



## Project EDMARO (Employing Detailed Means of Reaching Out): Intensifying Parental Engagement in School

*Edmar O. Walan<sup>1</sup>*

<sup>1</sup>Department of Education, Malasila National Vocational and Technological High School, Malasila, Makilala, Cotabato, 9401, Philippines

### ABSTRACT

The mean percentage score (MPS) for the final two quarters of this academic year, 2022-2023, shows that the students in Technical Vocational Education specializing in Carpentry and Masonry class had low performance, as evident in their mean percentage score (MPS) for the first and second quarter. Thus, it is essential to increase parental engagement through Project EDMARO (Employing Detailed Means of Reaching Out) to assist students in improving their academic performance in the specialization mentioned above.

The ten parents of the identified Grades 8, 9, and 10 students who attained a GPA of less than 80% in Technical Vocational Education in the second quarter of the academic year 2022-2023 participated in this study. Descriptive and pattern coding was explicitly used to condense the respondents' responses. Additionally, thematic analysis was used to examine the data acquired from the in-depth interview.

The result shows that through project EDMARO, parents were informed of their child's academic performance, established an immediate intervention, monitored their child's academic performance and progress, and helped them improve their academic performance. However, the parents suggest translating the communication letter into vernacular language and having parents be oriented about the project EDMARO.

**Keywords:** *Project EDMARO (Employing Detailed Means of Reaching Out), Parental Engagement, Academic Performance.*

### 1. Introduction

Student academic performance often goes hand in hand with parental engagement. The educational profession has long considered parental engagement a crucial component of improving academic performance in students from all socioeconomic backgrounds (Alameda-Lawson, 2014).

In Malasila National Vocational and Technological High School, parent engagement in becoming active participants in their student's education is encouraged. They were being informed of what was happening to their child in school, the classroom, and all school activities. However, the parent engagement percentage is low, as evident in the 2022 school report card. Only 80%, 50%, and 40% participated in the meetings, assembly, and *Bayanihan*, respectively (School Profile).

The data above shows the percentage of parental engagement in school in general. In technical vocational education specializing in carpentry and masonry, parental engagement is also one of the concerns that needs to be addressed and intensified. Several identified students from Grades 8, 9, and 10 are at risk of failing and dropping the subject and really need immediate intervention. Underlying reasons are chronic absenteeism, failure to submit or perform the given tasks, or low scores in quizzes, summative tests, and quarterly tests based on students' class records.

This problem affects the mean percentage score (MPS) of technical vocational education specializing in carpentry and masonry. The class consistently attains a low mean percentage score, as evident in the past two quarters of this school year, 2022–2023. To mention during the first quarter, the Grades 8, 9, and 10 classes attained an MPS of 75.23%, 78.72%, and 74.69%, respectively, while during the second quarter, the Grades 8, 9, and 10 classes attained an MPS of 72.92%, 74.28%, and 72.47%, respectively (School Profile).

Although interventions were used to address the issue, such as counseling, tutorials, and even interacting with their parents through various platforms, only a few parents showed up to discuss the issue. Due to work obligations and other commitments, most parents did not attend. Consequently, the problem persisted and continues to arise.

According to a related study by Bachman et al. (2021), family engagement is crucial in ensuring that students are learning to their fullest potential. A significant part of a teacher's job involves encouraging parents to get involved in their children's education and teaching them how to be encouraging. The researcher concludes that increasing parental involvement is necessary to help students improve their academic performance in technical vocational education through Project EDMARO. Doing so is essential to address the issue.

**Project EDMARO (Employing Detailed Means of Reaching Out)** is an initiative to revive parents' engagement in school about their children's academic performance. The means of communication to be used is the detailed letter, which will indicate the potential causes for why they're at risk of failing. This would enable parents to intervene as soon as necessary by explaining why their attention is being called.

Reese (2021) emphasized that many schools and educators have placed a high priority on the issue of enhancing parental engagement through communication. Because of the potential decline in work completion and homework at the middle school level and beyond, discovering an ideal method of communication and implementing it in the classroom and across grade levels might lead to improved work completion and homework, hopefully increasing student performance.

In addition, the ability of a student to self-regulate, their sense of self-worth, and their impression of their academic aptitude all benefit from enhanced communication between parents, teachers, and schools, as revealed by Wang and Sheikh-Khalil (2013). The benefits of using communication to engage parental interest in their student's education are further highlighted by the fact that this has been known to contribute to the factors that can cause depression.

Furthermore, Houri et al. (2019) showed that parental engagement and enhanced involvement can be accomplished with as little as one personalized letter, even though literature has established that communication can promote parental engagement and involvement.

