

Dynamics of Parental Involvement: Its Impact on Learner's Learning Behavior

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Abstract— Providing quality learning experiences to school children is not merely a responsibility of the learning institution, instead, the dynamics of parental involvement have a bearing on the attainment of the desired learners' learning behavior. This study verified how parental involvement influences the learners' learning behaviors. The use of the mixed methods of research was evident in this study, particularly, the quantitative approach was employed in determining the school activities influencing learners' learning behaviors that parents are involved in, and in finding the extent of influence of parental involvement on learners' learning behaviors. Meanwhile, the qualitative approach was used to ascertain how emotional support from parents influences the learners' learning behaviors and to identify the role of parent monitoring in shaping learners' learning behaviors.

Revealed in the study showed that the school activities influencing learners' learning behaviors in which parents were involved themselves were commonly noticed in supporting homework completion, participating in Brigada Eskwela, engaging in school academic activities, taking part in school committees, participating in school - based contests, and attending school meetings. Parental involvement in various school activities all demonstrated a very high level of influence in fostering learners' motivation, study habits, social engagement, and overall academic performance. The emotional support provided by parents plays a crucial role in shaping learners' behavior, as it motivates them to persist and actively engage in school activities and fosters a positive attitude toward academic involvement.

Parental monitoring plays a vital role in shaping learners' behavior by instilling a sense of responsibility, enabling early detection of academic challenges, and promoting open communication about school experiences, all of which contribute to improved learning outcomes. The researcher proposed a home-school program to boost parent-school partnerships and improve learners' academic behaviors and educational outcomes through increased parental involvement.

Keywords— dynamics of parental involvement, learners' learning behavior, emotional support, parental monitoring.

I. INTRODUCTION

As teachers, our main purpose is to provide and improve our learners' learning behavior. However, it is easier and more effective if there is a big support system through the time and effort of the parents in attaining certain goals in their child's learning process. Parental involvement is the most important factor that contributes to the learner's learning behavior, it is done through the partnership and collaboration between parents and the teachers by engaging in the activities that school provides such as supervising the learner's school works, volunteering in academic activities and participating in school-based contests, attending the parent-teacher meetings, volunteering in Brigada Pagbasa and supporting the learners emotionally.

These parental involvement activities motivate and encourage the learners to attend school regularly, to engage in different classroom or school activities, and to persevere in achieving their academic goals.

One of the most significant and crucial factors in a child's development is the involvement of their parents. Parents' authority and skills play a role in developing and encouraging young people through their support and involvement in various learning activities. The relationship between parental involvement and academic achievement varies based on the type of parental involvement considered in the study. Parental involvement types have shown a positive association with academic achievement (Boonk et al, 2018).

This research examined the impact of parental involvement in their children's education over the years. It is considered a critical factor in children's academic and learning outcomes (Lara & Saracosti, 2019). This involvement is more effective if there is a shared understanding of the parents' role and their emotional support. The authors suggest it is important to investigate whether teachers and parents in the selected area have a common understanding of parental involvement and expectations. A partnership between

parents and schools, along with proper and open communication, helps define roles and relationships, which can positively influence children's development.

In pursuit of knowledge and understanding, the relational elements focus on strengthening relationships and meaningful interactions between parents and teachers (Sheridan & Kim, 2016) wherein the connection between families and schools are viewed as a key element of children's positive adjustment and are linked to children's academic, social, emotional, and behavioral functioning. Epstein's (2018) work defined parental involvement by combining educational and sociological perspectives, identifying six types: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community.

The school-community partnership model highlighted collaborative efforts among the school, family, and community to influence children's development. Schools must acknowledge cultural variations in parent involvement due to diverse backgrounds affecting when, why, and how parents engage in their children's education. In Philippine society, parenting is crucial as the family is central to one's social world. Parental involvement means the level of a parent's participation in their children's schooling (Ochoa & Torre, 2017). Education is a collaborative effort where both parents and teachers work together to help learners succeed.

Moreover, research has shown that parental involvement has been defined and supported by Ribeiro et al. (2021) which stated that a consistent and accepted definition of parental involvement has led to activities being grouped as effective parental involvement in children's education and it improves their learning performance, boosts their self-esteem and believes in their potential for academic purposes.

