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Parental Involvement and Academic Performance of the Grade 1 Learners During the Academic Transition of Face-to-face Classes in Pangan-an Elementary School

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Abstract

Early childhood is considered a crucial period for a young child to develop linguistically, cognitively, socially, emotionally, and physically. This study determined the parental involvement and academic performance of the Grade 1 learners during the academic transition of the face-to-face classes in Pangan-an Elementary School in Lapu-Lapu City Division for the school year 2022-2023 as the basis for an enhancement plan. A descriptive-correlational research design was utilized using the adapted questionnaire to 42 parents selected using universal sampling. Gathered data were treated using frequency, simple percentage, weighted mean, standard deviation, Chi-square test of independence, and ANOVA. Results showed that most parents aged 26-35, females, married, and most fathers had attained elementary level while high school graduates for the mothers. On the other hand, the fathers' occupation was fishermen, while the mothers were housewives, with a maximum of 4-6 children in the family. Moreover, the level of parental involvement showed that parenting was very high, while learning at home, decision-making, and familiarity with school information and communication were high. Hence, parental involvement during the academic transition to face-to-face classes was high. The proposed enhancement plan is recommended for implementing strategies to enhance parental involvement in moderate-engagement areas.

Keywords: Early Childhood Education, parental involvement, academic performance, face-to-face classes, descriptive-correlational, Lapulapu City

1. Introduction

Early childhood is a developmental period that is crucial to a child's life, including linguistic, cognitive, social, emotional, and physical development. Acknowledging this, Early Childhood Education (ECE) is essential in offering short-term as well as long-term benefits in all areas of development. The environment of the child has a strong impact on his or her learning

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experiences since they interact actively with peers and adults, imitate behaviors, and engage in significant interactions that act as stepping stones for their development.

Underlining the need for supporting growth phases, the Department of Education (DepEd) actively encourages parental involvement in the learning process of their children. Direct involvement in school activities, home guidance, and teacher collaboration constitute several degrees of parental engagement—distinct participation levels. Research repeatedly shows how it improves kids' general well-being, social development, and academic success.

The COVID-19 pandemic dramatically reshaped the education landscape, redefining parents' role in the learning process. As schools worldwide—including those in the Philippines—shifted to home-based modular learning, parents assumed a more active role as facilitators of education. With the gradual return to face-to-face classes in late 2022, a pressing question emerged: Should parental involvement continue to play a crucial role in ensuring that children's learning needs are met within the classroom setting?

While face-to-face learning continued, teachers noticed large learning gaps for young learners, especially in the beginning skills of letter identification, reading, and literacy. Most Grade 1 learners struggled in all subjects because of the change in learning patterns during the pandemic, when learning greatly depended on parental support at home. This situation highlights the necessity to explore how parental engagement impacts students' performance with the return to learning in the classroom.

This research intends to evaluate the influence of parental involvement on the academic achievement of Grade 1 learners at Pangan-an Elementary School. Carried out by Grade 1 teachers, the research aims to establish how parental involvement can be organized to promote learners' growth effectively. The findings served as a basis for formulating strategies that create more effective school-home partnerships to ensure that young students get the support they need to excel academically.

2. Literature Review

This study is grounded in key theoretical frameworks and legal bases emphasizing the role of parental involvement in children's education, particularly during the transition from remote to face-to-face classes. Theories such as Urie Bronfenbrenner's Ecological Systems Theory (2000), Albert Bandura's Social Learning Theory (1977), and Joy Epstein's Six Types of Parental Involvement (2011) provide the foundation for understanding parental involvement. Additionally, legal bases such as the Enhanced Basic Education Act of 2013 (Republic Act No. 10533) and DepEd Orders highlight the significance of parental participation in student learning.

A child's growth is influenced by a variety of environmental influences, as explained by Bronfenbrenner's Ecological Systems Theory (2000) as cited by Rosa and Tudge (2013). While the mesosystem emphasizes the value of cooperation between the home and the school, the microsystem stresses direct contacts between parents, teachers, and peers. While the

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macrosystem represents broader cultural norms that impact parental attitudes toward schooling, the exosystem considers external factors like neighborhood resources and employment policies. The chronosystem emphasizes how parental responsibilities change over time, especially when schooling changes for returning to in-person instruction. A youngster who receives adequate help from all of these systems has a higher chance of succeeding academically.

According to the Social Learning Theory (Bandura, 1977) as cited in (O'Leary, 1988), parents are important role models in influencing their children's academic behavior since children learn by imitation and observation. Saral and Acar (2021) demonstrate that parental participation enhances academic performance, especially when kids see successful learning practices in action at home. Bandura's idea of self-efficacy is also pertinent since parents who believe they can help their kids are more likely to choose more successful teaching methods (Kong & Yasmin, 2022). This hypothesis supports the notion that a seamless transition to in-person instruction depends heavily on parental involvement.

