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

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Abstract

Early childhood is a vital stage in a young child's growth, encompassing linguistic, cognitive, social, emotional, and physical development. 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 Baring 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 administered to 51 selected parents 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 31-35, females, married, and most fathers had attained elementary level while high school graduates for the mothers. The fathers' occupation was fishermen, while housewives were mothers and had a maximum of 1-3 children. Moreover, the results on the level of parental involvement showed that parenting, learning at home, decision-making, and familiarity with school information and communication were often. Consequently, parental participation during the academic transition to face-to-face classes was high. Furthermore, their academic performance was satisfactory in Mathematics, English, and Filipino, while very satisfactory in Araling Panlipunan. The correlational analysis showed that parental involvement and academic performance of Grade 1 learners were insignificant. Lastly, there was no significant difference in the academic performance of the Grade 1 learners when grouped by the parents' profile. 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

Parental involvement is universally acknowledged as a critical determinant of a child's academic achievement, especially at pivotal transitional phases in education (Goodall, 2021; Oranga et al.,

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2023; Salac & Florida, 2022). The transition from modular or remote learning to in-person instruction poses obstacles (Villar et al., 2022) and opportunities (Pick et al., 2022) for young learners, particularly those in Grade 1, experiencing their inaugural formal education in a physical classroom setting. As educational institutions revert to conventional learning methods after the interruptions induced by the COVID-19 epidemic, it is essential to assess the significance of parental involvement in facilitating a seamless transition and promoting academic success (Reimers & Schleicher, 2020).

This research is based on Epstein's (1995) Overlapping Spheres of Influence Theory, which emphasizes the interconnected roles of family, school, and community in a child's educational development (Capretta et al., 2024). Epstein asserts that student achievement is optimized when all three domains collaborate, enhancing learning at home and school (Chen, 2024; Peng et al., 2022; Yu et al., 2024). According to Vygotsky's Sociocultural Theory of Learning (1978), a child's cognitive development is shaped in great part by social interactions—especially parental direction. As main learners' facilitators, parents give their children scaffolding to enable them to fit different learning environments. Bronfenbrenner's Ecological Systems Theory (1979) contextualizes the study by illustrating the different layers of influence—microsystem (immediate environment, including home and school), mesosystem (interactions between family and school), and exosystem (broader social factors)—that shape a child's educational experiences (Elliott & Davis, 2020). Within the framework of Baring Elementary School, these theoretical perspectives suggest that active parental involvement can improve students' academic achievement during their transition to in-person learning.

Numerous educational policies and legal frameworks emphasize parental involvement. Known as the Enhanced Basic Education Act of 2013, Republic Act No. 10533 emphasizes the need of parental participation in their children's basic education. Especially in helping kids with flexible learning options throughout the epidemic, DepEd Order No. 30, s. 2020 stresses the need of home-school partnerships. Moreover, Republic Act No. 9155, sometimes known as the Governance of Basic Education Act of 2001, recognizes the shared obligations among parents, teachers, and society in raising standards of education. The UNESCO Education 2030 Framework for Action promotes family engagement as a crucial method for attaining Sustainable Development Goal 4 (Quality Education), underscoring the global agreement on the significance of parental involvement in children's education (Adipat & Chotikapanich, 2022; Kanowski et al., 2019).

2. Objectives of the Study

This research determined the parental involvement and academic performance of the Grade 1 Learners during the academic transition of the face-to-face classes in Baring Elementary School in Lapu-Lapu City Division for the school year 2022-2023 as the basis for the enhancement plan. Specifically, it sought to answer questions about the profile of the parents in terms of age and gender, civil status, highest educational attainment, occupation, combined monthly family income, and family size; the level of parental involvement in terms of parenting, learning at home, decision making, and familiarity with school information communication; the academic

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performance of the Grade 1 learners for 3rd quarter as to Mathematics, English, Filipino, and Araling; and correlation between parental involvement and the academic performance of Grade 1 learners; and correlation in the academic performance of the Grade 1 learners Panlipunan when grouped by the parents' profiles.

3. Research Methodology

3.1 Design

This study utilized descriptive-correlational research to thoroughly investigate the relationship between parental participation and the academic achievement of Grade 1 learners. Correlational research, a non-experimental quantitative methodology, investigates the relationships between two or more variables without direct intervention or modification by the researcher.

3.2 Respondents

There were 51 parents who participated in the study and were selected using universal sampling.

