



# **Interplay of Parental Commitment on Student Engagement in Elementary Schools in Davao De Oro Division**

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## **1. The Problem and Its Setting**

Student engagement is primarily needed on improving academic achievement, outstanding behavior, and a sense of belonging among all learners (Santi et al. 2022). Students who are well engaged in their studies usually perform well and enjoy their studies (Salmela-Aro & Read, 2017). It captures the quality of student participation, commitment and investment, and thus describes important prerequisites for student learning (Järvelä & Renninger, 2014). It has become one of the desired outcomes of school in recent years because of its strong connection to student well-being. Unfortunately, problems are found in student engagement. Wester et al. (2021) found that lack of deep engagement with the topic, failure to weigh competing perspectives, and lack of domain-specific and metacognitive knowledge are learners' obstacles in learning the subject.

In US and throughout the world, lack of student engagement has been shown to be an issue in various classrooms. It is one of the biggest challenges educators face today. Trauma, exhaustion, feelings of hopelessness, there are many possible reasons for students' lack of motivation, including the way they are being taught (Urias, 2022). A survey of participating San Antonio schools, for example, showed 54% of high school students said they were less engaged during distance learning than they were during in-person classes, and 64% of parents of younger students said the same about their children (De La Rosa, 2020).

Researchers who have attempted to compare students' levels of engagement have found that international students were either less engaged or lagged behind their American counterparts (Korobova & Starobin, 2015; Van Horne, Lin, Anson, & Jacobson, 2018). A considerable amount of literature has emphasized the need to increase these types of opportunities for students (Van Horne et al., 2018). However, despite the various resources and programs that universities offer to improve international students' levels of involvement (Eldaba, 2016), evidence has suggested that schools are missing out on opportunities to fully integrate these learners and sustain their engagement with their academic environment (Siczek, 2015).

In the Philippines, students' academic engagement has increasingly concerned educators and researchers for the past few years since the onset of the 21st century. The attention being focused on this field of inquiry is due to its significance as an intervening function in elevating academic success, reducing school drop-outs and institutionally engaging status among educational system (Viega et al., 2012). During the pandemic, Copeland et al. (2021) reported that the students' behavioral and emotional functioning, particularly attention and externalizing problems (i.e., mood and wellness behavior), which were caused by isolation, economic/health effects, and uncertainties were evident. Suryaman et al. (2020) revealed that students faced many obstacles in a home learning environment, such as lack of mastery of technology, high Internet cost, and limited interaction/ socialization between and among students. These somehow affect student engagement.

In the Division of Davao de Oro, it was observed that after the pandemic, students become less engaged. This had been attributed to the situation they were which cause so much learning gaps. Teachers also observed that students' participation in the class was minimal since they were in the period of adjustment. Since there was no study about student engagement during the resumption of the in-person classes, the researcher explored this dimension.

Given the situations, the researcher explored the extent of parental commitment and student engagement even during this post pandemic period. Furthermore, it investigated the correlation of the two variables. In this academic endeavor, the researcher shed light regarding parental commitment and student engagement. This undertaking also hoped to provide insights to the policy makers in crafting policies, programs, interventions, projects, activities that would motivate all stakeholders headed by the all school leaders to be proactive in upgrading parental commitment and student engagement.

### *Review of Significant Literature*

The related literature and studies of this study provided inputs about parental engagement and student engagement. The independent variable is parental engagement. It has five indicators namely: means of sharing inputs, giving consistent guidance, and provision of their children's educational needs (Gecolea & Gecolea, 2021), commitment of time (Mahuro & Hungi, 2016) and support for children's social and emotional well-being (Fox & Olsen,

2014). Meanwhile, the dependent variable is student engagement. It has three variables, namely: behavioural engagement, emotional engagement, and developmentally responsive school (Delfino, 2019).

#### *Parental Commitment*

Parental commitment is a critical factor influencing student achievement (Kim, 2020). It is the active participation of parents in all aspects of their children's social, emotional, and academic development (Castro et al., 2015). The level of involvement changes due to the parents' abilities and expectations, differing student needs, and shared responsibility with teachers (Borup et al., 2015; Keaton & Gilbert, 2020). Parents or guardians are partners of teachers in education. During the pandemic specifically in the modular distance learning approach, they serve as home facilitators and para-teachers who facilitate and guide the students in answering the modular lessons (Manlangit et al. 2020). Depending on the administrators' schedules, parents and guardians will pick up the school's self-learning modules (DepEd, 2020).

Apparently, teaching children and educating the students is not only the schools' responsibility; parents have a very important role to play in improving students' academic performance (Lara & Saracosti, 2019). Undoubtedly, parents have opportunities to nurture their child's growth and development in the home. By being involved in their child's education, parents create meaningful partnerships and relationships with teachers and are able to continually advocate for their child and provide the best care possible to their children (NAEYC, 2016).

Similarly, parental commitment in their child's educational process provides numerous opportunities for success—improvements in the child's morale, attitude, and academic achievement across all subject areas, as well as behavior and social adjustment. Sapungan and Sapungan (2014 as cited in Gecolea & Gecolea, 2021) asserted in their study that parental engagement has numerous advantages for students. Children achieve more regardless of their ethnic or racial origin, socioeconomic status, or parent's level of education. Generally, children achieve higher grades, test scores, and attendance. They are consistently prompt in completing their assigned work, have a sense of self-worth, are more self-disciplined, and demonstrate greater aspirations and motivation for school.

Committed parents and families in their children's lives is pivotal to youth's success in school and life. When families are engaged, youth obtain higher grades, attend school more frequently, perform better on high-stakes testing, display improved behavior and are more likely to graduate from school (Goodall & Montgomery, 2014). Although parental commitment in schools is paramount in the area of student attainment, there are several barriers that frequently hinder parental commitment: work schedules, time, cultural and language barriers, lack of transportation, and lack of effective communication (Hives, 2017).

In addition, parental commitment is often only perceived as necessary when something goes wrong - whether that is COVID-19, or when a child is in trouble at school or fails a test. A study conducted by Quin (2020) revealed the different key components of parental engagement, most especially in this time of the pandemic. Some of these components are to develop a love of learning with their children, pass on high aspirations but realistic expectations, lead learning in the home, take an active stance, and build a home-school relationship.

