

Parental Participation In Enhancing Pupils' Academic Success Among Public Elementary Schools In Jolo-I District, Division of Sulu: Teachers' Perspectives

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ABSTRACT. This study assessed the extent of parental participation in enhancing pupils' academic success among public elementary schools in Jolo-I District, Division of Sulu. It employed a descriptive-correlational research design involving 100 teacher-respondents selected through purposive sampling. Data were treated using frequency, percentage, weighted mean, standard deviation, Pearson's correlation, t-test, and ANOVA. Parental participation was examined in terms of home-based support, school-based involvement, and communication with teachers, alongside respondents' demographic profiles, including age, gender, civil status, length of service, and educational attainment. Findings revealed that most respondents were 36 years old and above, predominantly female, mostly married, with 5 years or below in service, and holding bachelor's degrees. Results indicated that parental participation across all domains was consistently perceived as favorable, garnering an "Agree" rating. No significant differences were found in perceptions across demographic groups, suggesting uniformity in views among respondents. A very high positive significant correlation was observed among the sub-levels of parental participation, indicating strong interrelationships. These findings support Bronfenbrenner's Ecological Systems Theory (1979), which emphasizes the importance of harmonious interaction between home and school, as well as Vygotsky's (1978) and Bandura's (1986) theories, highlighting the role of social support in learning. The study underscores the need to institutionalize structured, digital, and physical platforms to strengthen parent-teacher collaboration.

KEYWORDS: *Parental Participation, Academic Success, Home-Based Support, School-Based Involvement, Parent-Teacher Communication, Teachers' Perspectives*

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Introduction

Globally, parental participation is recognized as a key determinant of pupils' academic success. Studies show that when parents provide home support, attend school activities, and maintain communication with teachers, learners achieve better academic performance, higher motivation, and improved socio-emotional adjustment (Sharma, 2023). This involvement is especially important for at-risk learners, enhancing cognitive and behavioral outcomes (Rahman & Arif, 2022). Epstein's framework emphasizes the multidimensional nature of parental involvement, including parenting, communication, volunteering, learning at home, decision-

making, and community collaboration (Epstein, 2018). These align with the global consensus of the United Nations and UNESCO on strengthening home–school partnerships.

In the Philippines, parental involvement is also linked to improved learner outcomes, but barriers such as financial constraints, limited time, and lack of curriculum knowledge hinder engagement (Bartolome, Mamat, & Masnan, 2020). Effective school–parent communication remains crucial, particularly in early education (Flores & Salvador, 2021). During the COVID-19 pandemic, parents played a greater role in facilitating modular learning (Llego, 2021). Despite Department of Education policies promoting collaboration, implementation remains uneven (DepEd, 2020).

Local studies show similar patterns. In Omar District, parental involvement in school activities was found vital to learners’ development (Ismail, 2024). Chavez et al. (2023) found that parents actively support home-based learning through reading assistance, correction, and guided tasks, driven by aspirations for their children’s academic success. However, parental education level, household income, and learning resources affect involvement and student performance (Sahali, 2023). Parents with low educational attainment often struggle with modular lessons, limiting effective home support (Murro et al., 2023). Despite these findings, limited research examines how specific forms of parental participation—home-based support, school involvement, and teacher communication—affect pupils’ academic success in Jolo-I District.

Therefore, this study assesses how parental participation enhances pupils’ academic success in public elementary schools of Jolo-I District, Division of Sulu, as perceived by teachers. Findings aim to inform strategies strengthening parent–school partnerships.