Smith et al. (2020) stated that parental involvement can be classified into structural intervention and relational elements, and the development and implementation of intentional parental involvement strategies positively influence.

Structural elements involve engaging parents in children's learning through activities, behaviors, and different strategies where participants perceived numerous benefits to the learners resulting from strategies implemented and the related involvement.

In pursuit of the dynamics of parental involvement, Tan et al. (2020) distinguishes between two types of parental involvement that take place at home and involvement initiated by the schools. Parents can help at home by supervising homework, engaging in school activities, reading with their children, and discussing their academic progress.

Schools initiate parental involvement through various activities such as inviting parents to school functions, facilitating individual interaction with teachers, inviting parents to parent-teacher conferences, conducting home visits, maintaining regular communication with parents or guardians, involving parents in parent-teacher organizations, encouraging parents to share their knowledge and experiences in the classroom and fostering a partnership approach that includes mutual decision-making opportunities (Antipkina & Ludlow, 2020).

For decades, research from around the world has shown that parents' involvement in and engagement with their child's education, including through parent-teacher conferences, parent-teacher organizations, school events, and at-home discussions about school, can lead to higher student-emotional outcomes. The parents' rights movement has been divisive and attracted the ire of some teachers who feel censored. But it has also opened the conversation around parent involvement in school, as stated by Borello & Hernandez (2018), the executive director of the National Association for Family, School, and Community Engagement.

The 2019 American Psychological Association Review found that parental involvement in schooling enhances students' academic achievement, engagement, and motivation. Experts define parent engagement as teachers and parents sharing responsibility for helping children learn and meet educational goals. Parental engagement involves emotional support when teachers include parents in school meetings or events, and when parents provide assistance at home and school. This leads to their commitment. Parents commit to prioritizing their child's educational goals, and teachers commit to listening and providing a space for collaboration with parents (Waterford.org, 2018).

The current study highlights the active engagement of parents in various aspects of their children's social, emotional, and academic development. Parental involvement refers to the extent of a parent's

participation in their child's educational activities. It is widely believed that parental involvement significantly enhances students' academic performance. Student learning not only takes place in schools, but also the contexts of families and communities play a great role (Hu & Yuan, 2016).

In the realm of education, parental involvement is seen as quite significant in students' learning and academic achievement. The relationship between parental involvement and academic achievement has long been an area of research across the world (Giraldo-Garcia, 2018). Parents' support plays a huge part in the learning process, it serves as their motivation to perform actively in their class discussions, their curiosity to acquire knowledge from their learning areas becomes more evident and the learners strive hard to have good grades.

At its core, this study defined parental involvement in children's studies, which is related to their academic performance. It has been thought that parents and their involvement in their children's academics impact both the learning outcomes and cognitive development of their children (Musengamana, 2023)

The main findings in the family-school field have shown a positive influence on this partnership. Contributing to academic achievement and performance among other positive consequences (Pantano, 2015; Sabastian et al., 2017). Family-school field is a shared responsibility and a reciprocal process with mutual benefits for both the learners, parents and teachers. As a result, it engages parents' initiative to actively support the learner's development in different learning areas.

Although systemic obstacles to engagement remain, significant progress has been made in recent years. Educators previously viewed family engagement as fixing parents, rather than recognizing the benefits of mutual relationships. The students themselves, the teachers, parents, and other academic staff all influence the students in their learning and can play a role in developing academic skills (Xiong et al., 2021).

Furthermore, the interaction between school and family, as primary agents of socialization, plays a crucial role in influencing learning outcomes, academic achievement, and the overall quality of education received by students. The frequency and quality of the relationships established between these two agents are key

determinants of the student's learning performance, among other aspects. The relationship between academic centers and parents promotes cooperative work between both, where the involvement of parents in the school children's learning can promote the educational achievements of the learners (Alvarez, 2019).

According to the Educational Research Review, in literature regarding parental involvement, the majority asserted that there is a positive influence of parental involvement on children and young people's educational outcomes (Cole, 2017).

After a comprehensive review, it is found that parental involvement correlates with various positive results in schools, including improved academic skills, favorable attitudes, and social competence.

