

Parental Engagement for Sustained School–Home Partnerships: A Tripartite Assessment in the Batangas Province

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Abstract— Sustaining school–home partnerships is important for student success. However, implementing national policy guidelines at the local level often results to various expectations among educational stakeholders. As such, this study evaluated the extent of school–home partnerships and the level of parental engagement across public elementary schools in the Division of Batangas Province. These inputs may serve as inputs for collaborative strategies for sustainable school–community governance. Utilizing a quantitative type of research, data were gathered through a questionnaire administered to 237 school heads, 293 teachers, and 381 parents. Descriptive statistics, weighted means, and One-Way Analysis of Variance (ANOVA) with Scheffé post-hoc tests were executed.

Results revealed that overall school–home partnerships along parenting ($M = 3.51\text{--}3.83$, Great Extent) and communicating ($M = 3.63\text{--}3.80$, Great Extent) were widely practiced. Parent-Teacher Conferences (PTCs) and digital group chats serving were the primary communication anchors. Similarly, parental engagement in student development ($M = 3.48\text{--}3.62$, Highly Engaged) and physical facilities and improvement ($M = 3.40\text{--}3.64$, Highly Engaged) was strongly evident, particularly through literacy programs (DEAR) and physical school maintenance (Brigada Eskwela). However, ANOVA results revealed statistically significant differences across all four domains ($p < .05$). Teachers consistently evaluated partnership dimensions highest, whereas parents rated their direct home and manual engagement higher than school heads, who applied stricter administrative and engineering criteria ($p = .004$ to $p < .001$). The findings revealed a disconnect between grassroots participation and formal administrative oversight. The study concluded that while structured forums established a baseline for collaboration, decentralized outreach and shared governance were fragmented.

Keywords-- Parental Engagement, School–Home Partnerships, Educational Governance, Tripartite Assessment, Batangas Province, Quantitative Research

I. INTRODUCTION

Educational success has been understood and accepted as a collaboration among various stakeholders such as family, school, and the community. As such, the existing home and school partnership is central to having a learning environment that supports students. In this way, not only do teachers guide the students but also their families.

It is clear that the relationship between these two important institutions is important in promoting the wellbeing of the students, their academic achievement, and their holistic growth. True enough, there are numerous programs to strengthen these partnerships so as to sustain a long-term collaboration. However, establishing the latter has been a challenge since genuine sustainable partnership is a two-way street. This is a system in which school leaders, teachers, and parents co-design, evaluate, and reinforce learning strategies together.

For its part, the Department of Education (DepEd) released policies in order to strengthen the importance of having a collaboration between the school and the home. One of these is the DepEd Order No. 12, s. 2020 also known as the Adoption of the Basic Education Learning Continuity Plan. This highlighted the important role of parents as learning facilitators in the home during distance learning. Likewise, DepEd Order No. 18, s. 2015, the Policy Guidelines on the Establishment and Implementation of a Results-Based Performance Management System, stressed that parental involvement and stakeholder engagement make a school effective. Additionally, for a more learner-focused instruction, DepEd also emphasized in the MATATAG Curriculum Framework the importance of strengthening school–home–community linkages. This is another step to solidify the establishment and sustainability of partnerships between schools and stakeholders such as parents and community organizations.

Indeed, with these issuances, it is clear that education is not just the responsibility of schools. Instead, it is a duty of parents, teachers, and the wider community. Having a strong relationship among the stakeholders would make for an easier implementation of a child's right for quality education. These statutory bases and what they highlight in terms of school-home collaboration are the influences of the present study. Though there are these comprehensive national mandates, there still exists a gap in how school divisions operationalize these guidelines for long-term collaboration.

When practiced, collaboration between parents and teachers happens when parents are involved in school-related activities. To add, it is also when teachers provide opportunities for such participation.

With this process, parents agree to prioritize their children's learning. Teachers, on the other hand, agree to create areas for collaboration. Given this dynamic, parental involvement can help shape a positive learning environment for all students. Equally important is the engagement of the teachers and the administration of the school since this establishes the foundation of the school itself. They open communication channels as well as spaces for families to contribute meaningfully. In this kind of cooperation, parents share what they know about their children's strengths and struggles at home. On their end, teachers contribute observations about students' abilities in school. As Cowan et al. (2014) explained, both of them can focus on achieving specific goals for students through academic and behavioral expectations they agreed on.

When education was disrupted globally during the COVID-19 pandemic and schools had to close, the DepEd implemented new learning modalities despite its limited resources. This was to prevent what Cho, Kataoka, and Piza (2021) explained as school closures and learning loss having negative effects on the students' educational progress. Because of the new normal, the traditional DepEd classroom instruction was replaced by distance and modular learning.

Nevertheless, in the context of many provinces in the Philippines, the lack of technology and infrastructure made the transition especially difficult. Teachers, students, parents, and administrators were all affected by these abrupt changes. As such, there was an immediate necessity for a much stronger and more structured collaboration between home and schools to ensure that learning continued.

