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## Parental Involvement in Learners' Education: Teachers' Perceptions and School–Home Partnership Practices

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### Abstract

Parental involvement plays a crucial role in supporting learners' academic achievement, behavioral development, emotional well-being, and school engagement. This qualitative study explored teachers' perceptions and school–home partnership practices regarding parental involvement in learners' education in Cordon North and South Districts, Schools Division of Isabela. Utilizing a phenomenological qualitative research design, the study examined how teachers perceive parental participation, implement school–home partnership initiatives, and address challenges related to family engagement in elementary education. Data were gathered through semi-structured interviews, focus group discussions, classroom observations, and document analysis involving fifteen purposively selected public elementary school teachers. Thematic analysis following Braun and Clarke's framework was employed in analyzing the data. Findings revealed five major themes: (1) Parental Involvement as a Foundation of Learner Success and Motivation; (2) Communication and Collaborative School–Home Relationships; (3) Shared Responsibility and Community Participation in Education; (4) Challenges in Sustaining Meaningful Parental Engagement; and (5) Teacher Initiative, Flexibility, and Partnership-Building Strategies. Participants emphasized that active parental involvement positively influenced learners' academic performance, classroom behavior, attendance, confidence, and motivation to learn. Teachers also highlighted the importance of regular communication, mutual trust, and collaborative school activities in strengthening school–home relationships. However, participants encountered challenges related to parents' work schedules, economic constraints, limited educational background, communication barriers, and inconsistent parental participation. Despite these challenges, teachers demonstrated adaptability and commitment in sustaining meaningful family engagement through flexible communication strategies and community-based collaboration. The study concludes that strong school–home partnerships significantly contribute to learner development and educational success. Findings provide implications for family engagement programs, educational leadership, community participation, and policy initiatives promoting collaborative partnerships between schools and families.

**Keywords:** parental involvement, school–home partnership, family engagement, elementary education, teacher perceptions, qualitative research, Philippines

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## INTRODUCTION

Parental involvement is widely recognized as one of the most influential factors affecting learners' academic achievement, behavioral development, emotional well-being, and educational motivation. In elementary education, active family participation strengthens learners' confidence, improves classroom engagement, enhances discipline, and supports positive learning outcomes. Schools and families therefore share a collective responsibility in promoting children's holistic development and educational success.

School-home partnerships have become increasingly important in contemporary education as schools recognize the value of collaborative engagement between teachers, parents, and communities. Effective parental involvement includes communication with teachers, monitoring learners' academic progress, participating in school activities, supporting learning at home, and fostering positive attitudes toward education. Research consistently demonstrates that learners whose parents actively participate in their education tend to exhibit stronger academic performance, improved attendance, better classroom behavior, and greater emotional support.

In the Philippine educational context, the Department of Education emphasizes family and community participation as essential components of learner-centered and inclusive education. Public elementary schools actively encourage parental participation through parent-teacher associations, school programs, learner monitoring systems, and community engagement activities. However, despite these initiatives, teachers continue to encounter challenges in sustaining meaningful parental involvement due to socio-economic realities, work-related constraints, communication barriers, and varying levels of parental educational attainment.

The educational contexts of Cordon North and South Districts, Schools Division of Isabela present unique realities regarding school-home partnership practices and family engagement. Many learners come from diverse socio-economic and family backgrounds, influencing the nature and extent of parental participation in educational activities. Teachers therefore play an important role in building relationships with families and encouraging collaborative support for learners' development.

Although numerous studies have examined parental involvement and learner achievement, limited qualitative research has explored teachers' lived experiences, perceptions, and partnership practices regarding school-home collaboration in public elementary schools. Existing studies often focus on quantitative correlations rather than teachers' actual experiences in establishing and sustaining parental engagement within local educational contexts.

Thus, this study explored parental involvement in learners' education by examining teachers' perceptions and school-home partnership practices in Cordon North and South Districts, Schools Division of Isabela. Specifically, the study sought to answer the following questions:

1. How do teachers describe parental involvement in learners' education?
2. What school-home partnership practices are implemented to strengthen parental participation?
3. What benefits do teachers observe from active parental involvement?
4. What challenges do teachers encounter in sustaining meaningful family engagement?
5. How do teachers address barriers to school-home partnership and parental participation?

The findings of the study may contribute to strengthening family engagement programs, improving school-community collaboration, and enhancing educational practices promoting active parental participation in elementary education.

### Review of Related Literature

#### Parental Involvement and Learner Achievement

Parental involvement refers to the participation of parents or guardians in children's educational experiences both at home and within school settings. According to Epstein (2019), effective parental involvement includes parenting support, communication, volunteering, learning at home, decision-making participation, and collaboration with the community.

