

Parent-Teacher Engagement and Academic Performance of Grade One Pupils in Public Elementary Schools

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Abstract

This study determined the extent of parent-teacher engagement and the academic performance of Grade One pupils in selected public elementary schools in the Binangonan District, Schools Division Office of Rizal, during the School Year 2025–2026. Specifically, it assessed parent-teacher engagement in terms of parenting, communicating, volunteering, and collaborating, examined the academic performance of pupils, and determined the significant differences and relationships among the study variables. The study employed a descriptive survey research design complemented by documentary analysis. Respondents consisted of 57 Grade One teachers and 325 parents selected through Slovin's formula and simple random sampling. Data were gathered using a validated researcher-made questionnaire, while pupils' average grades were obtained through documentary analysis to measure academic performance. Descriptive and inferential statistical tools were utilized in analyzing the data. Findings revealed that both teachers and parents perceived parent-teacher engagement to a high extent. Significant differences existed between the perceptions of teachers and parents regarding parenting and communicating, while no significant differences were found in volunteering and collaborating. Teachers' demographic characteristics did not significantly influence their perceptions of parent-teacher engagement. Similarly, parents' perceptions did not significantly differ based on age, sex, civil status, number of children, and monthly family income; however, educational attainment and occupation showed significant differences. Grade One pupils attained a very satisfactory level of academic performance. Correlation analysis indicated that only the parenting dimension of parent-teacher engagement had a significant relationship with pupils' academic performance, whereas communicating, volunteering, and collaborating were not significantly associated with academic achievement. The study concluded that effective parenting practices remain the most influential dimension of parent-teacher engagement in supporting pupils' academic success. It recommends that school administrators strengthen parent education programs, improve communication systems, expand opportunities for meaningful parent participation, and implement the proposed action plan. Teachers are likewise encouraged to sustain collaborative partnerships with parents that recognize both learners' needs and achievements. Future studies may explore additional variables that may influence parent-teacher engagement and pupils' academic performance.

Keywords: Parent-Teacher Engagement, Parenting, Communication, Collaboration, Volunteering, Academic Performance, Grade One Pupils, Descriptive Survey, Documentary Analysis, Public Elementary Schools

Introduction

Parent-teacher engagement has long been recognized as one of the most significant factors influencing children's academic success, particularly during the early years of formal education. Grade One serves as a critical transition period where pupils begin developing foundational literacy, numeracy, and social skills necessary for lifelong learning. During this stage, the active involvement of both parents and teachers creates a supportive learning environment that promotes academic achievement, positive behavior, and emotional well-being. Effective parent-teacher engagement encompasses meaningful communication, collaborative decision-making, parental support at home, and active participation in school activities, all of which contribute to improved educational outcomes.

Recent studies have emphasized that strong home-school partnerships enhance pupils' motivation, attendance, classroom participation, and academic performance. Epstein (2023) explained that schools implementing comprehensive family engagement programs develop stronger relationships with parents, resulting in improved learner outcomes and increased parental confidence in supporting children's education. Similarly, Goodall (2023) argued that meaningful parental engagement extends beyond school participation and is most effective when parents actively support learning experiences at home through consistent guidance and encouragement.

In addition, Kim and Sheridan (2024) found that collaborative partnerships between teachers and parents significantly improve young learners' academic achievement, particularly in reading and mathematics. Their findings suggest that regular communication and shared educational responsibilities strengthen pupils' learning experiences both inside and

outside the classroom. Likewise, Jeynes (2024) reported that parental involvement remains a strong predictor of academic success regardless of socioeconomic status, emphasizing that emotional support and parental expectations greatly influence children's educational achievement.

The growing integration of technology has also transformed parent-teacher engagement. Thompson and Mazer (2023) noted that digital communication platforms facilitate timely information sharing, strengthen parent-teacher relationships, and encourage greater parental participation in school activities. However, they emphasized that effective communication depends on mutual trust, responsiveness, and consistency between schools and families.

From an international perspective, OECD (2023) highlighted that schools fostering collaborative relationships with parents consistently demonstrate better student engagement, stronger learning outcomes, and improved school climate. The report emphasized that successful education systems recognize parents as essential partners in promoting children's academic development rather than merely recipients of school information.

