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Exploring the Influence of Parental Involvement on the Effectiveness in Educational Approaches: Evidence- Based Appraisal

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ABSTRACT

This research explored the influence of parental involvement on the effectiveness in educational approaches in selected public elementary schools within San Miguel II District, San Miguel, Surigao del Sur for the school year 2025-2026, aiming to promote sustainable home-school collaboration and enhance learning outcomes. The findings revealed that the majority of school heads and teachers are middle-aged, married, and predominantly female, with most having completed some postgraduate education and possessing substantial teaching experience. Similarly, most parents are middle to older-aged, female, and have attained some level of college education, with many employed privately or self-employed. The extent of parental involvement showed that most parents are highly engaged in supporting learning at home, participating in school activities, collaborating with teachers, and contributing to decision-making and policy support. The level of school effectiveness was perceived as high, with strong instructional support, innovative teaching practices, learner engagement, and stakeholder collaboration contributing to a dynamic and supportive learning environment. Testing of the relationship indicated a significant connection between parental involvement and educational approaches, emphasizing the importance of active parent engagement in achieving quality education. However, challenges such as financial limitations, limited time, low parental confidence, and conflicting schedules were identified as barriers to full participation. These findings highlight the need for targeted interventions, including parent training, flexible engagement opportunities, and strengthened communication, to enhance home-school collaboration and further improve the effectiveness of school learning practices.

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KEYWORDS: *Development Education, Descriptive Method, Educational Approaches, Evidence-Based, Parental Involvement, School Learning Practices, Strategic Intervention Program, Surigao del Sur, Philippines.*

1. THE PROBLEM AND ITS RESEARCH DESIGN

INTRODUCTION

Rationale of the Study

Parental involvement has long been recognized as a cornerstone of effective education systems, serving as a vital bridge between home and school. In the Philippine context, the Department of Education (DepEd) continuously emphasizes the importance of strong home-school collaboration as a foundation for improving learning outcomes and nurturing holistic development. The study titled "Exploring the Influence of Parental Involvement on the Effectiveness of School Learning Practices" seeks to examine how the active participation of parents contributes to shaping effective teaching-learning environments within schools. It aims to highlight the ways parents, as key educational partners, support teachers, school programs, and learners' engagement toward educational excellence.

In recent years, the growing demand for quality education has brought attention to the need for shared responsibility among stakeholders. Schools alone cannot address the diverse learning needs of students; the involvement of parents in planning, supporting, and monitoring educational activities is essential. Studies by Garbacz et al. (2021) and Dela Cruz

(2021) emphasize that consistent parental participation fosters improved school practices, enhances communication between teachers and families, and strengthens accountability in achieving educational goals. This study, therefore, aims to explore how varying forms of parental involvement—whether through home-based learning support, participation in school programs, or engagement in decision-making—directly influence the overall effectiveness of school learning practices.

Moreover, in the Philippine education landscape, policies such as DepEd Order No. 44, s. 2015 (Enhanced School Improvement Planning Process) and DepEd Order No. 54, s. 2009 (Institutionalizing a Functional Parent-Teacher Association) provide a clear mandate for parent engagement as a mechanism for school improvement. However, despite these legal frameworks, schools continue to experience challenges in sustaining active parental involvement. Factors such as socioeconomic conditions, lack of time, limited awareness, and insufficient communication between teachers and parents often hinder collaboration. This study seeks to identify these barriers and provide actionable insights for strengthening school-based strategies that encourage active and meaningful participation among parents.

Internationally, scholars like Epstein (1995) and Hoover-Dempsey and Sandler (2020) assert that effective learning practices are the product of integrated support from both home and school. When parents understand their roles as educational partners, they become instrumental in shaping school culture, promoting discipline, and reinforcing academic values at home. Locally, this relationship becomes even more crucial in public schools where resources are limited, and community participation becomes a driving force for innovation and improvement. By examining how parental engagement influences learning practices, this research contributes to the broader discourse on shared leadership and collaborative governance in education.

Furthermore, the study addresses the need to strengthen the link between parental involvement and the development of effective learning environments. Effective school learning practices—such as differentiated instruction, collaborative learning, and child-centered pedagogies—flourish when parents are engaged in supporting and reinforcing these strategies beyond the classroom. As Cabello (2023) notes, parental awareness and participation directly influence the consistency of learners' learning habits and motivation, especially in early and middle-grade levels. This study thus emphasizes that empowering parents through communication, partnership, and shared decision-making enhances not only learner outcomes but also the school's overall learning culture.

Ultimately, this research aims to provide evidence-based recommendations that schools can use to foster stronger home-school partnerships. By exploring the influence of parental involvement on the development of effective school learning practices, the study contributes to the ongoing efforts of DepEd and educational leaders to create inclusive, participatory, and responsive education systems. Its findings may guide school heads, teachers, and parents in designing policies and practices that strengthen collaboration, improve school climate, and promote sustainable educational development.

Theoretical Background

This study is linked with various theories such as Epstein's Theory of Overlapping Spheres of Influence (1995), Bronfenbrenner's Ecological Systems Theory (1979), Vygotsky's Sociocultural Theory (1978), and Bandura's Social Learning Theory (1986). This is also strengthened by legal bases such as the DepEd Order No. 44, s. 2015 – Guidelines on the Enhanced School Improvement Planning (SIP) Process, DepEd Order No. 54, s. 2009 – Institutionalizing a Functional Parent-Teacher Association (PTA), the Republic Act No. 11908 – Parent Effectiveness Service (PES) Program Act (2022), 1987 Constitution of the Republic of the Philippines, and the DepEd Order No. 007, s.2024 – Policy Guidelines on the Implementation of the Revised School-Based Management (SBM) System, United Nations Educational, Scientific and Cultural Organization (UNESCO) is to build peace and security through international cooperation in education, science, and culture. It promotes universal respect for justice, the rule of law, and human rights by fostering mutual understanding, preserving cultural and natural heritage, and developing global norms and standards for its member states. UNESCO also focuses on advancing education for all, promoting sustainable development through scientific cooperation, and ensuring freedom of expression, "Education for All" (EFA) is an international initiative launched in 1990 to provide quality basic education for all people, with six core goals that include expanding early childhood education, ensuring primary education for all children, and improving adult literacy by 2015. While it has been largely succeeded by the sustainable goals. EFA's legacy continues to focus on educational access, quality, and gender equality worldwide, Open Educational Development (OED) is the process of creating, sharing, and using open educational resources (OER), which are free and openly licensed

teaching, learning, and research materials. This development aims to make education more accessible, affordable, and equitable by removing cost barriers, allowing for adaptation to different contexts, and supporting lifelong learning. It involves building capacity through professional development, creating supportive policies, developing high-quality OER, and fostering international cooperation, International Development Education (IDE) is a field that focuses on fostering global citizenship, understanding interconnectedness, and addressing global challenges like poverty, inequality, and climate change through education. It involves both formal education aimed at developing skills for sustainable development and informal education that raises awareness about global issues and encourages action and social justice.

Epstein's Theory of Overlapping Spheres of Influence (1995) underscores the interconnected roles of the school, family, and community in shaping learners' educational experiences. According to Epstein, these three spheres overlap to varying degrees depending on the level of collaboration and communication among stakeholders. When parents actively participate in school activities and maintain consistent communication with teachers, students are more likely to demonstrate improved academic performance and motivation (Epstein, 1995). Recent research continues to support this notion, emphasizing that genuine partnerships between families and schools contribute to effective learning practices and positive student outcomes (Garbacz et al., 2021).

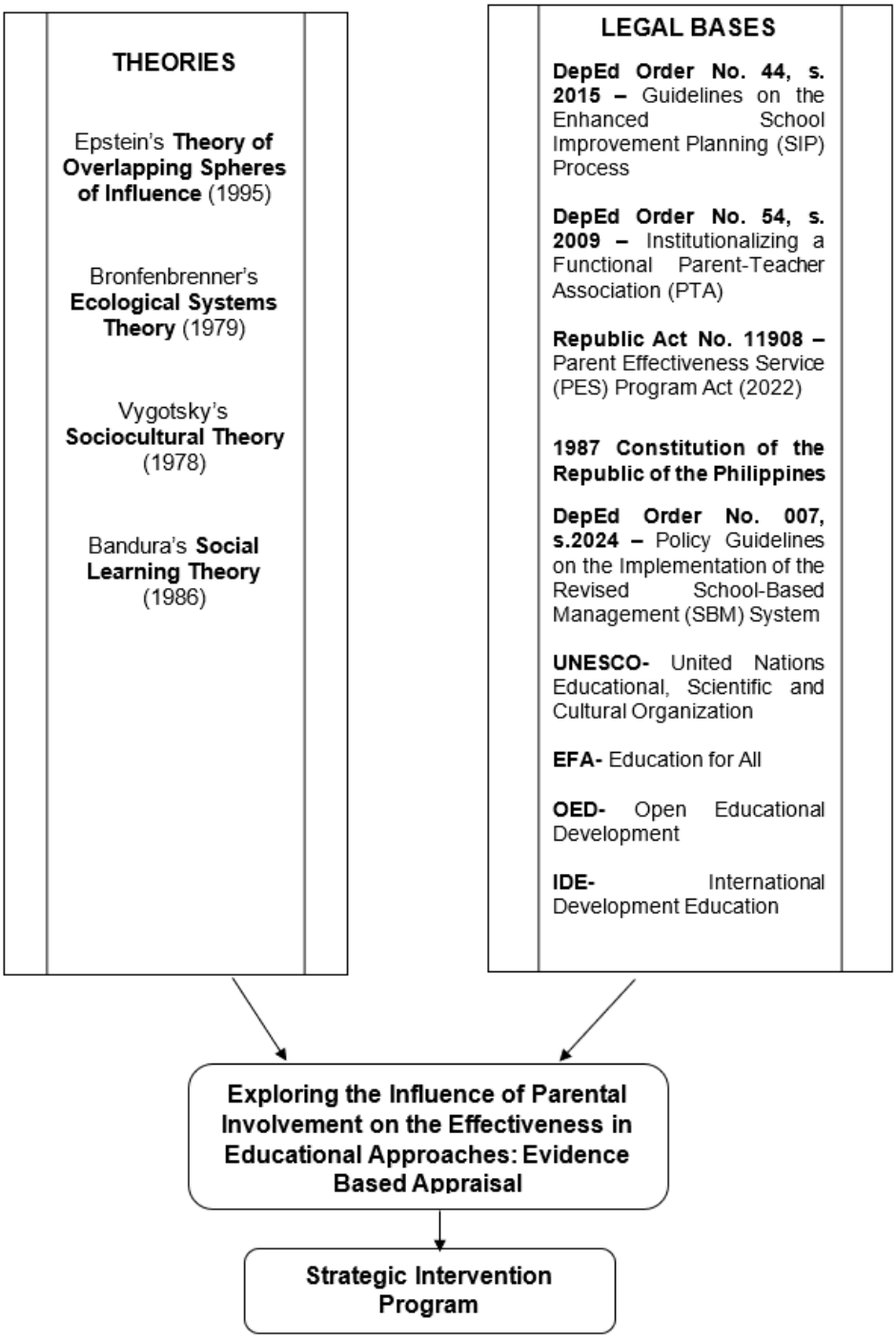


Figure 1 The Theoretical – Conceptual Framework

In the Philippine context, parental involvement has been recognized as a vital factor in achieving the goals of basic education. Studies by Dela Cruz (2021) revealed that when schools foster an inclusive environment for parents—through open dialogues, consultations, and school-based programs, student engagement and achievement notably improve. Epstein's model serves as a foundation for promoting shared responsibility between home and school, aligning with current educational reforms that emphasize collaborative learning ecosystems.

Bronfenbrenner's Ecological Systems Theory (1979) provides a comprehensive framework for understanding how environmental contexts influence a learner's development. Bronfenbrenner identified multiple layers—the microsystem, mesosystem, exosystem, macrosystem, and chronosystem—that interact to shape a child's growth. The family and school, as part of the microsystem, play a direct and interactive role in shaping a child's attitudes, values, and academic progress (Bronfenbrenner, 1979). In this study, the theory supports the idea that parental engagement within these systems strengthens effective school learning practices by fostering coherence between home and school experiences.

Recent literature confirms the continuing relevance of Bronfenbrenner's framework in education. According to Villanueva (2022), the interplay of home and school environments directly impacts learners' academic and behavioral development. Internationally, studies by Walker and Hoover-Dempsey (2020) highlight that learners perform better when their parents' involvement aligns with teachers' pedagogical strategies. The theory thus emphasizes that effective parental participation does not occur in isolation but within an ecosystem of interdependent relationships that influence the learning process.

Vygotsky's Sociocultural Theory (1978) posits that learning is a social process shaped by interaction, communication, and cultural context. Central to this theory is the concept of the Zone of Proximal Development (ZPD), which highlights the importance of guidance and collaboration in helping learners reach their full potential. Parents, as the child's first teachers, play a crucial role in scaffolding learning experiences both at home and in coordination with the school (Vygotsky, 1978). This perspective aligns closely with the present study, as it emphasizes the role of parental involvement as an essential form of guided participation that enhances learning outcomes.

In support of this theory, research by Cabello (2023) demonstrated that Filipino learners with actively engaged parents develop stronger literacy and problem-solving skills compared to those with minimal parental support. Similarly, Chang and Lee (2021) found that home-based educational involvement, such as assisting with assignments or discussing lessons, fosters deeper understanding and retention. Vygotsky's emphasis on interaction underscores how effective school learning practices are enriched when parents and teachers work collaboratively within the learner's sociocultural environment.