In this undertaking, commitment of the parents is assessed considering that resumption of the face-to-face classes. Specifically, parental commitment is evaluated by means of the following dimensions: sharing inputs, giving consistent guidance, and provision of their children's educational needs (Gecolea & Gecolea, 2021); commitment of time (Mahuro & Hungi, 2016), and support for children's social and emotional well-being (Fox & Olsen, 2014).

*Sharing Inputs of Parents.* Parents can actively commit with the child on school activities and lessons. The parent can reinforce learning from school or enrich a child's skills by expanding upon learning that took place. Learning at home implies that the parent and child work together on schoolwork and set academic goals. In this sense, the parent and child engage each other. Learning becomes a partnership between the parent and the child, and the child sees the parent as providing support by providing help with the homework and taking an interest in the child's schooling (Erdener, 2016).

Mahmoud (2018), in his study, with regard to the question about the nature of help parents give to their kids in terms of teaching and learning, the responses were surprising. "Always" and "sometimes" had the highest percentages which amount to 90% although the first four items are considered wrong behaviors according to teaching and learning theories that call for the students' involvement and relative independence while doing activities such as home assignments and projects.

In Nigeria, a research was conducted regarding the means of the parents in supporting their children amid pandemic. Parents relayed that they teach their students using their textbooks/modules, personally teach their children, read with their children, improvise teaching using arts and craft, encourage them to read books and listen to educational materials, and download online educational learning materials for their children (Azubuike & Aina, 2020)

Furthermore, Gecolea and Gecolea (2021) mentioned that parents are sharing inputs to their children in the modular distance learning approach by doing their best to answer their children's queries, explaining their answers for topics/concepts that are beyond their children's understanding, assisting their children in their assignments and home projects, and serving as home facilitator and para-teacher who facilitate and guide their children in the modular lessons. Moreover, when the parents were asked about their ability in carrying out the process, majority of the parents emphasized that they are capable of teaching the children because they finished their studies and the lessons in the modules are within their capabilities. Similarly, the parents provided additional inputs by means of explaining to their children those items which are unclear and vague to them. Also, they gave further instructions so as the lesson will be fully understood (Guan & Benavides, 2021).

*Consistent Guidance of Parents.* Consistency is one of the most important and essential concepts when it comes to [effective parenting](#). In terms of parenting, consistency may be tied to how you connect with your child emotionally or how your family operates. On the emotional side, consistency

means purposely choosing how you are going to engage with or respond to your child, and not varying with that choice over time (Ceder, 2020). Children certainly require protection and adult guidance as a result of their young age and lack of experience (Child Rights International Network, 2018). Parents should provide consistent guidance to their children (Gecolea & Gecolea, 2021).

Parents around the world are rightfully concerned about how their children's routines are disrupted extensively. To combat this issue, they have designed homemade time-tables according to which children should have something to do at most times and should have a normal sleep-wake cycle. Implementing a schedule helps children feel less restless and more productive. It can also prevent unnecessary internet and computer time (Bhamani et al., 2020). Parents supervise the learners to focus in reading the self-learning modules and answer the learning activities. They do it by watching and monitoring their children and see to it that the activities are done correctly. Also, one parent said that the teacher gave time and that is the instruction that the child if instructions did not follow right that is the time when the teacher is contacted.

A mechanism such as the schedule and instruction to the parents was established prior to the released of the modules. The parents were able to follow the given schedule since they are used to it. Similarly, they devise strategies in keeping with the schedule such as dropping off the school during the scheduled distribution, schedule the marketing with the module distribution, calling the teacher that they will be delayed in getting the module, and asking for extension especially if there is work (Guan & Benavides, 2021).

According to the Department of Education (DepEd), parents act as a Bundy-clock. With this role, they must check their child's schedule or workweek plan. Because of the number of subjects or activities to be done, they must see that it is being followed accordingly to avoid cramming or delays in submission, which may affect the child's performance (Guan & Benavides, 2021).

*Provision of parents to children's educational needs.* Providing a motivating environment free from anxiety and disturbances is very important. A quality home environment and parental support can contribute towards a student's motivation for academic achievement and learning, which can in turn increase interest in and satisfaction at school (Emerson et al., 2014). Furthermore, Kaus et al. (2020) indicated that there are a number of social support given by the parents, that are emotional support, educational support, relationship support and learning material support.

Furthermore, parents play an essential part as learning facilitators and para-teachers that will provide learners instructional support as needed without a classroom teacher. Parents are also the most critical factors of their prior life achievements as their children's first teachers. When parents and children work together on educational activities, their attachment expands since they can spend more time around each other. Such instances allow parents to become a source of comfort in easing pain and worry and engage in conversations with their children to help alleviate their anxiety.

In addition, Malanga et al. (2020) claimed that parents provide their children with a conducive learning environment to help them focus more on learning and regularly check their child's schedule or workweek plan. Because of the number of subjects or activities to be done, parents and guardians must see that it is being followed accordingly to avoid cramming or delays in submission, which may affect the child's performance. Parents also obtain the different materials and services needed by the learner. They also give adequate praise, encouragement, and rewards to heighten their child's motivation to learn.

Parents especially mothers have more time and tend to be more patient with kids and give more examples on condition that they provide the right kind of help and continue what the teacher have already started (Al-Mahrooqi et al., 2016) It was revealed in the study of Mahmoud (2018) that students value the help provided by their parents and consider it as important as the direct help in teaching and learning.

It has been recommended that parents should be taught interventions on how to provide emotional support to children at times of uncertainty (Wang et al. 2020). Seale (2020) suggests that one of the best ways to do this prevent deep divisions and educational inequalities during the epidemic is to empower families to support learning in their homes.

Parents agree that the lockdown has brought with it seemingly limitless time and this could be a unique opportunity to try out new things and ideas. They believe in getting creative with the kids, which positively affects both the parties and makes the days look fruitful. From arts and crafts to cooking, from dancing to singing, parents and their children are open to all ideas. Some of them have also enrolled the kids in online courses so that by the end of this period the children will have acquired some soft-skills and structured knowledge too (Bhamani et al., 2020).

*Commitment of Time.* Commitment of time is one of the dimensions of parental engagement (Mahuro & Hungi, 2016). Due to the global threat, parents were faced with the new challenge of being both parents and teachers at the same time (Azubuike & Aina, 2020). Ensuring that children have the needed provision and support to access education and learning, except in cases where parents have taken the full-time responsibility of home-schooling their children (Ceka & Murati, 2016). Since the pandemic started, parents are now taking on a more support-oriented role by supporting their children as they take on assignments and home projects.