Within the Philippine educational context, Department of Education (2024) reaffirmed the importance of strengthening family and community engagement through various school-based programs designed to improve learners' academic performance and holistic development. The department encourages schools to establish sustainable partnerships with parents to reinforce learning continuity between home and school.

Furthermore, UNESCO (2025) stressed that family engagement remains one of the key components of inclusive and equitable quality education. The organization emphasized that active parental participation contributes not only to improved academic performance but also to learners' socio-emotional development, resilience, and overall educational success.

Despite numerous initiatives promoting parent-teacher engagement, variations still exist in the level of participation among parents and schools. Differences in educational attainment, occupation, communication practices, and available opportunities for collaboration may influence the effectiveness of these partnerships. Understanding how parent-teacher engagement relates to the academic performance of Grade One pupils is therefore essential in developing responsive programs that strengthen home-school collaboration.

Guided by these considerations, this study aimed to determine the extent of parent-teacher engagement and its relationship with the academic performance of Grade One pupils in selected public elementary schools in the Binangonan District, Schools Division Office of Rizal. The findings of the study are expected to provide valuable insights for school administrators, teachers, parents, and policymakers in designing evidence-based interventions that foster stronger partnerships and ultimately enhance pupils' academic achievement.

Material and methods

2.1 Research Design

This study employed the descriptive survey research design complemented by documentary analysis to determine the extent of parent-teacher engagement and its relationship with the academic performance of Grade One pupils in selected public elementary schools.

2.2 Locale of the Study

The study was conducted in Bilibiran Elementary School, Doña Susana Madrigal Elementary School, Don Jose M. Ynares Memorial Elementary School, Mabuhay Homes 2000 Elementary School, Sitio Mata Elementary School, Tagpos Elementary School, and Tayuman Elementary School under the Binangonan District, Schools Division Office of Rizal, during the School Year 2025–2026.

2.3 Respondents of the Study

The respondents of the study consisted of 57 Grade One teachers and 325 parents of Grade One pupils from the selected public elementary schools, who provided the data needed to assess the extent of parent-teacher engagement.

2.4 Sample and Sampling Procedure

The study utilized total enumeration for the 57 teacher-respondents, while the sample of 325 parent-respondents was determined using Slovin's Formula and selected through simple random sampling to ensure equal representation.

2.5 Research Instrument

Data were collected using a validated researcher-made questionnaire that measured the extent of parent-teacher engagement in terms of parenting, communicating, volunteering, and collaborating, while pupils' academic performance was obtained through documentary analysis of their official average grades.

2.6 Data Gathering Procedure

After securing the necessary approvals from the concerned authorities, the researcher personally administered and retrieved the questionnaires from the respondents and collected the pupils' academic records from the schools while ensuring confidentiality and ethical standards throughout the data-gathering process.

2.7 Data Analysis Techniques

The collected data were analyzed using frequency count, percentage, weighted mean, ranking, Independent Samples t-test, Analysis of Variance (ANOVA), and Pearson Product-Moment Correlation Coefficient (Pearson r), with all hypotheses tested at the 0.05 level of significance.

2.8 Ethical Considerations

The researcher strictly observed ethical principles throughout the conduct of the study. Prior approval was obtained from the appropriate educational authorities before data collection commenced. Participation was voluntary, and informed consent was secured from all respondents after explaining the objectives, procedures, benefits, and confidentiality of the study. The identities of the respondents and the academic records of the pupils were kept anonymous through coding, and all information gathered was treated with strict confidentiality and used solely for academic and research purposes in compliance with the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173) and accepted ethical standards in educational research.

Results and Discussion

3.1 Profile of the Respondents in terms of the Selected Variables

Table 1.1. presents that the teacher-respondents were predominantly 31–40 years old (37.6%), followed by those 21–30 years old (29.8%) and 41–50 years old (22.8%), indicating a relatively young and productive teaching workforce. The majority were female (78.9%) and married (52.6%), while most were Bachelor's degree holders (57.9%), followed by Master's degree holders (28.1%). In terms of professional rank, most occupied the position of Teacher II (38.6%), followed by Teacher I (28.1%) and Teacher III (26.3%), with only a few serving as Master Teachers (7.0%). Most respondents had 1–10 years of teaching experience (70.2%), suggesting that they were relatively early in their teaching careers. Regarding professional development, the majority had attended division-level in-service trainings (50.9%), while others participated in school, district, regional, national, and international trainings. These findings suggest that the respondents were composed mainly of young, qualified, and professionally active teachers who continuously enhanced their knowledge and skills through various training opportunities..

