



# COMMUNITY SUPPORT, FAMILY INVOLVEMENT, AND ACADEMIC ACHIEVEMENT AMONG STUDENTS IN UPSTREAM BARANGAYS OF DOLORES, EASTERN SAMAR

Markben G. Gelina<sup>1</sup>, Flordeliza G. Dequito<sup>2</sup>, Katrina Carissa B. Cruz<sup>3</sup>,  
Mary Margo U. Gonzales<sup>4</sup>, Janet R. Lapira<sup>5</sup>, Jurie B. Germano<sup>6</sup>, Jonalyn G. Navarro<sup>7</sup>,  
Lodelyn H. Lumbredas<sup>8</sup>, Mae Ann G. Luis<sup>9</sup>, Randy A. Diga<sup>10</sup>,  
Janice Dyan G. Quiloña PhD<sup>11</sup>

<sup>1</sup>MAEd Student, Graduate School, Eastern Samar State University-Can-avid

<sup>2</sup>MAEd Student, Graduate School, Eastern Samar State University- Can-avid

<sup>3</sup>MAEd Student, Graduate School, Eastern Samar State University- Can-avid

<sup>4</sup>MAEd Student, Graduate School, Eastern Samar State University- Can-avid

<sup>5</sup>MAEd Student, Graduate School, Eastern Samar State University- Can-avid

<sup>6</sup>MAEd Student, Graduate School, Eastern Samar State University- Can-avid

<sup>7</sup>MAEd Student, Graduate School, Eastern Samar State University- Can-avid

<sup>8</sup>MAEd Student, Graduate School, Eastern Samar State University- Can-avid

<sup>9</sup>MAEd Student, Graduate School, Eastern Samar State University- Can-avid

<sup>10</sup>MAEd Student, Graduate School, Eastern Samar State University- Can-avid

<sup>11</sup>PhD Advisor, Graduate School, Eastern Samar State University- Can-avid

## ABSTRACT

This study investigated the relationship between community support, family involvement, and academic achievement among Grade 5 and 6 students in selected elementary schools in the upstream barangays of Dolores, Eastern Samar, Philippines. Employing a descriptive quantitative research design, the study utilized purposive sampling to select 132 students. Data were collected through a mixed-methods survey questionnaire, assessing community support (access to resources, tutoring programs, participation in community activities), family involvement (homework assistance, school event attendance, parent-teacher communication), and academic achievement (GPA). Results revealed a neutral overall perception of community support, with a significant lack of tutoring programs despite adequate resources and strong participation in community activities. Family involvement was perceived as occurring "sometimes," with frequent school event attendance but inconsistent homework helps and parent-teacher communication. The average GPA was satisfactory (83.82), with some schools demonstrating higher achievement than others. The study concludes that while access to resources is adequate, targeted interventions are needed to improve tutoring programs, strengthen home-school partnerships through consistent parental engagement, and address disparities in academic performance across schools. Recommendations include developing structured tutoring programs, conducting parent workshops, and expanding community-based educational activities. These findings highlight the importance of a holistic approach to improve educational outcomes in underserved rural communities.

**KEYWORDS:** Community Support, Family Involvement, Academic Achievement, Rural Education, Philippines, Quantitative Research.

## INTRODUCTION

### Background of the Study

Students growing up in socially disadvantaged environments typically experience vulnerability and underachievement when compared to students living in more advantaged circumstances (Cuartero-Enteria & Tagyam, 2020).

Eastern Samar, particularly the upstream barangays of Dolores, presents a unique socio-cultural landscape that intertwines closely with the educational structure. Understanding the historical, societal, and economic factors that underpin the educational system in this area is essential to comprehend the nuanced dynamics at play. Moreover, considering the challenges

and opportunities specific to this region is crucial for devising effective strategies to enhance educational experiences. In the upstream barangays of Dolores, Eastern Samar, traditions, beliefs, and practices shape education. Strong community bonds and family connections greatly impact how education is viewed and valued. Understanding these links between community, family, and education gives valuable insights into the local educational environment.

