-0.28	0.28	NR	NS	-0.32	0.17	NR	NS
	<i>Elementary level</i>	-0.44	0.01	R	S	-0.24	0.11	NR	NS
	<i>Elementary Graduate</i>	-0.35	0.03	R	S	-0.30	0.04	R	S
	<i>High school level</i>	-0.14	0.32	NR	NS	-0.13	0.29	NR	NS
	<i>College level</i>	0.04	0.74	NR	NS	0.04	0.75	NR	NS
Female	<i>College Graduate</i>	0.37	0.02	R	S	0.19	0.19	NR	NS
	Age	0.25	0.39	NR	NS	-0.17	0.53	NR	NS
Income	Age	0.00	0.64	NR	NS	0.00	0.46	NR	NS
	Income	0.00	0.77	NR	NS	0.00	0.85	NR	NS
Legend:	<i>D - Decision on Ho</i>	<i>I - Interpretation</i>							
	<i>R - Rejected</i>	<i>S - Significant</i>							
	<i>NR - Not Rejected</i>	<i>NS - Not Significant</i>							



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Multiple Regression Analysis on the Relationship Between the Parental Profiles and the Extent of Parental Involvement in English Learning Tasks of Pupils through Instruction.

A multiple regression analysis revealed that parental educational attainment significantly predicts involvement in English learning tasks ($B = 0.3, p < 0.05$). This finding is consistent with prior research conducted by Tan et al. (2020), which indicated that parental education influences the ability to provide support, indicating that parents with higher educational backgrounds are better equipped to help at home. Additionally, research indicates that families with higher educational attainment offer not only more substantial but also higher-quality support (Bol, 2020).

Similar studies, such as those conducted by Yildirim (2019), noted that parents' educational levels might influence their children's academic growth if they displayed aspirations and motivation for their children's education. Parents who do not complete high school frequently show limited engagement in teaching their children English lessons, whereas those who have graduated from college typically demonstrate a higher level of involvement in their children's educational activities.

The findings suggest that interventions targeting parents with lower educational attainment could help improve their involvement in their children's English learning. This might include workshops on how to support children's learning at home or providing accessible educational materials.

The study is limited by its focus on a single district, which may not be representative of other regions. Future research could explore parental involvement in different contexts, such as urban versus rural settings, or compare parental involvement across various subject areas.

Multiple Regression Analysis on the Relationship Between the Parental Profiles and the Extent Parental Involvement in English Learning Tasks of Pupils through Modeling.

A multiple regression analysis indicated that the employment status of parents significantly predicted their involvement in English learning activities ($B = 0.30, p < 0.05$). This finding is consistent with earlier research conducted by Madima and Makananise (2021), which revealed that parental fluency and confidence in English significantly influenced their engagement in their child's English education. Parents who demonstrated higher proficiency in English felt more capable of contributing to their child's learning.

Additionally, parents with only an elementary education tend to show limited engagement in modeling English learning activities. Ponce et al. (2021) highlight that caregivers may lack both the necessary skills and the time to assist with rigorous school assignments and homework, particularly as the academic challenges increase for students in grades four to six. Research by Otani (2020) indicates that parental involvement in a child's education varies with the child's age and grade level. In fact, as children progress to higher grades, parental engagement tends to decrease.

The results indicate that initiatives aimed at parents experiencing unstable employment could enhance their participation in their children's English education. This could involve training sessions, workshop and engaging them in the creation of instructional materials. Such efforts would support children's learning at home and ensure access to educational resources.

However, the study's scope is limited to a single district, which may not accurately reflect the situation in other areas. Future investigations could examine parental involvement in various settings or assess differences in engagement across different subjects. Furthermore, exploring the long-term impacts of parental involvement on learner's English learning trajectories would yield important insights for educators, parents and policymakers.



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Multiple Regression Analysis on the Relationship Between the Parental Profiles and the Extent of Parental Involvement in English Learning Tasks of Pupils through Encouragement and Reinforcement.

Table 6 presents the multiple regression analysis on effects of profiles to the extent of parental involvement in English learning tasks of pupils through encouragement and reinforcement.

Profile	Encouragement				Reinforcement					
	B	P	D	I	B	P	D	I		
(Constant)	3.24	<0.001	R	S	3.28	<0.001	R	S		
Occupation of Mother	Businesswoman	-0.25	0.40	NR	NS	-0.18	0.53	NR	NS	
	Government Official/Office Worker	-0.22	0.21	NR	NS	-0.20	0.23	NR	NS	
	Teacher	0.20	0.48	NR	NS	0.21	0.45	NR	NS	
	Employee in Private Institution	-0.24	0.21	NR	NS	-0.10	0.59	NR	NS	
	Sari-Sari Store Owner	0.05	0.66	NR	NS	0.10	0.40	NR	NS	
	Fishing with Husband	-0.16	0.47	NR	NS	-0.27	0.20	NR	NS	
Occupation of Father	Businessman	0.12	0.45	NR	NS	0.09	0.55	NR	NS	
	LGU official	0.24	0.27	NR	NS	0.22	0.30	NR	NS	
	Employee in Private Institution	0.03	0.86	NR	NS	0.05	0.78	NR	NS	
	Sari-Sari Store Owner	-0.19	0.40	NR	NS	-0.17	0.44	NR	NS	
	Labor	-0.27	0.06	NR	NS	-0.20	0.16	NR	NS	
	Carpenter	-0.13	0.43	NR	NS	-0.13	0.41	NR	NS	
Employment Status	Others	0.01	0.98	NR	NS	0.00	1.00	NR	NS	
	Self-Employed	0.01	0.97	NR	NS	0.05	0.72	NR	NS	
	Employed (Casual/Temporary)	-0.05	0.72	NR	NS	-0.06	0.67	NR	NS	
Educational Attainment	Employed (Permanent/Regular)	-0.40	0.10	NR	NS	-0.28	0.24	NR	NS	
	Elementary level	-0.25	0.11	NR	NS	-0.26	0.09	NR	NS	
	Elementary Graduate	-0.39	0.01	R	S	-0.24	0.11	NR	NS	
	High school level	-0.16	0.23	NR	NS	-0.13	0.32	NR	NS	
	College level	0.05	0.68	NR	NS	0.03	0.82	NR	NS	
College Graduate	0.38	0.01	R	S	0.35	0.02	R	S		
Female	0.04	0.88	NR	NS	-0.08	0.78	NR	NS		
Age	0.00	0.58	NR	NS	0.00	0.47	NR	NS		
Income	0.00	0.83	NR	NS	0.00	0.92	NR	NS		
Legend:	D - Decision on Ho	I - Interpretation								
	R - Rejected	S - Significant								
	NR - Not Rejected	NS - Not Significant								

