IJIMR
INTERNATIONAL JOURNAL OF INNOVATIVE AND MULTIDISCIPLINARY RESEARCH

ISSN: 3116-5990 online / 3116-5982 print
Volume 1 Issue No. 4
Copyright © EduHeart Knowledge Network and Publishing Inc. Phils.
DOI: https://doi.org/10.66206/eduheart.ijimr.41

Level of Parental Involvement in Academic Achievement of Grade Four Pupils During the New Normal in a Public Elementary School in Taguig City: Basis for an Action Plan

Edilyn A. Medina
Taguig City University
medinaedilyn9@gmail.com

Date Submitted: October 28, 2026
Date Reviewed: November 4-6, 2026
Date Accepted: November 10, 2026
Date Published: November 15, 2026

ABSTRACT

This study aimed to determine the level of parental involvement in the academic achievement of Grade Four pupils during the New Normal in a public elementary school in Taguig City as a basis for an action plan. Using a descriptive-survey research design, the study involved 200 parents of Grade Four online learners selected from a population of 412 parents. The researcher gathered data through a survey questionnaire and document analysis of pupils' general averages for School Year 2020–2021. The findings revealed that parents were highly involved in their children's education through academic and non-academic support, personal initiatives, and participation in blended or online classes. Most pupils obtained general averages in the 80–89 range, and all met the academic requirements. The study also found that parental involvement varied by parental characteristics, particularly educational attainment, monthly family income, and employment status. Furthermore, parents' personal initiatives were significantly related to pupils' academic achievement, while the other dimensions of parental involvement were not. Based on these findings, the study developed an action plan to strengthen parental involvement and promote better academic outcomes among Grade Four pupils.

Keywords: Parental Involvement, academic achievement, new normal, grade 4 online learners, Taguig City

INTRODUCTION

Parents play an essential role in their children's education as their first teachers and primary sources of guidance, support, and encouragement. Their involvement goes beyond providing basic needs, as they also help develop children's character, emotional well-being, skills, and interests. Through activities such as monitoring academic progress, helping with learning tasks, and communicating with teachers, parents support their children's academic achievement and overall development. Studies have linked parental involvement to improved attendance, positive behavior, better well-being, and stronger parent-teacher relationships (Lara

ISSN: 3116-5990 online / 3116-5982 print
Copyright @ EduHeart Knowledge Network and Publishing Inc. Phils.
DOI: https://doi.org/10.66206/eduheart.ijimr.41

& Saracostti, 2019; Hornby & Blackwell, 2018). In the Philippine context, family support also plays an important role in shaping children's learning and social development (Alampay, 2014).

Parental involvement became particularly important during the new normal, when children spent more time learning at home and depended on their families for guidance and support. Parents' understanding of their children's strengths and learning needs can also help teachers provide appropriate assistance and interventions (Cortez, 2018). Recognizing the importance of cooperation between home and school, this study sought to determine the level of parental involvement in academic support, non-academic support, and parental initiatives. It also aimed to examine whether parental involvement differed according to the respondents' profiles and whether it was significantly related to the academic achievement of Grade Four pupils at EM's Signal Village Elementary School.

Statement of the Problem

This study aimed to determine the parental involvement in the academic achievement of Grade 4 pupils during the new normal at EM's Signal Village Elementary School for the School Year 2020-2021.

Specifically, the researcher sought answers to the following questions:

1. What is the parents' profile in terms of:
    a. highest educational attainment
    b. family income
    c. employment status
2. What is the level of involvement of parents in the education of their children in terms of the following:
    a. academic support
    b. non-academic support
    c. parents' personal initiatives
    d. students' blended/online participation
3. What is the academic achievement of the pupils based on their general average for the SY 2020-2021?
4. Is there a significant difference between the level of parental involvement when respondents are grouped according to their profile?
5. Is the academic achievement significantly affected by the level of parental involvement?
6. Based on the findings, what action plan may be proposed?

Scope and Delimitations

This study focused on determining the level of parental involvement in the academic achievement of Grade Four pupils during the New Normal at EM's Signal Village Elementary School in Taguig City for School Year 2020–2021. Specifically, it examined parental involvement in terms of academic support, non-academic support, parents' personal initiatives, and children's participation in blended/online classes. It also investigated the respondents' profiles in terms of highest educational attainment, monthly family income, and employment status; the academic achievement of the pupils based on their general averages; the differences in parental involvement when respondents were grouped according to their profiles; and the relationship between parental involvement and pupils' academic achievement. The study employed the descriptive-survey method and involved 200 parents selected from a population

of 412 parents of Grade Four online learners. Data were gathered using a researcher-made online survey questionnaire and document analysis of pupils' general averages. The findings served as the basis for developing a proposed action plan to strengthen parental involvement and school–home partnerships.

The study was delimited to parents of Grade Four online learners at EM's Signal Village Elementary School in Taguig City during School Year 2020–2021. It did not include parents of pupils from other grade levels, other schools, or other school divisions. The investigation was limited to the four specified dimensions of parental involvement and the three profile variables identified in the study. The study assessed pupils' academic achievement using their general averages for the specified school year rather than other measures of academic performance. The study focused on describing parental involvement and examining its differences and relationship with academic achievement within the selected population and setting. Therefore, interpret the findings within these defined boundaries and do not automatically generalize them to all elementary pupils or schools.

Review of Related Literature

Parental involvement refers to parents' efforts to support their children's learning through guidance, encouragement, monitoring, and participation in school activities (Otani, 2019). Epstein's framework, as discussed by Bailey (2017), identifies six areas of involvement: parenting, communication, volunteering, learning at home, decision-making, and community collaboration. Research associate's parental involvement with improved attendance, academic performance, and children's overall development (Castro et al., 2015; Jeynes, 2016). However, its effectiveness may depend on family values, available resources, and the quality of support provided (Lara & Saracostti, 2019; Logan et al., 2020).