Obeta (2014) said that quality education is the result of the combined efforts of teachers, schools, and the parents as well as the effective teaching. Therefore, collaboration cannot stop as students are society's most valuable resource. With this notion comes the realization that, based on Cuomo (2014) there is an expectation for parents, teachers, and school heads to share the responsibility of creating a caring and supportive environment. In this way, both home and school carry the joint responsibility of ensuring that developmental and educational goals are met. Similar to the many forms of parental involvement, school-driven partnership strategies include numerous interactive institutional practices. Involvement itself can happen at home by supporting students with foundational parenting and nurturing strategies. In school, this is through active participation in communication channels, facility development, and school programs.

In addition, schools can also partner with the community and other organizations. Because of these actions, the burden of engagement does not rest on the families alone.

It is shared by the school management. These efforts signal to students that education is a communal value. On the other hand, when schools or parents fail to fulfill their roles, students may experience gaps in support that place their learning at risk.

If schools have a welcoming atmosphere, teachers are more effective and efficient. Student outcomes improve and the reputation of the school is strengthened in the community. As Ihmeideh et al. (2020) stated, by being actively engaged in schools, parents become better co-educators and they extend learning at home. For students to thrive, parental influence on early development must be complemented by consistent collaboration with schools. Most parents are capable of dedicating time and effort to support their children's learning. Concurrently, the schools should be proactive catalysts who dismantle systemic barriers to participation. Teachers and administrators serve as the main link between home and school.

As already established, student success is more attainable when parents, teachers, and school heads collaborate. This is seen in improved attendance, academic performance, motivation, and social skills. It also shows in reduced behavioral problems. For these partnerships to succeed, trust and openness should exist. According to Santiago, Garbacz, Beattie, and Moore (2016), parents and educators should acknowledge their responsibilities. They should work together toward common goals despite differences in resources or social backgrounds. However, there are still challenges since many parents lack confidence, training, or resources to effectively assist in learning. Meanwhile, schools frequently struggle with institutionalizing engagement besides the occasional assemblies. Therefore, schools must address these limitations by providing guidance, structured communication, and accessible resources that can empower parents and equip educators with effective collaborative strategies.

Unfortunately, though collaboration between home and school is encouraged, few studies have been conducted focusing on how such partnerships can be sustained. As such, the necessity to understand how collaboration and practices related to it exist. In the Division of Batangas Province, schools and parents have employed varied approaches to support learning, but the level and consistency of engagement remain to be studied. These dynamics can provide inputs on how to strengthen and sustain collaborations.

As the present researcher is a teacher in the same division, the disconnect between the DepEd's released policies and guidelines and the actual school-level implementation was therefore framed.

It was observed that interactions between home and school were transactional and event-driven even though there are regularly-implemented collaborative activities such as the Brigada Eskwela and the Parent-Teacher Conferences (PTC). They were not deeply collaborative nor sustainable. Additionally, parents, teachers, and the school administrators often steered differing expectations and other problems such as breakdowns in communication and limitations in resources. These may hinder their engagement in fostering student development and supporting physical facility improvements. Initiatives for collaboration would remain fragmented if there are no studies that would provide insights on how school and home partnerships should be implemented. It is clear by now that there is a need to examine partnerships across the Division of Batangas for sustainable collaboration.

This study determined the collaboration towards sustainable school-home partnership among teachers, school heads, and parents in the Division of Batangas Province.

Specifically, this study aimed to attain the following objectives:

1. Assess the extent of school-home partnerships along parenting and communicating as evaluated by teachers, school heads, and parents;
2. Evaluate the level of parental engagement relative to student development and physical facilities and improvement as reported by teachers, school heads, and parents; and
3. Determine the significant differences in the assessments among teachers, school heads, and parents regarding the extent of school-home partnerships and level of parental engagement.

II. METHODOLOGY

This research measured the extent of school-home partnership as assessed by teachers, school heads, and parents and determined the level of engagement of parents in the Division of Batangas Province with the end goal of proposing collaborative strategies for sustainable school-home partnership. The study made use of quantitative and qualitative types of research design. As designed by Frank (2018), mixed methods of research mix and integrate qualitative and quantitative research approaches.

To better comprehend a phenomenon and respond to the research questions, it entails gathering and evaluating both qualitative and quantitative data.

The researcher deemed it appropriate to use this research method to achieve the objectives of the study, specifically through a structured questionnaire and focus group discussions (FGDs). Using this design allowed the researcher to gain a deeper understanding of individual participants, including their perspectives, through a systematic data collection process.

This study involved 237 elementary school heads, 293 teachers, and 381 parents among public elementary schools in the Division of Batangas Province (N = 911). Stratified random sampling was used to determine the sample size at a margin of error of 0.05. The study was conducted during the school year 2023–2024. Table 1 presents the distribution of respondents among the public elementary schools from the Division of Batangas Province.