Parental commitment happens when teachers involve parents in school meetings or events, and parents volunteer their support at home and at school. In this way, they make a commitment. Parents commit to prioritizing their child's educational goals, and teachers commit to listening and providing a space for collaboration with parents. In a study conducted by Olivo (2021), parents mostly agreed to the strategies in the distributing modules, retrieval of modules, time allotment for learning activities, the learning activities in the module, assessment and highly agreed to the observance of safety and health protocols in the distribution and retrieval of modules. However, parents claimed that time allotment in the completion of learning activities was insufficient since the activities were so many.

Meanwhile, the study of Dangle and Sumaoang (2020) revealed that most of the parents have enough time to academically assist their child/children in answering their modules. Moreover, 79% of the parents do not have difficulties with the set schedule of the retrieval and submission of their child's/children's modules. However, some said that they do not have enough time to guide their kids due to work and other responsibilities.

*Support for parents to children's social and emotional well-being.* Healthy social-emotional development is particularly important because it impacts the whole child. Students with good social-emotional skills have better academic performance and better relationships with peers and family (Chow, et al., 2013; Crawford & Manassis, 2011), and fewer mental health issues (Groeben, et al., 2011; Röhl, et al., 2012). Students who have difficulty navigating the social developmental shifts of school are more likely to experience academic underachievement, behavior problems, and emotional difficulties. In addition, poor social skills place students at heightened risk for teasing, and social isolation (Li et al., 2021).

According to Delgado (2017), the best indicator of a student's success is the extent to which families are engaged in their education. Feeling their parents' support, students become more motivated and develop a love of learning. In the pandemic time, parents were now the ones who helped students to digital skills, helped them to learn and helped them to understand how to organize the learning process of children in a balance with other daily responsibilities.

In addition, parents also had to help children to overcome emotional problems caused by their inability to meet their friends. Parents usually want their children to learn well, to be fully present in life, to be responsible and motivated and to be successful in defining the concept of flourishing in life, but these parental desires are mostly related to the education system (Wolbert, 2018).

Prior to the COVID-19 pandemic, evidence suggests that mental health problems affected around 20 percent of children and adolescents in Sub-Saharan Africa (Atilola, 2017; Cortina et al., 2012). However, children's mental health and wellbeing are often not given priority in the Global South in research policy and practice. Specifically, building social and emotional learning skills can help children respond to difficult and unexpected situations in a calm and emotionally regulated manner, enabling them to set out and develop strategies for dealing with difficult circumstances, and to interact and work with others to address problems (Arslan & Demirtas, 2016; Education Links, 2018).

#### *Student Engagement*

Engagement generally refers to the extent of students' active involvement and productive participation in learning activities (Ben-Eliyahu et al., 2018; Reeve, 2012). Student engagement is centered on the belief that learning improves with student engagement and learning suffers when students are otherwise not engaged (Great Schools Partnership, 2016). Student engagement is active learning; and if students are not actively engaged in their learning, all of the testing, data analysis, and teacher meetings in the world will not motivate students to learn (Kidwell, 2010).

Furthermore, student engagement represents the capacity and inclination for students to take ownership of their past, present, and future educational experiences by enlisting their cognitive, behavioral, and emotional investment in learning (Parsi, 2015). Research on student engagement has established its link to student success. Perhaps an increased understanding of the role that intellectual, emotional, behavioral, physical, and social factors play in the learning process can make a difference in the strategies that educators use to engage students (Great Schools Partnership, 2016).

Given that engagement is comprised of three dimensions, students are engaged in studying when they are behaviorally involved in learning tasks, experience enjoyment in science learning and are actively processing science ideas that motivate them to learn more (Hackling, Byrne, Gower, & Anderson, 2015). Altogether, the mentioned dimensions comprise the notion of engagement, denoting that it is more than just involvement or mere participation. Instead, along with activity, it requires sense-making and feelings (Trowler, 2010).

Student engagement has even commonly been considered as a panacea for students' perceptions of schools as uninteresting or merely a game of grades (Burkett, 2002; Peng, 2017). Even though student engagement has been studied a lot (Bond & Bedenlier, 2019; Bond et al., 2020; Hu & Kuh, 2002), there is still limited literature on student engagement concerning online teaching and learning

(Bryan et al., 2018; Czerkawski & Lyman, 2016; Redmond et al., 2018).

Bryan et al. (2018) argued that while the student engagement literature is well established, the literature on student engagement specific to online teaching and learning is still limited. Ting et al. (2020) also defined student engagement as students' active participation in and ownership of their learning. The research on student participation in classroom activities focuses on how the myriad of classroom activities increase student engagement compared to disengagement.

Despite this large body of research on student engagement, recent theoretical conceptualizations of student engagement have raised questions about how to measure student engagement and how engagement varies not only across schools, but within schools and within classrooms. Educators are primarily interested in enhancing student engagement because it is one of the major tactics of student retention and academic performance improvement (Nguyen et al., 2016).

Student engagement represents time and effort students devote to activities that are empirically linked to desired outcomes of [education] and institutions do to induce students participate in this activities (Cloete et al., 2015). In this study, the dependent variable is student engagement. It has the following indicators, namely: behavioral engagement, emotional engagement and developmentally responsive school (Delfino, 2019).

*Behavioral Engagement.* Behavioral engagement includes learner effort, persistence, participation, and adherence to the structure, which is critical for achieving positive academic outcomes and preventing dropouts. Behavioral engagement in online learning activities is positively correlated with curriculum performance (Tsay et al., 2018). Behavioral engagement being the only dimension that figures in all conceptualizations of engagement (Olivier et al., 2020).

Also, behavioral engagement in reading may thus be indicated by the time students invest in reading and reading assignments as well as the extent of their response to those assignments (Bråten et al., 2018; Guthrie & Klauda, 2016). The behavioral engagement domain concerns questions regarding, student conduct in class, student participation in school-related activities, and student interest in their academic task (Cooper, 2014; Fredricks et al., 2004; Shernoff, 2013; Yazzie-Mintz & McCormick, 2012).

Another way behavioral engagement has been measured is through the use of classroom observations, though it is less frequently measured this way. When observations are used, students' behavioral engagement is often operationalized as engaged or not engaged (Fredricks et al., 2004; Sinatra et al., 2015; Yonezawa et al., 2009). Behavioral engagement is a construct with several meanings being proffered in different domains and educational settings (Hospel et al., 2016).

