



## **TEACHER-PARENTS' ROLE ENGAGEMENT AND PUPILS' ACADEMIC PERFORMANCE**

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Lizl L. Bacolod, Rosalinda C. Tantiado

*Lizl L. Bacolod is a candidate for Master of Arts in Education major in Educational Management Degree at Southern de Oro Philippines College, Cagayan de Oro City, Philippines*

*Rosalinda C. Tantiado, PhD is the Thesis Adviser of Lissandro L. Adlawan at Southern de Oro Philippines College, Cagayan de Oro City, Philippines*

### **KeyWords**

Role engagement, Academic Performance, Communicating, Volunteering, Decision Making, Parenting

### **ABSTRACT**

This aimed to answer the problems, to wit: assess the teacher-parent's role engagements in terms of: Parenting, Communicating, Volunteering, Learning at Home, and Decision Making ; determine the level of pupils' Academic Performance when categorized as Outstanding, Very Satisfactory, Satisfactory, Fairly Satisfactory, and Did Not Meet Expectation; and test the relationship between the teachers' perspectives on teacher-parents' role engagements and the level of pupils' academic performance. A quantitative research design was implemented where participants were selected through purposive sampling since all teachers and all pupils of Camp Evangelista Elementary School were the respondents of the study. Descriptive statistical tools were utilized. Pearson Product Moment Correlation Coefficient was used to get the significant relationship of the teachers' perspective to teacher-parents' role engagement and pupils' Academic Performance. The instruments used in this study were adapted from Epstein parental involvement framework and the SF6 of School Year 2020-2021 for the pupils' Academic Performance. Results revealed that there is a Significant Relationship between the teachers' perspective on teacher-parents' role engagement and pupils' Academic Performance. It can be suggested that the school shall organize teachers and parents to craft strategic plans that would enhance the level of Academic Performance of the pupils like organizing the School's Governing Council and School Parent -Teacher Association.

## INTRODUCTION

The roles of parents and teachers in the education of schoolchildren are indispensable especially in this pandemic time when most children are in Modular Distance Learning. Parents and teachers' shared responsibility in children's education through collaboration and partnership-inspired community of adults to work together to achieve an inclusive goal of helping pupils to succeed academically in school. Section 14 of Batas Pambansa 232 also known as an act providing for an establishment and maintenance of an integrated system of education and emphasizing the duties of parents to help carry out the educational objectives and collaborate with teachers in the implementation of the school program.

Marzano (2018) pointed out that parents' role engagements are important educational support to achieve the Philippine educational goals of transforming school children into productive citizens that the use of their knowledge, talents, and learned skills to sustain themselves and help others while pushing the human race forward in the areas of equality, equity, and harmony. Marzano (2018) emphasized that teacher-parent role engagements are preponderant in achieving the main objectives of Philippine education of developing moral character, personal discipline, civic-consciousness, love of country, vocational efficiency to the Filipino and the teaching of duties, responsibilities, and obligations of the citizens. Teachers believed that parents' role engagement in the education of their children is vital for every child's learning progress and social development.

Moreover, this understanding includes parental perspectives regarding their critical roles, measurable contributions in their children's education, and understanding of their opportunities for involvement. Developing strong role engagements could help teachers include parents in classroom activities and help them become comfortable being involved in their children's education. Teachers may learn pupils' learning conditions in their respective homes (Boonk et al., 2018).

Pupils deserve support from parents and, therefore, role engagement between parents and teachers is instrumental to enhance pupils' academic performance and success in school is extremely important. By having these forged role engagements between teachers and parents, positive results in pupils' social and academic activities are guaranteed (Boonk et al 2018).

The role engagements between teachers and parents provide a set of clear paths of continued success at all grade levels which will turn positively affect the pupils' learning outcomes. However, despite the apparent positive effect of role engagements between teachers and parents, little has been done in the public schools that go beyond the mandated parent-teacher role engagements. Parents should be informed of their child's academic strengths and weakness in order to forge engagements and develop collaborative approach to identify positive strategies of working together to promote academic and social growth. Camp Evangelista Elementary School is situated at Patag, Cagayan de Oro City where there are 1, 232 learners were enrolled and composed of kinder to grade 6 level.

It is based on this circumstance that the researcher was inspired to conduct this study to ascertain the teachers' perspectives on the role engagements of parents in pupils' learning development in Camp Evangelista Elementary School, Patag Division of Cagayan de Oro City for the School Year 2020 – 2021.

