

Influence of Parental Involvement on learners' learning process at Jolo II District, Division of Sulu: Teachers' Perspectives

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ABSTRACT. The research study entitled “Influence of Parental Involvement on Learners’ Learning Process at Jolo II District, Division of Sulu: Teachers’ Perspectives” aimed to explore the impact of parental involvement on students’ learning processes as perceived by teachers. The study examined the demographic profile of teacher-respondents, including their gender, age, educational attainment, and length of service, as well as the level of influence of parental involvement on the learners’ learning process. The research also looked into whether there were significant differences in the perceived influence based on demographic characteristics and whether there were correlations among the subcategories of parental involvement. Adopting a descriptive quantitative research method, the study was conducted in eight schools in the Jolo II District, Division of Sulu, during the 2024-2025 school year. The study involved 100 teachers, chosen through purposive sampling to ensure they possessed relevant characteristics for the research. The study found that the majority of respondents were female, with most teachers aged between 30-39 and 40-49, over half holding a baccalaureate degree, and nearly half having 11 or more years of service. Teachers generally agreed on the positive influence of parental involvement in communication with the school, academic support at home, school involvement, and monitoring and support. Furthermore, no significant difference was found in the perceived influence based on demographic profiles, though a significant correlation was observed among the four subcategories. Based on these findings, the study recommends enhancing parental engagement programs to further improve the positive influence of parental involvement on students’ academic performance.

KEYWORDS: *Parental Involvement, Learning Process, Teacher’s Perspective*

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Introduction

Parental involvement in education is widely recognized as a crucial factor in student success (Epstein, 2018). Globally, research consistently highlights the positive correlation between parental engagement and improved academic performance, social-emotional development, and overall well-being of learners. This recognition has led to numerous initiatives and programs aimed at fostering greater parental participation in schools worldwide.

In the Philippines, the importance of parental involvement is enshrined in national policies like the Enhanced Basic Education Act of 2013 (Republic Act 10533), which emphasizes the collaboration between schools, parents, and communities in the holistic development of learners.

National efforts to promote parental engagement include programs like the Parent-Teacher Associations (PTAs), which aim to strengthen the partnership between home and school in enhancing student performance. However, despite these initiatives, challenges such as poverty, lack of education, and limited access to resources often hinder parents' ability to participate fully in their children's education, particularly in rural and conflict-affected areas.

In Region IX, where the Jolo II District is located, the role of parents in the educational process is influenced by unique cultural and socioeconomic factors. The region faces distinct challenges, including political instability, poverty, and limited access to quality education, which can affect the level of parental involvement. While there are efforts to improve education in the Region IX particularly in Sulu, these challenges often create barriers that hinder parents from engaging actively in their children's academic journey.

In the context of Jolo 2 District, my observation as a teacher has led me to notice significant variability in the level of parental involvement in learners' education. Some parents are highly engaged, regularly attending school meetings and supporting their children's academic needs, while others are less visible in school activities, potentially due to economic pressures, lack of education, or other factors. This observation has sparked my interest in conducting this study, as I believe understanding the teachers' perspectives on parental involvement is crucial to addressing the educational challenges in our community.

The need for more active parental engagement is evident in the learning outcomes and overall academic motivation of students. As educators, we observe firsthand how learners who receive support and encouragement from their parents tend to perform better academically and exhibit greater interest in their studies. This study, therefore, aims to explore the influence of parental involvement on learners' learning process in Jolo 2 District, Division of Sulu, from the perspective of teachers. Through this research, I hope to provide valuable insights that can contribute to improving parental engagement and, consequently, the academic success of students in our district.

Research Questions

This study aimed to assess the level of influence of parental involvement on learners' learning process as perceived by teachers at Jolo II District, Division of Sulu, School Year 2024- 2025. Specifically, this study sought answers to the following queries below:

1. What is the demographic profile of teacher-respondents in terms of:
 - 1.1. Gender;
 - 1.2. Age;
 - 1.3. Educational Attainment; and
 - 1.4. Length of Service?
2. What is the level of influence of parental involvement on learners' learning process as perceived by teachers at Jolo II District, Division of Sulu in terms of:
 - 2.1 Communication with School;
 - 2.2 Academic Support at Home;
 - 2.3 School Involvement; and
 - 2.4 Monitoring and Support?
3. Is there a significant difference in the level of influence of parental involvement on learners' learning process when data are categorized according to their demographic profile in terms of:
 - 3.1 Gender;

- 3.2 Age;
- 3.3 Educational Attainment; and
- 3.4 Length of Service?

4. Is there a significant correlation among the subcategories subsumed under the level of influence of parental involvement on learners' learning process?

Literature

This chapter provides quotes from books and past studies, both foreign and local, that have significantly contributed to the study's alleviation.

Foreign Literatures

Epstein's (2001) framework emphasizes parental involvement in children's education, highlighting the importance of stable home environments, structured routines, and regular communication for academic success. Hoover-Dempsey and Sandler (1995) theory suggests parental involvement is influenced by role construction, self-efficacy, and invitations for involvement, with culturally nuanced factors influencing participation.

Desforges and Abouchar's (2015) research indicates that consistent parental involvement, including homework supervision, improves academic outcomes, especially in primary education, especially in South Asia. Borgonovi and Montt's (2018) study reveals a strong correlation between parental involvement and academic success, especially among younger students, suggesting innovative approaches for maintaining parental involvement in higher education.

