

Parental Involvement as A Follow-Up Mechanism in the Academic Task of Intermediate Pupils

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Abstract— The present study aims to investigate the level of parental involvement in terms of making a follow-up on the academic tasks of learners in Castilla South District, Sorsogon. The participation of family or parents, along with the teachers and community where a learner is surrounded by, has a major role in the academic achievement and performance of learners. Through anchoring the employed interventions to the results provided by the tools, the involvement of parents of the intermediate learners in Castilla South District was found to be high. It is significant to assess and examine such involvement so that the incumbent curriculum and other partner agencies may innovate solutions and programs or activities that will compliment both the learners and parents

Keywords— parental involvement, follow-up, academic task on intermediate learners, programs and curriculum.

INTRODUCTION

A parental participation was determined to be one of the elements determining student accomplishment, according to Wilder (2019). The vast majority of research show that parental participation has beneficial academic results, with benefits beginning in early childhood and continuing through adolescence and beyond (Loomans, 2019). Policymakers and educators are looking into increasing parental-school collaboration as a way to improve children's scholastic progress and socially acceptable conduct. Their findings imply that children whose parents are interested in their children's education perform better than kids whose parents are not involved. Furthermore, children with active parents have higher educational goals (Alba, Sloan, & Sperling, 2019).

Relative to this is the study of (Erdem Et al, 2020) where in, the researchers of the study aim to examine the effect of parental involvement on students' academic achievement at preschool, elementary and secondary levels by using the meta-analysis method with respect to homebased and school-based parental involvement strategies. Data consisted of 55 independent research studies in English published between 2010 and 2019, and accessed through ERIC, Academic Search Complete, Science Direct, Wiley Online Library, and PsycNet databases. Findings revealed that the effect of parental involvement on academic achievement was positive but small. Parental expectations had the biggest effect on academic achievement and parental control had a negative and small effect. The mean effect of parental involvement on students' academic

achievement does not differ significantly according to moderator variables of education level, measurement type or measurement area but differs by developmental level of the country. The results are discussed using available related meta-analysis studies in the literature.

Parental involvement plays a crucial role in the achievement of positive educational outcomes of children. However, the level of involvement among parents varies based on the confluence of individual, familial, and societal factors. Anchored on such premise, this paper aims to investigate the influence of the different socioeconomic related variables to parental involvement, such as monthly income, subjective assessment of living condition, weekly expenditures related to children's education, and membership in Conditional Cash Transfer (CCT) Program or the Pantawid Pamilyang Pilipino Program (4Ps). This paper concludes that financial resources from work or the CCT program could facilitate parental involvement in children's education, especially among parents from relatively high-income generating households and families living in poverty. Jabar, M., Garcia, J., & Valerio, M. A. (2020).

This study reports the transitional lived experiences of work-from-home parents, uncovering their roles and activities while balancing duties of working, parenting, and assisting children with remote learning. Parents demonstrated a positive mindset amidst balancing five academic roles including organizing learning, facilitating learning, monitoring learning, motivating learning, nurturing learning, and a sixth role in

supporting learning. The role of “supporting learning” was deemed most important and central to the success of other roles. Parents assumed a primary instructor role as teachers were less prepared and performed activities distinctive to student needs. Parents served as digital classroom managers who organized schedules, assisted with assignments/projects, and participated in online chat groups. Parents repurposed living spaces and furniture for makeshift study and work areas.

This study entitled “Parental Involvement as A Follow-Up Mechanism in the Academic Task of Intermediate Learners”, aims to assess the level of parental involvement of parents in Castilla South District, Sorsogon in terms of making a follow up on their children’s academic tasks and performance.

II. OBJECTIVES

This study determined the level of parental involvement in academic performance of Intermediate pupils of Castilla South District.

Specifically, it identified the demographic profile of the respondents in terms of: age; sex; marital status; household size; parents’ highest educational attainment; family monthly income. The activities are parents involved in following up the learners’ academic tasks. the level of involvement of parents in following up the learners’ academic tasks. The challenges encountered by parents in following up the academic tasks of their children and school-home program may be proposed as scaffolding mechanism in following up the academic tasks of intermediate learners?

III. METHODOLOGY

A total of sixty (60) respondents were included in this study. These are the parents of intermediate pupils in Castilla South District. This sample were the sources of data and information needed to complete this study. The purposive sampling technique were used in determining respondents of the study. Purposeful sampling, also known as judgment, selective, or subjective sampling, is a form of non-probability sampling in which researchers rely on their own judgment when choosing members of the population to participate in their study.