In recent studies, behavioral engagement is defined in terms of student participation, effort, attention, persistence and positive conduct towards the learning activity (Fredricks et al., 2016). Wang, Fredricks, Ye, Hofkens, and Linn (2016) defined it within the context of a domain specific engagement in terms of asking and answering questions, participation, persistence or giving up easily and not to paying attention. Though the understanding of behavioral engagement is well developed and has been investigated in face-to-face contexts in many studies, student behaviors are found to be different in the online settings (Louwrens & Hartnett, 2015). Following Ben-Eliyahu et al. (2018), behavioral engagement is conceptualized as active, observable involvement in academic tasks, that is, as what students involved in the learning activity would look like or be doing.

More specifically, behavioral engagement is defined as students' active, observable involvement in academic tasks as typified by time, effort, persistence, and productivity (Reeve, 2012; Sinatra et al., 2015; Skinner et al., 2014). Behavioral engagement in reading may thus be indicated by the time students invest in reading and reading assignments as well as the extent of their response to those assignments (Bråten et al., 2018; Guthrie & Klauda, 2016). Moreover, student behavioral engagement may have distinct components, such as time use and productivity, indicating that investigations of the antecedents and consequences of behavioral engagement could profitably focus on different behaviors separately (Olivier et al., 2020).

*Emotional Engagement.* Emotional engagement evolves over the years in response to the relationship between the students' needs and expectations and the demands and benefits of the school environment (Schoon & Ng-Knight, 2017). On average, emotional engagement has been shown to decline from elementary to secondary school, with students reporting school as less enjoyable and less valuable, becoming more overwhelmed and anxious about school with the passing years (Touminen-Soini & Salmela-Aro, 2014).

Emotional engagement is characterized by how students are feeling about their learning. Teachers can see emotional engagement in the way students participate in discussions, what questions they ask, how they seek help, and how they express curiosity. Building positive relationships and creating a student-centered learning environment increases emotional engagement (Wilson, 2021).

Moreover, emotional engagement may include self-reporting or through visible positive emotion expressions (Ding et al., 2018). Emotional engagement also in a non-formal online learning setting includes interests, values, emotions, and emotional attitudes toward online learning. Although learners' emotional responses to online learning are critical in learning, research linking emotional engagement to achievement is limited (Reid et al., 2016). Identification with the school here included belonging, valuing, or a feeling of being important to the school, as well as appreciation of success in school-related outcomes (Christenson et al., 2012).

The emotional engagement is related to students' feelings and their classroom activity or their school environment (e.g., interest, boredom, happiness, sadness, anxiety) (Nguyen, et al, 2016). In addition, Jamaludin & Zuraidah (2014) stated that there is a relationship between emotions and learning less emotion means less learning and more emotion means more learning. However, emotional engagement will help students to assume responsibility towards one another, which in turn, will motivate them to complete the task (Jamaludin & Siti Zuraidah 2014).

Blumenfeld and Paris (2004, as cited in Sesmiyanti, 2016) had explicated that students who are engaged emotionally would experience affective reactions such as interest, enjoyment, or a sense of belonging. Sociometric studies found that peer acceptance contributes to more behavioral and emotional engagement, whereas peer rejection is related to lower engagement or even disengagement (Weyns et al., 2018).

*Developmentally Responsive School.* Educators implement developmentally appropriate practice by recognizing the multiple assets all young children bring to the early learning program as unique individuals and as members of families and communities. Building on each child's strengths—and taking care to not harm any aspect of each child's physical, cognitive, social, or emotional wellbeing—educators design and implement learning environments to help all children achieve their full potential across all domains of development and across all content areas. Developmentally appropriate practice recognizes and supports each individual as a valued member of the learning community. As a result, to be developmentally appropriate, practices must also be culturally, linguistically, and ability appropriate for each child (NAEYC, 2020).

Effective student engagement is essential to promoting student achievement and ensuring that all students access learning activities. Research identifies engagement as a major predictive factor for course grades and high school completion. It is believed that an authoritative school climate which combines strict but fair discipline with support for students improves student engagement outcomes. Schools can also build students' sense of connectedness by implementing evidence-based school-level interventions. Meanwhile, teachers build positive relationships with students by demonstrating that they care about students, communicate well with students, and provide academic and social-emotional support to students. Teachers should use culturally competent practices to promote a classroom environment of mutual respect (Hanover Research, 2019).

*Parental Commitment and Student Engagement*

Parent commitment in schools is a shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage parents in meaningful ways, and parents are committed to actively supporting their children's and adolescents' learning and development. Engaging parents in their children's school life is a promising protective factor ([Division of Adolescent and School Health](#), 2018).

Furthermore, parental commitment is a two-way relationship, where parents and educators work together to support each other in order to set students up for successful learning. The effects of parental engagement on student achievement are clear: it increases the likelihood that students will graduate, improve their grades, have better attendance, and go to college. Also, parental engagement creates an overall environment of support that enables students to feel cared for and valued at school (Sudderth, 2022).

Research has also shown that successful students' have strong academic support from their committed parents. More importantly, these effective schools with positive school climate, have made a real effort in reaching out to their students' families in order to bring about good cooperation. Schools become successful when a strong and positive relationship among students, parents, teachers and the community has been established. All students are more likely to experience academic success if their home environment is supportive (Durisic & Bunijevac, 2017).

### *Synthesis*

The gathered relevant literature and studies firmly substantiated the association of the variables in this study. It also provides varied inputs for each variable. It is presented in this section that parental engagement is connected to student engagement as supported by several studies. The presentations and discussions of related studies offered essential information which would be valuable in the professional discussion of the findings of the study and in the sound formation of the recommendations.

### *Theoretical and Conceptual Framework*

This section presents the theoretical framework containing the different theories by which the study is being anchored. These theories supported the direction of this academic journey. These theories include the Self-Determination Theory (SDT) by Deci and Ryan (2000), Ecological Systems Theory/Bronfenbrenner's theory which is cited by Bronfenbrenner (1979), Cognitive Development Theory by Piaget (1981), and Sociocultural Theory by Vygotsky (1978).

This study was mainly anchored on Self-Determination Theory by Deci and Ryan (2000). This theory believed that human behavior is influenced by the interaction of individuals with social contexts. Social contexts in different environments such as family, school, and work can hinder or provide opportunities for individuals to meet their basic psychological needs to be independent, competent, and connected with others.