The study utilized a validated, researcher-made questionnaire as the main data-gathering instrument. Focus group discussions (FGDs) were also conducted to enrich and substantiate the findings of the study.

Questionnaire: A two-part questionnaire was the primary tool to gather pertinent data. Part I dealt with the extent of school-home partnership along parenting and communicating as assessed by teachers, school heads, and parents. Part II concentrated on the level of engagement of parents relative to student development and physical facilities and improvement as assessed by the same three respondent groups.

Construction: The instrument was developed based on the study's specific objectives, interviews, personal observations, and readings from related literature covering school-home partnerships and parental involvement. The initial draft was presented to the adviser for comments and suggestions, which were incorporated into the second draft. Upon the adviser's approval, copies were prepared for the panel members for validation.

Validation and Reliability: The questionnaire draft was submitted to validation specialists, and a dry run was conducted to evaluate the instrument's validity. A Cronbach's alpha test was used for reliability testing. The findings yielded an overall internal consistency coefficient of 0.984, which was significantly higher than the standard threshold of 0.70. This confirmed that the instrument was highly reliable and suitable for implementation.

Administration: The researcher secured official permission from the Office of the Schools Division Superintendent to distribute the instrument.

Upon approval, the researcher coordinated with district supervisors and school principals. To ensure a systematic process, the questionnaires were converted into Google Forms and distributed electronically across public elementary schools in the four (4) areas of the Division of Batangas Province. School heads, ICT coordinators, and PTA officers facilitated link distribution to the sampled participants. Follow-ups were made weekly over an eight-week data retrieval period until the targeted sample sizes (237 school heads, 293 teachers, and 381 parents) were fully retrieved for complete tabulation.

Scoring Responses: Responses to the questionnaire items were assigned numerical weights ranging from 1 (lowest) to 4 (highest), accompanied by categorical verbal descriptions:

Data Gathering Procedures

Proper communication protocols were observed after obtaining written authorization from higher authorities to administer the instruments in the field. Data collection spanned eight (8) weeks until the predetermined stratified sample sizes were fully met, achieving a 100% response rate for the target sample size.

Qualitative responses from the FGD sessions with school heads, teachers, and parents were documented to substantiate the quantitative analysis. To maintain a systematic qualitative approach, the transcripts were analyzed using MAXQDA software for thematic coding and synthesis.

Ethical Considerations

The researcher strictly adhered to established ethical standards throughout the study. Voluntary participation was strictly observed by obtaining informed consent, ensuring participants fully understood the study's scope and implications without any form of coercion. Participant privacy, school identity, and individual responses were treated with strict confidentiality and anonymized across all sections of the manuscript. Works of other authors were systematically cited, and data analysis was conducted with objective scholarly rigor.

III. RESULTS AND DISCUSSION

1. Extent of School- Home Partnership

The study assessed the extent of school-home partnership by the teachers, school heads, and parents in the Division of Batangas Province in terms of parenting, communicating, volunteering, learning at home, and decision making. Data are shown in Tables 1 to 5.

Parenting. Families value their children's academic success. Parents see providing education as a responsibility. Children, on the other hand, view doing well in school as a way to fulfill their duties to their parents and live up to family expectations. Based on Epstein's model of school-home partnerships, parenting involves the strategies parents use to nurture their child's development, values, and learning, both at home and in collaboration with school. Operationally, this measures how parents, teachers, and school heads view the family's role in supporting education through structured activities.

Table 1 presents the extent of school-home partnership in terms of parenting.

Based on the composite means, all three respondent groups revealed that parenting as part of the school-home partnership was observed to a great extent. To be specific, sharing learner needs and home background during PTC emerged among the top items across all three groups. Furthermore, helping parents understand student progress through PTC was perceived by school heads and teachers to be practiced as well to a great extent. Additionally, parents are really involved in SMEPA. This item was rated in the top three of both parents and teachers.

Based on these findings, it clearly appears that scheduled school forums are foundations of the parenting dimension in Batangas Province. As such, parents place high value on dialogues as avenues where they have a voice to share with the teachers their children's unique needs and home situations. On the part of the school heads and teachers, the general assemblies and SMEPA have become tools for transparency and policy orientation. Relatively, Al-Mahdy and Emam (2022) stated that enhancing assemblies to foster two-way communication can increase effectiveness. Parental involvement in the School Monitoring and Evaluation Plan Adjustments (SMEPA) received moderate-to-high ratings from all stakeholders. This evidently shows that parents acknowledged themselves as active partners in assessing and improving school performance. Teachers highlighted SMEPA as a means of building community trust and promoting responsive governance. Meanwhile parents recognized their role in monitoring student outcomes.

