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## Improving Parents' Engagement on School Activities for Revitalized Parent-Teacher Partnership

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### **ABSTRACT**

This study aimed to assess and revitalize the parent-teacher partnership to enhance school engagement at Anninipan Elementary School. Utilizing a descriptive-correlational research design, data were gathered from parents and teachers through the Parental Engagement Questionnaire (PEQ), School Engagement Checklist (SEC), and semi-structured interviews. The findings revealed that while parents demonstrate high levels of commitment toward their children's education, significant structural and economic barriers—such as financial constraints and rigid work schedules—hinder consistent physical participation in school-based activities. Analysis indicated that "Incentives and Recognition" and "Flexible Scheduling" were viewed as the most effective strategies for improving involvement. Statistical results demonstrated a significant correlation between the strength of the parent-teacher partnership and the level of student school engagement. Based on these findings, a "Revitalization Program" was developed, focusing on community-based partnership initiatives, flexible communication channels, and a robust recognition system for active parents. The study concludes that addressing the socio-economic realities of families through localized, inclusive strategies is essential for fostering a sustainable and impactful educational partnership.

**Keywords:** *Parent-Teacher Partnership, School Engagement, Educational Management, Parental Involvement, Revitalization Program, Anninipan Elementary School*

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## I. INTRODUCTION

The early years of schooling are critical for shaping children's literacy, numeracy, socio-emotional development, and learning habits. During this stage, learners consolidate foundational skills that influence their long-term academic trajectory and future academic success [1]. However, school engagement extends beyond academic performance; it encompasses attendance, participation in school activities, motivation, positive attitudes toward learning, and meaningful interaction within the school community (Fredricks, Blumenfeld, & Paris, 2004). Because of this, education is widely recognized as a shared responsibility among schools, families, communities, and government institutions in ensuring that children receive holistic support for their development.

Globally and nationally, parental involvement has been consistently identified as a significant determinant of learners' school engagement and educational achievement. Parents play a vital role in reinforcing learning through monitoring homework, communicating with teachers, participating in school programs, attending meetings, and creating a supportive home environment. Learners whose parents actively participate in their education tend to demonstrate stronger motivation, better attendance, improved classroom behavior, and higher academic performance (Epstein, 2011). This highlights the importance of strengthening and revitalizing the parent-teacher partnership as an essential component of effective schooling and learner development.

In the Philippine context, the importance of family and community participation in education is strongly supported by national mandates and policies. The 1987 Philippine Constitution recognizes the complementary roles of public and private institutions, families, and communities in promoting the right of every child to quality education (Republic of the Philippines, 1987). Likewise, Republic Act No. 9155, otherwise known as the *Governance of Basic Education Act of 2001*, emphasizes shared governance and encourages the active participation of stakeholders in promoting quality basic education (Republic Act No. 9155, 2001). The Department of Education (DepEd) further institutionalizes parental and community involvement through various programs and policies such as *School-Based Management (SBM)*, *Brigada Eskwela*, the *Parent-Teacher Association (PTA)*

program, and the *Every Child a Reader Program (ECARP)*. These initiatives encourage collaboration among parents, teachers, and community stakeholders to improve school performance, literacy development, and learner engagement (Department of Education, 2018). In recent years, DepEd has also strengthened family participation through learning recovery initiatives and partnerships aimed at addressing educational gaps brought about by disruptions such as the COVID-19 pandemic (Department of Education, 2022).

Despite these national efforts, parental engagement remains varied across communities, particularly in rural and geographically isolated areas where socio-economic challenges, demanding work responsibilities, limited educational attainment, and inadequate access to resources may hinder parents' participation in school-related activities. In provinces such as Apayao, these realities may affect the extent to which parents can actively support their children's education. Consequently, disparities in parental involvement may influence learners' participation, motivation, and overall engagement in school. These conditions underscore the need for localized studies that examine parental engagement within specific school contexts in order to design responsive and sustainable interventions.

At Anninipan Elementary School (AES), teachers have observed variability in learners' participation, attendance, and academic performance. Anecdotal observations suggest that differences in parental involvement may contribute to these variations; however, empirical evidence specific to AES remains limited. Addressing this gap is essential because understanding the forms and extent of parental engagement that most strongly influence learners' school engagement can provide valuable insights for improving collaboration between the school and families.

Hence, this study aims to investigate parental engagement as a determinant of learners' school engagement at Anninipan Elementary School. Specifically, it seeks to identify the dimensions of parental involvement that significantly contribute to learners' participation, motivation, and school-related behaviors. By generating research-based evidence, the study intends to support the development of a parent-teacher partnership revitalization program that will strengthen family-school collaboration, enhance learner engagement, and contribute to improved educational outcomes and equity in rural Philippine communities.



## Statement of the Problem

This study intends to revitalize the parent-teacher partnership determine in Anninipan Elementary School.