Ryan and Deci (2017) stated that every individual will carry out activities, achieve goals, and establish relationships with others who can support the fulfilment of their basic psychological needs. In other words, each person will look for experiences that will meet the competence, autonomy, and relatedness needs of their environment. Based on the experience gained from the environment, individuals will assess whether their basic psychological needs are met or not. From these experiences, a person will cumulatively build views about themselves. These views or assumptions about self are not perceptions of self that quickly disappear, but rather long-lasting beliefs that shape real reality in a person and guide one's actions (Ramírez et al., 2018).

When individuals experience their basic psychological needs are met, the individual will have feelings: sense of competence will develop a feeling that they can manage and take action, otherwise not having a sense of competence will threaten the feeling that the individual can take action. Meanwhile, sense of relatedness is formed when individuals have experiences that include two things, and they are experiencing others can be responsive and sensitive to themselves and at the same time are also able to be responsive and sensitive. On the other hand, the sense of autonomy refers to feelings of willingness and willingness concerning performing a behaviour (Villalobos et al.: 2019)

Another theory that supported this study is the Ecological Systems Theory or Bronfenbrenner's theory which was proposed by (Bronfenbrenner, 1979). It has to do with the rationalization of parent engagement and impact on research studies (Hung, 2007) on the subject-matter. According to this theory, the development of children is affected not only by factors within the child but also by their family surrounding world (Bronfenbrenner, 1979).

Based on Bronfenbrenner's theory, one can easily argue that children's school experience is not just made up of interactions between them and the school or teacher. It also includes a broader system involving parents, family, and community. As a result, understanding the influences of a child's environment provides theoretical support for the idea of parent engagement in young children's education specifically their engagement.

Piaget's cognitive development theory was another theory that supported this study. Having been called a constructivist as well as an interactionist, Jean Piaget proposed a theory of cognitive development in children and emphasized the constructive role of experience with peers and family members. The basic assumption of his theory was that young children are active learners with a constant drive to match their internal constructions - their own view of the real world and external constructions - the external realities they face with in their surroundings (Piaget, 1981).

Children, as agents in his term, continually rework and revise assimilate and accommodate their internal constructions with each new experience (Prior & Gerard, 2007). Other people and the social milieu are important elements influencing the children's environment. Within this environment social interaction and context are "indissociable" from their cognitive development. Children assimilate new learning and accommodate their own incorrect views of the world more quickly if they are more actively involved with people and things in their surroundings. In this regard, children learn best when they have opportunities to interact with their environments, and particularly with their parents who are a vital part of children's environments (Athey, 2007).

For example, parent engagement activities such as practicing interactive homework creates opportunities for children to interact meaningfully with their parents such that children construct their own knowledge within both a social and physical environment through this process (Bailey, Silvern, Brabham, & Ross, 2004). As a consequence, Piaget's social development theory supports the idea that parent engagement is a crucial factor in children's development and achievement.

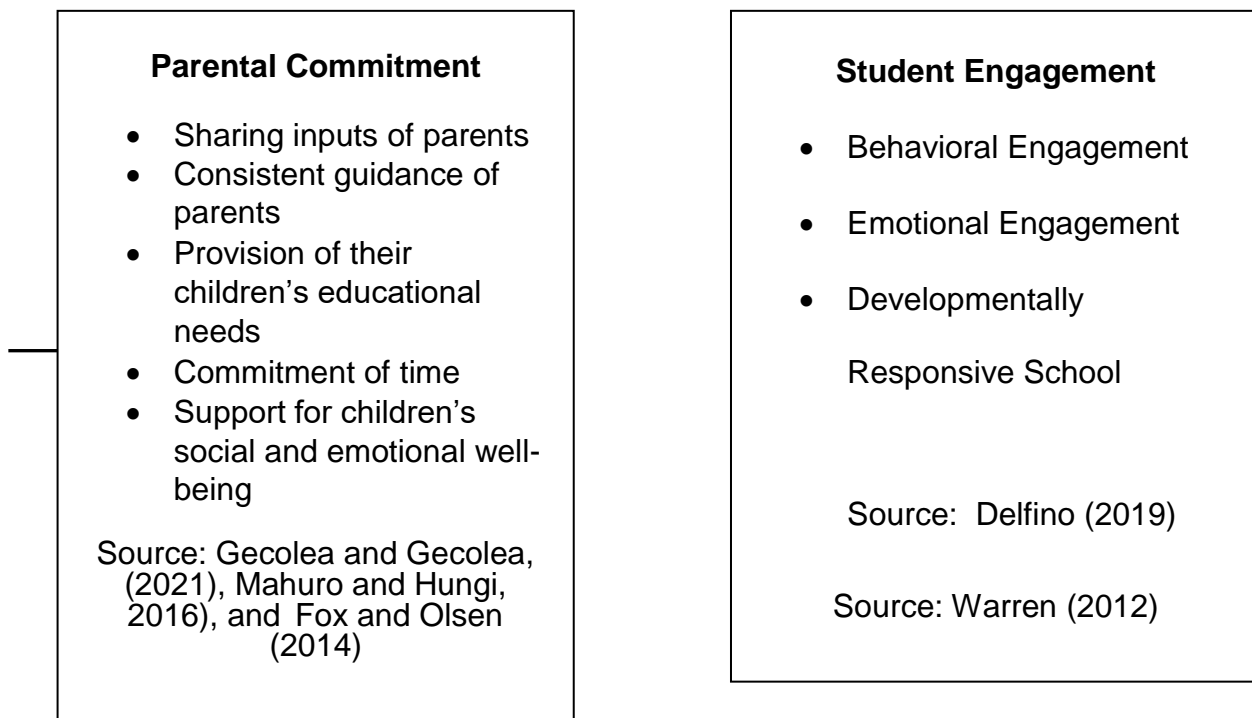
Affected partially by Piaget's views, Lev Vygotsky emphasized the relationship between human beings and their environment, both physical and social, in his Sociocultural Theory which is relevant in this current study. To him, the influences of social and cultural factors on development and learning are abundant (Vygotsky, 1978). Human beings are surrounded by family members and are impacted by the culture in which they live (Rieber & Robinson, 2004). Children's engagement with their family members in the community is so important for their learning and development since their first teacher is the family and their first learning takes place in the community. For this reason, children gain knowledge about the world through this interaction.