Epstein's Six Types of Parental Involvement (2011) offers a comprehensive framework for understanding parental involvement. These include (1) Parenting, which fosters a supportive home environment; (2) Communicating, which strengthens parent-teacher interactions; (3) Volunteering, which allows parents to participate in school activities; (4) Learning at Home, which reinforces academic skills outside the classroom; (5) Decision-Making, which integrates parents into school governance; and (6) Collaborating with the Community, which builds school-family partnerships. Studies by Otani (2020) and Wilder (2023) affirm that students achieve higher academic success when parents engage in multiple forms of involvement.

Parental engagement has a direct impact on academic performance, with studies by Chophel and Choeda (2021) and Farooq and Asim (2020) confirming that structured home learning environments and homework assistance enhance student achievement. Workplace flexibility and community resources further influence parental involvement, as highlighted by Lui et al. (2020) and Wilder (2023), who found that parents with accommodating work environments are more likely to participate in school activities. Cultural values are also important. Huguley et al. (2021) show that civilizations that place a strong emphasis on education typically encourage greater parental involvement, which improves student performance.

3. Purpose of the Study

This study determined the parental involvement and academic performance of the Grade 1 learners during the academic transition of the face-to-face classes in Pangan-an Elementary School in Lapu-Lapu City Division for the school year 2022-2023 as the basis for enhancement plans. Specifically, it sought to answer questions about the profile of the parents, the level of parental involvement, the academic performance of the Grade 1 learners for 3rd quarter, the correlation between parental involvement and the academic performance of Grade 1 learners and the academic performance of the Grade 1 learners when grouped by the parents' profiles.

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4. Research Methodology

This research used the descriptive-correlational research design. A descriptive design means observing and measuring without manipulating variables (Stangor & Walinga, 2019). The researchers found the relationship between the respondents' profile factors and their degree of parental involvement using a correlational method. A total of 42 parent respondents were selected using universal sampling to participate in this study, and they were asked to answer the survey questionnaire on the Parental Involvement Questionnaire by Mejia et al. (2009). This tool contained 21 items designed by the author to gather information about the nature and level of parents' participation in their child's school and academic work. The questionnaire garnered Cronbach's alpha coefficient of 0.91 and is interpreted as good to acceptable.

Moreover, this research follows a step-by-step process for conducting the study. The administration of the questionnaire and data collection commenced after the school principal approved the study. Data privacy and ethical considerations were given the utmost importance in handling the data. The collected data were tallied, collated, and secured. Statistical treatments were used to help interpret and analyze the results.

5. Results and Discussions

5.1. Profile of the Respondents.

This part includes the demographic profile of the respondents regarding age and gender, civil status, educational attainment, and occupation, as revealed by a survey questionnaire completed by 42 respondents.

Table 1: Profile of the Respondents

	Frequency	Percentage
A. Age [in years]		
26-30	13	30.95
31 - 35	13	30.95
36 - 40	8	19.05
41 - above	8	19.05
Mean : 34.95		
StDev : 6.93		
B. Gender		
Female	35	83.33
Male	7	16.67
C. **Civil Status**		
Married	36	85.71
Single	6	14.29
D. **Highest Educational Attainment**		
Father		
Elementary Level	18	42.86

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	Elementary Graduate	1	2.38
	High School Level	5	11.90
	High School Graduate	14	33.33
	College Level	2	4.76
	College Graduate	2	4.76
	Mother		
	Elementary Level	10	23.81
	Elementary Graduate	8	19.05
	High School Level	5	11.90
	High School Graduate	15	35.71
	College Level	1	2.38
	College Graduate	3	7.14
E.	**Occupation**		
	Father	27	64.29
	Fisherman	10	23.81
	Laborer	2	4.76
	Security Guard	1	2.38
	Driver	2	4.76
	Office staff		
	Mother	1	2.38
	Businesswoman	3	7.14
	House Helper	33	78.57
	Housewife	4	9.52
	Production worker	1	2.38
	Teacher		
F.	**Income [in PhP]**		
	Less than 9,100 (Poor)	37	88.10
	9,100 - 18,200 (Lower Income)	5	11.90
	18,200 - 36,400 (Lower Middle Class)	0	0.00
G.	Family Size		
	1 - 3	19	45.24
	4 - 6	20	47.38
	7 - 9	2	4.76
	10 and above	1	2.38
	Mean : 3.952		
	StDev : 1.950		

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As seen in Table 1A, the age of the respondents revealed that 13 were 26-30 years old, or 30.95 percent; 13 were 31-35 years old, or 30.95 percent; eight (8) were 36-40 years old, or 19.05 percent; and eight (8) were 41 and above, or 19.05. percent. The mean is 34.95, and 6.93 is the standard deviation. The results indicate that parents in their late 20s and early 30s are biologically in their peak reproductive years. This age range coincides with a period where many people establish careers and relationships, making it a standard time for starting families. Moreover, the gender of the respondents revealed that there were 35 female respondents, or 83.33 percent, and seven (7) males, or 16.67 percent, for the gender.