Similarly, Yoshikawa (2022) also noted from a meta-analysis that involved 39 research, proved that there was a positive association between children's academic outputs and parental involvement. It increases the reading readiness of the learners and their comprehension level in their reading activities, which also increases their learning performance in different learning areas.

II. OBJECTIVES

This study examined how parental involvement affects the learner's learning behavior. The investigation provided insights of the dynamics of parental involvement into the learning behavior of the learners from different grade level in San Antonio Elementary School, Prieto Diaz, Sorsogon.

This study also examined the extent of involvement of parents' influence on the learner's learning behavior, also how important emotional support is, the role of a parent in monitoring play in promoting learners' learning behavior, and the home-school program designed that forge a strong partnership that improves learners' learning behavior.

III. METHODOLOGY

The researcher used random sampling or stratified sampling in the descriptive-correlational method of research that is used in this study to determine the impact on the learner's learning behavior of the involvement of parents.

A descriptive research study aimed to accurately and systematically describe a population, situation, and phenomenon. The information was collected through a survey questionnaire distributed personally to the respondents by the researcher.

A descriptive survey was selected because it provided an accurate and clear portrayal or account of the characteristics, such as behavior, opinions, abilities, and knowledge of a particular individual, situation, or group.

The respondents are composed of random individuals which consists of 60 parents and 8 teachers.

A total of 68 respondents from San Antonio Elementary School, from Prieto Diaz District.

The selection of informants was conducted using a simple random sampling method, ensuring that parents had an equal chance of being included as the primary source of information, and the teacher as a secondary source of information.

This approach helped to mitigate and ensure the representation of the sample population.

The parents and teachers from different grade levels and the teachers were selected to participate in the study.

They were informed about the research objectives, the procedures and their voluntary participation, Informed consent was obtained from both the teachers and parents to ensure ethical considerations were met.

IV. RESULTS AND DISCUSSION

The data gathered from the respondents of the study are hereby presented, analyzed, and interpreted. Tabular presentation and textual analysis and interpretation were also used.

I. Assessment of Parents Regarding the Different School Activities Influencing Learning Behavior in Which They Are Involved

It has been common practice in every school that educational activities must be offered to ensure that learners are actively engaged. These activities, which may be curricular or co-curricular, must encourage learners to participate in their holistic growth and development.

In addition, these school activities are expected to promote learners' learning behaviors so that they can experience success while in school. Learners who are provided with valuable and meaningful school activities fitting their needs are most likely to manifest favorable learning behavior.

Oftentimes, school activities have been designed by the teachers and implemented by them as well, being part of their teaching-learning engagement with the learners.

There have been times when the teachers involved the parents, knowing the impact of parental involvement on the learning behavior of the learners.

Parents being considered as learning partners must take their role by involving themselves in the school activities influencing learners' learning behavior. Such has been reflected in Table 2.0.

Disclosed in Table 2.0 are the common school activities influencing learners' learning behavior that parents are involved in.

On top of the list is the support accorded by them to learners' completion of homework. This learning activity obtained a frequency of 60 and rank 1. Implied by this result, they accorded valuable assistance from the parents to their learner's every time the homework was accomplished.

Table 2. Assessment of Parents Regarding the Different School Activities Influencing Learning Behavior in Which They Are Involved

School Activities	Frequency	Rank
Supporting learners in accomplishing homework	60	1
Volunteering oneself in Brigada Eskwela Pagbasa	56	2.5
Participating in the school academic activities	56	2.5
Becoming members in certain school committees	55	4
Participating in school-based contests	50	5.5
Attending school meetings and fora	50	5.5

Learning tasks must be performed by the learners at home as a mechanism to ensure that academic engagement still happens even after school. Aware of this, many parents assist their learners in accomplishing the homework.

A study by Pinatil et al. (2022) found a notable correlation between active parental engagement and improved academic outcomes. The research shows that a supportive home environment, facilitated by parental involvement, plays their crucial role in helping students develop a strong academic identity, leading to higher resilience and success in their educational pursuits.