He claimed that children can learn and achieve by themselves at one level. However, he introduced another level that refers to the child's abilities when working under the guidance of an adult or a more able peer (Vygotsky, 1978). For example, riding a bicycle is a tool of the society and beyond the child—that is why it can be learned through working with more capable peers or an adult. Accordingly, by emphasizing interrelatedness and interdependence in learning and development, his theory supports the idea that a child's home life is of importance (Prior & Gerard, 2007) and parents contribute greatly to the development and academic achievement of a child.

Figure 1 shows the conceptual model of the study. It focuses on the extent of parental commitment and student engagement. The independent variable is the parental commitment. It has five indicators which include sharing inputs; consistent guidance; and provision of their children's educational needs (Gecolea & Gecolea, 2021); commitment of time (Mahuro & Hungi, 2016); and support for children's social and emotional well-being (Fox & Olsen, 2014). In this study, sharing inputs refers to the extended assistance and support of the parents to their children while studying at home. Consistent guidance refers to the effort of the parents in constantly monitoring and reminding their children of the responsibilities that they have. Provision of their children's educational needs refers to the means of the parents to ensure that they are able to meet all their

#### INDEPENDENT VARIABLE

#### DEPENDENT VARIABLE



**Figure 1.** The Conceptual Framework of the Study

children's needs, such as materials for their studies, snacks, and rewards. Commitment of time refers to the time devoted by the parents in giving assistance to their children. Support for children's social and emotional well-being refers to the social and emotional support extended by the parents when assisting their children.

Meanwhile, the dependent variable is student engagement. It has three indicators, namely: behavioural engagement, emotional engagement, and developmentally responsive school (Delfino, 2019). In this study, behavioural engagement refer to the the observable act of students being involved in learning; it refers to students' participation in academic activities and efforts to perform academic tasks. Emotional engagement refers to a student's involvement in and enthusiasm for school. When students are emotionally engaged, they want to participate in school, and they enjoy that participation

more. Developmentally responsive school refers to the methods that promote each child's optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning.

#### *Statement of the Problem*

This study determined the relationship between parental commitment and student engagement. More specifically, it sought to answer the following questions:

1. What is the extent of parental commitment as perceived by the public elementary teachers in terms of:
  - 1.1 sharing inputs;
  - 1.2 consistent guidance;
  - 1.3 provision of their children's educational needs
  - 1.4 commitment of time; and
  - 1.5 support for children's social and emotional well-being?
2. What is the extent of student engagement of elementary in terms of:
  - 2.1 behavioral engagement;
  - 2.2 emotional engagement; and
  - 2.3 developmentally responsive school?
3. Is there a significant relationship between parental commitment and student engagement?
4. Which domains of parental commitment significantly influence student engagement?

#### *Hypothesis*

The null hypotheses were tested at 0.05 level of significance:

Ho1. There is no significant relationship between parental commitment and student engagement.

Ho2. None of the domains of parental commitment significantly influence student engagement.

This research undertaking may pave a way to have a profound understanding and insights regarding student engagement since it can be seen as the glue that holds together all aspects of student learning and growth. In this academic journey, it is deep-rooted that parental commitment is linked to student engagement. With this, it is a necessity that all school principals must know how to encourage parents to get committed in schools and to their students in order to improve the engagement of students.

This study would be advantageous to relevant institutions, namely: DepEd officials, school principals, teachers, students, parents, and researchers. This would help the beneficiaries to make use of the findings of the study for students' welfare.

*DepEd Officials.* This undertaking may give ideas to the higher officials on how to intensify parental engagement and student engagement. Sustainable programs, projects, interventions, activities may be crafted by these policymakers

that would strengthen student engagement.

*School Principal.* Parental involvement provides an important opportunity for schools to enrich current school programs by bringing parents into the educational process. Increased parental commitment leads to increased student

success, enhanced parent and teacher satisfaction, and improved school climate.

*Teachers.* This study would serve as an opportunity for teachers to find means of encouraging parents to be part of the educational process. When parents have better communication with teachers, they learn to value the work and the challenges that a teacher face, which makes the teacher feel appreciated. It also helps the teachers to get to know the student more, allowing them to teach in a more personalized and effective way.

*Parents.* This study would help the parents to increase their interaction and discussion with their children and are more responsive and sensitive to their children's social, emotional, and intellectual developmental needs; parents' perceptions of the school are improved and there are stronger ties and commitment to the school.

*Students.* This study would help the students to get more engaged to achieve more, regardless of their ethnic or racial background, socioeconomic status, or parents' education level and have better self-esteem, are more self-disciplined, and show higher aspirations and motivation toward school.



*Future Researchers.* This endeavor may serve as a paradigm model for future researchers. Also, future researchers may explore other factors relevant to student engagement which has not been explored in this current study. Considering other research approach may also provide an in-depth analysis about student engagement.

Important terms are being defined conceptually and operationally in order to provide a clear view of the content of this study.

*Parental Commitment.* It refers to a situation in which parents are directly committed in their children's education (Gecolea & Gecolea, 2021). In this study, it includes sharing inputs of parents, consistent guidance of parents, provision of parents to children's educational needs, commitment of time and support of parents to children's social and emotional well-being.

*Student Engagement.* It refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education (The Glossary of Education Reform, n.d). In this study, it refers to behavioural engagement, emotional engagement, and developmentally responsive school (Delfino, 2019).

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## 2. Method

This chapter introduces the methodological aspect of the study. This covers the research design, research respondents, research instruments, data gathering procedure and data analysis which were employed on this investigation.

### *Research Design*

This study was a quantitative research approach utilizing the descriptive correlational approach. Quantitative research is a way to learn about a particular group of people, known as a sample population. Using scientific inquiry, quantitative research relies on data that are observed or measured to examine questions about the sample population. It is used by social scientists, including communication researchers, to observe phenomena or occurrences affecting individuals. The purpose of quantitative research is to generate knowledge and create understanding about the social world (Bhandari, 2020). Moreover, a descriptive correlation study is a study in which the researcher is primarily interested in describing the relationships between variables without attempting to establish a causal relationship (Writer, 2020).

Meanwhile, in descriptive research, the researcher does not manipulate the variables in the study. It simply intends to describe the nature of the involved variables (Korrapati, 2016). On the other hand, correlational [research design](#) explores and measures the relationship between the variables of the study with no attempt of manipulating them. Also, correlation investigates the strength and direction of the variables. This can be a positive direction or a negative direction, and a strong and a weak relationship.