Research Questions

1. What is the demographic profile of the teacher-respondents in terms of:
 - 1.1. Age;
 - 1.2. Gender;
 - 1.3. Civil Status;
 - 1.4. Length of Service; and
 - 1.5. Educational Attainment?
2. What is the extent of parental participation in enhancing pupil’s academic success among public elementary schools in Jolo – I District, Division of Sulu in the context of:
 - 2.1. Home-based support;
 - 2.2. School-based involvement; and
 - 2.3. Communication with teachers?
3. Is there a significant difference in the extent of parental participation in enhancing pupils’ academic success among public elementary schools in Jolo – I District, Division of Sulu when the data are grouped according to the demographic profile of the teacher-respondents in terms of:
 - 3.1. Age;
 - 3.2. Gender;
 - 3.3. Civil Status;
 - 3.4. Length of Service; and
 - 3.5. Educational Attainment?
4. Is there a significant correlation among the sub-categories subsumed under the extent parental participation in enhancing pupils’ academic success among public elementary schools in Jolo – I District, Division of Sulu in the context of home-based support, school-based involvement, and communication with teachers?

Literature

Theoretical Foundations of Parental Participation

Parental participation in education is anchored on established theoretical frameworks that emphasize the importance of home–school collaboration in improving pupils’ academic outcomes. Epstein (1995) identified six dimensions of parental involvement—parenting, communicating, volunteering, learning at home, decision-making, and community collaboration—which collectively strengthen the home–school partnership and contribute to student success. Hoover-Dempsey and Sandler (1997) explained parental involvement through psychological factors such as role construction, self-efficacy beliefs, and school invitations, emphasizing that parents are more likely to participate when they perceive their involvement as meaningful and when schools actively encourage it. Bronfenbrenner’s (1979) ecological systems theory further situates child development within interconnected environments, particularly the family and school microsystems, where parental engagement directly supports cognitive and behavioral growth. These theories collectively establish parental participation as a critical factor in pupils’ academic success.

Empirical Evidence on Parental Involvement and Academic Success

Empirical studies consistently show a positive relationship between parental participation and student achievement. Fan and Chen (2001) found a correlation between parental involvement and improved outcomes in reading and mathematics. Desforges and Abouchaar (2003) reported that parental involvement can have a stronger effect on academic achievement than socioeconomic status, especially in disadvantaged contexts. Jeynes (2005) emphasized that parental expectations, communication, and school involvement significantly predict academic success, even among students facing socioeconomic barriers. McNeal (1999) found that home-based involvement, such as monitoring homework and study habits, has a stronger impact than school-based activities. Similarly, home-based parental participation—through routines, discipline, and guided academic support—strengthens learners’ engagement and development (Chavez et al., 2025). Cutillas et al. (2025) further found that consistent parental support at home fosters children’s motivation, confidence, and sustained engagement through emotional encouragement and supportive learning environments that promote positive attitudes, intrinsic motivation, and active participation. These reinforce that sustained parental involvement improves learning behaviors and academic engagement. Lee and Bowen (2006) identified teacher–parent communication as a key predictor of achievement, while Hill and Tyson (2009) highlighted academic socialization—such as setting expectations and linking learning to real-life experiences—as an effective form of parental involvement that enhances performance.

Local Studies in the Philippine Context and Research Gap

Local studies reinforce the importance of parental participation in improving pupils’ academic performance in Philippine public schools. Bernardo (2004) found that parental supervision and encouragement significantly enhance students’ achievement in mathematics and language subjects. David and Albert (2015) emphasized that active parental involvement can reduce the effects of poverty on educational outcomes. Cabayao (2015) and Reyes (2016) reported that home-based monitoring and school-related communication positively influence pupils’ academic performance. Diaz (2018) found that consistent communication between parents and teachers improves study habits and academic achievement. Most notably, Tolentino (2021), conducted in Sulu, revealed that parents who engage in both home-based support and school

participation have children with better academic outcomes, directly reflecting the context of public elementary schools in Jolo-I District.

While existing literature strongly supports the positive impact of parental participation on academic success, limited studies have examined this phenomenon specifically from the teachers' perspectives in localized settings such as Jolo-I District, Division of Sulu.

Methodology

1. Research Design

This study employed a quantitative descriptive-correlational research design. This approach was used to describe teachers' perspectives on the extent of parental participation in enhancing pupils' academic success and to determine the relationships between parental involvement (home-based support, school-based involvement, and communication with teachers) and the demographic profile of the teacher-respondents.

