

Parental Engagement, Practices, Challenges and Students' Academic Performance

GEMMA M. PAGESUGUIRON
Baliwasan Central School

Abstract- Partnerships between the school, the family, and the community are essential to education. Children are legally under the care of their parents. Parents and educators collaborate to promote and enhance children's and adolescents' learning, development, and health through parental engagement. The main objective of the study is to determine the extent of the parental engagement, parental practices and challenges they faced to improve students' performance among public elementary schools and the significant relationship between parental engagement and their practices. The study employed a descriptive-quantitative research design using a researcher's made survey questionnaire to determine the parental engagement, practices and challenges among 100 parents of public elementary schools. It was concluded that the parent-respondents are highly involved in co-curricular activities, financial support, and decision-making, they highly practiced home-based engagement, parent-teacher/school relationship, and communication were highly practiced and there were evident challenges in terms of time, discipline, and environmental factors. The parents were highly engaged in their role to support their child's learning specifically in parent-teacher/ school relationship and communication. They were highly challenged in their parental role in supporting their child's learning specifically in managing their time and in disciplining their child.

I. INTRODUCTION

Partnerships between the school, the family, and the community are essential to education. Children are legally under the care of their parents. Parents and educators collaborate to promote and enhance children's and adolescents' learning, development, and health through parental engagement. It is a shared responsibility that parents are expected to be committed to actively support their children's and teenagers' learning and development, and schools are committed to reaching out to engage parents in meaningful ways. Parent engagement in schools is strongly associated with improved social skills, greater academic achievement, and better behavior from

students (Durisic and Bunijevac, 2017). The many strategies parents typically employ to raise their children are categorized under parenting styles or practices. Parental practices include monitoring children's behavior and peer affiliations in school and community environments, establishing a positive relationship with them, and applying appropriate discipline (e.g., structuring, reinforcement of prosocial behaviors, application of mildly aversive consequences for problem behaviors, and absence of abusive tactics such as humiliation and hitting).

The academic performance of students is measured across various academic subjects to evaluate their progress and achievement in their learning. Teachers usually measure it through classroom performance, graduation rates, and results from standardized tests. The academic performance of students is influenced by numerous factors. Four elements—family socioeconomic position, time spent preparing for classes and doing independent study—affect student accomplishment, according to Davaatseren et al. (2024). Other determinants include the institutional environment. However, Utami (2022) said that numerous studies have demonstrated the positive effects of parental engagement in their children's education, which include improved academic achievement, enhanced social and emotional development, and increased self-esteem.

Certainly, parents have a big responsibility over their children at home and in school. Parental engagement and practices somehow contribute to parental challenges. It is not easy to raise and discipline children. There are many needs that parents are expected to provide for their children, specifically in their education. It is the responsibility of the parents to ensure that children will go to school and finish what they started for a better future. There are also parental challenges that usually occur in establishing parental engagement or involvement in their practices.

Since parents are responsible for their children's education, it is crucial to examine the extent of parental engagement and practices to better understand the student's situation and academic performance. It could be a factor that parental engagement, practices, and challenges affect the students' performance. Parents, being the persons, that children look up to may contribute negatively or positively to how they perceive the essence of education. So, it is crucial to determine the extent of parental engagement or involvement and their practices with their children, as well as understand the challenges they face to help students improve their academic performance.

Thus, the researcher finds it essential to embark on this study to determine the extent of the parental engagement, practices, and challenges they faced to improve students' performance among public elementary schools in Zamboanga City. The findings will serve as the basis for an intervention.

II. METHODOLOGY

The study employed descriptive-quantitative design in determining the parental engagement, practices and challenges with 100 parent-respondents on their child's education. It was a descriptive-quantitative research design because it sought to determine the extent of parental involvement in terms of cocurricular activities, financial support and decision making; the parental practices to help improve student's academic performance in terms of home-based engagement, parent-teacher or school relationship and communication; and the parental challenges in terms of time, discipline and environmental factors.

