**Parents’ Involvement in Multi Grade Pupils’ Achievement in Conner District, Philippines**

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ABSTRACT

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| This research assessed the level of parental involvement and its relationship with the academic performance of Conner District, Apayao multi-grade pupils. Based on a descriptive research design, 721 respondents consisting of 368 pupils and 353 parents were selected through stratified sampling. A researcher-made questionnaire was used to gather data, and pupil performance utilized School Form 5 records. Findings reported parents were "often" engaged in school work (M = 3.45), while school work averaged just a "Satisfactory" grade (84%). A t-test indicated there was no significant correlation between parental participation and student achievement (t = 1.3298 < 1.695, p > 0.05). These results imply that although participation occurs often, it might be lacking the quality or direction required to make a difference. The research underlines the significance of selective parental engagement strategies and seeks further research into contextual and mediating variables. |

*Keywords:* *Parental Involvement, Multi-Grade Pupils, Academic Performance, Conner District, Home-Based Learning Support, Parent-Teacher Association (PTA), Descriptive Research Design*

1. INTRODUCTION

Schools are key institutions in nurturing individuals cognitively, socially, and emotionally. Collaborative partnerships between parents, teachers, and the community are therefore key to facilitating children's learning, particularly in rural and multigrade contexts. Parental participation—through communication, home support, or school participation—has repeatedly been linked with positive learning outcomes in different learning contexts (OECD, 2021) Most children have two main sources of education in their lives – their parents and their teachers. Parents are the prime educators until the child attends an early years setting or starts school and they remain a major influence on their children’s learning throughout school and beyond. The school and parents both have crucial roles to play. There is no universal agreement on what parental involvement is, it can take many forms, from involvement at the school (as a convener, helping in the classroom or during lunch breaks) through reading to the child at home, teaching songs or nursery rhymes and assist them with their homework..

The school's function goes beyond education to promoting equity and comprehensive development. As highlighted in seminal democratic thinking by Locke (2011), schools maintain the right of every individual to life, liberty, and happiness. These values are supported through organized partnerships such as the Parent-Teacher Association (PTA), which was initially formed in 1897. Its aims—protecting children's wellbeing, improving home life, and enabling home-school partnerships—remain applicable today, particularly in disadvantaged communities. Parent-Teacher Association consists of the parents of students of a particular school and the teachers forming a group, to improve the running of such school.

Decades of research have always highlighted that involvement by parents is a major contributor to student success. Yet, the quality and nature of such involvement are critical. Recent research by Lavidas et al. (2024) indicates that participation in academic support tasks (such as homework assistance, reading interventions) becomes more effective if parents are trained and supported. Organized home-based learning support in disadvantaged communities can fill resource gaps and promote student success.

Although they are keen, most parents feel ill-equipped to assist with academic work, particularly in low-literacy or resource-poor communities (Papadakis et al., 2023). The challenges are especially relevant in multigrade classrooms such as those found in Conner District, where students of various grade levels occupy the same classroom and one-on-one attention is scarce. Research indicates that technology use—such as cloud-based applications and augmented reality—can augment parental involvement and learning among students (Papadakis et al., 2023; Lampropoulos & Papadakis, 2025), but these innovations remain inaccessible in rural Filipino schools.

Additionally, OECD (2020) underlines that effective parental engagement is ensured by matching with curriculum objectives, regular communication with teachers, and an effective home learning environment. This research, thus, seeks to measure not only the rates of parental engagement but also their congruence with student attainment in multigrade classrooms.

In the Philippines, parental involvement is promoted by the Department of Education as a means of strengthening school-family-community relationships. However, little empirical research has been conducted to test the “effectiveness” of parental involvement in multigrade learning achievement. This research fills this gap by investigating the nexus of parental involvement and academic performance among multigrade students at Conner District, Apayao—a rural and low-resource area where collaboration between home and school is particularly critical.

2. STATEMENT OF THE PROBLEM

This study was conducted to assess the parents’ involvement in multi-grade pupils’ achievement in Conner District.

Specifically, the study aimed to answer the following questions:

1.What are the academic-related activities that parents are involved in their children?

2.What is the extent of Parents’ involvement to the academic – related activities of their children?

3.What are the achievement of multi-grade Pupils?