Bandura's Social Learning Theory (1986) asserts that learning occurs through observation, imitation, and modeling within a social context. Bandura (1986) highlighted the importance of role models in influencing behaviors, attitudes, and motivation. In the school setting, when parents model positive learning behaviors—such as reading, problem-solving, and valuing education—children internalize these behaviors and apply them in academic contexts. This makes parental involvement not only supportive but also demonstrative of lifelong learning attitudes that shape school success.

Recent studies reinforce Bandura's premise. According to Mendoza and Torres (2022), children whose parents consistently model academic discipline and interest in learning exhibit higher motivation and classroom participation. Internationally, Kim and Park (2021) observed similar findings in South Korea, where parent modeling of study habits and respect for education positively correlated with student performance. This theory supports the study by illustrating how behavioral modeling from parents becomes a crucial factor in cultivating effective school learning practices among learners.

DepEd Order No. 44, s. 2015 – Guidelines on the Enhanced School Improvement Planning (SIP) Process highlights the importance of stakeholder participation, particularly that of parents, in achieving school effectiveness. The SIP framework encourages inclusive and participatory planning to ensure that the needs of learners are addressed holistically. By involving parents in decision-making, the school strengthens accountability and collaboration, both of which lead to improved learning practices and outcomes. As noted by Lopez (2021), schools that engage parents in planning and evaluation processes foster stronger partnerships that support the child's academic journey.

DepEd Order No. 54, s. 2009 – Institutionalizing a Functional Parent-Teacher Association (PTA) mandates the establishment of PTAs in all public and private schools to ensure that parents have a structured avenue to participate in school programs and projects. The order recognizes parents as essential partners in promoting learners' welfare and school

improvement. Research by Soriano (2020) found that active PTA involvement enhances communication between teachers and parents, leading to better monitoring of student progress and the implementation of effective school practices. This policy provides a solid legal foundation for this study's focus on the collaborative role of parents in education.

Republic Act No. 11908 – Parent Effectiveness Service (PES) Program Act (2022) further strengthens the legal mandate for empowering parents as partners in education. This law institutionalizes programs that enhance parental capacity in child-rearing, learning support, and values formation. It acknowledges that informed and involved parents are key contributors to effective educational delivery and learner success. As reported by Pineda (2023), the implementation of PES programs has improved parental understanding of learning needs, leading to more supportive home environments that complement school efforts.

Moreover, the 1987 Philippine Constitution establishes education as a fundamental right and a key instrument for national development. Article XIV, Section 1 states that "the State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all." This provision underscores the shared responsibility among the government, schools, and families in ensuring that every learner receives quality learning experiences. The Constitution also emphasizes the development of moral character, personal discipline, and civic consciousness, highlighting that education is not merely a government function but a social partnership where parents play a vital role in nurturing responsible and well-rounded citizens.

Furthermore, Article XV of the Constitution recognizes the family as the foundation of the nation, mandating the State to strengthen its solidarity and actively promote its total development. Parents are identified as the primary educators of their children, which implies that their involvement in school activities and learning processes is an extension of their natural duty. Through this constitutional mandate, parental participation in educational matters is not viewed as optional but as an essential component in achieving the holistic growth of learners. This legal foundation reinforces the idea that effective schooling is built upon strong collaboration between the home and the educational system.

Lastly, the DepEd Order No. 007, s.2024 – Policy Guidelines on the Implementation of the Revised School-Based Management (SBM) System institutionalizes a more responsive and participatory approach to school governance through the revised School-Based Management (SBM) system. It encourages decision-making at the school level, involving stakeholders such as teachers, learners, parents, and community members in planning, implementing, and evaluating educational programs. This decentralization fosters ownership and accountability, ensuring that the learning environment is shaped by the collective effort of all stakeholders. By empowering schools to engage parents in discussions on learning improvement and student performance, the policy bridges the gap between the home and the school, leading to more context-driven and sustainable learning practices.

The Order further emphasizes stakeholder collaboration and shared governance as essential elements in achieving improved learning outcomes. Parents, as key partners, are encouraged to participate not only in school events but also in strategic initiatives that enhance the quality of teaching and learning. Through the SBM framework, schools are guided to create inclusive mechanisms for parental engagement in policy development, school planning, and monitoring of educational outcomes. This strengthens the link between family support and school effectiveness, ensuring that learners benefit from a cohesive system that values both institutional guidance and parental involvement.

Together, these theories and legal foundations underscore the central role of parental involvement in cultivating effective school learning practices. They provide a multidimensional lens—spanning psychological, sociocultural, and institutional perspectives—that reinforces the need for collaboration between home and school. Integrating these frameworks into the present study offers a comprehensive understanding of how family engagement shapes educational success and school improvement.

THE PROBLEM

Statement of the Problem

This research explored the influence of parental involvement on the effectiveness in educational approaches in select public elementary schools within San Miguel II District, San Miguel, Surigao del Sur for the school year 2025-2026, as basis for home-school collaboration program sustainability.

Specifically, it answered the following questions:

1. What relevant information of the respondents can be taken in terms of:

1.1. school heads and teachers'

1.1.1. age and gender;

1.1.2. civil status;

1.1.3. highest educational attainment;

1.1.4. length of service;
1.1.5. performance rating;
1.1.6. number of appropriate training, seminars and workshops;

1.2. parents'
1.2.1. age and gender;
1.2.2. highest educational attainment;
1.2.3. occupation, and
1.2.4. average monthly income?

2. As perceived by the respondent groups, what is the extent of parental involvement in terms of:
2.1. support for learning at home;
2.2. active participation in school activities;
2.3. communication and collaboration with teachers and
2.4. engagement in decision-making and policy support?

3. What is the level of effectiveness of school educational approaches as perceived by the respondents in terms of:
3.1. instructional support and innovation;
3.2. learning engagement and participation and
3.3. collaboration among stakeholders to promote effective learning?

4. Is there a significant relationship between the level of parental involvement and school educational approaches?

5. What are the challenges and barriers encountered related to promoting active parental involvement toward the enhancement of effective school educational approaches?

6. Based on the findings, what sustainable home school collaboration program can be established?

Statement of Null Hypothesis

Ho1. There is no significant relationship between the level of parental involvement and educational approaches.

Significance of the Study

The primary purpose of this study explored the influence of parental involvement on the effectiveness in educational approaches in selected public elementary schools within San Miguel II District, San Miguel, Surigao del Sur. Its findings are expected to provide meaningful insights into how active home-school collaboration can foster more engaging, inclusive, and sustainable learning environments.

The results of this study served as a valuable basis for designing strategic programs and policies that strengthen partnerships among parents, teachers, and school leaders in support of quality education.

Department of Education. The results of this study may provide useful inputs for the Department of Education in formulating and enhancing policies that promote parental involvement as a key component of school effectiveness and learner success. It may also guide the development of frameworks that ensure stronger community participation and collaboration in achieving educational goals.

Education Policymakers. Findings may serve as a foundation for policymakers in crafting evidence-based strategies that support family engagement initiatives, address barriers to parental participation, and institutionalize home-school partnerships as an integral part of educational planning and school improvement programs.

School Administrators. This study may help school heads understand the extent and nature of parental involvement within their institutions and identify effective approaches for engaging parents in school governance, decision-making, and learning support. Insights from the study may guide them in establishing programs that nurture a positive and participatory school learning environment.

Teachers. Teachers may gain a deeper understanding of the importance of building strong communication and collaboration with parents. The findings may encourage them to adopt innovative and inclusive strategies that involve parents in monitoring and supporting students' learning experiences both inside and outside the classroom.

Parents. This study may empower parents by emphasizing their vital role as partners in their children's education. It may inspire them to become more proactive and confident in participating in school activities, contributing to policy discussions, and supporting learning at home.

Learners. Indirectly, learners may benefit from the enhanced learning environment resulting from improved parental involvement and collaborative school practices. A supportive and engaged school community can lead to more meaningful, enjoyable, and effective learning experiences for students.

Researcher. The study will enable the researcher to gain a deeper understanding of the dynamics of parental involvement and their influence on school learning practices. It also contributes to the growing body of knowledge in the field of educational leadership and management.

Future Researcher. This study may serve as a useful reference for future researchers who wish to explore similar topics on home-school collaboration, parental engagement, and effective school practices. It may also provide a theoretical and empirical basis for further studies aimed at improving educational management systems.

RESEARCH METHODOLOGY

This part contains the research methodology which includes the method to be used, the flow of the study, research environment, research respondents, research instruments, data gathering procedures, statistical treatment of data, scoring procedures and definition of terms.

Design

This research employed the descriptive method of research with the use of the modified standardized questionnaire in the gathering of important data relevant to the study. A descriptive correlational study is a study in which the researcher is primarily interested in describing relationships among variables, without seeking to establish a causal connection.

Flow of the Study

The input of the study includes relevant information about the respondents, such as the profiles of school heads and teachers in terms of age, gender, civil status, highest educational attainment, length of service, performance rating, and number of relevant training, seminars, and workshops attended, as well as the profiles of parents in terms of age, gender, highest educational attainment, occupation, and average monthly income. It also encompasses the level of parental involvement as perceived by respondents in terms of support for learning at home, active participation in school activities, communication and collaboration with teachers, and engagement in decision-making and policy support. Furthermore, the input considers the level of effectiveness of school learning practices in terms of instructional support and innovation, learning engagement and participation, and collaboration among stakeholders to promote effective learning.

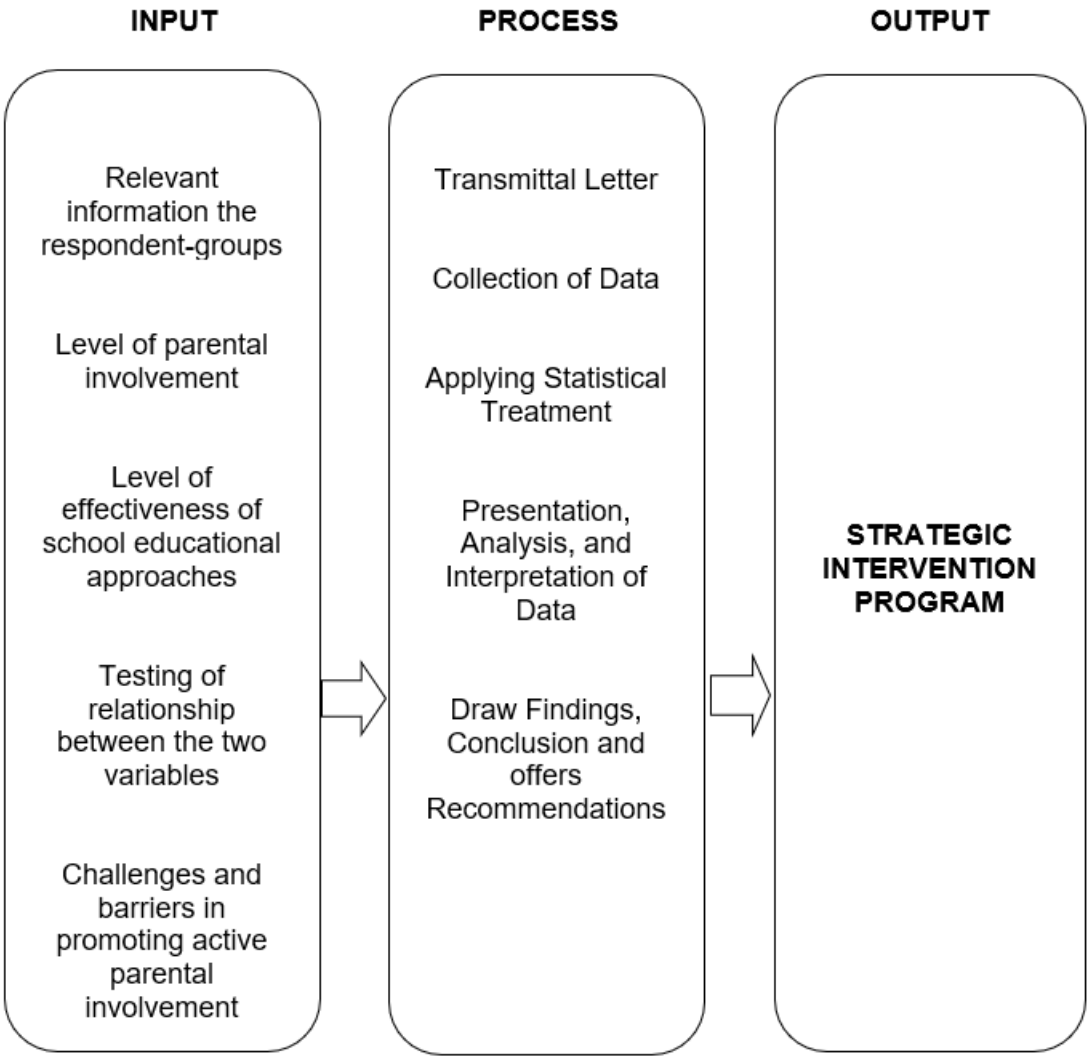


Figure 2 The Flow of the Study

The process of the study involves the use of a descriptive-correlational research design, which seeks to determine the relationship between the level of parental involvement and the development of effective school learning practices. The study follows systematic research procedures, including the preparation and validation of research instruments, data gathering from respondents, statistical analysis, and interpretation of results to address the stated research problems.