Jeynes, W.H. (2019) A meta-analysis of 50 studies reveals that parental involvement positively impacts academic performance, particularly in diverse settings like sub-Saharan Africa, by improving classroom behavior and attendance. Castro and colleagues' (2020) review reveals that parental involvement, including homework assistance and regular communication, significantly improves academic performance in core subjects, with cultural differences also playing a role. Goodall and Montgomery's (2021) research highlights the significance of a productive partnership between teachers and parents for optimal student learning, emphasizing the need for boundary-setting strategies in India. Tan and Goldberg (2022) study emphasizes the significance of cultural context in East Asian settings, particularly South Korea, and the need for a balance between academic success and student well-being.

Grolnick and Slowiaczek (2023) study highlights the significant role of parental support in academic performance and intrinsic motivation, highlighting the importance of curiosity, persistence, self-regulation, and perseverance. Walker and Dotger's (2024) study examines parental involvement in online education, finding digital tools enhance communication in remote areas, but raises concerns about digital engagement boundaries in post-pandemic learning environments.

Local Literatures

Bernardo (2015) found that traditional Filipino family structures significantly impact academic success, with close-knit relationships, active parental involvement, and extended family members supporting the child's learning journey. H. C. Gregorio's (2016) study in rural Mindanao highlights challenges teachers face in engaging parents due to limited time and educational backgrounds, suggesting community-based initiatives.

Del Rosario's (2017) research in Visayas found that regular parental involvement in school activities positively influences a child's academic success, but economic constraints in low-income areas restrict parental involvement. Support programs are needed for consistent engagement. Baloran (2018) discovered that Mindanao's public schools' parents are keen on their children's

education, despite challenges like limited resources and awareness, suggesting flexible parent-teacher programs.

De Guzman's (2019) study highlights the significance of parental involvement in early childhood education, particularly in rural areas, and suggests teachers to foster communication and community partnerships. Lanuza (2020) reveals sociocultural factors in Muslim-majority areas like Sulu influence parental education participation, with cultural norms promoting family honor, misconceptions about formal education, and teachers advocating for community outreach programs. Manzano's (2021) research highlights the importance of parental engagement in enhancing student outcomes in Mindanao, suggesting the implementation of mobile learning support initiatives and virtual parent-teacher communication systems.

Estrella (2022) study reveals that collaboration between parents and teachers in school-based programs in low-income areas significantly enhances student performance, emphasizing the need for ongoing training programs. Mendoza (2023) study suggests that active parental involvement in Muslim-dominated Mindanao regions enhances student engagement and academic success, suggesting schools should provide flexible meeting times and remote engagement options.

Lopez's (2024) study reveals that parental involvement positively impacts academic performance in rural schools, but poverty, lack of education, and language barriers hinder effective engagement. Teachers suggest community programs for non-native Filipino speakers. Salvador's (2015) research on PTAs in the Philippines highlights their role in fostering parental involvement in school governance, leading to better student outcomes. Salvador suggests that PTAs in low-income and rural areas could increase parent involvement through community meetings.

Miranda (2018) Miranda's 2018 study in the Philippines found that parents of private school students are more engaged, with structured communication facilitating frequent updates. However, working-class parents face economic limitations, requiring flexible communication methods. Manalo (2016) study reveals that students with active parental involvement in math performance perform better in assessments, develop a positive attitude towards the subject, and underscores the need for parent education programs in rural areas. Fernandez (2017) found that digital tools influence parental involvement, particularly in urban areas with more technology access. However, he highlighted the digital divide between urban and rural areas and suggested schools should offer offline resources or community-based tech programs.

Parental involvement in teaching serves as a brilliant step towards promoting literacy and communication among children. (Chavez, J.V., Adalia, H.G., and Alberto, J.P. 2023). This research explores parental involvement strategies and motivational factors in supporting children's English language learning, providing insights for teachers to understand and improve their teaching methods. Parents believed learning is necessary to create good career directions for their children. (Chavez, J.V. 2022). Understanding the context and views of parents allows teachers to better recognize the impact of parental involvement on learning outcomes.

Learning opportunities should continue to be inclusive to all learners (Murro RA, Lobo JG, Inso ARC, Chavez JV. 2023). The research explores the obstacles parents with limited educational backgrounds encounter in assisting their children in distance learning. It emphasizes the importance for teachers to be aware of these challenges and to provide appropriate guidance and assistance to both parents and students. The rise of the COVID-19 pandemic has led to the overhaul of the conduct of teaching and learning particularly in the assessment of learners during a time of crisis trapped in many structural and practical challenges (Chavez, J., & Lamorinas, D. D. 2023). The research underscores the need for teachers to understand the potential effects of parental involvement on the evolving educational landscape. COVID-19 has necessitated schools to adopt

non-face-to-face instruction, primarily for low-income families, with one to three members typically instructed by the mother (Murro, Rogelio. 2024). This research emphasizes the significance of parental involvement in non-traditional learning environments, emphasizing the need for collaboration between teachers and parents to ensure student success. The COVID-19 epidemic has had a huge impact on education globally, forcing institutions to quickly embrace distance education methods (Quisay, Aldrin & Aquino, Micah. 2024). The interconnectedness of teacher well-being, parental support, and student learning, suggesting that understanding teachers' challenges can foster a collaborative learning environment.