4.Is there a significant relationship between the involvement of parents in the achievements of pupils?

* 1. **Hypothesis**

There is no significant relationship between the Parents’ involvement and the academic-achievement of pupils.

3. METHODOLOGY

3.1 Research Design

This study employed a descriptive quantitative research design to assess the extent of parental involvement and its relationship to the academic achievement of multigrade pupils in Conner District, Apayao. The design was selected to capture the frequency and type of parent engagement in academic-related activities and to determine any statistically significant relationship with pupils' academic performance.

**3.2 Locale of the Study**

The study was conducted in nineteen (19) multi-grade schools across Conner District, Municipality of Conner, Province of Apayao. These schools operate under diverse geographical and socio-economic conditions, providing a representative context for assessing home-school collaboration in multigrade classrooms.

**3.3 Respondents of the Study**

The respondents were 368 pupils and 353 parents, selected from a population of 690 pupils and 630 parents using stratified sampling, with Slovin’s formula applied to determine appropriate sample sizes. The stratification ensured proportional representation from each school across the district.

**Table 1. Distribution of the Pupils and Parents Respondents Per Multi-Grade School**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Multi-grade Schools | Pupils | | Parents | |
| Conner District | N | n | N | n |
| 1. Apaya ES | 21 | 11 | 20 | 11 |
| 2. Allangigan ES | 40 | 21 | 38 | 21 |
| 3. Dangguinan ES | 68 | 36 | 64 | 35 |
| 4. Gassud ES | 54 | 29 | 51 | 28 |
| 5. Guedeged ES | 50 | 26 | 48 | 26 |
| 6. Mabiga ES | 30 | 16 | 30 | 16 |
| 7. Mawigue ES | 59 | 31 | 58 | 32 |
| 8. Turayok PS | 33 | 17 | 30 | 16 |
| 9. Buguit ES | 32 | 18 | 31 | 18 |
| 10. Bubog ES | 12 | 7 | 11 | 6 |
| 11. Buneg ES | 29 | 16 | 26 | 15 |
| 12. Lower Katablangan ES | 22 | 12 | 22 | 13 |
| 13. Upper Katablangan ES | 12 | 7 | 12 | 7 |
| 14. Catub ES | 63 | 46 | 59 | 34 |
| 15. Cupiz PS | 16 | 9 | 15 | 9 |
| 16. Guinamgaman ES | 18 | 10 | 18 | 10 |
| 17. Liwan ES | 17 | 9 | 17 | 10 |
| 18. Mabaguio ES | 47 | 26 | 45 | 26 |
| 19. Nabuangan ES | 38 | 21 | 35 | 20 |
| Total | 690 | 368 | 630 | 353 |

*Source: District Office, Conner District, 2016*

Stratified Sampling Techniques used in the allocation of sample sizes, the Slovin’s formula. n1

**3.4 Research Instrument**

A researcher-developed questionnaire was utilized to collect data on parental involvement. The instrument consisted of two parts: (1) the demographic profiles of respondents and (2) a Likert-type scale measuring the extent of parental involvement in academic-related activities such as homework assistance, reading support, and subject-specific tasks. Prior to deployment, the questionnaire was pilot-tested and evaluated for reliability. It demonstrated acceptable internal consistency, with a Cronbach’s alpha coefficient of 0.81, indicating the instrument was reliable for assessing parental engagement.

**3.5 Data Gathering Procedures**

Permission to conduct the study was obtained from relevant school authorities. Questionnaires were personally distributed and retrieved by the researcher. The data collected were consolidated, tabulated, analyzed, and interpreted using appropriate statistical tools.

**3.6 Statistical Analysis**

Descriptive statistics such as frequency, percentage, and weighted mean were used to summarize the extent of parental involvement. A five-point Likert scale was employed for interpretation:

Mean Range Description

4.21 – 5.00 Always

3.41 – 4.20 Often

2.61 – 3.40 Sometimes

1.81 – 2.60 Rarely

1.00 – 1.80 Never

To determine the relationship between parental involvement and academic achievement, a t-test for independent samples was applied. Although Likert-scale data is ordinal by nature, the use of t-tests was justified due to the large sample size and the treatment of aggregate weighted mean scores as approximating interval-level measurement. This approach is supported by Norman (2010), who argued that parametric tests are robust to violations of normality and are appropriate for Likert-scale data when certain assumptions are reasonably met.