The findings indicate that, net of specific information on parental SES, late parenthood is positively correlated with educational achievement, but early and adolescent parenthood have a detrimental impact on children's educational outcomes (Cantalini et al., 2020). Age at parenthood affects educational achievement primarily for children of low—and middle-educated parents, who are more penalized by early childbearing and favored by late parenthood than the offspring of the tertiary educated. This implies significant age differences between the parents and children. There may be a gap in cultural references, values, and perspectives in children's education. The results indicate that traditionally, men have been more likely to be the primary earners in many households. This can lead to mothers taking on more day-to-day caregiving tasks due to practical considerations related to work schedules and childcare arrangements. Women are more involved in family relations than males, according to the Fingerman et al. (2020) study; however, since gender roles have changed over time, these disparities may differ between generations. This implies that the mother usually controls her children's day-to-day care. This suggests that usually the mother watches over her children's everyday needs. Mothers help with schoolwork, attend parent-teacher conferences, and encourage academic success on behalf of their children.

Moreover, data in Table 1C revealed that 36 of the 42 respondents were married, or 85.71 percent and 6 were single, or 14.29 percent. The results indicate that married parents were often associated with higher commitment and responsibility toward their children. Couples who are married may feel more obligated to provide a stable and nurturing environment for their children compared to unmarried couples or single parents. The study by Wilder (2023) showed that educational expectations, tutoring, and homework supervision significantly impact student academic performance, while other forms of parental involvement are less influential. This implies that civil status impacts parental involvement in their children since it can impact their level of engagement in parenting activities and their role within the family. The presence of both parents in the household can facilitate consistent involvement, shared responsibilities, and a sense of security for the children.

As seen in Table 1D, the highest educational attainment of fathers revealed that 18 were elementary school graduates, or 42.86 percent; one (1) was an elementary graduate or 2.38 percent; five (5) were high school graduates or 11.90 percent; 14 were high school graduates or 33.33 percent, 2 were college graduates or 4.76 percent, and two (2) were college graduates or 4.76 percent. Moreover, the highest education of the mothers revealed that 10 had an elementary

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school education, which represented 23.81 percent; 8 had an elementary school education, which represented 19.05 percent; 5 had a high school education, which represented 11.90 percent; 15 had a high school education, which represented 35.71 percent; 1 had a college education, which represented 2.38 percent; and 3 had a college education, which represented 7.14 percent. With the results, it can be deduced that educational achievements of fathers have long been anticipated and tolerated in most nations. As the primary breadwinner in their households, fathers are responsible for being able to make ends meet. Because additional education can lead to improved job opportunities and increased earnings capacity, such expectation often accompanies higher levels of education. In addition, the growing recognition of the importance of education for women and mothers is illustrated by mothers' educational levels in different societies. Higher numbers of women are going on to higher education, such as completing high school and higher, due to this shift in culture. Parental participation is essential for fostering their children's academic success, claim Boonk et al. (2018). However, further study is required to investigate the connection between parental warmth and parenting styles and the possible combined influence of maternal and paternal warmth. Therefore, the main goal of the current study is to investigate the degree to which the relationship between parental involvement, grade point average (GPA), and school engagement behaviors is moderated by patterns of parental warmth among mothers and fathers.

In Table 1E, the highest number of fathers' occupations were fishermen, with a total of 27 or 64.29 percent. One (1) was a driver at 2.38 percent; 10 for laborers at 23.81 percent; two (2) for office staff at 4.76 percent; and two (2) for a security guard at 4.76 percent. Moreover, the highest number of mothers occupations were housewives, with 33 or 78.57 percent; three (3) a house helper or 7.14 percent (1) a businesswoman or 23.38 percent; four (4) four a production worker or 9.52 percent; and one (1) for a teacher or 2.38 percent. The great cultural value and respect connected with fishing in societies with strong historical ties or major economic reliance on the activity show that fishing is the main occupation of dads. Families' and communities' view of the career may change as result. Moreover, the results revealed that a wife who provides the main household income and financial support could help a mother fulfill her main homemaking role. This methodical division of duties lets both partners concentrate on their particular chores around the house. According to Davis-Kean et al. (2021), family income and parent occupation are strong indicators of children's developmental outcomes. Differences in these resources forecast notable academic differences between kids from various socioeconomic backgrounds that endure throughout school years, sustaining educational inequality across generations.

