



Parents' Profile and Family Engagement in Relation to Learners' Behavior and Demographic Profiles

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DOI: <https://doi.org/10.68050/JAMS.2026.405>

Received: 06 Sept 2026; Accepted: 07 Sept 2026; Published: 23 September 2026

ABSTRACT

The study investigated the intersection of socioeconomic factors, parental engagement, and learner behavior to develop a strategic action plan for school-home partnerships. Findings revealed a demographic dominated by low-income female houseparents (93.3%) who, despite high commitment to home-based monitoring and behavioral supervision, faced significant barriers to institutional school participation due to limited educational attainment and financial instability. While learners demonstrated high foundational discipline and respect for authority, a notable disparity existed in their individual academic habits, specifically regarding time management and task persistence. Statistical analysis indicated that parental educational level significantly influenced engagement, and student gender affected participation rates; however, teacher communication lacked a significant link to student behavior, suggesting that tangible home monitoring was more influential than verbal coordination. Qualitative data included economic instability, digital divides, and pedagogical limitations, which often led to parental exhaustion and learner resistance. To address these gaps, the study proposed a comprehensive development plan featuring "Project CHUNKS" for task mastery and "Diagnostic Circles" for personalized parent-teacher coordination. Recommendations focused on institutionalizing localized, bilingual communication and simplified instructional guides to empower houseparents. Ultimately, the output emphasized shifting from passive attendance to high-impact, inclusive collaboration, ensuring that academic resilience and resource equity were maintained for all students regardless of their family's demographic standing.

Keywords: Family Engagement, Learner Behavior, Spearman Rho Correlation, Parent- School Partnership Development Plan (PSPDP), Demographic Independence 18

INTRODUCTION

Family is a pivotal context in shaping learners' behavior and educational engagement, a claim supported across international, national, and local perspectives. At the international level, extensive scholarship emphasizes the critical role of family engagement as a factor associated with student motivation, learning behaviors, and academic outcomes, highlighting the reciprocal influence between home environments and school processes (Capate, 2022; Ignacio et al., 2024; Paler et al., 2022). Nationally, studies from various contexts within the Philippines have underscored how parental involvement, alongside socioeconomic and demographic factors, interacts with learners' attitudes, discipline, and achievement, calling for contextualized approaches to strengthen home-school partnerships (Jamshed et al., 2024; Macalos, 2022). Locally, at Tupas Elementary School in Tupas, Pinamungajan, Cebu, evidence suggests that family engagement and learners' behavioral patterns are situated within unique community dynamics, including parental availability, communication channels with teachers, and participation in school activities. This local focus aligns with the broader move toward district- level engagement strategies that tailor parental involvement to community realities while addressing learner behavior and well-being (Buquing, 2024). The body of literature thus situates the present study at the intersection of family engagement, learner behavior, and demographic profiles, justifying an



inquiry that blends international insight with local applicability to inform a Parent–School Partnership Development Plan.

Despite a growing consensus on the importance of family involvement, there remains a gap in understanding how specific dimensions of parental engagement (home-based learning support, communication with teachers, and participation in school activities) relate to learners' behavioral profiles within a Philippine elementary school setting. International syntheses argue for policy and practice that connect measurement of family engagement with concrete, actionable outcomes in schools (Capate, 2022; Paler et al., 2022). In the Philippine context, several studies document correlations between family background and student performance, yet fewer investigate how parental engagement directly corresponds to learners' classroom behavior, disciplinary patterns, and learning participation in primary grades (Jamshed et al., 2024; Macalos, 2022). The timeliness of this topic is underscored by ongoing emphasis on strengthening Parent–School Partnerships to support learner wellbeing and academic progress in the face of diverse home environments and the demands of modern schooling (Buquing, 2024; Ignacio et al., 2024). Therefore, this study addresses a practical gap by examining the relationship between parents' profiles, family engagement, and learners' behavior in Tupas Elementary School during the 2025–2026 school year, with the aim of informing a targeted Parent–School Partnership Development Plan.

The study is situated in Tupas Elementary School, Tupas, Pinamungajan, Cebu, Philippines. The local setting provides a lens into how community-level factors—such as family structure, income, parental education and occupation, and local communication patterns—shape family engagement and learner behavior within a defined school community. Prior literature on Philippine elementary schooling and family engagement informs the interpretation of local dynamics, while recognizing that each school operates within distinct sociodemographic contours that influence engagement practices and behavioral outcomes (Jamshed et al., 2024; Macalos, 2022). The Tupas context thus offers a concrete basis for translating empirical findings into a practical development plan that strengthens parent–school collaboration and supports positive learner conduct and participation in learning activities. This study adopts a socio-ecological framing in which learner behavior emerges from bidirectional interactions among individuals (learners and parents), the school, and the broader community. The theoretical emphasis on family engagement as a driver of student behavioral and academic outcomes aligns with contemporary perspectives that advocate translating parental involvement into school-relevant practices and policies (Buquing, 2024; Ignacio et al., 2024; Macalos, 2022; Paler et al., 2022). The researchers of this study anchor their analysis in the notion that demographic profiles of parents and learners can moderate or mediate the Conceptual Framework. The study is guided by a socio-ecological and family-engagement framework. In this framework, socioeconomic status, parental educational attainment, occupation, family size, and parental availability are contextual factors that may shape the opportunities and constraints for family engagement. Family engagement is operationalized through four dimensions: home learning support, communication with teachers, participation in school activities, and monitoring of learner behavior and schoolwork. These engagement dimensions are examined in relation to learner behavior, represented by classroom behavior, participation in learning activities, and discipline and compliance. Learner age, gender, and third-quarter academic average are treated as learner-profile variables, while parents' demographic characteristics are examined as grouping variables. The framework does not assume that demographic characteristics cause behavior; rather, it examines whether statistically detectable associations or group differences are present within the study setting. relationship between family engagement and behavior, necessitating a nuanced, locally informed development plan to optimize parent–school partnerships (Capate, 2022; Jamshed et al., 2024).

The researcher of this study aims to (a) characterize the demographic profile of parents of Tupas Elementary School learners, (b) assess the level of family engagement across home learning support, communications with teachers, participation in school activities, and monitoring of learner behavior and school work, (c) describe the demographic profile of learner respondents and their behavior—classroom behavior, participation in learning activities, and discipline—and (d) determine the relationships among these variables to inform a Parent– School Partnership Development Plan. Specifically, the study seeks to answer: What is the demographic profile of the parents and learners? What is the level of family engagement across the identified dimensions? Is there a significant relationship between parents' level of family engagement and learners'



behavior profiles? What are the relationships between demographic profiles and engagement or behavior? What challenges do parents encounter balancing home-based support with behavioral needs, and what Parent–School Partnership Development Plan can be proposed to strengthen family engagement and improve learner behavior?