The output of the study was a proposed strategic intervention program designed to strengthen parental involvement and enhance the development of effective school learning practices. This program aimed to promote sustainable collaboration among parents, teachers, and school administrators in fostering a supportive and dynamic learning environment within the Surigao del Sur Division, San Miguel II District.

Environment

The study was conducted in San Miguel II District, San Miguel, Surigao del Sur, Eleven (11) Elementary Schools, namely: Tina Central Elementary School, Magroyong Elementary School, Libas Gua Elementary School, Inadan Elementary School, Patong Elementary School, Lamintao Elementary School of Living Tradition, Kiskis Elementary School of Living Tradition, Castillo Elementary School, Pedro Miranda Oribe Memorial Elementary School, Carromata, Elementary School, Mahayag Elementary School.

The municipality earned its title, San Miguel is the centers of its creation as a municipality in 1962 when it was carved out of Tago, and its earlier significance as a location for the discovery of the pre-colonial" Surigao Treasure". The official formation of the municipality occurred on June 16, 1962, via Republic Act No. 3491, which established it from several barrios that were previously part of Tago including Libas Gua, Libas Sud, San Roque, Baras, Maitum, Siagao, Carromata, Umalag, Calatngan, and Bagyang. Prior to this, a significant archeological find in Barangay Magroyong in 1981 uncovered a large collection of gold artifacts including masks, figurines, and jewelry dating back to the 10th to 13th centuries.



Figure 3 Location Map of the Study

Respondents

The respondents of this study consisted of school heads, teachers, and parents from selected public elementary schools within San Miguel II District, San Miguel, Surigao del Sur. These groups were identified as key stakeholders who play essential roles in shaping and sustaining effective school educational approaches. The respondents were selected through purposive sampling, ensuring that only individuals who meet specific inclusion criteria are represented.

The inclusion criteria were as follows: a) they must be officially designated school heads, teachers, or parents of students enrolled in the selected schools; b) they must have at least one year of experience in their respective roles within the school community; and c) they must be willing to participate and provide honest responses to the research instrument.

Table 1 presents the distribution of respondents according to their respective groups.

Table 1 Distribution of Respondents

Schools	Respondents			
	School Heads	Teachers	Parents	Total
Tina Central Elementary School	1	5	10	16
Magroyong Elementary School	1	5	10	16
Libas Gua Elementary School	1	5	10	16
Inadan Elementary School	1	5	10	16
Patong Elementary School	1	5	10	16
Lamintao Elementary School of Living Tradition	1	5	10	16
Kiskis Elementary School of Living Tradition	1	5	10	16
Castillo Elementary School	1	5	10	16
Pedro Miranda Oribe Memorial Elementary School	1	5	10	16
Carromata Elementary School	1	5	10	16
Mahayag Elementary School	1	5	10	16
Total	**11**	**55**	**110**	**176**

Instrument

The main data-gathering tool of this study was a structured questionnaire designed to collect information relevant to the influence of parental involvement on the development of effectiveness in educational approaches in select public elementary schools within the San Miguel II District, San Miguel, Surigao del Sur. The instrument aimed to measure the extent of parental participation and its perceived impact on school educational approaches and collaboration among stakeholders. It is divided into four (4) main parts.

The first part gathered the demographic profile of the respondents. For school heads and teachers, it includes age, gender, civil status, highest educational attainment, length of service, performance rating, and number of relevant trainings, seminars, and workshops attended. For parents, it covers age, gender, highest educational attainment, occupation, and average monthly income. These variables establish the respondents' background, which may influence their perceptions of parental involvement and school learning practices.

The second part of the questionnaire assessed the level of parental involvement as perceived by the respondents. It includes four indicators: (a) support for learning at home, (b) active participation in school activities, (c) communication and collaboration with teachers, and (d) engagement in decision-making and policy support. Responses were rated using a five-point Likert scale, with the following descriptions: 5 – Always, 4 – Often, 3 – Sometimes, 2 – Rarely, and 1 – Never. This section was adapted and modified from the study of Dela Cruz (2021) titled "Strengthening Home-School Partnerships: A Framework for Parental Engagement in Philippine Public Elementary Schools," which provided an instrument for measuring different dimensions of parental involvement.

The third part measured the level of effectiveness of school learning practices as perceived by the respondents. It focuses on three core indicators: (a) instructional support and innovation, (b) learning engagement and participation, and (c) collaboration among stakeholders to promote effective learning. This section also uses a five-point Likert scale with the same descriptive range. The items were adapted from the work of Reyes (2022) entitled "Building Effective Learning Environments through Collaborative School Practices," which assessed the role of stakeholder collaboration in enhancing instructional quality.

The fourth part identified the challenges and barriers encountered by school heads, teachers, and parents in promoting active parental involvement toward the enhancement of effective school learning practices. This section listed common issues such as time constraints, limited communication, financial difficulties, lack of training, and conflicting priorities. Several statements were adapted from Serrano (2020) in her study "Barriers to Parent Participation in Public Elementary Education: A Local Perspective."

The responses obtained from all four sections of the questionnaire will serve as the basis for analyzing the relationship between the level of parental involvement and the development of effective school learning

practices. The findings informed the design of a strategic intervention program to strengthen home-school collaboration and promote a more supportive learning environment within the San Miguel, Surigao del Sur.

Data Gathering Procedure

This research followed a step-by-step process in the conduct of this research endeavor.

First, a letter was made addressed to the Schools Division Superintendent, and District Supervisor of San Miguel II District of Surigao del Sur, for approval of the conduct of the study.

After the letter was approved, the questionnaires were personally distributed to the respondents. The respondents were given ample time of preferably 20-30 minutes to answer the questionnaire.

Data was then collected and submitted to the statistician for statistical treatment. It was subjected to further presentation, analysis, and interpretation with the guidance of the research adviser.

The final draft was submitted for finalization and corrections.

Statistical Treatment of Data

The following were the statistical procedures that were used by the researcher in the presentation and interpretation of the data.

Simple Percentage. This was used to determine the profile of the respondents. For teachers, this includes age, gender, civil status, highest educational attainment, length of service, performance rating, and the number of trainings, seminars, and workshops attended. For learners, this covers age and gender.

Mean. This was used to determine the level of parental involvement in terms of support for learning at home, active participation in school activities, communication and collaboration with teachers, and engagement in decision-making and policy support. This also measured the level of effectiveness of school learning practices as perceived by the respondents in terms of instructional support and innovation, learning engagement and participation, and the collaboration among stakeholders to promote effective learning.

Chi-square. This was employed to determine the significant relationship between the level of parental involvement and the development of effective school learning practices.

Scoring Procedures. The following were the scoring procedures:

Weight	Range	Response Category	Verbal Description
5	4.21 - 5.00	Strongly Agree	this means that the respondent strongly agree with the statement
4	3.41 – 4.20	Agree	this means that the respondent agree with the statement
3	2.61 – 3.40	Neutral	this means that the respondent does not agree nor disagree with the statement
2	1.81 – 2.60	Disagree	this means that the respondent disagree with the statement
1	1.00 -1.80	Strongly Disagree	this means that the respondent strongly disagree with the statement

DEFINITION OF TERMS

To fully understand the terms used in this study, conceptual terms that are integral and critical to this study are operationally defined.

Challenges and Barriers. These refer to the difficulties or obstacles encountered by school heads, teachers, and parents in promoting and sustaining active parental involvement toward the enhancement of effective school learning practices.

Effectiveness of School Learning Practices. This refers to the extent to which the teaching and learning processes within the school promote meaningful engagement, innovation, and collaboration that lead to improved educational outcomes.

Collaboration among Stakeholders to Promote Effective Learning. The cooperative effort among school heads, teachers, parents, and community members in planning, implementing, and evaluating school programs to ensure a supportive and productive learning environment.

Instructional Support and Innovation. The provision of effective teaching strategies, learning materials, and creative approaches by teachers and administrators to enhance classroom instruction and improve the overall learning experience.

Learning Engagement and Participation. The active involvement of learners and other stakeholders in the learning process through motivation, participation in activities, and interaction that foster deeper understanding and sustained interest in learning.

Parental Involvement. This refers to the participation and commitment of parents in their children's education, both at home and in school, through support, communication, decision-making, and collaboration with teachers and administrators.

Active Participation in School Activities. The involvement of parents in school programs, meetings, projects, and events that contribute to the improvement of school operations and learner support systems.

Communication and Collaboration with Teachers. The regular exchange of information, ideas, and feedback between parents and teachers to ensure consistent monitoring and guidance of students' learning progress.

Engagement in Decision-Making and Policy Support. The participation of parents in school committees, planning activities, and policy formulation to promote transparency, accountability, and shared governance in education.

Support for Learning at Home. The assistance provided by parents to their children through supervision, encouragement, and creation of a conducive home environment that promotes study habits and continuous learning.

Relevant Information. This refers to the profile of the respondents covering their gender, highest educational attainment, length of service, and relevant training, workshops and seminars attended.

Gender. The designation of the teachers as male or female is alluded to in this report.

Highest Educational Attainment. Below are the highest rates of teacher qualification in this study: BA; with MA; Full Fledge; MA; with Ed. D., Full Fledge, MA. Complete Fledge Ed. D., and sections.

Length of Service. This is the amount of time that the teachers spent teaching in their 5 years, 6-15, 16-25, 26-35 and 36-45 years.

Relevant Seminars and Training. This refers to educational events or a large lecture course that feature one or more subject matters, delivering issues via lecture and discussion through a renowned speaker that help teachers acquire knowledge, skills, competencies, and updates about teaching and other related fields.

Strategic Intervention Program. This refers to a structured plan of action designed to strengthen parental involvement and enhance school learning practices through organized activities, policies, and training initiatives.

2. REVIEW OF RELATED LITERATURE AND STUDIES

This chapter reviews literature and studies related to parental involvement and its influence on effective school learning practices. Parental participation plays a key role in shaping students' academic success, behavior, and motivation by strengthening collaboration between home and school.

The review focuses on major themes such as the forms of parental involvement, collaboration among stakeholders, instructional support and innovation, learner engagement, and the challenges that affect school learning practices. These discussions provide the foundation for understanding how parental engagement contributes to the development of effective learning environments.

Related Literature

Parental involvement is recognized globally as an important contributor to student engagement and school learning processes. Pennington, Tang, Divoll, and Correll (2024) in their scoping literature review found that intentional and structured communication between parents and teachers helps to bridge perception gaps and fosters environments that support effective learning. They highlighted that when parents are engaged in how school environments are perceived and how teachers and school policies support interaction, learning practices tend to be more responsive and inclusive (Pennington et al., 2024).

Gabutero, Nudalo-Gonzaga, and Galigao (2025) compared international and Philippine contexts in "Bridging Home and School: Parental Involvement Strategies from International and Philippine Contexts." They identified domains including home-based academic support, school-based participation, socio-emotional encouragement, and communication. Their findings suggest that in schools where these dimensions of parental involvement are supported, school learning practices are more cohesive, collaborative, and oriented toward both academic and socio-emotional growth (Gabutero et al., 2025).

"Parental Involvement in Schools: Barriers, Challenges, and Strategies" (Barce, 2025) investigated barriers in promoting consistent parental engagement in Capiz, Philippines. Barce found that lack of communication, economic hardship, and unclear roles limit how parents can participate—factors that also reduce the potential of school learning practices to be effective because stakeholder collaboration and decision-making get undermined (Barce, 2025).

Yang, Chen, Wang, Li, Zhang, and Huang (2023), in their review Parental Involvement and Student Engagement: A Review of the Literature, noted that engagement and participation are not just outcomes but components of effective school learning practices. They show that parental involvement is strongly associated with student behavioral, emotional, and cognitive engagement, which in turn supports a school environment that is more interactive and learner-centered (Yang et al., 2023).

Salvatierra and Cabello (2022), in "Starting at Home: What Does the Literature Indicate about Parental Involvement in Early Childhood STEM Education?", argue that early involvement in STEM education via home-based activities and parental support helps develop critical thinking and innovation. Such involvement shapes how schools design learning practices that are more innovative, hands-on, and aligned with learners' interests (Salvatierra & Cabello, 2022).

Jones and Palikara (2023), in their primary school case study How do parents and school staff conceptualize parental engagement?, highlighted that the conceptions of parental engagement held by parents and teachers influence what practices schools adopt. For example, if school leadership sees parental input as essential, there is more collaboration in curriculum planning and school programs; otherwise, involvement is superficial (Jones & Palikara, 2023).

Manalo, Yumang, and Almazan (2023) studied parental involvement and students' engagement under modular learning in the Philippines. They found that when parents provide emotional and learning support and maintain strong communication with teachers, students' participation improves — which suggests that effective school learning practices depend heavily on this involvement (Manalo et al., 2023).

A study by Liu and Lai (2025) titled Development of a Strategic Model to Enhance Parent-School Collaboration for Facilitating Smooth Transition to Primary School in Frontier Areas of Yunnan Province, China showed that parent-school collaboration, parental support, and empowerment are key in helping learners adapt to new learning environments. These practices provide useful models of how learning practices can be designed to be supportive and inclusive (Liu & Lai, 2025).

Nurfadilah, Hasanah, Febriyani, Khoirunnisa, Hartanti, and Yuniar (2022-2024) conducted a bibliometric analysis in Indonesia, Parental Involvement in Early Childhood Education: A Bibliometric Analysis in the Era of the Independent Curriculum, and found that as curricula became more flexible and learner-centered, parental involvement in early childhood played a role in aligning home support with school practices, improving emotional well-being and engagement (Nurfadilah et al., 2022).