Examining the emotional bond with the audience is crucial for successful and lasting learning, enabling trainers and teachers to enhance techniques and create more engaging learning environments (Entong, Maria & Garil, Benigno & Muarip, Veronica & Chavez, Jason. 2024). Building strong teacher-student relationships can foster a supportive and collaborative learning environment, potentially promoting parental involvement and positive learning outcomes. Effects on teaching practices and guide the development of specific interventions that integrate students linguistic and intellectual development (Garil, Benigno & Abbas, Tenin & Limen, Maricor. 2024). Parental involvement and home environments significantly impact a students linguistic development, enabling teachers to support language learning and collaborate with parents for comprehensive academic success.

Schools must adapt to changing circumstances by using strategies that inspire and interest students, utilizing knowledge on how different strategies affect their interest levels (Espartero, Marcelino & Caldaza, Kier & Prado, Rosalina. 2024). The research emphasizes the significance of individual differences and parental involvement in a child's learning journey, urging teachers to understand and collaborate with parents for effective learning environments. Positive student attitudes towards a subject can lead to a sense of belonging in class activities (Verdeflor RN 2024). The research underscores the significance of considering parental attitudes and beliefs in shaping a student's learning experiences, thereby enabling teachers to create a more supportive learning environment.

Technology has significantly influenced the educational system by enabling teachers to develop flexible and effective instructional methods (Jr, Roberto. 2024). This research emphasizes the need for teachers to adapt their methods to the rapidly changing technological landscape, fostering collaboration with parents to support students' learning and well-being. Educators can equip students with the necessary skills and knowledge to navigate the AI era, fostering a new generation of creative thinkers capable of societal transformation (Calzada, Kier. 2024). This research emphasizes the need for teachers to adapt their methods to the rapidly changing technological landscape, fostering collaboration with parents to nurture students' future skills. Transparency emerged as a key theme, with educators emphasizing the need for transparency regarding students' outputs and the extent of AI use (Book, Renz Jervy & Manalo, Raponzel. 2024). Parental involvement in education is crucial for students' understanding and ethical use of technology, promoting academic integrity and critical thinking skills through collaboration with teachers.

Parents serve as the first and most influential educators in a child's life, shaping their attitudes towards learning, fostering a supportive home environment conducive to academic success, and instilling crucial values such as perseverance and resilience (Comeros, Noel & Cuilan, Jhordan & Chavez, Jason. 2024). This research paper explores the impact of parental influence on learners' learning process, providing valuable insights for teachers seeking to understand and collaborate with parents. Educators could effectively assist students in their academic growth (Garil, Benigno.

2024). Teachers can utilize this data to comprehend the influence of parental influence and home environments on student outcomes and to establish more effective family partnerships.

Methodology

This chapter details a research methodology examining the impact of parental involvement on learners’ learning processes in Jolo 2 District, Sulu, from the perspective of teachers.

1. Research design

The study used a descriptive quantitative method to investigate the relationship between parental involvement and students’ learning processes. A structured survey questionnaire was administered to elementary school teachers in the Jolo 2 District, measuring aspects of parental involvement, participation, and support for students’ academic tasks. The findings provide valuable insights for educators and policymakers to enhance parental engagement strategies and improve student academic outcomes.

2. Research Locale

The study was conducted among eight (8) schools of Jolo 2 District, Division of Sulu, namely; Port Area Elementary School, Riverside Elementary School, Dan Dan Elementary School, Bus-Bus Elementary School, Laud Lambayong Elementary School, Lambayong Elementary School, Martirez Elementary School, and Sheikh Mustafa Elementary School during the school year 2024-2025. This district comprised of various schools serving students from diverse socio-economic and cultural backgrounds.

3. Respondents of the Study

The respondents of this study were 100 teachers in Jolo 2 District, Division of Sulu, the table below shows the distribution of study.

	Respondents	Corresponding Number of Teachers	
Table 1 Distribution Teacher- of Jolo II	1 Port Area Elementary School	15	of the Total Respondents District
	2 Riverside Elementary School	15	
	3 Dan Dan Elementary School	15	
	4 Bus-Bus Elementary School	10	
	5 Laud Lambayong Elementary School	15	
	6 Lambayong Elementary School	10	
	7 Martirez Elementary School	10	
	8 Sheikh Mustafa Elementary School	10	

4. *Sampling Design*

The researcher utilized purposive sampling design. This sampling method allowed the researcher in selecting participants who possessed specific characteristics relevant to the study, ensuring that the data gathered are meaningful and contextually substantial.

5. *Research Instrument*

The study, adapted from Nijar A. Pailan's (2024) research, aimed to understand the teacher's perspective on parental involvement in public school programs in Omar District. The survey questionnaire includes a demographic section, focusing on teachers' backgrounds, including age, gender, education, and teaching experience. The study's second part explored the impact of parental involvement on learners' learning process, categorized into four subcategories: school communication, academic support at home, school involvement, and monitoring and support. The responses measured using a Likert scale (e.g., 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree) to quantify the extent of parental involvement.

6. *Validity and Reliability*

The instrument used in this study was adapted from a previous study by Mr. Nijar Pailan (2024), titled "Parental Involvement in Public School Programs and Activities in Omar District, Ministry of Basic, Higher and Technical Education – Sulu: Teacher's Perspectives"; therefore, its validity and reliability had already been established. However, to ensure its applicability to the setting of the present research, it was subjected for review and perusal of two (2) Panel of experts from the School of Graduate Studies of Sulu State College.