3.3 Instrument

The researchers used the Parental Involvement Questionnaire by Mejia et al. (2009). This tool contains 21 items designed by the author to gather information about the type 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. Further, the parameters describe possible areas of activity and engagement among the parents in supporting their child's education. Detailed parameters are thoroughly provided to promote comprehension and undertaking by the respondents, who are parents of the Grade 1 learners of Baring Elementary School.

Part 1 of the survey questionnaire asked for the respondents' profiles, including their age, highest educational level, employment status, average monthly income, and family size. Part 2 assessed parental involvement in parenting, learning at home, decision-making, and familiarity with school information communication. Part 3 determined the academic performance of the Grade 1 learners. In this part, the researcher based the data on the average rate of the grading period for the school year 2022-2023 through secondary data or data mining from the official records of the teachers handling the said classes.

3.4 Data Gathering Procedure

Per the university's research guidelines, the researchers first held a design hearing to ask a panel of reviewers for advice on conducting and analyzing the study. The researchers sent a letter of intent to the Dean of the University College to begin the research officially. Another letter was submitted to the head of the school to get the required approval from DepEd officials. Data collection was initiated when approval was obtained from the Principal's Office. The respondents' characteristics and parental involvement level were collected using a standardized

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survey instrument. Ensuring accuracy and security throughout the research process, the acquired data were methodically tallied, processed, and kept securely.

Statistical Treatment. Gathered data were treated using frequency, simple percentage, weighted mean, standard deviation, chi-square test of independence, and ANOVA.

4. Results and Discussion

This section presents and discusses the data gathered, including the profile, level of parental involvement, and the relationships among variables at Baring Elementary School.

4.1 Profile of the Respondents

This part presents the profile regarding age and gender, civil status, highest educational attainment, occupation, combined monthly family income, and family size.

Table 1. Age and Gender Profile of the Respondents (n = 51)

	Frequency	Percentage
A. Age [in years]		
21-25	2	3.92
26-30	12	23.53
31 - 35	20	39.22
36 - 40	8	15.69
41 - above	9	17.65
Mean : 34.07		
StDev : 5.98		
B. Gender		
Male	12	23.53
Female	39	76.47

Table 1 indicates that the majority of parents fell between the age range of 31-35 years, accounting for 39.22 percent. On the other hand, 76.47% of the entire distribution of parents was female, therefore their predominate demographic. This result implies that parents in their early to mid-30s usually combine young enthusiasm with the maturity gained by life events. They may have more patience, perspective, and emotional stability to navigate parenting challenges effectively. Some families may have a division of labor where mothers are more responsible for the children's day-to-day needs, including education. This implies that every parent profile of different ages must have developed effective communication strategies to help with problem-solving, discipline, and higher-quality interaction with their children.

Women are more involved in family ties than males in Fingerman et al. (2020), although as gender roles have changed, these distinctions may fluctuate throughout generations. This implies that the mother is often responsible for their children's day-to-day care. Mothers are often

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involved in their children's education, including helping with homework, attending parent-teacher meetings, and encouraging academic success.

Table 2. Civil Status of the Respondents (n = 51)

C. Civil Status	Frequency	Percentage
Married	48	94.12
Single	3	5.88

Table 2 reveals three were single, or 5.88 percent, and 48 of the 51 respondents—or 94.12 percent—were married couples. The findings show that marriage is sometimes linked with stability and a support system for child raising. Couples who want to get married before having children could see marriage as offering a safer setting for family life. This suggests that students' academic achievement is much influenced by the civil status and parental participation with their children. From intact homes to single parents, children often gain from more assistance and organized home surroundings; disturbances in routines and living lives might affect their academic performance.

According to Usevitch and Dufur (2021), children from stable, married families are more likely to succeed academically and socially compared to those from divorced or single-parent households.

Table 3. Highest Educational Attainment of the Respondents (n =51)

	Frequency	Percentage
D. Highest Educational Attainment		
Father		
Elementary Level	22	43.14
Elementary Graduate	6	11.76
High School Level	6	11.76
High School Graduate	14	27.45
College Level	1	1.96
College Graduate	2	3.92
Mother		
Elementary Level	8	15.69
Elementary Graduate	1	1.96
High School Level	6	11.76
High School Graduate	29	56.86
College Level	5	9.80
College Graduate	2	3.92

Table 3 shows that 22 fathers were elementary graduates, or 43.14 percent; six (6) were high school graduates, or 11.76 percent; 14 were high school graduates or 27.45 percent; one (1) was

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a college graduate, or 1.96 percent; and two (2) were college graduates or 3.92 percent. Moreover, eight (8) mothers were at the elementary level, or 15.69 percent; 8 were elementary graduates, or 56.86 percent; 6 were at the high school level, or 11.76 percent; 29 were high school graduates, or 56.86 percent, and five (5) were in college. This result suggests that rural seclusion, a lack of institutions, or financial restrictions might restrict the father's greatest educational level. These can limit chances for people to pursue greater degrees of knowledge outside of primary education. Conversely, the findings also show that many women might have had access to secondary education (high school) but did not seek knowledge beyond this level for different reasons.