Across the literature, there is some variation in findings regarding how strongly demographic factors modulate the impact of family engagement on learner behavior, with context-specific nuances reported in different locales. While many studies document positive associations between engaged families and favorable learner behaviors, others caution that associations may be conditional on factors such as parental resources, cultural expectations, and school capacity to support family involvement (Buquing, 2024; Macalos, 2022; Paler et al., 2022). The present study explicitly situates these potential contingencies within Tupas Elementary School, and findings will be interpreted with attention to local constraints and opportunities, recognizing that the Parent–School Partnership Development Plan should be adaptable to evolving community needs and school priorities (Ignacio et al., 2024; Jamshed et al., 2024).

In summary, the introduction frames the study within an internationally informed yet locally grounded discourse on family engagement and learner behavior, identifies a meaningful research gap in the Philippine elementary-school setting, and articulates a clear trajectory toward a practical, evidence-informed Parent–School Partnership Development Plan tailored to Tupas Elementary School. Thus, Parent-School Partnership Development Plan is proposed.

RESEARCH METHODOLOGY

Research Design

This study utilized a mixed-methods research design, integrating both qualitative and quantitative approaches to provide a comprehensive understanding of the variables. By combining these methods, the study captured a broader perspective on the parents' profile and their level of family engagement in relation to the learners' demographic and behavior profiles. The design aimed to describe existing conditions and determined the relationship between variables without manipulation. According to Van der Merwe (1996), this approach sought to test theories, identify relationships, and predict outcomes. It involved numerical data and statistical procedures to ensure objectivity and reliability, while also incorporating qualitative insights to enrich the findings (Weinreich, 2009). The techniques included the selection of respondents, the use of standardized research instruments, and the application of analytical tools to explore the connections among variables. Throughout the process, the researcher remained external to the research, ensuring findings were replicable. A survey questionnaire was used to gather data from parents regarding their engagement, while learners' profiles were obtained through school records and assessment tools. This mixed approach allowed for the collection of data from a varied group of respondents to analyze frequencies, patterns, and the nuanced relationship between family engagement and learner behavior.

Research Environment

The study was conducted at an identified public elementary school in Barangay Tupas, Pinamungajan, Cebu, under the Cebu Province Division, Region VII – Central Visayas. I chose this school as the research site because it is where I have been teaching for the past nine years, and during this time, I have observed persistent challenges related to parental engagement and learners' behavior that have not yet been fully addressed. These ongoing issues served as the primary motivation for developing the research title and focus of this study.

The school is a complete elementary school with a student population of approximately 110 learners, covering Kindergarten to Grade 6. Conducting the study in my teaching station allows for direct access to both parents and learners, making it an ideal setting to collect relevant data. This environment provides the researcher with the opportunity to examine how parents' levels of engagement relate to learners' demographic characteristics and behavior profiles, which is central to achieving the objectives of this study and formulating an effective action plan for enhancing learners' holistic development.



Research Respondents

The respondents of the study were the parents of selected learners enrolled in a public elementary school during the School Year 2025-2026. The parents were chosen because they play a vital role in the family engagement and support of their children's learning and behavior. Their responses provided essential information regarding their profile and level of family engagement.

Table 1 presents the distribution of the respondents, categorized by the gender of both the parents and the pupils. The data revealed a significant gender imbalance among parent respondents, with 42 females (93.33%) and only 3 males (6.67%) participating in the study.

This suggests that mothers are predominantly the primary points of contact or the more active participants in school-related surveys and family engagement activities within this specific group.

Regarding the pupils, the distribution was more balanced but showed a higher concentration of male students. Out of the 45 pupils, 27 were male (60.00%), while 18 were female (40.00%). These figures established the demographic foundation of the study, ensuring that the total sample of 45 pairs provided the necessary data to analyze the relationship between parent engagement and learner profiles.

Table 1. Distribution of the Respondents (Parents) and Pupils

Gender(Parents)	Number	Percentage
Male	3	6.67
Female	42	93.33
Total	45	100.00
Gender(Pupils)	Number	Percentage
Male	27	60.00
Female	18	40.00
Total	45	100.00

Instruments

The research instrument utilized for this study was a researcher-developed questionnaire, designed with the assistance of Artificial Intelligence to ensure comprehensive coverage of the research objectives. To guarantee empirical precision, the tool underwent rigorous content and language validation by a panel of experts and was pilot-tested for clarity among the stakeholders of Tupas Elementary School. The reliability of the instrument was confirmed through internal consistency testing, yielding a Cronbach's Alpha of 0.916, which indicates excellent reliability and ensures that the items accurately measured the intended constructs.

The questionnaire was systematically organized into five distinct parts to address the Statement of the Problem. Part I and Part II gathered the demographic profiles of the parents (age, gender, family size, income, education, and occupation) and the learners (age, gender, and third-quarter academic average), respectively. Part III measured family engagement across domains such as home learning support and communication, while Part IV evaluated the learners' behavior profile, including classroom participation and discipline. Finally, Part V utilized a checklist and open-ended format to identify challenges parents faced in balancing support with behavioral needs. For data interpretation, the instrument employed a 5-point Likert scale for the behavioral and engagement sections. Statistical analysis involved the use of Spearman's Rank Correlation Coefficient to determine the relationship between family engagement and learner behavior, alongside the Kruskal-Wallis H Test to identify significant differences across demographic groups. These findings served as the foundational basis for Operational definitions. For this study, family engagement refers to the frequency with which parents provide learning support, communicate with teachers, participate in school activities, and monitor children's



behavior and schoolwork, as measured by the five-item indicators in each domain using the five-point Likert scale. Home learning support refers to assistance with lessons, study space, school supplies, reading, and scheduling of school requirements. Communication with teachers refers to conferences, messages or calls, responses to notices, sharing information about learner needs, and participation in school communication platforms. Participation in school activities refers to attendance, volunteering, fundraising or community projects, workshops, and contribution of skills or resources. Monitoring refers to checking schoolwork, discussing school experiences, monitoring gadget and study time, observing attitudes toward schoolwork, and maintaining routines. Learner behavior refers to parent-reported classroom behavior, participation in learning activities, and discipline/compliance. Time management and task persistence are represented by the relevant questionnaire indicators concerning timely completion of assignments, sustained effort, and completion of school requirements. the proposed Parent-School Partnership Development Plan for the school year 2025–2026.

Data Gathering Procedure

To initiate the study, the researcher secured official permission by submitting a formal transmittal letter to the School Head of Tupas Elementary School. Following approval, the researcher coordinated with class advisers to identify respondents and scheduled the data collection for the school year 2025–2026. The process began with the collection of learners' demographic data—specifically age, gender, and Quarter 3 academic averages—through a review of official school records. Simultaneously, the researcher personally distributed validated survey questionnaires to the parents. During this phase, the researcher conducted a thorough orientation to explain how the items would measure their demographic profiles (age, income, education, etc.) and their level of family engagement across the four key domains: home learning support, teacher communication, school participation, and behavior monitoring. The parents also evaluated their children's behavior profiles regarding classroom participation and discipline. Additionally, qualitative data were gathered through open-ended questions to identify the specific challenges parents encounter in balancing home support with their children's behavioral needs. Once the questionnaires were retrieved, the data were tallied and tabulated to address the core objectives of the study: determining significant relationships between engagement and behavior, and identifying significant differences across demographic groupings. All gathered information was processed using statistical tools to provide the empirical evidence needed to design the Parent-School Partnership Development Plan.