2. Participants and Sampling

The respondents of the study consisted of 100 public elementary school teachers from different schools in Jolo-I District. Purposive sampling was used to select participants based on the researcher's judgment, with inclusion criteria requiring at least one year of teaching experience to ensure familiarity with pupils' performance and parental participation. Ethical considerations were observed, including voluntary participation, informed consent, confidentiality and anonymity, respect for respondents' rights and dignity, objectivity in analysis, and compliance with ethics clearance requirements.

Table 1. Distribution of Respondents by School

Jolo-I District Schools	Number Of Respondents
1. Cirilo Bueno Sr., Elementary School	10
2. Hadji Gulamu Rasul Elementary School	15
3. Hamid Halim Elementary School	15
4. Mohammad Tulawie Central Elementary School	15
5. Muhammad Jajurie Elementary School	15
6. Salih Ututalum Elementary School	15
7. Salih Yusah School	15
Total:	100

3. Instruments

Data were gathered using a structured questionnaire adapted and slightly modified from Epstein's Framework of Parental Involvement (Epstein, 2011) to suit the context of Jolo-I District. The instrument consisted of two parts. Part I covered the demographic profile of teacher-respondents. Part II assessed the extent of pupils' academic success through parental participation across three dimensions: Home-Based Support, School-Based Involvement, and Communication with Teachers, using a 5-point Likert scale. To ensure validity, the instrument underwent content evaluation by two (2) experts from the School of Graduate Studies specializing in education and research who assessed its clarity, consistency, and suitability for the study.

4. Data Collection Procedure

A permit to conduct the study was first secured from the Dean of the Graduate School, followed by a formal request submitted to the Office of the Schools Division Superintendent of Sulu. Approval was also obtained from the District Supervisor of Jolo I and the DepEd Division Office of Sulu, with coordination extended to the school heads of Jolo I District.

After approval was granted, the researcher personally administered the questionnaires to the teacher-respondents and retrieved them upon completion for analysis. Teachers were informed

about the study objectives and ethical considerations, and were requested to answer honestly. Anonymity was ensured to minimize bias and improve response accuracy.

5. Data Analysis

Data gathered were analyzed using appropriate descriptive and inferential statistical tools to address the research problems. Frequency counts and percentages were used to describe the profile of the teacher-respondents in terms of age, gender, civil status, length of service, and educational attainment. Mean and standard deviation were computed to determine the extent of parental participation in enhancing pupils' academic success among public elementary schools in Jolo-I District.

For inferential analysis, an independent samples t-test was used to determine significant differences in parental participation when grouped according to gender, while a one-way Analysis of Variance (ANOVA) was applied for age, civil status, length of service, and educational attainment. Finally, Pearson Product-Moment Correlation Coefficient (Pearson's *r*) was employed to determine the degree of correlation among the sub-categories of parental participation, namely home-based support, school-based involvement, and communication with teachers.

Results

1. Demographic Characteristics of the Respondents

Analysis of the demographic profile of the teacher-respondents (N = 100) shows that in terms of age, the majority are aged 41 years old and above (53%), followed by those aged 26–35 years old (43%), while 4% are 25 years old and below. In terms of gender, most respondents are female (89%) compared to male teachers (11%). As to civil status, the majority are married (66%), while 28% are single and 6% are widowed or separated. Regarding length of service, most have served for 5 years and below (39%), followed by 6–10 years (25%), 11–15 years (20%), and 16 years and above (16%). In terms of educational attainment, most are bachelor's degree holders (61%), followed by those with bachelor's degree with master's units (25%), master's degree holders (9%), and those with master's degree with doctorate units (5%).