It seems that they have relied on these mechanisms given that they are structured and announced. With this, parents may find it easier to prioritize these events despite their busy work schedules. These findings affirm Lee and Bierman's (2023) and Epstein and Sanders' studies (2021) which found that consistent dialogue is important. They also said that this is especially crucial in the academic success of the students.

Home visitations received moderate ratings particularly from parents.

Concerns over privacy, scheduling, and cultural hesitations were cited as potential barriers.

TABLE I
EXTENT OF SCHOOL-HOME PARTNERSHIPS IN TERMS OF PARENTING

Item	Parents		School Heads		Teachers	
	WM	VI	WM	VI	WM	VI
1. Parent-Teacher Conferences (PTC) help parents understand their child's progress, strengths, and areas for improvement.	3.51	GE	3.86	GE	3.86	GE
2. PTC allows parents to share their child's needs, learning style, and home background to guide teachers in supporting academic growth.	3.65	GE	3.79	GE	3.88	GE
3. Parent-Teacher Associations (PTA) depend on active parent participation to organize initiatives, fundraisers, and events for the school community.	3.50	GE	3.64	GE	3.82	GE
4. Parent involvement in PTAs builds a sense of belonging and encourages participation in school policies and activities.	3.45	ME	3.75	GE	3.85	GE
5. General PTA assemblies give parents information on the curriculum, expectations, and policies to support their child's education.	3.54	GE	3.83	GE	3.88	GE
6. School Monitoring and Evaluation Plan Adjustments (SMEPA) involve parents as key partners in their child's academic development.	3.54	GE	3.77	GE	3.87	GE
7. Home visitations strengthen school-parent partnerships and promote shared responsibility for a child's success.	3.45	ME	3.69	GE	3.77	GE
8. Effective parenting during home visits means open communication, active listening, and collaboration with teachers.	3.51	GE	3.63	GE	3.86	GE
9. The Adopt-a-School program by DepEd builds strong school-home partnerships by encouraging parent involvement in education.	3.46	ME	3.67	GE	3.68	GE
10. Through Adopt-a-School, parents help children value education, responsibility, and community service, reinforcing learning at home and in school.	3.48	ME	3.72	GE	3.85	GE
OVERALL	3.51	GE	3.74	GE	3.83	GE

Teachers and school heads noted logistical challenges in implementation, emphasizing that virtual or community-based alternatives may provide viable solutions post-pandemic. Relatively, Cahapay (2021) found these adaptations can sustain personalized engagement without overburdening teachers or intruding on family privacy.

Participation in PTAs showed similar results. Parents' moderate ratings suggest limited empowerment or time availability. Teachers reinforced this view. For them, PTAs function best when parents act as active co-leaders rather than passive participants. Nonetheless, Garcia and Weiss (2020) said that parents' economic and occupational limitations may be factors that influence active involvement.

The Adopt-a-School Program received the lowest or moderate weighted means across all three groups. This indicates that even though there is an existing policy, this is a bottleneck for practical parental engagement. Teachers may have viewed the program as dependent on consistent parent involvement for instilling values of responsibility and community service. Meanwhile, parents' moderate ratings presented the idea that there may have been limited awareness on their part or that they may have not perceived this as relevant to them.

For school heads, however, programs are most effective when parents are integrated as co-implementers. This aligns with Gomez and Ang's (2021) belief that if parents are actively involved in programs, tangible benefits for their children may be observed.

Effective parenting during home visits, including open communication, active listening, and collaboration, also scored moderately, especially from school heads. Evidently, these are bottlenecks as well. Collaborative engagement remained a challenge even though there is recognition and agreement that home-school partnership is important. Though these items were only seen to a moderate extent, they still support the findings of Diaz et al. (2022) that structured communication channels, training, and trust-building strategies can enhance both parental confidence and teacher readiness to engage meaningfully. AS such, PTCs, PTA assemblies, and SMEPA participation, are central to sustaining school-home partnerships. These allow parents to communicate directly with educators, support children's individualized learning, and contribute to school governance. However, the items with moderate extent such as home visits, PTA involvement, and the Adopt-a-School Program have presented gaps that require attention.

These findings reveal the need for schools to adopt flexible and context-sensitive approaches. Given this idea, structured mechanisms and personalized, adaptable strategies that account for family realities, cultural norms, and resource limitations may help ensure sustainability.

The findings are a confirmation that school-home partnerships are most effective when parents are actively engaged as partners in learning, governance, and community-building. Relatively, UNESCO (2023) emphasized that partnerships thrive when responsibilities are shared equitably, trust is cultivated, and both parties work toward a unified vision for student success.

Communicating. Epstein (2018) defined *Communicating* refers to the ways schools and families exchange information, updates, and feedback. It directly supports student learning and well-being. It includes formal and informal channels such as one-on-one dialogues, group chats, personal messages, and official school letters. This variable was included in the study to examine how parents, teachers, and school heads perceive the effectiveness of communication strategies in maintaining transparency, addressing student concerns, and fostering trust between home and school.