Table 1.1
*Frequency and Percentage Distribution of the Teacher-Respondents
in Terms of the Selected Variables*

Profile	Frequency	Percentage	Rank
Age			
51-60 years old	5	8.8	4
41-50 years old	13	22.8	3
31-40 years old	22	37.6	1
21-30 years old	17	29.8	2
Total	57	100.0	
Sex			
Male	12	21.1	2
Female	45	78.9	1
Total	57	100.0	
Civil Status			
Single	23	40.4	2
Married	30	52.6	1
Separated / Annuled	3	5.4	3
Widow / Widower	1	1.8	4
Total	57	100.0	
Educational Attainment			
Master's Degree	16	28.1	2
With MA Units	7	12.3	3
Bachelor's Degree	33	57.9	1
Total	57	100.0	
Position Title			
Master Teacher	4	7.0	4
Teacher III	15	26.3	3

Teacher II	22	38.6	1
Teacher I	16	28.1	2
Total	57	100.0	
Length of Service			
21 years and above	5	8.8	3
11- 20 years	11	19.3	2
1-10 years	40	70.2	1
below 1 year	1	1.8	4
Total	57	100.0	
In-Service Trainings			
International Level	1	1.8	6
National Level	3	5.3	5
Regional Level	4	7.0	4
Division Level	29	50.9	1
District Level	8	14.0	3
School Level	12	21.1	2
Total	57	100.0	

The parent-respondents were predominantly 41–50 years old (37.2%), followed by those 21–30 years old (29.8%) and 31–40 years old (26.5%), indicating that most parents were within the productive and active parenting age. The majority were female (64.0%) and married (83.1%), reflecting that mothers and married couples were the primary participants in their children's education. In terms of family size, most respondents had five or more children (39.7%), while nearly a quarter had only one child (24.3%). More than half of the respondents (55.4%) reported a monthly family income of ₱20,000 and above, suggesting a relatively stable financial capacity among many families. Regarding educational attainment, the largest group were college graduates (29.2%), followed by high school graduates (25.5%) and high school undergraduates (22.8%), indicating varying educational backgrounds among parents. In terms of occupation, the majority were employed (63.7%), while others were unemployed, self-employed, or engaged in other occupations. These findings indicate that the parent-respondents were generally middle-aged, female, married, employed, and possessed diverse educational backgrounds, providing a broad perspective on parent-teacher engagement in supporting their children's academic performance.

Table 1.2
*Frequency and Percentage Distribution of the Parent-Respondents
in Terms of the Selected Variables*

Profile	Frequency	Percentage	Rank
Age			
61 years old and above	1	.3	5
51-60 years old	20	6.2	4
41-50 years old	121	37.2	1
31-40 years old	86	26.5	3
21-30 years old	97	29.8	2
Total	325	100.0	
Sex			
Male	117	36.0	2
Female	208	64.0	1
Total	325	100.0	
Civil Status			
Single	28	8.6	2
Married	270	83.1	1
Separated / Annuled	20	6.1	3
Widow/Widower	7	2.2	4
Total	325	100.0	
Number of Children			
1	79	24.3	2
2	27	8.3	5
3	59	18.2	3
4	31	9.5	4
5 and above	129	39.7	1

Total	325	100.0	
Monthly Family Income			
Php 20,000 and above	180	55.4	1
Php 15, 000 - Php 19, 999	90	27.7	2
Php 10, 000 - Php 14999	38	11.7	3
below Php 10, 000	17	5.2	4
Total	325	100.0	
Educational Attainment			
College Graduate	95	29.2	1
College Undergraduate	51	15.7	4
High School Graduate	83	25.5	2
High School Undergraduate	74	22.8	3
Elementary Graduate	3	.9	6
Elementary Undergraduate	19	5.8	5
Total	325	100.0	
Occupation			
Employed	207	63.7	1
Unemployed	61	18.8	2
Self-Employed	33	10.2	3
Others	24	7.4	4
Total	325	100.0	

3.2 Extent of Parent-Teacher Engagement in Public Elementary Schools as Perceived by the Two Groups of Respondents with Respect to the Different Aspects

