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HOME- SCHOOL COLLABORATION: IMPROVED ACADEMIC ACHIEVEMENT

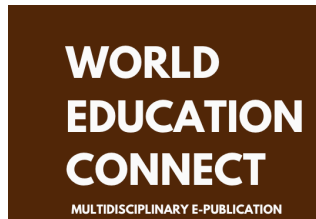
A Thesis Presented
To the Faculty of the Graduate School
Osias Colleges, Inc.
Tarlac City

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education
Major in Guidance and Counseling

PAULINE E. AGAPITO
December 2023

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ABSTRACT

Title: **HOME- SCHOOL COLLABORATION: IMPROVED ACADEMIC ACHIEVEMENT**

Researcher: **PAULINE E. AGAPITO**

Degree: **MASTER OF ARTS IN EDUCATION**

Major: **GUIDANCE AND COUNSELING**

Institution: **OSIAS COLLEGES, INC.**

The study utilized the descriptive research design to describe the collaboration of home and school in improving the academic achievement of the pupils in Malinta Elementary School among 78 parents from Kindergarten to Grade Six with 7 regular elementary teachers.

The study revealed that majority of the respondents are females, aged 26-30, secondary graduates, housewives and have no monthly income. Parents are involved in home-school collaboration by participating in school activities, learning assistance while the school is very good in clear and regular communication, delivery of instruction and home visitation.

The study recommends to intensify the parents and teacher collaboration through participation in seminars regarding the provision of learning resources specifically in using technology and printed materials. Involve the parents in the school meetings and orientations about rules and regulations of the school, their engagement in school activities and home-school guidance.

Keywords: *Provision of Learning Resources, Participation in School Activities, Learning Assistance, Clear and Regular Communication*

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1. INTRODUCTION

Home-school collaboration is increasingly recognized as a cornerstone of effective education, where the collective efforts of educators, parents and guardians converge to support the holistic development of learners. This collaborative approach acknowledges that learning extends beyond the classroom walls and thrives when there is seamless coordination between home and school environments. By fostering open communication, shared responsibilities and mutual respect, home-school collaboration creates a nurturing ecosystem that enhances academic achievement, well-being and overall learner access.

At its essence, home-school collaboration represents a proactive partnership where teachers and families work hand-in-hand to create an inclusive and supportive learning experience. This cooperative effort is not merely about sharing information or coordinating logistics but is rooted in the shared commitment to optimize every child's learning potential. By aligning educational goals, leveraging diverse perspectives and harnessing the strengths of both home and school settings, this collaborative approach cultivates an environment where students feel valued, understood and empowered to thrive academically and personally.

Effective home-school collaboration encompasses various dimensions, including fostering a culture of trust and transparency, encouraging parental involvement in educational activities and empowering families with resources and strategies to support learning continuity beyond school hours. By bridging the gap between home and school, this collaborative model promotes consistency, reinforces positive learning behaviors and addresses the challenges proactively, ensuring that students receive comprehensive support across all facets of their learning journey.

In essence, home-school collaboration is not merely a partnership of convenience but a strategic alliance that recognizes the pivotal roles of teachers and families in shaping a child's academic quest. By synergizing their efforts, home and school environments can collectively nurture a generation of learners who are equipped with the knowledge, skills and resilience needed to thrive in an ever-changing world.

Home-school collaboration, parents and teachers collaborate when teachers include parents in school-related activities and when parents volunteer at the school. This results in a commitment where parents prioritize their child's learning goals and teachers agree to listen to parents and offer opportunities for collaboration. Promoting parental involvement is crucial to fostering a school environment that is supportive of all students. The collaboration involves teachers share their knowledge of students' relative strengths and limits in the classroom and other educational settings, and parents share their knowledge of their children's academic and behavioral strengths and limitations outside of school as part of this cooperation.

Two locations where a youngster can learn are at home and at school. Due to their numerous contributions to the child's existence, these locations are extremely important in the future of the child. These two locations have the capacity to safeguard, instruct, encourage, and affect the young one.

The significance of parent-teacher collaborations is barely touched upon in the "foundational knowledge and skills in learning, teaching, and reflection" that universities and professional development programs provide teachers (Northwestern College, 2022). Parents and educators can work together to support a child's learning and get beyond challenges (Sandoval-Reyes et al., 2021).

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Research indicates that when parents collaborate in their children's education, their children perform better academically, attend school more frequently, and score higher on standardized examinations (Castillo et al., 2020).

Parents can take an active part in their child's education by helping to choose a good school or educational program, working with educators to create an IEP if necessary, and advocating for their child's special needs (Kaden, 2020).

According to Mohamed 2022 collaboration demonstrates the numerous benefits that successful school-family partnerships have for children's intellectual, social, and emotional development. For families from marginalized ethnic and cultural backgrounds or multilingual language learners, forming solid ties is especially crucial.

As mentioned by Chapple and Ratliffe (2021) the most popular methods of parent-teacher involvement include notes home, conferences, and parent signatures on homework assignments. Gross et al. (2020), the most widely accepted definition of parent-engagement is when a parent actively participates in their child's education.

A 2019 American Psychological Association analysis of 448 independent studies on parents collaboration found that students exhibit superior academic achievement, school engagement, and motivation when their parents are involved in their education. Improvements in chronic absenteeism and higher high school graduation rates are two other advantages of family partnerships (Soule & Curtis, 2021).

Parents engagement works at to enhance learning, both at home and in the community and kids' growth. As well, it includes the significance of a cooperative relationship between home and education for fruitful results. Such participation is essential to improving schools. It additionally contributes to the enhancement of educational resources and teacher competency as a result of reflection and comments (Mapp, 2021).

Parents' collaboration is crucial as well, because it aids in children's social and emotional competencies required for success in school and other spheres of life. For example, children are more likely to learn how to handle difficulties and stay with difficult projects when their parents help them with schooling and provide encouragement and direction (Ezpeleta et al., 2020). Children who have parents who actively participate in their education and who attend school functions are better prepared to assume leadership roles and enhance their social connections (Smirni et al., 2020).

Progress in society and in the social sphere requires education. The people get more industrious and refined with citizens who possess education. The parents are primarily responsible for socializing youngsters to make them useful members of the community. It has been believed that pupils' academic success may not only rely more on the climate and caliber of educators and schools than on how much parental engagement has an important part to play in their children's academic success (Hornby, 2022).

For a variety of reasons, parents collaboration in schools varies. Parents are the only ones who can express their concerns or endorse parental involvement in student influence achievement in learning (Buckley et al., 2020).