Specifically, it aims to answer the following questions:

1. What is the profile of the parents in terms of?
  - a. Age
  - b. Sex
  - c. Religion
  - d. Ethnicity
  - e. Educational Attainment
  - f. monthly income
2. What is the level of parental engagement among the parents/guardian of learners along the following dimensions;
  - a. attendance in PTA meetings, and school assemblies;
  - b. participation in school - wide programs (brigada eskwela, recognition day), and
  - c. involvement in classroom- based activities?
3. What are the issues associated with parental engagement on school activities?
4. What parent-teacher partnership revitalization program can be proposed to improve engagement?

## Hypothesis

There is no significant correlation between parental engagement dimensions and learners' overall school engagement.

## *Significance of the Study*

This study is significant because it provides valuable insights into the role of parental engagement in strengthening learners' school engagement at Anninipan Elementary School. The findings of the study are expected to benefit various stakeholders in the educational community by providing empirical evidence that may guide the development of stronger family-school partnerships and learner support mechanisms.

For teachers, the study may provide a deeper understanding of how parental involvement influences learners'

participation, motivation, attendance, and academic performance. The findings can help teachers develop more effective strategies for communicating and collaborating with parents and guardians, thereby fostering a more supportive learning environment that encourages active learner engagement both inside and outside the classroom.

For parents and guardians, the study may increase awareness of the importance of their participation in their children's educational experiences. By identifying effective forms of parental engagement, parents may become more encouraged to attend school activities, monitor academic progress, communicate with teachers, and provide emotional and academic support at home. Such involvement may contribute positively to learners' confidence, behavior, and overall school participation.

For school administrators, the results of the study may serve as a basis for designing and implementing policies, programs, and interventions that strengthen parent-teacher partnerships. The study can provide evidence-based information that may support the enhancement of school initiatives such as Parent-Teacher Association (PTA) activities, *Brigada Eskwela*, literacy programs, and other community-based educational activities aligned with the goals of the Department of Education (DepEd) in promoting inclusive and collaborative education.

For learners, the study is expected to contribute to improved school engagement by promoting stronger support systems from both the school and the family. Enhanced parental involvement and strengthened parent-teacher collaboration may positively influence learners' motivation, classroom participation, attendance, behavior, and academic achievement, ultimately contributing to their holistic development.

Finally, this study may serve as a valuable reference for future researchers and educators who intend to conduct similar studies on parental engagement and school engagement. It contributes to the growing body of localized educational research in the Cordillera Administrative Region (CAR), particularly in rural school settings, and may provide baseline information for further investigations, policy formulation, and educational improvement initiatives.

## Theoretical Framework

This study is anchored on several complementary theories and conceptual perspectives that collectively explain how parental engagement influences learners'



school engagement at Anninipan Elementary School. These theoretical foundations provide a comprehensive understanding of the multifaceted relationship between the home, the school, and the learner, thereby serving as the basis for examining the extent to which parent-teacher partnerships contribute to learners' participation, motivation, attendance, and academic achievement.

Primarily, this study is grounded in Epstein's Theory of Overlapping Spheres of Influence and the Framework of Six Types of Parental Involvement (Epstein, 2011). Epstein posits that learners' educational success is enhanced when families, schools, and communities work collaboratively toward common educational goals. The framework identifies six major dimensions of parental involvement, namely: Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community. These dimensions represent both home-based and school-based forms of engagement that support learners' holistic development. The theory is highly relevant to the present study because it provides a structured framework for examining the specific forms of parental participation that may influence learners' school engagement. Through this perspective, parental involvement is viewed not merely as attendance in school activities, but as a dynamic and continuous partnership that strengthens learners' academic and socio-emotional outcomes.

Complementing Epstein's framework is the Parental Involvement Process Model developed by Hoover-Dempsey and Sandler (2005), which explains the psychological and motivational factors that influence parents' decisions to become involved in their children's education. According to this model, parental engagement is shaped by parents' role construction, self-efficacy beliefs, invitations from the school, and contextual life factors. Role construction refers to parents' perceptions regarding their responsibilities in supporting their children's education, while self-efficacy pertains to their confidence in their ability to help their children succeed academically. This model is particularly significant in understanding variations in parental involvement in rural school contexts where socio-economic conditions, work demands, and educational background may affect parents' capacity to participate actively in school-related activities. Applying this framework enables the study to analyze how parents' beliefs, motivations, and perceived responsibilities influence learners' engagement in school activities and academic tasks.

The study is further supported by Bronfenbrenner's Ecological Systems Theory (1979), which emphasizes that child development occurs within interconnected environmental systems. Bronfenbrenner explains that learners are influenced by multiple layers of social interaction, particularly the microsystem and mesosystem. The microsystem includes the learner's immediate environments such as the home and school, while the mesosystem pertains to the interaction between these environments. In the context of this study, effective communication and collaboration between parents and teachers strengthen the mesosystem and create a more supportive educational environment for learners. This theory underscores the importance of parent-teacher partnership in fostering positive developmental outcomes, as strong relationships between the family and the school contribute to learners' motivation, behavior, participation, and academic success.