As shown in Table 1F, 37 or 88.10 percent, was the highest combined monthly income of the respondents, with less than 9,100 classified as poor. Five (5) parents' incomes were 9,100 - 18,200, classified as lower income, or 11.90 percent. According to this study, if one or both of the parents work low-paying jobs, underemployed, or are unemployed, the family's overall income might be much changed. According to Poon (2020), children from low socioeconomic level homes often show lower academic performance than their middle socioeconomic level counterparts. This is mostly related with different parenting factors. This suggests that parents with higher income levels generally afford their children a wider array of options, including

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educational materials, extracurricular activities, and enrichment programs. High-income parents may provide their children with opportunities that can contribute to their development and well-being.

Lastly Table 1G indicates that the highest family size number size was 4-6, wherein 20 of the respondents fall into this size, or 47.83 percent. Nineteen respondents fall into the family size 1-3 or 45.24 percent. 2 respondents have a family size of 7-9 or 4.76 percent, and one (1) for above 10 or 2.38 percent. The mean of the family size was 3.925, and the standard deviation was 1. 950. This outcome revealed how family size decisions are influenced by cultural, personal, or financial elements. While some families decide to have several children, others could incorporate dependents or extended family members into their household. Blake's (2022) research indicated that family size is a variable that most couples can regulate with considerable accuracy. This implies that the size of a family can influences the parent-child relationship within the family. In larger families, parents may have less one-on-one time with each child, potentially affecting the depth and quality of the parent-child bond and parental involvement in the child's development.

5.2. Level of Parental Involvement

This part shows the respondents' level of parental involvement in terms of parenting, learning at home, decision-making, and familiarity with school information communication.

Table 2. Level of Parental Involvement as to Parenting

	Indicators	**Mean**	**StDev**	**Interpretation**
1.	I receive information on what I can do at home to help my child improve or advance his or her learning.	3.59	0.82	Very High
2.	I receive information on health and nutrition.	3.54	0. 67	Very High
3.	I receive information on child development.	3.59	0. 62	Very High
4.	I attend workshops on parenting and child learning.	3.33	0.81	Very High
5.	I enrolled in some courses or parent training programs on family literacy, financial literacy, or other programs related to planning for my children's education.	3.08	0.73	High
6.	I welcome and encourage my child's teacher to do home visitation.	3.33	0.81	Very High
	Aggregate Mean :	**3.41**	**0.74**	**Very High**

Legend: 1.00-1.74 Very Low; 1.75-2.49 Low; 2.50-3.24 High; 3.25-4.00 Very High

As shown in Table 2, results revealed that receiving information on child development was the highest rated indicator at 3.59 weighted mean and 0.82 standard deviation, which is interpreted as **very high**. This is followed by "I receive information on child development" with a mean of

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3.59 and 0.62 standard deviations, then "I receive information on health and nutrition" with a 3.54 mean and 0.67 standard deviations. On the other hand, "I attend workshops on parenting and child learning" and "I welcome and encourage my child's teacher to do home visitation" got the same weighted mean of 33.33 and a standard deviation of 0.81. Lastly, "I enrolled in some courses or parent training programs on family literacy, financial literacy, or other programs that concern planning for my children's education," which got the lowest weighted mean of 3.08 and standard deviation of 0.73. Overall, it has an aggregate mean of 3.41 and a standard deviation of 0.74, interpreted as **very high**.

This result indicated that when parents receive information about supporting their child's learning at home, it signifies a proactive and engaged approach to parenting. This involvement shows that parents are interested in their children's educational progress and are willing to take actionable steps to support their learning journey.

Parents most helped their children by supervising classroom participation and assignment completion, according to Ribeiro et al. (2021). Many elements seem to influence the length of parental participation rather greatly. The results show that parents, especially those with elementary school-aged children, must devote a substantial amount of time to their children's education, making it difficult to balance job or telework with academic obligations. Implications for policies, schools, and families are discussed to promote children's learning and success.

This implied that parental involvement can be influenced by parents' attitudes and beliefs about their role as parents. Parents who value and prioritize their participation in their children's lives are more likely to actively participate in their children's activities, school matters, and development.