Malatji (2021) asserts that a lack of parent-educator collaboration in South Africa is caused by a lack of understanding on the part of both parents and teachers regarding effective teamwork and collaboration. Thus, Munje and Mncube (2023) propose that educators should have more authority when it comes to parental context and involvement. Teachers can increase students' academic achievement by bridging the gap between the two microenvironments the parent and the teacher when they are aware of the concerns and parenting styles of parents.

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Recognizing parents' viewpoints on school involvement, putting in place efficient communication strategies, and the strategies employed to overcome When creating a program for parental involvement, misconceptions about parental involvement play a significant role (Coskun & Katitas, 2021).

As stated by Hoover-Dempsey and Sandler's approach, home participation is made up of parents' support of their children's learning outside of the classroom, including with homework. On the other hand, parental participation in school activities and attendance at parent-teacher conferences are indicators of school involvement.

The involvement activities at home and at school will be influenced by the parents' life background, motivational views, and invites from the school, teachers, and child. Home-based involvement was described by Green et al. (2023) as the parent-student interactions that occur outside of the classroom.

The link between parents and children grows when they work together on educational activities since it allows them to spend a lot more time together. In these situations, parents can become a comforting source by reducing suffering. They fret, as well as have talks with their kids to assist them cope with their anxiety. Intervention education for parents has been suggested. Regarding how to offer children emotional support during unpredictable times (Wang, Zhang, Zhao, Zhang, & Jiang, 2020).

Professional development should include yearly parent-teacher partnership strengthening teacher training programs. Teachers' attitudes, views, and professional behaviors are positively impacted when they receive instruction on how to establish strong relationships with parents (Murphy et al., 2021). An exploratory study found that instructors were more likely to use successful strategies if they had received training specifically on parent-teacher partnerships (Murphy et al., 2021).

The researcher employed the parent-school collaboration concept developed by Epstein et al. (1997), which highlights the overlapping domains of impact of the school and its key stakeholders in the learning and development of the child (as cited by Newman et al., 2019).

In the Philippines, following the guidelines of the Department of Education, parents, schools, and teachers create parent organization. The rules governing PTA (Parent-Teacher Associations) are outlined in Division Order (DO) 13 series of 2022.

The active and collaborative engagements among parents, teachers, the school, and the community are critical for ensuring the welfare of the learners. The State recognizes this invaluable partnership through Presidential Decree (PD) 603 (Child and Youth Welfare Code), as amended. Specifically, Article 77 of PD 603 called for a Parent-Teacher Association (PTA) formation in every school community.

The PTA can serve as an avenue in addressing school-learner related problems, offering action-based solutions, and providing necessary activities for the learners and the school in general. While parents' involvement with the school contributes to ensuring the implementation of initiatives to improve the welfare of the learners, there have been clear limitations on how previous DepEd issuances safeguarded this partnership and addressed the concerns of the PTAs. Over the years, PTA-related concerns increased and became more complex, which impacted on the implementation of programs to improve learner performance.

Every PTA shall provide mechanisms to: a) open an avenue for the discussion of relevant concerns; b) provide assistance and support to the school for the promotion of their

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common interest; c) facilitate conflicts/ disputes resolutions and sanctions; and d) safeguard and manage financial matters.

Parental participation activities include helping out at school, getting in touch with the instructor, going to school events, and helping with homework. The affective nature of the connection between home and school is referred to as the parent-teacher relationship quality, as trust, reciprocity, affiliation, support, shared values, and expectations and views about the other person and the child are all indices. Yet, majority of Filipino parents are dealing with a number of challenges. Their own style in working with instructors, such as being driven by their own job, having a shattered family, being a single parent, and living a materialistic lifestyle.

According to Beltran-Almazan et al. (2020), homeschool collaboration is significantly influenced by parents' attitudes toward reading and education. Parents' financial status and level of education are two demographic characteristics that influence parents' attitudes toward literacy and education.

Similarly Hernandez (2021) argues that in order to encourage honesty, integrity, and social connection among family members, parents should have time to help their kids with school-related activities. Contact between parents, teachers, and school administration, in-school engagement, and structured learning support from home are the main forms of parental involvement in school activities Bartolome and Mamat (2020).

Parents play an important role in providing learning resources for their children's education. The Department of Education (DepEd) states that parents are supposed to support learning, evaluate their child's independent learning, encourage learning in the community, and foster a love of learning (FACE). This entails making sure the household is a favorable learning atmosphere, giving their child access to the required educational resources, and encouraging their academic pursuits. In addition (Schmidt, 2024) parental participation, which includes giving out educational materials, is a big factor in kids' academic success. Nipales (2022) asserts that parents who are supportive foster a favorable attitude toward education and make the household a conducive learning environment. They provide support, a constructive impact on their kids' drive, and direction with their schooling. In particular, parents can give their children access to technology like computers and the internet, as well as learning tools like books and instructional toys (Jeynes, 2023). They can also designate specific areas in the house for studying, giving their kids a peaceful and cozy place to study. Parents can also help their kids participate in extracurricular activities, which can improve their learning and growth even more.

One of the most important things parents can do to support their children's education is to provide learning resources. Parents can play a major role in their children's academic achievement by establishing a favorable learning environment, providing the required educational resources, and supporting their academic endeavors.

Parental participation in school events, such as PTA meetings, parent professional development courses, and program volunteer work, helps close the gap between the home and school and supports their child's academic achievement, claims Schmidt (2024).

Furthermore, according to Jeynes (2023) active parental participation in school events and activities is crucial because it fortifies the link between the home and the school and fosters the intellectual and social development of the kid.

Even if the child is not participating in extracurricular activities, parents can still show their dedication to their child's education by showing up to school events such as parent-teacher conferences, back-to-school nights, and others (Annie E. Casey Foundation, 2022).

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Engaging parents in school governance, for example, facilitates their understanding of the motives, attitudes, and skills of educators and other parents. It increases their chances of being resources for their kids while also frequently boosting their own self-esteem and abilities. Sometimes, these parents take more courses and advance in their careers, all the while being better role models for their kids and making sure the community at large supports and believes favorably in the school.

One of the most important ways parents can help their children's education is by being involved in school activities. Parents can make a big difference in their child's intellectual and social growth as well as the home-school relationship by volunteering, participating in school governance, and attending activities.