Table 2 reveals that both teachers and parents perceived the extent of parent-teacher engagement in public elementary schools to be high, with teachers obtaining a composite weighted mean of 4.27 and parents obtaining 3.96, both verbally interpreted as High Extent. Among the teacher-respondents, Parenting ranked first with a weighted mean of 4.56 interpreted as Very High Extent, followed by Communicating and Volunteering, both with a weighted mean of 4.51 and interpreted as Very High Extent, while Collaborating ranked last with a weighted mean of 3.50 interpreted as High Extent. Among the parent-respondents, Volunteering ranked first with a weighted mean of 4.33 interpreted as High Extent, followed by Parenting and Communicating, both with a weighted mean of 4.03 interpreted as High Extent, whereas Collaborating obtained the lowest weighted mean of 3.45 interpreted as Moderate Extent. These findings indicate that both groups recognized parenting, communication, and volunteering as strong dimensions of parent-teacher engagement, while collaboration remained the area that needs further strengthening to promote more effective school-home partnerships and support pupils' academic performance.

Table 2

Extent of Parent-Teacher Engagement in Public Elementary Schools as Perceived by the Two Groups of Respondents with Respect to the Different Aspects

Aspects	Teachers			Parents		
	W $\bar{x}$	VI	R	W $\bar{x}$	VI	R
Parenting	4.56	Very High Extent	1	4.03	High Extent	2.5
Communicating	4.51	Very High Extent	2.5	4.03	High Extent	2.5
Volunteering	4.51	Very High Extent	2.5	4.33	High Extent	1
Collaborating	3.50	High Extent	4	3.45	Moderate Extent	4
Composite Mean	4.27	High Extent		3.96	High Extent	

3.3 Significant Difference Between the Perception of the Two Groups of Respondents on the Extent of Parent-Teacher Engagement in Public Elementary Schools with Respect to the Different Aspects

Table 3 presents the results of the t-test revealed that there were significant differences between the perceptions of teachers and parents regarding parenting and communicating, as evidenced by the computed p-values of .000, which were lower than the 0.05 level of significance, leading to the rejection of the null hypothesis. In contrast, no significant differences were found in the aspects of volunteering with a p-value of .106 and collaborating with a p-value of .342, resulting in the acceptance of the null hypothesis. These findings indicate that while teachers and parents shared similar perceptions of volunteering and collaborating, they differed in their views on parenting and communication, suggesting varying perspectives on the extent of home-based support and school-home communication practices. This further implies the need to strengthen mutual understanding and establish more consistent communication strategies to foster stronger parent-teacher partnerships.

Table 3

Significant Difference Between the Perception of the Two Groups of Respondents on the Extent of Parent-Teacher Engagement in Public Elementary Schools with Respect to the Different Aspects

Aspects	Groups	N	Mean	t-value	p-value	Ho	Verbal Interpretation
Parenting	Teachers	57	4.56	5.336	.000	Rejected	Significant
	Parents	325	4.03				
Communicating	Teachers	57	4.51	4.655	.000	Rejected	Significant
	Parents	325	4.03				
Volunteering	Teachers	57	4.51	1.618	.106	Accepted	Not Significant
	Parents	325	4.33				
Collaborating	Teachers	57	3.50	.952	.342	Accepted	Not Significant
	Parents	325	3.45				

3.4 Significant Difference on the Perception of the Two Groups of Respondents on the Extent of Parent-Teacher Engagement in Public Elementary Schools with Respect to the Different Aspects in Terms of Their Profile

Table 4.1. presents the results revealed no significant differences in the perceptions of the teacher-respondents regarding the extent of parent-teacher engagement across the four aspects of parenting, communicating, volunteering, and collaborating when grouped according to age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended, as all computed p-values were greater than the 0.05 level of significance, leading to the acceptance of the null hypothesis. These findings indicate that teachers, regardless of their personal and professional characteristics, shared similar perceptions of parent-teacher engagement, suggesting that their views are shaped more by common school experiences and professional responsibilities than by demographic differences. This further implies that school-wide strategies for strengthening parent-teacher engagement may be implemented uniformly across all teachers without the need to differentiate interventions based on their profile characteristics

Table 4.1

Significant Difference on the Perception of the Teacher-Respondents on the Extent of Parent-Teacher Engagement in Public Elementary Schools with Respect to the Different Aspects in Terms of Their Profile