Academic achievement refers to students' attainment of educational goals and demonstration of knowledge and skills, commonly measured through grades and assessments (Steinmayr et al., 2020). Individual, family, and school factors influence it (Davis, 2021). Parents contribute by setting expectations, monitoring progress, encouraging learning, and establishing study routines, which may improve homework completion, self-esteem, and school participation (Cooper, 2021).

Parental involvement includes both academic and non-academic support. Academic support involves tutoring, monitoring assignments, organizing study schedules, and communicating with teachers (Peterson et al., 2015). Non-academic support focuses on children's well-being through routines, regular attendance, health, hygiene, and providing school materials. Both forms of support help create a positive learning environment (Karp, 2016).

Parents also demonstrate involvement through personal initiatives and family–school collaboration, such as assisting with homework, communicating with teachers, and participating in school activities. These partnerships promote shared responsibility and support children's academic, social, and emotional development (Pontz, 2019; Stefanski et al., 2016). However, time constraints and communication difficulties may limit parental participation (Blackboard, 2020).

During the COVID-19 pandemic, the shift to blended and online learning increased parents' responsibilities in providing learning resources, establishing study routines,

ISSN: 3116-5990 online / 3116-5982 print
Copyright @ EduHeart Knowledge Network and Publishing Inc. Phils.
DOI: https://doi.org/10.66206/eduheart.ijimr.41

monitoring assignments, and communicating with teachers (Viner et al., 2020; Lawrence & Fakuade, 2021). Despite challenges such as limited technology and internet access, parental guidance and support remained essential in helping children participate in and adjust to online learning (Bhmani et al., 2020; Cook et al., 2020).

Theoretical Framework

This presents related theories and concepts that helped the researcher strengthen the study structure.

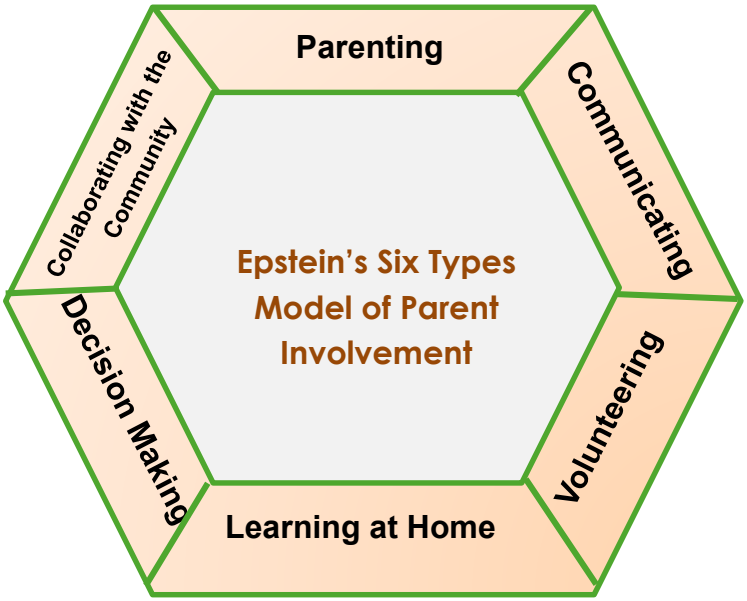


Figure 1. Epstein's Parent Involvement Model

Epstein's model identifies six types of parental involvement: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. These involve providing a supportive home environment, maintaining communication with schools, participating in school activities, guiding children's learning, contributing to school decisions, and utilizing community resources. Together, these practices strengthen school–family partnerships and support children's academic achievement and overall development.

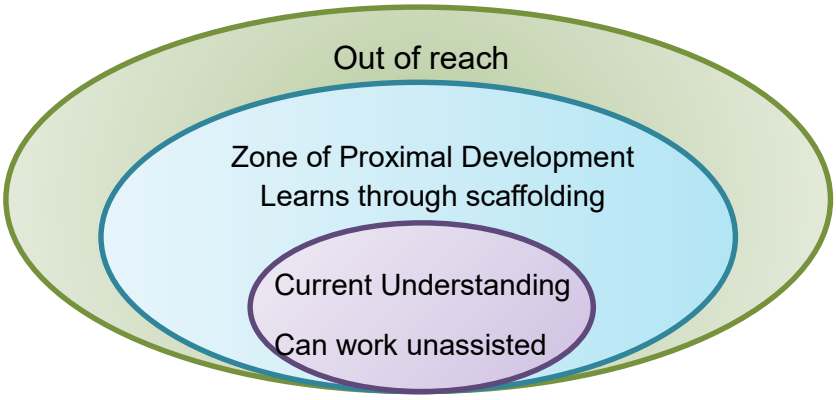


Figure 2. Sociocultural Theory

Vygotsky's Sociocultural Theory emphasizes that children's learning and development are shaped by social and cultural interactions with family, peers, and the community. Its key concept, the Zone of Proximal Development (ZPD), explains how children can achieve more with guidance from adults or capable peers. In relation to this study, the theory highlights the importance of parental guidance and support in strengthening children's learning and academic development.

