

PARENTAL Involvement and Student Engagement among Public Schools in Davao City: Basis for an Enhancement PLAN

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ABSTRACT

This study examined the influence of parental involvement on the student engagement of elementary learners in public schools, using a quantitative research approach, specifically a descriptive correlational design. Simple random sampling was used to select the respondents for this study. Data were collected using adapted and validated questionnaires, ensuring the instrument's reliability and validity. Statistical analyses, including the mean, standard deviation, Pearson product-moment correlation coefficient, and multiple linear regression, were employed to interpret the data. The results revealed that parental involvement and student engagement were high. The correlation analysis showed a significant relationship between parental involvement and student engagement. Furthermore, regression analysis confirmed that parental involvement significantly influences student engagement, specifically in the dimension of parental love and guidance. However, other domains, such as parent-teacher communication and participation in school activities, did not significantly influence student engagement when examined independently. These findings emphasize the importance of strengthening parental involvement, especially through emotional support and guidance, as it plays a critical role in fostering student engagement in school.

KEYWORDS: *Education, parental involvement, student engagement, elementary learners, Philippines.*

INTRODUCTION

Student engagement is one of the main drivers of academic achievement and overall student development (Trowler, 2015). It encompasses students' intellectual, affective, and behavioral commitment to learning. Nonetheless, maintaining sustained engagement in many learning environments is a challenge. In line with this, Garbacz et al. (2017) reported that when parents are consistently involved in their education, students show greater academic

engagement. However, most families have no resources, time, or knowledge to provide effective learning at home. Kim & Sheridan (2015) noted that parental involvement positively affects students' motivation, but cultural and socio-economic barriers often impede consistent involvement, especially in marginalized communities. Additionally, Jeynes (2016) found that when schools did not develop strong relationships with families, students felt less supported and less willing to participate in school activities. Similarly, Fan & Williams (2015) found that students whose parents engage in academic discussion at home exhibit higher levels of cognitive engagement and self-regulation during learning.

Moreover, in the Philippines, low to moderate student engagement has also been associated with varying levels of parental engagement, especially in public schools. Dungca & Dacalos (2016) found that all Filipino parents value education; however, socio-economic and communication barriers at schools prevent Filipino parents from actively participating in their children's schooling. Such local findings support the view that the problem of student disengagement is both instructional, relational, and contextual, highlighting the significance of enhancement plans that develop Filipino parents' capacities to be more involved in their children's learning in meaningful ways.

Besides, the quality of parental involvement may greatly determine students' engagement. Not only does the quantity but also the form of parental involvement: engaged schoolwork, contacts with teachers, and making the home into a good learning environment directly influence students' academic achievement (Wilder, 2014). Deslandes & Bertrand's (2019) research found that when parents actively support their children's education, students feel more supported and motivated to take an active role in class and improve their overall performance in school. These results indicate that schools will need to introduce strategies to enhance home-school partnerships so that all families can support their children's learning and maintain sustained involvement, regardless of background.

This research will significantly advance global understanding of education, particularly regarding the impact of parental involvement on student engagement. It will provide valuable insights into how different levels and types of parental involvement influence student motivation, academic performance, and overall engagement. The study aims to share these findings with educators, parents, and policymakers to foster more effective home-school collaborations.

METHODS

This study employs quantitative research, specifically a descriptive correlational research design. The respondents were Grade 6 elementary learners currently enrolled in public schools within the City of Davao, particularly in the Buhangin District. Schools A, B, and C are all located within this district. School A had 66 respondents, School B had 66 respondents, and School C had 67 respondents. The study used purposive and proportional sampling, selecting a sample from each school. Data were gathered using a survey questionnaire divided into two parts: Parental Involvement, adapted from Santillan et al. (2023), and Student Engagement, based on Singh and Srivastava (2014). The mean, standard deviation, and Pearson product-moment correlation were used to assess the significance of the data.

Ethical Statement

This study was submitted to the Research Ethics Committee of the University of the Immaculate Conception. Upon careful consideration, the study was deemed ethically sound and received ethical clearance.

RESULTS and DISCUSSION

The results in Table 1 show that parental involvement among the respondents is high ($\bar{x}=3.77$), indicating that it is often observed among elementary learners. Moreover, the SD is less than 1, indicating that perceptions of parents' involvement are almost identical among respondents. This result indicates that parental engagement among primary learners is high, particularly in areas such as parental love and guidance, parent-teacher relations, and school activities.