The researcher employed the descriptive quantitative approach, which is given the nature of the investigation, was regarded as most appropriate. This study aimed to determine the Level of Parental Involvement in Academic Tak of Intermediate pupils of Castilla South

District, also determined the demographic profile of the respondents in terms of age, gender, household size and parents’ highest educational attainment of the respondents. Moreover, to identify the different activities of the parents and their level of involvement in following up the academic performance of their children.

IV. RESULTS AND DISCUSSION

The discussions of data were analyzed, and interpreted in this part. The discussion of data was arranged based on the specific questions this study seeks to answer. The data were treated objectively. Tables are given to come up with accurate interpretation of the collected data.

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To obtain the data gathered, the researcher prepared a survey questionnaire which is the main instrument used to gather the information needed in the study. The researcher personally conducted an interview to each respondent regarding the subject matter of this study. The data gathered was analyzed and interpreted through statistical treatment.

IV.RESULTS AND DISCUSSIONS

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I. Profile of the Respondents

The uniqueness of every individual has been universally recognized in the realm of the teaching-learning. Each education partner possesses traits that make him or her unique. These traits encompass his or her profile.

Not only that, these education partners also vary in terms of the attention accorded to the center of the educative process which is the learner. Such is proof of the variation in the needs of every learner.

In the context of the parents who were respondents to this study, they had certain qualities that comprised their distinct profiles. The profile that they possess is considered a contributory factor in the quality of

assistance that these parents provide to the academic endeavors of their children.

Table 1.1 reflects the profile of respondents in terms of age. The age distribution of respondents is diverse, ranging from 25 to above 55 years. This diversity is beneficial for the study as it captures a wide range of parenting experiences and perspectives.

Table 1.1 Profile of Respondents in Terms of Age

Age in Years	Frequency	Percentage (%)
55- above	5	8
50-54	8	13
45-49	7	12
40-44	10	17
35-39	17	26
30-34	13	21
25-29	2	3
Total	60	100

The highest frequency of respondents falls within the age group of 35-39, comprising 26% of the sample. This indicates a significant representation of parents which are in the late 30s. The distribution is relatively balanced across various age groups, with no extreme skew towards a particular demographic. This ensures a comprehensive understanding of parental involvement across different life stages.

The age distribution is diverse, ranging from 25 to above 55 years, capturing a broad spectrum of parenting experiences. The highest frequency is observed in the 35-39 age group, representing 26% of respondents. This suggests a significant presence of parents in their late 30s, potentially indicating a period of active involvement in their children's academics. Parents aged

40 and above (40-44, 45-49, 50-54, 55 and above) collectively make up 50% of the respondents. This age group may bring substantial life experience and stability to their parenting roles. The age groups 25-29 and 30-34 show relatively lower percentages (3% and 21%, respectively), indicating a lower representation of younger parents in the study.

The age profile of respondents serves as a vital lens through which to understand the varying dynamics of parental involvement. By recognizing and interpreting these age-related patterns, educational institutions can develop targeted strategies that resonate with the unique characteristics and preferences of parents across different life stages.

Table 1.2 Profile of Respondents in Terms of Sex

Sex	Frequency	Percentage (%)
Male	14	25
Female	46	75
Total	60	100

In terms of the sex, 46 or 75% of the respondents were female and 14 or 25% were male. This reflects a higher representation of mothers or female guardians in the study. The overwhelming presence of females suggests that mothers are likely to be the primary participants in the study, influencing the perceptions of parental

involvement in the academic performance of Intermediate pupils.

The gender profile of respondent's sheds light on the demographic composition of parents engaged in the study. Recognizing maternal dominance and

understanding its implications allows for strategic planning to enhance parental involvement initiatives. Emphasizing inclusivity and encouraging the active participation of both mothers and fathers will contribute to a more holistic approach to supporting the academic task of their learners. Recognizing the gender disparity,

efforts should be made to ensure that parental involvement initiatives are inclusive and encourage the active participation of both mothers and fathers. This could involve targeted outreach to fathers to increase their engagement in their children's academics.