Statistical Treatment

To analyze the data gathered at Tupas Elementary School, frequencies and percentages were used to summarize parent and learner demographic profiles, while weighted means and standard deviations determined the levels and response consistency regarding family engagement and learner behavior. To assess significant differences across demographic groups concerning engagement and behavior, the non-parametric Kruskal-Wallis H Test was applied. Additionally, Spearman's Rank Correlation Coefficient evaluated the relationship between family engagement and learner behavior profiles. Finally, thematic analysis was conducted on qualitative responses regarding parental challenges to identify recurring patterns, providing the foundation for a proposed Parent-School Partnership Development Plan.

Scoring Procedure

A five-point Likert scale was utilized to interpret the weighted mean of the responses regarding the Level of Family Engagement and the Behavior Profile of the Learners. The following scale provides a systematic basis for evaluating the extent of parental involvement and the frequency of positive learner behaviors at Tupas Elementary School.

Table 2. Mean Range Interpretation for Family Engagement and Learner Behavior

Mean Range	Level of Family Engagement	Learner Behavior Profile
4.21 – 5.00	Always	Always

3.41 – 4.20	Often	Often
2.61 – 3.40	Sometimes	Sometimes
1.81 – 2.60	Rarely	Rarely
1.00 – 1.80	Never	Never

RESULTS AND DISCUSSION

Demographic Profile of the Parents

This section presents the demographic profile of the parent-respondents, categorized by age, gender, family size, monthly family income, educational attainment, and occupation. The data gathered from 45 respondents provides a comprehensive overview of the socio-economic and personal backgrounds of the families involved in the study, serving as a foundational context for understanding the levels of parental engagement and the resulting behavioral patterns of the learners.

Age of the Parents

The age of parents is a critical factor in understanding the level of maturity, experience, and energy they bring to the educational support of their children. This demographic variable provides insight into the developmental stage of the family unit and the parents' potential capacity to manage the complexities of school-home collaboration.

Table 3. Age of the Parents

Age Groups	Frequency	Percentage
20–30	3	6.70
31–40	22	48.90
41–50	13	28.90
51 and above	7	15.60
Total	45	100.00
20–30	3	6.70

Table 3 shows the age distribution of the parent respondents involved in the study. A significant majority of the participants, numbering 22 or 48.90%, belong to the 31–40 age bracket. This is followed by the 41–50 age group with 13 respondents (28.90%), and those aged 51 and above with 7 respondents (15.60%). The smallest group consists of those aged 20–30, representing only 6.70% of the total population with 3 respondents. The data reflects a total of 45 respondents.

It implies that the majority of the parents involved in the study are in their early middle adulthood. This suggests that most respondents are in a stage of life where they are actively raising school-aged children and are likely to have the maturity and capacity to balance professional responsibilities with family engagement. Being predominantly in the 31–40 and 41–50 age ranges, these parents are often deeply invested in their children's educational and behavioral development, as this period of parenthood is critical for shaping a learner's habits and discipline.

This aligns with the study of Rosali et al. (2024), which examines parental preferences and willingness to pay for private senior high school education and situates these choices within the broader context of parental demographic profiles. The current data on age distribution—most parents in the 31–40 (48.9%) and 41–50 (28.9%) brackets—suggest active parental involvement in children's schooling, a pattern that Rosali et al.



(Rosali et al., 2024) indicate can influence school selection and financial commitments. This alignment emphasizes the importance of accounting for parental demographic context when examining learner behavior and family engagement in education.

Gender Profile of Parents

The gender of parent-respondents serves as a critical demographic variable in understanding the dynamics of home-school partnerships. This variable identifies which primary caregiver is most directly involved in the educational monitoring and institutional representation of the household. In many sociocultural contexts, gender often influences the division of labor regarding child-rearing, with specific roles traditionally assigned to either mothers or fathers in terms of academic supervision and school attendance.

Table 4. Gender Profile of Parents

Gender	Frequency	Percentage
Male	3	6.70
Female	42	93.30
Total	45	100.00

Table 4 shows the distribution of the respondents according to gender. Out of the 45 parent respondents, a significant majority of 42, or 93.30%, are female, while only 3, or 6.70%, are male. This indicates a stark disparity in the gender representation of parents participating in the study, with mothers comprising nearly the entire respondent population. It implies that mothers are more actively involved, available, or responsive when it comes to school-related engagements and data collection regarding their children's education and behavior. Within the context of the study, the findings primarily reflect the perspectives and engagement levels of mothers, suggesting that they continue to take the lead role in family-school interactions and the monitoring of learners' demographic and behavioral profiles. This aligns with the study of Lavador et al. (2024), which reports a predominance of female participants among the parents of kindergarten learners and notes that mothers' educational attainment and parental engagement are linked to children's early language literacy and numeracy skills. These patterns support the broader finding that caregiver demographics, particularly maternal involvement, shape learner behavior and the demographic profiles observed in family engagement data (Lavador et al., 2024).

Family Size of the Parents

Family size is a critical demographic variable that is associated with the dynamics of home-based educational support and parental involvement. It refers to the total number of individuals residing in a single household who share resources and responsibilities. In the context of school-home partnerships, family size often dictates the volume of domestic demands placed on a parent; larger households generally require more extensive management of time, finances, and emotional energy.

Table 5. Family size of the Parents

Family Size	Frequency	Percentage
1–3 members	4	8.90
4–6 members	35	77.80
7 or more	6	13.30
Total	45	100.00



Table 5 shows the distribution of the parents' respondents according to their family size. Out of the 45 respondents, a significant majority of 35 parents (77.80%) belong to households with 4–6 members, indicating a medium-to-large family structure. Only a small portion of the group consists of smaller families with 1–3 members (8.90%), while 6 respondents (13.30%) manage larger households of 7 or more members. It implies that the typical household in this study is characterized by a moderate number of dependents, which may place a considerable demand on the parents' time, energy, and financial resources. Managing a family of 4–6 members suggests that parents must balance their engagement in school activities with the diverse needs of multiple children or household members. For school administrators, this finding highlights the necessity of providing flexible engagement opportunities, as parents with larger families are likely multitasking between various domestic responsibilities and educational support.

This aligns with the study of (Flores, 2023) that examined parental involvement in a School- Based Feeding Program and reported a moderate level of parental engagement, with engagement not strongly predicted by demographic characteristics. The study further implies that parental involvement can be fostered through psychosocial support, inclusive opportunities, and addressing socioeconomic concerns, which has implications for engaging parents in households with 4–6 members (as in Table 5), where time and resources are stretched and flexible engagement strategies are required (Flores, 2023).

Family Income of Parents

The socio-economic standing of a household is a fundamental variable that often dictates the trajectory of a learner's educational experience. As a demographic indicator, monthly family income serves as a lens through which the capacity of parents to provide academic support, procure learning materials, and sustain physical health is viewed. In educational research, financial stability is closely linked to the "buffer" a family has against academic setbacks; lower income levels often necessitate a prioritization of immediate survival over long-term educational investments.