Research consistently demonstrates that active parental involvement positively influences learners' academic achievement, classroom behavior, motivation, and emotional development. Learners whose parents actively monitor school activities and participate in educational experiences tend to develop stronger academic confidence and positive learning attitudes.

## **School-Home Partnership in Elementary Education**

School-home partnerships emphasize collaborative relationships between teachers, families, and communities in supporting learner development. According to Hoover-Dempsey and Sandler (2020), meaningful partnerships strengthen communication, learner accountability, and educational consistency between home and school environments.

Teachers play an essential role in fostering positive relationships with parents through communication, consultation, family engagement activities, and collaborative learner support. Effective partnerships create shared educational responsibility and strengthen learners' social-emotional and academic growth.

### **Sociocultural Perspectives on Family Engagement**

Sociocultural theory emphasizes that children's learning and development are influenced by social interaction, cultural practices, and environmental support systems. According to Lev Vygotsky, learning occurs within socially mediated environments involving collaboration among children, adults, and communities.

Parental involvement therefore becomes an important social and educational support mechanism that contributes to children's cognitive and emotional development. Family engagement strengthens learners' confidence, communication skills, and classroom participation.

### **Challenges in Sustaining Parental Involvement**

Despite the recognized importance of family engagement, schools frequently encounter challenges related to parental availability, economic difficulties, communication barriers, and varying educational backgrounds. Parents working long hours or facing financial struggles may experience difficulty attending school activities and monitoring children's learning consistently.

According to Goodall and Montgomery (2018), schools must adopt flexible and inclusive family engagement strategies that recognize diverse parental realities and socio-economic circumstances.

### **Theoretical Framework**

This study was anchored on Epstein's Theory of Overlapping Spheres of Influence developed by Joyce Epstein, which explains that schools, families, and communities share interconnected responsibilities in supporting learners' educational development. The study also utilized Sociocultural Theory proposed by Lev Vygotsky, emphasizing the role of social interaction and collaborative support systems in learning and development.

These theories guided the interpretation of teachers' perceptions, family engagement practices, and school-home partnership experiences in elementary education.

## **Methodology**

This study utilized a qualitative phenomenological research design to explore teachers' lived experiences, perceptions, and partnership practices regarding parental involvement in learners' education. Phenomenology was appropriate because it enabled the researcher to gain deeper understanding of teachers' experiences and reflections concerning school-home collaboration within actual educational settings.

The study was conducted in selected public elementary schools in Cordon North and South Districts, Schools Division of Isabela. The locale was selected because of its active implementation of family engagement programs and diverse school-community contexts.

The participants consisted of fifteen public elementary school teachers selected through purposive sampling. Participants met the following criteria: currently teaching in public elementary schools, possessing at least three years of teaching experience, directly involved in school-home partnership activities, and willing to participate in interviews and focus group discussions.

Data were gathered through semi-structured interviews, focus group discussions, classroom observations, and document analysis of school communication records, parental involvement activities, and partnership programs. The interview guide focused on teachers' perceptions of parental involvement, family engagement practices, observed learner outcomes, partnership challenges, and strategies for strengthening school-home collaboration.

Ethical considerations including informed consent, confidentiality, anonymity, voluntary participation, and respect for participants' experiences were strictly observed throughout the research process.

Data were analyzed using thematic analysis following Braun and Clarke's (2006) framework. Interview transcripts, observation notes, and school documents were coded and categorized to identify recurring patterns and themes related to parental involvement and school-home partnerships. Trustworthiness was ensured through triangulation, member checking, peer debriefing, and prolonged engagement within the research setting.

## **Results and Findings**

### **Theme 1: Parental Involvement as a Foundation of Learner Success and Motivation**

Participants consistently emphasized that active parental involvement significantly contributed to learners' academic achievement, motivation, classroom behavior, and emotional well-being.

One participant shared:

"Kapag involved ang parents, mas motivated at responsible ang learners sa school."

Another participant stated:

"Mas confident at active sa classroom ang mga batang suportado ng pamilya."

Teachers observed that learners whose parents regularly monitored assignments, attended school activities, and communicated with teachers demonstrated stronger participation and academic engagement.

These findings support Epstein (2019), who emphasized that parental involvement positively influences learner motivation, academic achievement, and social development.

### **Theme 2: Communication and Collaborative School–Home Relationships**

Participants highlighted regular communication and collaborative relationships as important components of effective school–home partnerships.