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Table 3. Level of Parental Involvement as to Learning at Home

	Indicators	Mean	StDev	Interpretation
1.	I have the full knowledge on what my child should learn and be able to do in each grade.	3.31	0.74	Very High
2.	I inform the school what my goals are for my child's learning or what programs child need.	3.33	0.75	Very High
3.	I know the homework policy of the school and I know confidently how to monitor and discuss schoolwork at home.	3.42	0.83	Very High
4.	I monitor my child's homework and provide additional input to enrich his/her learning in school.	3.57	0.66	Very High
5.	I set calendar of activities for my child at home or schedule for doing homework and advance study.	3.24	1.07	High
6.	I participated in some activities in school (Math and Science and the like) and enroll my child in summer learning clinics.	2.35	1.34	Low
	Aggregate Mean:	**3.20**	**0.89**	**High**

Legend: 1.00-1.74 Very Low; 1.75-2.49 Low; 2.50-3.24 High; 3.25-4.00 Very High

As shown in Table 3, the results revealed that "I monitor my child's homework and provide additional input to enrich his/her learning in school" got a mean of 3.57 and a standard deviation of 0.66, which is interpreted as always and followed by "I know the homework policy of the school and I know confidently how to monitor and discuss schoolwork at home" with the weighted mean of 3.42 and 0.83 standard deviation, next "I inform the school what my goals are for my child's learning or what programs child need" with the weighted mean of 3.33 and 0.75 standard deviation and "I have the full knowledge on what my child should learn and be able to do in each grade" with the weighted mean of 3.31 and 0.74 standard deviation. "I set calendar of activities for my child at home or schedule for doing homework and advance study" with a weighted mean of 3.24 and 1.07 standard deviation while the lowest was "I participated in some activities in school (Math and Science and the like) and enroll my child in summer" with the weighted mean of 2.35 and 1.34 standard deviation. Overall, learning at home has an aggregate mean of 3.20 and a standard deviation of 0.89, interpreted as **High**.

This result indicated that monitoring homework allows parents to observe their child's academic progress and understanding of school material. By staying informed about assignments, parents can identify areas where their child may need additional support or enrichment. Gan and Bilige (2019) noted the latent class dimensions of parental involvement in home-based education were parent-child communication, home supervision, homework help, emotional support, and parental expectations. They noted that the quantity and quality of parental involvement were positively related to the children's academic achievement.

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Table 4. Level of Parental Involvement as to Decision Making

	Indicators	Mean	StDev	Interpretation
1.	I am actively participating on Parent- Teacher Association as member of the committee in curriculum, safety planning etc.	2.57	1.08	High
2.	I am actively working with the other parents to lobby and work for school reform and improvement.	2.92	0.94	High
3.	I am involved in school- decision making at my child's school.	3.33	0.75	Very High
4.	I help in planning family involvement activities.	3.40	0.70	Very High
5.	I receive information and participate in the election for homeroom and general PTA board.	3.14	1.14	High
6.	I am included to networks that link all families as established by the school or PTA.	3.20	0.89	High
	Aggregate Mean:	**3.07**	**0.96**	**High**

Legend: 1.00-1.74 Very Low; 1.75-2.49 Low; 2.50-3.24 High; 3.25-4.00 Very High

As shown in Table 4, the results revealed that "I help in planning family involvement activities" was the highest rated indicator with a weighted mean at 3.40 and a 0.70 standard deviation, followed by "I am involved in school- decision making at my child's school" with the weighted mean at 3.33 and a standard deviation of 0.75 which was interpreted as always. Then, "I received information and participated in the election for homeroom and general PTA board, schoolwork at home," with a weighted mean of 3.14 and a standard deviation of 1.14. "I am actively working with the other parents to lobby and work for school reform and improvement" has a weighted mean of 2.92 and a standard deviation of 0.94; "I am included to networks that link all families as established by the school or PTA" has a weighted mean of 2.83 and standard deviation of 1.16. The lowest was "I am actively participating in Parent-Teacher Association as a member of the committee in curriculum, safety planning, etc.," with a weighted mean of 2.57 and a standard deviation of 1.18. Overall, it has a weighted mean of 3.07 and a standard deviation of 0.96 interpreted as **High**.

This result indicated that when parents actively participate in planning family activities, they share responsibility for the family's well-being and development. Collaborative decision-making encourages open communication, mutual respect, and teamwork among family members.

In order to determine the resources, communication, and guidance between the home and the school, as well as to learn from parents' experiences so that more effective practices can be established should similar situations arise in the future, the study by Bates et al. (2023) investigates how parents supported their children's home learning. The survey highlighted the divergence of practices with home-school communications across schools and the challenges parents experienced.