Academic achievement data were drawn from official records, specifically School Form 5 (SF5), which reported pupils' level of proficiency based on DepEd’s grading system.

**4. RESULTS AND DISCUSSION**

**4.1 Profile of the Pupils and Parents Respondents Per Multi-Grade School**

**Table 2. Distribution of the Pupils and Parents Respondents Per Multi-Grade School**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Multi-grade Schools | Pupils | | Parents | |
| Conner District | N | N | N | n |
| 1. Apaya ES | **21** | **11** | **20** | **11** |
| 2. Allangigan ES | **40** | **21** | **38** | **21** |
| 3. Dangguinan ES | **68** | **36** | **64** | **35** |
| 4. Gassud ES | **54** | **29** | **51** | **28** |
| 5. Guedeged ES | **50** | **26** | **48** | **26** |
| 6. Mabiga ES | **30** | **16** | **30** | **16** |
| 7. Mawigue ES | **59** | **31** | **58** | **32** |
| 8. Turayok PS | **33** | **17** | **30** | **16** |
| 9. Buguit ES | **32** | **18** | **31** | **18** |
| 10. Bubog ES | **12** | **7** | **11** | **6** |
| 11. Buneg ES | **29** | **16** | **26** | **15** |
| 12. Lower Katablangan ES | **22** | **12** | **22** | **13** |
| 13. Upper Katablangan ES | **12** | **7** | **12** | **7** |
| 14. Catub PS | **63** | **46** | **59** | **34** |
| 15. Cupiz PS | **16** | **9** | **15** | **9** |
| 16. Guinamgamman ES | **18** | **10** | **18** | **10** |
| 17. Liwan ES | **17** | **9** | **17** | **10** |
| 18. Mabaguio ES | **47** | **26** | **45** | **26** |
| 19. Nabuangan ES | **38** | **21** | **35** | **20** |
| Total | **690** | **368** | **630** | **353** |

*Source: District Office, Conner District, 2016*

Table 2 presents the distribution of pupil and parent respondents across the 19 multi-grade schools in Conner District. From a total of 690 pupils and 630 parents, the study sampled 368 pupils and 353 parents through stratified sampling. This provided adequate representation across geographically diverse and socio-economically varied school communities.

**4.2** **Parents’ Involvement in Academic- Related Activities Per School**

**Table 3. Weighted Mean of the Respondents on the Extent of Parents’ Involvement to the Academic-Related Activities of their Children.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ***Academic-Related Activities*** | Extent of Parents' Involvement | | | | | | |
| Southern Conner District | | | Northern Conner District | | |
| X | Adjectival Description | X | | Adjectival Description |
| ***ENGLISH*** |  |  |  | |  |
| 1.I help my child in developing literary skills. | 3.44 | O | 3.39 | | S |
| 2.I help my child in developing speaking skills. | 3.24 | S | 3.45 | | O |
| 3.I help my child in developing language reading skills | 3.48 | O | 3.43 | | O |
| 4.I help my child in developing writing skills. | 3.61 | O | 3.47 | | O |
| 5.I help my child answering questions about the text. | 3.49 | O | 3.42 | | O |
| 6.I help my child complete assignment in English. | 3.50 | O | 3.55 | | O |
| 7.I help my child to do the requirements in English. | 3.45 | O | 3.54 | | O |
| ***MATHEMATICS*** |  |  |  | |  |
| 1.I help my child in the fundamental operations in Mathematics; |  |  |  | |  |
| 1.1Addition | 3.61 | O | 3.45 | | O |
| 1.2Subtraction | 3.66 | O | 3.69 | | O |
| 1.3Multiplication | 3.50 | O | 3.41 | | O |
| 1.4Division | 2.93 | S | 3.19 | | S |
| 2. I assist my child in applying simple number concepts | 3.26 | S | 3.42 | | O |
| 3.I help my child in answering problem solving. | 3.26 | S | 3.38 | | S |
| 4.I assist my child in comprehending fundamental arithmetic. | 3.35 | S | 3.31 | | S |
| 5.I help my child make assignment in Math. | 3.56 | O | 3.56 | | O |
| 6.I help my child to do the requirements in Math | 3.29 | S | 3.51 | | O |
| ***OTHER SUBJECTS:*** |  |  |  | |  |
| 1.I help my child make assignment in Filipino. | 3.44 | O | 3.34 | | S |
| 2.I help my child make assignment in Mother Tongue. | 3.19 | S | 3.30 | | S |
| 3.I help my child make assignment in Science. | 3.39 | S | 3.42 | | O |
| 4.I help my child make assignment in Araling Panlipunan/HEKASI | 3.47 | O | 3.28 | | S |
| 5. I help my child to do the requirements in Filipino | 3.57 | O | 3.55 | | O |
| 6.I help my child to do the requirements in Mother Tongue | 3.38 | S | 3.63 | | S |
| 7.I help my child to do the requirements in Science | 3.63 | O | 3.36 | | S |
| 8.I help my child to do the requirements in Araling Panlipunan/HEKASI | 3.41 | O | 3.62 | | S |
| WM | 3.44 | O | 3.45 | | S |