Table 1.3 Marital Status

Marital Status	Frequency	Percentage
Single	18	28
Married	42	72
Total	60	100

The data illustrates the distribution of respondents based on marital status, with 72% being married and 28% single. The majority of respondents are married, indicating that the study captures the perspectives and experiences of parents in marital unions. The prevalence of married respondents suggests that the study is likely to reflect the dynamics of families with two parents. This insight is crucial for understanding the potential support structures available to children in these families. According to Davis- Kean (2005) the level of parent's involvement is a vital predictor of children's academic and behavioral upshots. It is also found on the same study that married parents are more likely to be involved in their children's education. This study showed that

parents demographic variables (educational level, employment, marital status and income have a great effect on parental involvement which directly affect the learners academic success.

The marital status profile of respondents provides valuable insights into the family structures participating in the study. Recognizing the prevalence of married respondents emphasizes the importance of collaborative parenting, while also prompting consideration for the unique circumstances of single-parent households. This information can guide the development of inclusive and effective parental involvement initiatives to support the academic task of their learners.

Table 1.4 Profile of Respondents in terms of Household Size

Household Size	Frequency	Percentage (%)
10- above	2	3
7-9	20	33
4-6	32	54
3 and below	6	10
Total	60	100

The data presents the distribution of respondents based on household size, with varying percentages across different size categories. The majority of the respondents fall within the 4-6 household size category, constituting 54% of the total. This suggests that a significant portion of the study participants belong to households with a moderate number of members. Understanding the distribution of household sizes assists in resource allocation. Institutions can tailor support programs to address the needs of families with moderate household sizes, acknowledging potential resource constraints and dynamics.

Household size can influence communication dynamics. Larger households may require varied and targeted communication strategies to ensure effective engagement, while smaller households may benefit from more personalized approaches. The distribution of respondents based on household size offers insights into the family structures participating in the study. Recognizing the prevalence of moderate-sized households allows for targeted strategies that consider the unique dynamics and support requirements of families with varying household sizes. This information can guide the development of inclusive and effective parental involvement initiatives to support their academic tasks.

Table 1.5 Profile of Respondents in Terms of Parent's Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage (%)
Earned College Degree	5	8
College Level	4	7
Finished High School	21	35
High School Level	11	18
Finished Elementary	12	20
Elementary Level	7	12
Total	60	100

The data presents the distribution of respondents based on their highest educational attainment, indicating the educational backgrounds of the parents. The majority of respondents have finished high school (54%), suggesting that a significant portion of parents in the study has completed secondary education. Recognizing the prevalence of high school graduates highlights the potential need for targeted educational support initiatives. Tailored programs can address the specific challenges and aspirations of parents with varying educational backgrounds.

The presence of respondents at the college level (15%) indicates a segment of parents pursuing higher education. Educational institutions can offer support mechanisms that align with the demands of higher education while ensuring continued parental involvement. Acknowledging the absence of respondents with an earned college degree, educational

institutions may consider initiatives aimed at bridging educational gaps and encouraging further academic pursuits among parents.

Understanding the educational backgrounds of parents provides insights into the potential educational culture within families. Institutions can leverage this information to foster a supportive environment that values and encourages academic achievement. The distribution of respondents based on the highest educational attainment of parents offers valuable insights into the educational backgrounds of families participating in the study. Recognizing the prevalence of high school graduates allows for targeted strategies that consider the unique needs and aspirations of parents with varying educational backgrounds. This information can guide the development of inclusive and effective parental involvement initiatives to support their learner's academic achievement.

Table 1.6 Family Monthly Income

Income	Frequency	Percent (%)
Php 25001-above	4	7
Php 20001-25000	2	3
Php 15001-20000	14	23
Php 10001-15000	11	18
Php 5001- 10001	21	36
Php 5000 and below	8	13
Total	60	100

The data presents the distribution of respondents based on family monthly income, providing insights into the economic backgrounds of the families participating in the study. The majority of respondents fall within the income ranges of PhP 5001-10000 (36%) and PhP 15001-20000 (23%). This indicates a prevalence of families with moderate monthly incomes.

Institutions can use the income distribution data to allocate resources effectively. Recognizing the

prevalence of moderate incomes, support programs can be designed to address the specific financial challenges and needs of families in these income brackets.

Understanding the income distribution allows for the identification of families in lower income brackets. Educational institutions may consider implementing financial assistance programs to ensure that economic constraints do not hinder parental involvement.

Different income brackets may have varying needs and priorities. Tailoring support initiatives to address the unique challenges and aspirations of families in each income range ensures inclusivity and effectiveness. The income distribution data can inform community engagement strategies. Collaborative efforts with local communities can be designed to support families in various income brackets, fostering a sense of belonging and mutual support.