This study was considered as quantitative since it depended on the numerical data when analyzing and interpreting the data. It was descriptive since its purpose was to determine the extent of parental commitment and student engagement. In addition, this academic pursuit is correlational since its purpose is to measure the connection between parental commitment and student engagement in the elementary schools of the Davao de Oro Division.

### *Research Respondents*

This study catered the 100 public elementary teachers in the Division of Davao de Oro. It was claimed that 50 to 100 samples are enough when testing the regression analysis (Hair et al., 2020). Hence, the 100 respondents were enough to address the purpose of this study.

Probability sampling specifically two-staged cluster sampling was used to identify the sample of the study. It is a kind of sampling technique in which the likelihood or probability of each piece being included may be defined. In other words, every member of the population must have an equal and independent probability of being included in the sample (Nikolopoulou, 2022). Cluster sampling is a popular method in conducting researches wherein the population is being divided into different clusters. A cluster is a group of elements that are made up of individual units that represent mutually exclusive and exhaustive subsets (Simkus, 2022). It is two-staged cluster sampling since the sample of elements from each selected cluster or division is chosen randomly. In the context of the study, all elementary teachers from the public elementary schools in Davao de Oro Division were considered.

In the inclusion and exclusion criteria, elementary teachers with 2 years teaching experience were chosen in this endeavor since their 2 years stay in the public school would help them to assess the commitment of the parents and student engagement. Respondents who felt awkward and uncomfortable in answering the survey questionnaire were free to withdraw from their participation. They were not forced to be part of the study. Their decision to withdraw was respected. Apparently, the respondents' welfare was given utmost importance in the conduct of the study.

### *Research Instruments*

As to the form of gathering data, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set was focusing on parental commitment while the second set is about student engagement.

*Parental Commitment.* In crafting the tool, the researcher used the dimensions proposed by Gecolea and Gecolea (2021). These included sharing inputs (10 items), consistent guidance (10 items), and provision of their children's educational needs (10 items). In addition, 10 items cover the dimension, commitment of time, consists (Mahuro & Hungi, 2016) and another 10 items for support for children's social and emotional well-being (Fox & Olsen (2014). It has a total of 50 items. The alpha coefficient for the 50 items is .80, suggesting that the items have relatively *high* internal consistency. Below were the scales used to interpret the means of parental commitment:

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very Extensive	The parental commitment is always evident.
3.40 - 4.19	Extensive	The parental commitment is oftentimes evident.
2.60 - 3.39	Moderately Extensive	The parental commitment is occasionally evident.
1.80 - 2.59	Less Extensive	The parental commitment is seldom evident.
1.00 – 1.79	Not Extensive	The parental commitment is never evident.

*Student Engagement.* The student engagement questionnaire was adapted from the study of Delfino (2019). It was also subjected to pilot testing which revealed a result of .82 suggesting that the items have relatively *high* internal consistency. The tool has a total of 19 items. It has three variables, namely: behavioral engagement (1-6); emotional engagement (1-5); and developmentally responsive school (1-8). Below was the rating scale of student engagement.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20-5.00	Very Extensive	The student engagement is always evident
3.40-4.19	Extensive	The student engagement is oftentimes evident
2.60-3.39	Moderately Extensive	The student engagement is occasionally evident
1.80-2.59	Less Extensive	The student engagement is seldom evident
1.00-1.79	Not Extensive	The student engagement is never evident

The instrument in this study was contextualized to achieve the purpose of this study. The researcher incorporated all the comments and suggestions of the adviser, panel members and expert validators for the refinement of the tools and to achieve construct validity.

#### *Data Gathering Procedure*

In gathering the data, the researcher followed a strict procedure and protocol.

1. *Permission to conduct the study.* After seeking approval to the Dean of Graduate Studies, the researcher asked permission and endorsement from the Department of Education Region XI. After the approval, a request letter was submitted to the office of the Schools Division Superintendents. Upon approval, an endorsement letter was submitted to the School Head.
2. *Distribution and Retrieval of the Questionnaire.* After which, a

schedule was made for the distribution of the survey questionnaire. In observance to health and safety protocols, the survey questionnaire was personally administered. The rationale was explained to the respondents. They were given an hour to answer the survey. Retrieval of the respondents' responses was automatically recorded and generated in the form. The administration and retrieval of the survey questionnaire was made possible on the third week of April 2023 from April 17-21, 2023 which was conducted during office hours from 8:00 in the morning to 4:00 in the afternoon.

3. *Collation and Statistical Treatment of Data.* All the data gathered were tallied, tabulated, analyzed and interpreted confidentially and accordingly.

#### *Data Analysis*

For more comprehensive interpretation and analysis of the data, the following statistical tools were utilized.

*Mean.* This was used to measure the extent of parental commitment and student engagement.

*Pearson r.* This was utilized to determine the relationships between parental commitment and student engagement.

*Regression Analysis* This was employed to determine the significant influence of parental commitment and student engagement.

### **3. Results and Discussion**

This chapter presents the results of the study. These are the findings of the problems raised in the previous chapter. They are presented both in the textual and tabular forms.

#### *Extent of Parental Commitment in terms of Sharing Inputs*

Table 1 reflects the parental commitment in terms of sharing inputs. It shows that the overall mean is 3.24, in a moderately extensive level. This means that the parental commitment in terms of sharing inputs is occasionally evident.

It can be gleaned from the data that all 10 statements reveal a moderately extensive result. Of which, the three (3) items which have the highest mean score are as follows: assisting them in doing their assignments and home projects by sharing my ideas (4.36), doing their best to answer their child's queries in their lessons (4.35), and facilitating and guiding their children in answering their lessons (4.34). These items prove that the parental commitment in terms of sharing inputs is occasionally evident.

The findings of this study implies that, though it is occasionally evident, parents are making an effort to provide and share inputs to their children despite the limitation they experienced. They try to be a helping parents to their children by giving their insights relevant to the assignments and projects of their children. They also do their best in answering the doubts and questions of their children.