Existing research on education in the Philippines often focuses on urban areas or national-level policies, neglecting the unique challenges and opportunities faced by students in remote, upstream barangays. There is a lack of in-depth, qualitative



research that explores the lived experiences of students in these communities, taking into account their cultural context, local resources, and daily realities. The unique challenges of rural life, such as limited access to resources, transportation, and technology, can significantly impact students' educational opportunities (Roan, Y. A., Mahrawati, & Noor, M., Al-Shreifeen, I. A., 2024). The role of the community and family in supporting students' education is often overlooked in research. An ethnographic study could explore how community networks, family traditions, and local support systems influence students' educational journeys, including their access to resources, their social support, and their overall well-being.

Despite the significance of community and family in education, there remains a notable gap in literature concerning their specific roles in shaping educational experiences in the upstream barangays of Dolores, Eastern Samar. Existing studies often overlook the nuanced interactions between these social entities and educational outcomes, leaving an empty understanding on the holistic educational ecosystem in this location.

### Objectives of the Study

The researchers conducted a study on community support, family involvement, and academic achievement among students in upstream barangays of Dolores, Eastern Samar. Specifically, this study aimed to attain the following specific objectives:

1. Examine the level of community support available to students in the upstream barangays of Dolores, Eastern Samar in terms of the following:
  - 1.1 Access to Educational Resources
  - 1.2 Availability of Tutoring or Mentoring Programs
  - 1.3 Participation in Community-Based Educational Activities
2. Determine the level of family involvement in the education of students in the upstream barangays of Dolores, Eastern Samar?
  - 2.1 Parental/Guardian Assistance with Homework
  - 2.2 Attendance at School Events
  - 2.3 Parents Communication Frequency with Teachers
3. Assess the level of academic achievement in terms of GPA (Grade Point Average) among students in the upstream barangays of Dolores, Eastern Samar?

## METHODOLOGY

### Research Design

This study employed a descriptive quantitative research design. The primary purpose is to describe the levels of community support, family involvement, and academic achievement among students in the specified area. It does not aim to establish causal relationships between these variables. The descriptive nature is evident in the research questions, which focus on the level of community support, family involvement, and academic achievement. The quantitative aspect is achieved through the use of measurable variables through surveys. No manipulation of variables is involved.

### Locale of the Study

The study took place in upstream barangay schools of Dolores District, Dolores, Eastern Samar. The schools that were included in the study were: (1) Aroganga Elementary School, (2) Bonghon Elementary School, (3) Buenavista Elementary School, (4) Cabago-an Elementary School, (5) Caglao-an Elementary School, (6) Cagtabon Elementary School, (7) Denigpian Elementary School, (8) Gap-ang Elementary School, (9) Hinolaso Elementary School, (10) Libertad Elementary School, and (11) Magsaysay Elementary School. Figure 2 on the following page illustrated the geographical location of the schools that were covered by the study.

### Respondents of the Study

The respondents of the study consisted OF and Grade 5 and Grade 6 students from selected elementary schools in the upstream barangays of Dolores, Eastern Samar. While teacher and parent perspectives are valuable, student data directly reflects the impact of community support and family involvement on their academic outcomes. Surveys and assessments from students can provide primary evidence of the relationships being studied. Teacher and parent data would provide valuable supplementary context but are not the primary source of information needed to answer the research questions.

**Table 1. Respondents of the Study**

School Name	No. of Students in Grade 5	No. of Students in Grade 6	Total Students
Aroganga Elementary School	6	6	12
Bonghon Elementary School	6	6	12
Buenavista Elementary School	6	6	12
Cabago-an Elementary School	6	6	12
Caglao-an Elementary School	6	6	12
Cagtabon Elementary School	6	6	12
Denigpian Elementary School	6	6	12
Gap-ang Elementary School	6	6	12
Hinolaso Elementary School	6	6	12
Libertad Elementary School	6	6	12
Magsaysay Elementary School	6	6	12
<b>Total</b>	<b>66</b>	<b>66</b>	<b>132</b>



## Research Instruments

The researchers developed a comprehensive survey questionnaire designed to address the research questions using an ethnographic approach. This involved creating instruments capable of capturing the intricate interplay between community, family dynamics, and cultural influences on educational experiences within the upstream barangays of Dolores, Eastern Samar. Recognizing the limitations of purely quantitative data in understanding lived experiences, the researchers incorporated qualitative elements into the questionnaire design. The questionnaire was structured around three main sections, each corresponding to a specific research question.