Table 6. Family Income of Parents

Monthly Family Income	Frequency	Percentage
Below ₱10,000	31	68.90
₱10,001–₱20,000	10	22.20
₱20,001–₱40,000	4	8.90
Total	45	100.00

Table 6 shows the monthly family income of the respondents. It highlights that a significant majority of the participants (68.90% or 31 respondents) earn a monthly income of below ₱10,000. Meanwhile, 22.20% (10 respondents) fall within the ₱10,001–₱20,000 bracket, and a small minority of 8.90% (4 respondents) earn between ₱20,001–₱40,000. These figures suggest that most respondents belong to the low-income bracket.

It implies that the learners in this study predominantly come from households that may be experiencing financial constraints, as more than two-thirds of the families survive on less than ₱10,000 a month while supporting medium-sized families of 4–6 members. Within the context of family engagement and learner behavior, this socio-economic profile suggests that parents might face challenges in providing supplemental educational resources or dedicated time for school involvement due to the pressure of meeting basic needs for multiple family members. Furthermore, the limited financial capacity and the demands of a larger household could be a significant factor influencing the demographic profiles and behaviors of the learners, as economic stability often plays a critical role in the quality of parental supervision and home- based learning support.

This aligns with the study of parental involvement in school-based feeding programs, which documents that parental engagement is intertwined with socioeconomic factors and that low- income households may face



barriers to participation. The study also emphasizes that active parental involvement can foster a supportive learning environment and student well-being, while recommending strategies to address socioeconomic constraints (Flores, 2023).

Occupation

The occupational status of parents serves as a primary indicator of both their availability for supervision and the socioeconomic stability of the household. As a variable, occupation dictates the daily schedule of the family, the level of financial resources available for educational materials, and the potential stress levels within the home environment. By examining whether parents are engaged in formal employment, self-employment, or home-based care, the study gains insight into the "time-wealth" versus "financial-wealth" balance that influences a learner's academic and behavioral development.

Table 8. Occupation

Occupation	Frequency	Percentage
Government Employee	8	17.80
Private Employee	3	6.70
Self-employed/Business	3	6.70
Unemployed/Houseparent	31	68.90
Total	45	100.00

Table 8 shows the distribution of the respondents' occupation. Out of 45 parents surveyed, a significant majority are Unemployed or Houseparents, accounting for 31 individuals or 68.90% of the total. Government Employees follow with 8 respondents (17.80%). Meanwhile, Private Employees and those who are Self-employed or in Business both represent the smallest segments of the group, each with 3 respondents (6.70%).

It implies that most of the parent-respondents stay at home, which may provide them with more opportunities for direct supervision and involvement in their children's daily routines and school-related activities. This high percentage of houseparents suggests that while they may have the time for family engagement, the household's economic stability might be a point of consideration, as a large portion of the respondents are not formally employed. This demographic profile is a critical factor in understanding how parental availability and socioeconomic status collectively shape a learner's behavior and the extent of parental engagement in the educational process.

This aligns with the study of how parental availability and socioeconomic context shape a learner's behavior and the extent of parental engagement in education. Chen et al. show that a broad sociodemographic profile, including home literacy environment and parental stress, is collected to examine how these family factors relate to children's behavior and engagement during joint reading interactions (Chen et al., 2023).

Level of Family Engagement

This section presents the comprehensive data and thematic analysis regarding the level of family engagement among the respondents. It encompasses four critical dimensions: home learning support, communication with teachers, participation in school activities, and the monitoring of children's behavior and schoolwork. By examining these variables, the study evaluates how parents' involvement at home and their collaboration with the school environment contribute to the holistic development and disciplinary profile of the learners.

Table 9. Home Learning Support

Statements	Weighted Mean	Standard Deviation	Verbal Interpretation
I provide a quiet and conducive space for my child to study at home.	4.31	0.9	Always
I assist my child in understanding difficult lessons or homework.	4.42	0.84	Always
I set a specific time for my child to complete their school requirements.	4.67	0.74	Always
I encourage my child to read books or educational materials daily.	4.44	0.84	Always
I provide the necessary school supplies and tools my child needs.	4.78	0.6	Always
Overall Weighted Mean	4.52		Always

Table 9 shows the level of home learning support provided by parent-respondents to their children. The data reveals that "providing necessary school supplies and tools" received the highest weighted mean of 4.78 (SD = 0.60), followed by "setting a specific time for school requirements" at 4.67 (SD = 0.74), both interpreted as Always. Even the lowest-rated statement, "providing a quiet and conducive space," maintained a high weighted mean of 4.31 (SD = 0.90), which still falls under the Always category. With an overall weighted mean of 4.52, the parents consistently demonstrate a very high level of commitment across all indicators of home learning support.

It implies that the parents are highly involved and proactive in creating a supportive academic environment outside the classroom. The exceptionally high score for providing supplies and setting schedules suggests that parents prioritize the tangible and structural needs of their children's education. This strong support system at home serves as a vital foundation for the learner's behavior, suggesting that these students are likely well-equipped and disciplined. For the school, this indicates a strong potential for school-home partnerships, as the parents are already demonstrating a high degree of accountability for their children's academic success.

This aligns with the study of Hernández and Bendixen (Hernández & Bendixen, 2023). Their work demonstrates that during remote learning, families establish a productive home learning environment—characterized by a designated space for study, routine for completing school work, and ongoing parental support—similar to the high levels of home learning support reported in Table 9. This alignment underscores the central role of family engagement in enabling learners to maintain academic routines outside school, with clear implications for school-home partnerships.

Table 10. Communications with Teachers

Statements	Weighted Mean	Standard Deviation	Verbal Interpretation
I attend scheduled parent-teacher conferences to discuss progress.	4.2	0.94	Often
I message or call the teacher to ask about my child's performance.	3.82	0.96	Often
I respond promptly to school announcements or notices.	4.36	0.88	Always

I share relevant information with the teacher about my child's needs.	3.84	0.95	Often
I participate in group chats or platforms used for school updates.	4.47	0.94	Always
Overall Weighted Mean	4.14		Often

Table 10 shows the level of communication between parents and teachers regarding learner behavior and academic progress. The data reveals that parents are most active in digital and administrative engagement, with the highest weighted mean found in Statement 5, "I participate in group chats or platforms used for school updates" (4.47), and Statement 3, "I respond promptly to school announcements or notices" (4.36), both corresponding to a verbal interpretation of Always. Conversely, direct personal inquiries regarding performance (Statement 2) and sharing specific information about a child's needs (Statement 4) received lower means of 3.82 and 3.84, respectively, interpreted as Often. The overall weighted mean of 4.14 indicates that while communication is frequent, it is categorized generally as Often. It implies that parents in this demographic are highly responsive to school-initiated broadcast communication and digital platforms, likely due to the convenience and accessibility of group chats. However, there is a slight gap in one-on-one, proactive communication initiated by parents regarding their child's specific developmental or academic needs. This suggests that while the channels for information flow are well-established and used for general updates, there may be a need to further encourage parents to initiate deeper, more individualized dialogues with teachers to better support the learner's behavior and unique profile.