Table 2: Demographic Profile of the Respondents

Demographic Variable	Number of Respondents (n=100)	Percentage (%)
Age		
25 years old and below	4	4%
26-35 years old	43	43%
36 years old and above	53	53%
Gender		
Male	11	11%
Female	89	89%
Civil Status		
Single	28	28%
Married	66	66%
Widowed/Separated	6	6%
Length of Service		
5 years and below	39	39%
6-10 years	25	25%
11-15 years	20	20%
16 years and above	16	16%
Educational Attainment		
Bachelor's Degree	61	61%
Bachelor's Degree with Master's Units	25	25%

Master’s Degree	9	9%
Master’s Degree with Doctorate Units	5	5%
Doctorate Degree	0	0%

2. Extent of Parental Participation in Enhancing Pupil’s Academic Success

Overall, parental participation in enhancing pupils’ academic success in public elementary schools in Jolo–I District, Division of Sulu was rated as “Often” across all three indicators. As shown in Table 2.1, Home-based Support obtained a composite mean of 3.980 (SD = .65567), also rated as “Often.” The highest-rated indicators were parents helping review lessons before examinations (M = 4.21, SD = .75605) and motivating children to achieve academic goals (M = 4.21, SD = .76930), followed by encouraging consistent study habits at home (M = 4.09, SD = .80522).

In terms of School-based Involvement (Table 2.2), the respondents obtained a composite mean of 4.101 (SD = .62239), interpreted as “Often.” The highest-rated practices include parents attending parent-teacher conferences regularly (M = 4.25, SD = .75712) and being present during school meetings when invited (M = 4.20, SD = .75210). As to Communication with Teachers (Table 2.3), the composite mean is 4.146 (SD = .63108), likewise rated as “Often.” The highest-rated indicators were parents showing respect and cooperation in communication with teachers (M = 4.37, SD = .73382) and actively collaborating with teachers to support their child’s learning (M = 4.31, SD = .73437).

Overall, findings indicate that parental participation is consistently observed in all areas, with communication with teachers obtaining the highest mean, suggesting its strong role in supporting pupils’ academic success.

Table 3: Extent of Parental Participation in Enhancing Pupils’ Academic Success in Terms of Home-Based Support, School-Based Involvement, and Communication with Teachers

Statements	Mean	Standard Deviation (S.D.)	Descriptive Interpretation
Home-Based Support	3.980	.65567	Often
1. Parents regularly monitor their child’s homework.	3.99	.81023	Often
2. Parents provide learning materials and resources for home study.	3.85	.89188	Often
3. Parents assist children in understanding lessons taught in school.	3.93	.85582	Often
4. Parents encourage consistent study habits at home.	4.09	.80522	Often
5. Parents ensure their child maintains a proper study schedule.	3.90	.82266	Often
6. Parents discuss school subjects with their children.	3.72	.84184	Often
7. Parents help in reviewing lessons before examinations.	4.21	.75605	Often
8. Parents provide a quiet and conducive learning environment at home.	3.96	.86363	Often
9. Parents motivate their children to achieve academic goals.	4.21	.76930	Often
10. Parents check and sign school notebooks or assignments regularly.	3.94	.82658	Often
School-Based Involvement	4.101	.62239	Often
1. Parents attend parent-teacher conferences regularly.	4.25	.75712	Often
2. Parents actively participate in school programs or activities.	4.19	.81271	Often
3. Parents volunteer in classroom or school projects.	3.94	.82658	Often
4. Parents support school initiatives and events.	4.15	.79614	Often
5. Parents attend workshops or seminars organized by the school.	3.84	.80050	Often
6. Parents collaborate with teachers in improving school programs.	4.17	.80472	Often
7. Parents provide feedback to the school regarding educational policies.	4.06	.87409	Often
8. Parents participate in school committees or organizations.	4.07	.81965	Often
9. Parents are present during school meetings when invited.	4.20	.75210	Often