## Data Gathering

The data gathering procedure for the study was carefully designed to ensure the collection of reliable and meaningful information about the role of community, family, and cultural factors in shaping educational experiences in the upstream barangays of Dolores, Eastern Samar. The researchers employed a systematic and ethical approach, ensuring the smooth and successful implementation of the data collection phase.

Prior to initiating data collection, the researchers obtained permission from the relevant authorities, including the Department of Education (DepEd) and the local government officials of Dolores, Eastern Samar. This step was crucial for ensuring ethical conduct and facilitating access to the target population. The researchers also secured informed consent from all participants, ensuring they understood the purpose of the study, the nature of their involvement, and the confidentiality of their responses.

The data collection process involved the administration of a structured survey questionnaire to the selected participants. The questionnaire was designed using a mixed-methods approach, combining quantitative and qualitative questions to gather comprehensive data on various aspects of the research. Each participant received a questionnaire tailored to their specific role in the study: teacher, parent, or student.

## RESULTS

Table 1. Community Support to Students

Community Support Available to Students	Mean	Interpretation
Access to Educational Resources	3.31	Neutral
Availability of Tutoring or Mentoring Programs	2.52	Disagree
Participation in Community-Based Educational Activities	3.22	Strongly Agree
Aggregate Mean	3.01	Neutral

Analysis of community support reveals a neutral overall perception (aggregate mean 3.01), despite varied experiences across specific areas. Access to educational resources received a neutral rating (mean 3.31), suggesting adequate but improvable availability. However, the significant disagreement (mean 2.52) regarding tutoring/mentoring programs highlights

## Analysis of Data

The data analysis for this descriptive quantitative study focused on summarizing and describing the levels of community support, family involvement, and academic achievement among the students in the upstream barangays of Dolores, Eastern Samar. Since the study did not aim to establish causal relationships, the analysis primarily relied on descriptive statistics.

The quantitative data, collected through surveys, were first cleaned and checked for errors or inconsistencies. Missing data were addressed using appropriate techniques, such as imputation or exclusion, depending on the extent and nature of the missing values. The researchers documented the methods used to handle missing data to ensure transparency and reproducibility.

Once the data were cleaned, descriptive statistics were used to summarize the key variables. This included calculating measures of central tendency (mean, median, mode) and measures of dispersion (standard deviation, range, variance) for each variable. Frequency distributions and percentages were also calculated to describe the distribution of responses for categorical variables. These descriptive statistics provided a clear picture of the levels of community support, family involvement, and academic achievement within the sample.

## Ethical Considerations

In this study, informed consent will be obtained from all participants, clearly outlining the purpose of the research, voluntary participation, confidentiality measures, and the right to withdraw at any time. Respect for cultural norms and practices will be upheld throughout the study, ensuring sensitivity to local customs and traditions. The researcher will maintain anonymity and confidentiality when reporting findings to protect the privacy of participants. Any potential conflicts of interest or power differentials will be addressed transparently, and ethical approval will be sought from the relevant institutional review board. By upholding ethical principles, the researcher will conduct the study with integrity, respect, and consideration for the participants' voices and experiences.

a critical gap in support. Conversely, participation in community-based educational activities garnered strong agreement (mean 3.22), indicating a positive aspect of community engagement. These findings underscore the need for targeted interventions to address the deficiency in tutoring and mentoring while working on the existing strength of



community-based educational initiatives to improve overall student support and academic outcomes.