This aligns with the study of Cruz and Natividad (2022), which examines the relationships among parental roles, learners' attitudes toward mathematics, and mathematics performance. The authors report that parents who actively practice roles such as motivator, resource provider, monitor, mathematics content advisor, and mathematics learning counselor are associated with more favorable learner attitudes and higher achievement, and that learners' attitudes toward mathematics significantly predict their performance, underscoring the importance of family engagement in shaping learner behavior and academic outcomes.

Table 11. Participation in School Activities

Statements	Weighted Mean	Standard Deviation	Verbal Interpretation
1. I volunteer for school programs (e.g., Brigada Eskwela, Foundation Day).	4.36	1.07	Always
2. I attend General Assembly meetings of the PTA.	4.58	0.87	Always
3. I support school fundraising or community-driven projects.	4.47	0.94	Always
4. I join workshops or seminars organized by the school for parents.	3.76	1.28	Often
5. I offer my skills or resources to help in school-wide events.	3.71	1.22	Often
Overall Weighted Mean	4.17		Often



Table 11 shows the level of participation of parent-respondents in various school activities. The data reveals that "attending General Assembly meetings of the PTA" received the highest weighted mean of 4.58 (SD = 0.87), followed closely by "supporting school fundraising or community-driven projects" at 4.47 (SD = 0.94), and "volunteering for school programs like Brigada Eskwela" at 4.36 (SD = 1.07), all of which are verbally interpreted as Always. On the other hand, activities such as "joining workshops or seminars" and "offering skills or resources for school-wide events" obtained lower means of 3.76 and 3.71 respectively, corresponding to a verbal interpretation of Often. The overall weighted mean of 4.17 indicates that, in general, parents Often participate in school-related activities.

It implies that parents are highly committed to formal school obligations and traditional volunteer programs, particularly those that involve physical presence or direct financial support, such as PTA meetings and Brigada Eskwela. However, there is a relatively lower— though still frequent—engagement in capacity-building workshops and resource-sharing. This suggests that while parents prioritize their presence at major events, the school may need to enhance the perceived value or accessibility of seminars and skills-based volunteering to further strengthen the home-school partnership and ensure a more holistic involvement in the learner's educational environment.

This aligns with the study of stakeholder participation in school-initiated activities, which reports a generally high level of engagement among parents and other stakeholders, with participation associated with socio-demographic conditions such as family income and parental education, and with themes of belongingness, responsibility, and sustained volunteerism emerging from their experiences (Jaso & Moleño, 2023). The findings corroborate observed patterns where key activities (e.g., PTA meetings and school-initiated programs) tend to achieve higher participation, while capacity-building workshops and skills-based volunteering may require additional value, accessibility, or motivation to elevate engagement levels; such nuances are consistent with the reported variability in participation across activity types and the role of economic and time-related constraints in shaping involvement (Jaso & Moleño, 2023). Together, these insights support a nuanced understanding of how family and community contexts shape the depth and breadth of home-school partnerships in learner outcomes (Jaso & Moleño, 2023).

Table 12. Monitoring of Children's Behavior and School Work

Statements	Weighted Mean	Standard Deviation	Verbal Interpretation
I check my child's notebooks or LMS account for pending tasks.	4.47	0.76	Always
I ask my child about their experiences and interactions in school.	4.49	0.82	Always
I monitor the amount of time my child spends on gadgets vs. studying.	4.33	0.88	Always
I observe changes in my child's attitude toward their schoolwork.	4.58	0.62	Always
I ensure my child follows a consistent routine for sleeping and waking.	4.42	0.78	Always
Overall Weighted Mean	4.46		Always

Table 12 shows the monitoring of children's behavior and school work as perceived by the parent respondents. The data reveals that the research statement "I observe changes in my child's attitude toward their schoolwork"



garnered the highest weighted mean of 4.58 (SD = 0.62), while "I monitor the amount of time my child spends on gadgets vs. studying" received the lowest weighted mean of 4.33 (SD = 0.88). All five indicators, including checking notebooks/LMS accounts (4.47), inquiring about school experiences (4.49), and ensuring consistent routines (4.42), resulted in a verbal interpretation of Always. This culminated in an overall weighted mean of 4.46, which signifies that parents are consistently and actively involved in supervising both the academic progress and behavioral development of their children.

It implies that the parent respondents are deeply committed to their roles as primary motivators and monitors in the home-learning environment. The high level of engagement suggests a strong awareness of the child's emotional and academic needs, particularly through behavioral observation and routine-setting. This consistent monitoring serves as a critical support system that bridges the gap between home and school, potentially leading to better student discipline and academic accountability. The results further suggest that despite the distractions of modern technology, parents prioritize structured study habits and open communication to ensure their children remain focused on their educational goals.

This aligns with the study of Wu et al. (2023), which demonstrates that schoolwork effort and associated emotions relate to subsequent self-control in children. The present findings—high parental engagement in monitoring notebooks/LMS, discussing school experiences, and maintaining routines—fit with a broader pattern in which structured, home-based involvement supports students' self-regulation and ongoing academic accountability (Wu et al., 2023).

Together, these results suggest that parental supervision functions as a motivational and regulatory scaffold that complements school-based learning, even amid technology distractions (Wu et al., 2023).

Demographic Profile of the Learner Respondents

This section presents the demographic profile of the learner-respondents, focusing on their age, gender, and academic performance in the third quarter. The data provides a foundational understanding of the pupils' characteristics, highlighting a predominantly male population mostly aged 10 to 11, with academic achievement levels concentrated in the mid-range performance category.

Age of Learner-Respondents

Age is a fundamental demographic variable in educational research as it serves as a primary indicator of a learner's developmental stage, cognitive maturity, and social readiness. In a classroom setting, age often dictates the expected level of task persistence, emotional regulation, and peer interaction. When the age distribution remains within the standard range for a specific grade, instructional delivery can be relatively uniform; however, the emergence of a wider age gap—including the presence of over-aged learners—introduces complexity into the learning environment.

Table 13. Age of Learner-Respondents

Age	Frequency	Percentage
9 years old	6	13.30
10 years old	17	37.80
11 years old	11	24.40
12 years old	8	17.80
13 years old	2	4.40
15 years old	1	2.20
Total	45	100.00



Table 13 shows the age distribution of the learner-respondents, indicating that the majority of the pupils are 10 years old, representing 37.80% ($f=17$) of the total population. This is followed by those aged 11 years old at 24.40% ($f=11$) and 12 years old at 17.80% ($f=8$). Younger learners aged 9 years old make up 13.30% ($f=6$) of the group. Meanwhile, a smaller portion of the respondents are aged 13 ($f=2$ or 4.40%) and 15 ($f=1$ or 2.20%), which are significantly higher than the average age of the cohort.

It implies that the class is predominantly composed of learners within the standard age range for their grade level, specifically targeting the 10 to 11-year-old bracket. However, the presence of learners aged 12 to 15 suggests a diverse classroom setting that includes over- aged pupils. This age gap may necessitate differentiated instructional strategies to accommodate varying levels of maturity and cognitive development, as the older learners might have different social and academic needs compared to their younger peers.