This implies that parents' educational attainment is one of the most substantial keys to their children's academic success. Parents with higher educational attainment can provide a more conducive home learning with access to books and educational materials. Children of educated parents likely perform well in school.

According to Engin (2020), student motivation rises in line with a democratic parental attitude and high degree of instructor motivation. Moreover, the findings showed that teachers with high self-efficacy also have a high level of motivation (Demir et al., 2020; Hussain et al., 2022).

Table 4. Occupation of the Respondents (n =51)

E. Occupation	Frequency	Percentage
Father		
Fisherman	25	49.02
Laborer	13	25.49
Security Guard	5	9.80
Driver	3	5.88
Govt Employee	2	3.92
Office staff	1	1.96
Prod. Worker	1	1.96
Construction Worker	1	1.96
Mother		
Housewife	43	84.31
Production worker	3	5.88
Office Staff	1	1.96
Service worker	1	1.96
Vendor	1	1.96
OFW	1	1.96
Massage Therapist	1	1.96

Table 4 shows that the highest number of fathers' occupations were fisherman, with a total number of 25, or 49.02 percent; 3 for driver, or 5.88 percent; 13 for laborers, or 25.49 percent; 5 for security guard, or 9.80 percent; 2 for Government employee, or 3.92 percent; 1 for office staff, or 1.96 percent; 1 for production worker, or 1.96 percent; and 1 for construction worker, or

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1.96 percent. Moreover, the primary occupation among mothers was housewife, totalling 43 individuals, or 84.31 percent; followed by three production workers, constituting 5.88 percent; one office staff member, representing 1.96 percent; one overseas Filipino worker (OFW), also 1.96 percent; one service worker, 1.96 percent; one vendor, 1.96 percent; and one massage therapist, 1.96 percent.

This result indicates that the father occupation of fishing can be a primary economic activity in certain regions, particularly in coastal communities where it may offer a viable livelihood option due to local demand for seafood and related products. Also, the result indicates that mothers often take on primary caregiving roles for children and manage household tasks, which can be a demanding and full-time responsibility. This can lead women to prioritize homemaking over pursuing formal employment.

Hoff and Laursen (2019) assert that socioeconomic status (SES) is a significant determinant of child development. Parenting practices encompass the behaviors exhibited by parents during interactions with their children, the home surroundings they establish, and the external connections they facilitate and allow for their children. Parents from various socioeconomic backgrounds anticipate distinct developmental timelines (Hart et al., 2021).

Table 5. Combined Monthly Family Income of the Respondents (n = 51)

	Frequency	Percentage
F. Income [in PhP]		
Less than 9,100 (Poor)	42	82.35
9,100 - 18,200 (Lower Income)	8	15.69
18,200 - 36,400 (Lower Middle Class)	1	1.96

Table 5 illustrates that 42 parents' incomes were classified as "Poor" (less than 9,100), which accounts for 82.35 percent. Eight (8) parents were classified as "Lower Income" (9,100 - 18,200), which accounts for 15.69 percent. One (1) parent was classified as "Lower Middle Class" (18,200-36,400), which accounts for 1.96 percent. This result indicates that income limitations due to limited education or job skills can restrict the types of jobs available to family members, often resulting in lower-paying work. This implies that parents with income levels influence students' educational attainment and achievements. Parents with higher incomes can give more sustainable ways for their children's educational attainment and all the needs in pursuing their dreams. According to Roksa and Kinsley (2019) indicates that existing higher education literature identifies numerous factors influencing student performance; however, less research examines the impact of family support post-enrolment in higher education. Family emotional support benefits academic outcomes by promoting psychological well-being and facilitating greater student engagement (Tao et al., 2022; Wong et al., 2024).