Aspects/Variables	F-value	p-value	Ho	Verbal Interpretation
Age				
Parenting	1.362	.260	Accepted	Not Significant
Communicating	.773	.548	Accepted	Not Significant
Volunteering	.268	.897	Accepted	Not Significant
Collaborating	.531	.714	Accepted	Not Significant
Sex				
Parenting	1.133	.292	Accepted	Not Significant
Communicating	2.304	.135	Accepted	Not Significant
Volunteering	.737	.394	Accepted	Not Significant
Collaborating	.071	.791	Accepted	Not Significant
Civil Status				
Parenting	1.343	.262	Accepted	Not Significant
Communicating	.821	.541	Accepted	Not Significant
Volunteering	.703	.624	Accepted	Not Significant
Collaborating	1.256	.297	Accepted	Not Significant
Educational Attainment				
Parenting	2.785	.051	Accepted	Not Significant
Communicating	.987	.406	Accepted	Not Significant
Volunteering	1.767	.165	Accepted	Not Significant
Collaborating	1.634	.192	Accepted	Not Significant
Position Title				
Parenting	1.698	.179	Accepted	Not Significant
Communicating	.188	.904	Accepted	Not Significant
Volunteering	.409	.747	Accepted	Not Significant
Collaborating	.581	.630	Accepted	Not Significant
Length of Service				

Parenting	2.516	.068	Accepted	Not Significant
Communicating	1.141	.073	Accepted	Not Significant
Volunteering	1.475	.232	Accepted	Not Significant
Collaborating	2.360	.082	Accepted	Not Significant
In-Service Trainings Attended				
Parenting	.713	.616	Accepted	Not Significant
Communicating	.552	.736	Accepted	Not Significant
Volunteering	1.075	.385	Accepted	Not Significant
Collaborating	.447	.813	Accepted	Not Significant

Table 4.2 presents the results that showed no significant differences in the perceptions of the parent-respondents regarding the extent of parent-teacher engagement in terms of parenting, communicating, volunteering, and collaborating when grouped according to age, sex, civil status, number of children, and monthly family income, as all computed p-values were greater than the 0.05 level of significance, leading to the acceptance of the null hypothesis. However, educational attainment and occupation yielded significant differences across all four aspects, with all p-values below 0.05, resulting in the rejection of the null hypothesis. These findings indicate that while most demographic characteristics did not influence parents' perceptions of parent-teacher engagement, differences in educational background and occupation significantly shaped how parents viewed their involvement in parenting, communication, volunteering, and collaboration. This suggests that schools should consider parents' educational and occupational circumstances when designing programs and strategies to strengthen effective home-school partnerships.

Table 4.2

Significant Difference on the Perception of the Parent- Respondents on the Extent of Parent-Teacher Engagement in Public Elementary Schools with Respect to the Different Aspects in Terms of Their Profile

Aspects/Variables	F-value	p-value	Ho	Verbal Interpretation
Age				
Parenting	1.271	.281	Accepted	Not Significant
Communicating	1.486	.232	Accepted	Not Significant
Volunteering	1.554	.186	Accepted	Not Significant
Collaborating	.605	.660	Accepted	Not Significant
Sex				
Parenting	3.778	.053	Accepted	Not Significant
Communicating	.363	.547	Accepted	Not Significant
Volunteering	.811	.368	Accepted	Not Significant
Collaborating	.134	.715	Accepted	Not Significant
Civil Status				
Parenting	.924	.430	Accepted	Not Significant
Communicating	.699	.076	Accepted	Not Significant
Volunteering	.452	.094	Accepted	Not Significant
Collaborating	.741	.528	Accepted	Not Significant
Number of Children				
Parenting	.981	.418	Accepted	Not Significant
Communicating	1.978	.098	Accepted	Not Significant
Volunteering	2.204	.068	Accepted	Not Significant
Collaborating	.316	.867	Accepted	Not Significant
Monthly Family Income				
Parenting	1.194	.312	Accepted	Not Significant
Communicating	1.583	.164	Accepted	Not Significant
Volunteering	1.371	.235	Accepted	Not Significant
Collaborating	.435	.824	Accepted	Not Significant
Educational Attainment				
Parenting	4.512	.011	Rejected	Significant
Communicating	4.088	.007	Rejected	Significant
Volunteering	5.483	.001	Rejected	Significant
Collaborating	7.116	.001	Rejected	Significant
Occupation				
Parenting	5.299	.005	Rejected	Significant
Communicating	3.788	.011	Rejected	Significant