7. *Data Gathering Procedure*

The study was granted permission from the Dean of Graduate Studies and communication letters were sent to various School Heads in Jolo II District, Division of Sulu. The researcher personally launched and retrieved questionnaires, and the manuscript was then written.

8. *Statistical Treatment of Data*

The researcher utilized descriptive statistics to summarize and describe the data collected from the questionnaire, addressing the specific queries outlined in the problem statement.

In analyzing the data collected for this study, the researcher employed various statistical methods to address the specific queries outlined in the statement of the problem.

i. In answering statement of the problem on "What is the demographic profile of the teacher-respondents in terms of: age, gender, educational attainment; and length of service?", the appropriate statistical tools to used were frequency distribution, percentage and mean.

ii. In answering statement of the problem on "What is the level of influence of parental involvement on learners' learning process as perceived by teacher at Jolo II District, Division of Sulu in terms of: communication with school, academic support at home, school involvement; and monitoring and support?", the statistical tools used were mean, standard deviation and frequency distribution and percentage.

iii. In answering statement of the problem on "Is there a significant difference in the level of parental involvement on learners' learning process when data are grouped according to the demographic profile in terms of: age, gender, educational attainment; and length of service?", the statistical tools to be used were T-Test and Chi-Square Test.

iv. In answering statement of the problem on “Is there a significant correlation among the subcategories subsumed under the parental involvement on learners’ learning process?”, the statistical tools used were Descriptive Statistics and Pearson Correlation.

9. *Ethical Considerations*

This research adhered to established ethical standards for data collection, analysis, and interpretation, protecting participants' rights and ensuring the integrity of the study.

- i. Non-maleficence: No harm was inflicted on the respondents in any manner.
- ii. Respect for dignity and rights: The respondents’ dignity, autonomy, and rights were upheld throughout the research process.
- iii. Confidentiality and anonymity: Measures were taken to safeguard the confidentiality of the data and maintain the anonymity of the respondents.
- iv. Objectivity: The highest level of objectivity was maintained in discussions, interpretations, and analyses to prevent bias.
- v. Informed consent: Participation was entirely voluntary, with respondents providing their informed consent before inclusion in the study.
- vi. Ethics clearance: The research obtained ethics clearance by complying with all requirements set by the Ethics Committee.

Results And Discussions

This chapter presents the analysis and interpretation of the results based on the data gathered for this study. It provides insights into the level of influence of parental involvement on learners’ learning process as perceived by teachers at Jolo II District, Division of Sulu. The study also investigates the demographic profiles of teacher-respondents, including their gender, age, educational attainment, and service length.

Furthermore, it investigates the significant correlations and differences in these sub-categories when classified according to the respondents’ demographic profiles.

1. What is the demographic profile of the teacher-respondents in terms of: 1.1 Gender, 1.2 Age, 1.3 Educational Attainment, and 1.4 Length of Service?

1.1 In terms of Gender

Table 1.1 Demographic Profile of Teacher-Respondents by Gender

Gender	Number of respondents	Percent
Male	14	14.0%
Female	86	86.0%
Total	100	100%

Table 1.1 presents the demographic profile of teacher-respondents at Jolo II District, Division of Sulu based on gender. The data show that out of 100 teacher-respondents, 14 (14.0%) are male, while 86 (86.0%) are female. These findings reveal that majority of the total teacher-respondents in this study are female, indicating that the teaching workforce at Jolo II District, Division of Sulu is predominantly female.

1.2 In terms of Age

Table 1.2 Demographic Profile of Teacher-Respondents by Age

Age	Number of respondents	Percent
21-30 years old	20	20.0%
30-39 years old	31	31%

40-49 years old	31	31%
50 years old and above	18	18.0%
Total	100	100%

Table 1.2 presents the demographic profile of teacher-respondents at Jolo II District, Division of Sulu based on age. The data show that out of 100 teacher-respondents, 20 (20.0%) are aged 21-30 years, 31 (31.0%) are aged 30-39 years, another 31 (31.0%) are aged 40-49 years, and 18 (18.0%) are 50 years old and above. These findings indicate that the majority of teachers in this study are between the ages of 30 and 49, accounting for 62% of the total respondents suggesting a mature and experienced teaching workforce at Jolo II District, Division of Sulu.

1.3 In terms of Educational Attainment

Table 1.3 Demographic Profile of Teacher-Respondents by Educational Attainment

Educational Attainment	Number of respondents	Percent
Bachelor's Degree	61	61.0%
Bachelor's Degree with MA units	24	24.0%
Master's Degree	12	12%
With Doctoral Degree	3	3%
Total	100	100%

Table 1.3 presents the demographic profile of teacher-respondents at Jolo II District, Division of Sulu based on educational attainment. The data reveal that out of 100 teacher-respondents, 61 (61.0%) hold a Bachelor's Degree, 24 (24.0%) have completed Bachelor's Degree with Master's units, 12 (12.0%) possess a Master's Degree, and 3 (3.0%) have earned a Doctoral Degree. These findings indicate that the majority of the teachers, making up 85% of the respondents, have education extending from a Bachelor's Degree to higher academic achievements. This suggests a well-educated teaching workforce in Jolo II District, Division of Sulu with a significant portion pursuing advanced studies beyond their initial degrees.