Table 2 presents the extent of school-home partnership in terms of communicating.

Based on the computed composite means, all three groups agreed that communicating was practiced to a great extent. Particularly, parents viewed group chats as the most effective mode of communication. Because of this they could receive real-time updates on school activities, events, and announcements. They feel included and engaged in their child's education. Additionally, this afforded the parents an opportunity to be accountable and show immediate support. According to Sarmiento and Dela Cruz (2022), this reliance on digital communication aligns with post-pandemic trends in Philippine schools. Instant messaging applications facilitate accessibility and inclusivity across diverse households

Parents shared that they placed high value resource-sharing via group chats. Thus, this means that they perceived those digital platforms as avenues for co-educating their children.

Additionally, they may have seen this as an act of actively supporting learning beyond the classroom. This affirms Garcia and Santiago's (2023) finding that digital communication can enhance parental confidence. It also promotes partnership with the teachers.

Updates on student progress, assignments, and projects ranked third among parents. These show a strong desire for continuous academic monitoring.

Timely academic feedback is perceived as important for identifying areas of improvement and implementing support strategies at home. Goodall (2021) explained that consistent parental monitoring strengthens trust and improves learning outcomes. In the context of Batangas, these updates empower parents to actively engage with their child's educational journey despite varying household resources.

Meanwhile, personal messages and one-on-one dialogues for celebrating achievements were rated lower by parents. Hesitance to initiate private conversations and preferences may help explain these findings. Nevertheless, it cannot be denied that these communication modes remain critical for addressing individual student needs, and providing support. As such, it should be noted that there are still matters that parents and teachers need to discuss in a more personalized digital environment (Almonte and Lopez, 2022; Estrella and Fernandez, 2021).

Similarly, official letters were moderately rated by parents. This meant that they preferred a faster and more interactive communication. Parents may have perceived letters as slower compared to digital platforms (Velasco and Trinidad, 2023). Given the present finding, the importance of balancing formal communication with more accessible modes should be agreed with the teachers.

School heads, in contrast, prioritize one-on-one dialogue for addressing concerns as the most effective strategy. This means that they valued personalized discussions as a time for timely problem-solving, proactive engagement, and maintaining smooth school operations. Goodall (2021) explained that this emphasized accountability, trust-building, and collaborative problem-solving between parents and teachers.

TABLE 2
EXTENT OF SCHOOL-HOME PARTNERSHIP IN TERMS OF COMMUNICATING

	Parents		School Heads		Teachers	
	WM	VI	WM	VI	WM	VI
1. One-on-one dialogue helps parents and teachers address concerns quickly for timely solutions.	3.67	GE	3.76	GE	3.90	GE
2. One-on-one dialogue allows parents and teachers to celebrate a child's progress and achievements, strengthening confidence and partnership.	3.63	GE	3.64	GE	3.87	GE
3. Group chat enables real-time updates on school activities, events, and announcements.	3.74	GE	3.60	GE	3.77	GE
4. Group chat provides a quick way to resolve concerns, fostering open and transparent communication.	3.66	GE	3.62	GE	3.77	GE
5. A dedicated group chat lets parents engage with teachers, ask questions, and share feedback.	3.66	GE	3.59	GE	3.79	GE
6. Group chat keeps parents informed about their child's progress, assignments, and projects.	3.70	GE	3.60	GE	3.82	GE
7. Group chat allows teachers and parents to share resources and tips that support learning.	3.71	GE	3.63	GE	3.78	GE
8. Personal messages build trust and respect between parents and teachers, supporting student well-being.	3.66	GE	3.53	GE	3.77	GE
9. Personal messages help address sensitive or confidential issues and provide individualized support.	3.58	GE	3.64	GE	3.78	GE
10. Official letters formally share important updates, events, and policies, ensuring parents stay informed and involved.	3.63	GE	3.69	GE	3.80	GE
OVERALL	3.66	GE	3.63	GE	3.80	GE

Additionally, for school heads, official letters are important as they are formal documentations. As pointed out by Velasco and Trinidad (2023), letters safeguard institutional accountability and provide legitimacy. The school heads' assessment therefore is in direct contrast with the preferences of the parents who opted for more informal and digital channels. Still, school heads allowed group chats as other ways to communicate with parents. Administrators recognize the emotional and motivational benefits of personalized acknowledgment (Estrella and Fernandez, 2021).

School heads rated group chats and other informal digital platforms moderately. They remained cautious about potential miscommunication, lack of control, and blurred professional boundaries. This reinforces the earlier analysis of the divergence between parents' preference for immediacy and school heads' concern for maintaining structured, accountable communication (Garcia and Santiago, 2023; Velasco and Trinidad, 2023).

For the part of the teachers, they emphasized one-on-one dialogue for addressing concerns as the highest-rated communication strategy. This means that they recognized its effectiveness in resolving issues promptly. This also helps in building trust between parents and teachers.