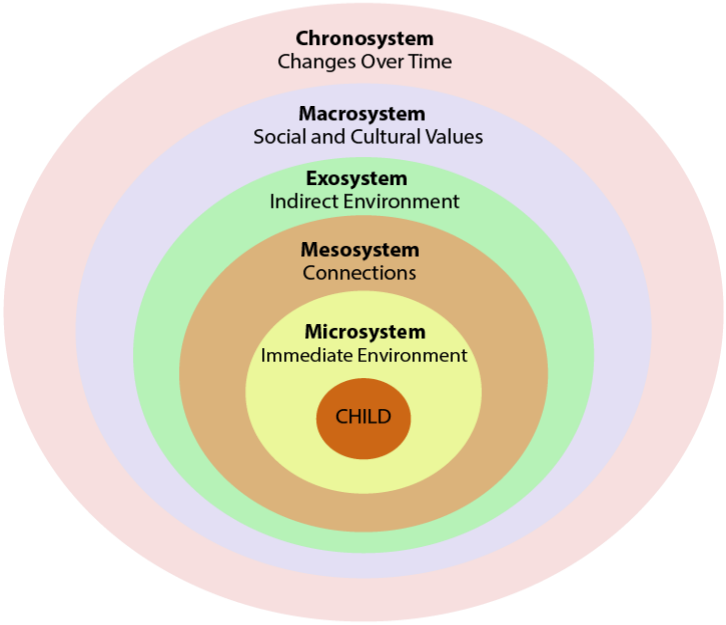


Figure 3. Ecological Systems Theory

Bronfenbrenner's Ecological Systems Theory (1979) explains that children's development is influenced by interconnected environmental systems, including family, school, community, and society. These systems consist of the microsystem, which includes immediate surroundings such as family and school; the mesosystem, which involves relationships between these settings, particularly home and school; the ecosystem, which includes external influences such as parents' workplaces and school boards; the macrosystem, which encompasses cultural values, beliefs, and traditions; and the chronosystem, which considers changes over time. In this study, the theory emphasizes that parental involvement and children's educational experiences are shaped by interactions among family, school, and the broader community.

ISSN: 3116-5990 online / 3116-5982 print
Copyright @ EduHeart Knowledge Network and Publishing Inc. Phils.
DOI: https://doi.org/10.66206/eduheart.ijimr.41

Conceptual Framework

The researcher conceptualized an Input-Process-Output system that guided the research, as shown in Figure 4.

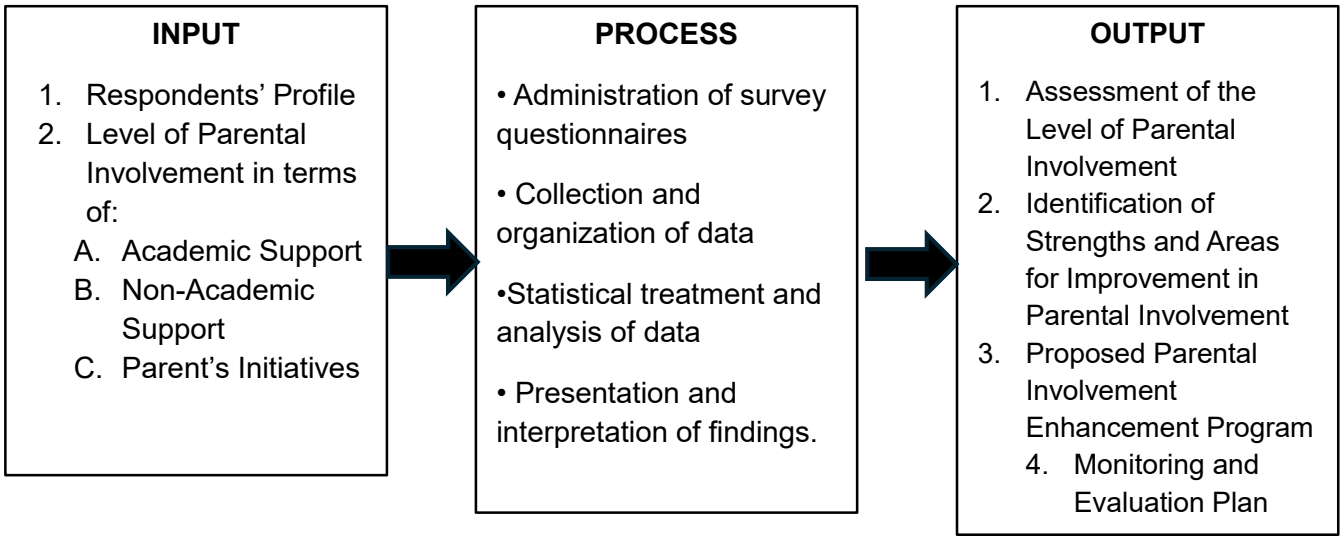


Figure 4. Research Paradigm of the Study

The research paradigm illustrates the study flow through three components: Input, Process, and Output (IPO). The Input includes the respondents' profile and their level of parental involvement in terms of academic support, non-academic support, and parents' initiatives. The Process involves administering survey questionnaires, collecting and organizing data, conducting statistical analysis, and presenting and interpreting the findings. The Output consists of an assessment of parental involvement, identification of its strengths and areas for improvement, a proposed Parental Involvement Enhancement Program, and a monitoring and evaluation plan. Together, these components show how the gathered data will be analyzed and used to develop strategies to strengthen parental involvement.

METHODOLOGY

Research Design

The study employed a descriptive-survey research design to determine the level of parental involvement in the academic achievement of Grade Four pupils during the New Normal. This design was appropriate for describing respondents' reported involvement in their children's education and examining differences by parents' highest educational attainment, monthly family income, and employment status. It also examined the relationship between the different dimensions of parental involvement and pupils' academic achievement.

Research Steps

The study began with a review of related literature on parental involvement and pupils' academic achievement during the New Normal. The researcher prepared a questionnaire aligned with the study's objectives and submitted it to the thesis adviser for review and validation. The researcher requested permission to conduct the study from the Schools Division Offices of Taguig City and Pateros and the appropriate school authorities.

From a population of 412 parents of Grade Four online learners at EM's Signal Village Elementary School, 200 respondents were selected through simple random sampling using a random number generator. The researcher contacted the selected parents through Messenger, obtained their consent, and distributed the online questionnaire. The study also examined pupils' general averages for SY 2020–2021 to determine academic achievement. The collected data were tabulated, analyzed using appropriate statistical tools, and interpreted to form the basis of the proposed action plan.