1.4 In terms of Length of Service

Table 1.4 Demographic Profile of Teacher-Respondents by Length of Service

Length of Service	Number of respondents	Percent
5 years and below	28	28.0%
6-10 years	23	23.0%
11 years and above	49	49.0%
Total	100	100%

Table 1.4 presents the demographic profile of teacher-respondents at Jolo II District, Division of Sulu based on the length of service. The data show that out of 100 teacher-respondents, 28 (28.0%) have been teaching for 5 years and below, 23 (23.0%) have served between 6 and 10 years, and 49 (49.0%) have been teaching for 11 years and above. These findings reveal that the majority of the teachers, nearly half, serving for more than 11 years. This suggests that the teaching workforce in Jolo II District is highly seasoned with a significant percentage of its members having a long tenure in the educational field.

2. What is the level of influence of parental involvement on learners’ learning process as perceived by teachers at Jolo II District, Division of Sulu in terms of: 2.1 Communication with School, 2.2 Academic Support at Home, 2.3 School Involvement, and 2.4 Monitoring and Support?

2.1 In the context of Communication with School

Table 2.1 Level of Influence of Parental Involvement on Learners’ Learning Process as Perceived by Teachers at Jolo II District, Division of Sulu in Terms of Communication with School

	Statements	Mean	S.D	Rating
1	Parents regularly communicate with teachers regarding their child’s academic progress.	4.19	.748	Agree
2	Parents respond promptly to communication from the school (e.g., meeting, notices).	4.31	.706	Agree
3	Parents are responsive to written communication (e.g., letters, reports) sent by the school.	4.14	.766	Agree
4	Parents are open to receiving feedback about their child’s academic and behavioral performance.	4.37	.630	Agree
5	Effective communication between parents and school staff improves student performance.	4.49	.659	Agree
Total Weighted Mean		4.3000	.51757	Agree

Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Neutral; (2) 1.50- 2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

Table 2.1 presents the level of influence of parental involvement on learners’ learning process as perceived by teachers at Jolo II District, Division of Sulu in terms of communication with the school. The total weighted mean is 4.3000, corresponding to an overall rating of "Agree," with a total standard deviation of 0.51757, indicating some variation in the teachers' responses. These results suggest that teacher-respondents generally agree on the positive impact of parental communication on student performance.

The mean scores show that teachers agree that effective communication between parents and school staff improves student performance, as this statement obtained the highest mean score of 4.49. This indicates a strong recognition of the beneficial effects of active parental involvement in the educational process. Additionally, the responses highlight that parents are open to receiving feedback about their child’s academic and behavioral performance, with a mean score of 4.37, further underscoring the importance of open lines of communication. On the other hand, the statement with the lowest mean score (4.14) is "Parents are responsive to written communication (e.g., letters, reports) sent by the school," which, while still agreed upon, suggests that this is an area where there might be room for improvement in enhancing parental responsiveness to school communications.

2.2 In the context of Academic Support at Home

Table 2.2 Level of Influence of Parental Involvement on Learners’ Learning Process as Perceived by Teachers at Jolo II District, Division of Sulu in Terms of Academic Support at Home

	Statements	Mean	S.D	Rating
1	Parents assist their children with homework and schoolwork when necessary.	4.03	.881	Agree
2	Parents ensure that their children have a proper study environment at home.	3.99	.893	Agree
3	Parents provide their children an access to books, educational resources, and technology.	3.71	.844	Agree

4	Parents encourage their children to prioritize their studies and complete schoolwork on time.	4.01	.847	Agree
5	Students with more academic support from home tend to perform better in school.	4.53	.810	Strongly Agree
Total Weighted Mean		4.0540	.68156	Agree

Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Neutral; (2) 1.50- 2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

Table 2.2 presents the level of influence of parental involvement on learners' learning process as perceived by teachers at Jolo II District, Division of Sulu in terms of academic support at home. The total weighted mean is 4.0540, corresponding to an overall rating of "Agree," with a total standard deviation of 0.68156, indicating moderate variation in the teachers' responses. These results suggest that teacher-respondents generally agree that parental involvement in terms of academic support at home positively influences student learning outcomes.

The mean scores reveal that teachers strongly agree that students with more academic support from home tend to perform better in school, as this statement received the highest mean score of 4.53 with a rating of "Strongly Agree." This highlights the significant impact of home environment and parental support on student academic performance. Additionally, teachers agree that parents assist their children with homework and provide a proper study environment, with mean scores of 4.03 and 3.99, respectively. However, the statement "Parents provide their children access to books, educational resources, and technology" received the lowest mean score of 3.71, still within the "Agree" range, suggesting that while there is good support, there may be room for improvement in terms of resource provision at home.