One participant explained:

"Mahalaga ang constant communication para alam ng parents ang progress at needs ng bata."

Another participant remarked:

"Kapag open ang communication, mas madaling matulungan ang learners."

Teachers utilized parent meetings, text messaging, social media communication, home visitation, and learner monitoring systems to strengthen communication and parental participation.

These findings align with Hoover-Dempsey and Sandler (2020), who emphasized that consistent teacher–parent communication strengthens learner support and educational collaboration.

### **Theme 3: Shared Responsibility and Community Participation in Education**

Participants viewed education as a shared responsibility among teachers, parents, and the community. Teachers emphasized the importance of collaborative support systems in promoting learner development.

One participant shared:

"Hindi lang teacher ang may responsibilidad sa education ng bata kundi pati pamilya."

Another participant stated:

"Kapag nagtutulungan ang school at parents, mas maganda ang development ng learners."

Teachers observed that collaborative school programs and community participation strengthened learners' sense of belonging and educational support.

These findings support Epstein's Theory of Overlapping Spheres of Influence, which explains that schools, families, and communities function collaboratively in supporting learner success.

### **Theme 4: Challenges in Sustaining Meaningful Parental Engagement**

Despite positive school–home relationships, participants encountered challenges related to parents' work schedules, financial difficulties, communication barriers, and inconsistent participation.

One participant explained:

"May mga parents na gustong makilahok pero busy sa trabaho at paghahanapbuhay."

Another teacher shared:

"Minsan hirap ding kausapin ang ibang parents dahil nahihya o kulang sa confidence."

Teachers also noted that some parents experienced difficulty assisting learners academically due to limited educational background and financial constraints.

These findings align with Goodall and Montgomery (2018), who emphasized that socio-economic realities significantly influence parental participation and school engagement.

### **Theme 5: Teacher Initiative, Flexibility, and Partnership-Building Strategies**

Participants demonstrated initiative and adaptability in strengthening parental involvement despite contextual challenges. Teachers implemented flexible communication strategies, home visitation, community-based activities, and individualized learner monitoring systems.

One participant stated:

"Gumagawa kami ng paraan para ma-reach out ang parents kahit busy sila."

Another participant remarked:

"Importante ang pagiging understanding at approachable para magkaroon ng magandang partnership."

Teachers emphasized the importance of empathy, patience, and positive relationship-building in sustaining meaningful family engagement and educational collaboration. These findings highlight the significant role of teachers in fostering inclusive and supportive school–home partnerships.

### Discussion

The findings of the study revealed that parental involvement significantly contributes to learners' academic performance, social behavior, emotional confidence, and classroom participation. Teachers viewed active parental participation as an important support system that strengthens educational motivation and learner accountability.

Communication and collaborative school–home relationships emerged as essential components of effective family engagement. Consistent with Epstein's framework, schools and families function collaboratively in promoting learners' holistic development and educational success.

The study also revealed that socio-economic realities, parental work demands, communication barriers, and varying educational backgrounds affect the consistency and quality of parental participation. Teachers therefore adopted flexible communication strategies and partnership-building practices to sustain family engagement despite these contextual challenges.

Furthermore, the findings emphasized that meaningful parental involvement requires empathy, mutual trust, shared responsibility, and collaborative educational relationships among teachers, families, and communities.

### Conclusion

The study revealed that parental involvement significantly influences learners' academic engagement, classroom behavior, emotional well-being, and educational motivation in public elementary schools. Teachers implemented communication strategies, collaborative activities, learner monitoring systems, and community engagement initiatives to strengthen school–home partnerships.

However, teachers also encountered challenges related to parental availability, financial constraints, communication barriers, and inconsistent participation. Despite these challenges, participants demonstrated commitment, flexibility, and initiative in fostering positive and meaningful family engagement.

The findings further suggest that strong school–home partnerships contribute significantly to learners' holistic development and educational success. Collaborative relationships among teachers, parents, and communities remain essential in creating supportive learning environments for elementary learners.

### Implications of the Study

The findings imply the need for strengthened family engagement programs and school policies promoting inclusive and flexible parental involvement strategies. Educational institutions and school administrators may develop capacity-building initiatives that strengthen communication, collaboration, and family participation in educational activities.

Teacher professional development programs may also focus on partnership-building, family engagement strategies, culturally responsive communication, and community collaboration practices.

Furthermore, schools may strengthen home visitation programs, community-based educational initiatives, and parent support activities to encourage sustained parental participation in learners' education.

Future studies may further explore parents' perspectives, learners' experiences, and comparative school–home partnership practices across diverse educational settings.

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