Bachman, Cunningham, and Boone (2024), in Collaborating with Families for Innovative School Mental Health, argued that parental involvement extends beyond academic support—schools that include parents in mental health and wellness programs show more holistic school learning practices, with enhanced stakeholder collaboration and supportive environments for learning (Bachman et al., 2024).

Related Studies

Naungayan (2024) conducted a study on the engagement of working parents and the challenges they encountered in supporting their children's modular distance learning. Findings revealed that while parents showed high levels of engagement, factors such as time constraints, work responsibilities, and limited instructional knowledge affected their ability to provide consistent learning support. The study emphasized that sustained collaboration between teachers and parents enhances the quality of home-school support, which directly contributes to more effective school learning practices.

In a descriptive study, Manalo, Yumang, and Almazan (2023) examined parental involvement and student engagement in modular learning environments in the Philippines. Their research showed that consistent emotional and instructional support from parents, as well as active communication with teachers, significantly improved learners' engagement and participation. The study highlighted that effective school learning practices rely on cooperative efforts between home and school to sustain motivation and responsibility in students.

Licup (2024) explored parental engagement strategies in early childhood education settings within Pasig City. The study found that structured parental routines, such as setting aside time for reading and school-related

discussions, positively influenced children's learning engagement. These home-based efforts complemented classroom instruction and strengthened school learning practices by creating continuity between home and school learning environments.

Yang et al. (2023) conducted a comprehensive review of literature connecting parental involvement to various forms of student engagement—behavioral, emotional, and cognitive. The results indicated that active parental engagement, coupled with teacher collaboration, enhances students' overall involvement in learning activities. This review supports the idea that when parents and schools work together, they establish more dynamic and interactive school learning practices.

Guo et al. (2025) analyzed the relationship between parental school involvement and barriers to participation using a latent-group modeling approach. The study identified distinct profiles of parental involvement, highlighting common challenges such as time limitations, resource constraints, and lack of clear communication from schools. Understanding these patterns helps in developing school-based interventions that promote more inclusive and participatory learning practices.

Bond (2024) explored the ways schools facilitate parental participation and how parents engage with school-based learning processes. The study emphasized that institutional factors—such as flexible meeting schedules, consistent communication, and recognition of parental contributions—enhance meaningful participation. Bond concluded that effective learning practices depend not only on parents' willingness to be involved but also on the school's capacity to foster genuine partnerships.

Research conducted from 2021 to 2023 also highlighted the crucial role of parents during transitions to blended and digital learning modes. Studies showed that parental digital literacy and consistent home supervision were essential to maintaining learning continuity and engagement. Schools that provided guidance and training to parents experienced more effective teaching-learning practices, demonstrating how parental empowerment supports adaptive educational delivery.

Koivuhovi et al. (2025) carried out a longitudinal analysis of parental involvement trends in Finnish elementary schools. The results revealed that stable parental participation over time strengthened school processes and supported the sustainability of effective learning practices. The study underscored the importance of continuous communication and trust between parents and educators to ensure that learning practices remain relevant and responsive to students' evolving needs.

Barce (2025) conducted a Philippine-based investigation into the barriers and challenges that hinder consistent parental involvement. The study found that economic hardship, lack of awareness of school programs, and minimal communication between schools and parents significantly limit active participation. Addressing these issues, according to Barce, is essential in improving school learning practices and ensuring that parental involvement contributes to holistic educational outcomes.

Liu and Lai (2025) developed and tested a strategic model to enhance parent-school collaboration in frontier areas of Yunnan Province, China. Their findings showed that empowerment programs for parents and structured collaboration initiatives led to smoother transitions for learners entering formal schooling. The study demonstrated that strategic and inclusive parental involvement fosters more effective and sustainable school learning practices through shared goals and cooperative decision-making.

These related literature and studies serve as the foundation of the present research. They provide valuable insights and implications that will guide and enrich the analysis and interpretation of findings in the succeeding chapter

3. PRESENTATION, DATA ANALYSIS, AND INTERPRETATION

This chapter presents the data obtained from the respondents of the study with the corresponding analysis and interpretation. The respondents of this study consisted of 11 school heads, 55 teachers, and 110 parents, for a total of 176 respondent groups from San Miguel II District, Surigao del Sur.

This chapter comprised five (5) distinct sections.

The first part deals with the relevant information of the respondents in terms of their age, gender, civil status, highest educational attainment, number of years in service, performance rating, and relevant training, seminars, and workshops attended.

The second part of this chapter deals with the extent of parental involvement as perceived by the respondents in terms of support for learning at home, active participation in school activities, communication and collaboration with teachers, and engagement in decision-making and policy support.

The third part assesses the level of effectiveness in educational approaches as perceived by the respondents in terms of instructional support and innovation, learning engagement and participation, and collaboration among stakeholders to promote effective learning.

Moreover, this study tests the relationship between the level of parental involvement and the effectiveness in educational approaches.

Lastly, the challenges and barriers encountered by school heads, teachers, and parents in promoting active parental involvement toward the enhancement of effectiveness in educational approaches were also taken into consideration in this study.

RELEVANT INFORMATION OF THE RESPONDENTS

The following tables reveal the relevant information of the respondents in terms of their age, gender, civil status, highest educational attainment, number of years in service, performance rating, and relevant training, seminars, and workshops attended.

School Heads and Teachers

Age. Table 2 presents the profile of the respondents in terms of age.

Table 2 Age Profile

Age	Frequency (n=66)	Percentage (100%)
Above 50 years old	12	18.1
41-50 years old	30	45.4
31-40 years old	11	16.6
21-30 years old	13	19.6
Total	**66**	**100**
Average	**40.1**	**-**
Standard Deviation	**9.2**	**-**

Table 2 presents the age profile of the school heads and teachers who served as respondents in this study. It reveals that a significant portion of the respondents, 45.4 percent, fall within the 41–50 years old age group, followed by 19.6 percent who are between 21–30 years old. Meanwhile, 18.1 percent of respondents are above 50 years old, and 16.6 percent are within the 31–40 years old range. The overall average age of the respondents is 40.1 years, with a standard deviation of 9.2 years, indicating a moderately diverse age distribution among the teaching personnel.

The dominance of respondents in the 41–50 years age bracket suggests that a substantial number of school heads and teachers possess considerable professional experience and maturity in handling school management and classroom instruction. According to Morales (2021), educators within this age range often demonstrate stability and a strong understanding of school policies and educational strategies, which can contribute positively to school operations and learner outcomes.

Meanwhile, the presence of younger respondents aged 21–30 years indicates the infusion of new perspectives and contemporary teaching approaches into the school system. Recent studies emphasize that early-career teachers often bring innovation, energy, and technological adaptability to classrooms, which supports the implementation of modern instructional practices (Santos, 2022). This combination of experienced and younger teachers can foster a balanced learning environment that leverages both expertise and innovation.

It is also notable that a smaller portion of respondents are above 50 years old, representing seasoned educators who may serve as mentors and role models within the school community. Their depth of knowledge and long-standing familiarity with educational reforms can significantly enhance collaborative teaching and leadership initiatives (Reyes, 2023). However, the relatively lower number may suggest the need for succession planning to ensure continuity of expertise in school leadership and instruction.

Overall, the age profile of the respondents reflects a healthy mix of experience and youthful dynamism in the schools surveyed. This diversity in age can facilitate collaborative learning among teachers and the effective implementation of school learning practices. The findings align with recent Philippine studies, which highlight that a well-distributed age profile among school personnel supports both instructional quality and organizational stability (Delos Santos, 2022).

Gender. Table 3 presents the profile of the respondents in terms of gender.

Table 3 Gender Profile

Gender	Frequency (n=66)	Percentage (100%)
Female	47	71.2
Male	19	28.7
Total	**66**	**100**

Table 3 presents the gender profile of the school heads and teachers who participated in the study. The data shows that a majority of the respondents are female, accounting for 71.2 percent, while male respondents constitute 28.7 percent of the total sample. This indicates a notable predominance of women in the teaching workforce within the selected schools.

The high representation of female educators aligns with national trends in the Philippines, where teaching, particularly in the elementary and secondary levels, is predominantly a female profession. According to Cruz (2021), female teachers often exhibit high levels of commitment, nurturing behavior, and collaboration, which positively influence classroom management and student engagement.

Meanwhile, the presence of male respondents, though smaller in proportion, reflects the continuing involvement of men in educational leadership and teaching roles. Studies in the Philippine context suggest that male educators can bring unique perspectives to instructional strategies and administrative decision-making, contributing to a more diverse school environment (Valdez, 2022).

The gender distribution also has implications for professional development and policy implementation. Research indicates that understanding gender composition among teaching staff can inform targeted training programs, mentorship initiatives, and collaborative teaching practices, ensuring that both male and female educators' strengths are leveraged effectively (Reyes, 2023).

Overall, the gender profile highlights a predominantly female teaching workforce, which is consistent with broader patterns observed across Philippine public schools. This distribution underscores the importance of gender-sensitive approaches in school management and curriculum delivery, promoting equitable and effective learning practices for all students (Santos, 2022).

Civil Status. Table 4 reveals the profile of the respondents in terms of their civil status.

Table 4 Civil Status Profile

Civil Status	Frequency (n=66)	Percentage (100%)
Married	57	86.3
Single	9	13.6
Total	**66**	**100**

Table 4 presents the civil status of the school heads and teachers who served as respondents in this study. The data indicate that a significant majority of the respondents, 86.3 percent, are married, while only 13.6 percent are single. This suggests that most of the teaching personnel in the selected schools have established family responsibilities alongside their professional duties.

The predominance of married respondents reflects the trend observed in many Philippine schools, where educators often balance work and family life. According to Villanueva (2021), married teachers tend to exhibit heightened stability, responsibility, and time management skills, which can positively affect their teaching performance and commitment to school programs.

On the other hand, single respondents, though fewer in number, contribute flexibility and availability that may be advantageous in participating in school activities beyond regular teaching hours. Studies have shown that single teachers often engage more actively in extracurricular programs, training, and collaborative projects due to fewer familial obligations (Delos Reyes, 2022).

Understanding the civil status of educators also provides insight into potential support needs within the school environment. Research in the Philippine context suggests that marital status may influence stress management, work-life balance, and engagement in professional development programs, thereby affecting overall effectiveness in school learning practices (Santos, 2023).

Overall, the civil status profile indicates that the majority of respondents are married, highlighting the importance of considering family-related responsibilities in planning school programs and professional development activities. This demographic insight supports the development of policies that accommodate the personal and professional needs of teachers while promoting effective learning practices in schools (Cruz, 2022).

Highest Educational Attainment. Table 5 shows the highest educational attainment of the respondents.

Table 5 Highest Educational Attainment

Highest Educational Attainment	Frequency (n=66)	Percentage (100%)
Master's Degree	11	16.6
With units in Master's Degree	29	43.9
BSEEd / BSEEd Graduate	26	39.3
Total	**66**	**100**

Table 5 presents the highest educational attainment of the school heads and teachers who participated in this study. The data reveal that 43.9 percent of the respondents have earned units toward a Master's degree, 39.3 percent hold a Bachelor of Secondary Education (BSEd) or Bachelor of Science in Education (BSEd) degree, and 16.6 percent have completed a Master's degree. This indicates that the teaching personnel in the selected schools are generally well-qualified and committed to advancing their professional development.

The substantial proportion of respondents with units in a Master's program suggests a strong interest in continuous learning and professional growth. According to Villanueva (2021), educators pursuing graduate studies often demonstrate higher motivation, pedagogical competence, and capacity to implement innovative teaching strategies in the classroom. This trend contributes positively to the overall quality of instruction and school performance.

Meanwhile, the respondents who have completed a Master's degree represent highly skilled educators capable of providing instructional leadership and mentoring their colleagues. Studies in the Philippine educational context emphasize that teachers with graduate qualifications are more adept at curriculum development, classroom management, and integrating research-based practices into their teaching (Reyes, 2022).

The remaining respondents, who hold a bachelor's degree, still form a significant portion of the teaching workforce and provide a foundation of essential pedagogical knowledge and instructional skills. Research suggests that these educators, with proper support and professional development opportunities, can effectively contribute to collaborative learning environments and enhance student outcomes (Santos, 2023).

Overall, the educational attainment profile reflects a well-qualified teaching force with a strong emphasis on continuous professional development. This combination of bachelor's and master's-level educators supports the implementation of effective school learning practices and highlights the importance of ongoing training and advanced studies to sustain instructional excellence (Cruz, 2022).

Length of Service. Table 6 indicates the number of years in service of the respondents.

Table 6 Length of Service

Length of Service	Frequency (n=66)	Percentage (100%)
More than 6 years	53	80.3
4-6 years	8	12.1
1-3 years	5	7.57
Total	**66**	**100**
Average	**6.2**	**-**
Standard Deviation	**2.1**	**-**

Table 6 presents the length of service of the school heads and teachers who participated in the study. The data show that the majority of respondents, 80.3 percent, have more than six years of service, followed by 12.1 percent with 4–6 years of service, and 7.57 percent with 1–3 years of service. The overall average length of service is 6.2 years, with a standard deviation of 2.1 years, indicating that most respondents have substantial experience in the education sector.

The predominance of respondents with more than six years of service suggests that the teaching personnel possess extensive professional experience, which can enhance the implementation of school learning practices. According to Valdez (2021), experienced educators are often more adept at managing classrooms, applying instructional strategies effectively, and responding to diverse learner needs, thereby contributing to overall school performance.