Fostering learning by establishing a reliable, efficient framework or system of instruction at home is one of the main responsibilities of parents. To counteract the negative effects of online learning, this entails creating a space specifically for studying, making sure that all required resources are available, and encouraging good habits like reading books (Gatchalian, 2020).

Parents evaluate their children's self-directed learning as well. Parental motivation for learning is a crucial responsibility (Department of Education, 2021).

Irsan (2021), parents will be able to keep an eye on their child's development, offer input to educators, and help their child with assignments and responsibilities. For example, parents with little education or money can support their kids by using the internet or asking their literate neighbors for assistance.

An efficient school community involves parents, teachers, students, and the larger school community working together through regular and clear communication. Studies have indicated that proficient communication plays a crucial role in guaranteeing lucid education, cultivating a favorable school environment, and fortifying the collaboration between the home and school.

Ensuring instructional clarity is one of the main purposes of communication in a school, according to Aldwort (2023). It is imperative for educators to adequately communicate their lessons, expectations, and goals to their students. In order to close the knowledge gap between teachers and students, effective communication is essential. Students are more likely to understand the concepts being taught when teachers utilize clear language and a variety of instructional tools to communicate their message. Effective and prompt communication among administrative staff is also essential to the smooth administration of schools on a daily basis. For a school to run smoothly, effective communication is crucial for everything from scheduling to allocating resources. To guarantee pupils' academic success and general wellbeing, parents and teachers must communicate on a regular basis. Teachers can tell parents about their child's academic progress, strengths, and areas for development through parent-teacher conferences, newsletters, and digital communication methods.

An essential element of a properly operating school is regular, clear communication. Schools can guarantee instructional clarity, establish a good learning environment, and fortify the bond between the home and the school by promoting efficient communication channels between teachers, students, parents, and the administrative team.

The delivery of instruction is a crucial aspect of a school's role in supporting student learning. Schools must carefully consider various instructional approaches and delivery modes to ensure effective teaching and maximize student engagement and outcomes.

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To meet the varied learning needs of its pupils, schools play a major role in offering a variety of instructional delivery modalities. University at Buffalo (2024) research has demonstrated the potential benefits of combining teacher-centered and student-centered strategies to enhance student learning. Direct instruction and other teacher-centered methods can be helpful for imparting new knowledge and ideas, but student-centered methods like coaching and facilitation can promote active learning and the development of comprehension.

Ensuring that educational delivery is customized to meet the requirements of the student body and in line with learning outcomes is a critical responsibility of schools. Educational institutions can make well-informed decisions regarding the most suitable instructional methodologies and delivery modes by taking into account variables including situational context, learning objectives, and student characteristics.

Schools have a core responsibility to deliver education, and in order to promote students' academic performance, they must work to offer a variety of instructional approaches, adapt to changing conditions, and match their teaching strategies with the needs of their students.

One key tactic used by schools to enhance student learning and fortify the bond between the home and the school is home visits. Studies have indicated that home visits can significantly enhance students' academic achievement and promote parental involvement in their kids' education.

Establishing trustworthy relationships with families is the main goal of school visits. Through interacting with families in their natural settings, educators can better comprehend the home life of their students and the particular difficulties they could encounter. This information can then be used to develop support plans and instructional strategies that are customized to each student's requirements (Irsan, 2021).

Moreover, home visitation programs can assist schools in identifying and resolving issues that impede students' ability to study, such as social-emotional difficulties or limited access to educational resources (Terziev, 2020). Schools may make sure that students have the resources and support they need to achieve academically by putting families in touch with community organizations and mental health specialists.

Identifying and removing obstacles to kids' learning, fostering parental engagement, establishing trustworthy connections with families, and assisting students and families through trying times are all part of the responsibilities that schools play in home visits. The academic and social-emotional well-being of pupils can be greatly enhanced by schools placing a high priority on home visits.

A great deal of study has been done on home-school collaboration (Collier et al., 2020) and is said to benefit educators, families, and kids with and without impairments in equal measure (Collier et al., 2020). Even while home-school ties are commonly acknowledged as a critical component. When it comes to fostering stronger linkages between communities and schools, schools typically define what a family is. Alignment of the amount, nature, and timing of the involvement according to a limited and unfair definition of home-school connections (Liang et al. Ratliffe & Ponte, 2018; al., 2020).

Collaboration between home and school is essential for promoting the academic and social-emotional growth of children (Collier, 2020). Per Correia (2019), strong collaborations between families and schools can result in enhanced student achievements, improved interaction, and a more favorable school atmosphere.

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Maintaining open channels of communication between educators and parents is a crucial component of home-school partnership. Information on a child's individual needs and development should be shared on a regular basis in person, whether at school, home, or another suitable place. Communication may be facilitated by technology as well. Electronic portfolios and computer networks provide parents with access to details about their child's progress, assignments, and timetable (Correia, 2020).

Apart from the customary engagement in parent-teacher organizations and governance, parents can play a range of responsibilities in schools, according to Lau (2019). Along with sharing their knowledge and experiences, they can act as mentors, teaching assistants, or in other capacities. In order to facilitate parental involvement in school events, daycare and preschool programs are being offered by schools, and employers are beginning to implement rules that let parents to take time from work to participate.

An atmosphere of trust and understanding is created when parents and teachers collaborate in a courteous and mutually beneficial manner. Students also hear consistent signals from the significant people in their life. Cook (2019) found a correlation between this degree of collaboration and improved academic accomplishment as well as more favorable views about education.

Collaboration between the parents and the school is essential for the successful and comprehensive education of Filipino children, according to the Department of Education (2021). Working closely with schools that align with their philosophy and beliefs, parents assume a crucial role as primary educators.

The methods used in this partnership include family activities, mentorship programs, and the personal development of parents. PAREF SouthRidge School and other schools provide parents with the means to better themselves and cultivate healthy attitudes and behaviors that provide a good example for their kids through parent formation programs. Quarterly forums, mentorship programs wherein every student is paired with a mentor who serves as a guide and parent liaison, and other family-friendly events are some of these activities.

Children's personalities, academic success, and social development are greatly influenced by the partnership between educators and parents. As mentors, counselors, and significant people in each student's life, teachers are essential to helping students reach their full potential. They give assignments that take into account the knowledge and capabilities of the students, evaluate their performance, and offer extra assistance to those who require it. In contrast, parents bear the responsibility of nurturing, instructing, and directing their offspring to become upright, resilient members of the community. They create learning-friendly environments in their homes, provide support, and act as mentors for their kids' academic work. In collaboration, parents and educators may provide the optimal learning environment at home and at school (Department of Education, Nueva Ecija, 2022).