This aligns with the study of how demographic factors, including age, do not reliably predict academic outcomes or writing apprehension, indicating that classroom diversity in age can exist without predetermined disparities in performance. The referenced work reports that age and other demographic variables showed no significant effect on writing apprehension or academic performance, supporting the notion that older or younger learners within a mixed- age cohort may require differentiated instruction but are not inherently disadvantaged in achievement (Niez, 2023). This convergence suggests that instructional strategies should focus on process-oriented support and engagement rather than assuming deficit linked to age alone, thereby informing teachers to tailor interventions to individual needs across age groups rather than rely on age-based expectations (Niez, 2023).

Gender of Learner-Respondents

Gender serves as a fundamental demographic variable in educational research, as it often influences developmental milestones, social interactions, and classroom engagement patterns. Understanding the gender composition of a learner population is essential for contextualizing behavioral data, as studies frequently suggest that male and female students may respond differently to parental monitoring and school-based interventions.

Table 14. Gender of Learner-Respondents

Gender	Frequency	Percentage
Male	27	60.00
Female	18	40.00
Total	45	100.00

Table 14 shows the distribution of the learner-respondents in terms of gender. Out of the 45 total respondents, the majority are Male, with a frequency of 27, representing 60% of the population. On the other hand, Female respondents consist of 18 individuals, accounting for the remaining 40%.

It implies that the study is predominantly represented by male learners. This demographic distribution suggests that the findings regarding learner behavior may be more reflective of male perspectives within this specific group of pupils. The significant presence of both genders, however, still allows for a comprehensive overview of how behavioral profiles might manifest across the learner population, despite the 20% lead in male participation.

This aligns with the study of how parental profiles and family engagement relate to learner behavior and demographic outcomes, suggesting that family contexts can shape behavioral patterns and educational trajectories. Specifically, research indicates that feedback-rich environments and demographic factors influence student achievement and engagement, reinforcing the notion that learner behavior reflects broader family and instructional dynamics (Ignacio et al., 2024).

However, the evidence also underscores variability across contexts, indicating that gender distribution alone does not fully determine behavioral outcomes and that a comprehensive view should integrate parental involvement, socioeconomic context, and classroom practices (Ignacio et al., 2024).

Academic Average in Quarter 3

Academic performance serves as a primary metric for evaluating a learner's mastery of the curriculum and their ability to meet the cognitive demands of the educational environment. As a variable, the Academic Average reflects the synthesis of a student's diligence, task completion, and comprehension within a specific grading period. This data point is crucial in identifying the "achievement gap" within a classroom, as it provides a quantitative basis for determining whether current pedagogical approaches and parental support systems are effectively translating into student success.

Table 15. Academic Average in Quarter 3.

Average	Frequency	Percentage
76.0	1	2.20
78.0	4	8.90
79.0	2	4.40
80.0	3	6.70
81.0	6	13.30
82.0	2	4.40
84.0	2	4.40
85.0	8	17.80
86.0	3	6.70
87.0	2	4.40
88.0	1	2.20
89.0	3	6.70
90.0	3	6.70
92.0	2	4.40
93.0	2	4.40
94.0	1	2.20
Total	45	100.00

Table 15 shows the distribution of the academic averages of the 45 pupil respondents during the third quarter. The data reveals that the highest percentage of students, at 17.80% (8 pupils), obtained an average of 85.0. This is followed by 13.30% (6 pupils) who earned an average of 81.0. The academic performance spans from a minimum average of 76.0, represented by 2.20% (1 pupil), to a maximum average of 94.0, also represented by 2.20% (1 pupil). A significant majority of the learners fall within the 80 to 89 range, indicating a concentrated distribution of grades in the mid-range performance category.

It implies that the learners generally possess a satisfactory level of academic competence, as the bulk of the class maintains averages above the passing mark. The wide range of scores (from 76 to 94) suggests a heterogeneous classroom in terms of academic ability, where a few students are excelling at a high level while others are performing near the minimum requirements. This performance profile indicates that while the

current teaching strategies are effective for the majority, there is a need for differentiated instruction or enrichment activities to support the lower-performing students and further challenge those at the top of the scale.

This aligns with the study of motivation and family environment as determinants of academic performance. Devkota & Giri (2020) emphasize that motivation, perceived relevance of the curriculum, and family context influence students' learning outcomes and attainment.

Level of the Behavior Profile of the Learners

This section presents the data and analysis concerning the behavior profile of the learners across three key dimensions: classroom behavior, participation in learning activities, and discipline and compliance. It examines how the pupil respondents conduct themselves within the instructional environment, their level of engagement in academic tasks, and their adherence to school regulations. By analyzing the weighted means and standard deviations of these behavioral indicators, this section aims to establish a clear picture of the learners' current behavioral standing as a primary variable in relation to their demographic and family backgrounds.

Table 16. Classroom Behavior

Statements	Weighted Mean	Standard Deviation	Verbal Interpretation
The learner listens attentively when the teacher is speaking.	4.24	0.86	Always
The learner shows respect toward classmates and school staff.	4.53	0.66	Always
The learner remains focused on tasks without distracting others.	4.11	0.83	Often
The learner waits for their turn to speak during discussions.	4.27	0.72	Always
The learner handles school property and materials with care.	4.58	0.62	Always
Overall Weighted Mean	4.35		Always

Table 16 shows the level of classroom behavior among the pupil respondents. Based on the data, the statement "The learner handles school property and materials with care" obtained the highest weighted mean of 4.58 ($SD = 0.62$), followed closely by "The learner shows respect toward classmates and school staff" with a mean of 4.53 ($SD = 0.66$), both interpreted as Always. Similarly, "The learner waits for their turn to speak during discussions" and "The learner listens attentively when the teacher is speaking" yielded weighted means of 4.27 ($SD = 0.72$) and 4.24 ($SD = 0.86$), respectively, both falling under the Always category. Meanwhile, "The learner remains focused on tasks without distracting others" received the lowest weighted mean of 4.11 ($SD = 0.83$), interpreted as Often. Overall, the classroom behavior of the pupils garnered an overall weighted mean of 4.35, which reflects a verbal interpretation of Always.



It implies that the pupils generally demonstrate exemplary classroom conduct and a high degree of discipline. The results suggest that the respondents are highly mindful of social norms within the school setting, particularly in showing respect to others and taking care of physical resources. While the pupils are very attentive and respectful, the slightly lower mean in task focus suggests that while they usually stay on track, there are occasional instances where distractions occur. Nonetheless, the "Always" overall rating indicates a positive and conducive learning environment where pupils consistently practice the behavioral expectations set by the school.

This aligns with the study of parental engagement in supporting children's learning and its impact on learner behavior within school settings. The findings from research on parental involvement and family engagement suggest that active parent–teacher collaboration contributes to positive learner behaviors and a well-regulated classroom environment, which is consistent with the observed high levels of respectful, attentive, and responsible conduct reported in classroom behavior assessments (Ybañez et al., 2024). Ultimately, strong family engagement appears to reinforce the social norms and behaviors that underlie orderly and supportive learning contexts, as reflected in the overall “Always” interpretation for classroom discipline (Ybañez et al., 2024).