Volunteering	3.846	.010	Rejected	Significant
Collaborating	7.095	.003	Rejected	Significant

3.5 Level of Academic Performance of Grade One Pupils as Revealed by Their Average Grades

Table 5 presents the Grade One pupils demonstrated a Satisfactory level of academic performance, obtaining a mean grade of 83.81, with grades ranging from 76 to 90 and a standard deviation of 4.132, indicating moderate variation in performance. Nearly half of the pupils, comprising 48.9%, achieved a Very Satisfactory rating, while 40.6% attained a Satisfactory rating. Only 1.5% of the pupils reached the Outstanding level, whereas 8.8% were classified as Fairly Satisfactory. Notably, no pupil obtained a grade below 75, indicating that all learners met at least the minimum academic expectations. These findings suggest that while the majority of Grade One pupils performed satisfactorily to very satisfactorily, there remains an opportunity to further enhance academic achievement through sustained instructional support, enrichment activities for high-performing pupils, and targeted interventions for learners requiring additional academic assistance.

Table 5
Level of Mathematics Achievement of the Respondents as Revealed by Their Average Grades

Average Grade	Verbal Interpretation	Frequency	Percent	Rank
90 and above	Outstanding	5	1.5	4
85 – 89	Very Satisfactory	159	48.9	1
80 – 84	Satisfactory	132	40.6	2
75 – 79	Fairly Satisfactory	29	8.8	3
Below 75	Did Not Meet Expectations	-	-	-
Total		325	100.0	
Highest Rating	90			
Lowest Rating	76			
Mean	83.81 (Satisfactory)			
Std. Deviation	4.132			

3.6 Significant Relationship Between the Extent of Parent-Teacher Engagement and Level of Academic Performance of Grade One Pupils

Table 6 presents the results that revealed that only the parenting aspect of parent-teacher engagement had a significant relationship with the academic performance of Grade One pupils, as indicated by the computed r-value of .170 and p-value of .002, which is lower than the 0.05 level of significance, leading to the rejection of the null hypothesis. Conversely, communicating, volunteering, and collaborating showed no significant relationship with pupils' academic performance, with p-values of .160, .694, and .399, respectively, all exceeding the 0.05 level of significance. These findings suggest that parental involvement through effective parenting practices, such as providing learning support, establishing study routines, and creating a conducive home learning environment, contributes positively to pupils' academic achievement. Meanwhile, communication, volunteering, and collaboration may support learners in other ways, but they did not demonstrate a direct relationship with academic performance in this study.

Table 6
Significant Relationship Between the Extent of Parent-Teacher Engagement and Level of Academic Performance of Grade One Pupils

Aspects	r-value	p-value	Decision	Verbal Interpretation
Parenting	.170	.002	Rejected	Significant
Communicating	.078	.160	Accepted	Not Significant
Volunteering	.022	.694	Accepted	Not Significant
Collaborating	.047	.399	Accepted	Not Significant

Conclusions & Recommendations

The study concluded that parent-teacher engagement in the selected public elementary schools was generally practiced to a high extent, with teachers rating the level of engagement slightly higher than parents. Significant differences existed between the perceptions of teachers and parents in the areas of parenting and communicating, while both groups shared similar views regarding volunteering and collaborating. Teachers' demographic characteristics did not significantly influence their perceptions of parent-teacher engagement, whereas parents' educational attainment and occupation significantly affected their views. Grade One pupils attained a satisfactory level of academic performance, and among the four dimensions of parent-teacher engagement, only parenting demonstrated a significant relationship with pupils' academic performance, highlighting the vital role of home-based parental support in promoting academic success during the early years of schooling.

Based on the findings, school administrators are encouraged to strengthen programs that promote effective parenting practices through parent education seminars, home learning support initiatives, and regular capacity-building activities. Teachers should sustain open and meaningful communication with parents while providing guidance on strategies that enhance children's learning at home. Schools may also develop more inclusive opportunities for volunteering and collaboration to further strengthen home-school partnerships. Furthermore, the proposed action plan may be implemented and evaluated for effectiveness, while future researchers are encouraged to conduct similar studies involving additional variables, larger populations, and different educational settings to further validate and enrich the findings of the present study.

Compliance with ethical standards

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