**Table 2. Family Involvement in the Education of Students**

Family Involvement in the Education of Students	Mean	Interpretation
Parental/Guardian Assistance with Homework	2. 64	Sometimes
Attendance at School Events	3.42	Often
Parents Communication	3. 62	Sometimes
Frequency with Teachers		
<b>Aggregate Mean</b>	<b>3.22</b>	<b>Sometimes</b>

The analysis of family involvement in the education of students, as presented in Table 2, reveals important insights into how parents and guardians engage in their children's education, with an aggregate mean of 3.22 indicating that involvement is perceived as occurring "sometimes." Specifically, the mean score for "Parental/Guardian Assistance with Homework" is

2.64, reflecting a "sometimes" interpretation. This suggests that while parents occasionally help with homework, there may be inconsistencies in their involvement, indicating potential barriers or varying levels of commitment that could be addressed to improve student support.

**Table 3. Academic Achievement in Terms of GPA (Grade Point Average) Among Students**

Barangay Schools of Dolores District	GPA	Interpretation
BS1	85	Very Satisfactory
BS2	86	Very Satisfactory
BS3	84	Satisfactory
BS4	83	Satisfactory
BS5	86	Very Satisfactory
BS6	87	Very Satisfactory
BS7	85	Very Satisfactory
BS8	82	Satisfactory
BS9	87	Very Satisfactory
BS10	83	Satisfactory
BS11	84	Satisfactory
<b>Average GPA</b>	<b>83.82</b>	<b>Satisfactory</b>

The analysis of academic achievement in terms of GPA among students in the Barangay Schools of Dolores District, as presented in Table 3, shows an overall average GPA of 83.82, which falls within the "Satisfactory" range. This average reflects the collective performance of the students across the various schools, indicating that most students are achieving at a level that meets academic expectations but leaves room for improvement.

## Conclusions

The conclusions drawn from these findings lead to several important implications for stakeholders in the education system.

1. While access to educational resources is adequate, a significant lack of tutoring and mentoring programs is evident. This highlights the need for focused interventions to bridge this support gap and improve overall student well-being. The existing strength of community-based educational activities should be leveraged to expand support services.
2. Although parents actively participate in school events, inconsistent involvement in homework assistance and teacher communication hinders optimal home-school partnerships.

Strategies to address barriers and promote consistent parental engagement are crucial for maximizing student success.

3. While overall academic performance is satisfactory, the disparity between high-performing and lower-performing schools indicates a need for targeted interventions and the sharing of best practices. This suggests a need for continuous improvement in educational practices and the provision of additional resources to ensure all students reach their full potential.

## RECOMMENDATIONS

The following are the recommendations based on the findings of the study:

1. Develop and implement structured tutoring and mentoring programs within the community to address the identified gap in support. This could involve partnerships with local organizations, universities, and volunteers to provide additional academic assistance to students who may need it.
2. Organize workshops and training sessions for parents and guardians to equip them with effective strategies for supporting their children's education, particularly in homework assistance. Schools should also encourage more frequent communication





between teachers and parents to foster a collaborative approach to student learning.

3. Build on the strong participation in community-based educational activities by expanding these programs to include more academic-focused events. This could involve organizing educational fairs, reading programs, and skill-building workshops that engage both students and their families, ensuring a holistic approach to community involvement in education.

### Conflict of Interest

The researcher declares that there is no conflict of interest in the conduct of this study titled "Community Support, Family involvement, and Academic achievement among students in upstream barangays of Dolores, Eastern Samar". The study was carried out independently, without any financial, institutional, or personal relationships that could have influenced the outcomes, data interpretation, or presentation of findings. All responses from participants were gathered objectively, and ethical standards were strictly observed throughout the research process to ensure credibility, impartiality, and academic integrity.