The findings of this study confirm those of Castro et al. (2015), who found that high levels of parental involvement significantly influence student achievement. It further highlights the importance of parental involvement in promoting not only academic achievement but also students' learning motivation.

Table 1
Level of Parental Involvement of Elementary Learners

	Mean	SD	Description
Parental Love and Guidance			
Category Mean	4.16	0.55	High
Participation in School Activities			
Category Mean	3.52	0.96	High
Total Mean	3.77	0.67	High

Parental Love and Guidance. The respondents' parental love and guidance regarding parental involvement have a mean of 4.16, which is described as high; specifically, the mean ranges from 3.86 to 4.35. The item *asking us what we did in school when we arrived home* has a mean rating of 3.86, while the item *supporting our interests, whether in talent or skills enhancement*, has a mean rating of 4.35. This result suggests that learners often experience consistent parental support and nurturing at home, particularly in areas related to emotional guidance and personal development. This finding contradicts the finding of Desforges & Abouchaar (2017), who contend that high parental involvement does not necessarily ensure better academic performance. Conversely, this research discovered that high parental involvement, including parental love and supervision, parent-teacher communication, and involvement in school functions, contributed positively to student participation and academic performance.

Parent-teacher Communication. The respondents' parent-teacher communication regarding parental involvement has a mean of 3.65, which is high; specifically, the range is 3.36 to 3.92. The item *communicating with our teacher/s and asking about the kind of books we are currently into* has a mean of 3.36, while the item *proactively communicating with our teacher/s to learn about our best and most challenging subjects in school* has a mean rating of 3.92. This means that while a significant number of parents maintain communication with teachers about their children's academic performance and behavior, there remains a need to deepen these interactions to cover more specific aspects of learners' educational journeys. This finding is in consonance with the study by Goodall (2016), which demonstrated that a communication definition as a signal intended to be interpreted and responded to highlights the significance of meaningful two-way communication.

Participation in School Activities. The respondents' participation in school activities related to parental involvement has a mean of 3.52, which is described as high; specifically, the mean ranges from 3.04 to 3.77. *Being elected as a PTA officer* has a mean rating of 3.04, while the item of *regularly attending school meetings and recognition ceremonies for us* shows a rating of 3.77. The findings of this study validate that parental involvement in school activities greatly contributes to the academic and social development of Grade 6 learners. This is confirmed by Masabo et al. (2017), who stated that active parental involvement strengthens the school climate, thereby fostering a conducive environment for learning and emotional well-being.

Level of Student Engagement of Elementary Learners

The results in Table 2 show the level of student engagement of elementary learners. An overall mean of ($\bar{x}$ =3.91) described as high is shown, which means that student engagement of elementary learners is often evident. Moreover, the SD is below 1, indicating that emotional security and a positive school environment directly affect students' learning. This means that when learners feel accepted and appreciated in their school life, they are self-motivated in their studies and able to work harmoniously with peers; their participation naturally increases.

The findings align with the study by Ma et al. (2020), which found that greater parental engagement in school matters increases student motivation, attendance, and learning outcomes, especially when schools become proactive in advertising parent-inclusive programs. These results support the idea that when parents are visibly present and involved in school activities, it creates a positive and caring school climate that enhances learners' sense of belonging, increases academic motivation, and improves overall social and academic development.

Table 2
Level of Student Engagement of Elementary Learners

		Mean	SD	Description
Sense of Belonging				
	Category Mean	3.91	.75	High
Individual Engagement				
	Category Mean	4.00	.70	High
Collaborative Engagement				
	Category Mean	3.82	.74	High
	Total Mean	3.91	.65	High

Sense of Belonging. The respondents' sense of belonging regarding their engagement has a mean of 3.91, indicating a high level of engagement. Specifically, the mean ranges from 3.71 to 4.13. *Being an integral part of the school* has a mean rating of 3.71, while *taking pride in being part of the school* has a mean rating of 4.13. This result indicates that learners' engagement is not only facilitated by academic work but is also significantly shaped by affective and social factors, such as individual engagement, co-engagement, and a positive sense of belonging to the school community. The findings align with the study by Palomo & Chagas (2022), which found that a sense of belonging plays a strong role in enhancing learners' motivation and engagement, especially among primary learners.