2.3 In the context of School Involvement

Table 2.3 Level of Influence of Parental Involvement on Learners' Learning Process as Perceived by Teachers at Jolo II District, Division of Sulu in Terms of School Involvement

	Statements	Mean	S.D	Rating
1	Parents attend school-organized events (e.g., parent-teacher conferences, school fairs).	4.34	.742	Agree
2	Parents participate in activities such as workshops or seminars organized by the school.	3.97	.731	Agree
3	Parental involvement in school activities strengthens the academic and social development of learners.	4.24	.698	Agree
4	Schools in Jolo 2 District provide opportunities for parents to volunteer in classroom activities.	3.95	.821	Agree
5	Parents are actively involved in organizing and supporting their children in extracurricular activities at school.	4.16	.677	Agree
Total Weighted Mean		4.1320	.55938	Agree

Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Neutral; (2) 1.50- 2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

Table 2.3 presents the level of influence of parental involvement on learners' learning process as perceived by teachers at Jolo II District, Division of Sulu in terms of school involvement. The total weighted mean is 4.1320, corresponding to an overall rating of "Agree," with a total standard deviation of 0.55938, indicating moderate variation in the teachers' responses. This suggests that teachers generally recognize and agree on the positive impact of parental engagement in school-related activities on student development.

The mean scores reveal that teachers agree that parental attendance at school-organized events like parent-teacher conferences and school fairs is significant, with this statement obtaining the highest mean score of 4.34. This indicates that active parental participation in school events is

viewed as beneficial to student outcomes. Furthermore, teachers also agree that parental involvement in school activities strengthens the academic and social development of learners, evidenced by a mean score of 4.24. Conversely, the statement with the lowest mean score (3.95), although still within the "Agree" range, is "Schools in Jolo 2 District provide opportunities for parents to volunteer in classroom activities." This suggests that while there is agreement on the availability of volunteer opportunities, it may be an area where enhancement could further bolster parental involvement and its positive effects on learners.

2.4 In the context of Monitoring and Support

Table 2.4 Level of Influence of Parental Involvement on Learners' Learning Process as Perceived by Teachers at Jolo II District, Division of Sulu in Terms of Monitoring and Support

	Statements	Mean	S.D	Rating
1	Parents regularly check their child's report cards and monitor academic performance.	4.25	.687	Agree
2	Parents set clear academic behavioral expectations for their children at home.	3.98	.738	Agree
3	Parents follow-up with teachers on their child's academic progress, especially in area of concern.	4.01	.785	Agree
4	Students whose parents monitor their progress and provide support at home to excel academically	4.35	.702	Agree
5	Parents help their children set academic goals and work towards achieving them.	4.15	.744	Agree
Total Weighted Mean		4.1480	.59331	Agree

Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Neutral; (2) 1.50- 2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

Table 2.4 presents the level of influence of parental involvement on learners' learning process as perceived by teachers at Jolo II District, Division of Sulu in terms of monitoring and support. The total weighted mean is 4.1480, corresponding to an overall rating of "Agree," with a total standard deviation of 0.59331, indicating moderate variation in the teachers' responses. These results suggest that teacher-respondents generally agree that parental monitoring and support significantly influence the academic success of students.

The mean scores highlight that teachers agree that students whose parents regularly monitor their progress and provide support at home tend to excel academically, as this statement received the highest mean score of 4.35. This underscores the perceived critical role of active and consistent parental involvement in enhancing student academic performance. Additionally, teachers agree that parents regularly check their child's report cards and monitor academic performance, with a mean score of 4.25, reinforcing the importance of parental oversight in education. Conversely, the statement with the lowest mean score (3.98), which still falls within the "Agree" range, is "Parents set clear academic behavioral expectations for their children at home." While this is agreed upon, it indicates a slightly lower consensus compared to other aspects of parental involvement, suggesting that setting explicit expectations might be an area for further development among parents to maximize its positive impact on students' academic journeys.

3. Is there a significant difference in the level of influence of parental involvement on learners' learning process when data are categorized according to their demographic profile in terms of 3.1 Gender, 3.2 Age, 3.3 Educational Attainment, and 3.4 Length of Service?

3.1 According to Gender

Table 3.1 Differences in the Level of Influence of Parental Involvement on Learners' Learning Process in terms of Gender

Variables	Grouping	Mean	S.D	Mean Difference	t	Sig.	Description
Communication with School	Male	4.343	.64892	0.0498	.333	.740	Not Significant
	Female	4.293	.49724				
Academic Support at Home	Male	4.086	.77941	0.0369	.187	.852	Not Significant
	Female	4.049	.66928				
School Involvement	Male	4.343	.57874	0.2452	1.531	.129	Not Significant
	Female	4.098	.55200				
Monitoring and Support	Male	4.286	.62124	0.1601	.936	.352	Not Significant
	Female	4.126	.58935				

Note. * Significant at alpha 0.05

Table 3.1 presents the differences in the level of influence of parental involvement on learners' learning process at Jolo II District, Division of Sulu when data are grouped according to teachers' demographic profile in terms of gender. The table shows the t-values and significance values (Sig.) for categories such as Communication with School, Academic Support at Home, School Involvement, and Monitoring and Support. All these values are above the alpha level of 0.05, indicating no significant differences in perceptions of the influence of parental involvement on learners' learning process between male and female teachers.

For the category Communication with School, the mean difference between male (4.343) and female (4.293) teachers is 0.0498, with a t-value of 0.333 and a Sig. value of 0.740, which is not significant. Similarly, for Academic Support at Home, the mean difference is 0.0369, with a t-value of 0.187 and a Sig. value of 0.852, also not significant. In the School Involvement category, the mean difference is 0.2452, with a t-value of 1.531 and a Sig. value of 0.129, and for Monitoring and Support, the mean difference is 0.1601, with a t-value of 0.936 and a Sig. value of 0.352; both are not significant.