The distribution of respondents based on family monthly income offers crucial insights into the economic backgrounds of families participating in the study. Recognizing the prevalence of moderate incomes allows for the development of targeted strategies that address the unique financial challenges and support needs of families in different income brackets.

II. Activities that Parents are Involved in to “Follow Up” on the Learners’ Academic Performance

The involvement of parents in making a “follow up” on the learners' academic performance becomes visible by being engaged in different activities. The respondents are aware of the core family responsibilities such as the acquisition of the basic needs of the family and attending to the household chores, these parents still are able to set times and schedules to ensure that their children are engaging in learning.

Table 2.1 Has the list of activities that parents are involved with in following up on the learners’ academic performance, particularly in setting schedules and giving time to show up their support to the learning endeavor of their children.

Table 2.1 Ranking of Activities in terms of Making a Setting Schedule to Ensure Learning

Activities	Sum of Ranks	Final Ranks
Setting up a daily family routine, like healthy eating, sleeping, and study habits.	79	1
Limiting their time spent watching TV, social media, mobile, and computer games	97	2
Giving time for communication and queries with your child about academic matters	124	3
Providing a daily schedule for carrying out and accomplishing school-related tasks at home.	179	4
Attending each quarter’s report card release and awarding of honors/outstanding performance	201	5

Parents actively contribute to creating a structured learning environment by providing daily schedules for school-related tasks at home. This indicates a commitment to maintaining an organized approach to academic activities. The sum of ranks of 79 which made the indicator, setting up a daily family routine (eating, sleeping, study habits) ranked first and further suggests a strong emphasis on promoting healthy habits. This can positively impact the overall well-being and academic performance of learners. Parents engage in regular communication with their children about academic matters, fostering open dialogue and addressing any queries. This indicates a supportive and communicative parent-child relationship.

Limiting the time spent on screen-based activities demonstrates a proactive approach to balancing the recreational and academic aspects of a child's life. While not as frequent as other activities, attending report card releases and awarding ceremonies is still significant, indicating parental interest and participation in key school events.

The ranks accorded by the parent respondents across all activities signify a robust and consistent level of parental involvement in following up on learners’ academic performance. This proactive engagement contributes to a positive and supportive home environment, fostering holistic development and academic success. Parents who are actively involved in their child’s education are more likely to encourage the child’s social, emotional, and academic growth (Green et al. 2007). Similarly, Barnard (2004) found that academic performance of learners profoundly depends upon the parental involvement in their academic activities to attain higher level of quality in academic success. Parents are their first teachers therefore they need to take a leading role in their children’s education because their involvement is essential in ensuring student’s success, growth and development in life. This information is valuable for educational institutions seeking to understand the collaborative efforts between parents and schools in supporting the learning journey of students.

The learning environment has a significant bearing with the academic performance of the learners. Teachers

ensure that the school environment provides ambience conducive to learning. Similarly, these parent respondents have certain level of awareness on the role of learning space as an essential factor in the conduct of successful follow up of learners' academic performance.

Table 2.2 shows the list of activities on how parents provide learning spaces just to ensure that continuous learning takes place even beyond classrooms.

Table 2.2 Ranking of Activities Along with the Provision of Learning Space

Activities	Sum of Ranks	Final Ranks
Allowing learners to engage peer learning with the community as a learning setting	82	1
Establishing a study and homework space that is well-ventilated and well-lit	95	2
Reserving a corner or area for creative or artistic endeavors such as crafting, drawing, and painting	132	3
Providing a personal space that is fun and safe for other activities like dancing and other physical activity	231	4
Designating a place for gadget engagement	243	5

The table above shows, both the sum of ranks and the final ranks indicated by which parents engage in various activities related to the provision of a conducive learning space. Higher rank values suggest more frequent involvement.