Statements	Mean	Standard Deviation (S.D.)	Descriptive Interpretation
10. Parents help in organizing and monitoring extracurricular activities.	4.14	.75237	Often
Communication with Teachers	4.146	.63108	Often
1. Parents maintain regular communication with teachers regarding student progress.	4.19	.76138	Often
2. Parents respond promptly to teachers' inquiries about their child.	4.12	.76910	Often
3. Parents seek advice from teachers on how to improve their child's learning.	3.93	.96667	Often
4. Parents notify teachers about issues affecting their child's learning.	4.02	.81625	Often
5. Parents discuss behavioral concerns with teachers when necessary.	4.08	.82487	Often
6. Parents participate in feedback sessions with teachers.	4.01	.83479	Often
7. Parents use available communication channels (phone, email, meetings) effectively.	4.27	.80221	Often
8. Parents seek clarification from teachers about school policies.	4.16	.86129	Often
9. Parents show respect and cooperation in communications with teachers.	4.37	.73382	Often
10. Parents actively collaborate with teachers to support their child's learning.	4.31	.73437	Often

Legend: (5) 4.50 – 5.00=Always; (4) 3.50 – 4.49=Often; (3) 2.50 – 3.49=Sometimes; (2)1.50 – 2.49=Seldom; (1)1.00 – 1.49=Never

3. Differences in Extent of Parental Participation Based on Demographic Profiles

To determine whether there were significant differences in the extent of parental participation in enhancing pupils' academic success when grouped according to age, gender, civil status, length of service, and educational attainment, independent samples t-tests and one-way Analysis of Variance (ANOVA) were employed. The results revealed no statistically significant differences in the extent of parental participation across all demographic variables considered ($p > 0.05$ for all comparisons).

This implies that teacher-respondents, regardless of their age, gender, civil status, length of service, or educational attainment, share similar perceptions on the extent of parental participation in enhancing pupils' academic success.

Therefore, the null hypothesis stating that there is no significant difference in the extent of parental participation when grouped according to the mentioned demographic profile variables is accepted.

Table 4: Differences in the Extent of Parental Participation in Enhancing Pupils' Academic Success When Grouped According to Teachers' Demographic Profile

Demographic Grouping	Pedagogical Domain	Test Statistic (t / F)	p-value (Sig.)	Description
Age	Home-based Support	.452	.637	Not Significant
	School-based Involvement	1.313	.274	Not Significant
	Communication with Teachers	1.654	.197	Not Significant
Gender	Home-based Support	.398	.691	Not Significant
	School-based Involvement	-.057	.955	Not Significant
	Communication with Teachers	-.457	.649	Not Significant
Civil Status	Home-based Support	.909	.406	Not Significant
	School-based Involvement	1.055	.352	Not Significant
	Communication with Teachers	.676	.511	Not Significant

Demographic Grouping	Pedagogical Domain	Test Statistic (t / F)	p-value (Sig.)	Description
Length of Service				
	Home-based Support	1.386	.252	Not Significant
	School-based Involvement	1.852	.143	Not Significant
	Communication with Teachers	1.339	.266	Not Significant
Educational Attainment				
	Home-based Support	1.075	.363	Not Significant
	School-based Involvement	.716	.545	Not Significant
	Communication with Teachers	.543	.654	Not Significant

*Significance at alpha 0.05

4. Correlational Analysis Among Sub-Levels of Parental Participation

Pearson Product-Moment Correlation (Pearson's r) was utilized to examine the interrelationships among the sub-levels of parental participation, namely home-based support, school-based involvement, and communication with teachers. As shown in Table 4.1, all sub-levels exhibited statistically significant positive correlations ($p = .000$). Very high correlations were observed between school-based involvement and communication with teachers ($r = .875$), home-based support and communication with teachers ($r = .753$), and home-based support and school-based involvement ($r = .732$).

These findings indicate a strong positive relationship among all sub-levels of parental participation. The strongest relationship was found between school-based involvement and communication with teachers, suggesting that increased presence in school activities is closely associated with more active parent-teacher communication. Moreover, the significant relationships among the other variables imply that home-based support is linked with greater school involvement and communication.

Therefore, the null hypothesis stating that there is no significant correlation among the sub-levels of parental participation is rejected.