Data Collection and Sample Selection

The study involved 200 parents of Grade Four online learners at EM's Signal Village Elementary School during SY 2020–2021. Using Slovin's formula with a 5% margin of error, the respondents were selected through simple random sampling from a population of 412 parents across 31 sections. The researchers gathered data using a researcher-made online questionnaire covering respondents' profiles and four dimensions of parental involvement: academic support, non-academic support, parents' personal initiatives, and participation in blended or online classes. The study used a four-point Likert scale to measure parental involvement. The researchers distributed the questionnaire through Messenger after obtaining parents' consent. Pupils' general averages were also examined through document analysis to determine their academic achievement.

Data Analysis Methods

The researchers analyzed the collected data using appropriate statistical methods. Frequency counts and percentages described the respondents' profiles and the distribution of pupils according to their academic achievement. Weighted means were used to determine the level of parental involvement across the four dimensions.

Analysis of variance (ANOVA) was used to determine whether significant differences existed in parental involvement when respondents were grouped according to their highest educational attainment, monthly family income, and employment status. The chi-square test examined the relationship between the dimensions of parental involvement and pupils' academic achievement.

The statistical results served as the basis for interpreting the findings, drawing conclusions, and developing a proposed action plan to enhance parental involvement in pupils' education.

Research Hypotheses and Validation

This study tested the hypotheses that no significant difference in parental involvement existed when respondents were grouped according to their highest educational attainment, monthly family income, and employment status, and that no significant relationship existed between parental involvement and pupils' academic achievement. The hypotheses were examined using analysis of variance (ANOVA) and the chi-square test. The findings revealed significant differences in selected dimensions of parental involvement according to parents' profiles. The study also found a significant relationship between parents' personal initiatives and pupils' academic achievement, while the other dimensions showed no significant relationship. These findings provided the basis for evaluating the hypotheses and developing the proposed action plan.

Study Limitations and Ethical Considerations

ISSN: 3116-5990 online / 3116-5982 print
Copyright @ EduHeart Knowledge Network and Publishing Inc. Phils.
DOI: https://doi.org/10.66206/eduheart.ijimr.41

The study was limited to 200 parents of Grade Four online learners at EM's Signal Village Elementary School during SY 2020–2021. The researcher collected data online during the COVID-19 pandemic, which created challenges for communication and voluntary participation. Ethical procedures included requesting permission from the appropriate school authorities, informing parents about the study's purpose, and obtaining their voluntary consent before participation. The researcher treated the collected information and pupils' academic records confidentially and used the data for research purposes.

RESULTS AND DISCUSSION

SOP 1. What is the parent's profile in terms of:

1.1 highest educational attainment

1.2 family income

1.3 employment status

Table 1
Profile Distribution of the Respondents
in Terms of Highest Educational Attainment

Educational Attainment	Frequency	Percent
Master's Degree	1	0.5
College	16	8.0
Technical vocational	73	36.5
High school	95	47.5
Elementary	15	7.5
Total	200	100.0

Table 1 displays the distribution of respondents by highest educational attainment. As shown in the table above, most respondents belong to the high school category, with a frequency of 95, or 47.5 percent of the total respondents. Notably, 73 respondents are in the technical-vocational category, which comprises 36.5 percent of the total respondents. Seemingly, only one (1) of the respondents belongs to the category of master's degree level.

Table 2
Profile Distribution of the Respondents
in Terms of Monthly Family Income

Monthly Family Income	Frequency	Percent
Php0 to Php5,000	44	22.0
Php10,001 to Php15,000	45	22.5
Php15,001 to Php20,000	28	14.0
Php20,001 to Php25,000	20	10.0
Php25,001 and above	23	11.5
Php5,001 to Php10,000	40	20.0
Total	200	100.0

Table 2 shows the distribution of respondents in terms of monthly family income. As shown in the table, most respondents' monthly income falls under Php10,001 to Php15,000,

with a frequency of 45, or 22.5 percent of the total respondents. A large number of 44 respondents, or 22 percent of the total respondents, have Php0 to Php5,000 as their monthly income. However, 20 respondents, or 10 percent of the total respondents, fall under Php20, 001 to Php25, 000.

Table 3
Profile Distribution of the Respondents in Terms of Employment Status

Employment Status	Frequency	Percent
Employed	78	39.0
Self-employed (business owner, freelancer, independent contractor, etc.)	38	19.0
Unemployed	84	42.0
Total	200	100.0

Table 3 presents the distribution of respondents by employment status. This table shows that out of 200 respondents, 84 (42% are unemployed, 78 (39% are employed, and 38 (19%) are self-employed. This indicates that most respondents are unemployed.

SOP 2. What is the level of involvement of parents in the education of their children in terms of the following:

2.1 academic support
2.2 non-academic support
2.3 parents' personal initiatives
2.4 students' blended/online participation

Table 4
Level of Parental Involvement in Terms of the Academic Support

Indicators	Mean	Verbal Interpretation
I tutor my child on his/her past lessons. (Tinuturuan ko ang aking anak sa kanyang nakaraang aralin.)]	3.35	Always
I explain difficult concepts to my child that he/she finds confusing.(Ipinapaliwanag ko ang mga mahirap na aralin sa aking anak kung saan siya nalilito.)]	3.66	Always
I help my child prepare for tests by calling out questions or reviewing materials with him/her. (Tinutulungan ko ang aking anak na maghanda sa mga pagsusulit sa pamamagitan ng pagtatanong sa kanya at pagsusuri ng kanyang mga aralin.)]	3.46	Always
I monitor my child's homework. (Sinusubaybayan ko ang takdang-aralin ng aking anak.)]	3.69	Always
I personally check his/her modules and worksheets to make sure she's doing his/her homework. (Personal kong sinusuri ang kanyang mga modyul at worksheet upang matiyak na ginagawa niya ang kanyang mga takda.)	3.69	Always