Parents actively contribute to creating an optimal study environment by establishing well-ventilated and well-lit study spaces. This suggests a commitment to providing a conducive atmosphere for academic activities. Reserving a space for creative endeavors, such as crafting and drawing, indicates a focus on fostering creative expression and holistic development in addition to academic pursuits. Providing a personal space for activities like dancing and other physical activities contributes to a balanced approach to learning, recognizing the importance of physical well-being and is a crucial part of parental involvement to their learner's academic success. Several research studies have found that participation of parents in their children's education is significantly and positively correlated with the learner's academic accomplishment (Olaniyi & Mageshni 2008)

While there is a designated space for gadget engagement, the slightly lower rank value suggests a more cautious approach, emphasizing the need for balanced screen time. Allowing learners to socialize with peers in a safe locale indicates a recognition of the importance of social interactions in a child's development. The consistently high rank values across activities related to the provision of a learning space highlight the importance parents place on creating an environment conducive to academic and holistic development. This proactive engagement contributes to a positive and supportive home environment, fostering a well-rounded educational experience for learners. This information is valuable for educational institutions seeking to understand the role of parents in creating conducive learning spaces for students.

Meanwhile, parental follow up of learners' academic performance was also evident in their involvement on accomplishing the learners' school tasks. These parent respondents manifested their involvement in the activities listed in Table 2.3

Table 2.3 Ranking of Activities in terms of Making a Follow Up on the Accomplishment of the Learners' School Tasks

Activities	Sum of Ranks	Final Rank
Providing encouragement and support to learners while accomplishing school tasks.	68	1
Assisting learners in accomplishing homework, projects, and any school-related activities.	82	2
Suggesting to the learners some ideas on how to improve school outputs	120	3

Assigning household members /siblings as tutors for those who need help	213	4
Attending the parent-teacher meetings to harness ideas on how to assist their learners	238	5

The sum of ranks and the final ranks indicate the occurrence in which parents engage in various activities related to assisting learners in accomplishing school tasks. Higher final rank values suggest more frequent involvement.

Parents actively assist learners in homework, projects, and school-related activities, reflecting a hands-on approach to academic tasks. While the final rank value for attending parent-teacher meetings is slightly lower, parents are still moderately engaged in seeking ideas on how to assist their learners, demonstrating a collaborative approach with educators.

Inquiring from teachers about behavior, progress, and tasks signifies a proactive communication channel between parents and teachers to stay informed about the learner's academic journey. Providing consistent encouragement and support to learners during school tasks is highly valued, with a final rank value of 1, indicating that parents actively contribute to fostering a positive learning environment.

These activities related to accomplishing learners' school tasks highlight the proactive role parents play in supporting their children's academic endeavors. Domitrovich, and Welsh (2004) showed that parent's

involvement in their children's reading activities at home has a significant influence, not only on their reading ability, language comprehension and expressive language skills but also to their interest in reading. Children who worked with their parents at home on Math assignment achieved better Math grades

(Bartel, 2010). It demonstrated that when parents are involved in a child's schooling by assisting them with homework, communicating with teachers and attending all events at school helps the child to do well in all academic subjects. Over all this active engagement contributes to a positive and collaborative home-school partnership, fostering a supportive atmosphere for learners. This is valuable for educational institutions seeking to understand the collaborative efforts between parents and schools in assisting students with their academic tasks.

Another component by which parents can manifest their support in the academic performance of their learners is through the provision of learning materials. By providing their learners with the necessary and appropriate learning materials, parents can help facilitate learning follow up. Found in Table 2.4 are the activities in which parents involve themselves relative to the provision of learning materials.

Table 2.4 Ranking of Activities On Providing Learning Materials

Activities	Sum of Ranks	Final Ranks
Providing the daily necessities of pupils like papers, pencils, ball pens coloring materials, etc.	60	1
Providing educational materials like books and educational games	98	2
Honing creativity by purchasing supplies for arts and crafts.	156	3
Purchasing supplies for extracurricular activities.	220	4
Accessing to electronic learning media	240	5

A very basic task that the parent respondents perform was the provision of the daily necessities of pupils like paper, pencils, pens and coloring materials. This activity had a sum of rank of 60 and 1st in the final rank. Such result reflects the enthusiasm of support by parents in the school journey of their children. Also, parents actively provide educational materials like books and games, emphasizing access to resources that support academic learning.

Honing creativity by purchasing arts and crafts supplies suggests a commitment to supporting holistic development and creative expression. Accessing electronic learning media reflects an acknowledgment of the role of technology in education, promoting diverse learning resources. Purchasing supplies for extracurricular activities encourages learners to explore beyond academics, fostering a well-rounded educational experience.

Providing daily school materials is highly valued, ensuring that learners have the essential tools for their academic tasks. Data in Table 2.4 underscore the proactive role parents play in ensuring their children have access to diverse educational resources. This active engagement contributes to a supportive and enriched learning environment, fostering both academic and holistic development. This information is valuable for educational institutions seeking to understand the collaborative efforts between parents and schools in providing essential learning materials for students.