These findings imply that gender does not significantly influence teachers' perceptions of the level of parental involvement in the learning process of learners. Therefore, the hypothesis which states, "There is no significant difference in the level of influence of parental involvement on learners' learning process when data are categorized according to the teacher's demographic profile in terms of gender," is accepted. This suggests that generally, gender does not intervene significantly in the ways teachers perceive the influence of parental involvement on learners' education at Jolo II District, Division of Sulu.

3.2 According to Age

Table 3.2 Difference in the Level of Influence of Parental Involvement on Learners' Learning Process in terms of Age

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Communication with School	Between Groups	.301	3	.100	.367	.777	Not Significant
	Within Groups	26.219	96	.273			
	Total	26.520	99				
Academic Support at Home	Between Groups	.304	3	.101	.213	.887	Not Significant
	Within Groups	45.684	96	.476			
	Total	45.988	99				

School Involvement	Between Groups	.921	3	.307	.980	.406	Not Significant
	Within Groups	30.057	96	.313			
	Total	30.978	99				
Monitoring and Support	Between Groups	.813	3	.271	.764	.517	Not Significant
	Within Groups	34.037	96	.355			
	Total	34.850	99				

Note. * Significant at alpha 0.05

Table 3.2 presents the differences in the level of influence of parental involvement on learners' learning process at Jolo II District, Division of Sulu when data are grouped according to teachers' demographic profile in terms of age. The table shows the F-values and significance values (Sig.) for categories such as Communication with School, Academic Support at Home, School Involvement, and Monitoring and Support. All these values are above the alpha level of 0.05, indicating no significant differences in perceptions of the influence of parental involvement on learners' learning process across different age groups of teachers.

For the category Communication with School, the mean square between groups is 0.100 with an F-value of 0.367 and a Sig. value of 0.777, which is not significant. Similarly, for Academic Support at Home, the mean square between groups is 0.101 with an F-value of 0.213 and a Sig. value of 0.887, also not significant. In the School Involvement category, the mean square between groups is 0.307 with an F-value of 0.980 and a Sig. value of 0.406, and for Monitoring and Support, the mean square between groups is 0.271 with an F-value of 0.764 and a Sig. value of 0.517; both are not significant.

These findings imply that age does not significantly influence teachers' perceptions of the level of parental involvement in the learning process of learners. Therefore, the hypothesis which states, "There is no significant difference in the level of influence of parental involvement on learners' learning process when data are categorized according to the teacher's demographic profile in terms of age," is accepted. This suggests that generally, age does not intervene significantly in the ways teachers perceive the influence of parental involvement on learners' education at Jolo II District, Division of Sulu.

3.3 According to Educational Attainment

Table 3.3 Difference in the Level of Influence of Parental Involvement on Learners' Learning Process in terms of Educational Attainment

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Communication with School	Between Groups	2.028	3	.676	2.650	.053	Not Significant
	Within Groups	24.492	96	.255			
	Total	26.520	99				
Academic Support at Home	Between Groups	2.381	3	.794	1.747	.163	Not Significant
	Within Groups	43.608	96	.454			
	Total	45.988	99				
School Involvement	Between Groups	1.959	3	.653	2.160	.098	Not Significant
	Within Groups	29.019	96	.302			
	Total	30.978	99				
Monitoring and Support	Between Groups	2.950	3	.983	2.960	.036	Significant
	Within Groups	31.899	96	.332			
	Total	34.850	99				

Note. * Significant at alpha 0.05

Table 3.3 presents the differences in the level of influence of parental involvement on learners' learning process at Jolo II District, Division of Sulu when data are grouped according to teachers' demographic profile in terms of educational attainment. The table shows the F-values and significance values (Sig.) for categories such as Communication with School, Academic Support at Home, School Involvement, and Monitoring and Support. While most Sig. values are above the alpha level of 0.05, indicating no significant differences across different levels of educational attainment, one category shows a significant difference.

For the category Communication with School, the mean square between groups is 0.676 with an F-value of 2.650 and a Sig. value of 0.053, which is not significant. Similarly, for Academic Support at Home, the mean square between groups is 0.794 with an F-value of 1.747 and a Sig. value of 0.163, also not significant. In the School Involvement category, the mean square between groups is 0.653 with an F-value of 2.160 and a Sig. value of 0.098, and for Monitoring and Support, the mean square between groups is 0.983 with an F-value of 2.960 and a Sig. value of 0.036, which is significant.

These findings imply that educational attainment does not significantly influence teachers' perceptions of the level of parental involvement in the learning process of learners for most categories, except in Monitoring and Support. Therefore, the hypothesis which states, "There is no significant difference in the level of influence of parental involvement on learners' learning process when data are categorized according to the teacher's demographic profile in terms of educational attainment," is accepted. This indicates that generally, educational attainment does not significantly affect how teachers perceive the influence of parental involvement on learners' education at Jolo II District, Division of Sulu.