Moreover, the gathered data from the study will be the basis for intensifying parental engagement in school and the parent-teacher relationship. The data will also be used to strategically plan for an activity that will strengthen the partnership and enhance the student's academic performance throughout the school year.

---

## 2. Methodology

### Participants and Other Sources of Data and Information

The participants of this study were the ten (10) parents of the identified learners from Grades 8, 9, and 10 who attained a Grade Point Average (GPA) of below 80% in Technical Vocational Education specializing in carpentry and masonry in the second quarter of the school year 2022-2023.

The study participants were given informed consent that specifically stated the aim of the research and that their participation in the study would be strictly voluntary. Also, the researcher assured that the confidentiality of the data would be observed and that the data gathered would be used solely for this study.

### Data Gathering Methods

The researcher adhered to the ethical considerations of conducting qualitative research and interviews.

For the proper data collection, the participants were verbally asked permission to be interviewed individually. The researcher discussed the nature of the in-depth interview with the parents-participants. They were briefed on the purpose of the study. Parents who agreed to be part of the study voluntarily participated in the discussion. On the other hand, a recorder was used during the data collection, and the researcher wrote down the essential responses shared by the respondents. The responses were recorded, transcribed, and analyzed. The researcher used data coding and thematic analysis to identify similarities in responses or themes from the interview.

### Data Analysis Plan

The researcher respectfully presented the responses and accurately interpreted the data. The researcher ensured that parents' anonymity in giving their answers was still observed. The data used in this study has never been shared with others for confidentiality reasons. Further, the recorded interview and noted statements were carefully kept, protecting their roles, dignity, and participation in the research.

The collected data was transcribed manually. Data coding was used to categorize concepts, patterns, and properties. Specifically, the respondents' responses were compressed through descriptive and pattern coding, which seeks to find and summarize the patterns or the central theme of the data. Also, thematic analysis was utilized to analyze the information gathered from the in-depth interview. It is a qualitative analytic method for identifying, analyzing, and reporting patterns (themes) within data. It minimally organizes and describes the data set in detail.

---

## 3. Results and Discussion

Respondents' responses to Project EDMARO (Employing Detailed Means of Reaching Out) in intensifying parental engagement in school. The order of the discussions is based on the themes as follows: parents' point of view about their engagement in their children's academic activities; parents' point of view regarding the project EDMARO; the impact of the project EDMARO in intensifying parental engagement in enhancing students' academic performance; and ways to improve the project EDMARO.

### Parents' Point of View Regarding their Engagement in the Academic Activities of their Children

Parents believe that being active in their child's education enables them to understand better their child's learning style, strengths, and shortcomings, allowing them to offer the required support and advice. They would be urged to make an effort to consider how they would constructively intervene.

The following are some of the parents' points of view regarding their engagement in their children's academic activities.

*"Nagtuo ko nga importante gyud natong mga ginikanan nga naa tay **counterpart** sa pag tuon sa atong anak sa skwelahan para ma suportahan ug giyahan sila para makalampos sa pagskwela."* (I believe it's essential for parents to be vigorously involved in their child's academic life to support and direct them towards success). **P1**

*"Arun mabaw an nato ug asa hina o mayo atong anak, kailangan gyud nato mu partisipar sa kalihukan sa skwelahan para mas masabtan nato ang kondisyon sa atong anak ug makahatag unsab kita (kanang) tabang ug uban pang kailanga nila."* (By being engaged in academic activities, parents can better understand their child's strengths and weaknesses, and grant the needed support and resources.) **P2**

*"Gusto nako nga makiglabot ko sa edukasyon sa akong anak kay para makita niya nga gahandom pud ko nga makalampos siya."* (I want to be involved in my child's education because it appears to them that I care about their education and success.) **P10**

*"Gusto nako makita sa akong anak kung unsa ka importante and edukasyon pinaagi sa pag **participate** sa mga activity sa skwelahan para mapakita nako ang importansya sa pagtuon."* (I want to exhibit the significance of education for my child, and by actively participating in their academic flight, I can show them the value of lasting learning.) **P9**

*"Nagatuo ko nga isip usa ka ginikanan, responsibilidad nato nga sigurduhon nga **quality** gyud ang **education** nga ilang makuha ug pinaagi sa pag pag-apil apil sa mga programa sa skwelahan, makab ot nato n inga tinguha."* (I believe that parents have an obligation to warrant their child takes a quality education, and being involved in their academic activities is one way to justify that responsibility.) **P5**