Moreover, contemporary perspectives on school engagement further reinforce the importance of parental involvement in promoting learners' holistic development. Fredricks, Blumenfeld, and Paris (2004) describe school engagement as a multidimensional construct that includes behavioral, emotional, and cognitive engagement. Behavioral engagement refers to participation in academic and extracurricular activities, emotional engagement involves learners' sense of belonging and positive attitudes toward school, while cognitive engagement relates to learners' investment in learning and self-regulation. Research by Henderson and Mapp (2002) indicates that strong family-school partnerships positively influence learners' motivation, resilience, attendance, and academic performance. Similarly, Jeynes (2012) found through meta-analysis that parental involvement significantly improves learners' attitudes toward school and educational achievement regardless of socio-economic background. Fan and Chen (2001) further emphasized that parental engagement contributes positively to both academic performance and learners' behavioral engagement in school.

In the Philippine educational context, the Department of Education (DepEd) continues to emphasize the importance of family and community participation through School-Based Management (SBM), *Brigada Eskwela*, Parent-Teacher Association (PTA) initiatives, and learning recovery programs. These policies recognize that educational improvement cannot be achieved by schools alone but requires active collaboration among teachers, parents, and community stakeholders. Likewise, UNICEF and other educational organizations stress the importance of



strengthening family-school partnerships to address learning gaps, particularly in rural and disadvantaged communities where access to educational resources remains limited. These contemporary educational perspectives support the relevance of revitalizing parent-teacher partnerships at Anninipan Elementary School as a strategy for improving learners' school engagement and educational outcomes.

Taken together, these theories and perspectives provide a comprehensive theoretical foundation for the study. Epstein's Framework categorizes the dimensions of parental engagement to be examined, Hoover-Dempsey and Sandler's model explains the motivational and psychological factors influencing parental involvement, Bronfenbrenner's Ecological Systems Theory situates parental engagement within the broader developmental environment of the learner, and contemporary theories on school engagement establish the link between parental participation and learners' holistic development. By integrating these frameworks, the study gains a strong theoretical basis for analyzing how parental engagement influences school engagement and for proposing a revitalization program that strengthens parent-teacher collaboration at Anninipan Elementary School.

### Conceptual Framework

The conceptual framework of the study is anchored on the assumption that parental engagement significantly influences learners' school engagement and that

The **Input** component of the framework includes the profile variables of the parents or guardians such as age, sex, religion, ethnicity, educational attainment, and monthly income. It also covers the dimensions of parental engagement, specifically attendance in PTA meetings and school assemblies, participation in school-wide programs such as *Brigada Eskwela* and recognition activities, and involvement in classroom-based activities. Furthermore, the issues and challenges associated with parental engagement are considered as part of the input variables. These factors serve as the primary data needed to determine how parental involvement influences learners' school engagement.

The **Process** component refers to the procedures and methods employed in gathering, analyzing, and interpreting the data. This includes the distribution of survey questionnaires, collection of responses from parents or guardians, organization and tabulation of data, and the application of appropriate statistical tools for analysis. Through this process, the study examines the relationship between parental engagement and learners' school engagement, identifies existing concerns affecting participation, and determines the areas where intervention and collaboration may be strengthened.

The **Output** component of the framework is the proposed Parent-Teacher Partnership Revitalization Program designed to improve parental engagement and strengthen learners' school engagement at Anninipan Elementary School. The proposed program is expected to provide strategic interventions and collaborative activities that will enhance communication, participation, and cooperation among parents, teachers, and school administrators. Ultimately, the framework reflects the study's goal of promoting stronger family-school partnerships that contribute to learners' holistic development, improved participation, and academic success.

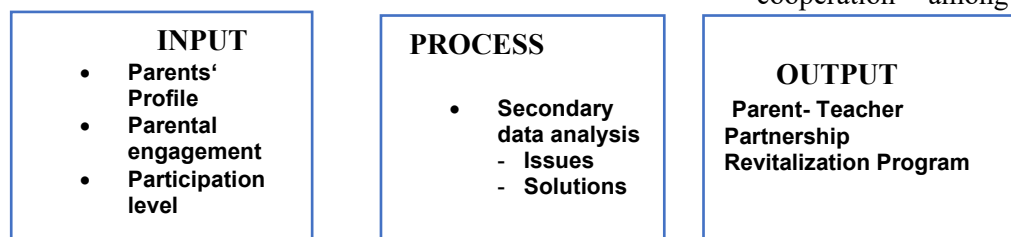


Figure 1. The paradigm of the Study strengthening parent-teacher partnerships may contribute to improved educational outcomes. The framework follows the Input-Process-Output (IPO) model, which presents the flow of variables and procedures involved in the conduct of the study. This paradigm illustrates how parental engagement factors are examined, analyzed, and utilized in developing a revitalization program intended to strengthen family-school collaboration at Anninipan Elementary School.