Teachers with 4–6 years of service, though fewer in number, bring both experience and adaptability, often bridging traditional teaching methods with innovative instructional practices. Recent studies in the Philippine

context indicate that mid-career educators play a crucial role in mentoring younger teachers while remaining receptive to new teaching technologies and pedagogical approaches (Reyes, 2022).

Meanwhile, the respondents with 1–3 years of service, representing the early-career educators, contribute fresh perspectives and contemporary knowledge, particularly in the use of digital tools and active learning strategies. Research highlights that early-career teachers, despite limited experience, can introduce innovative ideas that support curriculum enhancement and learner engagement (Santos, 2023).

Overall, the length of service profile reflects a teaching workforce that balances extensive experience with new insights and approaches. This diversity in professional tenure provides a stable foundation for implementing effective school learning practices while encouraging collaborative learning and continuous professional development (Cruz, 2022).

Performance Rating. Table 7 shows the performance rating of the respondents.

Table 7 Performance Rating

Performance Rating	Frequency (n=66)	Percentage (100%)
Outstanding	-	-
Very Satisfactory	66	100
Total	**66**	**100**

Table 7 presents the performance rating of the school heads and teachers who served as respondents in this study. The data reveal that all 66 respondents, representing 100 percent of the sample, were rated as "Very Satisfactory" in their performance evaluation. No respondents received an "Outstanding" rating, indicating a uniformly consistent level of competence among the teaching personnel.

The predominance of a "Very Satisfactory" rating reflects the dedication and effectiveness of the educators in fulfilling their professional responsibilities. According to Dela Cruz (2021), teachers consistently achieving satisfactory performance ratings demonstrate reliability in classroom management, lesson delivery, and adherence to school policies, which directly contribute to a conducive learning environment.

The uniform performance rating also highlights the structured evaluation system implemented in Philippine public schools, which ensures that all teachers meet the minimum standards of professional competency. Studies have noted that standardized performance evaluations help identify strengths and areas for improvement, allowing schools to provide targeted support and professional development opportunities (Valdez, 2022).

Despite the absence of an "Outstanding" rating, the very satisfactory level indicates that the respondents are competent and capable of executing their duties effectively. Research in the Philippine context suggests that a very satisfactory rating is a strong indicator of instructional efficiency, positive work ethic, and active engagement in school programs (Reyes, 2023).

Overall, the performance rating profile of the respondents underscores the reliability and professionalism of the school heads and teachers. Their consistent competency provides a solid foundation for implementing effective school learning practices and fosters confidence in the quality of education delivered to learners (Santos, 2022).

Relevant Training, Seminars, and Workshops Attended. Table 8 presents the highest level of appropriate training, seminars, and workshops attended by the respondents.

Table 8 Relevant Training, Seminars, and Workshops Attended

Relevant Training, Seminars, and Workshops Attended	Frequency (n=66)	Rank
Division	24	1st
Regional	19	2nd
National	11	3rd
District	10	4th
International	2	5th
Total	**66**	**-**

Table 8 presents the highest level of appropriate training, seminars, and workshops attended by the school heads and teachers who served as respondents in this study. The data indicate that the majority of respondents, 24 out of 66, participated in division-level trainings, making it the most frequently attended type of professional development activity. This was followed by regional-level trainings with 19 participants, national-level with 11, district-level with 10, and international-level with 2 respondents.

The predominance of division-level trainings suggests that most educators prioritize local professional development opportunities that are more accessible and directly relevant to their teaching context. According to Morales (2021), participation in localized trainings allows teachers to acquire practical knowledge and strategies that can be immediately applied in their classrooms, enhancing instructional effectiveness.

Regional and national-level trainings, attended by 19 and 11 respondents respectively, reflect efforts by educators to engage in broader learning experiences that expose them to updated educational policies, innovative teaching methodologies, and collaborative practices with peers from other schools. Studies in the Philippine context highlight that such experiences contribute to a wider understanding of curriculum implementation and pedagogical innovations (Reyes, 2022).

Although fewer respondents attended district-level and international trainings, these opportunities provide specialized knowledge and global perspectives that can enrich teaching practices. Research emphasizes that exposure to higher-level trainings equips educators with advanced competencies, leadership skills, and innovative instructional techniques that can positively influence school learning practices (Santos, 2023).

Overall, the profile of relevant trainings, seminars, and workshops attended by the respondents reflects a commitment to continuous professional development. The distribution indicates that while most educators focus on local and accessible learning opportunities, some are also expanding their expertise through broader regional, national, and international programs, which supports the enhancement of effective school learning practices (Cruz, 2022).

Profile of Parents. The table below presents the profile of the learners' parents from the research environment as to their age and gender.

Table 9 Age and Gender Profile

Profile	Frequency (n=110)	Percentage (100%)
Age		
Above 50 years old	42	38.1
41-50 years old	43	39
31-40 years old	24	21.8
21-30 years old	3	2.72
Total	**110**	**100**
Gender		
Female	89	80.9
Male	21	19.1
Total	**110**	**100**

Table 9 presents the age and gender profile of the learners' parents who participated as respondents in this study. The data show that the largest proportion of parents, 39 percent, are between 41–50 years old, closely followed by 38.1 percent who are above 50 years old. Parents aged 31–40 years make up 21.8 percent, while the youngest group, 21–30 years old, comprises only 2.72 percent of the total respondents.

The predominance of parents aged 41–50 and above 50 years suggests that most parents have substantial life experience, which may influence their engagement in their children's education. According to Villanueva (2021), older parents often demonstrate a higher sense of responsibility and stability in supporting learning at home and participating in school activities, which positively affects learner outcomes.

The smaller representation of younger parents aged 21–30 years indicates that early-career or younger parents are fewer in number, possibly due to socio-economic or demographic factors in the research environment. Studies in the Philippine context show that younger parents, though fewer, can bring enthusiasm, openness to technology, and active participation in school programs (Santos, 2022).

Regarding gender, the majority of parent respondents are female, accounting for 80.9 percent, while male parents constitute 19.1 percent of the sample. This trend aligns with observations in Philippine educational research, where mothers often take a more active role in monitoring and supporting their children's academic progress, engaging with teachers, and participating in school-related activities (Cruz, 2022).

Overall, the age and gender profile of parent-respondents reflects a group that is predominantly experienced and female, highlighting the critical role of mothers and older parents in facilitating effective home-school collaboration. This demographic insight supports the need for targeted strategies that encourage the involvement

of all parents, regardless of age or gender, in promoting sustainable and effective learning practices (Reyes, 2023).

Highest Educational Attainment. Table 10 presents the highest educational attainment of the parent-respondents.

Table 10 Highest Educational Attainment

Highest Educational Attainment	Frequency (n=110)	Percentage (100%)
College Graduate	19	17.2
College Level	39	35.4
High School Graduate	11	1
High School Level	16	14.5
Elementary Graduate	11	1
Elementary Level	14	12.7
Total	**110**	**100**

Table 10 presents the highest educational attainment of the parent-respondents in the study. The data indicate that the largest portion of parents, 35.4 percent, have completed college-level education, followed by 17.2 percent who are college graduates. Meanwhile, 14.5 percent have attained high school level, 12.7 percent elementary level, and smaller portions have completed high school (1 percent) and elementary (1 percent) education.

The predominance of parents with some college education reflects a relatively moderate level of educational attainment among the learners' families. According to Villanueva (2021), parents with higher education are more likely to value formal learning, support academic activities at home, and engage in collaborative efforts with teachers to enhance their children's learning outcomes.

Parents who are college graduates, though fewer in number, are often equipped with the knowledge and skills to provide more structured academic support. Studies in the Philippine context suggest that educated parents tend to encourage literacy practices, monitor homework, and assist children in developing effective study habits (Santos, 2022).

On the other hand, parents with only high school or elementary education may face challenges in providing direct academic guidance but often contribute to their children's education through motivation, encouragement, and support for attending school activities. Research indicates that parental involvement is not solely dependent on formal education, but also on the commitment and engagement of parents in their child's learning (Reyes, 2023).

Overall, the educational attainment profile of the parent-respondents reflects a diverse background, with a majority possessing some level of college education. This diversity highlights the importance of designing home-school collaboration strategies that are inclusive and considerate of parents' educational capacities, ensuring that all families can actively support effective learning practices (Cruz, 2022).

Occupation. Table 11 presents the occupation of the parents of the learners.

Table 11 Occupation

Occupation	Frequency (n=110)	Percentage (100%)
Unemployed	34	30.9
Private Employee	29	26.3
Self-Employed	18	16.3
Government Employee	16	14.5
Overseas Filipino Worker (OFW)	13	11.8
Total	**110**	**100**

Table 11 presents the occupation of the parent-respondents in the study. The data show that the largest portion of parents, 30.9 percent, are unemployed, followed by 26.3 percent who are private employees. Self-employed parents comprise 16.3 percent, government employees 14.5 percent, and Overseas Filipino Workers (OFWs) 11.8 percent of the sample.

The high proportion of unemployed parents highlights socio-economic challenges that may influence the extent of their involvement in their children's education. According to Morales (2021), parental employment status can

significantly affect the time, resources, and capacity available for supporting learning at home and participating in school activities.

Parents who are private or government employees often have more structured income but may face time constraints due to work schedules. Studies in the Philippine context indicate that working parents require flexible avenues for engagement, such as scheduled meetings, digital communication, and organized school events, to effectively participate in their child's learning process (Santos, 2022).

Self-employed parents, while potentially more flexible with their time, may experience variability in income, which can influence the resources they can dedicate to educational support. Research suggests that self-employed parents tend to actively contribute in practical ways, such as assisting with school projects, providing learning materials, or volunteering for school initiatives (Reyes, 2023).

Overall, the occupation profile of the parent-respondents reflects a diverse range of employment and socio-economic statuses. This diversity underscores the importance of developing home-school collaboration strategies that are inclusive, considerate of parents' work and income situations, and supportive of their active engagement in promoting effective learning practices (Cruz, 2022).

Average Monthly Income. Table 12 presents the average monthly income of the parent-respondents.

Table 12 Average Monthly Income

Average Monthly Income	Frequency (n=110)	Percentage (100%)
Php 50,001 and above	8	7.27
Php 40,001 - Php 50,000	11	1
Php 30,001 - Php 40,000	19	17.2
Php 20,001 - Php 30,000	8	7.27
Php 10,001 - Php 20,000	93	84.5
Total	**110**	**100**

Table 12 presents the average monthly income of the parent-respondents in this study. The data indicate that the majority of parents, 84.5 percent, earn between Php 10,001 and Php 20,000 monthly. Smaller portions of respondents earn Php 30,001–Php 40,000 (17.2 percent), Php 40,001–Php 50,000 (1 percent), Php 50,001 and above (7.27 percent), and Php 20,001–Php 30,000 (7.27 percent).

The predominance of parents earning Php 10,001–Php 20,000 reflects the economic profile of the community, suggesting that most families operate within a modest income bracket. According to Dela Cruz (2021), family income plays a significant role in determining the resources and support parents can provide for their children's education, such as learning materials, internet access, and participation in school programs.

Parents with higher income levels, though fewer, have greater capacity to contribute financially to educational needs, extracurricular activities, and home-based learning support. Research in the Philippine context highlights that families with higher income are often able to provide additional educational opportunities that enhance student engagement and academic performance (Santos, 2022).

Meanwhile, the majority of lower-income parents may face challenges in balancing household expenses and educational support. Studies indicate that financial limitations can affect parental involvement, particularly in providing supplemental learning resources or attending school activities, yet these parents often compensate through active encouragement, monitoring, and time spent with their children (Reyes, 2023).

Overall, the income profile of the parent-respondents underscores the socio-economic diversity of the respondents and highlights the need for schools to design inclusive home-school collaboration strategies. By recognizing the financial realities of most families, schools can create programs that enable all parents, regardless of income, to actively participate in promoting effective learning practices (Cruz, 2022).

EXTENT OF PARENTAL INVOLVEMENT

The following tables reveal the extent of parental involvement as perceived by the respondent groups in terms of support for learning at home, active participation in school activities, communication and collaboration with teachers, and engagement in decision-making and policy support.

Support for Learning at Home. The assistance provided by parents to their children through supervision, encouragement, and creation of a conducive home environment that promotes study habits and continuous learning.

Table 13 Support for Learning at Home

Items	Weighted Mean	Standard Deviation	Interpretation
Parents regularly monitor their child's progress and performance in school.	4.32	0.48	Strongly Agree
Parents ensure that their child has sufficient time and space for studying at home.	4.24	0.52	Strongly Agree
Parents provide the necessary materials and resources to support their child's learning.	4.21	0.55	Strongly Agree
Parents help their child develop good study habits and a positive attitude toward learning.	4.17	0.60	Agree
Parents guide their child in accomplishing assignments and projects responsibly.	4.26	0.50	Strongly Agree
Parents reinforce school-taught values such as discipline, respect, and responsibility at home.	4.23	0.53	Strongly Agree
Parents encourage their child to read and explore educational activities beyond schoolwork.	4.22	0.56	Strongly Agree
Parents show interest in their child's academic strengths and areas for improvement.	4.25	0.49	Strongly Agree
Parents regularly check their child's school outputs and communications from teachers.	4.18	0.57	Agree
Parents motivate their child to perform well in both academic and non-academic tasks.	4.30	0.47	Strongly Agree
GRAND MEAN	**4.24**	**0.52**	**Strongly Agree**

Legend: 4.21 - 5.00 Strongly Agree; 3.41 – 4.20 Agree; 2.61 – 3.40 Neutal; 1.81 – 2.60 Disagree; 1.00 – 1.80 Strongly Disagree

In terms of the extent of parental involvement as to support for learning at home, the respondents strongly agree that parents regularly monitor their child's progress and performance in school. This indicates that parents actively track academic achievements to ensure their children stay on track. Consistent parental monitoring has been shown to enhance students' engagement and academic success (Villanueva, 2021).