The reason why the researcher conducted a study about home-school collaboration is that some parents did not participate in schooling of their child and some pupils of Malinta Elementary school has low academic improvement and the researcher wanted to find out the reason in having this problem.

Thus, this study aimed to know the collaboration of home and school in improving the academic achievement of the pupils in Malinta Elementary School.

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Statement of the Problem

This study aimed to describe the home-school collaboration of Malinta Elementary School parents.

Specifically, the study attempted to answer the following questions:

1. How is the profile of the parents described along the areas of;
 - 1.1 Gender;
 - 1.2 Age;
 - 1.3 Educational attainment;
 - 1.4 Employment; and
 - 1.5 Monthly income?
2. How may the extent of home-school collaboration be described along:
 - 2.1 Parents
 - 2.1.1 Provision of learning resources;
 - 2.1.2 Participation in school activities; and
 - 2.1.3 Learning assistance?
 - 2.2 School
 - 2.2.1 Clear and regular communication;
 - 2.2.2 Delivery of instruction; and
 - 2.2.3 Home visitation?
3. What action plan can be proposed to address the challenges of home-school collaboration?

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Conceptual Framework

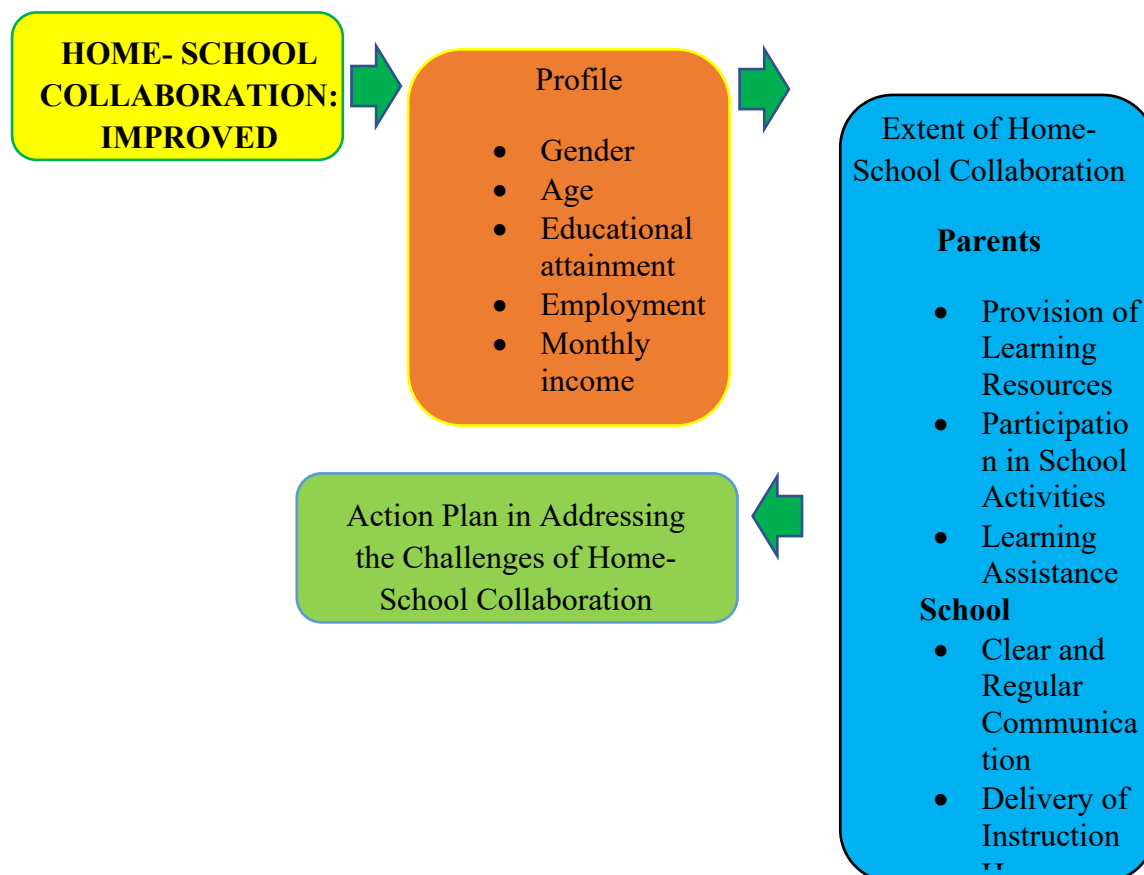


Figure 1. Paradigm of the Study

In this study, the profile of the parents was used to describe their sex, age, educational attainment, employment and monthly income which may affect the home-school collaboration. Moreover this study looked into the extent in improving the academic achievements of the pupils. Lastly, an action plan is proposed to address the challenges of home-school collaboration.

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1. METHODS

This section highlights the understanding of method, approach and design of this study to capture the home-school collaboration at Malinta Elementary School in San Jose East District of the Division of Tarlac province.

Research Design

A descriptive research design was used. According to Voxco (2021) the goal of a descriptive research design is to gather data in a methodical manner in order to characterize a population, circumstance, or phenomena. As opposed to the why, it aids in providing answers to the what, when, where, and how inquiries about the study topic.

With this study design, a topic is observed and data is gathered without an attempt to infer cause-and-effect correlations. The objective is to characterize the correlations, patterns, and trends found in the data and to present a thorough and accurate picture of the population or phenomena under study (Enago Academy, 2021).

Research Locale

The study was administered in Malinta Elementary School located at Sitio Malinta, Villa Aglipay, San Jose Tarlac. Wherein San Jose is one of the municipalities in Tarlac, that is located at the western part of Tarlac. Malinta Elementary School is a small school with 126 learners as of school year 2023-2024. It is a complete elementary grade level from kindergarten to grade VI. The school is headed by Mr. Bienvenido G. Lapuz Jr., Master Teacher- I/ Officer in Charge.

Research Respondents

The respondents of the study are 78 parents of Malinta Elementary School which is the total population from Kindergarten to Grade Six and 7 regular elementary teachers.

Research Instrument

The study utilized a self-made survey questionnaire to be validated by the three (3) experts. The master teacher of the school, guidance counselor designate and a professor.

The first part is focused on the personal profile of the parents; the second part deals with the extent of the home-school collaboration and third are proposed strategies in addressing the challenges of both home and school.