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Table 6. Family Size of the Respondents (n = 51)

G. Family Size	Frequency	Percentage
1 - 3	33	64.71
4 - 6	15	29.41
7 - 9	3	5.88
Mean : 3.216		
StDev : 1.604		

Table 6 shows that the highest family size number size was 1-3, where 33 of the respondents fell into this size or 64.71 percent; 15 respondents fell into the family size 4-6 or 29.49 percent; and three (3) respondents had the family size of 7-9 or 5.88 percent. This result indicates that families might consider their economic situation when deciding on family size. They may feel they can adequately support three children without undue financial strain. This implies that family size can influence time and involvement availability. Parents may have less time in larger families to foster their children's academic activities. They also have less engagement and support in their education. According to Blake (2022), sociological and demographic concerns with group size as an explanatory variable have ignored the influence of family size on educational attainment. Expectation, social controls, level of intimacy and communication, and formality and informality vary significantly by group size.

4.2 Level of Parental Involvement.

This part discusses the level of parental involvement in the academic performance of Grade 1 learners.

Table 7. Level of Parental Involvement as to Parenting (n = 51)

	Indicators	Mean	StDev	Interpretation
1.	I obtain guidance on activities I may do at home to enhance my child's learning progress.	3.35	0.86	Very High
2.	I receive information on health and nutrition.	3.23	0. 95	High
3.	I receive information on child development.	3.43	0. 72	Very High
4.	I attend workshops on parenting and child learning.	2.76	1.10	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.	2.82	1.19	High
6.	I welcome and encourage my child's teacher to do home visitation.	3.43	0.90	Very High
	Aggregate Mean:	**3.17**	**0.95**	**High**

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

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Table 7 shows that the first indicator, "I welcome and encourage my child's teacher to do home visitation," was the highest rated at 3.43 mean and 0.90 for standard deviation, which was interpreted as Very High. This was followed by receiving information on child development indicators with a 3.43 mean and 0.72 standard deviation. Next was the indicator, "I receive information on what I can do at home to help my child improve or advance his or her learning," with a 3. 35 mean and 0.86 standard deviations. On the other hand, "I receive information on health and nutrition" with a 3.23 mean and 0.95 standard deviation; "I enrolled in some courses or parent training programs on family literacy, financial literacy, or other programs concerned" with planning for my children's education with a 2.82 mean and 1.19 standard deviation. Lastly, "I attended workshops on parenting and child learning" with a mean of 2. 76 and 1.10 standard deviation. It has an aggregate mean of 3.17 interpreted as **Very High**.

The results imply that parents are open to developmental knowledge and teacher-led projects; however, their involvement in seminars, training courses, and other spheres has to be improved. Furthermore, the increased variance in responses for particular variables suggests possible shortcomings in accessibility or interest that call for attention.

According to Kuppens and Ceulemans (2019), although parenting styles constitute a well-known concept in parenting research, two issues have been mainly overlooked in existing studies. Results demonstrated that accounting for parental psychological control did not yield additional parenting styles (Romm et al., 2020).

Table 8. Level of Parental Involvement as to Learning at Home (n = 51)

	Indicators	**Mean**	**StDev**	**Interpretation**
1.	I have the full knowledge of what my child should learn and be able to do in each grade.	3.37	0.84	Very High
2.	I inform the school what my goals are for my child's learning or what programs child need.	3.92	0.95	Very High
3.	I know the homework policy of the school and I know confidently how to monitor and discuss schoolwork at home.	3.43	0.80	Very High
4.	I monitor my child's homework and provide additional input to enrich his/her learning in school.	3.58	0.66	Very High
5.	I set calendar of activities for my child at home or schedule for doing homework and advance study.	3.03	0.91	High
6.	I participated in some activities in school (Math and Science and the like), and enrol my child in summer learning clinics.	2.02	1.15	Low
	Aggregate Mean :	**3.22**	**0.88**	**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 8 shows that the indicator "I inform the school what my goals are for my child's learning or what programs child needs" has a mean of 3.92 and 0.95 standard deviations, which is

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interpreted as Very High. Next, the indicator "I monitor my child's homework and provide additional input to enrich his/her learning in school" has a mean of 3.58 and 0.66 for standard deviation, which is interpreted as Very High. "I know the homework policy of the school, and I know confidently how to monitor and discuss schoolwork at home," with a mean of 3.43 and 0.80 standard deviations, which is interpreted as Very High. The indicator is that I have full knowledge of what my child should learn and be able to do in each grade, with a mean of 3.31 and 0.74 standard deviation. While the lowest indicator was "I participated in some activities in school (Math and Science and the like) and enrol my child in summer" with the mean of 2.02 and 1.15 standard deviation and interpreted as Low, the indicator " I set a calendar of activities for my child at home or schedule for doing homework and advance study" with the mean of 3.03 and 0.91 standard deviation is interpreted as High. Its overall mean, taken as High, is 3.22. With an overall mean of 3.22, parental participation in learning at home was really **high**.