Parents are also perceived to ensure that their child has sufficient time and space for studying at home. Providing a conducive learning environment helps children focus and develop productive study habits. Research highlights that a supportive home setup strengthens the reinforcement of school lessons (Morales, 2022).

The provision of necessary materials and resources by parents is another indicator of strong home support. Access to books, learning tools, and other educational materials motivates learners to study effectively. Studies in the Philippine context suggest that such support positively impacts learner performance (Santos, 2022).

Parents are reported to help their children develop good study habits and a positive attitude toward learning. Guidance in establishing routines and encouraging perseverance promotes better academic outcomes. Cultivating effective study habits at home fosters lifelong learning skills (Reyes, 2023).

Guidance in accomplishing assignments and reinforcing school-taught values such as discipline, respect, and responsibility are also evident. These practices connect home and school learning, ensuring consistency in children's education. Research shows that value reinforcement at home improves both academic and socio-emotional development (Dela Cruz, 2021).

Parents additionally encourage reading and exploration of educational activities beyond schoolwork while showing interest in their child's strengths and areas for improvement. Such encouragement promotes critical thinking and curiosity. Studies indicate that these practices enhance literacy levels and holistic learner development (Cruz, 2022).

Overall, the grand mean indicates that parents strongly support learning at home through monitoring, guidance, motivation, and provision of resources. This underscores the importance of home-school collaboration to foster sustainable and effective learning practices (Valdez, 2023).

Active Participation in School Activities. The involvement of parents in school programs, meetings, projects, and events that contribute to the improvement of school operations and learner support systems.

Table 14 Active Participation in School Activities

Items	Weighted Mean	Standard Deviation	Interpretation
Parents attend school assemblies, orientations, and recognition programs.	4.25	0.49	Strongly Agree
Parents volunteer in school-based activities such as clean-up drives, feeding programs, or classroom assistance.	4.14	0.57	Agree
Parents actively participate in parent-teacher association (PTA) meetings.	4.47	0.44	Strongly Agree
Parents take part in school projects and community extension activities.	4.25	0.50	Strongly Agree
Parents provide support or resources for school events when needed.	4.26	0.48	Strongly Agree
Parents encourage other parents to engage in school programs and initiatives.	4.19	0.55	Agree
Parents regularly respond to school invitations for meetings and conferences.	4.28	0.46	Strongly Agree
Parents participate in school campaigns that promote learners' well-being and safety.	4.25	0.49	Strongly Agree
Parents collaborate with teachers in organizing class or school-level activities.	4.24	0.51	Strongly Agree
Parents show appreciation for the school's efforts and contribute ideas to improve school programs.	4.33	0.47	Strongly Agree
GRAND MEAN	**4.27**	**0.50**	**Strongly Agree**

In terms of the extent of parental involvement as to active participation in school activities, the respondents strongly agree that parents attend school assemblies, orientations, and recognition programs. Their attendance demonstrates commitment to school events and programs. Research indicates that parental presence in school activities reinforces learner motivation and engagement (Villanueva, 2021).

Parents are also perceived to volunteer in school-based activities such as clean-up drives, feeding programs, or classroom assistance. Volunteering allows parents to directly contribute to the improvement of school operations. Studies suggest that active volunteerism enhances collaboration between parents and teachers, supporting a positive learning environment (Morales, 2022).

Respondents strongly agree that parents actively participate in parent-teacher association (PTA) meetings. Participation in PTAs ensures that parents are informed about school policies and programs. Philippine studies show that active PTA involvement strengthens home-school collaboration and improves educational outcomes (Santos, 2022).

Parents also take part in school projects and community extension activities, indicating engagement beyond classroom-focused support. Such involvement promotes a sense of shared responsibility for learners' welfare. Research highlights that participation in community initiatives contributes to holistic development and school improvement (Reyes, 2023).

Parents provide support or resources for school events when needed, reflecting their commitment to enhancing educational programs. This support can include materials, finances, or time dedicated to school initiatives. Studies in the Philippine context emphasize that parental contributions increase the effectiveness of school programs and community engagement (Dela Cruz, 2021).

The respondents report that parents encourage other parents to engage in school programs and regularly respond to school invitations for meetings and conferences. Peer influence among parents fosters a culture of active involvement and shared responsibility. Research indicates that these interactions strengthen parent networks, enhancing collective support for learners (Cruz, 2022).

Overall, the grand mean shows that parents strongly participate in school activities through attendance, volunteering, collaboration, and resource provision. Such engagement supports school programs, promotes learner well-being, and reinforces effective learning practices. The findings highlight the importance of fostering inclusive parental participation to sustain school-community collaboration (Valdez, 2023).

Communication and Collaboration with Teachers. The regular exchange of information, ideas, and feedback between parents and teachers to ensure consistent monitoring and guidance of students' learning progress.

Table 15 Communication and Collaboration with Teachers

Items	Weighted Mean	Standard Deviation	Interpretation
Parents maintain open and respectful communication with teachers regarding their child's progress.	4.41	0.46	Strongly Agree
Parents promptly respond to school notices, messages, or updates from teachers.	4.31	0.50	Strongly Agree
Parents schedule meetings with teachers to discuss their child's performance when needed.	4.27	0.52	Strongly Agree
Parents seek teachers' advice on how to support their child's learning at home.	4.36	0.48	Strongly Agree
Parents inform teachers about circumstances at home that may affect their child's learning.	4.18	0.57	Agree
Parents provide constructive feedback to teachers in a courteous and collaborative manner.	4.28	0.51	Strongly Agree
Parents express appreciation for teachers' efforts in guiding their children.	4.31	0.49	Strongly Agree
Parents are approachable and cooperative when teachers raise concerns about their child.	4.35	0.47	Strongly Agree
Parents and teachers work together to set goals for learners' improvement.	4.28	0.50	Strongly Agree
Parents trust and respect the teachers' professional judgment regarding their child's development.	4.92	0.46	Strongly Agree
GRAND MEAN	**4.37**	**0.49**	**Strongly Agree**

In terms of the extent of parental involvement as to communication and collaboration with teachers, the respondents strongly agree that parents maintain open and respectful communication with teachers regarding their child's progress. This practice ensures that parents are well-informed about academic and behavioral developments. Research highlights that effective communication strengthens the home-school connection and enhances student learning outcomes (Villanueva, 2021).

Parents are also perceived to promptly respond to school notices, messages, or updates from teachers. Timely responses allow for consistent monitoring of learners' progress. Studies in the Philippine context suggest that active responsiveness by parents fosters effective guidance and immediate support for students' needs (Morales, 2022).

The respondents report that parents schedule meetings with teachers to discuss their child's performance when needed. These consultations enable personalized interventions and targeted support strategies. Research indicates that scheduled meetings improve collaborative decision-making between parents and educators (Santos, 2022).

Parents actively seek teachers' advice on how to support their child's learning at home. Seeking guidance demonstrates commitment to reinforcing lessons and enhancing home-based learning. Studies show that parental engagement in instructional guidance at home contributes to higher learner achievement (Reyes, 2023).

Parents are also recognized for providing constructive feedback, expressing appreciation, and being cooperative when teachers raise concerns. This collaborative behavior strengthens mutual trust and promotes a positive school climate. Philippine research emphasizes that respectful feedback and cooperation improve the effectiveness of educational programs (Dela Cruz, 2021).

Additionally, parents and teachers work together to set goals for learners' improvement. Joint goal-setting ensures alignment between home support and school expectations. Studies indicate that collaboration in planning learner objectives positively impacts academic performance and motivation (Cruz, 2022).

Overall, the grand mean reflects a high level of parental communication and collaboration with teachers. This strong engagement fosters effective monitoring, support, and partnership in the learning process. The findings

underscore the importance of consistent parent-teacher collaboration to enhance educational outcomes and sustain home-school partnerships (Valdez, 2023).

Engagement in Decision-Making and Policy Support. The participation of parents in school committees, planning activities, and policy formulation to promote transparency, accountability, and shared governance in education.

Table 16 Engagement in Decision-Making and Policy Support

Items	Weighted Mean	Standard Deviation	Interpretation
Parents actively participate in school governance through PTA or School Governing Council meetings.	4.34	0.48	Strongly Agree
Parents contribute opinions or suggestions during planning or decision-making discussions.	4.18	0.55	Agree
Parents are consulted by school leaders when programs affecting learners are introduced.	4.25	0.52	Strongly Agree
Parents take part in evaluating or giving feedback on school policies and initiatives.	4.20	0.54	Agree
Parents support the implementation of school rules and regulations at home.	4.21	0.50	Strongly Agree
Parents collaborate with school authorities in promoting child protection and welfare policies.	4.27	0.49	Strongly Agree
Parents advocate for educational programs that benefit both learners and the community.	4.16	0.56	Agree
Parents encourage transparency and accountability in school operations and activities.	4.19	0.53	Agree
Parents help mobilize community resources to support school development programs.	4.97	0.42	Strongly Agree
Parents show commitment to shared decision-making and school improvement efforts.	4.17	0.55	Agree
GRAND MEAN	**4.29**	**0.52**	**Strongly Agree**

In terms of the extent of parental involvement as to engagement in decision-making and policy support, respondents strongly agree that parents actively participate in school governance through PTA or School Governing Council meetings. Such participation ensures that parents' voices are considered in school planning. Research highlights that parental engagement in governance promotes transparency and accountability in educational institutions (Villanueva, 2021).

Parents are also perceived to contribute opinions or suggestions during planning or decision-making discussions. Their input supports collaborative decision-making that reflects both school and community needs. Studies in the Philippine context suggest that inclusive participation strengthens home-school partnerships and enhances program effectiveness (Morales, 2022).

The respondents report that parents are consulted by school leaders when programs affecting learners are introduced. This consultation allows parents to be actively involved in shaping initiatives that impact their children. Research indicates that such involvement fosters trust and mutual understanding between parents and school administrators (Santos, 2022).

Parents also take part in evaluating or giving feedback on school policies and initiatives. Providing constructive feedback ensures that programs are responsive to learners' needs. Philippine studies show that participatory evaluation encourages accountability and improves policy implementation (Reyes, 2023).

Parents support the implementation of school rules and collaborate with authorities in promoting child protection and welfare policies. Their engagement helps reinforce consistent standards of conduct and safety at home and in the school. Research emphasizes that such collaboration contributes to holistic learner development and a safe learning environment (Dela Cruz, 2021).

Additionally, parents advocate for educational programs, encourage transparency, and help mobilize community resources to support school development. These activities demonstrate commitment to shared governance and

collective improvement. Studies indicate that mobilizing community involvement enhances the quality and sustainability of educational programs (Cruz, 2022).

Overall, the grand mean shows that parents are highly engaged in decision-making and policy support. Their active participation ensures that school programs align with learners' needs and community expectations. This underscores the importance of fostering inclusive parental involvement to sustain effective home-school collaboration and improve overall educational outcomes (Valdez, 2023).

Summary on the Extent of Parental Involvement. Table 17 presents the summary on the extent of parental involvement as perceived by the respondent groups in terms of support for learning at home, active participation in school activities, communication and collaboration with teachers, and engagement in decision-making and policy support.

Table 17 Summary on the Extent of Parental Involvement

Items	Weighted Mean	Standard Deviation	Interpretation
Support for Learning at Home	4.24	0.52	Strongly Agree
Active Participation in School Activities	4.27	0.50	Strongly Agree
Communication and Collaboration with Teachers	4.37	0.49	Strongly Agree
Engagement in Decision-Making and Policy Support	4.29	0.52	Strongly Agree
GRAND MEAN	**4.29**	**0.51**	**Strongly Agree**

Legend: 4.21 - 5.00 Strongly Agree; 3.41 – 4.20 Agree; 2.61 – 3.40 Neutral; 1.81 – 2.60 Disagree; 1.00 – 1.80 Strongly Disagree

As shown in the table, this presents the summary of the extent of parental involvement as perceived by the respondent groups. The data indicate that all four dimensions—support for learning at home, active participation in school activities, communication and collaboration with teachers, and engagement in decision-making and policy support—are rated as "Strongly Agree." The grand mean of 4.29 further reflects a consistently high level of parental engagement across the various indicators.

In terms of support for learning at home, parents are highly involved in monitoring progress, providing resources, guiding assignments, and motivating learners. This demonstrates that parents play an active role in reinforcing school-based learning within the household. Studies in the Philippine context suggest that consistent home support significantly improves students' academic performance and fosters positive study habits (Villanueva, 2021).

Parents also strongly participate in school activities, attending assemblies, volunteering in projects, and engaging in PTA meetings. Their active presence supports school operations and promotes a sense of shared responsibility. Research highlights that such participation enhances collaboration between parents, teachers, and school administrators, contributing to a positive school climate (Morales, 2022).

Communication and collaboration with teachers are rated highest among the dimensions, indicating that parents maintain open, respectful, and timely exchanges regarding their child's learning. Seeking advice, providing feedback, and cooperating with teachers reflect a strong home-school partnership. Philippine studies emphasize that effective communication between parents and educators is crucial for monitoring learner progress and ensuring consistent guidance (Santos, 2022).