Table 17. Participation In Learning Activities

Statements	Weighted Mean	Standard Deviation	Verbal Interpretation
The learner actively participates in group activities and projects.	4.6	0.75	Always
The learner volunteers to answer questions during lessons.	4.11	0.91	Often
The learner completes assigned tasks within the given timeframe.	3.69	1	Often
The learner shows enthusiasm for learning new concepts.	4.09	0.97	Often
The learner asks clarifying questions when a lesson is unclear.	3.69	1.02	Often
Overall Weighted Mean	4.04	0.93	Often

Table 17 shows the level of participation in learning activities among the pupil respondents. The data reveals that the highest-rated behavior is the learners' active participation in group activities and projects, which garnered a weighted mean of 4.60 (SD=0.75) and a verbal interpretation of Always. Other indicators, such as volunteering to answer questions (4.11), showing enthusiasm for new concepts (4.09), and completing tasks on time (3.69), all received a verbal interpretation of Often. Similarly, the practice of asking clarifying questions when a lesson is unclear also yielded a mean of 3.69. Overall, the participation in learning activities obtained an Overall Weighted Mean of 4.04, interpreted as Often.

It implies that the pupils generally demonstrate a high level of engagement and collaborative spirit, particularly in social learning contexts like group work. However, the relatively lower means for completing tasks on time and asking clarifying questions suggest that while students are enthusiastic, they may still face challenges with individual time management or the confidence to seek help during moments of confusion. This highlights a



need for instructional strategies that not only encourage group synergy but also strengthen individual accountability and academic risk-taking in the classroom.

This aligns with the study of how cognitive and behavioral self-regulation shapes engagement in learning contexts, including participation in group activities and proactive question-asking, by predicting sustained involvement and timely task completion in early education settings (Howard & Vasseleu, 2020). The findings on executive function and self-regulation illuminate why pupils may demonstrate high group participation yet still face challenges with individual accountability, echoing the observed pattern of high collaborative engagement alongside occasional delays in task completion (Howard & Vasseleu, 2020).

Table 18. Discipline and Compliance

Statements	Weighted Mean	Standard Deviation	Verbal Interpretation
The learner follows classroom rules and school regulations.	4.51	0.66	Always
The learner submits assignments on or before the deadline.	3.84	1.07	Often
The learner accepts corrections and feedback constructively.	4.31	0.82	Always
The learner avoids engaging in disruptive or aggressive behavior.	4.13	0.76	Often
The learner maintains honesty in exams and individual outputs.	4.31	0.67	Always
Overall Weighted Mean	4.22		Always

Table 18 shows the assessment of the learners' behavior specifically regarding discipline and compliance. The data reveals that the statement "The learner follows classroom rules and school regulations" obtained the highest weighted mean of 4.51 (SD = 0.66), interpreted as Always. This is followed by both "The learner accepts corrections and feedback constructively" and "The learner maintains honesty in exams and individual outputs," which both garnered a weighted mean of 4.31, also interpreted as Always. Conversely, "The learner submits assignments on or before the deadline" received the lowest weighted mean of 3.84 (SD = 1.07), interpreted as Often. Overall, the category reached an overall weighted mean of 4.22, which falls under the verbal interpretation of Always.

It implies that the respondents generally exhibit a high level of discipline and a strong tendency to comply with school standards and ethical expectations. The "Always" rating in following rules and maintaining honesty suggests that the learners have a well-developed sense of responsibility and respect for authority within the academic environment. However, the relatively lower mean for the timely submission of assignments suggests that while students are disciplined in their conduct, they may still face challenges with time management or academic workload. This indicates a potential area for intervention where teachers could provide additional support in organizational skills to ensure that the learners' high behavioral standards are matched by their consistency in meeting academic deadlines.

This aligns with the study of school safety and student behavior within a systemic-ecological framework that emphasizes bidirectional interactions among school, family, and peers in shaping youth conduct and



perceptions of the learning environment. The findings underscore that parental involvement, supportive teacher practices, and a well-organized school context contribute to positive safety perceptions and student engagement, echoing the observed high levels of discipline and compliance as well as the identified need for organizational supports to improve timely submission of assignments (Solís et al., 2020)

Significant Relationship Between the Parents' Level of Family Engagement and the Level of Learners' Behavior Profile

This section presents the statistical analysis of the relationship between the various dimensions of parental involvement and the specific components of the learners' behavior profile. By employing the Spearman rho correlation, the study determines whether higher levels of family engagement translate into observable improvements in classroom behavior, participation, and discipline among the students.

Table 19. Significant Relationship Between the Parents' Level of Family Engagement and the Level of Learners' Behavior Profile

PARENTS' LEVEL OF FAMILY ENGAGEMENT	LEVEL OF LEARNERS' BEHAVIOR PROFILE		
	classroom behavior	participation in learning activities	discipline and compliance
home learning support	.175 ^{ns}	.299 [*]	.034 ^{ns}
communications with teachers	.045 ^{ns}	.144 ^{ns}	.045 ^{ns}
participation in school activities	.265 ^{ns}	.425 ^{**}	.350 [*]
monitoring of children's behavior and school work	.323 [*]	.327 [*]	.168 ^{ns}

Legend: ** highly significant * Significant ns-not significant

Table 19 shows the correlation coefficients between parental engagement and learner behavior, revealing a mix of significant and non-significant results. Participation in school activities shows the strongest ties, maintaining a highly significant relationship with participation in learning activities (.425^{**} and a significant relationship with discipline and compliance (.350^{*}). Home learning support and monitoring of children's behavior and school work both show significant correlations with participation in learning activities (.299^{*} and .323^{*} respectively). Notably, communications with teachers yielded no significant relationship across any behavior category, and classroom behavior was only associated with parental monitoring (.323^{*}).

It implies that parental presence in the school environment and active monitoring at home are more strongly associated with student conduct than mere communication with staff. When parents are physically or actively involved in school functions, students likely feel a greater sense of accountability and motivation, leading to better participation and adherence to rules.

Conversely, the lack of significance in "communications with teachers" suggests that talking about a student's progress is less effective than taking tangible actions, such as supporting lessons at home or attending school events.

This aligns with the study of how varying dimensions of parental involvement differentially influence learner behavior, indicating that active, tangible engagement (e.g., participation in school activities and monitoring of children's behavior and school work) is more strongly associated with positive behavioral outcomes than mere communications with teachers, consistent with observed significant correlations for school activity participation and monitoring, and non-significant links for communications with teachers (Wang et al., 2020).



These patterns echo broader evidence that family engagement actions that immerse parents in the school context or directly support learning drive participation and discipline more effectively than conversations about progress alone (Wang et al., 2020). Overall, the findings support a nuanced view where the quality and type of parental engagement shape behavioral profiles in learners (Wang et al., 2020).

Significant Differences Between Variables

This section presents the statistical analysis of the relationships between the demographic profiles of both parents and learners and various educational dimensions, including family engagement and learner behavior. Using the Kruskal-Wallis H test, the study identifies specific areas where socioeconomic or personal characteristics result in statistically significant variations in engagement and conduct.

