

Parental Involvement on Intermediate Learners' Education: Basis for Action Plan

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ABSTRACT

This study examined the extent of parental involvement in the education of intermediate learners in San Francisco Elementary School, Concepcion West District, Tarlac Province, during the School Year 2023–2024. Specifically, it described the parents' profile in terms of educational attainment, occupation, and monthly family income; assessed parental involvement in terms of encouragement, modeling, reinforcement, and instruction; determined the relationship between parents' profile and parental involvement; and proposed an action plan to strengthen parent participation. Using a quantitative descriptive-correlational research design, data were collected from 128 parents through a validated survey questionnaire. Frequency, percentage, weighted mean, Chi-square, and Spearman Rank Correlation were employed for statistical analysis. Results revealed that parental involvement was generally at a **moderate extent** across all dimensions. Significant relationships were found between parents' educational attainment, occupation, monthly family income, and their level of involvement in their children's education ($p < .05$). The findings emphasize that parental socioeconomic characteristics significantly influence educational support provided to learners. An intervention program was proposed to strengthen home-school collaboration and increase parental participation.

Keywords: parental involvement, elementary education, parent engagement, descriptive-correlational, Philippines

INTRODUCTION

Parents play a vital role in children's academic achievement by providing emotional support, motivation, guidance, and learning opportunities at home. Numerous studies have established that active parental involvement contributes positively to learners' academic performance, behavior, and overall development.

Bronfenbrenner's Ecological Systems Theory provides the theoretical foundation of this study, emphasizing that children's development is influenced by interactions among family, school, and the larger community. Likewise, the Philippine Constitution, Republic Act No. 10533 (Enhanced Basic Education Act of 2013), and the Department of Education's Vision, Mission, and Values underscore the importance of family participation in achieving quality education.

Despite government initiatives encouraging school-family partnerships, varying socioeconomic conditions may affect the level of parental involvement. Understanding these factors is necessary for designing interventions that strengthen collaboration between schools and families.

Specifically, this study sought to:

1. describe the parents' profile according to educational attainment, occupation, and monthly family income;
2. determine the extent of parental involvement in terms of encouragement, modeling, reinforcement, and instruction;
3. determine whether significant relationships exist between parents' profile and parental involvement; and
4. develop an action plan to improve parental involvement.

METHODOLOGY

The study employed a **quantitative descriptive-correlational research design**.

The respondents consisted of **128 parents of intermediate learners** enrolled at San Francisco Elementary School, Concepcion West District, Tarlac Province, during School Year 2023–2024.

Data were gathered using a researcher-administered questionnaire composed of two sections: the parents' demographic profile and indicators measuring parental involvement in terms of encouragement, modeling, reinforcement, and instruction.

Descriptive statistics, including frequency, percentage, and weighted mean, were used to summarize respondents' characteristics and level of parental involvement. Chi-square and Spearman Rank Correlation analyses determined the relationship between parents' profile variables and parental involvement at a 0.05 level of significance.

RESULTS AND DISCUSSION

Parents' Profile

Among the respondents, most were **high school graduates (33.33%)**, followed by **college-level (29.80%)**, **vocational graduates (26.67%)**, and **college graduates (10.20%)**.

Regarding occupation, **40.63%** were skilled workers, **25.00%** were helpers or crew members, **20.31%** were unemployed, and **14.06%** were professionals.

Most families reported a monthly income ranging from **₱16,000–₱20,000 (39.06%)**, followed by **₱11,000–₱15,000 (29.69%)**, **₱10,000 or below (18.75%)**, and **above ₱20,000 (12.50%)**.

Extent of Parental Involvement

Parents demonstrated a **moderate extent** of involvement across all dimensions:

Dimension	Weighted Mean	Interpretation
Encouragement	3.44	Moderate Extent
Modeling	3.20	Moderate Extent
Reinforcement	3.18	Moderate Extent
Instruction	3.01	Moderate Extent

Parents showed stronger involvement in encouraging children to learn new things, believe in their abilities, and follow teachers' directions. However, lower ratings were observed in assisting children to persist with homework, independently solve problems, and sustain effort during difficult learning tasks.

These findings suggest that while parents value education, consistent and active engagement in learners' academic activities remains limited due to varying educational backgrounds, work responsibilities, and financial circumstances.

Relationship Between Parents' Profile and Parental Involvement

Statistical analyses revealed significant relationships between parents' profile variables and parental involvement.

Parents' **occupation** significantly influenced encouragement, modeling, reinforcement, and instruction ($p < .05$).

Educational attainment exhibited moderate to high positive correlations with all parental involvement dimensions ($r = 0.62\text{--}0.84$, $p < .00001$).

Similarly, monthly family income demonstrated moderate to high positive correlations with parental involvement ($r = 0.41\text{--}0.73$, $p < .00001$).

These findings indicate that parents with higher educational attainment and greater financial capacity tend to participate more actively in their children's education.

CONCLUSION

Parental involvement among intermediate learners in San Francisco Elementary School was generally moderate. Parents most frequently provided encouragement but were less involved in sustained instructional support and reinforcement activities at home. Educational attainment, occupation, and monthly family income significantly influenced the extent of parental involvement. Strengthening school-family partnerships through targeted parent education programs, communication strategies, and community-based interventions may improve learner support and academic success.