Data Gathering

Prior to the conduct of the study, permission to conduct the study was requested from the Schools Division Superintendent of Tarlac Province and School Principal of Malinta Elementary School through a letter.

Upon the approval of the letter requested, the researcher sent the questionnaire to the respondents and retrieved after 1 week. The results of the retrieved copies were tabulated. Then the data were analyzed and interpreted through the use of the most appropriate statistical procedure.

Data Analysis

The data collected from the respondents were tallied and tabulated using frequency, percentage and mean as a measure of central tendency. Using the formula below.

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$$\bar{x} = \sum x/N$$

Where:

\sum , represents the summation;

X, represents scores; and

N, represents number of scores

Table indicating indices, limits and verbal description on Home-School Collaboration

Scoring Protocol on Home- School Collaboration (Parent)

Index	Limit of Index	Verbal Description	Parent Interpretation
5	4.50-5.00	Always	Highly Involved
4	3.50-4.49	Often	Involved
3	2.50-3.49	Sometimes	Moderately Involved
2	1.50-2.49	Seldom	Slightly Involved
1	1.00-1.49	Not at all	Not Involved

Scoring Protocol on Home- School Collaboration (School)

Index	Limit of Index	Verbal Description	School Interpretation
5	4.50-5.00	Always	Excellent
4	3.50-4.49	Often	Very Good
3	2.50-3.49	Sometimes	Good
2	1.50-2.49	Seldom	Fair
2	1.00-1.49	Not at all	Poor

2. RESULTS AND DISCUSSION

This section presents, analyzes and interprets the data gathered. It discusses the profile of the parents and the extent of the home-school collaboration of parents and school.

3.1 Respondent's Profile

A demographic profile refers to the collection of information about the characteristics of a specific group of people, such as their age, gender, income, profession, and other relevant attributes (Creswell, 2021). It not only enriches the interpretation of findings but also guides efforts to promote inclusivity, equity, and targeted interventions in various fields of study and practice. These have something to do with the capacity of the respondents to perform activities related to home-school collaboration.

3.1.1 Gender

The gender is important in the study to describe the extent of responsibility in the education of the child. Gender is the state of being male or female in [relation](#) to the [social](#) and [cultural roles](#) that are [considered appropriate](#) for men and women (Collins Dictionary).

Table 1. Gender

Variable	Frequency	Percentage
Male	21	27.00
Female	57	73.00
Total	78	100

It shows that females find more time in educating their children. Since most of them are females, it can be said that they are plain housewives. They could engage in school

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activities, when asked by school authorities unlike their counterparts who are at work away from home. In many homes, mothers spend more time than fathers with their kids, especially during the early years. Mothers have greater possibilities to educate during this extra time spent together, whether through formal instruction (like scheduled classes) or informal instruction (like regular chats and activities). Personalized learning experiences catered to their child's unique needs, interests, and learning styles are frequently given by female parents. Academic progress, skill development, and a deeper understanding can all be facilitated by this customized attention.

Females are more likely than fathers to participate in their children's educational activities, such as assisting with schoolwork, going to school functions, and going on educational outings, according to the Pew Research Center (2021). This participation includes in-home teaching opportunities.

Mothers continue to devote a disproportionate amount of time to childcare and educational activities with their children as compared to fathers (Bianchi and Milkie, 2020). Mothers take on greater teaching tasks within the family as a result of this unequal distribution of childcare obligations. Mothers spend more time with their children than men, especially during the early years of childhood, in many households. Mothers have greater possibilities to educate during this extra time spent together, whether through formal instruction (like scheduled classes) or informal instruction (like regular chats and activities).

3.1.2. Age

Since the learners involved in the study are in the elementary level, it is presumed that their parents are still young and strong who are able to collaborate with the school in terms of school activities and assistance to their children's learning engagements. The amount of time during which someone or something has existed; the time from birth or beginning to the present (Merriam Webster).

Table 2. Age

Age Bracket	Frequency	Percentage
61-65	1	1.00
56-60	1	1.00
51-55	6	8.00
46-50	7	9.00
41-45	7	9.00
36-40	17	22.00
31-35	18	23.00
26-30	20	26.00
20-25	1	1.00
Total	78	100

Table 2 reflects that majority of the parents in Malinta Elementary School are 26-30 years old. It implies that they are likely to spend more time and exert efforts in this young age in teaching their child. It is a common knowledge that young parents foster positive attitudes towards good education for their children. They tend to work harder at the same time, do follow ups on their children's growth and development in school.

Younger parents typically take a more active role in the upbringing and education of their kids. Younger parents are more likely to read to their children, assist with schoolwork,

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and impart skills outside of the classroom (Kena et al., 2020). Since they are frequently still establishing their jobs and financial security, younger parents could be more inclined to make educational investments for their kids. This incentive may prompt them to actively participate in their children's education in order to secure their success in the future (Lee et al., 2022).

3.1.3 Highest Educational Attainment

Educational attainment defined by the US Census Bureau (2024), is frequently used by statisticians to describe the greatest level of education that a person has completed. The concept of educational attainment is multifaceted, involving both personal growth and wider societal ramifications.

Educational attainment is used in the study to determine the competence of parents in teaching their child at home.

Table 3. Highest Educational Attainment

Variable	Frequency	Percentage
Tertiary	2	3.00
Secondary	47	60.00
Elementary	28	36.00
Others	1	1.00
Total	78	100

Out of 78 respondents 47 (60%) are secondary graduates. It means that they have knowledge in teaching their children with their studies. They are more likely to place a high importance on education, place an emphasis on academic success, and create a welcoming environment for learning at home. Children's motivation, academic achievement, and expectations for their education are all positively impacted by this parental attitude and involvement. They are in the better position to tutor them, guide them in reading, fundamental operations in mathematics, basic writing and practically all the subjects to raise their achievement levels.

Parents with a secondary education may think highly of education and are more likely to have a favorable attitude about learning. This may result in them taking an active role in their child's education, which may involve instructing and encouraging study at home (Neak, 2021). Secondary graduate parents value the chance to improve their child's learning experience and guarantee a top-notch education by utilizing innovative teaching strategies like hands-on activities and interdisciplinary approaches (Bogart, 2023).

3.1.4. Employment

Employment is a contract in which an employer and employee agree that the employee will perform specific tasks. An hourly income or salary is given to the employee in exchange. The terms and conditions of an employment agreement are mostly set by the employer, even though employees can negotiate some of its contents (Heathfield, 2020).