## Conceptual Framework

Marzano (2018) claimed that parents' role engagements are important educational support to achieve the Philippine educational goals of transforming school children into productive citizens that use their knowledge, talents, and learned skills to sustain themselves and help others while pushing the human race forward in the areas of equality, equity, and harmony.

The paradigm of the study followed on Vygotsky's Sociocultural Theory by Lev Vygotsky as cited by Mapp et al., (2017). This theory asserts that learning is an essentially social process in which the support of parents, caregivers, peers and the wider society and culture plays a crucial role in the development of higher psychological functions. Engaging with families was seen as a commitment and a key component of a school's functioning. Families were seen as true partners in the teaching and learning process and are valued as knowledgeable and important contributors to school and student improvement.

In this study, Epstein et al., (2009) parental involvement framework as adapted by Yulianti et al., (2018) was utilized and served as the Independent Variables. These were parenting, communicating, volunteering, learning at home and decision making. These were good basis for the study because according to Yulantik et al., these variables measure the parental involvement which were considered in this study as role engagement of parents and their relationship to the pupils' Academic Performance. While DepEd Order No.31, s. 2020 was issued by the Department of Education in light of the Basic Education Learning Continuity Plan, 2020 or the Interim Guidelines for Assessment and Grading served as the Dependent Variables. This document served as a guide for teachers on how to assess students' learning and the grading system that was implemented starting in the 2020-2021 school year.

## Methodology

The study utilized the descriptive research design. Descriptive research according to Mc Combes (2019) is a fact-finding inquiry

or investigation. It was employed to develop a thorough knowledge of the primary causes of the given situations. It aimed to identify characteristics, frequencies, trends, and categories. Descriptive design as an inquiry used an in-depth analysis of the problem which data collection methods include, but not limited to the survey questionnaire was utilized to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics. This method measured variables through the use of quantifiable or finite data and the analysis was based on generated information from statistical tools. This method was also used in an inquiry with larger population. Successively, descriptive data gathering procedures comprised different types of gathering information such as, but not limited to, the use of adapted survey questionnaires.

The study was conducted in Camp Evangelista Elementary School, Patag, Division of Cagayan de Oro City. The school is located in Patag, Cagayan de Oro City. It has around 20,764 square meters land area which was acquired in 1962 as the first Schools Division Superintendent of the Division of Cagayan de Oro. It is a public school located inside Camp Edilberto Evangelista of the 4<sup>th</sup> Infantry Division Philippine Army. At present, Camp Evangelista Elementary School has forty (40) teaching personnel and 1,232 enrollees. The school is regarded for producing high-quality learners who have won numerous awards in journalism, including first place in Radio Broadcasting and fifth place in the Regional Schools Press Conference last year, as well as multiple awards for school publication.

The respondents of the study were the 40 teachers of Camp Evangelista Elementary School in the Division of Cagayan de Oro City. There were forty teacher-respondents with 1,232 pupils from Grade 1 to Grade 6. The teachers answered the survey questionnaire while the pupils' academic performance was taken from the School Form 6 from School Year 2020 – 2021.

There were two research instruments utilized in this study. First was adapted from Epstein parental involvement framework in which teachers' perspective on the teacher-parents' role engagement were assessed in terms of Parenting, Communication, Volunteering, Learning at Home and Decision Making.

The second research instrument was the academic performance of the 1,232 pupils from School Year 2020-2021 which was taken from School Form 6 which were described as Outstanding, Very Satisfactory, Satisfactory, Fairly Satisfactory, and Did not meet Expectations based on DepEd Order no. 31, s. 2020.

The following statistical treatments were utilized to analyse the data of the study: Problem 1. Mean values and standard deviation were used to present the teachers' perspectives on parent-teacher self-reported role engagement. Problem 2. Frequency counts and percentages were used to present the level of pupils' academic performance. Problem 3. Pearson-Product Moment Correlation or Pearson-r was utilized to ascertain significant relationship between the level of pupils' learning development and teachers' perspectives on the parent-teacher self-reported role engagement.