## II: RESEARCH METHODOLOGY

### Research Design



This study utilized a descriptive- the study was able to determine the extent to correlational developmental research design to which parental engagement influences learners' examine the relationship between parental school engagement.

engagement and learners' school engagement at Anninipan Elementary School. The descriptive component of the study was employed to determine the profile of the parents or guardians and to assess the level of parental engagement in terms of attendance in Parent-Teacher Association (PTA) meetings and school assemblies, participation in school-wide programs, and involvement in classroom-based activities. It also described the issues and challenges associated with parental engagement in school-related activities.

Moreover, the developmental component of the study focused on the formulation of a Parent-Teacher Partnership Revitalization Program based on the findings of the research. The proposed program was intended to strengthen collaboration between parents and teachers and to improve learners' overall engagement in school. This research design was deemed appropriate because it allowed the researcher not only to describe existing conditions and determine relationships among variables but also to develop evidence-based interventions

The correlational aspect of the study was responsive to the identified needs of the school used to determine the relationship between community.

parental engagement and learners' school engagement. Specifically, it sought to establish whether significant associations exist between the dimensions of parental involvement and learners' participation, attendance, motivation, and academic performance. Through this design,

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#### *Locale of the Study*

This study was conducted at Anninipan Elementary School located in the municipality of Flora, Province of Apayao, Philippines. The school serves learners from rural communities where parental involvement in school activities varies due to socio-economic conditions, work responsibilities, and accessibility to educational resources. Anninipan Elementary School was selected as the locale of

the study because the school has observed varying levels of learner participation, attendance, and academic performance, which may be influenced by the extent of parental engagement.

The school implements several programs and activities that encourage parent participation, such as Parent-Teacher Association (PTA) meetings, *Brigada Eskwela*, recognition programs, and classroom-based activities. However, despite these initiatives, challenges related to parental involvement continue to exist. Hence, the locale provides an appropriate setting for examining the relationship between parental engagement and learners' school engagement and for developing a revitalization program aimed at strengthening family-school partnership.

purposely selected because of their direct involvement in monitoring learners' attendance, participation, academic performance, and classroom behavior.

### Research Instrument

To gather the necessary data for the study, the researcher utilized several research instruments designed to measure parental engagement and learners' school engagement comprehensively. The primary instrument was the **Parental Engagement Questionnaire (PEQ)**, a researcher-made questionnaire constructed using a five-point Likert scale ranging from *Strongly Disagree* to *Strongly Agree*. The instrument assessed parental involvement in terms of attendance in PTA meetings and school assemblies, participation in school-wide programs, and involvement in classroom-based activities. It also included items related to issues and barriers affecting parental engagement.

To determine learners' school engagement, a **School Engagement Checklist (SEC)** was administered to teachers. The checklist evaluated learners' engagement based on observable indicators such as attendance, punctuality, classroom participation, motivation, behavior, and academic performance. The instrument utilized frequency descriptors such as *Always*, *Often*, *Sometimes*, *Rarely*, and *Never* to measure the extent of learner engagement in school activities.

A **Semi-Structured Parent Interview Guide** was likewise employed to obtain qualitative information regarding parents' experiences, challenges, and suggestions related to school involvement. This instrument enabled the researcher to gather deeper insights into the factors influencing parental participation and the possible strategies for strengthening parent-teacher collaboration.

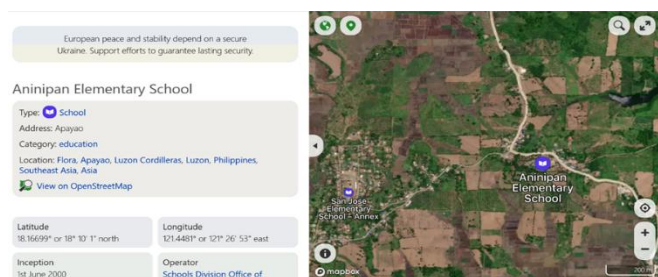
In addition, a **Teacher Feedback Form** was distributed to gather teachers' perceptions regarding the influence of parental involvement on learners' motivation, participation, and academic behavior. The form consisted of both scaled and open-ended questions to obtain quantitative and qualitative data.

To validate the data obtained from the questionnaires and interviews, **document analysis** of official school records was conducted. These records included learners' attendance reports, quarterly grades in core subjects, and participation records in school activities. The use of multiple instruments ensured data triangulation,

### Respondents of the Study

The respondents of the study consisted of parents or guardians of learners enrolled at Anninipan Elementary School during the School Year 2025–2026. Teachers were likewise included as secondary respondents to assess learners' school engagement through observational measures and school records.