Parental involvement is further noticed in the conduct of Brigada Eskwela Pagbasa and in holding school academic activities. Both have 56 as the acquired frequency and were placed 2.5 on the list. Aware of the positive impact brought by the Brigada Eskwela Pagbasa on the literacy development of their children, parents find time to participate in such school initiatives.

Additionally, Hill (2022) acknowledges that parental input in a child's education can look at a variety of ways, such as assisting and volunteering themselves within the school. The presence of parents is also noticed every time the school has academic activities. They provide not only the food needed by their learners but also act as academic coaches.

Their presence in the school while the academic activities are going on gives confidence and boosts the morale of their children. These are the curricular activities implemented by the school, such as the Reading Month celebration and the National Learning Camp.

The interaction of school and parents significantly influences learning, academic achievement, and the quality of education, wherein the involvement of parents in school can promote the educational achievement of students (Alvarez, 2019).

Becoming members of certain school committees was also an activity in the school where parents participated and were found to be influential in learners' learning behavior. This had 50 as the obtained frequency and ranked 4th. Their involvement was noticed in being officers or members of the School Planning Team (SPT), Parent Teacher Association (PTA), and School Governance Council (SGC).

Hernandez & Murillo's (2020) study about the collaboration of parents in various school activities, such as attending information meetings, can contribute to the implementation and increase the likelihood of learners' engagement.

Participating in school-based contests and attending school meetings were also identified as school activities influencing learners' learning behavior that parents are involved in. Both have a frequency of 50 and rank 5.5.

Every time a school-based contest, either academic or academic-related competition, these parents often mentor their learners. Meanwhile, their attendance in school meetings is not only proof of their support for the school but also an avenue for them to generate feedback regarding the learning behavior of their children.

The benefits of the interaction of school and parents significantly influence learning, and the relationship between parents and academic centers promotes cooperative work, where the involvement of parents in the school can promote educational achievements of the learners. (Alvarez, 2019).

II. Extent of Parental Involvement in School Activities that Influence Learners' Learning Behavior

Providing learning opportunities to the pupils is not merely a school responsibility. The role of parents in ensuring quality learning for their children is crucial.

The dynamics of parental involvement are essential for the optimum realization of both the goals of school and home, which is to offer quality learning experiences to learners to create a significant impact on their learning behaviors.

Table 3.0 shows the extent of the influence of parental involvement in school activities on learning behavior. As revealed by the Table, parental involvement through the provision of support in learners' completion of homework has an average mean of 5.00 and is reflective of a very high extent of influence of parental involvement in school activities on learners' learning behavior.

Specifically, such Involvement of parents enhances learners' motivation to learn, helps learners develop study habits, and strengthens parent-child relationships.

Table 3. The State of Influence of Parental Involvement in School Activities in Learner's Learning Behavior

Indicators	Mean	Description
Supporting Learners in Accomplishing Homework	5.00	Very High
Enhances motivation to learn	5.00	Very High
Helps learners develop study habits	5.00	Very High
Strengthens parent-child relationship necessary for learning	5.00	Very High
Volunteering oneself in Brigada Eskwela Pagbas	4.93	Very High
Encourages learners to enjoy reading	4.96	Very High
Increases learners' literacy level	4.94	Very High
Facilitates the giving of feedback about learners' reading progress	4.90	Very High
Participating in the school-academic Activities	4.83	Very High
Motivates learners to attend classes and active in the school	4.89	Very High
Enables learners to persevere in their studies	4.83	Very High
Improves learners' social and learning engagement	4.80	Very High
Becoming members of the school committees	4.65	Very High
Enables learners to show interest in learning	4.67	Very High
Compels learners to be more serious in their studies	4.66	Very High
Motivates learners to be more participative	4.62	Very High
Participating in school-based contests	4.83	Very High
Boosts learners' motivation to report to school regularly	4.87	Very High
Improves class participation	4.84	Very High
Inspires learners to participate in school activities	4.78	Very High
Attending school meetings and for a	4.68	Very High
Encourages learners to prioritize their studies	4.68	Very High
Prepares their assignments diligently	4.68	Very High
Strengthens learners' relationship with teachers and parents	4.67	Very High

Volunteering oneself in Brigada Eskwela Pagbasa acquired a mean value of 4.93 and was described as parental involvement in a school activity with a very high influence on learners' learning behaviors. Because of such acts, the learners are encouraged to enjoy reading, have better literacy levels, and their reading progress is monitored.