ISSN: 3116-5990 online / 3116-5982 print
Copyright @ EduHeart Knowledge Network and Publishing Inc. Phils.
DOI: https://doi.org/10.66206/eduheart.ijimr.41

I remind my child to keep track of assignments by writing them down.(Pinapaalala ko sa aking anak na subaybayan ang kanyang mga takdang-aralin sa pamamagitan ng pagsulat ng mga ito.)]	3.85	Always
I read the teacher's comments on returned tests and assignments. (Binabasa ko ang mga komento ng guro sa mga bumalik na pagsusulit at takdang –aralin.)]	3.67	Always
I check for my child's modules and worksheets. (Sinusuri ko ang mga modyul at worksheet ng aking anak.)]	3.70	Always
I communicate with my child's teacher regarding his/her school performance. (Nakikipag-ugnayan ako sa guro ng aking anak hinggil sa kanyang akademikong pagganap.)]	3.53	Always
I see to it that I meet my child's learning needs. (Tinitiyak kong natutugunan ko ang mga pangangailangan sa pag-aaral ng aking anak.)]	3.87	Always
Grand Mean	**3.64**	**Always**

Scale: *1.00-1.75: Never, 1.76-2.50: Rarely, 2.51-3.25: Sometimes, 3.26-4.00: Always*

Table 4 illustrates the level of parental involvement in terms of academic support. Based on the computed overall mean of 3.64, the respondents confirmed that parents had strong involvement in terms of academic support. They saw to it that they always met their children's learning needs. They always reminded their children to keep track of their assignments by writing them down and aside from always monitoring their children's homework, they were also highly involved with monitoring and checking these activities. More so, parents always checked if there were instructions given by the teachers, and if there were comments and suggestions provided in the test papers. These indicators showed how strongly involved the parents were especially in their children's academic activities. However, apparently, providing tutorial lessons on the past lessons of their children was the least among the identified academic support (3.35), but still denotes high involvement.

Table 5
Level of Parental Involvement
in Terms of Non-Academic Support

Indicators	**Mean**	**Verbal Interpretation**
I see to it that my child gets a good night's rest and nourishing breakfast before school. (Tinitiyak ko na ang aking anak ay nakapagpapahinga ng maayos at may masustansiyang agahan bago pumasok sa kanyang klase.)]	3.92	Always
I see to it that my child has a quiet place to study. (Tinitiyak ko na ang aking anak ay may tahimik na lugar sa kanyang pag-aaral.)]	3.91	Always
I deal with my child's emotions appropriately. (Kaya kong pakitunguhan nang may kaangkupan ang damdamin ng aking anak.)]	3.88	Always
I encourage my child to engage himself/herself to any activity to relieve his/her stress. (Hinihimok ko ang aking	3.86	Always

anak na lumahok sa mga aktibidad upang maibsan ang kanyang pagkabalisa.)]		
I provide gadget and internet/load allowance for my child's blended learning. (Naglalaan ako ng gadget at internet/load para sa aking anak sa kanyang blended na pag-aaral.)]	3.89	Always
I help my child to have a proper time management. (Tinutulungan ko ang aking anak na magkaroon ng wastong pamamahala sa oras.)]	3.84	Always
I provide opportunities for my child to explore and learn about his/her interests. (Naglalaan ako ng panahon upang matuto ang aking anak sa mga bagay na nakikitaan niya ng interes.)]	3.89	Always
I give rewards to my child for doing well in online class. (Nagbibigay ako ng mga gantimpala sa aking anak dahil sa kanyang kahusayan sa online na klase.)]	3.50	Always
I give positive and accurate feedback to my child. (Nagbibigay ako ng positibo at tumpak na tugon sa aking anak.)]	3.84	Always
I discuss the importance of good education with my child. (Natatalakay ko ang kahalagahan ng edukasyon sa aking anak.)]	3.91	Always
Grand Mean	**3.84**	**Always**

Scale: *1.00-1.75: Never, 1.76-2.50: Rarely, 2.51-3.25: Sometimes, 3.26-4.00: Always*

Table 5 presents the level of parental involvement in terms of non-academic support, with a grand mean of 3.84 (Always). The findings show that parents consistently provide for their children's physical, emotional, and learning needs by ensuring proper rest, a quiet study area, access to learning resources, and guidance in time management. They also encourage their children's interests, provide positive feedback, and emphasize the importance of education. Giving rewards for good online class performance received the lowest mean of 3.50 but was still interpreted as Always. Overall, the results indicate a high level of parental involvement in providing non-academic support.

Table 6
Level of Parental Involvement
in Terms of Parent's Initiatives

Indicators	**Mean**	**Verbal Interpretation**
I attend school functions such as online parents-teacher conferences and meetings. (Nakikilahok ako sa mga aktibidad ng paaralan tulad ng mga online na kumperensya at pagpupulong ng mga magulang at guro)]	3.62	Always
I talk with other parents about educational issues. (Nakikipagtalakayan ako sa ibang mga magulang tungkol sa mga isyu sa edukasyon o sa pag-aaral ng mga anak)]	3.27	Always

ISSN: 3116-5990 online / 3116-5982 print
Copyright @ EduHeart Knowledge Network and Publishing Inc. Phils.
DOI: https://doi.org/10.66206/eduheart.ijimr.41