The parent respondents were selected using total enumeration to ensure that all available parents or guardians were given the opportunity to participate in the study. This approach allowed the researcher to gather comprehensive information regarding parental involvement practices and issues affecting participation in school activities. Teachers, on the other hand, were





thereby strengthening the validity and reliability of the findings. **Data Analysis**

Prior to the actual conduct of the study, the research instruments were subjected to validation by experts in educational research and administration to ensure content validity, clarity, and relevance of the items. Necessary revisions were incorporated based on the recommendations of the validators. A pilot test was also conducted to determine the reliability of the questionnaire using Cronbach's Alpha coefficient.

### Data Gathering Procedure

The researcher followed systematic procedures in the conduct of the study to ensure the accuracy, reliability, and ethical integrity of the data gathered.

First, a formal letter requesting permission to conduct the study was submitted to the Schools Division Office and the school head of Anninipan Elementary School. Upon approval, coordination with teachers and parents was conducted regarding the schedule and procedures of data collection.

Second, the researcher explained the objectives, significance, and procedures of the study to the respondents. Informed consent forms were distributed to ensure voluntary participation and adherence to ethical standards.

Third, the Parental Engagement Questionnaire was administered to parents or guardians during PTA meetings, school activities, and home visitation schedules when necessary. Simultaneously, the School Engagement Checklist and Teacher Feedback Form were distributed to teachers for completion.

Fourth, semi-structured interviews with selected parents were conducted to gather qualitative data regarding issues and challenges associated with parental involvement. Relevant school records such as attendance reports, grades, and participation records were also obtained with proper authorization from the school administration.

After data retrieval, the responses were checked, organized, tabulated, and prepared for statistical analysis. Follow-up activities were conducted to ensure a high retrieval rate and completeness of responses.

The study analyzed the gathered data using appropriate statistical tools. Frequency count and percentage were used to determine the demographic profile of the respondents in terms of sex, religion, ethnicity, educational attainment, and monthly income.

Weighted mean was utilized to determine the level of parental engagement among parents/guardians in terms of attendance in PTA meetings and school assemblies, participation in school-wide programs, and involvement in classroom-based activities. Weighted mean was also used to determine the issues associated with parental engagement in school activities and the perceived effectiveness of the proposed revitalization strategies.

The following scales served as the basis for interpreting the computed weighted means.

**Table 2. Level of Parental Engagement**

Range of Weighted Means	Descriptive Interpretation
4.21 – 5.00	Very High Engagement
3.41 – 4.20	High Engagement
2.61 – 3.40	Moderate Engagement
1.81 – 2.60	Low Engagement
1.00 – 1.80	Very Low Engagement

**Table 3. Issues Associated with Engagement in School Activities**

Mean Range	Descriptive Interpretation
3.26 – 4.00	Highly Evident
2.51 – 3.25	Evident
1.76 – 2.50	Slightly Evident
1.00 – 1.75	Not Evident

### Ethical Considerations

The study strictly adhered to ethical principles and standards in the conduct of educational research to ensure the protection of the respondents' rights, welfare, and confidentiality.



Prior to data gathering, informed consent was secured from all respondents after explaining the purpose, procedures, benefits, and voluntary nature of the study. Respondents were informed that their participation was entirely voluntary and that they had the right to withdraw from the study at any time without penalty.

The researcher ensured the confidentiality and anonymity of all participants by treating all information with utmost privacy. Names and personal identifiers were not included in the presentation and interpretation of data. All collected data were reported in aggregate form solely for academic and research purposes.

The study also complied with the child protection policies of the Department of Education (DepEd) and other relevant ethical guidelines to ensure that the welfare and rights of learners were safeguarded throughout the research process. Furthermore, all research data and documents were securely stored and accessed only by the researcher to maintain data security and integrity.

### III: RESULTS AND DISCUSSION

This section presents the findings, analysis, and interpretation of the data gathered in the study. The presentation follows the sequence of the statement of the problem. Frequency count, percentage, and weighted mean were used to analyze the data.

#### 1. Profile of the Parents

Table 1. Demographic Profile of the Parents

Profile Variables	Frequency	Percentage
<b>Sex</b>		
Male	5	33.33
Female	10	66.67
<b>Religion</b>		
Roman Catholic	9	60.00
Pentecost	6	40.00
<b>Ethnicity</b>		
Ilocano	14	93.33
Ibanag	1	6.67
<b>Educational Attainment</b>		
Elementary Graduate	1	6.67
High School Graduate	9	60.00
College Graduate	3	20.00
Postgraduate	2	13.33
<b>Monthly Income</b>		
Below ₱ 10,000	7	46.67
₱10,000 - ₱19,999	5	33.33
₱20,000 - ₱29,999	1	6.67

₱30,000 and above	2	13.33
<b>TOTAL</b>	<b>15</b>	<b>100.00</b>

The table presents the demographic profile of the respondents in terms of sex, religion, ethnicity, educational attainment, and monthly income. Results revealed that most of the respondents were male, comprising 33.33% (5) of the total respondents, while 66.67% (10) were female. In terms of religion, most respondents were Roman Catholic with 60.00% (9), while 40.00% (6) belonged to the Pentecost denomination. Regarding ethnicity, the majority were Ilocano with 93.33% (14), whereas only 6.67% (1) were Ibanag.