Similarly, one-on-one dialogues for celebrating achievements were highly valued. According to Estrella and Fernandez (2021), this showed the teachers' commitment to reinforcing positive behaviors and cultivating a motivating learning environment. Moreover, the teachers acknowledged the value of group chats for academic monitoring. For them, these are ways to be transparent and for holding parents accountable for their children's learning.

Meanwhile, personal digital messaging received moderate ratings. This implies that teachers may not find it good to have private conversations with parents. For Almonte and Lopez (2022), the teachers' caution may be due to their preference for professional boundaries and for prevention of potential misinterpretation.

In general, the three groups of respondents recognized the need for balanced communication strategies. Parents lean toward digital platforms for timely updates and collaborative support. However, school heads preferred structured, formal, and individualized channels to maintain accountability. Teachers prioritize direct, personalized dialogue for problem-solving and celebration, using digital tools strategically for monitoring purposes.

As such, effective communication in Batangas schools requires the combination of digital immediacy with structured, face-to-face interaction.

IV. LEVEL OF ENGAGEMENT OF PARENTS

The second objective of this study focused on determining the level of engagement of parents in school activities as assessed by teachers, school heads, and parents themselves. Engagement reflects the degree to which parents actively participate in initiatives that support student development.

Student Development. Parental engagement in their children's schooling has an influence on student achievement. Students perform better academically, attend classes more regularly, and exhibit improved behavior when their parents are actively involved in their education. This study measured student development through parental support in school initiatives such as the Drop Everything and Read (DEAR) program, *Gulayan sa Paaralan*, Youth

Formation Program (YFP), and Mother Tongue-Based Multilingual Education (MTB-MLE). These programs serve as avenues for parents and teachers to work together in nurturing both intellectual and character development.

Table 3 presents the level of parents' engagement in student development.

Findings have revealed that parents play a highly active and influential role in promoting student development particularly through literacy-focused and community-based initiatives such as the Drop Everything and Read (DEAR) program, *Gulayan sa Paaralan*, Youth Formation Program (YFP), and Mother Tongue-Based Multilingual Education (MTB-MLE).

This is evident in the assessments of the three respondent groups. The high weighted means meant that they agreed that parental involvement contributed to students' academic progress, character formation, and holistic growth.

TABLE 3
PARENTS' LEVEL OF ENGAGEMENT IN STUDENT DEVELOPMENT

Item	Parents		School Heads		Teachers	
	WM	VI	WM	VI	WM	VI
1. Parents support the DEAR program by encouraging their children to love reading.	3.61	HE	3.55	HE	3.66	HE
2. Parents set aside reading time and create a supportive space at home for DEAR.	3.66	HE	3.50	HE	3.61	HE
3. Parents work with teachers to track their child's reading progress in DEAR.	3.64	HE	3.57	HE	3.63	HE
4. Parents give feedback to improve the DEAR program for student reading growth.	3.61	HE	3.41	ME	3.55	HE
5. Parents support <i>Gulayan sa Paaralan</i> by promoting healthy eating and nutritious choices at home.	3.59	HE	3.45	ME	3.57	HE
6. Parent involvement in <i>Gulayan sa Paaralan</i> builds community and strengthens home-school ties.	3.64	HE	3.50	HE	3.57	HE
7. Parents collaborate with teachers in the Youth Formation Program (YFP) to provide consistent support for character development.	3.54	HE	3.50	HE	3.55	HE
8. Parents strengthen YFP by teaching values like respect, discipline, integrity, and empathy at home.	3.62	HE	3.47	ME	3.56	HE
9. Parents help the MTB-MLE program by reinforcing lessons at home and addressing challenges.	3.62	HE	3.41	ME	3.52	HE
10. Parents support MTB-MLE by providing resources in the child's mother tongue to build language and cultural appreciation.	3.63	HE	3.41	ME	3.53	HE
OVERALL	3.62	HE	3.48	ME	3.58	HE

Parents and teachers said that it was highly evident that parents set aside reading time and created a supportive reading environment at home. This implies that both stakeholders acknowledged that family's central role in cultivating a love for reading and reinforcing school literacy goals. Likewise, active parental participation in *Gulayan sa Paaralan* stresses the integration of health, environmental awareness, and community building into children's education. These findings affirm that parents are valuable partners in implementing school programs that nurture both academic and personal development.

However, school heads' moderately high ratings reveal assessed inconsistencies in sustaining parental participation, especially in feedback mechanisms and support for the MTB-MLE program. This indicated that engagement may not be uniformly practiced across all families and programs. Areas such as character formation through the YFP and promoting healthy practices at home also received slightly lower ratings. This suggests that parental involvement tends to be stronger in academic-related activities than in values-based or lifestyle programs.