I regularly check the group chat for announcements. (Regular kong sinusuri ang group chat para sa mga anunsyo.)]	3.88	Always
I support and reinforce the school's discipline plan at home. (Sinusuportahan at pinatitibay ko ang mga plano ng paaralan tungkol sa pagdidisiplina sa tahanan.)]	3.89	Always
I take time to connect myself to teachers, the principal, and other members of the school staff through online platforms. (Gumugugol ako ng oras upang makipag-ugnayan sa mga guro, punong-guro, at iba p	3.56	Always
I support school projects/ activities for the benefit of the learner. (Sinusuportahan ko ang mga proyekto/aktibidad ng paaralan para sa pakinabang ng mga mag-aaral.)]	3.78	Always
I volunteer at school for special projects like distribution of modules and worksheets, sanitations, etc. (Nagboboluntaryo ako sa mga proyekto ng paaralan tulad ng pamamahagi ng mga modyul at workshee	2.84	Sometimes
I keep in touch with the teacher through meetings, phone calls, or notes. (Nakikipag-ugnayan ako sa guro sa pamamagitan ng mga pagpupulong, tawag sa telepono, o tala.)]	3.58	Always
I participate in online seminars and trainings for parents. (Nakikilahok ako sa mga online na seminar at pagsasanay sa mga magulang.)]	3.30	Always
I respect and follow school rules and regulations.(Iginagalang at sinusunod ko ang mga patakaran at regulasyon ng paaralan.)]	3.93	Always
Grand Mean	**3.56**	**Always**

Scale: *1.00-1.75: Never, 1.76-2.50: Rarely, 2.51-3.25: Sometimes, 3.26-4.00: Always*

Table 6 shows that parental involvement in terms of parents' initiatives was high, with a grand mean of 3.56 (Always). Parents consistently followed school rules, reinforced school discipline at home, and checked group chats for announcements. However, volunteering for special school projects received the lowest mean of 2.84 (Sometimes), indicating an area for improvement.

Table 7
Level of Parental Involvement
in Terms of Blended/ Online Class Participation

Indicators	**Mean**	**Verbal Interpretation**
I check on my child's daily attendance on online classes/ messenger. (Inaalam ko ang araw-araw na pagdalo ng aking anak sa klase/messenger.)]	3.86	Always

I monitor my child if he/she attends his/her online class on time. (Sinusubaybayan ko ang aking anak kung dumadalo siya sa kanyang online na klase sa tamang oras.)]	3.84	Always
I communicate with the teacher if my child misses school without permission. (Nakikipag-usap ako sa guro ng aking anak kung lumiliban o iniiwan ang klase ng walang pahintulot	3.50	Always
I inform the teacher whenever my child is unable to attend his/her class. (Ipinapaalam ko sa guro tuwing hindi makadadalo ang aking anak sa kanyang klase.)]	3.74	Always
I see to it that my child is actively participating in the discussion during online classes. (Tinitiyak ko na ang aking anak ay aktibong nakikilahok sa talakayan sa mga onlin	3.80	Always
I make sure that my child listens attentively to his/her teacher. (Tinitiyak kong nakikinig ng mabuti ang aking anak sa kanyang guro.)]	3.88	Always
I am with my child during the entire class session to observe his/her behavior and interactions with his/her teacher and classmates. (Kasama ako sa buong sesyon ng klase ng a	3.17	Sometimes
I see to it that my child's video camera is on during online class. (Tinitiyak kong naka-on ang video camera ng aking anak sa online na klase.)]	3.68	Always
I remind my child to fill in his/her attendance in google forms right after their online class. (Pinapaalalahanan ko ang aking anak na punan ang kanyang pagdalo sa google for	3.72	Always
I send my child's pictures during asynchronous learning to his/her teacher. (Nagpapadala ako ng mga larawan ng aking anak habang nasa asynchronous na pag-aaral sa kanyang guro	3.31	Always
Grand Mean	**3.56**	**Always**

Scale: *1.00-1.75: Never, 1.76-2.50: Rarely, 2.51-3.25: Sometimes, 3.26-4.00: Always*

Table 7 shows that parental involvement in blended/online class participation was high, with a grand mean of 3.56 (Always). Parents consistently monitor their children's attendance, punctuality, attentiveness, and participation in online classes. However, staying with their children throughout the entire class session received the lowest mean of 3.17 (Sometimes), indicating an area for improvement.

SOP 3. What is the academic achievement of the pupils based on their general average for the SY 2020-2021?

Table 8
General Average of Grade Four Pupils for School Year 2020-2021

General average / Expression	Frequency	Percentage
90-100 (excellent)	53	26.5
80 -89 (very good)	140	70

ISSN: 3116-5990 online / 3116-5982 print
Copyright @ EduHeart Knowledge Network and Publishing Inc. Phils.
DOI: https://doi.org/10.66206/eduheart.ijimr.41

75 – 79 (passing)	7	3.5
74 – below (not passing)	0	-
Total	200	100

Table 8 displays the academic achievement of the children of the 200 parent-respondents. As shown, 140 students obtained a grade of 80-89 or interpreted as very good, this is 70% of the total number of 200 students. Meanwhile, 53 students or 26.5% comprised the entire with grades from 90-100 marked as excellent and 7 students or 3.5% attained 75-79, interpreted as passing.

SOP 4. Is there a significant difference between the level of parental involvement when respondents are grouped according to their profile?

Table 9
Difference between the Respondents' Assessment on the Level of Parental Involvement when Grouped According to Highest Educational Attainment

Components	**F-value**	**Sig-value**	**Decision**	**Remarks**
Academic Support	.661	.620	Failed to reject H_0	Not Significant
Non-Academic Support	4.948	.001	Reject H_0	Significant
Parents' Initiatives	2.077	.085	Failed to reject H_0	Not Significant
Blended/Online Class Participation	5.112	.001	Reject H_0	Significant

Decision Rule: *Sig-value ≤ 0.05: Reject H_0, Sig-value > 0.05: Failed to reject H_0*

Table 9 displays the result of the test of significant difference when the level of parental involvement and the respondents' profile in terms of highest educational attainment were considered as test factors. It could be gleaned that the computed F-value and its sig. value denotes the decision on whether to accept or reject the null hypothesis. Based on the data provided, in terms of *non-academic support* and *blended/online class participation*, the decision was to reject the null hypothesis, this means that the two components and the highest educational attainment showed significant difference. This also means that greater participation in blended/online classes were expected from parents with higher educational attainment. On the contrary, the remaining components such as *academic support* and *parent's initiatives* failed to reject the null hypothesis and thus no significant difference was revealed.