Employment is important in the study to find out the availability of parents teaching their child with their studies.

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Table 4. Employment

Variable	Frequency	Percentage
Housewife	40	51.00
Farmer	16	22.00
Sewer	6	8.00
Vendor	5	6.00
Construction worker	4	5.00
Teacher	2	3.00
Saleslady	1	1.00
Security Guard	1	1.00
Technician	1	1.00
Cook	1	1.00
OFW	1	1.00
Total	78	100

The table above shows that majority of the parents are housewife, which means that they have a lot of time in spending teaching their child at home. A loving atmosphere is created by housewives who actively teach their kids at home, allowing for organic and all-around learning. The groundwork for future academic achievement is laid by this early exposure to educational activities like reading, storytelling, and interactive play. She felt that by careful and intentional home teaching, women had a significant impact on the character, habits, and intellectual growth of their children.

Housewife are more inclined to take on managerial responsibilities, such as scheduling children's social interactions with classmates and other individuals (Ismiatun, 2019). Compared to fathers, mothers devote at least 50% more time to these responsibilities (Ferguson, 2020).

Housewives may choose to emphasize their child's social-emotional growth above academic learning, build stronger family ties, and provide a supportive atmosphere for their kids at home (Kochenderfer, 2021). Brett (2022) housewives incorporate their morals and worldviews into the education of their kids. This can involve imparting knowledge on moral principles, cultural history, and individualized religious instruction that may not be prioritized in conventional education but are strongly in line with the family's worldview.

3.1.5 Monthly Income

Monthly income refers to the total amount of money that an individual receives from their work or investments each month. It particularly refers to the entire amount of money earned each month, including all sources of income including salaries, bonuses, dividends, wages, and rental income in addition to any other regular payments received during that time (Merriam Webster). The consistency and periodicity of revenue received throughout a month is highlighted in this definition, which is important for budgeting, financial planning, and assessing one's overall financial health. Comprehending one's monthly income facilitates cost management, goal saving, and informed investing and spending decisions for both individuals and households.

Monthly income of the family is important in the study since this may have a connection in teaching their child at home.

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Table 5. Monthly Income

Variable	Frequency	Percentage
30,000	2	3.00
27,000	1	1.00
15,000	1	1.00
10,000	7	9.00
8,000	4	5.00
6,000	1	1.00
5,000	15	20.00
4,000	1	1.00
3,000	5	6.00
500	1	1.00
No Income	40	52.00
Total	78	100

Since majority of them have no income, it may conclude that parents stays at home and have enough time in teaching their child with their studies. Educate their children in various aspects of life, including academics, social skills, values, and life skills. They can also have a deep understanding of their children's strengths, weaknesses, and interests.

Parents that are low-income actively participate in their children's education. They are able to create a nurturing learning atmosphere, give individualized instruction, and keep a close eye on their child's development (Lile, 2024). Parents on a low income can better attend to their child's emotional needs, encourage positive peer interactions, and give specialized attention (Mufleh, 2024).

Children from the poorest families were the least likely to have access to the necessary equipment and internet access at home, according to research (Cullinane & Montacute, 2020).

3.2. Extent of Home-School Collaboration

According to Dee (2024), home-school collaboration refers to "partnerships that foster trust and shared responsibility between families and schools, with a focus on promoting equity in educational opportunities and outcomes." Lawrence (2023) defines home-school collaboration as "the coordinated effort between families and educators to support student learning, characterized by shared goals, mutual respect, and open communication."

3.2.1 Parents

" In the words of Lamb (2021), parents are "central figures in children's lives, responsible for nurturing, guiding, and shaping their physical, cognitive, and emotional development. Adams (2020) describes parents as "primary caregivers who provide emotional, social, and educational support to their children, navigating the complexities of digital environments.

3.2.1.1 Provision of Learning Resources

Learning resources are defined by Hattie (2021) as "strategies, materials, and technologies that engage students in meaningful learning experiences, contributing to their academic growth and achievement." Learning resources are also defined by Mayer (2020)

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as "materials and tools that facilitate learning, including multimedia presentations, textbooks, simulations, and online resources designed to enhance understanding and retention."

Table 6. Provision of Learning Resources

Statement	Mean	Description	Interpretation
I use textbooks in a particular subject in teaching my child.	3.38	Often	Involved
I use dictionaries in teaching my child to find the meaning of a word.	2.08	Seldom	Slightly Involved
I use youtube application in teaching my child about the lessons he/she cannot understand well.	3.12	Sometimes	Moderately Involved
I use google application in searching the lessons of my child.	3.23	Sometimes	Moderately Involved
I use television or radio in teaching my child some current news.	2.81	Sometimes	Moderately Involved
Grand Mean	2.85	Sometimes	Moderately Involved

The data on the table reveals parents in Malinta Elementary School are moderately involved in terms of provision of learning resources. Specifically, parents are involved choosing the use of textbooks in a particular subject in teaching their children because the information presented is reliable and up-to-date, reflecting current knowledge and understanding in the field. Additionally, they are moderately involved in the range of google application, some parents are not comfortable with technology or who have limited access to reliable internet connections may find this challenging to use. Technical difficulties or lack of support can deter parents from incorporating these tools into their child's learning experience. Moreover, parents are moderately involved in youtube application that they are concerned about their child stumbling upon videos with inappropriate language, violence, mature themes, or content that promotes harmful behavior. Parents are moderately involved in the utilization of television or radio with the rise of digital media and streaming services, parents have more options for accessing educational content that can be tailored to their child's interests and needs. They may find digital platforms or educational apps to be more flexible and interactive than traditional television programming. Lastly, parents are slightly involved in the use of dictionaries in teaching their children to find the meaning of a word, they quite used it because many parents and children now use online dictionaries. These digital versions offer convenience, quick access to definitions, and often include additional features like pronunciation guides, synonyms, and example sentences.

Parents as providers of children's learning facilities include several tasks, namely: learning places, stationery, textbooks, and others that can facilitate the child's learning process. As a facilitator, parents strive to facilitate the learning needs of students while studying at home (Anggraeni et al., 2021; Mustika, 2021).

The role of parents is very important for the success of children, with the availability of learning resources around them. They might be knowledgeable in using these materials. Books may be used for reading practice, research, and broadening knowledge in a range of disciplines. These books include storybooks, non-fiction books, encyclopedias, and reference books. internet connectivity that gives users access to interactive learning environments, research tools for a variety of topics, online tutorials, and instructional websites.