Parental participation in the school-academic activities obtained a mean value of 4.83 and interpreted as an involvement of parents that has a very high influence on learners' learning behavior. Because of that involvement, the learners are motivated to attend classes, persevere in their studies, and have improved social engagement.

Becoming members of the school committees is another parental involvement in school activities that has a very high influence on learning behaviors. Such a claim was vouched by the obtained mean of 4.65. This involvement of parents made learners interested in learning, compelled them to be focused, and made them more participatory.

Participating in school-based contests as a school activity, oftentimes, parents involved themselves has a mean value of 4.83 and has a very high influence on learning behavior. With that kind of involvement, learners tend to report regularly in school, manifest better class participation, and participate in school events. Attending school meetings and fora has a mean value of 4.68, which denotes that this parental involvement has a very high influence on learners' learning behavior. Their attendance at meetings in the school becomes a reason for the learners to value their studies by working on their assignments diligently and manifesting positive social dealings.

III. How Emotional Support of Parents Influences Learners' Learning Behavior

Parental support comes in varied forms. In the usual scenario, parents provide learners with basic needs such as food, shelter, and clothing. In academic development, parents need to provide emotional support as they involve themselves in the learners' educational road map.

As observed and shared by the parent participants, they usually manifest emotional support to their learners by encouraging them to pursue schooling. Stressing to them the importance of having a good education and telling them that proper education is the only wealth that cannot be taken away from them. Likewise, their constant follow-up about their daily experiences in school is a manifestation of emotional support to their learners.

Forms of Emotional Parental Support

If ever there is a basic instinct that parents usually accord to their children, it is emotional support. Aware of the importance of emotional support in the growth and development of their learners, these parents ensure that they can manifest actions that show their emotional support to their learners. “Pinapayuhan ko palagi ang aking anak at sinasabihan na magpursige sa pag-aaral dahil sa ikabubuti nya ito.” (I always give advice and keep reminding my child to persevere in studies for his better future) as stated by P1.

According to P2, “Napakagandang motibasyon sa aking anak lalo na sa pag aaral nya kapag nakikita nya na masaya ako sa mataas nya nagrades. Pinapakita ko na proud ako para lalong ganahan mag-aral.” (I let my child feel that I am happy of his good grades. That’s one of expressing how proud I am of his achievement.” Meanwhile, P4 mentioned, “Minsan may pagkakataon na may simpleng regalo, o kaya blows out pag may honors siya sa classroom awarding. Masaya na siya.” (There were times when gifts and simple treats were given to my child especially when he received honors in classroom quarterly awarding)

Encouragement and praise are manifestations of emotional parental support, which can be considered as a positive reinforcement. With those overt manifestations of emotional support from parents, learners tend to be more motivated and persistent in their studies. When young learners receive constant encouragement and feel heard by family members, they feel more capable and confident in the face of challenges (J Tao, 2022).

Becoming More Persistent in Their Studies

Parental emotional support fosters persistence in learners’ studies. This claim was verified when the following narratives were shared by the sampled parent participants. “I noticed that every time praises were provided to my child, he was very happy to be in the school. Kahit na nahihirapan sa pagpasok dahil sa late

kung gumising. (Despite his difficulty to get up early still, I noticed his very desire to attend classes).” P2 shared. “Malayo ang bahay naming sa school pero nakikita ng anak kung paano namin naprovide ang mga kailangan niya. Masaya siya, ginagawa niya ang mga gawaing paaralan.” (Distance never bothered my child to be in school. She is happy and very regular in the school every time that the needs in school are provided).” P3 added. These observations were further vouched by the idea of P3 when she claimed that, “Sabi ko sa anak ko, huwag na kaming gayahin na di nakatapos ng pag-aaral. Kapuri puri ang pagpupursigi nya palagi cyang with honors.” (I keep on reminding my child to continue schooling and finish what he wants, unlike us, we failed to accomplish. I am proud he persists and excels in his class.”