The study used a researcher made survey-questionnaire, as the main tool for data gathering with 4-point Likert Scale and consisted of five parts. The survey questionnaire will consist of five parts. Part I consisted of the respondents' profile. Part II survey questions focused on the extent of parental involvement in terms of cocurricular activities, financial support and decision making. Part III was about the parental practices to help improve student's academic performance in terms of home-based engagement, parent-teacher/school relationship and communication. Part IV focused on the parental

challenges to help improve student's academic performance in terms of time, behavior and weather condition. Lastly, Part V focused on the academic performance of students.

The study was guided by appropriate research ethics and guidelines. Primary data were used in this study. Consent and permission from the respondents were gathered. The confidentiality of the respondents was maintained strictly to ensure the privacy of the respondents. Hence, the ethical aspect of the research was strictly implemented. The approval of the respondents to allow the researchers to present in the other forum or fora was ensured.

The guidelines set by the public elementary schools were followed in the conduct of the study. Permission to conduct the study involving the 100 parents of Grade 1 pupils was requested with informed consent. Data gathering was conducted in the convenience of the target respondents.

III. RESULTS AND DISCUSSIONS

Problem 1. What is the extent of parental engagement in terms of cocurricular activities, financial support and decision making?

Table 1. Extent of Parental Engagement in Terms of Cocurricular Activities, Financial Support, and Decision Making

Extent of Parental Engagement Indicator	Weighted Mean	Description	Verbal Interpretation
Cocurricular Activities	3.46	Strongly Agree	Highly Involved
Financial Support	3.65	Strongly Agree	Highly Involved
Decision Making	3.60	Strongly Agree	Highly Involved
Average Weighted Mean	3.57	Strongly Agree	Highly Involved

Legend: 1.00-1.74 - *Strongly Disagree/Not Involved*
 2.50-3.24 - *Agree/Moderately Involved*
 1.75-2.49 - *Disagree/Fairly Involved*
 3.25-4.00 - *Strongly Agree/Highly Involved*

Table 1 shows that the extent of parental engagement in terms of co-curricular activities, financial support, and decision-making was Highly Involved with an average weighted mean of 3.57 described as strongly agree and interpreted as highly involved. This means that parents were highly engaged in their child’s learning. They made sure that they made decisions for the good of their children through active participation in school activities, attendance checking, monitoring their child’s interest in learning, and setting limitations for play. They were also engaged in financially supporting their child’s needs in school such as the complete uniform, food, things or materials, transportation to school, and the needed projects initiated by the school. They were highly engaged in every Parent-teacher Association meeting, brigada escuela activity, family day, and being part of projects and any school activities needed by their child in school.

This supports the findings of Đurišić and Bunijevac (2017) that parental involvement offers schools a significant chance to improve the curriculum and leads to a better school atmosphere, higher parent and teacher satisfaction, and higher student success. Schools may have partnership programs in place that continuously create, carry out, assess, and enhance strategies and practices promoting family and community involvement to guarantee effective parental involvement. Schools can promote numerous activities, such as parenting, at-home learning, communication, volunteering, decision-making, and community engagement. Effective parent participation strategies emphasize good interactions and a strength-based strategy to establish trust. All parent participation programs aim to foster greater parent-school collaboration to ensure safe school settings and healthy child development.

Problem 2. What are the parental practices in terms of home-based learning, parent-teacher/school relationship, and communication?

Table 2. Parental Practices in Terms of Home-Based Engagement, Parent-Teacher/School Relationship, and Communication

Parental Practices Indicator	Weighted Mean	Description	Verbal Interpretation
Home-Based Engagement	3.03	Agree	Moderately Practiced
Parent-Teacher/School Relationship	3.37	Strongly Agree	Highly Practiced
Communication	3.36	Strongly Agree	Highly Practiced
Average Weighted Mean	3.25	Strongly Agree	Highly Practiced

Legend: 1.00-1.74 - *Strongly Disagree/Not Evident*
 2.50-3.24 - *Agree/Moderately Evident*
 1.75-2.49 - *Disagree/Fairly Evident*
 3.25-4.00 - *Strongly Agree/Highly Evident*