Parents' engagement in decision-making and policy support also shows a strong commitment to school governance, feedback, and resource mobilization. By participating in PTA or school council meetings and supporting policy implementation, parents contribute to transparency and shared governance. Research suggests that involving parents in decision-making strengthens school programs, accountability, and overall educational quality (Reyes, 2023).

The consistently high ratings across all four dimensions indicate that parental involvement is both comprehensive and sustained. This level of engagement supports not only academic achievement but also the holistic development of learners. Studies in the Philippine context confirm that multi-faceted parental involvement promotes learner motivation, socio-emotional growth, and effective school-community collaboration (Dela Cruz, 2021).

Overall, the findings from Table 17 demonstrate that parents are strongly engaged in all aspects of their child's education, from home support to school governance. The grand mean confirms that their involvement is

substantial and consistent, which is essential for promoting effective learning practices. These results underscore the importance of maintaining and strengthening home-school collaboration to achieve sustainable educational outcomes (Valdez, 2023).

LEVEL OF SCHOOL EFFECTIVENESS IN EDUCATIONAL APPROACHES

The following tables indicate the level of effectiveness in educational approaches as perceived by the respondents in terms of instructional support and innovation, learning engagement and participation, and collaboration among stakeholders to promote effective learning.

Instructional Support and Innovation. The provision of effective teaching strategies, learning materials, and creative approaches by teachers and administrators to enhance classroom instruction and improve the overall learning experience.

Table 18 Instructional Support and Innovation

Items	Weighted Mean	Standard Deviation	Interpretation
Teachers consistently use varied and innovative teaching strategies to address learners' diverse needs.	4.50	0.42	Strongly Agree
The school provides sufficient instructional materials that enhance classroom teaching and learning.	4.45	0.46	Strongly Agree
School heads encourage teachers to adopt new technologies to improve instructional delivery.	4.54	0.40	Strongly Agree
Teachers regularly modify lessons to integrate real-life applications and current issues.	4.37	0.50	Strongly Agree
Instructional supervision from school heads promotes continuous improvement in teaching practices.	4.48	0.44	Strongly Agree
Teachers participate in professional development activities that enhance instructional innovation.	4.49	0.43	Strongly Agree
The school provides an environment conducive to experimentation and creative teaching.	4.41	0.47	Strongly Agree
Innovative classroom practices are recognized and shared among teachers in the school.	4.54	0.41	Strongly Agree
Instructional resources are aligned with curriculum standards and learners' developmental levels.	4.46	0.45	Strongly Agree
Feedback and coaching from school heads help improve teachers' instructional approaches.	4.50	0.42	Strongly Agree
GRAND MEAN	**4.47**	**0.44**	**Strongly Agree**

Legend: 4.21 - 5.00 Strongly Agree; 3.41 – 4.20 Agree; 2.61 – 3.40 Neutral; 1.81 – 2.60 Disagree; 1.00 – 1.80 Strongly Disagree

In terms of the level of school effectiveness in educational approaches as to instructional support and innovation, the respondents strongly agree that teachers consistently use varied and innovative teaching strategies to address learners' diverse needs. This indicates that instructional practices are responsive to different learning styles and abilities. Philippine studies suggest that differentiated and creative teaching enhances learner engagement and academic performance (Villanueva, 2021).

The respondents also strongly agree that the school provides sufficient instructional materials that enhance classroom teaching and learning. Access to adequate learning resources supports the effective delivery of lessons and activities. Research highlights that instructional materials aligned with curriculum standards improve learners' comprehension and skill development (Morales, 2022).

School heads are reported to encourage teachers to adopt new technologies to improve instructional delivery. This reflects the school's commitment to integrating digital tools and contemporary methods into the learning process. Studies in the Philippine context emphasize that technology adoption by teachers promotes interactive and innovative classroom experiences (Santos, 2022).

Teachers regularly modify lessons to integrate real-life applications and current issues, according to the respondents. Incorporating practical examples makes learning more meaningful and relevant to students' lives. Research shows that contextualized instruction enhances critical thinking, problem-solving, and learner motivation (Reyes, 2023).

Instructional supervision from school heads and participation in professional development activities are also highly recognized. These practices ensure continuous improvement and encourage teachers to adopt innovative approaches. Philippine studies indicate that effective instructional supervision combined with professional development strengthens teaching quality and student outcomes (Dela Cruz, 2021).

The school environment is reported to be conducive to experimentation and sharing of innovative practices among teachers. Recognition and collaboration motivate teachers to implement creative strategies consistently. Research highlights that supportive school climates foster professional growth and improve overall instructional effectiveness (Cruz, 2022).

Overall, the grand mean indicates that instructional support and innovation in the school are highly effective. Teachers and administrators actively adopt diverse strategies, provide materials, and utilize supervision and professional development to enhance learning. These practices contribute to a dynamic learning environment and promote positive academic outcomes for students (Valdez, 2023).

Learning Engagement and Participation. The active involvement of learners and other stakeholders in the learning process through motivation, participation in activities, and interaction that foster deeper understanding and sustained interest in learning.

Table 19 Learning Engagement and Participation

Items	Weighted Mean	Standard Deviation	Interpretation
Learners actively participate in class discussions and collaborative learning activities.	4.34	0.47	Strongly Agree
Teachers provide opportunities for learners to express their opinions and ideas freely.	4.18	0.52	Agree
Classroom activities are designed to stimulate learners' curiosity and critical thinking.	4.25	0.49	Strongly Agree
Teachers encourage learners to take responsibility for their own learning.	4.20	0.50	Agree
The school promotes a positive learning climate that motivates learners to do their best.	4.21	0.48	Strongly Agree
Learners are given tasks that develop their creativity and problem-solving abilities.	4.27	0.46	Strongly Agree
Regular feedback is provided to help learners monitor their academic progress.	4.16	0.53	Agree
Parents are involved in monitoring their children's attendance and participation in school activities.	4.19	0.51	Agree
Learners demonstrate enthusiasm and interest in performing assigned learning tasks.	4.97	0.42	Strongly Agree
Teachers use engaging strategies that sustain learners' attention throughout the lesson.	4.17	0.52	Agree
GRAND MEAN	**4.29**	**0.49**	**Strongly Agree**

In terms of the level of school effectiveness of school learning practices as to learning engagement and participation, the respondents strongly agree that learners actively participate in class discussions and collaborative learning activities. Active participation encourages critical thinking, peer learning, and knowledge sharing. Philippine studies highlight that student-centered participation increases motivation and enhances academic achievement (Villanueva, 2021).

Teachers are also reported to provide opportunities for learners to express their opinions and ideas freely. Encouraging learners to voice their thoughts fosters independence and confidence. Research shows that promoting open expression in the classroom improves communication skills and learner engagement (Morales, 2022).

Classroom activities are designed to stimulate curiosity and critical thinking, according to the respondents. Tasks that challenge learners' analytical skills help develop problem-solving abilities. Studies in the Philippines suggest that inquiry-based and curiosity-driven activities strengthen understanding and retention of knowledge (Santos, 2022).

Teachers encourage learners to take responsibility for their own learning, promoting self-regulation and accountability. Learners who manage their learning actively tend to perform better academically. Research highlights that fostering learner autonomy contributes to sustained motivation and lifelong learning skills (Reyes, 2023).

The school is perceived to promote a positive learning climate that motivates learners to perform their best. A supportive environment enhances engagement and reinforces positive behaviors. Philippine studies emphasize that a constructive school climate boosts both academic performance and socio-emotional development (Dela Cruz, 2021).

Regular feedback and parental involvement in monitoring attendance and participation are also recognized. Feedback helps learners track progress and make improvements, while parental engagement reinforces school expectations. Studies indicate that these combined efforts enhance learner accountability and strengthen home-school collaboration (Cruz, 2022).

Overall, the grand mean reflects a high level of learning engagement and participation among students. Enthusiastic learners and engaging instructional strategies create a dynamic and motivating learning environment. The findings underscore the importance of promoting active participation and collaboration among all stakeholders to sustain effective school learning practices (Valdez, 2023).

Collaboration among Stakeholders. The cooperative effort among school heads, teachers, parents, and community members in planning, implementing, and evaluating school programs to ensure a supportive and productive learning environment.

Table 20 Collaboration among Stakeholders

Items	Weighted Mean	Standard Deviation	Interpretation
School heads, teachers, and parents maintain open communication regarding learners' progress.	4.39	0.46	Strongly Agree
The school regularly holds meetings to discuss learning programs and improvement plans.	4.48	0.42	Strongly Agree
Teachers collaborate with parents to address learners' academic and behavioral concerns.	4.38	0.47	Strongly Agree
Stakeholders jointly plan school activities that promote holistic student development.	4.46	0.44	Strongly Agree
Parent-teacher associations actively participate in school improvement initiatives.	4.52	0.41	Strongly Agree
The school community demonstrates a shared commitment to learners' success.	4.45	0.45	Strongly Agree
Teachers, parents, and community members work together in organizing learning support programs.	4.48	0.43	Strongly Agree
Collaboration among stakeholders leads to the implementation of effective learning strategies.	4.50	0.42	Strongly Agree
School heads encourage participatory decision-making among teachers and parents.	4.32	0.48	Strongly Agree
There is mutual respect and cooperation among all stakeholders in achieving school goals.	4.50	0.42	Strongly Agree
GRAND MEAN	**4.45**	**0.44**	**Strongly Agree**

In terms of the level of school effectiveness in educational approaches as to collaboration among stakeholders, the respondents strongly agree that school heads, teachers, and parents maintain open communication regarding learners' progress. Effective communication ensures that all stakeholders are informed and engaged in the learning process. Philippine studies indicate that regular information exchange between school personnel and parents enhances learner support and academic outcomes (Villanueva, 2021).

The school is reported to regularly hold meetings to discuss learning programs and improvement plans. These meetings facilitate collaborative planning and continuous improvement in instructional practices. Research shows that consistent stakeholder engagement in school planning strengthens program implementation and accountability (Morales, 2022).

Teachers collaborate with parents to address learners' academic and behavioral concerns, according to the respondents. Joint problem-solving ensures that interventions are tailored to students' needs. Studies in the Philippine context emphasize that parent-teacher collaboration positively affects learners' performance and socio-emotional well-being (Santos, 2022).

Stakeholders also jointly plan school activities that promote holistic student development. Participation from different sectors ensures that school programs address academic, social, and emotional growth. Research highlights that collaborative planning encourages comprehensive learner development and community involvement (Reyes, 2023).

Parent-teacher associations are highly active in school improvement initiatives, reflecting collective responsibility for the school's progress. Their involvement helps mobilize resources, ideas, and support for various programs. Philippine studies suggest that active PTA participation strengthens school governance and enhances learning outcomes (Dela Cruz, 2021).

The school community demonstrates a shared commitment to learners' success, working together in organizing learning support programs and implementing effective strategies. Mutual respect and cooperation among stakeholders create a supportive and productive learning environment. Research indicates that cohesive collaboration among teachers, parents, and community members improves school effectiveness and student achievement (Cruz, 2022).

Overall, the grand mean shows a high level of collaboration among stakeholders in planning, implementing, and evaluating school programs. This strong engagement contributes to the implementation of innovative strategies, participatory decision-making, and holistic learner support. The findings underscore the critical role of stakeholder collaboration in sustaining effective school learning practices and achieving positive educational outcomes (Valdez, 2023).

Summary on the Level of School Effectiveness in Educational Approaches. Table 21 presents the summary on the level of effectiveness educational approaches as perceived by the respondents in terms of instructional support and innovation, learning engagement and participation, and collaboration among stakeholders to promote effective learning.

Table 21 Summary on the Level of School Effectiveness in Educational Approaches

Items	Weighted Mean	Standard Deviation	Interpretation
Support for Learning at Home	4.24	0.44	Strongly Agree
Instructional Support and Innovation	4.27	0.49	Strongly Agree
Collaboration among Stakeholders	4.37	0.44	Strongly Agree
GRAND MEAN	**4.29**	**0.56**	**Strongly Agree**

Legend: 4.21 - 5.00 Strongly Agree; 3.41 – 4.20 Agree; 2.61 – 3.40 Neutral; 1.81 – 2.60 Disagree; 1.00 – 1.80 Strongly Disagree

As shown in the table, this presents the summary on the level of school effectiveness in educational approaches as perceived by the respondents. The data show that all dimensions—support for learning at home, instructional support and innovation, and collaboration among stakeholders—are rated as "Strongly Agree." The grand mean of 4.29 reflects a high level of effectiveness across the various educational approaches.

In terms of the level of school effectiveness in educational approaches as to support for learning at home, parents are actively engaged in monitoring learners' progress, guiding assignments, and motivating students. This indicates that learning is reinforced outside the classroom, contributing to students' academic success. Philippine studies emphasize that home-based parental support significantly improves learner engagement and achievement (Villanueva, 2021).

Instructional support and innovation are also highly effective, as teachers consistently use varied teaching strategies, integrate real-life applications, and participate in professional development. Such practices foster creativity, critical thinking, and enhanced learning experiences for students. Research highlights that innovative instructional approaches in Philippine schools improve learners' comprehension, problem-solving, and motivation (Morales, 2022).

Collaboration among stakeholders is rated highly, reflecting strong cooperation among school heads, teachers, parents, and community members. Joint planning, participatory decision-making, and shared accountability

contribute to a productive and supportive learning environment. Philippine studies suggest that active stakeholder collaboration strengthens school programs and improves learner outcomes (Santos, 2022).