### REFERENCES

1. Akindote, O.J., Egieya, Z.E., Ewuga, S.K., Omotosho, A., & Adegbite, A.O. (2023). A Review Of Data-Driven Business Optimization Strategies In The US Economy. *International Journal of Management & Entrepreneurship Research*, 5(12), 1124-1138.
2. Anyichie, A. C., & Butler, D. L. (2023). Examining culturally diverse learners' motivation and engagement processes as situated in the context of a complex task. *Frontiers in Education*, 8. <https://doi.org/10.3389/feduc.2023.1041946>
3. Ateş, A. (2021). The relationship between parental involvement in education and academic achievement: A meta-analysis study. *Pegem Journal of Education and Instruction*, 11(3), 50-66.
4. Basnet, M. (2024). Cultural Diversity and Curriculum. *Panauti Journal*, 2(1). <https://doi.org/10.3126/panauti.v2i1.66500>
5. Cuartero-Enteria, O., & Tagyam, R. P. (2020). Parental Involvement in the Education Development of Indigenous People in Selected Elementary Schools in the Northern Part of Mindanao, Philippines. *Asian Journal of Advanced Research and Reports*, 13(2), 16-27. Article no. AJARR.60174. ISSN: 2582-3248. Retrieved from [https://www.researchgate.net/publication/343669608\\_Parental\\_Involvement\\_in\\_the\\_Education\\_Development\\_of\\_Indigenous\\_People\\_in\\_Selected\\_Elementary\\_Schools\\_in\\_the\\_Northern\\_Part\\_of\\_Mindanao\\_Philippines](https://www.researchgate.net/publication/343669608_Parental_Involvement_in_the_Education_Development_of_Indigenous_People_in_Selected_Elementary_Schools_in_the_Northern_Part_of_Mindanao_Philippines).
6. du Plessis, P., & Mestry, R. (2019). Teachers for rural schools—a challenge for South Africa. *South African Journal of Education*, 39(4), S1-S9. <https://doi.org/10.15700/saje.v39ns1a1774>
7. Eden, C. A., Chisom, O. N., & Adeniyi, S. I. (2024). Parent and community involvement in education: Strengthening partnerships for social improvement. *International Journal of Applied Research in Social Sciences*, 6(3), 372-382. DOI: 10.51594/ijarss.v6i3.894
8. Green, J. L. (2022). Parental involvement in education: Toward a more inclusive understanding of parents' role construction. *Educational Psychologist*, 57(4), 309-314. <https://doi.org/10.1080/00461520.2022.2129652>
9. Li, C., & Zhang, C. (2023). Transformative Perspectives in Physical Education Evaluation: Empowering Diverse Stakeholders for Holistic Learning Experiences in the Era of Big Data. *Journal of the Knowledge Economy*, 8(1), 1-27.
10. Mncube, D. W., Ajani, O. A., Ngema, T., & Mkhasibe, G. (2023). Exploring the Problems of Limited School Resources in Rural Schools and Curriculum Management History: UMT Education Review, 6(2), 2023. DOI: 10.32350/UIER.62.01
11. Roen, Y. A., Mahrawati, & Noor, M., Al-Shreifteen, I. A. (2024). Strategies to address education gaps in remote areas through a community learning centers approach. *International Journal of Social and Education (INJOSEDU)*, 1(1), 96-106.
12. Shyam Krishna TP & Bhatnagar, M. (2024). Role of Family in Educational Attainment and Upward Mobility. *Educational Administration Theory and Practice Journal*, 30(5). <https://doi.org/10.53555/kuey.v30i5.2883>
13. Watanabe, M., Mitsuhashi, N., & Honjo, H. (2010). Schools' utilization of local resources and cooperation with community for environmental education activities out of school site. *Journal of Architecture and Planning (Transactions of AIJ)*, 75(655), 2139-2146. <https://doi.org/10.3130/aija.75.2139>
14. Zickafoose, A., Ilesanmi, O., Diaz-Manrique, M., Adeyemi, A. E., Walumbe, B., Strong, R., Wingenbach, G., Rodriguez, M. T., & Dooley, K. (2024). Barriers and challenges affecting quality education (Sustainable Development Goal #4) in Sub-Saharan Africa by 2030. *Sustainability*, 16(7), 2657. <https://doi.org/10.3390/su16072657>



Licensed under Creative Commons Attribution-ShareAlike 4.0 International License