Multiple Regression Analysis on Effects of Profiles to the Extent of Parental Involvement in English Learning Tasks of Pupils through Encouragement

A multiple regression analysis indicated that parental educational attainment significantly predicted involvement in English learning activities ($B = 0.30, p < 0.05$). This finding is consistent with prior research by Yildirim (2019), which highlighted that the educational levels of parents can influence their children's academic progress. Particularly when parents demonstrate aspirations and motivation regarding their children's education. It can be inferred that parents with only an elementary education may struggle to support their children with English tasks due to their limited knowledge. In contrast, parents who are college graduates are better positioned to encourage their children, as they possess greater personal experience with various academic tasks.

Schools should actively seek to enhance parental involvement by training educators to foster relationships and improve communication with families. Specifically, promoting inclusive parental engagement that avoids perpetuating negative stereotypes about parents from lower socioeconomic backgrounds is crucial for establishing a productive school-home partnership (Antony-Newman, 2019).



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The results indicate that initiatives aimed at parents experiencing unstable employment may enhance their engagement in their children's English education by promoting effective collaboration between home and school. This could influence a range of parental practices and behaviors related to learner's English learning activities.

However, the study's scope is restricted to remote areas. Future investigations could examine parental involvement in diverse settings or assess differences in parental engagement across various subjects. Furthermore, exploring the lasting impacts of parental involvement on students' English learning trajectories would yield valuable insights for educators, parents, and policymakers.

Multiple Regression Analysis on the Relationship Between the Parental Profiles and the Extent of Parental Involvement in English Learning Tasks of Pupils through Reinforcement

A multiple regression analysis indicated that parental educational attainment significantly predicts involvement in English learning activities ($B = 0.35$, $p < 0.05$). This finding is consistent with earlier research by Pinquart and Ebeling (2019), which highlighted that parents with higher educational backgrounds are more inclined to participate in their children's academic endeavors, maintain communication with educational institutions, and set elevated expectations for their offspring. The results imply that having a college degree notably influences the degree of parental engagement in their children's English learning tasks through various forms of reinforcement.

Nevertheless, during the study, parents expressed a strong willingness to meet the necessary requirements to fulfill their responsibilities. Evidence indicates that particular strategies employed in parental programs can enhance parental involvement, which in turn positively influences student achievement (Steiner et al., 2022).

The research indicates that parents with lower levels of education can enhance their children's English learning by increasing their involvement in school activities. This involvement can take various forms, including effective communication with school staff, attending school events, and engaging in school governance. Additionally, active participation in school-related activities, such as joining parent-teacher associations, may significantly influence educational outcomes, particularly in completing English learning tasks.

Future studies could further investigate the specific types of parental engagement and their effects on students' academic support and overall educational experiences in urban environments. Identifying successful strategies to encourage and maintain parental involvement could yield important insights for educators, policymakers, and parents alike.

Conclusions

Based on the results of the study, several conclusions were formulated:

1. The study found that parental involvement in English learning tasks, particularly through instruction, encouragement and reinforcement, was moderate overall. However, higher parental educational attainment was associated with greater involvement in all aspects of their children's English learning.
2. Parental involvement through modeling found out to be moderate. However, fathers' occupations also significantly influenced the level of involvement, with those in labor-intensive jobs being less able to actively participate in their children's learning tasks.
3. The use of instructional aids, such as visual materials, was limited among parents, indicating a need for resources and support to enhance this aspect of parental involvement.
4. The proximity of school-home collaboration to improve learners' interest, motivation and engagement on English learning task.

Recommendations

Based on these conclusions, several recommendations were made:

1. For Parents: Schools and community groups should offer practical workshops on how parents can support their children's English learning, particularly in areas like providing educational resources and fostering positive study habits. These workshops could be delivered both in-person and online to accommodate working parents.

2. For Schools: Schools should establish parent engagement programs that provide resources such as take-home educational materials or newsletters with weekly learning tips. Collaboration with local stakeholders to offer free or low-cost educational tools would also support parental involvement.

3. For Policy-Makers: Local educational authorities should develop policies that provide targeted support to parents with lower educational attainment, such as subsidized tutoring programs or access to adult education classes that improve their ability to assist their children.



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4. For Future Research: Further research is recommended to explore the impact of parental involvement in other subject areas, as well as the long-term effects of enhanced parental engagement on student outcomes in rural communities.

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