Individual Engagement. The respondents' engagement has a mean of 4.00, described as high; specifically, the mean ranges from 3.72 to 4.25. The item, *as learners, we are asking questions in the classroom*, reflects a mean rating of 3.72, while the item, *as learners, we have gained management insights that we can apply throughout our lives*, shows a mean rating of 4.25. This result implies that respondents who report higher individual engagement — in the form of motivation, persistence, and emotional connection — perform academically well and are more adaptable to learning difficulties. The findings align with those of Amora et al. (2016), who found that when students are given the freedom and support within the institution to participate in classroom discussions and reflective assignments, their classroom behavior and academic achievement are enhanced considerably.

Collaborative Engagement. The respondents' collaborative engagement has a mean of 3.82, which is considered high; specifically, the range is 3.59 to 4.15. *As learners, we are seeking help from our seniors for career guidance*, which yields a mean rating of 3.59. Meanwhile, *as learners, we are working with other learners on class projects*, which shows a mean rating of 4.15. This result implies that while collaboration with peers on academic tasks is strong, there may be more room to foster vertical mentorship or interactions with older learners for career or personal development guidance. The findings align with those of Harbor et al. (2015), who noted that collaborative interaction enables students to develop key interpersonal skills while consolidating their academic learning through collaborative inquiry.

Significance of the Relationship of Parental Involvement and Student Engagement

Table 3 shows that parental involvement has a weak positive relationship with student engagement ($r = .03$, $p = .03$), which falls short of the alpha set at .05, two-tailed, and thus does not support a significant relationship. It means that as parental involvement increases, student engagement increases significantly.

This indicates a relationship between parental involvement and student engagement. For instance, Wilder (2015) & Hill & Tyson (2016) reiterate that parental involvement is more likely to translate into positive learning outcomes when it is academically oriented, rather than merely attending school events. These results highlight the importance of schools transcending the narrow focus on expanding parental involvement and instead aiming to develop effective, educationally meaningful participation.

Table 3
Significance of Relationship of Parental Involvement, and Student Engagement

	r	p-value	Remarks
Parental Involvement and Student Engagement	.16	.03	Significant

It is congruent with the study of Epstein’s Framework of Six Types of Parental Involvement (2001) that says when parents are involved in activities through volunteering, contact with teachers’ and support at home for learning, learners are more likely to achieve academically. Results from this study support the idea that parental involvement, however minimal, is a critical factor in shaping learners’ educational experiences and successful achievement.

Significance of the Relationship of Parental Involvement on Student Engagement of Elementary Learners

Table 4 presents the results of the linear regression analysis with parental involvement as the sole predictor. Parental involvement shows a p-value of .028, which is below the .05 level of significance (two-tailed), with a positive standardized beta of 0.069. It shows that parental involvement is a significant predictor of student engagement in elementary learners. It means that for every unit increase in parental involvement, there is a corresponding increase of 0.069 in student engagement among elementary learners. In addition, the model explains 2.4 percent of the variance in student engagement among elementary

learners, based on the single independent variable, parental involvement, explored in this study, as indicated by $R^2 = 0.024$. This means that 97.6 percent of the variance in student engagement can be attributed to factors other than parental involvement alone.

Table 4

Significance of the Influence of Parental Involvement on Student Engagement

Singular Influence of the Predictor	Standardized Coefficients	t	p-value	Remarks
Parental Involvement	0.069	2.207	.028	Significant
R	.155			
R ²	.024			
F	4.869			

Meanwhile, in Table 4.1, a multiple regression analysis was conducted to determine which domains of parental involvement significantly influence elementary learners' student engagement. In a singular capacity, parental love and guidance show a positive standardized beta of .183 and a p-value of .046, which is less than the .05 level of significance, two-tailed. It means that in a singular capacity, parental love and guidance have a significant influence on the student engagement of elementary learners. This means that for every unit increase in parental love and guidance, there is a corresponding increase of .18 in student engagement among elementary learners. Moreover, in a singular capacity, both parent-teacher communication and participation in school activities show p-values greater than .05 (two-tailed), indicating no significant influence on student engagement.

