



PARENTS' INVOLVEMENT AND LEARNERS' ENGAGEMENT IN SCHOOL

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ABSTRACT

Positive parent-school communications benefit parents. The manner in which schools communicate and interact with parents affects the extent and quality of parents' home involvement with their children's learning. For example, schools that communicate bad news about student performance more often than recognizing students' excellence will discourage parent involvement by making parents feel they cannot effectively help their children. This study will make use of a descriptive-co-relation non-experimental quantitative research method. It is descriptive because the data are presented in quantitative descriptions on "Parents Involvement and Learners Engagement in School. The study will be conducted in Davao del Sur School of Fisheries, Division of Davao Del Sur. The respondents of this study will be the junior and senior high school teachers of the research locale to answer the first and second set of questionnaires on the parent involvement and engagement of learners. This revealed that when parents oftentimes involved in school activities, their children also engaged in school activities. This happens because learners are motivated to the support afforded by their parents in studies not only on financial support but on moral support as well. Students that have involved parents typically do better academically, on tests, and in school. Improved social skills, less disciplinary problems, and better behavior are all associated with higher levels of parental participation. When parents are involved, children often have higher self-esteem and motivation towards their schoolwork. For future researchers, it is strongly recommended that a relative study on the involvement of parents in school activities along with other potential variables will be conducted. Future studies should include diverse populations across different socioeconomic, cultural, and geographical contexts to understand how parental involvement impacts learner engagement in varied settings.

KEYWORDS: *parents' involvement and learners', engagement in school*

INTRODUCTION

Positive parent-school communications benefit parents. The manner in which schools communicate and interact with parents affects the extent and quality of parents' home involvement with their children's learning. For example, schools that communicate bad news about student performance more often than recognizing students' excellence will discourage parent involvement by making parents feel they cannot effectively help their children.

Parents also benefit from being involved in their children's education by getting ideas from school on how to help and support their children, and by learning more about the school's academic program and how it works. Perhaps most important, parents benefit by becoming more confident about the value of their school involvement. Parents develop a greater appreciation for the important role they play in their children's education (Cooper 2015).

Poverty, the high cost of education, and the lack of awareness of the importance of education result in a lack of parental involvement in education in the Philippines. Parental involvement is essential for the success of any education system. It has been shown to improve student achievement, reduce truancy and dropout rates, and improve the quality of education. The Philippine government has recognized the importance of parental involvement and has taken steps to encourage it. However, more needs to be done.



Parental involvement is a critical factor in the success of children’s education. When parents are involved in their children’s education, children are more likely to do well in school and have better social and emotional development. Parental involvement improves student achievement, self-esteem, and behavior. It also helps to build strong relationships between parents and their child’s school.

In the Division of Davao Del sur particularly in Davao Del Sur School of Fisheries problem in parents’ involvement in school is prevalent. The parents show lukewarm behavior in joining school activities for varied reasons, thus is affects the engagement of the learners in the classroom. The researcher being a teacher seeks answer to this foregoing problem. Hence, this study.

This study aimed to determine the level of parents’ involvement in school activities and the level of learner’s engagement. It also aimed to determine the significant relationship between the parents’ involvement and learners’ engagement. Specifically, it seeks to answer the following sub-problems:

1. What is the level of parents’ involvement in school activities in terms of
 - 1.1 Academic activities,
 - 1.2 Extracurricular activities?
2. What is the level of learners’ engagement in terms of
 - 2.1 Academic engagement,
 - 2.2 Social engagement?
3. Is there a significant relationship between parents’ involvement and leaners engagement?

METHODOLOGY

Research Design

This study will make use of a descriptive-co-relation non-experimental quantitative research method. It is descriptive because the data are presented in quantitative descriptions on “Parents Involvement and Learners Engagement in School. According to Gay (2006) descriptive-correlation design determines and supports the way things are. Using a questionnaire in conducting a survey, interview or observations usually collects the data.

Respondents and Sampling

The study will be conducted in Davao del Sur School of Fisheries, Division of Davao Del Sur. The respondents of this study will be the junior and senior high school teachers of the research locale to answer the first and second set of questionnaires on the parent involvement and engagement of learners. Universal sampling procedure will be utilized in this study in determining the respondents considering the small number of junior and senior high school teachers in Davao del Sur of Fisheries.

Table 1. Distribution of Respondents

Grade Level	Number of Learners	Number of Teachers
7	393	20
8	413	16
9	448	20
10	435	20
11	422	18
12	386	20
Total	2,497	114

Research Instruments

In this study, adaptive questionnaire is used to improve the data gathering process's overall efficacy, dependability, and relevance in order to provide more substantial and significant research findings. There will be two (2) sets of questionnaires will be used. They are researcher-made questionnaires which will be validated by experts of the study and will be subjected later to a reliability test using cron bach alpha. The first set of questionnaire focuses on the items



of parents’ involvement while the second set of questionnaires will focus on learners’ engagement. The teacher-respondents will answer the two questionnaires.

To determine the level of parents’ involvement, the following continuum will be used:

Range of Means	Level	Description
4.30 – 5.00	VeryHigh	When the provisions of parents’ involvement are manifested all the time.
3.30 – 4.29	High	When the provisions of parents’ involvement are frequently manifested.
2.30 - 3.29	Fair	When the provisions of parents’ involvement are sometimes manifested.
1.30 – 2.29	Low	When the provisions of parents’ involvement are rarely manifested.
0 – 1.29	Very Low	When the provisions parents’ involvement is never manifested.