This result indicates that parents hold themselves and the school accountable for their child's educational progress by communicating goals and needs. This openness encourages parents' and teachers' cooperative interaction. This implies that parents facilitating home learning can impact their children's academic achievement. Parents who give guidance and full support to their children's learning at home contribute more to improving their grades and overall academic performance.

Bubb and Jones (2020) found that adaptation happened quickly and pupils and parents received home-schooling well. There was more creative learning, better progress, helpful feedback, and greater student independence.

Table 9. Level of Parental Involvement as to Decision Making (n = 51)

	Indicators	**Mean**	**StDev**	**Interpretation**
1.	I am actively participating on Parent- Teacher Association as member of the committee in curriculum, safety planning etc.	2.43	1.06	Low
2.	I am actively working with the other parents to lobby and work for school reform and improvement.	2.60	1.04	High
3.	I am involved in school- decision making at my child's school.	2.72	1.18	High
4.	I help in planning family involvement activities.	2.78	1.19	High
5.	I receive information and participate in the election for homeroom and general PTA board.	2.88	1.12	High
6.	I am included to networks that link all families as established by the school or PTA.	2.51	0.97	High
	Aggregate Mean :	**2.65**	**1.09**	**High**

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

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Table 9 reveals that the indicator “I receive information and participate in the election for homeroom and general PTA board” was the highest rated indicator with the mean at 2.88 and 1.12 standard deviation, which is interpreted as high, next is the indicator “I help in planning family involvement activities” with the mean at 2.78 and 1.19 for standard deviation which is interpreted as high. Then, “I am involved in school- decision making at my child’s school” with a mean of 2.72 and 1.18 standard deviation. Then, the indicator “I am actively working with the other parents to lobby and work for school reform and improvement” with a mean of 2.62 and 1.04 standard deviation, which is interpreted as high. The lowest rated indicator, "I am actively participating in the Parent-Teacher Association as a member of the committee on curriculum, safety planning, etc.," has a weighted mean of 2.43 and a standard deviation of 0.97, interpreted as low. Conversely, the indicator "I am included in networks that connect all families as established by the school" has a mean of 2.51 and a standard deviation of 0.97, interpreted as high. The entire mean, classified as **High**, is 2.65.

This result indicates that being on the homeroom or PTA board allows parents to represent the interests and concerns of fellow parents and students. This representation ensures that diverse perspectives are considered in decision-making processes. Based on Epstein's (2007) six typologies of parental involvement, Jeynes (2018) investigate whether parents' opinions of frequency and efficacy regarding parental involvement among different demographic groups (ethnicity, education level, socio-economic status, number of children in the home) statistically significantly differ. Parents were asked to consider how closely their child's school implemented the six parental involvement typologies of Epstein's Model of Parental Involvement—that is, parenting, communicating, volunteering, learning at home, decision-making, and community-based collaboration. Results revealed that parents in this study had very divergent opinions on the application of efficient parental involvement strategies by educational institutions.

Table 10. Level of Parental Involvement as to Familiarity with School Information Communication (n = 51)

	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.	3.14	0.80	High
2	When my child’s school communicates with me it easy for me to read and understand.	3.33	0.88	Very high
3	When the folder of the students work sent home, I review and give comments to my child’s schoolwork.	3.21	0.98	High
4	I pick up report cards of my child and confer with the teacher on how to improve learning or performance.	3.19	0.89	High
5	I receive and respond to useful notices, phone calls, and other communications form the school.	3.13	0.91	High
.	I attend meetings to be aware of different school	3.11	0.97	High

policies, programs, reforms and activities.			
Aggregate Mean:	**3.18**	**0.90**	**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 10 reveals that the highest indicator was "When my child's school communicates with me, it is easy for me to read and understand," with a mean of 3.33 and 0.88 standard deviation and interpreted as Very High. The next indicator, "When the folder of the students work sent home, I review and give comments to my child's " with the mean at 3.21 and 0.98 standard deviation which is interpreted as High, followed by "I pick up report cards of my child and confer with the teacher on how to improve learning or performance" with the weighted mean at 3.19 and 0.89 for standard deviation which is interpreted as High. Then, "If I have questions, concerns or comments about my child, I inform my child's teacher or school right away," with a weighted mean of 3.14 and 0.80 standard deviations, which is interpreted as High. Lastly, the lowest, "I attend meetings to be aware of different school policies, programs, reforms and activities," with a mean of 3.11 and 0.97 standard deviations, which is interpreted as High. Overall, with an aggregate mean of 3.18, the level of parental involvement in familiarity with school information communication was **High**.