*"Kung engaged ta or kanang magsubay gyud tas kalihukan sa skwelahan, ma monitor gyud nato kung unsa nay dagan sa pagskwela sa atong anak ug mabaw an sad nato paunsa ta makatabang sa ilaha."* (Being involved in academic activities also allows me to observe my child's improvement and recognize any areas where supplementary support or mediation may be needed.) **P7**

*"Ang role gyud nako nga ginikanan kay partner ko sa akong edukasyon sa akong anak. Musubay or mutabang sa iyang maestra or maestro nga arun masiguro nga nindot gyud iyang experience sa skwelahan, kanang nakat on gyud siya."* (I see my part as a parent to be an affiliate in my child's education, working concurrently with their teachers to make certain that they have the best possible learning experience.) **P3**

#### **Parents' Point of View Regarding the Project EDMARO**

Based on their comments, most parents feel that being actively involved in their child's academic achievement is essential for their overall development. They should, therefore, be informed of their child's performance.

The following are the parents' points of view regarding Project EDMARO (Employing Detailed Means of Reaching Out).

*"Dahil dito sa project o programa niyo, nabigyan ako ng chance na malaman ang performance ng aking anak."* Through this project, I was given the chance to know the performance of my child. **P2**

*"Tungod sa program (project) EDMARO, nabaw an nako nga gamay diayg grado akong anak tong niaging **2<sup>nd</sup> grading**."* Through project EDMARO, I have an idea why my child received low grades in the previous quarter. **P3**

*"Tungod ani na project kay napabalo ko sa performance sa akong anak kay detalyado man kayo."* (This project gives me a brief detailed update of my child's academic performance.) **P7**

*"Na unsa gyud ko nan ga kailangan diay nako subayon ang performance sa akong anak para makatabang ko nga makasabot mi unsay angay buhaton ug unsay mga goals para matambagan pud para maganahan ug mas maningkamot pa para makalampos siya."* This project draws us closer to be involved in our child's academic performance so could help set outlook and goals and provide motivation and encouragement for our child's success. **P10**

*"Tungod ani na programa, naremind ko nga dapat gyud diay nako sayrun ang status sa akong anak ssa iyang pag-skwela para mabaw an nako iyang **strengths, weaknesses** ug pati na pud kung paunsa siya mas makakat on para masuportahan o ma-**guide**."* Through this project, I was reminded that being involved in our child's education helps us understand our child's strengths, weaknesses, and learning styles, which in turn helps us provide the necessary support and guidance. **P1**

*"Tungod sa Project EDMARO mas napukaw mi nga kaialangan gyud namo subayon ug **-monitor** ang performance sa among anak. Nakatabang pud ni siya nga mastorya storya, bonding-bonding namo among anak para ma feel namo sa iyaha nga importante gyud ug kailangan (kanang) i-**value** nila ang paskwela."* Project EDMARO enable us to actively engage in our child's academic performance which could help us to build a strong parent-child relationship, as it shows our child that their education is valued and important. **P5**

*"Pinaagi aning detalyadong paagi sap ag reach out sa amoa no, kanang nakasulat gyud asa ang kaialangan tagaan ug pansin, nahimo ni siyang dalan para mas kailangan pa namo mag-**communicate** sa skwelahan, sa among anak ug sa iyang maestro para masiguro nga parehog ginahandom ang akong anak, ang skwelahan ug ang iyang maestro nga ang tanan **is** para lang gyud sa iyang kalampusan"* Through detailed means of reaching out, they can help bridge any communication gaps between themselves, their child, and the school, ensuring that everyone is on the same page and working together towards the child's educational goals. **P10**

## Impact of Project EDMARO in Intensifying Parental Engagement in Enhancing Students' Academic Performance

To keep parents informed about their child's academic performance, thorough contact methods, such as Project EDMARO, might be helpful. The impact of said project on boosting parental engagement in improving students' academic achievement is shown in Table 1.

Table 1. Impact of Project EDMARO on Intensifying Parental Engagement in Enhancing Students' Academic Performance