Data Gathering Procedure

The steps involved in this investigation are as follows:

A letter seeking for permission that this research study be conducted will be sent to the DepEd superintendent of Davao Del Sur, SDS Lorenzo E. Mendoza, CESO V and to the School Principals concerned.

While letters seeking for permission were delivered to the school’s division superintendent and principals concerned, the researcher constructed a questionnaire and have it validated by the experts and eventually subjected it to reliability test using cron bach alpha.

After permission has been granted that this study be conducted in Davao del Sur School of Fisheries, the division of Davao Del Sur and after the research questionnaire has been thoroughly examined by the expert validators, the researchers will launch the questionnaire into the field and retrieve them from the respondents personally after few days.

The data generated from the survey will be collated and tallied personally by the researcher. The raw scores will be submitted to the statistician for statistical computation after which the researcher subjected it to analysis and interpretation.

Data Analysis

The following statistical tools will used:

Average Weighted Mean will be used to determine the level of the parents’ involvement and learners’ engagement to enhance the relevance, reliability, and overall effectiveness of the data collection process and to more substantial and significant study findings.

Pearson-r will be used to determine the significant relationship between parents’ involvement and learners’ engagement. Using Pearson's correlation coefficient (Pearson-r) to measure the direction and strength of the association between these variables. It also offers comprehensible, easily understood results that can help with hypothesis testing and direct future investigation.

RESULTS AND DISCUSSION

This chapter displays the summary of the findings, conclusions and recommendations drawn out by the researcher after the analysis and interpretation of the findings had been made. This study had aimed to determine the level of parents’ involvement is school activities and the level of learners’ engagement. It also aimed to determine the significant relationship between the parents’ involvement and learner’s engagement

This study will make use of a descriptive-co-relation non-experimental quantitative research method. It is descriptive because the data are presented in quantitative descriptions on “Parents Involvement and Learners Engagement is School. Descriptive-correlation design determines and supports the way things are. Using a questionnaire in conducting a survey, interview or observations usually collects the data.



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This revealed that when parents oftentimes involved in school activities, their children also engaged in school activities. This happens because learners are motivated to the support afforded by their parents in studies not only on financial support but on moral support as well. Students that have involved parents typically do better academically, on tests, and in school. Improved social skills, less disciplinary problems, and better behavior are all associated with higher levels of parental participation. When parents are involved, children often have higher self-esteem and motivation towards their schoolwork

Conclusions

Based on the collective findings on this study, the following conclusions are drawn:

The involvement of parents in terms of the following: involvement of parents in academic activities is High, Curricular activities is High. On the other hand, on the engagement of learners, the overall ratings are as follows: Academic Engagement is Very High, Social Engagement is Very High. With these data, a conclusion can be derived that parents who oftentimes involved in school activities, their children engage oftentimes also in school activities. Children with involved parents tend to achieve higher grades, test scores, and better school attendance. Increased parent involvement is linked to better behavior, fewer disciplinary issues, and improved social skills. When parents are involved, children often have higher self-esteem and motivation towards their schoolwork.

Stronger bonds and improved communication between parents, teachers, and kids are fostered by active parental involvement (Epstein 1987). These connections foster a positive learning atmosphere that promotes student participation. Involved parents are more likely to monitor their children's academic progress and school participation. This oversight helps students stay on track and remain engaged with their schoolwork and extracurricular activities. The positive effects of parental involvement extend beyond immediate school activities. Students who experience high levels of parental involvement often develop a sustained interest in learning and academic success, benefiting them throughout their educational journey. Engaged learners are more likely to develop critical thinking skills, resilience, and a love for learning. These traits contribute to long-term academic and personal success, driven in part by the foundation of parental involvement.

The findings highlight the importance of fostering parental involvement in education. Schools and educators should actively seek ways to engage parents, creating partnerships that enhance learner engagement and academic achievement. By prioritizing parental involvement, schools can create a more engaging and supportive educational environment, ultimately leading to better educational outcomes for students. This conclusion reinforces the critical role that parents play in their children's education and the need for schools to actively foster and support this involvement.

Recommendations

In the light of the findings drawn out by the researcher in this study, the following recommendations are offered:

It is recommended that teachers and the Department of Education should have intensified partnerships of parents and the school community through some programs that will be downloaded to school level. These programs should be carefully tailored by the policy makers so that its outcomes will be a strong connected between parents and the school which primary objective is achieve the goal of the organization.

The school heads should have initiated school-based programs that would encourage parents to participate along its implementation in order to make learning to happen in the classroom. The involvement of the parents in school activities inspire the learners to engage further in school activities because they see the moral support of their parents.



The Parents should make an effort to attend school events such as open houses, school plays, sports events, and parent meetings. Parents who attend school with their children demonstrate to them how much they respect their education and the school community. Make time to volunteer for school activities, whether it's helping with a class project, chaperoning a field trip, or participating in a school committee. Volunteering helps you stay involved and supports the school community.

For future researchers, it is strongly recommended that a relative study on the involvement of parents in school activities along with other potential variables will be conducted. Future studies should include diverse populations across different socioeconomic, cultural, and geographical contexts to understand how parental involvement impacts learner engagement in varied settings.

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