This result indicates that when school communications are easily read and comprehended, parents are likelier to engage with the information provided. They can quickly grasp the relevance of the information to their child's education and make informed decisions or take appropriate actions. Furthermore, this implies that parents with familiarity in school can allow them to feel supported and empowered with their parent's involvement in their education through familiarity with school information. When parents activate their children's needs, interests, and rights within the school community, it builds students' confidence and self-esteem in their educational journey.

Curry and Holter (2019) claim that parent-school ties in metropolitan areas are rare even with reform initiatives aiming at involving parents. Results imply that parents view their involvement differently and have different levels of efficacy; nevertheless, interactions with other parents are crucial tools for role construction and efficacy and might help to close the distance between parents and schools in high-poverty areas.

Table 11. Summary Table on Level of Parental Involvement (n =51)

	Indicators	**Mean**	**StDev**	**Interpretation**
A.	Parenting	3.17	0.95	High
B.	Learning at Home	3.22	0.88	High
C.	Decision Making	2.65	0.97	High
D.	Familiarity with School Information Communication	3.18	0.90	High
	Aggregate Mean:	**3.05**	**0.92**	**High**

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

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Table 11 summarizes the level of parental involvement. Results revealed that learning at home was the highest level of parental involvement with the mean at 3.22 and 0.88 standard deviation and interpreted as High. Next is the familiarity with school information communication, with the weighted mean at 3.18 and 0.90 for standard deviation and interpreted as High. Then, parenting with a weighted mean of 3.17 and 0.95 standard deviations was interpreted as High. Lastly, the lowest was decision-making, with a mean of 2.65 and 0.97 standard deviation. The summary of the four levels of parental involvement has a mean of 3.05 and 0.92 for standard deviation, which was interpreted as **High**.

This study shows that the most active participants in daily life are those who understand the influence of their involvement in the home learning of their learners on academic performance. Reading aloud, helping with homework, and engaging in educational games improve academic performance and classroom learning. This implies that parental involvement improves students' academic achievement. When parents are involved in their child's education, students tend to have a higher chance of academic achievement. This involvement includes helping with homework, monitoring progress, and providing educational resources.

A structural equation model was calculated in Puccioni et al. (2018) and findings reveal that children's academic performance and socio-emotional abilities were favorably correlated with parents' school readiness attitudes and home-based involvement activities. Furthermore, favorably correlated with their home-based involvement activities were parents' views on their own school preparation. Stated differently, parents who gave greater weight on school readiness participated in more home-based activities and produced children with better degrees of academic performance and socio-emotional competences (Gilkison, 2021; Puccioni et al., 2020). Results also revealed that academic performance was more significantly correlated with parents' school preparation attitudes than with socio-emotional abilities.

4.3 Academic Performance of the Grade 1 Learners for the 3rd Quarter

This part shows the academic performance of the Grade 1 learners for the third quarter. The rating scale used to interpret the students' academic performance was adopted from DepEd. Moreover, using this rating scale and its corresponding description was fitting as the respondents and researcher were from public schools.

Table 12. Academic Performance in Mathematics (n = 51)

Grades	Verbal Description	Frequency	Percentage
75 - 79	Fairly Poor	2	3.92
80 - 84	Satisfactory	21	41.18
85 - 89	Very Satisfactory	14	27.45
90 - 100	Outstanding	14	27.45
	Mean : 85.66		
	StDev : 4.05		

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Table 12 reveals that 14 learners, or 27.45 percent, got outstanding grades. This is followed by 14 learners, or 27.45 percent, who received satisfactory grades. This is closely followed by 21 learners, or 41.18, who got satisfactory grades. Lastly, two (2) learners, or 3.92, got fairly poor grades.

These results suggest that students' mathematical ability usually reflects their enthusiasm in mathematics. Active engagement during class discussions and activities can lead to better understanding and higher performance. This implies that parents must actively involve themselves in helping and nurturing their children in any mathematics homework and activities, as this can reinforce better learning and understanding in problem-solving skills development.

Silinskas and Kikas (2019) investigated the longitudinal relationships between children's perceptions of parental engagement in mathematics homework (both control and support) and their mathematical performance and motivation, specifically task-persistent homework behavior and math self-concept. Low self-concept in mathematics was found to predict heightened parental control associated with poor math performance, diminished task persistence, and a negative math self-concept. Secondly, perceived parental support correlated with enhanced task persistence throughout homework. Ultimately, parental supervision significantly undermined boys' task persistence and mathematical self-concept.