3.4 According to Length of Service

Table 3.4 Difference in the Level of Influence of Parental Involvement on Learners' Learning Process in terms of Length of Service

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Communication with School	Between Groups	.301	2	.151	.557	.575	Not Significant
	Within Groups	26.219	97	.270			
	Total	26.520	99				
Academic Support at Home	Between Groups	.153	2	.076	.162	.851	Not Significant
	Within Groups	45.835	97	.473			
	Total	45.988	99				
School Involvement	Between Groups	.683	2	.342	1.094	.339	Not Significant
	Within Groups	30.294	97	.312			
	Total	30.978	99				
Monitoring and Support	Between Groups	.508	2	.254	.717	.491	Not Significant
	Within Groups	34.342	97	.354			
	Total	34.850	99				

Note. * Significant at alpha 0.0

Table 3.4 presents the differences in the level of influence of parental involvement on learners' learning process at Jolo II District, Division of Sulu when data are grouped according to teachers' demographic profile in terms of length of service. The table shows the F-values and significance values (Sig.) for categories such as Communication with School, Academic Support

at Home, School Involvement, and Monitoring and Support. All these values are above the alpha level of 0.05, indicating no significant differences in perceptions of the influence of parental involvement on learners' learning process across different lengths of service of teachers.

For the category Communication with School, the mean square between groups is 0.151 with an F-value of 0.557 and a Sig. value of 0.575, which is not significant. Similarly, for Academic Support at Home, the mean square between groups is 0.076 with an F-value of 0.162 and a Sig. value of 0.851, also not significant. In the School Involvement category, the mean square between groups is 0.342 with an F-value of 1.094 and a Sig. value of 0.339, and for Monitoring and Support, the mean square between groups is 0.254 with an F-value of 0.717 and a Sig. value of 0.491; both are not significant.

These findings imply that length of service does not significantly influence teachers' perceptions of the level of parental involvement in the learning process of learners. Therefore, the hypothesis which states, "There is no significant difference in the level of influence of parental involvement on learners' learning process when data are categorized according to the teacher's demographic profile in terms of length of service," is accepted. This suggests that generally, the length of service does not intervene significantly in the ways teachers perceive the influence of parental involvement on learners' education at Jolo II District, Division of Sulu.

4. Is there a significant correlation among the subcategories subsumed under the level of influence of parental involvement on learners' learning process?

Table 4 Correlations among the Sub-categories Subsumed under the Level of Influence of Parental Involvement on Learners' Learning Process

Variables		Pearson <i>r</i>	Sig.	N	Description
Dependent	Independent				
Communication with School	Academic Support at Home	.703**	.000	100	Very High
	School Involvement	.621**	.000	100	High
	Monitoring and Support	.624**	.000	100	High
Academic Support at Home	School Involvement	.568**	.000	100	High
	Monitoring and Support	.788**	.000	100	Very High
School Involvement	Monitoring and Support	.624**	.000	100	High

Note. **Correlation coefficient is significant at alpha .01

Correlation Coefficient Scales Adopted from Hopkins, Will (2002):

0.0-0.1 = Nearly Zero; 0.1-0.3 = Low; 0.3-0.5 = Moderate; 0.5-0.7 = High; 0.7-0.9 = Very High; 0.9-1 = Nearly Perfect.

Table 4 presents the correlations among the sub-categories subsumed under the level of influence of parental involvement on learners' learning process. The computed Pearson correlation coefficients (Pearson *r*) between these variables are significant at alpha 0.01, indicating statistically significant relationships.

The degrees of correlation among the subcategories are as follows:

- i. A very high positive degree of correlation between Communication with School and Academic Support at Home ($r = 0.703$), suggesting a strong association between how schools communicate with parents and the support parents provide at home.

- ii. A high positive degree of correlation between Communication with School and School Involvement ($r = 0.621$), indicating that effective communication strategies are likely associated with higher levels of parental involvement in school activities.
- iii. A high positive degree of correlation between Communication with School and Monitoring and Support ($r = 0.624$), suggesting that communication effectiveness is closely linked with how well parents monitor and support their children's education.
- iv. A high positive degree of correlation between Academic Support at Home and School Involvement ($r = 0.568$), indicating that parents who provide academic support at home are also likely to be involved in school activities.
- v. A very high positive degree of correlation between Academic Support at Home and Monitoring and Support ($r = 0.788$), emphasizing the strong link between the academic support provided by parents at home and their involvement in monitoring and supporting their children's educational progress.
- vi. A high positive degree of correlation between School Involvement and Monitoring and Support ($r = 0.624$), indicating a strong association between parental involvement in school activities and their monitoring and support of their children's education.

These findings suggest that the sub-categories of parental involvement are closely interrelated, with strong positive correlations between them. This implies that enhancements in one subcategory are likely to positively influence the others, thereby improving the overall impact of parental involvement on learners' educational outcomes.

Hence, it is safe to say that generally, the sub-categories subsumed under the level of influence of parental involvement on learners' learning process are highly correlated. Therefore, the hypothesis which states that "There is no significant correlation among the sub-categories subsumed under the level of influence of parental involvement on learners' learning process." is rejected.

Conclusion

The following was concluded based on the findings of the study:

- i. The female respondents comprise the majority, in their early 30s to late 40s in age, most did not attend graduate studies, and can be considered a veteran in teaching.
- ii. The result could only mean that the teacher – respondents generally agree on the positive impact of parental involvement on the learner's performance.
- iii. The result could only mean that regardless of profile, the teachers have the same perception towards parental involvement on learners' learning process at Jolo II District, Division of Sulu.
- iv. The study suggests a strong association between how school communicate with parents and the support parents provide at home, that communication effectiveness is closely linked with how well parents monitor and support their children's education, and a strong parental support on school activities of their children.

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