Table 10
Difference between the Respondents' Assessment on the Level of Parental Involvement when Grouped According to Monthly Family Income

Components	F-value	Sig-value	Decision	Remarks
Academic Support	.887	.491	Failed to reject H_0	Not Significant
Non-Academic Support	2.667	.023	Reject H_0	Significant
Parents' Initiatives	.850	.516	Failed to reject H_0	Not Significant
Blended/Online Class Participation	.590	.708	Failed to reject H_0	Not Significant

Decision Rule: *Sig-value ≤ 0.05: Reject H_0, Sig-value > 0.05: Failed to reject H_0*

Table 10 manifests the result of the test of significant difference when the level of parental involvement and the respondents' profile in terms of monthly family income were considered as test factors. It could be gleaned that the computed F-value and its s. value denotes the decision whether to accept or reject the null hypothesis. Based on the data provided in terms of *non-academic support*, the decision is to reject the null hypothesis, this means that non-academic support and monthly family income show significant difference in favor of those with higher family income. On the other hand, *academic support*, *parents' initiatives* and *blended/online class participation* failed to reject the null hypothesis and thus no significant difference was revealed.

Table 11
Difference between the Respondents' Assessment on the Level of Parental Involvement when Grouped According to Employment Status

Components	F-value	Sig-value	Decision	Remarks
Academic Support	1.935	.147	Failed to reject H_0	Not Significant
Non-Academic Support	.290	.749	Failed to reject H_0	Not Significant
Parents' Initiatives	4.616	.011	Reject H_0	Significant
Blended/Online Class Participation	1.389	.252	Failed to reject H_0	Not Significant

Decision Rule: *Sig-value ≤ 0.05: Reject H_0, Sig-value > 0.05: Failed to reject H_0*

Table 11 shows the result of the test of significant difference when the level of parental involvement and the respondents' profile in terms of employment status were considered as test factors. It could be gleaned that the computed F-value and its sig. value denotes the decision on whether to accept or reject the null hypothesis. Based on the data provided, for parents' initiatives, the decision is to reject the null hypothesis; this means parents' initiatives and employment status show significant differences. This also means that greater involvement in parents' initiatives are expected from unemployed parents. On the contrary, the remaining components such as *academic support*, *non-academic support*, and *blended/online class participation* failed to reject the null hypothesis, and therefore no significant difference was revealed.

ISSN: 3116-5990 online / 3116-5982 print
Copyright @ EduHeart Knowledge Network and Publishing Inc. Phils.
DOI: https://doi.org/10.66206/eduheart.ijimr.41

SOP 5. Is the academic achievement significantly affected by the level of parental involvement?

Table 12
Relationship Between Level of Parental Involvement and Students' Academic Achievement

Components	Chi-square value	Sig-value	Decision	Remarks
Academic Support	36.176	.148	Failed to reject H_0	Not significant
Non-Academic Support	20.935	.837	Failed to reject H_0	Not significant
Parents' Initiatives	40.105	.015	Reject H_0	Significant
Blended/Online Class Participation	36.557	.394	Failed to reject H_0	Not significant

Decision Rule: *Sig-value ≤ 0.05: Reject H_0, Sig-value > 0.05: Failed to reject H_0*

Table 12 infers the relationship between the level of parental involvement and the students' academic achievement. As reflected in the computed chi-square value and its sig. value, the decision on whether to accept or reject the null hypothesis is revealed. The results clearly showed that components such as academic and non-academic support and blended/online class participation did not reject the null hypothesis. While parents' initiatives, the decision was to reject the null hypothesis. In sum, the data showed no significant relationship between the level of parental involvement in academic support, non-academic support, and blended/online class participation and students' academic achievement. This result may be related to the current teaching and learning situation, in which most academic activities are conducted through online and modular distance learning. In contrast, there was a significant relationship between the level of parental involvement, in terms of parents' initiatives, and students' academic achievement. This result suggests that students' academic achievement likely depends on how parents initiate and volunteer in school.

SUMMARY

This study used a descriptive-survey research design to determine the level of parental involvement in the academic achievement of Grade Four pupils during the new normal at a public elementary school in Taguig City. The researcher was motivated to conduct this study because parents play an important role in supporting children's education, particularly when learning takes place at home. The study sought to understand how parents provide academic and non-academic support, take personal initiatives, and participate in their children's online learning activities.

The study involved 200 parents of Grade Four online learners selected through simple random sampling. The researchers used a researcher-made questionnaire validated by four experts in the field. The researchers administered it through Google Forms due to COVID-19

safety measures. The study also examined pupils' general averages to determine their academic achievement.