**Table 4 Parents’ Involvement to the Academic-Related Activities of their Children.**

|  |  |  |
| --- | --- | --- |
| Multi- Grade School | Category Mean | Scale Description |
| 1. Apaya ES | 3.99 | O |
| 2. Allangigan ES | 3.47 | O |
| 3. Dangguinan ES | 3.57 | O |
| 4. Gassud ES | 3 | S |
| 5. Guedeged ES | 3.34 | S |
| 6. Mabiga ES | 3.52 | O |
| 7. Mawigue ES | 3.33 | S |
| 8. Turayok PS | 3.28 | S |
| 9. Buguit ES | 3.34 | S |
| 10. Bubog ES | 4.27 | A |
| 11.Buneg ES | 3.06 | S |
| 12.Lower Katablangan ES | 3.35 | S |
| 13.Upper Katablangan ES | 3.90 | O |
| 14.Catub ES | 3.37 | S |
| 15.Cupis PS | 3.2 | S |
| 16.Guinamgaman ES | 3.86 | O |
| 17.Liwan ES | 2.89 | S |
| 18. Mabaguio ES | 3.34 | S |
| 19. Nabuangan ES | 3.39 | S |
| Weighted Mean | 3.45 | O |

*Legend:*

*SD - Scale Description*

*4.21 – 5.00 - Always*

*3.41- 4.20 - Often times*

*2.61 - 3.40 - Sometimes*

*1.81 – 2.60 - Rarely*

*1.0 – 1.80 - Never*

Findings in Table 3 and Table 4 reveal that parents were generally “often” involved in their children's academic-related activities, with a district-wide weighted mean of 3.45. Activities included assisting in reading, homework, and subject-specific tasks across English, Math, Science, and Filipino. However, the data also show variations in levels of involvement among schools, with some scoring only at the “sometimes” level.

This result aligns with previous research emphasizing that most parents express a desire to support their children academically (OECD, 2020). However, involvement may vary in quality and intensity depending on socioeconomic factors, educational attainment, and available time and resources (Papadakis et al., 2023).

**4.3 Mean Performance of multi-grade pupils Per Multi-Grade School, Conner District (based on School Form 5 (SF5), Report on promotion and level of proficiency and achievement).**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Conner District  Schools: | Outstanding (90-100) | Very Satisfactory  (85-89) | Satisfactory  (84-80) | Fairly Satisfactory  (75-79) | Did not Meet Expectacion  (70-74) | Xi Performance | Adjectival Description |
| 1. Apaya | 0 | 3 | 5 | 3 | 0 | 82 | S |
| 2. Allangigan | 0 | 2 | 12 | 7 | 0 | 81 | S |
| 3. Dangguinan | 15 | 6 | 10 | 4 | 1 | 87 | VS |
| 4. Gassud | 12 | 7 | 5 | 4 | 1 | 88 | VS |
| 5. Guedeged | 6 | 8 | 7 | 4 | 1 | 85 | VS |
| 6. Mabiga | 3 | 3 | 3 | 6 | 1 | 83 | S |
| 7. Mawigue | 5 | 4 | 15 | 4 | 3 | 83 | S |
| 8. Turayok | 6 | 4 | 5 | 2 | 0 | 87 | VS |
| 9. Buguit | 0 | 7 | 5 | 5 | 1 | 82 | S |
| 10. Bubog | 2 | 4 | 1 | 0 | 0 | 89 | VS |
| 11. Buneg | 2 | 4 | 3 | 7 | 0 | 83 | S |
| 12. Lower Katablangan | 0 | 0 | 8 | 4 | 0 | 82 | S |
| 13. Upper Katablangan | 2 | 5 | 0 | 0 | 0 | 89 | VS |
| 14. Catub | 0 | 10 | 22 | 10 | 1 | 76 | FS |
| 15. Cupiz | 4 | 3 | 2 | 0 | 0 | 89 | VS |
| 16. Guinamgamman | 0 | 1 | 4 | 4 | 0 | 80 | S |
| 17. Liwan | 3 | 2 | 4 | 0 | 0 | 87 | VS |
| 18. Mabaguio | 2 | 6 | 12 | 6 | 0 | 83 | S |
| 19. Nabuangan | 3 | 8 | 5 | 5 | 0 | 85 | VS |
| Total |  |  |  |  |  | 84 | S |