SUB-THEMES	PARENTS RESPONSES
<b>1. stay informed</b>	<p><i>"Natagaan kog oportunidad na mahibalan ang performance sa akong anak dre sa skwelahan". (It gives me the chance to know the academic performance of my child.) P2</i></p> <p><i>"Napahibalo ko sa unsay kulang sa akong anak na kailangan niyang buhaton aron mupasar." (I was advised what my son needs to cope up to pass the subject.) P8</i></p> <p><i>"Napukaw gyud ko na muadto sa skwelahan para makigstorya sa maestro, tungod n apud siguro kay sa nakasulat sa letter ang mga namiss sa akong anak na kailangan niya i-cope up." Through the details showed in the letter, I was encouraged to really visit the school to meet and talk with the teacher to discuss the performance of my child. P5</i></p>
<b>2. establish immediate intervention</b>	<p><i>"Pinagi sa maong programa, naka kuan (huna-huna) gyud mig unsay buhaton sa among anak para maka apas pa siya sa iyang mga kulang." (Through this program/project, it will let you come up with parental intervention on how our son would be able to manage with what he missed).P6</i></p> <p><i>"Pagkakita namos letter nga nakasulat nga nagsige diayng absent akong anak, gistorya dayon namo ug gipangutana ug kun unsay rason nga wala siyay sulod-sulod. Maong natambagan dayon namo siya." (Upon receiving the letter and it is indicated there that he is doing habitual absences, we really talk to him right away and asked him why hes's not attending his class. Upon knowing the reason, we gave him advice.) P4</i></p>
<b>3. monitor child's academic performance and progress</b>	<p><i>"Tungod aning programa, ginamonitor na namo among anak ug kung mao lang ba ghaon iyang style nga sigeg absent." (Through this program, we already monitor our child if he still not attending his class.) P7</i></p> <p><i>"Magsige na lang gyud mig pangutana sa iyang classmate ug naa bay assignment o project, gina monitor na gyud namo pirme sugod atung napatawag mi." (Since then, we often asked his classmates if they have an assignment or project). P10</i></p> <p><i>"Namonitor nako ang performance sa akong anak. Ginapangumusta na nako siya puirme. Ginacheck na nako pirme if nisulod ba siya or kung naa ba silay assugment or project." (I monitor the performance of my son. I always ask if how was his day and if he had an assignment or project). P1</i></p>
<b>4. help in improving child's academic performance</b>	<p><i>"After napatawag ko, mas natutukan nako akong anak. Pero nakulbaan pud ko uy kay basin mabagsak gyud akong anak." (After being called for conference, It really help me to closely monitor my son so that he would failed). P9</i></p> <p><i>"Naka hinuklog gyud ko nga kailangan diay nako sigehan ug monitor akonga anak kasin ug naglisod siya sa iyang mga assignment, basin pud ug dili siya ganahan magsulod kay naglisod siya ug apas. Sukad atung nakastorya tika, tong sige na namo ug follow up, nakabalik gyud siya, taas na iyang grado ug nag improve gyud siya, I mean nibalik sya sa dati." (I came to realize that I really need to constantly monitor my son because most probably he's having a difficult time understanding or coping with the lesson. After our meeting, when were also doing the constant follow up, he was able get back on track again). P3</i></p>

According to the parents' opinions on the effects of Project EDMARO, it can be concluded that parental involvement and support can significantly affect a child's educational outcomes. As a result, schools must do everything they can to develop productive working relationships with parents. Therefore, if parents are as well informed as possible, they can help their children through changes in routine, schoolwork, and transitions.

Kiral (2020) added this as one of the rights of parents about education, emphasizing that these rights could lead to better service from educational institutions. Because parents assert their rights, educators such as teachers and school administrators will be able to perform better.

#### Ways to Improve Project EDMARO

The letter the parents got included information on the child's requirements regarding coping mechanisms or areas for development, to which the parents had provided their responses. Moreover, as shown in Table 2, several areas of Project EDMARO's communication require improvement.

Table 2. Responses of Parents on How to Improve Project EDMARO

SUB-THEMES	PARENTS RESPONSES
<b>1. Translate to Vernacular</b>	<p><i>Ahm. pwede siguro nga intranslate lang siya sa tagalog or Bisaya ba run para mas masabtan.</i> (It could be translated into Filipino or Vernacular language so that it would be easy to be understood.) <b>P3</b></p> <p><i>"Binisay on guro para masabtan gyud."</i> (It could be in Vernacular language, so it really is understood.) <b>P5</b></p> <p><i>"Hubaron sa tagalog or Bisaya para masabtan ug dili ma mis interprete sa ginikanan."</i> (Translate into Filipino or Vernacular language so that it would be easy to understand, and would not be misinterpreted by the parents.) <b>P8</b></p> <p><i>"Tagalugon or Bisayaon para masabtan gyud".</i> (It should be written in Filipino or Vernacular so it would be easy to understand.) <b>P10</b></p> <p><i>"Masabtan man nako ang content sa letter pero pwede guro nga bisayaon para sa mga parents na kabalo naka."</i> (I understand the content of the letter but just for the sake of those parents who cannot, have it translated in Bisaya.) <b>P1</b></p>
<b>2. Orient Parents about the Letter</b>	<p><i>"Pwede siguro nga iapil siya sa orientation inig mag meeting para dili makuratan ang parents."</i> (It could be included in the meeting to orient the parents about the letter so that they will not be surprised). <b>P2</b></p> <p><i>"Iapil siya sa orientation para aware ang tanang parents."</i> (It should be included in the orientation so that parents will be aware.) <b>P4</b></p> <p><i>"Siguro, ipasabot lang sa parents para unsa ang letter para dili sila matingala."</i> (I think, it needs to be explained to the parents so that they will not be confused.) <b>P7</b></p>