Table 2 shows that the parental practices in terms of home-based engagement, parent-teacher/school relationship, and communication were highly practiced with an average weighted mean of 3.25 described as strongly agree and interpreted as highly practiced. This means that parents highly performed or practiced their parental role in supporting their child’s learning specifically in parent-teacher/ school relationship and communication. In terms of the parent-teacher or school relationship, parents strongly agree to the school activities set by the school, communicate with the school’s teacher and administrators for any concerns, work with the teacher for the child’s learning, approach the teacher or school staff for any concerns related to the learner and promotes small talks and honest feedback about the child.

Likewise, in terms of communication, they highly practiced updating the teacher about any unavailability to attend school events, raising any concerns or problems of the child about homework,

communicating with the child and teacher, and helping each other (parent and teacher) through update about the child’s positive or negative behavior and approaches the teacher or school staff for related issues about the learner.

However, in terms of home-based engagement, they agreed or were less likely updated about their child’s progress, assist their child in their school wear and personal hygiene, and give rewards to their child for a job well done in school. provides educational materials at home like reading books, activity books, and puzzles for follow-up learning, and checks and prepares the child’s school bag every day.

This supports the findings of Breiner, et al. (2020) that parental practice highlighted that a variety of contextual factors, such as children's characteristics (e.g., gender, temperament); parents' own experiences (e.g., those from their childhood) and circumstances; expectations learned from others, such as family, friends, and other social networks; and cultural systems, all influence parenting knowledge, attitudes, and practices. Contextual factors include institutional and community-based supports, as well as policies that impact the type and availability of supportive services.

Problem 3. What are the parental challenges in terms of time, discipline and environmental factors?

Table 3. Parental Challenges in Terms of Time, Discipline, and Environmental Factors

Parental Indicator	Challenges	Weighted Mean	Description	Verbal Interpretation
Time		3.05	Agree	Moderately Evident
Discipline		3.00	Agree	Moderately Evident
Environmental factors		2.39	Disagree	Fairly Evident
Average Weighted Mean		2.81	Disagree	Fairly Evident

Legend: 1.00-1.74 - Strongly Disagree/Not Evident
2.50-3.24 - Agree/Moderately Evident

1.75-2.49 - Disagree/Fairly Evident

3.25-4.00 - Strongly Agree/Highly Evident

Table 3 shows that the parental challenges in terms of time, discipline, and environmental factors was fairly evident with an average weighted mean of 2.81 described as disagree and interpreted as fairly evident. This means that parents were highly challenged in their parental role in supporting their child’s learning specifically in managing their time and in disciplining their child.

In terms of time, they agreed that they have less time to spend for their child’s continuous learning at home, supervise their studies, bring and fetch their child to school and even play with their child due to more time at work and other issues at home. Perhaps, parents had a hard time balancing their time for their child and the responsibility to provide all the basic needs of their child and their family, as a whole. Parents carry a very big responsibility for their child and they need to work harder to provide all their family needs.

In terms of discipline, they agreed that they also lacked time to supervise their child’s behavior and correct their mistakes, less personal communication for play and studies that even the misbehavior of child at home could not be monitored and sometimes, spoiled the child with what they want.

In terms of the environmental factors, parents disagreed that they did not monitor their child’s attendance and they can control the absences due to their child’s mood, weather condition or any natural disaster and they even give more priority to schooling of their child than to social events.

Problem 4. What is the academic performance of the students?

Table 4. Academic Performance of the Students

Mean Percentage Score	Minimum	Maximum	Mean	SD
Grade 1	19.00	90.00	80.5	
Average Grade			4	6.79

Table 4 shows the average score mean is 80.54. This indicated a good performance of grade 1 pupils in their academics. The teachers had successfully taught students with proper teaching strategies. This correlates to Munyaradzi (2013) study where mean scores results demonstrated that teacher-student interactive method was the most effective teaching method, followed by student-centered method while the teacher-centered approach was the least effective teaching method.