Table 1. Extent of Parental Commitment in terms of Sharing Inputs

No	Sharing Inputs	Mean	Descriptive Equivalent
1	teaching their children personally using the textbooks.	3.25	Moderately Extensive
2	explaining items or terms that are unclear or vague to their child.	3.23	Moderately Extensive
3	giving further instructions so that the lesson will be fully understood	3.30	Moderately Extensive
4	facilitating and guiding their children in answering their lessons.	3.34	Moderately Extensive
5	becoming their tutor if their children do not understand certain areas in their subject through the help of the teacher.	3.18	Moderately Extensive
6	downloading online educational learning materials necessary for their children's lesson.	2.75	Moderately Extensive
7	doing their best to answer their children's queries in their lessons	3.35	Moderately Extensive
8	explaining the answers for topics/concepts that are beyond their children's understanding.	3.33	Moderately Extensive
9	assisting their children in doing their assignments and home projects by sharing their ideas.	3.36	Moderately Extensive
10	serving as home facilitator and para-teacher who facilitate and guide their children in all their performance tasks and activities reflected in the lessons.	3.33	Moderately Extensive
<b>Overall</b>		<b>3.24</b>	<b>Moderately Extensive</b>

More so, they occasionally facilitate and guide their children in answering their lessons.

The result is aligned to the statement of Guan and Buenavides (2021) citing that parents provided additional inputs by means of explaining to their children those items which are unclear and vague to them. Also, they gave further instructions so as the lesson will be fully understood. Azubuike and Aina (2020) revealed that parents teach their students using their textbooks/modules, personally teach their children, read with their children, improvise teaching using arts and craft, encourage them to read books and listen to educational materials, and download online educational learning materials for their children.

This also confirms the study of Mahmoud (2018) disclosing that the nature of help parents give to their kids in terms of teaching and learning, the responses were surprising. "Always" and "sometimes" had the highest percentages which amount to 90% although the first four items are considered wrong behaviors according to teaching and learning theories that call for the students' involvement and relative independence while doing activities such as home assignments and projects.

Another theory that supported this study is the Ecological Systems Theory or Bronfenbrenner's theory which was proposed by (Bronfenbrenner, 1979). It has to do with the rationalization of parent engagement and impact on research studies (Hung, 2007) on the subject-matter. According to this theory, the development of children is affected not only by factors within the child but also by their family surrounding world (Bronfenbrenner, 1979).

Based on Bronfenbrenner's theory, one can easily argue that children's school experience is not just made up of interactions between them and the school or teacher. It also includes a broader system involving parents, family, and community. As a result, understanding the influences of a child's environment provides theoretical support for the idea of parent engagement in young children's education specifically their engagement.

#### 4. Conclusion and Recommendations

Presented in this chapter are the findings based on the results of data gathered, the conclusions drawn from the findings and the recommendations for consideration.

##### Findings

The main focus of the study was to determine the significance of the relationship between parental commitment and student engagement of public elementary teachers. The study was conducted in the selected elementary schools in Davao de Oro Division. There were one hundred (100) elementary teachers who participated in this study. Descriptive correlational method of research was used in this study utilizing adapted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Mean, Pearson Product Correlation of Coefficient and Regression Analysis were the statistical tools used in analyzing the data. The hypotheses raised in this study were tested at 0.05 level of significance.

The major findings of the study were the following: the parental commitment is extensive. Meanwhile, the extent of student engagement among the respondents is extensive. It was found out that there is a significant relationship between parental engagement and student engagement of public elementary teachers. Furthermore, it was revealed that all domains of parental commitment significantly influence student engagement. The hypotheses of no significant relationship between parental commitment and student engagement, and none of the domains significantly influence student engagement were rejected.

#### *Conclusions*

Based on the findings of this study, the following conclusions were offered:

The extent parental commitment implies that it is oftentimes evident in the school. Specifically, support for social and emotional well-being is oftentimes evident among parents while sharing inputs, consistent monitoring, provisions of their children's educational needs, and commitment of time are occasionally evident. The findings suggest that parental commitment is perceptible in schools, with a notable emphasis on supporting the social and emotional well-being of their children. Parents frequently display active involvement in addressing the emotional needs of their children within the school environment. However, the occasional visibility of consistent monitoring, provision of educational needs, and time commitment suggests potential areas for enhancement in parental engagement, emphasizing the importance of a more regular and comprehensive involvement in the educational journey of their children.

Meanwhile, the extent of student engagement is oftentimes evident in the class. In particular, emotional engagement and developmentally responsive school are oftentimes evident while the behavioral engagement is occasionally evident among students as perceived by the teachers. This further implies that student engagement is often observable within the classroom, with a focus on emotional engagement and a developmentally responsive school environment. Teachers frequently witness students emotionally invested in their learning experiences, emphasizing the importance of addressing students' feelings and motivations. However, the occasional visibility of behavioral engagement suggests a potential area for improvement, emphasizing the need for strategies that encourage consistent active participation and proactive involvement of students in their learning process.

Based on the findings, parental commitment and student engagement are correlated. Also, parental commitment significantly influences student engagement. In fact, all domains of parental commitment, namely, sharing inputs, consistent monitoring, provisions of their children's educational needs, commitment of time, and support for social and emotional well-being significantly influence student engagement by registering a p-value of .000 which is less than .05 in the level of significance. This leads to the rejection of the null hypothesis. Further, the result indicates that for every unit increase in the five domains of parental commitment, the student engagement will increase.

The findings demonstrate a strong correlation between parental commitment and student engagement, showcasing a significant influence of parental involvement on the engagement levels of students. The statistical analysis underscores the profound impact of various domains of parental commitment, including sharing inputs, monitoring, provision of educational needs, time commitment, and support for social and emotional well-being, on enhancing student engagement. The rejection of the null hypothesis and the indication of an increase in student engagement with a rise in parental commitment levels emphasize the pivotal role parents play in fostering an engaged and proactive learning experience for their children.

#### *Recommendations*

The following suggestions were offered based on the conclusions of the study:

The higher officials in the Department of Education may craft effective and specific policies, programs, projects, interventions and activities which may intensify commitment among parents and engagement among students.

More so, school principals may find means in creating school-related activities that promote commitment among parents. They may continue or regularly assess the status of parental commitment and how does it affect student engagement. Moreover, they may also craft new interventions strengthening students' engagement specifically on behavioral engagement.

Furthermore, teachers may take an effort keep on upgrading themselves. They may attend various seminars, webinars, or any undertaking that would help them strengthen parental commitment and reinforce student engagement.

Lastly, future researchers may explore relevant information about parental commitment and student engagement of teachers. Also, other means of research approach may be utilized to further explore the involved variables in this study.

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