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Table 5. Level of Parental Involvement as to Familiarity with School Information Communication

	Indicators	Mean	StDev	Interpretation
1.	If I have questions, concerns or comments about my child, I inform my child's teacher or school right away.	2.95	1.08	High
2.	When my child's school communicates with me it easy for me to read and understand.	2.76	1.82	High
3.	When the folder of the students work sent home, I review and give comments to my child's schoolwork.	3.38	0.82	Always
4.	I pick up report cards of my child and confer with the teacher on how to improve learning or performance.	3.02	1.02	High
5.	I receive and respond to useful notices, phone calls, and other communications form the school.	2.83	1.14	High
6.	I attend meetings to be aware of different school policies, programs, reforms and activities.	3.28	0.97	Very High
	Aggregate Mean:	**2.94**	**1.14**	High

Legend: 1.00-1.74 Very Low; 1.75-2.49 Low; 2.50-3.24 High; 3.25-4.00 Very High

As shown in Table 5, the results revealed that "when the folder of the students work sent home, I review and give comments to my child's schoolwork" was the highest rated indicator with the weighted mean at 3.38 and 0.82 standard deviation, followed by "I attend meetings to be aware of different school policies, programs, reforms, and activities" with the weighted mean at 3.28 and 0.92 standard deviation which was interpreted as **Very High**. Then, "I pick up report cards of my child and confer with the teacher on how to improve learning or performance" with the weighted mean of 3.02 and 1.02 standard deviation. "If I have questions, concerns, or comments about my child, I inform my child's teacher or school right away" with the weighted mean of 2.95 and 1.14 standard deviation; "I receive and respond to useful notices, phone calls, and other communications form the school" with the weighted mean of 2.83 and 1.14 standard deviation and the lowest rated indicators was "when my child's school communicates with me it easy for me to read and understand" with the weighted mean of 2.76 and 1.82 standard deviation. Overall, the aggregate mean was 2.94, and a standard deviation of 1.14 was interpreted as **High.**

This result indicates that reviewing and giving feedback on schoolwork allows parents to monitor their child's academic progress and performance. It provides insights into their strengths, areas for improvement, and overall understanding of the material taught in school.

In the study of Yulianti et al. (2022), school leaders and teachers are two essential agents within the school organization to promote parental involvement. Parental involvement was not

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significantly impacted directly by transformational leadership. Parental involvement was found to be significantly impacted by teacher invitations. School-based parental involvement, including the recruitment of parents as volunteers and their participation in school decision-making, was facilitated by teacher invites.

Table 6. Summary Table on Level of Parental Involvement (n =42)

	Indicators	**Mean**	**StDev**	**Interpretation**
A.	Parenting	3.41	0.74	Very High
B.	Learning at Home	3.20	0.89	High
C.	Decision Making	3.07	0.96	High
D.	Familiarity with School Information Communication	2.94	1.14	High
	Aggregate Mean :	**3.15**	**0.93**	**High**

Legend: 1.00-1.74 Very Low; 1.75-2.49 Low; 2.50-3.24 High; 3.25-4.00 Very High

Table 6 shows that parenting has the highest level of parental involvement with a weighted mean of 3.41 and 0.74 standard deviation, followed by learning at home with a weighted mean of 3.20 and 0.89 for standard deviation. Table 6 indicates that parenting has the highest degree of parental involvement, with a weighted mean of 3.41 and a standard deviation of 0.74, followed by learning at home, which has a weighted mean of 3.20 and a standard deviation of 0.89. The decision-making process had a weighted mean of 3.07 and a standard deviation of 0.96, while Familiarity with School Information Communication recorded the lowest weighted mean of 2.94 and a standard deviation of 1.14. The aggregate of the four degrees of parental participation yields a weighted mean of 3.15 and a standard deviation of 0.93, which is interpreted as **high**.

This outcome signifies that parenting encompasses aiding children's educational pursuits, such as assisting with homework, promoting academic success, and cultivating a favorable disposition towards learning. Parental engagement in education profoundly impacts children's academic achievement and motivation.

Muller (2018) asserts that parental participation has a major impact on students' academic and social results. This study looked at how parents felt about the school environment, issues, and the promotion of parental participation. The results raise concerns about the roles that local, state, and federal legislators as well as schools play in encouraging parents and families from nondominant ethnic groups to actively participate in their children's education.