Developing a Positive Attitude Towards School Activities

Shaping learners’ attitudes toward school activities can be attributed to parental emotional support. The encouragement that parents give to their learners propels these school children to develop a positive attitude towards school activities. The following shared experiences of parent participants are proof that the emotional support of parents influences learners and positive attitudes toward school activities. “Kapag pinapayagan ko ang anak ko na sumama sa scouting at palaro, nagiging masigasig siyang mag-aral.” (Permitting my child to join scouting and sports activities in school increases his interest in school.) P2 and P4. “Minsan nagpapa alam ang anak ko na may gagawin na group project, pinabayagan ko naman pero may mga paalala na mag-ingat. Mabuti naman masunurin cya.” (I am permissive to my child every time he asks permission to join his classmates completing their group projects, but I always remind him to be watchful and observe safety) P5. Parental involvement in school-related activities and supporting the learners emotionally promoted positive attitudes towards school and impacted school achievement (Aguilar et al., 2023).

IV. Role of Parent Monitoring in Promoting Learners’ Learning Behavior

To ensure that the learners are tracking the right path towards the acquisition of quality learning, both the home and the school must continuously monitor the learning progress. However, the learners have a longer engagement at home with their families compared with the instructional time in the school. Thus, parents must

monitor further the progress of the learning acquisition process that their learners must undertake.

Being open with their learners has been the most common scheme that the parents promote for them to easily monitor the learners' academic and learning progress. In doing so, these parents are informed of the academic journey of their children. A very particular proof of this is the regular practice of the parents to ask their children about their school experiences.

These parent respondents collaborate with the teachers to generate feedback about the learning progress of the learners. The presence of smartphones facilitates monitoring of learners in their school engagement with the teachers' feedback as the basic reference.

Parents helping and monitoring their children with homework, accompanied by warmth, result and permissively engaging that promotes and improves learners' learning behavior (Morris et al., 2021).

Developing a Sense of Responsibility Among Learners

While still at a young age, parents try their best to prepare these learners to develop a sense of responsibility. When the parent informants were asked why they must monitor their learners, particularly with the school performance, they affirmed the value of monitoring as a mechanism to instill a sense of responsibility among young learners. "Araw araw kong kinukumusta ang kanyang ginagawa sa paaralan. Lalo sa oras ng paggagawa niya ng homework. Para matiyak ko na tama ang kanyang ginagawa." (While assisting my child in accomplishing his homework, I ask him about his school experiences to ensure that he is doing right.) P6. "May pagkakataon na tinatanong ko ang guro at anuman ang feedback nya sinasabi ko yan sa aking anak. Para alam nya na piapahalagahan naming ang pag aaral nya." (There were times that I asked feedback about my child from the teacher. And whatever feedback it is, I made my child aware. Such is a way to let him feel that we value his education.) P7.

Early Detection of Learning Behavior Issues

Parental monitoring is a tool in detecting early learners' learning issues. This has been the experiences of some parent informants who appreciated the role of parental monitoring in the school activities of the learners. "Dahil sa pagtatanong ko sa aking anak, nalaman ko na nahihirapan siya sa pag unawa sa

pagbabasa lalo na sa English kaya kahit papaano naaalalayan ko siya". (I was able to determine the poor comprehension of my child in reading because of my constant monitoring of his literacy progress, that's why I can assist him.) P8. "Noong una hinahayaan ko siyang gumagawa ng assignment. Nalaman ko na lamang na ang ibang assignment ay hindi nya natatapos. Mula noon palagi ko na tinatanong siya tungkol sa kanyang assignment". (Before I allowed my child to accomplish independently his assignment. However, I heard feedback that some were unfinished, from then on, I keep reminding and assisting him to accomplish his assignment.) P9. Parental involvement is the part of developing screening with an early detection of delayed developmental skills, learning disabilities and difficulties for further childhood assessment for an early intervention and positively associated with children's school related outcomes (Caruso et al., 2022).

Fostering Open Communication

Keeping the learners aware that their learning behavior is monitored by the parents fostered open communication among parents, teachers, and learners. This is a very significant impact of parental monitoring on learners' learning behavior. Parents develop open communication not only with their children but also with the teachers.