## Results and Discussions

**Problem 1.** What is the teacher-parent's role engagements in terms of:

- 1.1. Parenting
- 1.2. Communicating
- 1.3. Volunteering
- 1.4. Learning at Home
- 1.5. Decision Making

**Table 1**

*Teacher-Parent's Role Engagements in terms of Parenting*

Indicators	Mean	Sd	Description	Interpretation
Fulfill their children's basic needs (food, clothing & shelter).	4	0	Strongly Agree	Strongly Satisfied
Make sure that their children comply the activities in the modules	3.4	0.5	Strongly Agree	Strongly Satisfied
Handle tantrums of their children quite well.	3.1	0.6	Agree	Satisfied
Supervise their children while watching TV.	3	0.8	Agree	Satisfied
Supervise their children while answering the modules.	3.3	0.6	Strongly Agree	Strongly Satisfied
<b>Sub Total</b>	<b>3.33</b>	<b>0.3</b>	<b>Strongly Agree</b>	<b>Strongly Satisfied</b>

**Note:** 3.25-4.00= Strongly Agree/2.50-3.24=Agree/1.75-2.49=Disagree/1.00-1.74= Strongly Disagree

Table 1 displays the mean distribution of the teacher-parent's role engagements in terms of Parenting. It has an overall Mean of 3.33 (SD=.300) which described as Strongly Agree and interpreted as Strongly Satisfied. It means that teacher-parents' role

engagement in terms of parenting is manifested. It implies that teacher-parent's role engagements in terms of parenting is indeed very important.

Moreover, the indicator "Fulfill their basic needs (food, clothing and shelter)" got the highest Mean of 4 (SD=0). It means that teacher-parents' role engagement in terms of parenting's basic responsibility to children is fulfilled and not forgotten. It implies that the school has positive teacher-parents' role engagement. Jeong et al., (2018) said that positive parenting by fathers and mothers profoundly promotes healthy development of children and families. Parents are especially critical during the earliest years of childhood, when children are most dependent on adults to meet their basic needs and provide warmth, affection, protection, and care that are essential for healthy Early Childhood Development (ECD).

On the other hand, the indicator, "Supervise their children while watching TV," got the lowest Mean of 3 (SD=0.8) which is described as Agree and interpreted as Satisfied. It means that parents do not mind their children watching TV. It implies that children watching TV at home is an ordinary activity at home that parents do not anymore check what the children are watching. The result signifies that parenting plays a vital role in the lives of school-age children.

**Table 2**

*Teacher-Parent's Role Engagements in terms of Communicating*

Indicators	Mean	Sd	Description	Interpretation
Come to school during parent-teacher conference.	3	1	Agree	Satisfied
Join in the class Group Chat.	3.5	0.6	Strongly Agree	Strongly Satisfied
Take initiative in contacting me as their children's teacher.	3.5	0.6	Strongly Agree	Strongly Satisfied
Contact me whenever they have questions about their children's studies.	3.6	0.6	Strongly Agree	Strongly Satisfied
Listen when I inform them about the progress of their children.	3.6	0.6	Strongly Agree	Strongly Satisfied
Sub Total	3.5	0.3	Strongly Agree	Strongly Satisfied

**Note:** 3.25-4.00= Strongly Agree/2.50-3.24=Agree/1.75-2.49=Disagree/1.00-1.74= Strongly Disagree

Table 2 reveals the mean distribution of the teacher-parent's role engagement in terms of Communicating. It has an overall Mean of 3.5 (SD=.300) which is described as Strongly Agree and interpreted as Strongly Satisfied. It means that there is a good connection in teacher-parent's role engagement in terms of communicating. It implies that teacher-parent's role engagement in terms of communicating is great.

Moreover, the indicator "Contact me whenever they have questions about their children's studies", and "Listen when I inform them about the progress of their children." have the highest Mean of 3.6 (SD=0.6) which is described as Strongly Agree and interpreted as Strongly Satisfied. It means that teacher-parents' role engagement in terms of communicating is great. Communication creates a sense of security in students, improving their learning skills and conduct. Teachers consider that effective communication between teachers and parents benefits the school unit itself, contributing to its efficiency (Stamatis & Chatzinikola, 2021).

On the other hand, the indicator "Come to school during parent-teacher conference" has the lowest Mean of 3 (SD=1) which is described as Agree and interpreted as Satisfied. It indicates that parents have less regard on coming to school during parent-teacher conference. It implies that parents are good at communicating to teachers through different media platforms but communicating in person is not well with both the teacher and parents. The many internet channels now make it simple for instructors and parents to communicate. In order to engage in individualized two-way contact with parents and get intense assistance like training, coaching, monitoring, and encouragement, it may be possible to use mobile communication applications (Kraft & Bolves (2022).