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5.3. Academic Performance of the Grade 1 Learners for the 3rd Quarter

Table 7. Academic Performance in Mathematics

Grades	Verbal Description	Frequency	Percentage
75 - 79	Fairly Poor	13	30.95
80 - 84	Satisfactory	12	28.57
85 - 89	Very Satisfactory	7	16.67
90 - 100	Outstanding	10	23.81
	Mean : 83.73		
	StDev : 5.10		

As shown in Table 7, the results revealed that 10 learners, or 23.81 percent, got outstanding grades. This was followed by the seven (7) learners, or 16.67 percent, who got very satisfactory grades. Closely followed by the 12 learners, or 28.57, who got a satisfactory grade. Lastly, 13 learners, or 30.95, got fairly poor grades.

This result indicates that achievement in mathematics often correlates with students' level of effort and engagement in learning. Those who consistently apply themselves, participate actively in class, complete assignments, and seek clarification when needed are more likely to achieve scores within this range.

The results of Otani's study (2020) show that parental involvement is associated with students' educational outcomes. Students' attitudes and aspirations mediate the associations between parental involvement and academic achievement. Different associations between parental monitoring involvement and achievement were found for elementary and middle school.

Table 8. Academic Performance in English

Grades	Verbal Description	Frequency	Percentage
75 - 79	Fairly Poor	14	33.33
80 - 84	Satisfactory	15	35.71
85 - 89	Very Satisfactory	4	9.52
90 - 100	Outstanding	9	21.43
	Mean : 82.57		
	StDev : 4.94		

As shown in Table 8, the result revealed that nine (9) learners, or 21.43 percent, got outstanding grades. This was followed by the four (4) learners, or 9.52 percent, who got very satisfactory grades. Closely followed by the 15 learners, or 35.71, who got a satisfactory grade. Lastly, 14 learners, or 33. 33, got fairly poor grades. The mean was 82.47, and the standard deviation was 4.94.

This result indicates that achievement in English could reflect how well students performed on various assignments, quizzes, tests, and exams throughout the semester. Scores in this range

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typically indicate solid understanding and competence in the subject matter, with occasional errors or areas needing improvement.

Kalaycı and Ergül (2020) investigate English language teachers' perspectives regarding the significance of parental participation in the English language acquisition process of young learners. Five themes emerged from the teachers' responses: (1) factors affecting student achievement, (2) importance of parental involvement, (3) methods of parental engagement in the English language teaching/learning process, (4) strategies employed by parents to promote involvement, and (5) teachers' necessity for additional training on parental involvement. The findings reveal that the educators recognized the significance of parental engagement; nevertheless, they did not implement any particular strategies to promote it. Teachers perceive themselves as the primary and influential agents in the English language development of young learners, while considering parents just as one of the contributing variables in this process.

Table 9. Academic Performance in Filipino

Grades	Verbal Description	Frequency	Percentage
75 - 79	Fairly Poor	12	28.57
80 - 84	Satisfactory	13	30.95
85 - 89	Very Satisfactory	8	19.05
90 - 100	Outstanding	9	21.93
	Mean : 83.78		
	StDev : 5.14		

Table 9 reveals that nine (9) students, constituting 21.93 percent, attained outstanding grades. This was followed by eight (8) students, or 19.05 percent, who attained exceptionally high grades. Closely followed by the 13 learners, or 30.95, who got a satisfactory grade. Lastly, 12 learners, or 28. 57, got fairly poor grades. The mean was 83.78, and the standard deviation was 5.14.

This result indicated that students demonstrated a solid grasp of the Filipino language, literature, and cultural aspects covered in the curriculum. They may consistently perform well in assessments, showing a good understanding of grammar, vocabulary, reading comprehension, and writing skills.

Francisco and Celon's study (2020) revealed that instructional practices affect students' academic performance in Filipino to varying degrees. This means every unit improvement in instructional management practices could increase students' academic performance. The findings provide implications for parents to help the teachers encourage the children to use the Filipino language at home sometimes, engaging in conversations to enhance reading and writing in Filipino.
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Table 10. Academic Performance in Araling Panlipunan

Grades	Verbal Description	Frequency	Percentage
75 - 79	Fairly Poor	2	4.76
80 - 84	Satisfactory	16	38.10
85 - 89	Very Satisfactory	9	21.43
90 - 100	Outstanding	15	35.71
	Mean : 86.21		
	StDev : 4.70		

As shown in Table 10, the results revealed that 15 learners, or 35.71 percent, got outstanding grades. This was followed by the 9 learners, or 21.43 percent, who got very satisfactory grades. Closely followed by the 16 learners, or 38.10, who got an acceptable grade. Lastly, two (2) learners, or 4. 76 got fairly poor grades. The mean is 86.21 and 4.70 for standard deviation.

This result indicates that grades in this range from 80-85 indicate that students consistently perform well on assignments, quizzes, tests, projects, and presentations. Their work shows depth of analysis, clarity of expression, and adherence to the academic standards expected in Araling Panlipunan.