Table 5. **The data on the above table, presented the mean performance of Multi-Grade pupils per Multi-Grade School, Conner District.**

Table 5 shows that academic performance across the schools averaged 84%, categorized as “Satisfactory.” Only nine (9) schools reached “Very Satisfactory” (85–89%), while most remained within the 80–84% range.

This performance level, although acceptable, suggests room for improvement. It may also reflect instructional challenges typical in multigrade classrooms, including resource limitations and curriculum pacing mismatches.

**4.4. Answer the research hypothesis**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | X | Df | ₻ | c.t.v | t t v | Decision | interpretation |
| Parents’ Involvement | 3.45 | 353 | .05 | 1.3298 | 1.695 | Accept | No significant |
| Academic Achievement of Pupils (84) | 2.25 | 368 | Ho |
| 721 |

Table 6. **Hypothesis of the research**

Table 6 summarizes the result of the t-test between parental involvement and pupil academic performance. The computed t-value (1.3298) was less than the critical value (1.695, α = 0.05), indicating no significant relationship between the two variables.

The null result—despite relatively frequent parental involvement—raises important considerations. First, the type of involvement observed may not be sufficiently targeted or strategic to directly impact academic achievement. As noted by Epstein (2001), it is not merely the presence of involvement but the alignment of that involvement with school goals and pedagogical strategies that leads to meaningful academic gains.

Furthermore, parental education levels—not measured in this study—may influence their ability to support subject-specific tasks, particularly in mathematics and science. Research by Lavidas et al. (2024) and the OECD (2021) points out that unstructured or misaligned assistance can sometimes be ineffective or even counterproductive.

In rural settings like Conner District, home learning environments may lack the tools or quiet spaces necessary for optimal learning. Access to digital resources is limited, and support for learners often depends solely on oral instruction or rote memorization. These environmental constraints likely contribute to the lack of measurable academic benefit despite the parents’ presence and intentions.

Lastly, the study did not distinguish between quantitative involvement (frequency) and qualitative involvement (effectiveness, emotional support, instructional knowledge). A parent helping with homework daily may still be ineffective if they are unsure of the content or methodology. This distinction is critical and calls for further investigation in future studies.

1. CONCLUSION

The findings of this study indicate that while parents in Conner District are frequently involved in their children's academic activities, this study found no significant relationship between such involvement and pupils' academic performance. This suggests that frequency alone is not enough—quality and alignment of support are essential. Future efforts should focus on equipping parents with skills and guidance to make their involvement more effective. Further research is recommended to explore factors such as parental education, home learning environments, and teacher-parent collaboration. Enhancing the quality of engagement—not just its occurrence—is key to improving multigrade learners’ outcomes.

**ETHICAL APPROVAL**

The study was conducted with the approval and in accordance with the standards of the college. The research followed all applicable ethical guidelines, ensuring respect for the respondents’ privacy and confidentiality.

Consent:

I affirm that the respondents voluntarily agreed to participate after being fully informed about the purpose, nature, and potential implications of the study, and their responses have been collected with utmost respect for their privacy and confidentiality.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

I acknowledge that I have used ChatGPT only for refining some of the sections in the document.

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