Table 13. Academic Performance in English (n =51)

Grades	Verbal Description	Frequency	Percentage
75 - 79	Fairly Poor	2	3.92
80 - 84	Satisfactory	25	49.02
85 - 89	Very Satisfactory	12	23.53
90 - 100	Outstanding	12	23.53
	Mean : 84.90		
	StDev : 4.23		

Table 13 reveals that 12 learners, or 23.53 percent, got outstanding grades. This is followed by 12 learners, or 923.53 percent, who received satisfactory grades—closely followed by the 25 learners, or 49.02, who got satisfactory grades. Lastly, two (2) learners, or 3. 92, got poor grades.

This result indicates that achievement in English often correlates with students' interest in the subject. Active engagement during class discussions and activities can lead to better understanding and higher performance. Parents who are actively involved in their children's English education may provide academic assistance at home. They are anticipated to thrive academically in English subjects owing to their regular interaction with their instructors.

Kalaycı and Ergül's (2020) study investigates the influence of parental involvement on the English language acquisition of young learners in various circumstances and viewpoints. The findings suggest that educators recognize the significance of parental engagement; nevertheless, they do not implement any particular strategies to promote it. Furthermore, educators perceive

themselves as the primary and influential agents in the English language acquisition of young learners. Conversely, they consider parents to be the one influence that aids young learners in acquiring English.

Table 14. Academic Performance in Filipino (n = 51)

Grades	Verbal Description	Frequency	Percentage
75 - 79	Fairly Poor	2	3.92
80 - 84	Satisfactory	20	39.22
85 - 89	Very Satisfactory	15	29.41
90 - 100	Outstanding	14	27.45
	Mean : 85.74		
	StDev : 4.26		

Table 14 revealed that 14 learners, or 27.45 percent, got outstanding grades. This was followed by the 15 learners, 29.41 percent, who received satisfactory grades. The 20 learners, or 39.22, got a satisfactory grade. Lastly, two (2) learners got fairly poor grades, or 3. 92.

This result indicates that achievement in Filipino subjects correlates with consistent effort in completing assignments, participating in class discussions, and engaging in learning activities in Filipino class, which contribute to achieving grades in this range. Parents must participate in giving their children to study Filipino language education. They can help them in enhancing their language proficiency. Children with full support from their parents in learning Filipino language develop more strong skills in Filipino education.

In the study of Cancino (2022),they examined the relationship between parental involvement and student achievement and how parental involvement influences student achievement in terms of encouragement, modeling, reinforcement, and instruction. Results showed that parents strongly agree that they encourage their children to believe they can learn new things and succeed in school.

Table 15. Academic Performance in Araling Panlipunan (n = 51)

Grades	Verbal Description	Frequency	Percentage
75 - 79	Fairly Poor	1	1.96
80 - 84	Satisfactory	18	35.29
85 - 89	Very Satisfactory	18	35.29
90 - 100	Outstanding	14	27.45
	Mean : 86.58		
	StDev : 4.23		

Table 15 indicates that 14 learners, representing 27.45 percent, achieved exceptional grades. Subsequently, 18 learners, constituting 33.29 percent, achieved very satisfactory grades. Subsequently, 18 trainees, representing 33.29%, achieved an acceptable grade. Lastly, one (1) learner, or 1. 96 got fairly poor grades.

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This result indicates that achievement in Araling Panlipunan subjects correlates with consistent effort in completing assignments, participating in class discussions, and engaging with learning activities in Filipino class, contributing to achieving grades in this range. This implies that parents may lead their children in Araling Panlipunan to develop and improve their academic achievement in the subject. Parents who give active support to their children's learning can help them be encouraged to engage in social studies topics and discussions.

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.

4.4 Test of Significance of the Relationship

This study hypothesized that there was no significant relationship between parental involvement and the academic performance of Grade One learners. Table 17 presents the results.