Table 3 shows the teacher-parent's role engagements in terms of Volunteering. It has an overall Mean of 2.8 (SD=.300) which described as Agree and interpreted as Satisfied. It means that the teacher-parents' role engagement in terms of volunteering is just fine. There are parents who commit for volunteering in school but there are also who do not. It implies that not all parents come to school for service or join school activities. One role engagement that is believe can help improve their children's performance in school is volunteering. Marjoram (2022) explained that volunteering makes a difference in child's education. Children who have engaged parents do better in school.

Moreover, the indicator, "Volunteer in class activities like cooking and the like." has the highest Mean of 2.9 (SD=0.7) which is described as Agree and interpreted as Satisfied. It means that teacher-parents' role engagement in cooking is manifested since their children are still in the elementary levels. It implies that parents support the feeding program in school and are willing to do the cooking or anything for their children.

**Table 3**  
*Teacher-Parent's Role Engagements in terms of Volunteering*

<b>Indicators</b>	<b>Mean</b>	<b>Sd</b>	<b>Description</b>	<b>Interpretation</b>
Volunteer in class activities like cooking and the like	3	1	Agree	Satisfied
Volunteer in the cleanliness and beautification of their classroom.	2.9	0.7	Agree	Satisfied
Volunteer in organizing class programs and the like.	2.7	0.7	Agree	Satisfied
Volunteer in collecting contribution.	2.7	0.8	Agree	Satisfied
Volunteer in leading/participating in any school activities.	2.8	0.7	Agree	Satisfied
Sub Total	2.8	0.3	Agree	Satisfied

**Note:** 3.25-4.00= Strongly Agree/2.50-3.24=Agree/1.75-2.49=Disagree/1.00-1.74= Strongly Disagree

On the other hand, the indicators, “Volunteer in organizing class programs and the like.” and “Volunteer in collecting contribution.” has the lowest Mean of 2.7 (SD=0.7) which is described as Agree and interpreted as Satisfied. It means that not all parents volunteer in organizing class programs or activities and even on collecting contribution when role engagement of parents in school is essential in improving children’s academic performance Marjoram (2022).

**Table 4**  
*Teacher-Parent's Role Engagements in terms of Learning at Home*

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Description</b>	<b>Interpretation</b>
Participate in learning activities of their children.	3	1	Agree	Satisfied
Teach their children in their studies at home.	3.2	0.6	Agree	Satisfied
Help their children in doing the performance tasks.	3.4	0.6	Strongly Agree	Strongly Satisfied
Monitor the study habits of their children.	3.3	0.6	Strongly Agree	Strongly Satisfied
Read and talk about books with their children.	3	0.7	Agree	Satisfied
Sub Total	3.2	0.3	Agree	Satisfied

**Note:** 3.25-4.00= Strongly Agree/2.50-3.24=Agree/1.75-2.49=Disagree/1.00-1.74= Strongly Disagree

Table 4 indicates the mean distribution of the teacher-parent’s role engagements in terms of Learning at Home. It has an overall mean of 3.2 (SD=.300) which described as Agree and interpreted as Satisfied. It means that there is a teacher-parents’ role engagement in Learning at Home. Both teachers and parents assist in the pupils’ learning at home. It implies that pupils are taught at home. Though the ratings for all indicators suggest a positive teacher-parent’s role engagements, it has significant low indicators.

Moreover, the indicator, “Help their children in doing the performance tasks.” has the highest Mean of 3.4 (SD=0.6) which is described as Strongly Agree and interpreted as Strongly Satisfied. It means that parents are supporting the studies of their children. They help do the performance tasks of their children. It implies that teachers do not have problem with the performance tasks of pupils, Children can submit performance tasks.

On the other hand, the indicators, “Participate in learning activities of their children” and “Read and talk about books with their children.” have the lowest Mean of 3 (SD=0.7) described as Agree and interpreted as Satisfied. It means that parents do not assist their children in the learning activities nor talk and books with their children. Some do but there are parents who do not support their children in their studies. They only help in the performance task as shown in the table. Learning at home must be consistent under the supervision of the parents so that the progress of the learners increases. Parental involvement and supervision is defined as family activities and attitudes to support their children's learning both at home, at school and in the community (Smith & Sheridan,2019; Costa & Faria, 2017; Hardie, 2021).