The assessments, therefore, converged on the view that parental engagement enhanced student development by reinforcing school initiatives at home and fostering a shared responsibility for learning. Nonetheless, there was a need to institutionalize clearer communication channels.

Physical Facilities and Improvement. The second dimension of parental engagement focuses on participation in activities related to school facilities, beautification, and environmental sustainability. The school environment should have facilities that are conducive, safe, and child-friendly.

This study measured this variable through parents' involvement in initiatives such as Brigada Eskwela, YES-O (Youth for Environment in Schools Organization), and School Health and Nutrition Programs.

Table 4 presents the level of parents' engagement in physical facilities and improvement as assessed by parents, school heads, and teachers.

In general, parents demonstrated a high level of engagement in school physical facilities and improvement initiatives. However, perceptions differed among the three groups of respondents. Teachers gave the highest composite mean, followed by parents, while school heads gave the lowest general assessment. These results suggested that school leaders perceived the need for a more structured and sustained system of involvement.

Among parents' self-assessments, it was revealed that that were highly engaged in helping in maintenance and beautification projects like painting and minor repairs, supporting YES-O initiatives promoting recycling, energy-saving, and waste reduction, and supporting the School Health and Nutrition Program through advocacy for clean water and sanitation. With these findings, the parents' strong willingness to participate in tangible and visible school activities could directly enhance the learning environment. Their involvement in beautification and sanitation projects demonstrated their community spirit and recognition of their responsibility.

TABLE 4
PARENTS' ENGAGEMENT IN PHYSICAL FACILITIES AND IMPROVEMENT

Item	Parents		School Heads		Teachers	
	WM	VI	WM	VI	WM	VI
1. Parents support fundraising activities to improve school facilities and resources.	3.42	ME	3.46	ME	3.66	HE
2. Parents help in maintenance and beautification projects like painting and minor repairs.	3.58	HE	3.52	HE	3.68	HE
3. Parents advocate for classroom upgrades, such as fans and lighting, to improve learning conditions.	3.53	HE	3.36	ME	3.63	HE
4. Parents support YES-O initiatives by promoting recycling, energy-saving, and waste reduction.	3.58	HE	3.38	ME	3.56	HE
5. Parents collaborate with schools to promote sustainable and eco-friendly building practices.	3.45	ME	3.32	ME	3.62	HE
6. Parents contribute ideas to the School Improvement Plan (SIP) on upgrades and renovations.	3.49	ME	3.41	ME	3.65	HE
7. Parents support the School Health and Nutrition Program by advocating for clean water and sanitation.	3.58	HE	3.36	ME	3.66	HE
8. Parents encourage community members, businesses, and organizations to support school improvements.	3.52	HE	3.36	ME	3.63	HE
9. Parents monitor school improvement projects to ensure student and community needs are met.	3.53	HE	3.37	ME	3.63	HE
10. Parents join school committees on facilities and improvements to help implement changes.	3.58	HE	3.43	ME	3.66	HE
OVERALL	3.53	HE	3.40	ME	3.64	HE

Aligning with the view of with Sheldon and Epstein (2005), the finding showed that participation cultivated a sense of school ownership. To add, the parents' engagement in environmental programs was evidence of awareness of sustainability as a part of student welfare and holistic education.

Meanwhile, parents said they were moderately engaged in supporting fundraising activities to improve school facilities and resources. They were also moderately engaged in collaborating with schools to promote sustainable and eco-friendly building practices.

These findings meant that financial and technical contributions were limited. This supports Sheldon (2007) and Hoover-Dempsey and Sandler (2005) who emphasized that economic factors and assessed lack of expertise often constrain deeper forms of parental participation.

From the assessments of the school heads, parents were moderately engaged in helping in maintenance and beautification projects, joining school committees on facilities and improvements, and supporting fundraising activities for facility improvement. These findings meant that administrators have seen the parents' dependability in manual work and their participation in school governance.

The findings align with Hill and Tyson's (2009) argument that being part of committees formalized parental involvement. It also promoted accountability in school development.

However, school heads gave low weighted means on collaboration in sustainable and eco-friendly building practices and support for YES-O initiatives. This suggests that the parents' environmental advocacy is less visible in long-term projects. For their part, the school heads may have perceived gaps in the parents' technical capacity. Additionally, the absence of school mechanisms to involve parents in planning and implementation of eco-friendly projects may have also been a challenge.

On the other hand, teachers viewed that parent have high engagements in maintenance and beautification activities, joining school committees on facilities and improvements, and supporting the School Health and Nutrition Program. The high weighted means may have been a result of teachers seeing the parents' tangible contributions directly. These results align with Epstein's (2018) who said that visible collaborative efforts between parents and teachers fortify trust and school-community relationships.

Supporting YES-O initiatives and collaborating in sustainable and eco-friendly building practices received low weighted means. These suggest that environmental advocacy was just secondary compared to facility maintenance and health-related initiatives. This implies that there should be an organized environmental education. Opportunities for parents to engage in sustainability-focused projects should also be plenty.