Table 5. Correlations Among the Sub-Levels of Parental Participation in Enhancing Pupils' Academic Success

Variables	Pearson r	Sig.	N	Description
Home-based Support				
School-based Involvement	.732**	.000	100	Very High Correlation
Communication with Teachers	.753**	.000	100	Very High Correlation
School-based Involvement				
Communication with Teachers	.875**	.000	100	Very High Correlation

** Correlation Coefficient is significant at alpha .01 level

Discussion

The demographic profile of teacher-respondents in Jolo I District reflects a mature yet early-career workforce predominantly composed of female and married educators. While the age distribution suggests professional maturity, the relatively short length of service and predominance of bachelor's degree holders indicate that many teachers are still in the foundational stage of their careers. This implies a workforce with personal stability and commitment to the profession but still developing advanced pedagogical expertise, presenting both a challenge and an opportunity for targeted professional development to strengthen instructional competence and long-term career growth.

In terms of parental participation, the findings show a consistently positive level of engagement across home-based support, school-based involvement, and communication with

teachers, all interpreted as “Agree.” Communication with teachers emerged as the strongest dimension, indicating that parents in Jolo I District maintain open, respectful, and cooperative relationships with educators. This supports the view that effective parent–teacher communication fosters shared responsibility in learners’ academic progress. Furthermore, home-based involvement, particularly in lesson review and academic motivation, reinforces parents’ role as facilitators of learning, while participation in school events reflects institutional collaboration. Collectively, these behaviors indicate a shift from passive parental roles toward active co-educators, strengthening the support system for pupils’ academic success. This aligns with Comeros et al. (2024), which emphasizes that parental involvement is most effective when intentional and strategically guided, with structured home assistance, appropriate learning resource selection, and sustained communication with teachers enhancing children’s engagement and academic development. This is further reinforced by Chavez (2024), who emphasized that parental participation is most effective when intentional, structured, and consistently practiced at home, where parents integrate supportive learning routines, reinforcement, and sustained engagement, highlighting involvement as an ongoing process that strengthens learners’ academic growth.

Despite variations in demographic characteristics such as age, gender, civil status, length of service, and educational attainment, the findings show no significant differences in teachers’ perceptions of parental participation. This suggests that parental involvement is a shared and consistently observed phenomenon across all respondent groups, regardless of personal or professional background, and is stable within the district.

The correlational analysis further highlights the interconnected nature of parental participation dimensions. School-based involvement acts as a central driver, fostering stronger communication between parents and teachers, while home-based support increases interaction with the school, creating a continuous cycle of engagement. This dynamic relationship shows that parental participation operates as an integrated system where improvements in one dimension reinforce others. Ultimately, this synergy cultivates a cohesive educational environment in Jolo I District, enhancing collaboration among stakeholders and supporting sustained academic success among pupils.

Conclusion

The findings reveal that teacher-respondents in public elementary schools in Jolo I District comprise a predominantly experienced workforce, largely composed of married females with foundational academic qualifications, indicating a concentration at the bachelor’s degree level despite extended years of service. Parental participation is consistently perceived as a highly functional and integrated support system, with engagement occurring often across all dimensions and communication with teachers serving as the central anchor. No significant differences were observed when grouped according to demographic variables, suggesting that parental participation operates as a stable and invariant factor supporting pupils’ academic success. Furthermore, a very high positive significant correlation exists among home-based support, school-based involvement, and communication with teachers, affirming that these domains function as an interconnected system that collectively enhances academic outcomes.

Based on these findings, the Department of Education may strengthen policies that promote teachers’ professional advancement through postgraduate opportunities and targeted training in community engagement. School administrators may sustain and institutionalize strong parent-teacher partnerships by developing structured digital and in-person communication platforms. Teachers may continue refining proactive communication practices by providing clear guidance

to parents on supporting learning at home. Parents may be encouraged to maintain consistent home-based support, particularly in lesson review and academic goal setting. Future researchers may explore qualitative or mixed-method approaches to better understand the cultural and contextual factors that contribute to the consistent and robust nature of parental participation in the district.

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