III. The Level of Involvement of Parents in making a Follow Up on the Learners’ Academic Achievement

Involvement of parents in child’s education is essential for their academic success. The parents involvement in following up learners’ academic achievement has been considered a great factor that has an impact on child’s academic achievement and progress. This study aims to investigate the extent to which parents of intermediate class involve themselves in their child’s education.

The previous tables reflect the different activities in which parent respondents manifested their involvement in following up learners’ academic achievement in the four (4) identified areas, namely; On setting schedule to ensure learning, on provision of learning space, on accomplishing the learners’ school tasks, and on providing learning materials. Meanwhile, Table 3.0 disclosed the level of involvement of parents in following up learners’ academic achievement.

In the domain of setting schedule to ensure learning, the 4.59 mean value was achieved and such manifested a high involvement among parents. Parents involve themselves in providing a daily schedule for carrying out and accomplishing school-related tasks at home. Setting up a daily family routine, like healthy eating, sleeping, and study habits. Giving time for communication and queries with your child about academic matters. Limiting their time spent watching TV, social media, mobile, and computer games. Attending each quarter’s report card release and awarding of honors/outstanding performance.

This shows that the study found out that the parents are not lacking in spending quality time with the learners.

Parents are the first teachers. Parents will set the rules, guide the children, provide their basic necessities. Parents want their children to be successful in life that’s why they are always encourage them. According to Garcia and Thomton (2014). The respondent’s involvement in learning benefits enhancing pupils’ accomplishment will boost the learner’s confidence, reduce absenteeism and make them more engaged in class. With correct instruction, learners will improve, develop their socials skills and improve their behavior. It is essential because it will have a desirable outcome later in life. Implied by this finding, a highly evident and desirable level of involvement accorded by the parents in the activities along finding time and schedule in ensuring that their learners are engaged with and perform the school tasks.

Table 3.0 Level of Involvement of Parents in making a “Follow Up” on Learners’ Academic Achievement

Domains	Mean	Description
On Setting Schedule to Ensure Learning	4.59	High Involvement
On Provision of Learning Space	4.18	High Involvement
On accomplishing the Learners’ School Tasks	4.17	High Involvement
On Providing Learning Materials	4.30	High Involvement
Average	4.31	High Involvement

Dedicating a learning space for learners at home and in the community is a mechanism of showing interest to follow up the learners’ academic achievement. Doing such creates a positive learning environment for the learner, encourages self-study, and becomes an avenue to make each learner an independent individual. Based on the Table above, the respondents were highly involved on the said domain as evidenced by the obtained mean value of 4.18. It is followed by the

provision of learning resources for the varied learning task.

On accomplishing the learners’ school tasks, the parent respondents were also highly involved as reflected by the mean value of 4.17. Similarly, these parent respondents were highly involved in providing learning materials to their children as shown by the acquired mean value of 4.30.

This was based from the researchers interview wherein they were asked to rate honestly their level of involvement in their child’s education and it comes up with an average mean of 4.31 that suggest these parents’ respondents are highly involve in their child’s education. Variety of researches had already been conducted research in the past decades to identify the level of parent involvement and even the extent of its impact in learner’s achievement (Kohl et.al,2000). Parent Involvement refers to the responsibility that is being performed by the parents (Christenson and Sheridan 2001) to have their children achieved their utmost potential through their assistance in school-related works and activities of their children. It may in culminate a simple participation such as asking the child what happened for a day in school to asking about clubs and activities they want to join, getting involved in the activities of Parent teacher association (PTA) or volunteering in school-related activities. However, the level of involvement may vary depending on the areas such as academics, extra -curricular as members of PTA or SPTA. Academic involvement refers to the involvement of parents in school-related activities of the child such as doing follow ups in their performance at school, providing of gadgets books and any learning materials, working with their assignments, projects and other activities which directly affects the academic development of a child. The extracurricular aspect deals with the involvement of the parents in the choice of their children in different interest like clubs, campus based-

organizations and cultural activities. Their involvement in school administrative task a governance such as PTA or SPTA deals with participation on meetings, PTA-initiated activities and projects and doing voluntary duties like in feeding program, brigada-pagbasa and any other task assigned to them by the organization.

IV. Challenges Encountered by Parents in making a “Follow Up” on the Academic Performance of Their Children

With a given list perceived as barriers that parents encounter to follow up and involve themselves in their learners’ academic activities.