The findings revealed that parental involvement was highly evident, with non-academic support receiving the highest rating. All pupils obtained passing grades, and parents' initiatives showed a significant relationship with academic achievement. The results served as the basis for a proposed action plan to strengthen parental involvement and further support pupils' learning.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. The parent-respondents came from varied educational, economic, and employment backgrounds. However, the largest group consisted of high school graduates, while unemployed respondents represented the largest employment category.
2. Parental involvement was highly evident in all four dimensions: academic support, non-academic support, parents' initiatives, and children's blended/online class participation. Among these dimensions, non-academic support received the highest overall mean, indicating that parents placed considerable emphasis on their children's health, rest, learning environment, and appreciation of education.
3. All Grade Four pupils included in the study obtained passing grades. Most pupils achieved general averages ranging from 80 to 89, indicating that the majority belonged to this grade range during School Year 2020–2021.
4. Significant differences existed in selected dimensions of parental involvement according to respondents' profiles. Educational attainment was associated with differences in non-academic support and blended/online class participation; monthly family income was associated with differences in non-academic support; and employment status was associated with differences in parents' initiatives. These findings suggest that parental involvement varied across certain socioeconomic and educational characteristics.
5. Parents' initiatives demonstrated a statistically significant relationship with pupils' academic achievement. However, the study did not establish statistically significant relationships between academic achievement and the other three dimensions of parental involvement. These findings identify parents' initiatives as an important area for further attention, although the results do not establish causality.
6. The findings provide a basis for developing an action plan that strengthens school–home collaboration, encourages meaningful parental participation, and supports pupils' academic development during blended or online learning and other learning arrangements.

RECOMMENDATIONS

As drawn from the results of the study, the following are recommended:

The **Department of Education** should include parents in the planning stage and up to the implementation of the new programs to improve the educational system.

The **Local Government Unit** should provide supplementary funding support for the inclusion of the teacher-student-parent development program.

School Heads/Principals may use the study's findings to support school planning to improve teachers' and parents' related activities.

ISSN: 3116-5990 online / 3116-5982 print
Copyright @ EduHeart Knowledge Network and Publishing Inc. Phils.
DOI: https://doi.org/10.66206/eduheart.ijimr.41

Teachers should partner with pupils' parents and guardians. They should consistently assist and report to parents on learners' academic development. They must accept changes positively and strengthen the teacher-parent association.
Parents must be highly involved and strongly support programs and activities that develop the learner's academic achievement. They must actively participate in different related organizations and services implemented by the school.
Pupils must encourage their parents to actively participate in school-related activities and programs. They should always report to their parents the development of their studies.
Future **researchers** may utilize this as a reference for their study for further validity and reliability.

ACKNOWLEDGEMENTS

The researcher sincerely thanks everyone who contributed to the completion of this study. Special thanks are extended to the research adviser, validators, school administrators, and parent-respondents for their guidance, cooperation, and valuable contributions. The researcher is also deeply grateful to colleagues, friends, and family for their encouragement, patience, and unwavering support throughout the research process. Their assistance and support made this study possible.

AI DECLARATION STATEMENT

AI-supported tools helped with grammar and structure in creating this article. No AI tools were used to collect, analyze, or interpret data; all authors are credited for their academic contributions.

REFERENCES

Alampay, L. P. (2014). Parenting in the Philippines. In H. Selin (Ed.), *Parenting across cultures: Childrearing, motherhood and fatherhood in non-Western cultures* (pp. 105–121). Springer. https://doi.org/10.1007/978-94-007-7503-9_9

Bailey, T. (2017). *The impact of parental involvement on student success: School and family partnership from the perspective of students*. https://bit.ly/3avgcUw

Blackboard. (2020). *Communication between parents and teachers*. https://www.blackboard.com/

Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E., & Gaviria, J. J. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational Research Review, 14,* 33–46. https://doi.org/10.1016/j.edurev.2015.01.002

Cook, P., Garbe, A., Ogurlu, U., & Logan, N. (2020). COVID-19 and remote learning: Experiences of parents with children during the pandemic. *American Journal of Qualitative Research, 4*(3), 44–65. https://doi.org/10.29333/ajqr/8471

Cooper, J. (2021). *Tips for improving parent involvement in school*. https://bit.ly/3mIm1nm

Cortez, J. C. (2018). Parental involvement in academic and non-academic programs of public elementary schools in Pili District. *International Journal of Scientific & Engineering Research, 9*(8), 1371–1377.

Davis, B. (2021). *What is academic performance according to authors?* https://www.mvorganizing.org/what-is-academic-performance-according-to-authors/

Hornby, G., & Blackwell, I. (2018). Barriers to parental involvement in education: An update. *Educational Review, 70*(1), 109–119. https://doi.org/10.1080/00131911.2018.1388612

Jeynes, W. H. (2016). A meta-analysis: The relationship between parental involvement and African American school outcomes. https://journals.sagepub.com/doi/10.1177/0021934715623522

Karp, M. M. (2016). *A holistic conception of non-academic support: How four mechanisms combine to encourage positive student outcomes in the community college*. https://bit.ly/3mHg0r7

Lara, L., & Saracostti, M. (2019). Effect of parental involvement on children's academic achievement in Chile. *Frontiers in Psychology*. https://doi.org/10.3389/fpsyg.2019.01464

Lawrence, K., & Fakuade, O. V. (2021). Parental involvement, learning participation and online learning commitment of adolescent learners during the COVID-19 lockdown. https://bit.ly/3as8k6a

Otani, M. (2019). Parental involvement and academic achievement among elementary and middle school students. https://link.springer.com/article/10.1007/s12564-019-09614-z

Peterson, R., O'Connor, A., & Strawhun, J. (2015). *Academic support and tutoring*. https://bit.ly/3oSwDTj

Steinmayr, R., Maißner, A., Weidinger, A. F., & Wirthwein, L. (2020). *Academic achievement*. Oxford Bibliographies. https://www.oxfordbibliographies.com/view/document/obo-9780199756810/obo-9780199756810-0108.xml

Viner, R. M., Russell, S. J., Croker, H., Packer, J., Ward, J., & Stansfield, C. (2020). School closure and management practices during coronavirus outbreaks including COVID-19: A rapid systematic review. *The Lancet Child & Adolescent Health*. https://www.thelancet.com/journals/lanchi/article/PIIS2352-4642(20)30095-X/fulltext