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3.2.1.2 Participation in School Activities

The involvement of parents in school activities is defined by Epstein (2021) as "collaborative efforts between parents and educators to support student learning and school improvement through shared decision-making, communication, and involvement in educational activities".

Table 7. Participation in School Activities

Statement	Mean	Description	Interpretation
I participate in General PTA meeting in school.	3.85	Often	Involved
I attend Brigada Eskwela in school.	3.26	Sometimes	Moderately Involved
I participate in Family Day in school.	3.03	Sometimes	Moderately Involved
I attend school activities such as Linggo ng Wika, United Nations etc.	3.82	Often	Involved
I attend the quarterly releasing of report cards of my child.	4.49	Always	Highly Involved
Grand Mean	3.69	Often	Involved

Table 7 shows that parents in Malinta Elementary School is involved in the participation in school activities. Respectively, parents are highly involved in the attending the quarterly releasing of report cards of their children. In order to stay updated on their child's academic achievement and growth during the school year, parents attend report card release events. The report card gives parents a thorough rundown of their child's accomplishments, areas for growth, and general progress in many disciplines. Moreover, parents are involved in participating in General PTA meeting to know the rules and regulations of the school, projects need to accomplish. Parents can also engage in school decision-making processes by attending PTA meetings. Their viewpoints and views on significant matters impacting their child's education and the school community at large can be valuable contributions from them. Attending the monthly activities such as Linggo ng Wika, United Nations etc., parents can gain insight into the school atmosphere, culture, and beliefs by participating in regular events. They acquire enhanced comprehension of their child's educational experiences, obstacles, and accomplishments. Also they are moderately involved in the range of attending Brigada Eskwela since many parents are unable to fully participate in Brigada Eskwela activities due to their hectic schedules with work, household duties, and other commitments. They could only be able to attend particular events or contribute for a restricted period of time. Last but not least parents are busy that they cannot participate in Family day in school. When compared to their relationships with the school administration or in the classroom, they could believe that their attendance at family day events is less important.

According to Green et al. (2023), parent-led school-based activities that are tailored to the needs of each individual child constitute school involvement. Parent-teacher conferences are one of the school's activities that lets parents know what's going on in the classroom and allows them to keep an eye on their child's academic progress. One of the duties parents have to their child is to keep an eye on the progress of the learner. School-based involvement centers on the problems and requirements of a school, including help in

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the classroom, on field excursions, and on the athletic field. In spite of their hectic schedules, parents in this study will receive guidance on how to support their kids' education at school.

Another is going to school performances, parent-teacher conferences, and other events. Fantastic chance for parents to demonstrate their support for their child's education (Casillas et al., 2020). By attending, parents may show their support for the school and the education of their children these occasions, in addition to being able to find out more about their child's academic development and any difficulties that could appear (Duxbury et al., 2021).

A. Sanchez, and M. Iglesias-Sánchez (2020) discovered that parent participation in the decision-making process and attendance at school activities enhanced the likelihood that pupils would receive an education that was given the tools required for success in addition to being given particular attention. Finally, by keeping lines of communication open and working together to resolve any concerns or obstacles that may arise, parents can assist their children's development.

Positive relationships between parents, teachers, and school personnel are fostered via parent involvement. Through open communication, respect for one another, and trust, this collaboration fosters a cooperative atmosphere where both parties work together for the students' benefit. Effective participation of parents in the different activities of the schools causes academic enhancement; creates positive attitude and behavior; reduces of antisocial behavior and makes students continue their studies after graduating from elementary.

3.2.1.3 Learning Assistance

Parental learning assistance is defined by Lather (2020) as "the active engagement of parents in their child's learning process, encompassing various forms of support such as homework help, educational activities at home, and nurturing a positive attitude towards learning." Parents who participate in educational activities with their kids frequently encourage improved social and communication skills. Parent-child relationships are strengthened through meaningful talks and shared experiences that arise from discussions on books, assignments, and educational subjects. Children who experience supportive parental involvement are more likely to develop a strong academic foundation, critical thinking skills, and a lifelong love of learning that prepares them for future educational and career endeavors.

Table 8. Learning Assistance

Statement	Mean	Description	Interpretation
I guide my child in answering their assignments.	4.21	Often	Involved
I supervise my child on their home projects.	4.42	Often	Involved
I oversee my child in the subjects he/she does not understand well.	4.09	Often	Involved
I assist my child in reading and writing.	4.44	Often	Involved
I encourage my child in doing his/her art works.	4.29	Often	Involved
Grand Mean	4.29	Often	Involved

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Overall, parents in Malinta Elementary School are involved in the learning assistance of their children. Active parental involvement in their children's learning supports fosters the intellectual development, emotional stability, and lifetime learning abilities necessary for success in school and beyond. It forges a cooperative relationship between the home and the school, which is essential to kids' academic growth and general wellbeing.

Parents have a very large role during the process of learning activities at home (Maria, 2021). Parents can support their children's learning at home by taking full responsibility for their education in the family environment (Alfiansyah, 2019; Ramdan & Fauziah, 2019). According to Ferreira et al. (2018) and Sandra & Kurniawati (2020), learning assistance is a technique where parents help their children during the learning process with the goals of overcoming learning difficulties, providing facilities and infrastructure, supervising, and comprehending children's learning difficulties. One way that parents can support their children during learning assistance is by giving them explanations about the subjects the children are studying (Cheung et al., 2020; Solekhah, 2020). Parents were encouraged to get involved in their children's education by helping with homework, reading aloud to them at home, and keeping an eye on their attitudes toward schoolwork, as demonstrated by Hoover-Dempsey and Sandler.

Parents participate in their children's education by helping them complete their homework, according to Shang and Xing (2021). However, parents have a variety of issues with schooling and teaching since they lack teaching expertise. They are unable to successfully support their children's learning because they lack the necessary educational understanding.

The role of parents as supervisors for children needs to be understood not only to observe the child's development but moreover parents play a role in providing assistance and coaching so that children are able to fulfill their developmental tasks. Where parents provide clear explanations and realistic expectations to assist children comprehend their developmental responsibilities and milestones. They offer direction on how to handle obstacles, reach choices, and handle changes. By offering educational materials, tools, and exploring opportunities, parents also take an active role in their child's education. Through deep connections and educational opportunities, they foster curiosity, critical thinking, and a love of learning.

3.2.2 School

A school as a social institution that prepares young people for citizenship in a democratic society through active learning experiences that promote intellectual, moral, and social development (Dewey, 2020).