Parental involvement through the school efforts and contributions of school leaders fosters proper and clear communication of the learning outcomes (Droop et al, 2022). "Naging malapit ako sa aking anak kapag palagi ko siyang tinatanong tungkol sa mga pag-aaral nya." (We become very close with my son because of my constant follow up with his schooling) P3. "May group chat kami sa section ng anak ko. Madaling maipaabot ng teacher anumang concerns tungkol sa mga bata. Lalo nasa pag-aaral nila." (Through the group chat, the teacher can easily reach out to us parents. The teacher can promptly inform the parents of any school-related concerns.) P5.

V. FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Findings

The school activities influencing learners' learning behavior that parents were involved with were their provision of support in accomplishing homework with an obtained frequency of 60 and ranked 1st in the list, followed by volunteering themselves in Brigada Eskwela Pagbasa and participating in the school

activities, both acquired 56 as their frequency and ranked 2.5. These parent respondents had their membership in certain school committees, as evidenced by the frequency of 55 and rank 4. Participating in the school-based contests and attending school meetings had a frequency of 50 and occupied the rank 5.5.

The extent of influence of parental involvement in school activities, it was found that supporting learners in accomplishing homework obtained a mean value of 5.00, which reflects a very high level of influence in enhancing the learners' motivation to learn, helping learners to develop study habits, and in strengthening parent-child relationship necessary for learning. Parental acts of volunteering themselves in Brigada Eskwela Pagbasa attained a mean value of 4.93, which expresses a very high influence on encouraging learners to enjoy reading, increasing learners' literacy level, and facilitating the giving of feedback about the learners' reading progress. Parental involvement in the school's academic activities achieved a mean value of 4.83, which denotes a very high level of influence on motivating learners to attend classes, enabling learners to persevere in their studies, and improving their social and learning engagement.

The emotional support accorded by the parents, such as encouragement and praise, influences learners' learning behavior, for they serve as a positive reinforcement for them to persist and engage actively in school activities.

Further, the emotional support from parents propels learners to develop a positive attitude towards school activities and academic engagement.

Several ways in which parents monitor the academic journey of their pupils were elicited from the research participants, and the role of each in shaping learners' learning behavior was given emphasis. Parent monitoring gradually helps pupils develop a sense of responsibility towards school and academic activities.

Likewise, parent monitoring provides warnings and early detection of learning behavior difficulties among pupils, which enables parents to provide early intervention. In addition, parent monitoring fosters open communication between parents and pupils about their school and learning experiences.

A home-school program was proposed to forge strong partnerships, leveraging the dynamics of parental

involvement toward the improvement of learners' learning behaviors.

Conclusions

The school activities influencing learners' learning behaviors in which parents were involved themselves were commonly noticed in supporting homework completion, participating in Brigada Eskwela, engaging in school academic activities, taking part in school committees, participating in school-based contests, and attending school meetings.

Parental involvement in various school activities, particularly in supporting homework, volunteering in Brigada Eskwela Pagbasa, participating in academic events, and engaging in school committees and contests, all demonstrated a very high level of influence in fostering learners' motivation, study habits, social engagement, and overall academic performance. The emotional support provided by the parent's shape learners' behavior, foster positive attitude towards academic activities.

Parental monitoring plays a vital role in shaping learners' behavior by instilling a sense of responsibility, enabling early detection of academic challenges, and promoting open communication about school experiences, all of which contribute to improved learning outcomes. The proposed home-school program aims to strengthen the partnership between parents and schools, leveraging the impact of parental involvement to enhance learners' academic behaviors and educational outcomes.

Recommendations

- Parents are encouraged to assist the school in the implementation of flexible learning options and alternative learning delivery modes.
- Encourage parents to engage in school activities to enhance learners' motivation, academic habits, and social development.
- Parents should be encouraged to provide emotional support to learners to develop a positive attitude towards academic activities.
- Resources and guidance of parents on effective monitoring strategies be provided by the school, as they can help foster responsibility, detect academic challenges early, and encourage open communication, leading to better learning outcomes.

- The proposed home-school program to further strengthen parent-school partnerships should be implemented, as this collaborative approach can significantly improve learners' academic behaviors and educational achievement.

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