Problem 5. Is there a significant effect between parental engagement and students' academic performance?

Table 5. Correlation: Parental Engagement and Students' Academic Performance

Variable	Coefficient of Correlation	p - value	Decision	Interpretation
Parental Engagement and Students' Academic Performance	0.178	0.077	No Correlation	Not Significant

Correlation is significant at the 0.05 level.

Table 5 shows the coefficient of correlation 0.178 with the corresponding probability value of 0.077 was not significant at $\alpha = 0.05$. This indicated that there was no correlation relationship between the parental engagement and the students' academic performance as measured by their scores. There is no effect on the parents' involvement or engagement in terms of cocurricular activities, financial support, and decision making to the academic performance of students in school.

Problem 6. Is there a significant effect between parental practices and student's academic performance?

Table 6. Correlation: Parental Practices and Students' Academic Performance

Variable	Coefficient of Correlation	p - value	Decision	Interpretation
Parental Practices and Students' Academic Performance	-0.112	0.265	No Correlation	Not Significant

Correlation is significant at the 0.05 level.

Table 6 shows the coefficient of correlation -0.112 with the corresponding probability value of 0.265 was not significant at $\alpha = 0.05$. This indicated that there was no correlation relationship between the parental practices and the students' academic performance as measured by their scores. There is no effect on the parents' practices in terms of home-based learning, parent-teacher/school relationship and communication to the academic performance of students in school.

Problem 7. Is there a significant difference in the extent of parental engagement when grouped according to educational attainment, economic status and ethnicity?

Table 7. Extent of Parental Engagement Grouped According to Educational Attainment, Economic Status and Ethnicity.

Variable	Sum of Squares	Mean Square	F-Value	P-Value	Interpretation
Parental Engagement of Different Educational Attainment	0.134	0.045	0.849	0.470	Not Significant
	5.003	0.053			
	5.138				

Parental Engagement of Different Economic Status	0.074	0.037	0.693	0.503	Not Significant
	5.105	0.053			
	5.179				
Parental Engagement of Different Ethnicity	0.283	0.094	1.846	0.144	Not Significant
	4.907	0.051			
	5.190				

Table 7 shows parental engagement when grouped according to educational attainment, economic status and ethnicity with F value of 0.849, 0.693 and 1.846 with the corresponding probability value of 0.470, 0.503 and 0.144 respectively are not significant at alpha = 0.05. Therefore, the posited hypothesis which states that there is no significant difference in the parental engagement when data are grouped according to educational attainment, economic status and ethnicity were accepted. There was no statistically significant difference among the variables tested in the study. The data indicate that educational attainment, economic status and ethnicity do not vary in the parents' engagement in school. This means that parents despite of their educational attainment, economic status and ethnicity complied with school requirements for their child. Similarly, they engaged in school activities, support their child financially and made right decisions for their child's learning.

CONCLUSION

1. The parents were highly engaged in their child's learning in terms of co-curricular activities, financial support, and decision-making. They made sure that they made decisions for the good of their children through active participation in school activities, attendance checking, monitoring their child's interest in learning, and setting limitations for play, supporting their child's needs in school such as the complete uniform, food, things or materials, transportation to school, and the needed projects initiated by the school and active in Parent-teacher Association meeting, brigada

escuela activity, family day, and being part of projects and any school activities needed by their child in school.

- The parents highly performed or practiced their parental role in supporting their child's learning specifically in parent-teacher/ school relationship and communication.
- The parents were highly challenged in their parental role in supporting their child's learning specifically in managing their time and in disciplining their child.
- The Grade 1 pupils had good academic performance that means teachers had successfully taught students with proper teaching strategies.
- The parental engagement does not affect the pupils' academic performance.
- The parental practices affect the student's academic performance based on this data.
- There were no significant differences on the parental engagement when respondents are grouped according to educational attainment, economic status and ethnicity. Parents despite of their educational attainment, economic status and ethnicity complied with school requirements for their child. Similarly, they engaged in school activities, support their child financially and made right decisions for their child's learning.

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