In general, the findings indicate that parents were involved in maintaining and improving school facilities. However, their engagement declined in areas that demanded financial, technical, or long-term planning input. The difference in the respondent groups' assessments suggested a divergence between observed day-to-day involvement and formal school participation. These support Epstein's (2018) view that school leadership is important in organizing, sustaining, and institutionalizing parent engagement efforts for long-term school improvement and sustainability.

V. DIFFERENCES IN THE ASSESSMENTS ON THE EXTENT OF SCHOOL- HOME PARTNERSHIP AND LEVEL OF ENGAGEMENT

In testing the first null hypothesis, the data sets were subjected to a One-Way Analysis of Variance (ANOVA). This was done to determine whether statistically significant differences existed among the assessments of teachers, school heads, and parents.

In addition, so as to pinpoint the exact sources of variation across the three groups, a Scheffé post-hoc test was executed after the ANOVA. This was done to determine how practices shape the stakeholder's perceptions of school-home partnerships.

Table 5 presents the results in the listed domains. It is noticeable from the table that in the dimensions of school-home partnership as well as the areas of parental engagement, there were significant differences. All computed F-values yielded p-values below the standard alpha threshold of .05 ($p < .001$ to $p = .004$). Thus, the null hypotheses were rejected. These results confirmed that teachers, school heads, and parents held statistically distinct evaluations on the extent and intensity of implementation. Specifically, in the dimensions measuring the extent of school-home partnership, the teachers gave the highest assessments, followed by the school heads. The parents, on the other hand, provided the lowest assessments. The Scheffé test indicated that the mean assessment of teachers was significantly higher than both school heads and parents. Furthermore, school heads rated parenting significantly higher than parents. This significant difference may indicate that parents evaluated their parenting support against strict, self-imposed standards. They may have experienced personal schedule limitations. For their part, the teachers may have evaluated the parents through visible school-based compliance such as PTC attendance.

TABLE 5
DIFFERENCES IN THE ASSESSMENTS OF TEACHERS, SCHOOL HEADS, AND PARENTS ON THE EXTENT OF SCHOOL-HOME PARTNERSHIP AND LEVEL OF ENGAGEMENT

	<i>Mean</i>	<i>SD</i>	<i>F-value</i>	<i>p-value</i>	<i>Decision on H0</i>	<i>Interpretation</i>
Parenting						
Parents	3.51	.705	43.427	<.001	Reject	Significant
School Heads	3.74	.315				
Teachers	3.83	.263				
Communicating						
Parents	3.66	.577	14.339	<.001	Reject	Significant
School Heads	3.63	.371				
Teachers	3.80	.320				
Student Development						
Parents	3.62	.521	5.644	.004	Reject	Significant
School Heads	3.48	.454				
Teachers	3.58	.466				
Physical Facilities and Improvement						
Parents	3.53	.567	16.176	<.001	Reject	Significant
School Heads	3.40	.511				
Teachers	3.64	.430				

On their part, the school heads, who evaluated program-wide data, applied more stringent criteria.

For physical facilities and improvement, teachers and parents gave significantly higher means than school heads. Parents viewed their physical labor and material contributions during school repairs as substantial. School heads evaluated facility readiness against strict division engineering standards and budget allocations.

The results imply that teachers and school heads tended to evaluate partnership dimensions higher because they designed the programs and observe aggregated parent participation across entire grade levels. Meanwhile, parents evaluated engagement through personal experiences. They felt high confidence in their direct contributions to student development and facility repairs.

However, they rated their involvement lower in structured formal parenting frameworks. As a way to address the gaps, the school management may establish evaluation metrics and transparent feedback systems.

VI. CONCLUSIONS

Based on the findings, the study concluded the following:

1. Parents are eager to be active co-educators even though they feel they are not confident in terms of teaching.
2. There is an obvious preference in terms of how school heads, teachers, and parents receive and express information.
3. Current school-home interactions are on transactional level.

As for communication, Scheffé comparisons confirmed that teachers' assessments scored significantly higher than both parents and school heads. No significant difference was observed between parents and school heads. Teachers perceived their communication channels in the forms of group chats and progress updates as highly active. Meanwhile, administrators held a more conservative view regarding response speed and boundary management.

Interestingly, a statistical pattern was observed in the areas of parental engagement. For student development, the post-hoc analysis shows that parents and teachers both rated engagements significantly higher than school heads. This may be because parents perceived their daily home efforts in reading guidance (DEAR) and moral formation (YFP) as highly active.

VII. RECOMMENDATIONS

With respect to the conclusions, the following are humbly recommended:

1. Schools and parents may agree to formulate clear guidelines for communication.
2. Practical workshops for parents may be conducted to boost their instructional confidence.
3. Replicating and expanding the study may cover other variables.

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