Table 20. Significant Difference Between the Parents' Demographic Profile and the Level of Family Engagement

Parents' Demographic Profile	Home Learning Support	Communications with Teachers	Participation in School Activities	Monitoring of Children's Behavior and School Work
Age	0.594	0.478	0.188	0.501
Gender	0.683	0.78	0.747	0.134
Family Size	0.12	0.508	0.972	0.374
Monthly Family Income	0.446	0.318	0.237	0.754
Educational Attainment	0.461	0.128	0.028*	0.419
Occupation	0.672	0.89	0.98	0.891

Legend: ** highly significant * Significant ns-not significant

Table 20 shows the p-values derived from the hypothesis testing to determine if significant differences exist in the levels of family engagement when respondents are grouped by their demographic profiles. For the majority of demographic factors—including Age ($p > .188$), Gender ($p > .134$), Family Size ($p > .120$), Monthly Family Income ($p > .237$), and Occupation ($p > .672$)—all p-values exceed the 0.05 significance level. This results in the retention of the null hypothesis, indicating that these specific demographics do not are associated with how parents engage with the school or support learning at home. However, a significant difference was observed in participation in school activities when grouped by Educational Attainment ($p = .028$), which is the only demographic factor to show a statistically significant variation in engagement levels.

It implies that family engagement is a universal practice among the respondents that transcends most personal and socioeconomic boundaries, such as age, gender, or income. The lack of significant difference across most categories suggests that parents, regardless of their working status or financial capacity, maintain a relatively uniform approach to supporting their children's education. Nevertheless, the significant finding regarding educational attainment and school activity participation implies that a parent's own academic background may influence their comfort level or perceived competence in physically engaging with school-based functions. This highlights a need for schools to ensure that school-led activities are inclusive and accessible to all parents, regardless of their highest level of formal education. This aligns with the study of multidimensional family engagement, which recognizes that family involvement comprises distinct but interrelated domains such as home engagement, school engagement, and home-school conferencing, and that overall engagement can be consistent across many demographic groups while still showing domain-specific variations (e.g., educational attainment influencing school-based participation) (Bouza et al., 2024). The referenced work further supports the need for inclusive school practices that accommodate varying educational backgrounds to foster equitable



participation in school activities and strengthen home–school linkages, aligning with findings that most demographic factors do not substantially alter engagement levels except for targeted domains (Bouza et al., 2024).

Table 21. Significant Differences Between the Learners' Demographic Profile and the Level of Family Engagement

Learners' Demographics	Home Learning Support	Communications with Teachers	Participation in School Activities	Monitoring of Children's Behavior and School Work
Gender	0.198	0.056	.002*	.024*
Academic Average	0.417	0.395	0.511	0.11

Legend: ** highly significant * Significant ns-not significant

Table 21 shows the results of the Kruskal-Wallis H test used to determine if the learners' demographic profiles are associated with the level of family engagement. For the Academic Average demographic, all p-values (ranging from .110 to .511) are greater than the .05 significance level, indicating that the null hypothesis is retained and no significant difference exists in family engagement based on a student's grades. However, regarding Gender, significant differences were observed in participation in school activities ($p = .002$) and monitoring of children's behavior and school work ($p = .024$). In contrast, gender does not significantly affect home learning support ($p = .198$) or communications with teachers ($p = .056$).

It implies that while academic performance does not dictate how involved a family becomes, the gender of the learner plays a critical role in specific types of parental engagement. Parents may feel the need to monitor behavior and school work or participate in school-based activities differently depending on whether the student is male or female. This suggests that school- community programs should be sensitive to gender-based dynamics in parenting, as these factors specifically drive how families interact with the school environment and supervise their children's daily routines.

Table 22. Significant Difference Between the Parents' Demographic Profile and Learners' Level of Behavior

Demographics	Classroom Behavior	Participation In Learning Activities	Discipline and Compliance
Age	0.968	0.326	0.452
Gender	0.073	0.163	0.06
Family Size	0.542	0.715	0.825
Family Size	0.542	0.715	0.825
Educational Attainment	0.884	0.586	0.321
Occupation	0.483	0.73	0.134

Legend: ** highly significant * Significant ns-not significant

Table 22 shows the statistical results of the Kruskal-Wallis H test conducted to determine if the parents' demographic profiles—Age, Gender, Family Size, Educational Attainment, and Occupation—are associated with the learners' level of behavior profile. All computed p-values for every demographic category across the behavioral dimensions of classroom behavior, participation, and discipline are greater than the .05 significance level. Consequently, the null hypothesis is retained for all variables, indicating that there is no statistically significant difference in the learners' behavior based on the specific demographic characteristics of their parents.



It implies that the demographic background of the parents does not act as a primary determinant or differentiator for the students' behavioral conduct within the school setting. Factors such as the parents' age, gender, economic status, or level of education do not inherently result in variations in how students participate in activities or comply with school discipline. This suggests that the behavioral profile of learners is likely associated with other factors, such as the school environment, teaching strategies, or peer relationships, rather than being fixed by the family's demographic profile.

CONCLUSION

Based on the study's findings, most respondents are low-income houseparents whose capacity for academic support is constrained by limited educational attainment, financial instability, and a cycle of exhaustion and learner resistance that hinders effective behavioral management. Although parents show strong commitment to home-based monitoring, they engage far less frequently in school consultations or volunteering. The student population exhibits a wide gap in academic maturity, featuring over-aged learners who maintain high respect for school authority yet struggle with self-directed academic habits like time management and seeking help. Ultimately, while most demographic factors are neutral, parental education level and learner gender are associated with family participation, which is associated with student participation and discipline rather than overall classroom conduct.

ACKNOWLEDGEMENTS

The authors extend their sincere gratitude to the Public Schools District Supervisor (PSDS) of Pinamungajan, Cebu and the School Principal of Tupas Elementary School for granting administrative approval and facilitating the research process. The authors also acknowledge the institutional support provided by the Department of Education - Division of Cebu Province and Cebu Technological University – Barili Campus. This research received no specific grant or external financial funding from public, commercial, or non-profit agencies, and no study sponsors were involved in the study design, data collection, statistical analysis, interpretation, or manuscript preparation.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

AUTHORS' CONTRIBUTIONS

Author Marilou D. Elew designed the study, performed the statistical analysis, formulated the research protocol, and wrote the initial draft of the manuscript. Author Janeth L. Lacostales provided methodological oversight and guided the conceptual framework of the learning retention enhancement program. Authors Amancia T. Atil, Amiel J. Villarmente, Arlene C. Sebugero, and Ma. Geralyn C. Balatucan managed the literature review, instrument validation, and data collection procedures. All authors read and approved the final manuscript.

ETHICAL APPROVAL

To ensure research integrity at Tupas Elementary School, parental consent and learner assent were secured, emphasizing voluntary participation and the right to withdraw without consequence. In compliance with the Data Privacy Act, confidentiality was protected by coding demographic data and storing responses in a secure, password-protected environment. The study upheld non-maleficence through sensitively phrased survey items to avoid distress, while principles of justice and beneficence guided fair participant selection. Ultimately, findings will directly benefit the community through the creation of a Parent-School Partnership Development Plan.



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