The table outlines the challenges encountered by the respondents. The most frequently reported challenge includes, parent being too occupied for economic engagement. This highlights the significant impact of economic responsibilities on the ability of parents to be actively involved in their children’s academic pursuits.

The distance of the school from home is identified as the second-ranking challenge, indicating that geographical factors can pose hurdles for parents in actively participating in school-related activities. The presence of limited instructional media at home is recognized as a challenge, emphasizing the importance of access to educational resources for effective parental involvement.

Table 4.0 Challenges Encountered by Parents in Following Up the Academic Task of Their Children

Challenges	Frequency	Rank
Parents are too occupied for economic engagement	41	1
Distance of school from home	29	2
Limited instructional media at home	25	3
Lack of time in assisting learners with their educational activities due to household chores demand	20	4
Learners are required to assist in doing household work/looking after their siblings	12	5
Passive attitude of learners towards academic tasks to be performed at home	10	6.5
The presence of distractions (such as gadgets, television...etc	10	6.5

Lack of time due to household chores is reported as a common challenge, underlining the competing demands on parents' time between domestic responsibilities and academic engagement. The expectation for learners to assist in household work or look after siblings is identified as a challenge, indicating the need for a balance between domestic responsibilities and academic commitments.

The passive attitude of learners towards academic tasks at home and the presence of distractions (gadgets, television, etc.) are identified as challenges, highlighting the importance of addressing motivational and environmental factors. Understanding the challenges faced by parents provides insights into potential barriers that may hinder their active involvement in following up on the academic performance of their children. Addressing these challenges is crucial for fostering a

supportive home environment and strengthening the home-school partnership. This information is valuable for educational institutions seeking to implement targeted interventions and support mechanisms to overcome these challenges.

V. Proposed School-Home Program as a Scaffolding Mechanism in Following Up the Academic Performance of the Intermediate Pupils.

The proposed School-Home Program is a proactive response to the challenges identified in parental involvement in making a follow up on academic tasks of learners in Castilla South District, Sorsogon. By creating a scaffolding mechanism that supports parents in actively following up on the academic performance of Intermediate pupils, the researcher aims to foster a collaborative and enriched educational environment that extends beyond the school premises. This program is aligned with the commitment to holistic education, ensuring that parents play an integral role in the academic journey of the learners.

V. CONCLUSIONS AND RECOMMENDATIONS

Based on the preceding findings, the researcher concludes that the parent respondents are in their middle age, mostly married females, with an average of 5 household members, earned high school education, and with a monthly family income below the poverty threshold. The common activities made by the parents to “follow up” on the academic performance of their children includes setting up routines to ensure study habit development, letting them engage in peer learning in the community, encouraging learners to accomplish school tasks, and providing them with basic school materials. Parents are highly involved in making a “follow up” learners’ academic achievement. The common challenges encountered by parents in making a “follow up” on the academic performance of their children includes being too preoccupied with economic engagement, distance of home from the school, and the limited learning media at home. 5. A school-home program as a scaffolding mechanism for effective parental involvement in following up the academic performance of learners is proposed.

Finally, the researcher offers the following recommendations based on the findings and conclusions made: (1) The researcher of the study recommends to support the differences of parents in terms of facilitating the learning at home. Since each of the respondents were diverse in terms of age, occupation, educational

attainment and sex, the Castilla South District, Intermediate School should consider making a one-on-one communication with the parents of the learners to determine the learner’s academic status at school and be able to make an additional learning activity at home. (2) Parents should be involved and informed about the school-based calendar of activities to avoid overlapping schedules and ensure parental involvement in school activities. Being knowledgeable on the school calendar activities help parents stimulate recreational plans with the learners to boost self-confidence, academic standing and self-worthiness, in return these can lead to an easier way for parents to approach their children and make a follow up on their academic performance. (3) A comprehensive list of activities where parents involve themselves in following up the academic performance be provided to parents as technical assistance during PTA meetings. 4. The proposed School-Home Program is a proactive response to the challenges identified in parental involvement in making a follow up on academic tasks of learners in Castilla South District, Sorsogon. By creating a scaffolding mechanism that supports parents in actively following up on the academic performance of Intermediate pupils, the researcher aims to foster a collaborative and enriched educational environment that extends beyond the school premises. This program is aligned with the commitment to holistic education, ensuring that parents play an integral role in the academic journey of the learners.

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