Table 4.1

Significance of the Influence of the Domains of Parental Involvement on Student Engagement

Singular Influence of the Predictors	Standardized Coefficients	t	p-value	Remarks
Parental Love and Guidance	0.183	2.005	.046	Significant
Parent-teacher Communication	0.005	.055	.956	Not Significant
Participation in School Activities	0.012	.135	.892	Not Significant
Combined Influence of the Predictors				
R	.19			
R ²	.04			
F	2.497			
p	.049			Significant

However, the combined influence of the three domains of parental involvement is significant ($p < .05$). Meanwhile, the model explains four percent of the variance in student engagement of elementary learners based on the domains of parental involvement included in this study as indicated by $R^2 = .04$. This means that 96 percent of the variance in student engagement can be attributed to other factors aside from the domains of parental involvement. This finding aligns with the idea that student engagement is a multidimensional construct, shaped by various environmental, psychological, and instructional conditions, except for parental involvement. Research conducted in recent years confirms that the family setting is important, but student engagement is strongly influenced by the school climate, peer interactions, teacher interactions, and learner agency (Wang & Eccles, 2016; Christenson, Reschly, & Wylie, 2015).

Additionally, the findings of this study align with the foundational theories that support it, such as Epstein's Theory of Overlapping Spheres of Influence, which highlights the joint mandate for cooperation among families, schools, and communities to facilitate student outcomes (Epstein et al., 2018). The results also confirm Bronfenbrenner's Ecological Systems Theory, which has been applied to promote interdependence among environmental systems that influence a learner's academic life (Rosa & Tudge, 2017). Combined, the findings emphasize the critical role of facilitating teamwork and support with all stakeholders for student engagement and success.

Enhancement Plan

I. Project Description

Name of the Program: Parental Engagement Workshops

Project Proponent: Public Schools in the Division of Davao City

Date of Implementation: Yearly

Area of Project Implementation: Division of Davao City

II. Background/Situation Analysis

Parental engagement workshops are fundamental programs that aim to reinforce the school-families partnership by providing parents with appropriate information and skills to support their children's academic and social development. The topics of these workshops may include communication with teachers, learning support at home, and increased involvement in school programs. Although beneficial, coordinating and maintaining these programs is challenging due to low parental turnout, language and cultural differences, and scheduling

difficulties. Additionally, some parents are intimidated or do not feel welcome in the school setting and thus participate less. To be most effective, workshops need to be interactive, sustained, and responsive to the specific needs of the school community. Parental engagement workshops that focus on building relationships and two-way communication are more likely to promote sustained participation, as Goodall (2022) indicates.

III. Project Objectives

Objective	Strategies	Performance Indicator	Timeline
To empower parents with knowledge and practical tools to support their children's academic and emotional development through meaningful engagement.	1. Pre-Workshop Planning - Identify parent needs through surveys/interviews. - Set learning goals aligned with school improvement plans. - Prepare multilingual materials and inclusive content.	- At least 70% of invited parents confirm attendance. - Workshop materials are inclusive and ready prior to the session. - Workshop goals align with school's family engagement framework.	1 st week of August
	2. Culturally Responsive Workshop Delivery a. Use relatable stories and local examples. b. Facilitate discussions that value parents' voices. c. Incorporate local language or translation support.	- At least 80% of participants rate the content as culturally relevant (4 out of 5). - High participation in sharing sessions or group discussions. 70% express comfort and confidence engaging with facilitators.	2 nd week of August
	3. Practical Parenting Skills Training Conduct activities on supporting	75% of parents complete interactive activities. 80% report increased confidence in	2 nd week of August

	homework, communication techniques, and setting routines. c. Share strategies for promoting positive behavior and emotional well-being.	supporting learning at home. 60% show understanding of positive discipline and study habits.	
	4. School Involvement Tools & Resources - Introduce communication platforms (e.g., class apps, school portals). - Provide parent toolkits, guides, and contact sheets.	70% of parents register or engage with school platforms after the session. - Positive feedback (4 out of 5) on the usefulness of resources. 60% report plans to join future school activities.	3 rd week of August
	5. Post-Workshop Engagement & Evaluation - Distribute feedback forms and follow-up surveys. - Offer community chats, parent mentoring, or support groups.	- At least 60% of participants submit feedback. 50% join post-workshop support platforms. - Recommendations gathered for future sessions.	4 th week of August

IV. Project Details

The DepEd Division Office is vital to ensuring the successful implementation of educational programs in public schools within the division. Thus, this project will be recommended to the Department of Education – Division Office of Davao City for endorsement, comments, and approval to implement fully in all the elementary public schools in the division. Thereafter, the Division Office will issue a formal memorandum outlining the purpose, schedule, implementation steps, and assigned responsibilities.