In terms of educational attainment, most respondents were high school graduates, accounting for 60.00% (9) of the respondents. College graduates comprised 20.00% (3), while postgraduate respondents accounted for 13.33% (2). Only 6.67% (1) were elementary graduates. As to monthly income, most respondents earned below ₱10,000 monthly, comprising 46.67% (7) of the respondents, followed by those earning ₱10,000–₱19,999 with 33.33% (5). Only a few respondents belonged to higher income brackets. These findings imply that the respondents generally belong to low-income households with moderate educational backgrounds, which may influence their level of participation in school activities.

Bronfenbrenner's Ecological Theory emphasized that family and environmental factors greatly influence children's development and educational experiences. Parents' socioeconomic status, educational attainment, and available resources affect their participation in school-related activities and support for their children's learning [7].

#### 2. Level of Parental Engagement Among the Parents/Guardian of Learners

##### along the dimensions

Table 2. Level of Parental Engagement

DIMENSIONS OF ENGAGEMENT	WEIGHTED MEAN
<b>A. Attendance in PTA Meetings</b>	<b>3.20</b>
1. I attend PTA meetings regularly.	3.40
2. I participate actively during assemblies.	3.07
3. I respond promptly to invitations.	3.13
<b>B. School-wide Programs</b>	<b>3.02</b>
4. I volunteer or contribute resources.	2.53
5. I attend major school events (Recognition Day).	3.87
6. I support initiatives through collaboration.	2.67
<b>C. Classroom-based Activities</b>	<b>2.65</b>
7. I communicate with teachers about progress.	3.07



8. I assist in projects or learning activities.	2.40	Parents participate in school activities, there is still a need to
9. I provide feedback or suggestions.	2.47	strengthen their Low Engagement, particularly in
<b>OVERALL WEIGHTED MEAN</b>	<b>2.96</b>	classroom-based Moderate Engagement

The table presents the level of parental engagement among parents/guardians in terms of attendance in PTA meetings and school assemblies, participation in school-wide programs, and involvement in classroom-based activities. The overall weighted mean of 2.96 was interpreted as Moderate Engagement, indicating that parents moderately participate in school-related activities. Attendance in PTA meetings obtained a weighted mean of 3.20, interpreted as Moderate Engagement. Among the indicators under this dimension, “I attend PTA meetings regularly” obtained the highest mean of 3.40, indicating that parents moderately attend PTA meetings and assemblies.

Participation in school-wide programs obtained a weighted mean of 3.02, interpreted as Moderate Engagement. The indicator “I attend major school events (Recognition Day)” garnered the highest weighted mean of 3.87, interpreted as High Engagement, showing that parents actively participate in important school events. However, volunteering or contributing resources obtained a weighted mean of 2.53, interpreted as Low Engagement, indicating limited participation in volunteer activities and resource contribution.

Classroom-based activities obtained a weighted mean of 2.65, interpreted as Moderate Engagement. Parents moderately communicate with teachers regarding their children’s progress, with a weighted mean of 3.07. However, assisting in projects or learning activities (2.40) and providing feedback or suggestions (2.47) were interpreted as Low Engagement. These findings indicate that parents participate more in general school activities than in classroom-centered involvement.

The findings support the study of Hoover-Dempsey and Sandler, who emphasized that parental involvement significantly contributes to children’s educational success [4]. Likewise, Jeynes found that parental involvement positively influences students’ academic achievement regardless of socioeconomic background [3]. Fan and Chen further explained that communication and parental participation in school activities contribute to improved academic outcomes among learners [9]. Sui-Chu and Willms stressed that parental participation in school-related activities strengthens students’ motivation and educational performance [5]. The moderate level of parental engagement observed in the study suggests that while

### 3. Issues associated with parental engagement on school activities

Table 3. Issues Associated with Parental Engagement in School Activities

POTENTIAL BARRIERS	WEIGHTED MEAN	DESCRIPTIVE INTERPRETATION
1. Work commitments limit my participation.	2.80	Evident
2. Household responsibilities reduce my available time.	2.20	Slightly Evident
3. Financial constraints hinder my involvement.	3.33	Highly Evident
4. Lack of awareness regarding school activities.	1.73	Not Evident
5. Communication gaps between parents and teachers.	1.47	Not Evident
<b>OVERALL WEIGHTED MEAN</b>	<b>2.31</b>	<b>Slightly Evident</b>

The table presents the issues associated with parental engagement in school activities as perceived by the respondents. The overall weighted mean of 2.31 was interpreted as Slightly Evident, indicating that the identified barriers moderately affect parental engagement. Among the identified barriers, financial constraints hindering parental involvement obtained the highest weighted mean of 3.33, interpreted as Highly Evident. This finding implies that financial limitations greatly affect parents’ ability to



participate in school activities and programs.