This implies that parents may help teachers increase students' knowledge at home about Philippine history, culture, values, and society. They may supplement learning by discussing historical events, sharing family stories, and visiting historical sites.

According to Elmer (2022), the utilization of differentiated instruction in Araling Panlipunan has increased the academic performance of grade seven learners. The study also revealed a magnitude of difference between the post-test scores of the controlled and experimental groups.

5.4. Test of Significance of the Relationship Between the Parental Involvement and Academic Performance of the Grade 1 Learners

This study posited that there exists no substantial correlation between parental participation and the academic performance of Grade 1 students. Table 11 displays the results.

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Table 11 Test of Significance of the Relationship Between the Parental Involvement and the Academic Performance of the Learners

Variables	r-Value	p-Value	Significance	Result
Academic Performance				
A. Parenting	-0.129	0.41	Not Significant	Ho accepted
B. Learning at Home	-0.371	0.016	Significant	Ho rejected
C. Decision Making	-0.458	0.002	Significant	Ho Rejected
D. Familiarity with School Information Communication	-0.230	0.14	Not significant	Ho Accepted
Parental Involvement	-0.352	0.022	Significant	Ho rejected

Table 11 shows that with the computed p-value of less than 0.05 significance level, learning at home (p-value = 0.016) and decision-making (p-value = 0.002) were found to have a significant relationship to the academic performance of the Grade 1 learners. This led to the decision to reject the null hypothesis. On the other hand, parenting (p-value = 0.41) and familiarity with school information communication (p-value = 0.14) were found to have no significant relationship to the academic performance of the Grade One learners. Hence, the null hypothesis was accepted.

Jeynes (2018) examined the relationship between the parental expectations component of parental involvement and students' academic achievement. The results demonstrated that statistically significant impacts appeared across students of varying age groups, races, genders, and nations.

It implied that parental involvement contributes to students' motivation and interest in learning. When parents show interest in their children's educations, support them, and engage in learning activities together, students are more likely to develop a positive attitude towards learning and exhibit higher levels of motivation to succeed academically.

5.5. Test of Significance of the Difference on the Academic Performance when Grouped by the Profile of the Parents

This study hypothesized that there was no significant difference in the academic performance of Grade One learners when grouped by the parents' profiles. Table 18 presents the results.

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Table 12 Test of Significance of the Difference on the Academic Performance When Grouped by the Profile of the Parents

Academic Performance When Grouped By	F-value	p-value	Significance	Result
Age	4.14	0.001	significant	Ho rejected
Gender	0.05	0.829	Not significant	Ho accepted
Civil Status	1.60	0.213	Not significant	Ho accepted
Father's Educational Attainment	1.16	0.349	Not significant	Ho accepted
Mother's Educational Attainment	0.50	0.773	Not significant	Ho accepted
Father's Occupation	1.53	0.212	Not significant	Ho accepted
Mother's Occupation	1.87	0.137	Not significant	Ho accepted
Income	0.07	0.782	Not significant	Ho accepted
Family Size	0.69	0.693	Not significant	Ho accepted

As reflected in Table 12, with the computed p-value of less than 0.05 significance level, results showed that only age (p-value = 0.001) significantly affects the academic performance of the Grade One learners. Gender (p-value = 0.829), civil status (p-value = 0.213), father's educational attainment (p-value = 0.349), mother's educational attainment (p-value = 0.773), father's occupation (p-value = 0.212), mother's occupation (p-value = 0.137), income (p-value = 0.782), and family size (p-value = 0.693) exhibited no significant difference in the academic performance of Grade One learners, as all computed p-values exceeded the 0.05 level of significance. Consequently, the null hypotheses were accepted.

The study by Naite (2021) found that parental income level does not impact parental involvement in their children's education. However, the parent's educational level, age, employment, and marital status significantly impacted parental involvement. This research revealed that adolescents with highly engaged parents exhibited superior academic achievement and elevated test scores across all subjects in comparison to those whose parents were uninvolved in their education. The results indicated that parents should improve their awareness of the need of visiting and helping their children in educational environment. Since they are their children's main teachers, parents should actively support their education
both at home and in a school.

6. Conclusion

Based on the study's findings, it can be concluded that parental involvement among the parents of Pangan-an Elementary School was consistently high, while learning at home, decision-making, and familiarity with school communication were moderately engaged. Overall, parental involvement during the academic transition to face-to-face classes was frequent, indicating areas for targeted improvement to enhance learner support.

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7. Recommendation

In light of the study's findings, it is recommended that the action plan crafted be adopted and implemented.

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