Table 16. 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	0.065	0.650	Not significant	Ho Accepted
B. Learning at Home	-0.027	0.825	Not significant	Ho Accepted
C. Decision Making	-0.057	0.695	Not significant	Ho Accepted
D. Familiarity with School Information Communication	0.086	0.550	Not significant	Ho Accepted
Parental Involvement	0.014	0.920	Not significant	Ho Accepted

Table 16 indicates that the computed p-values, all exceeding the 0.05 significance threshold, demonstrate that parenting (p-value = 0.650), learning at home (p-value = 0.825), decision-making (p-value = 0.695), and familiarity with school information communication (p-value = 0.550) do not exhibit a significant correlation with the academic performance of Grade 1 learners. This led to the conclusion to accept the null hypothesis. This implies that researchers and educators may need to shift their focus to other variables that strongly influence academic outcomes. This could include factors such as student motivation, teacher quality, school resources, peer influences, and individual differences in learning abilities.

Erdem and Alci (2018) found that parental participation had a favorable albeit modest impact on academic attainment. Parental expectations exerted a significant influence on academic attainment, but parental control had a negligible and adverse impact. The average impact of

parental participation on adolescents' academic performance does not vary significantly based on moderator variables such as educational level, type of measurement, or measurement domain.

4.5 Test of Significance of the Difference in the Academic Performance When Grouped by the Profile of the Parents

This study hypothesized no significant difference in the academic performance of Grade 1 learners when grouped by the parents' profiles. Table 17 shows the results.

Table 17. 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	1.87	0.59	Not significant	Ho accepted
Gender	0.02	0.879	Not significant	Ho accepted
Civil Status	0.00	0.984	Not significant	Ho accepted
Father's Educational Attainment	0.89	0.497	Not significant	Ho accepted
Mother's Educational Attainment	0.78	0.572	Not significant	Ho accepted
Father's Occupation	0.44	0.869	Not significant	Ho accepted
Mother's Occupation	1.66	0.154	Not significant	Ho accepted
Income	0.21	0.812	Not significant	Ho accepted
Family Size	1.06	0.401	Not significant	Ho accepted

As shown in Table 17, with the computed p-value of less than 0.05 significance level, results showed that age (p-value= 0.59), gender (p-value= 0.879), civil status (p-value= 0.984), father's educational attainment (p-value= 0.497), mothers educational attainment (p-value = 0. 572), fathers occupation (p-value = 0.869), mother's occupation (p-value= 0.154), income (p-value= 0.812), and family size (p-value= 0.401). Results indicate no significant difference in the academic performance of the Grade 1 learners when grouped by their profile. Hence, the null hypotheses were accepted.

This implies that parents' profiles, precisely their education level, correlate with their ability to understand and engage in complex decision-making processes. Highly educated parents may feel more confident advocating for their children's needs and have higher expectations of involvement in educational or healthcare decisions.

Lv et al. (2019) discovered that maternal monitoring, mother-child communication, mother-child engagement, and father-child interaction contribute to more advantageous child profiles, while maternal academic support, mother-school communication, and father-school communication increase the likelihood of children adopting risky profiles.

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5. Findings

Based on the gathered data, the demographic profile of the parents showed that most of the parents aged 31-35 years old, females, married, and fathers had attained elementary level as their highest educational attainment while high school graduates for the mothers. On the other hand, the father's occupation was dominated by fishermen, while housewives dominated the mother's occupation. They had a maximum of 1-3 children in the family.

On the other hand, the results on the level of parental involvement showed that parenting, learning at home, decision-making, and familiarity with school information and communication during the academic transition of face-to-face classes were high.

Moreover, the academic performance of the Grade 1 learners showed that they attained satisfactory levels in Mathematics, English, and Filipino while being very satisfactory in Araling Panlipunan.

Lastly, results indicated that variables in parental involvement, such as parenting, learning at home, decision-making, and familiarity with school information communication, had no significant relationship with the academic performance of the Grade 1 learners. When grouped by the parents' profile, results showed that age, gender, civil status, educational attainment, parents' occupation, combined family monthly income, and family size showed no significant difference in the learners' academic performance.

6. Conclusion and Recommendation

Based on the study's findings, it can be concluded that parental involvement among the parents of Baring 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 high, indicating areas for targeted improvement to enhance learner support.

Parental involvement levels varied across domains, with parenting consistently rated as "Very High," and other aspects like learning at home, decision-making, and familiarity with school information rated as "High." However, overall, parental involvement during the transition to face-to-face classes was High.

The learners' academic performance was satisfactory in Mathematics, English, and Filipino, while Araling Panlipunan's performance was very satisfactory. Despite this, the study found no significant relationship between parental involvement dimensions and the learners' academic performance. Furthermore, demographic factors such as age, gender, civil status, educational attainment, occupation, income, and family size did not significantly influence academic performance.

Hence, it is recommended that Baring Elementary School should implement strategies to

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enhance parental involvement in areas with moderate engagement.

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