Work commitments also appeared as a concern with a weighted mean of 2.80, interpreted as Evident, indicating that employment and work schedules affect parental participation. Household responsibilities obtained a weighted mean of 2.20 and were interpreted as Slightly Evident. Meanwhile, lack of awareness regarding school activities (1.73) and communication gaps between parents and teachers (1.47) were interpreted as Not Evident. These findings suggest that communication between the school and parents remains functional, while financial and work-related concerns serve as the primary barriers to parental engagement.

The findings support the study of Hoover-Dempsey and Sandler, which explained that parents' personal circumstances, available time, and socioeconomic conditions influence their level of participation in school activities [4]. Likewise, Bronfenbrenner emphasized that environmental and family-related factors affect the interaction between parents and schools [7].

The results also align with the findings of Duncan et al., who stressed that family conditions and parental support significantly influence children's educational experiences and school readiness [2]. Financial limitations and work-related responsibilities may reduce parents' opportunities to participate actively in school programs and activities.

##### *5. Proposed Intervention Program for Revitalizing Parent-Teacher Partnership*

The proposed intervention program titled **“KAAGAPAY: Strengthening Parent-Teacher Partnership for Improved Learner Engagement”** is conceptualized in response to the identified challenges affecting parental involvement at Anninipan Elementary School. Although parental engagement was generally evident, barriers such as work responsibilities, financial limitations, communication gaps, and limited participation in classroom-based activities were found to affect the consistency of parents' involvement in school programs and activities. As a proposed intervention, the program aims to strengthen collaboration between parents and teachers through inclusive, responsive, and sustainable engagement strategies.

The proposed program is anchored on the principle that education is a shared responsibility among schools, families, and communities. It seeks to enhance communication through regular parent-teacher

consultations, communication notebooks, text messaging groups, and social media platforms to ensure that parents remain informed about learners' academic progress and school activities. In addition, the program proposes orientation seminars and capacity-building activities to increase parents' awareness and confidence in supporting their children's education.

Furthermore, the intervention program promotes flexible and inclusive participation strategies such as alternative meeting schedules and home visitation programs to accommodate parents' varying socio-economic conditions and work schedules. It also encourages active parent participation in school-wide and classroom-based activities including *Brigada Eskwela*, literacy programs, recognition activities, and volunteer initiatives. Through continuous monitoring and evaluation, the proposed program is expected to strengthen parent-teacher partnership, improve parental engagement, and contribute positively to learners' motivation, participation, attendance, and academic achievement. Ultimately, the intervention highlights the importance of collaborative efforts between parents and teachers in promoting learners' holistic development and educational success.

##### Parent-Teacher Partnership Revitalization Program

*Program Title: KAAGAPAY: Strengthening Parent-Teacher Partnership for Improved Learner Engagement”*

(KAAGAPAY is a Filipino term which means *partner, support, or companion*, symbolizing the collaborative relationship between parents and teachers in promoting learners' holistic development.)

##### Rationale

Parental engagement plays a vital role in promoting learners' academic achievement, motivation, attendance, behavior, and overall school engagement. Research consistently emphasizes that learners perform better when parents and teachers maintain strong collaboration and shared responsibility in the educational process. However, findings of the present study revealed that although parental involvement in Anninipan Elementary School is generally evident, several challenges such as work responsibilities, financial constraints, communication gaps, and limited participation in classroom-based activities continue to affect



the consistency and effectiveness of parent-teacher partnership.

In response to these findings, this Parent-Teacher Partnership Revitalization Program is proposed to strengthen collaboration between the school and families through responsive, inclusive, and sustainable engagement strategies. The program aims to create stronger communication channels, increase parental participation in school activities, improve parents' awareness of their educational roles, and foster a supportive learning environment for learners. Ultimately, the program seeks to enhance learners' school engagement, motivation, participation, and academic performance through strengthened family-school collaboration.

### Objective

To strengthen parent-teacher partnership and improve learners' school engagement through sustainable and collaborative parental engagement initiatives at Anninipan Elementary School.

Specifically, the program aims to:

1. Increase parents' participation in PTA meetings, school assemblies, and school-wide activities;
2. Strengthen communication and collaboration between parents and teachers;
3. Enhance parents' awareness of their roles and responsibilities in supporting learners' education;
4. Encourage parents' involvement in classroom-based and home-based learning activities;
5. Address barriers affecting parental engagement; and
6. Improve learners' motivation, participation, attendance, and academic performance through strengthened family-school partnership.