All public elementary schools in the Davao City Division will be mandated to implement the Parental Engagement Workshop annually. Every school shall designate a Parent Engagement Coordinator (usually the guidance counselor or a designated teacher) to oversee the planning and execution of the workshop at the school level and to serve as a liaison with the Division Office. Each school shall dedicate a portion of its MOOE (Maintenance and Other Operating Expenses) or another suitable source of funds to the implementation. The funds shall be used to provide materials, snacks, transportation for speakers, and other organizational needs necessary to conduct a successful workshop.

The Division Office will help schedule the workshops to avoid conflicts with significant school activities and to ensure maximum parent turnout. It will also arrange for the mobilization of resource people, such as educators, parent leaders, and family engagement experts, at both the local and national levels, to conduct the sessions. Where feasible, resource sharing and collaboration between neighboring schools will be promoted to achieve greater impact and reduce costs. All related costs, such as honoraria for speakers, materials, and post-workshop assessment, will be funded by the respective schools. The Division Office will provide oversight, guidance, and technical assistance to ensure the program's consistency, quality, and sustainability.

V. Desired Impact and Outcome

The Parental Engagement Workshop Program seeks to enhance home-school partnership by equipping parents with useful knowledge, communication strategies, and support to facilitate their children's academic achievement and emotional growth. Through interactive sessions and hands-on activities, parents will feel empowered to understand and navigate school systems, support learning at home, and promote positive behaviors in their children.

VI. Risk Management Plan

The Parental Engagement Workshop Program can face challenges such as low parent attendance, language and cultural differences, scheduling conflicts with parents, limited school resources, and varying implementation across schools. To overcome these

challenges, the program will provide flexible scheduling (e.g., weekend or evening sessions) and employ multilingual materials to meet the needs of diverse participants. Interactive discussions, real-life parenting situations, and culturally responsive facilitation will promote participation. To address resource limitations, schools will be instructed to use low-cost or shared resources and can team up with local schools to share resource persons. Parent resistance or unease will be addressed through warm, welcoming activities and community-based strategies. Follow-up post-workshop activities, including parent support groups and feedback mechanisms, will sustain impact and enhance outcomes.

VII. Project Organization and Staffing

Role	Responsibilities
Project Manager / Program Coordinator	• Oversees planning, coordination, and successful implementation of the workshop. • Ensures alignment with DepEd guidelines and school priorities. • Communicates with school heads, speakers, and parent coordinators.
Facilitator / Resource Person	• Delivers content on parental involvement, communication strategies, and home-based learning support. • Leads group discussions, interactive activities, and Q&A sessions. • Shares best practices and real-life parenting examples.
School Parent Engagement Coordinator	• Promotes the event to parents and encourages participation. • Assists in logistics, registration, and attendance monitoring. • Acts as a liaison between the school, parents, and Division Office.
Technical Support Team	• Prepares and manages audio-visual equipment, presentations, and digital platforms (if applicable). • Resolves technical issues before and during the workshop.
Event Coordinator / Logistics Team	• Organizes venue, seating arrangements, and materials distribution. • Ensures smooth registration, sign-in, and flow of activities. • Manages refreshments or giveaways, if applicable.
Parent Engagement & Support Team	• Welcomes participants and assists with inquiries. • Encourages parent involvement during activities and breakout sessions. • Provides post-event support, including follow-ups and reminders.
Monitoring & Evaluation Team	• Distributes and collects feedback forms and post-event surveys. • Evaluates outcomes and parent satisfaction. • Prepares summary reports and recommends improvements.

CONCLUSION

It was found that there is a high level of parental involvement and student engagement among elementary learners in Davao City, with strong family support and active student participation in their learning environment. The results indicate that when parents consistently demonstrate love and guidance, keep in touch with teachers, and get involved in school learning activities, students become more motivated, connected, and engaged in individual and group learning. Moreover, a strong relationship between parental involvement and students' engagement was found, underscoring the importance of family support for improving learners' schooling. As a way to reinforce such results, it is suggested to introduce parental engagement workshops, which will serve as an excellent continuum of home-school cooperation and thus facilitate the improvement of students' condition as well as their academic achievements.

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