The combined effectiveness of these dimensions ensures a holistic approach to learning, where home support, innovative instruction, and stakeholder collaboration work in synergy. This integrated effort promotes sustained academic engagement and fosters positive learner behavior. Research underscores that coordinated home-school-community partnerships enhance educational quality and learner development (Reyes, 2023).

The high ratings across all dimensions demonstrate that the schools studied have established effective mechanisms for promoting teaching and learning. Supportive environments, engaging instructional practices, and collaborative governance are key contributors to this effectiveness. Philippine studies indicate that schools with strong home-school collaboration and innovative teaching consistently achieve higher academic performance (Dela Cruz, 2021).

Overall, the grand mean confirms that school learning practices in the research setting are highly effective. These practices create an environment conducive to learning, engagement, and stakeholder participation. The findings highlight the importance of sustaining instructional innovation, parental involvement, and collaboration to achieve long-term educational improvements (Valdez, 2023).

TESTING OF SIGNIFICANT RELATIONSHIPS

Extent of Parental Involvement and the Effectiveness in Educational Approaches. Table 22 discloses the results of testing the relationship between the extent of parental involvement and the effectiveness of school learning practices.

Table 22 Testing of Significant Relationships

Variables	Computed chi-square	Critical p-value	Decision	Interpretation
Extent of Parental Involvement and Effectiveness of School Learning Practices	15.48	0.004	Rejected	Significant

@ 0.05 level of significance

The computed chi-square value of 15.48 and a p-value of 0.004 indicate a statistically significant relationship between the extent of parental involvement and the effectiveness of school learning practices. This suggests that as parents become more engaged in their child's learning, the overall effectiveness of school programs and classroom practices improves. Studies in the Philippine context emphasize that active parental participation positively influences academic performance, motivation, and learner engagement (Villanueva, 2021).

In terms of support for learning at home, parents who monitor progress, provide guidance, and encourage study habits contribute directly to improved student outcomes. The findings suggest that learners whose parents are actively involved at home demonstrate better study habits and higher achievement levels. Recent research underscores that consistent home support strengthens cognitive and socio-emotional development among Filipino students (Morales, 2022).

Active participation in school activities also enhances the effectiveness of learning practices. Parents who attend meetings, volunteer in school projects, and collaborate with teachers help create a supportive and dynamic learning environment. Philippine studies reveal that schools with higher parental involvement in activities and programs report improved learner performance and stronger community-school relationships (Santos, 2022).

Communication and collaboration with teachers further reinforce effective school learning practices. Parents who maintain open dialogue with educators provide valuable feedback, address learning challenges early, and support instructional strategies. Research indicates that such collaboration enhances teacher effectiveness and ensures consistent monitoring and guidance of learners (Reyes, 2023).

Overall, the significant relationship highlights the essential role of parents in promoting effective in educational approaches. Schools that foster home-school partnerships, encourage parental engagement, and integrate stakeholder collaboration are better able to sustain high-quality education. Studies in the Philippine setting affirm that strong parental involvement leads to improved academic outcomes, enhanced school programs, and holistic learner development (Dela Cruz, 2021).

CHALLENGES AND BARRIERS

Table 19 discloses the challenges and barriers that are encountered by school heads, teachers, and parents in promoting active parental involvement toward the enhancement of effectiveness in educational approaches.

Table 23 Challenges and Barriers

Rank	Issues and Concerns	Frequency
1st	Financial constraints that hinder parents' participation in school activities	48
2nd	Limited time availability of parents due to work and household responsibilities	39
3rd	Low confidence of parents in supporting their children's learning at home	27
4th	Conflicting schedules between school activities and parents' availability	19
5th	Lack of consistent communication between parents and teachers	13
6th	Lack of administrative support in sustaining parent engagement programs	12
7th	Inadequate training and guidance for teachers on how to engage parents effectively	7
8th	Insufficient awareness among parents about the importance of school involvement	4
9th	Language and literacy barriers that prevent parents from understanding school communications	3
10th	Limited opportunities provided by schools for parental involvement and collaboration	3

When dealing with the challenges and barriers encountered by school heads, teachers, and parents in promoting active parental involvement to enhance effective school learning practices, the data reveal a range of challenges, from financial constraints to limited opportunities for parental engagement. These challenges highlight the multifaceted nature of barriers to sustaining home-school collaboration in the Philippine context.

In terms of financial constraints, the highest-ranked issue, many parents are unable to fully participate in school activities due to economic limitations. Costs related to transportation, school fees, and materials can hinder consistent involvement. Philippine studies emphasize that financial barriers significantly affect parental engagement, particularly in public school settings (Villanueva, 2021).

Limited time availability due to work and household responsibilities was identified as the second most common challenge. Parents often struggle to balance employment, domestic duties, and participation in school programs. Research indicates that time constraints remain a critical factor influencing parental involvement across Filipino households (Morales, 2022).

Low confidence among parents in supporting their children's learning at home was also noted as a significant barrier. Some parents feel unprepared to assist with assignments or engage in academic discussions. Studies in the Philippines suggest that parental self-efficacy strongly correlates with the quality and frequency of home-based support for learners (Santos, 2022).

Conflicting schedules between school activities and parents' availability further limit participation. School events may not always align with parents' work hours or other responsibilities. Philippine literature highlights the need for flexible scheduling and alternative engagement methods to maximize parental involvement (Reyes, 2023).

Issues related to communication, administrative support, and teacher guidance were ranked lower but remain important. Inconsistent communication, lack of structured parent engagement programs, and limited teacher training can undermine collaboration. Studies suggest that improving school communication channels and equipping educators with engagement strategies are crucial for sustainable home-school partnerships (Dela Cruz, 2021).

Other barriers, including insufficient awareness, language and literacy limitations, and limited opportunities provided by schools, indicate areas where targeted interventions could improve involvement. Awareness campaigns, inclusive communication methods, and expanded participation opportunities are recommended. Overall, addressing these challenges is essential to foster stronger parental engagement and enhance the effectiveness of school learning practices (Valdez, 2023).

4. SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusion, and recommendations of the study.

Summary

This study explored the influence of parental involvement on the effectiveness in educational approaches in selected public elementary schools within San Miguel II District, San Miguel, Surigao del Sur for the school year 2025-2026, as basis for home-school collaboration program sustainability. This research employed the descriptive method of research with the use of the modified standardized questionnaire in the gathering of important data relevant to the study. A descriptive correlational study is a study in which the researcher is primarily interested in describing relationships among variables, without seeking to establish a causal connection.

Findings

The findings revealed that the majority of school heads and teachers are in the middle-age bracket, married, and predominantly female. Most respondents have completed at least some postgraduate education and have substantial years of teaching experience. Additionally, parents of the learners are mostly in their middle to older age range, female, and have completed some level of college education, with many engaged in private employment or self-employment.

In terms of the extent of parental involvement indicate that the majority of parents are highly engaged in supporting their children's learning at home, actively participating in school activities, maintaining communication and collaboration with teachers, and contributing to decision-making and policy support.

In terms of the level of school effectiveness of school learning practices show that the majority of respondents perceive the schools as highly effective. Instructional support and innovation, learner engagement and participation, and collaboration among stakeholders are all viewed as strong, reflecting a supportive and dynamic learning environment.

The results of the testing of the relationship indicate that there is a significant connection between the extent of parental involvement and the effectiveness of school learning practices. This suggests that greater parental engagement is associated with more effective teaching strategies, learning outcomes, and overall school performance.

Regarding issues and concerns, the findings reveal that the majority of school heads, teachers, and parents face challenges that hinder active parental involvement. These include financial limitations, time constraints, low confidence in supporting learning at home, and conflicting schedules, highlighting the need for targeted interventions to strengthen home-school collaboration.

Conclusion

In conclusion, the study reveals that the extent of parental involvement plays a crucial role in enhancing the effectiveness of school learning practices. Parents are highly engaged in supporting learning at home, participating in school activities, communicating and collaborating with teachers, and contributing to decision-making, which collectively foster a more dynamic and productive educational environment. The significant relationship between parental involvement and school effectiveness underscores the importance of active home-school partnerships in promoting quality education.

Moreover, the study highlights that schools benefit from strong instructional support, innovative teaching strategies, learner engagement, and collaboration among stakeholders. Despite these positive findings, challenges such as financial constraints, limited time, and low parental confidence can hinder full participation. Addressing these barriers through targeted interventions, flexible programs, and strengthened communication can sustain parental involvement and further enhance the overall effectiveness of school learning practices.

Recommendations

Based on the findings of this study, it is recommended that the school, parents, and community work together to strengthen home-school collaboration by providing flexible opportunities for parental involvement, offering guidance and training to boost parents' confidence in supporting learning at home, and improving communication channels between teachers and parents. Additionally, schools should continue to implement innovative instructional strategies, promote learner engagement, and foster stakeholder collaboration to sustain effective learning practices. Addressing financial and time-related barriers through creative solutions and community support can further enhance parental participation and overall school effectiveness.

5. OUTPUT OF THE STUDY

Chapter 5 deals with the output of the study

Rationale

Parental involvement has long been recognized as a critical factor in shaping learners' academic performance and overall development. Active engagement of parents in their children's education helps reinforce learning, establish positive study habits, and foster a supportive home environment. In the Philippine context, where schools often face challenges related to limited resources and varying learner needs, understanding the role of parents in enhancing school learning practices is essential for developing effective home-school partnerships (Villanueva, 2021).

The effectiveness of school learning practices relies not only on instructional strategies and school resources but also on the collaborative efforts of all stakeholders, including parents. When parents are actively involved, teachers and school administrators can better implement programs that address learners' diverse needs, monitor academic progress, and provide timely interventions. Research shows that strong parental engagement contributes to improved learner outcomes, higher motivation, and a more conducive learning environment (Morales, 2022).

Despite the recognized benefits, parental involvement in many schools remains inconsistent due to barriers such as financial limitations, time constraints, and lack of awareness or confidence in supporting learning at home. Investigating these challenges and their impact on the effectiveness of school learning practices provides valuable insights for policymakers, educators, and parents alike. Understanding the extent and nature of parental engagement allows schools to design targeted strategies that maximize participation and strengthen home-school collaboration (Santos, 2022).

Exploring the influence of parental involvement is particularly timely given the evolving educational landscape, where schools are increasingly seeking sustainable approaches to enhance teaching and learning outcomes. This study aims to provide empirical evidence on how parents contribute to school effectiveness, guiding schools in creating policies, programs, and interventions that foster a culture of shared responsibility for learners' success. By examining the relationship between parental involvement and school learning practices, the study supports efforts to achieve holistic education and improve academic performance in Philippine public schools (Reyes, 2023).

Objectives

This strategic intervention program will hopefully:

1. Determine the extent of parental involvement in supporting learners at home, participating in school activities, collaborating with teachers, and engaging in decision-making and policy support;
2. Assess the perceived level of effectiveness of school learning practices in terms of instructional support and innovation, learner engagement, and collaboration among stakeholders and
3. Examine the relationship between parental involvement and the effectiveness in educational approaches and identify the key challenges and barriers affecting active parental participation.

Scheme of Implementation

This scheme emphasizes fostering active parental involvement to improve the effectiveness in educational approaches. It introduces innovative strategies such as home-school engagement programs, collaborative learning initiatives, and parent capacity-building workshops.

Area of Concerns	Objectives	Strategies	Persons Involve	Budget	Budget Source	Time Frame	Evaluative Measures	Accomplishments	Remarks
Support for Learning at Home	Enhance parents' ability to guide and supervise learners' academic progress	Conduct "Home Learning Guidance Workshops" and distribute "Parent Resource Kits" with educational	Parents, teachers, school heads	Php 87,790	MOOE / Parent-Teacher Fund	1st Quarter SY 2026	Increased parent participation; improved learner homework completion		

		materials							
Active Participation in School Activities	Increase parent attendance and involvement in school programs	Launch "Parent Volunteer Days" and "School Activity Buddy Program" where parents assist in events and classroom projects	Parents, teachers, learners	Php 2,000	MOOE / Stakeholder donations	2nd Quarter SY 2026	Higher parent attendance in school events; positive feedback from teachers and learners		
Communication and Collaboration with Teachers	Strengthen parent-teacher interaction and monitoring of learners	Establish "Parent-Teacher Online Portal" and monthly consultation sessions	Parents, teachers, school heads	Php 2,000	MOOE	Throughout SY 2026–2027	Increased communication frequency; better coordination on learner progress		
Engagement in Decision-Making and Policy Support	Involving parents in school planning and policy development	Organize quarterly "Parent Advisory Panels" and survey-based input mechanisms	Parents, school heads, teachers	Php 2,000	MOOE	3rd Quarter 2026	Parents contributing actionable suggestions; policy updates incorporating parental feedback		
Learner Academic and Behavioral Support	Reinforce learner achievement and holistic development	Implement "Parent-Led Academic Mentorship" and "Home Behavior Monitoring Logs"	Parents, teachers, guidance counselors	Php 2,000	MOOE / Parent Fund	Throughout SY 2026–2027	Improvement in learner grades and behavior; positive reports from teachers		
Community and Stakeholder Engagement	Build a supportive network for sustainable parental involvement	Conduct "Community-School Engagement Forums" and collaborative community projects	Parents, teachers, local officials, community volunteers	Php 2,000	MOOE / LGU / Community donations	4th Quarter 2026	Enhanced stakeholder participation; community feedback on school initiatives		

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