**Table 5**

*Teacher-Parent's Role Engagements in terms of Decision Making*

Indicators	Mean	Sd	Description	Interpretation
Are active members of the School Governing Council or School Parents and Teachers' Association	3	1	Agree	Satisfied
Can voice their opinion regarding school and its development.	3	1	Agree	Satisfied
Involve in the decision-making process regarding curriculum and learning strategies.	3	1	Agree	Satisfied
Provide suggestions for the learning activities of their children.	3	1	Agree	Satisfied
Involve in financial planning in school.	3	1	Agree	Satisfied
<b>Sub Total</b>	<b>3</b>	<b>1</b>	<b>Agree</b>	<b>Satisfied</b>

**Note:** 3.25-4.00= Strongly Agree/2.50-3.24=Agree/1.75-2.49=Disagree/1:00-1:74= Strongly Disagree

Table 5 displays the mean distribution of the teacher-parent's role engagements in terms of Decision Making. It has an overall Mean of 3.33 (SD= 1) which described as "Agree", and interpreted as Satisfied. It means there is less teacher-parents' role engagement which implies that teacher-parent's role engagements in terms of decision making is very needful yet is less taken.

The Mean for all indicators are similar and suggests a positive teacher-parent's role engagements because it described as Agree and interpreted as Satisfied. Thus, Decision Making should not be taken lightly. Therefore, parents should be engaged, not merely present. Parents should involve in democratic decision making. According to Myende and NhLumayo (2021) parents understand the need for their involvement but believe that schools need to invest in their empowerment, consider modern communication methods, communicate with parents the school vision, and what is expected from parents. But for Piang and Leksansern (2020) it is not correlated with the pupils' academic performance.

**Table 6**

*Overall Teacher-Parent's Role Engagements*

Indicators	Mean	Sd	Description	Interpretation
Parenting	3.33	0.3	Strongly Agree	Strongly Satisfied
Communicating	3.5	0.3	Strongly Agree	Strongly Satisfied
Volunteering	2.8	0.3	Agree	Satisfied
Learning at Home	3.2	0.3	Agree	Satisfied
Decision Making	3	1	Agree	Satisfied
<b>Overall Total</b>	<b>3.17</b>	<b>0.44</b>	<b>Agree</b>	<b>Satisfied</b>

**Note:** 3.25-4.00= Strongly Agree/2.50-3.24=Agree/1.75-2.49=Disagree/1:00-1:74= Strongly Disagree

Table 6 reveals the overall mean distribution of the teachers' perspective on teachers-parents' role engagements in general. An overall Mean of 3.17 (SD=.44) which described as "Agree" and interpreted as Satisfied on the aspect of teachers' viewpoints towards the role of parents' engagement. Teacher-parent's role engagement is important for a good school, where Communicating is the very significant variable obtaining the highest Mean of 3.5 (SD= 0.3) which is described as Strongly Agree and interpreted as Strongly Satisfied, followed by parenting with a Mean of 3.33 (SD=0.3) which is described as Strongly Agree and interpreted as Strongly Satisfied. This means that there is a strong teacher-parents' role engagement in Communicating and Parenting. These two are the basic responsibilities of the teachers and parents. This implies that the teachers take into consideration the value of parents' support in their children's education. Thus, promoting parental engagement through various programs and school-based plans are both essential to be implemented in school. Teachers can provide guidance on how parents can help with certain assignments and parents can provide feedback on areas where their child may need extra help (Cooper, 2021) to attain parents' engagement in their children's education.

However, Decision Making marks the least Mean of 3 (SD=1) with a description of Agree and with an interpretation of Satisfied. Decision making is vital in the success of the school curriculum in pursuing a strong, active, and effective parent-teacher association/organization. This implies that the teachers strongly believed the positive impact of promoting parent-teacher association in relation to their children's better education. Thus, empowering organization for both parents and teachers are necessary to build in order to achieve students' success in learning. When a community cares about its schools, schools perform better, and community support is a shared characteristic of high-performing schools according to Yit (2017).

The result signifies that the teachers and parents have full responsibility in securing their child's learning process. Thus, improving school strategies to improve engagement is necessary to establish. Studies of successful schools indicate that a high rate of parent engagement is a major factor in their success and even help close the achievement gap between groups of students (Larson, 2019).

**Problem 2.** What is the level of pupils' academic performance when categorized in terms of:

- 2.1. Outstanding;
- 2.2. Very Satisfactory ;
- 2.3. Satisfactory ;
- 2.4. Fairly Satisfactory and
- 2.5. Did not Meet Expectation?