### Target Beneficiaries

- Parents and guardians
- Learners of Anninipan Elementary School
- Teachers
- School administrators
- Parent-Teacher Association (PTA)

Program Component	Activities	Persons Involved	Time Frame	Expected Outcome
<b>Parent Orientation and Capacity Building</b>	Conduct orientation seminars on parental roles, child development, and learner support strategies	School Head, Teachers, Parents	Quarterly	Increased awareness of parents regarding their educational responsibilities
<b>Strengthened Communication System</b>	Establish text brigades, social media group chats, communication notebooks, and regular updates	Teachers, PTA Officers, Parents	Whole School Year	Improved communication and coordination between home and school
<b>Flexible Parent Participation Scheme</b>	Schedule alternative meeting schedules and provide home visitation for unavailable parents	Teachers, School Head	Monthly	Increased attendance and participation of working parents
<b>Family Literacy and Learning Support Program</b>	Conduct family reading sessions, homework monitoring activities, and home learning workshops	Teachers, Parents, Learners	Monthly	Improved learner motivation and home-based learning support
<b>Parent Volunteers</b>	Encourage parents to	PTA Officers,	Through out the	Increased community



Program Component	Activities	Persons Involved	Time Frame	Expected Outcome
<b>m Program</b>	participate in Brigada Eskwela, feeding programs, school gardening, and school events	Parents, Teachers	Year	participation and school support
<b>Recognition and Incentive Program</b>	Recognize active and supportive parents during recognition programs and PTA assemblies	School Head, Teachers	End of Every Quarter	Enhanced motivation among parents to participate actively
<b>Parent-Teacher Consultation and Counseling</b>	Conduct regular conferences and counseling sessions for learners needing academic or behavioral support	Teachers, Guidance Coordinator, Parents	As Needed	Strengthened collaborative interventions for learners
<b>Monitoring and Evaluation</b>	Evaluate the implementation and effectiveness of the program through feedback surveys and meetings	School Head, Teachers, PTA	Quarterly	Continuous improvement of parent-teacher partnership initiatives

**Implementation Strategies**

The program shall be implemented through collaborative efforts among teachers, parents, school administrators, and community stakeholders. The school shall maximize existing DepEd programs such as *Brigada Eskwela*, School-Based Management (SBM), and PTA initiatives to strengthen parental involvement. Flexible and inclusive participation strategies shall be adopted to accommodate parents with varying work schedules and socio-economic conditions.

Furthermore, communication platforms and regular consultations shall be strengthened to ensure continuous interaction between parents and teachers. Monitoring and evaluation mechanisms shall likewise be established to assess the effectiveness of the program and identify areas for improvement.

**Expected Outcomes**

Upon implementation, the program is expected to:

1. Increase parental participation in school activities and programs;
2. Strengthen collaboration and communication between parents and teachers;
3. Improve learners' attendance, participation, motivation, and academic performance;
4. Enhance parents' confidence and awareness regarding their role in education;
5. Promote a more supportive and learner-centered school environment; and
6. Establish sustainable family-school partnerships that contribute to holistic learner development.

**Conclusion**

The study concludes that the parent-teacher partnership at Anninipan Elementary School is characterized by **Moderate Engagement (WM=2.96)**, where participation is primarily passive and ceremonial rather than collaborative. While school-to-home communication is highly effective, as evidenced by the zero



score for "Communication Gaps," the partnership focusing on how parents can support learning within their severely strained by Socio-Economic Pressures. specific socio-economic context, ensuring they feel equipped to contribute to the instructional process.

The demographic profile reveals that the majority of parents are Ilocano fathers with high school educations earning less than ₱20,000 monthly. Consequently, Financial Constraints and Work Commitments act as the primary barriers to active involvement. Parents show a "High" level of attendance for major events like Recognition Day, but their involvement in classroom-based instructional activities is "Low."

The findings suggest that parents possess the willingness and information to engage but are physically and financially limited by the necessity of earning a living. The overwhelming support for the Proposed Revitalization Program (Grand Mean=4.61) indicates that the partnership can be revitalized through strategies that prioritize tangible incentives, recognition, and logistical flexibility over traditional digital or passive communication.

### Recommendations

Based on the findings and conclusions, the following are recommended:

**Implement an "Active Parent" Recognition System:** Since "Incentives and Recognition" received a perfect mean of 5.00, the school should establish a formal program to acknowledge active parents through certificates, public recognition during assemblies, or small community-sponsored incentives to boost morale and participation.

**Adopt Flexible School Scheduling:** To address the conflict between work and school involvement, the school administration should consider scheduling meetings and assemblies during late afternoons, weekends, or through "rolling" sessions that accommodate different work shifts.

**Enhance School-Community Partnerships:** The school should collaborate with local community leaders to secure sponsorships or resources that alleviate the financial burden of school participation (e.g., providing modest refreshments or transportation support during major volunteer activities).

**Redesign Classroom-Based Engagement:** Since classroom involvement is low, teachers should develop "home-based" participation options where parents can contribute to their child's progress or provide feedback through flexible means that do not require their physical presence at school.

**Conduct Parent Empowerment Workshops:** Implement targeted training and workshops that are brief and high-impact,

**Future Research:** It is recommended that future studies explore the direct correlation between these revitalization strategies and the academic performance of the students to further validate the impact of the proposed program.

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