According to the parents' suggestions above for how to make project EDMARO better, it is crucial that the communication letter issued to the parents be simple to grasp. Parents should be instructed on the communication letter's format and its intended use to prevent confusion and misunderstanding. To avoid a communication gap, this method of communication should help students and teachers grow closer.

In a related study, Clay (2015) stressed the importance of good communication in forging strong relationships between schools and homes and boosting parental involvement. Since written correspondence between school and home is likely the most efficient and successful method, this correspondence should be well organized, concise, and precise to ensure that parents will read and comprehend it.

#### 4. Conclusions

Concerning students' academic achievement, parent communication is essential. As a teacher, I've come to understand that including parents in their children's academic lives can positively affect learning outcomes.

Students' primary source of support and direction is their parents. They know their child's learning preferences, skills, and shortcomings. Teachers can better grasp each student's requirements and adjust their teaching strategies by keeping lines of communication open. This partnership between teachers and parents aids in giving students a more thorough and individualized educational experience.

Parents can give their children more opportunities and resources outside the classroom. They might arrange extracurricular activities, supply supplemental materials, or encourage their child's education at home. Teachers can use these resources to promote their students' academic development when they have effective parent-teacher relationships.

Additionally, parents' involvement enables teachers to address any issues or difficulties students might have. Teachers and parents can collaborate to create techniques that support students academically, regardless of whether the student is having problems with a particular subject or time management. This cooperative method promotes a sense of shared accountability and guarantees that parents and teachers act in the student's best interests.

Open communication with parents helps strengthen the relationship between home and school. As expectations and objectives are aligned between the house and the school, this relationship helps to provide a consistent learning environment for students. They would feel more responsible and motivated to perform well in school when their parents actively participate in their education.

Furthermore, addressing students' academic performance requires efficient parental communication. Teachers can access important insights, resources, and support that boost student performance by incorporating parents in the educational process. Working together could develop a supportive and encouraging learning environment, enabling students to realize their potential. Hence, Project EDMARO (Employing Detailed Means of Reaching Out) is a suited intervention to sustain the partnership between the parents, teacher, and the school.

## References

- [1] Alameda-Lawson, T. (2014). A pilot study of collective parent engagement and children's academic achievement. *Children & Schools*, 36(4), 199–209.
- [2] Bachman, H. F., Anderman, E. M., Zyromski, B., & Boone, B. (2021). The role of parents during the middle school years: Strategies for teachers to support middle school family engagement. *School Community Journal*, 31(1), 109-126.
- [3] Benson, G. M. (2016). Parent-Teacher Communication, Student Engagement, and Math. *Association for Middle Level Education*, 3(7), 22-23.
- [4] Graham-Clay, S. (2015). Communicating with parents: Strategies for teachers. *School Community Journal*, 15(1), 117-129.
- [5] Hour, A. K., Thayer, A. J., & Cook, C. R. (2019). Targeting parent trust to enhance engagement in a school-home communication system: A double-blind experiment of a parental wise feedback intervention. *School Psychology*, 34(4), 421.
- [6] Kiral, B. (2020). A Case Study Regarding of the Parental Responsibilities to Their Children. *Eurasian Journal of Educational Research*, 85, 65-92.
- [7] Reese, A. (2021). Using Communication to Improve Parental Involvement in the Sixth - Grade Classroom. *Masters Theses and Capstone Project*. Northwestern College, Iowa
- [8] Wang, M., Sheikh-Khalil, S. (2013). Does parental involvement matter for student achievement and mental health in high school? *Child Development*, 85(2), 610-625

## About the Author

The author is currently a faculty member at Malasila National Vocational and Technological High School. He is pursuing a Doctorate in Educational Management and is in the process of completing his dissertation. His current research was awarded Best Paper during the Division Research Congress 2023. Previously, in 2021, another of his research works earned 3rd Place – Best Paper in Poster Presentation at the Division Research Congress 2021.