**Table 7**

*Pupils' Level of Academic Performance*

Level of pupils' learning development	Frequency	Percentage
Outstanding	152	12.34
Very Satisfactory	553	44.89
Satisfactory	420	34.09
Fairly Satisfactory	107	8.68
Did not meet Expectation	0	0
<b>Total</b>	<b>1232</b>	<b>100%</b>

Table 7 shows the frequency and percentage distribution of the level of pupils' academic performance. Result reveals that 553 or 44.89% pupils obtained a Very Satisfactory level of Academic Performance. This means that pupils in Camp Evangelista Elementary Schools are on the second level of intelligence because only few at 152 or 12.34% got the Outstanding Academic Performance. This implies that majority of the pupils were rated very good as they could be able to perform better in every learning competency required for their subject. Thus, consistency in strategizing teaching methods is deemed important to maintain. Goodwin (2018) stated that there may be a particular strategy that works well with the group of pupils.

On the other hand, the lowest frequency of 107 (8.68%) denotes pupils who obtained a Fairly Satisfactory level of Academic Performance. This indicates that among the pupils, only few were rated good in terms of fulfilling their specific performance and scholastic grades. Thus, improving goal setting, teaching modalities as well as the motivational support should be considered to attain the best result in learning.

**Problem 3. Is there a significant relationship between the level of pupils' academic performance and the teacher- parent's role engagements?**

The pupils' level of academic performance is among the several components of academic success wherein it is measured using grade or rate based on a specific learning objective. Upon the other side, the teachers' perspectives regarding teacher-parent role engagement includes identifying the establishment of relationship in attaining academic success of the pupils. Table 8 displays the result of the test of relationship between the pupils' level of Academic Performance and the teachers' perspectives on teacher- parent's role engagements.

Table 8 displays the result of the test of relationship between the pupils' academic performance and teachers' perspectives on parent-teacher role engagements. Result reveals that there is a Very High Positive Correlation between the perspective of teachers on teacher- parent's role engagements as to Parenting among other variables like Communicating, Volunteering, Learning at Home and Decision Making.

This indicates that the pupils' learning growth is greatly influenced by the teacher-parents' role engagement. Thus, it is suggested to promote collaborative effort among the stakeholders of education in crafting a strategic plan that would enhance the level of Academic Performance of the pupils. Strategic planning is one tool offers to the education sector as part of its improvement initiatives (Krenek, 2018). Accordingly, many schools have realized the value of strategic plans that involve the teachers and the parents.

In Glu and Erdem's (2021) study confirmed that strategic planning practices in schools make a significant contribution to enhancing the perception of the effectiveness of the total quality management practices. Therefore, this present study implies that the null hypothesis was rejected as the teachers' perspective on the role of parents and the level of pupils' Academic Performance were all found to be highly significant, thus, it is correlated.

**Table 8.**  
*Test of Relationship between the Level of Pupils' Academic Performance and the Teacher- Parent's Role Engagements*

<b>Teacher-Parents' Role Engagement in terms of:</b>	<b>Level of pupils' learning development</b>	<b>r value</b>	<b>P value</b>	<b>Remarks</b>	<b>Decision</b>	<b>Interpretation</b>
Parenting		0.82	0.0	Very High Positive Correlation	Reject Null Hypothesis	Significant Relationship
Communicating		0.76	0.0	Very High Positive Correlation	Reject Null Hypothesis	Significant Relationship
Volunteering		0.69	0.0	Very High Positive Correlation	Reject Null Hypothesis	Significant Relationship
Learning at Home		0.8	0.0	Very High Positive Correlation	Reject Null Hypothesis	Significant Relationship
Decision-Making		0.65	0.0	Very High Positive Correlation	Reject Null Hypothesis	Significant Relationship

## Conclusions

1. Teachers take into consideration the highest value of parents' support in their children's education in terms of Parenting and Communicating. They strongly believed in the positive impact of promoting parent-teacher association in relation to their children's better education.

2. The pupils were rated on the second level of Academic Performance which is the Very Satisfactory an acceptable number to have in a school especially if not all parents have the role engagement with the teachers and with their children.

3. This indicates that the pupils' Academic Performance is highly associated with the teacher-parents' role engagement.

## Recommendations

Based on the findings and conclusions presented, the following recommendations are suggested:

1. The teachers and the school in general shall promote teacher-parents' role engagement through various programs and school-based plans to be implemented in schools like School Parents-Teachers Association, Homeroom Parents-teacher Conference, Family Day and many more.

2. If teacher-parents' role engagement is strengthened, Academic Performance of the pupils will improve because both the teachers and parents will work together by assisting their children in their studies.

3. Administrator shall promote a collaborative effort among teachers and parents to craft a strategic plan that would enhance the level of Academic Performance of the pupils like organizing the School's Governing Council and School Parent -Teacher Association and many more.

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