3.2.2.1 Clear and Regular Communication

Building meaningful relationships between schools and families, encouraging parental involvement, and making sure parents are informed about school regulations, events, and their child's progress are all made possible by Henderson (2022) discussion is clear and regular communication. Schools communicate academic progress, including grades, assessments, and evaluations. This information allows parents to track their child's learning and provide appropriate support or intervention when needed. Lawrence (2023) clear and regular communication as "effective channels that facilitate ongoing dialogue,

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feedback, and updates between schools and parents, promoting a supportive home-school partnership that enhances student learning and well-being."

Table 9. Clear and Regular Communication

Statement	Mean	Description	Interpretation
The teacher follow ups the progress of the child to the parents.	4.40	Often	Very good
The teacher properly informs the parents about the general meetings in school.	4.65	Always	Excellent
The teacher welcomes the parent for some questions about their child at school.	4.40	Often	Very Good
The teacher giving phone calls or text in updating the parents in school.	3.83	Often	Very Good
The teacher updates the parent through group chats.	4.26	Often	Very Good
Grand Mean	4.31	Often	Very Good

Table 9 explains that the school is very good in clear and regular communication to the parents. In informing the parents about the general meeting in school, the school informed the PTA officers to remind the parents and by chatting them in the group chats. Meeting topics frequently cover curriculum revisions, educational objectives, and how parents may help their children learn at home. With the knowledge and techniques in hand, parents may improve their child's educational experience.

Following up on a child's progress and communicating this information to parents facilitates a collaborative approach to education. It empowers parents to support their child effectively, promotes early intervention when needed, and strengthens the partnership between home and school in fostering academic success and overall well-being. When it comes to teachers, they welcome the parents to some questions about their child in the school, when parents feel welcome to ask questions, they are more likely to engage actively in their child's education. This involvement can lead to a deeper understanding of their child's academic and social experiences at school. Almost all of the parents of Malinta Elementary School have cellphones, the teacher can easily inform or can message them immediately. The teachers also welcome parents with positive or negative concerns regarding with their child. Lastly the teacher giving phone calls or text in updating the parents is also very good.

Clear communication with parents alludes to the fundamental duties that schools have to enhance contact between the home and the school and about school programs from home to school. students' development, particularly their letter-using skills, memoranda, conference calls, report cards, newsletters, and more systems.

Moreover, teachers in schools should strive to develop communication with parents, invite parents to plan educational goals for their children, and offer school counseling program ser-vices (Sari and Iyas, 2021). Technology has revolutionized communication and created new avenues for families to receive information (Bordalba & Garreta-Bochaca, 2019). Parents place a high value on immediacy and convenience (Bordalba & Garreta-Bochaca, 2019). Additionally, they expounded that digital platforms give educators the ability to interact, support, and connect with families outside of the classroom. Participation is mostly dependent on having knowledge of events and having access to information.

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Families who are welcomed into the school environment help to improve student accomplishment, enhance the skills of the teachers, and enhance the school's standing in the community at large. Parents who work closely with schools, on the other hand, become more active in their children's at-home learning and gain greater confidence in both the schools and themselves as partners (Ihmeideh et al., 2020).

Trust is developed between parents and the school community via open communication and regular updates. It supports parents' sense of awareness regarding their child's development, school-related events, rules, and modifications. Knowledgeable parents are better able to support their children at home by helping with homework and assignments and by reiterating concepts learned in the classroom. It is ensured that parents are aware of curricular objectives, assessment procedures, and grading standards when there is clear communication. The coordination between the home and the school is improved and misconceptions are decreased as a result.

To successfully contact parents, use a range of communication methods, including emails, newsletters, phone calls, SMS/text messaging, school applications, and social media platforms. Offering alternatives assures more participation because different parents have various preferred techniques. Make sure the content is easy to read, succinct, and clear. Steer clear of educational jargon and, if needed, offer parents who speak languages other than the primary school language translations or interpretations. Encourage parent inquiries and comments by using parent forums, questionnaires, or special communication methods. To enhance communication methods and school policies, pay close attention to the worries, recommendations, and ideas expressed by parents.

3.2.2.2 Delivery of Instruction

Delivery of instruction is defined as "the mastery of particular techniques and routines that maximize instructional time, manage classroom dynamics, and engage students, enhancing student achievement and participation" (Lemov, 2023)

Table 10. Delivery of Instruction

Statement	Mean	Description	Interpretation
The teacher gives energizer before discussing the lesson.	4.28	Often	Very Good
The teacher allows the child to think about their role playing activities.	4.22	Often	Very Good
The teacher motivates the child showcase his/her talents.	4.44	Often	Very Good
The teacher utilizes the law of exercise until he/she understands.	4.22	Often	Very Good
The teacher encourages the child to participate in the class discussion.	4.46	Often	Very Good
Grand Mean	4.32	Often	Very Good

Data on the table reveals the home-school collaboration of school in terms of delivery of instruction is very good. When the teacher in encouraging the child to participate in the class discussion Children's communication abilities are developed and improved when they participate in class discussions. They acquire the skills necessary to properly articulate their ideas, communicate with peers and teachers, and think through

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problems. In motivating the child to showcase their talents by promoting children's talent shows increases their self-worth and confidence. Children feel capable and valued when they receive praise and acknowledgement for their accomplishments, which improves their general feeling of self-worth. Giving energizer before discussing the lesson, teachers giving energizers help to create a lively and upbeat environment in the classroom. They provide kids a sense of excitement and expectation, break up monotony, and increase morale. This may promote a more entertaining and encouraging learning atmosphere. The school is also very good in terms of allowing the child to think about their role playing activities and utilizing the law of exercise. Encouraging role plays and brainstorming about the topic and the law exercise is usually use in the school setting to master the lesson.

David Spencer claims in Macmillan Education (2021) that "feeling good" is crucial in the classroom because students attempt to interact with others and process concepts mentally together with their peers. Spencer believed that an individual must be able to express, comprehend, and regulate their emotions more successfully. By doing this, the learner or individual able to control and comprehend others and their feelings. If they are able to comprehend the emotions of others and conduct, they are able to communicate more successfully.

In order to include pupils in the learning process, effective teachers use a range of tactics. Real-world applications of information, interactive conversations, practical exercises, group projects, visual aids, and technological integration are a few examples.

Deeper comprehension of the subject matter and motivation are fostered by engagement. It is critical that expectations, guidelines, and learning objectives are communicated clearly. In addition to outlining the expectations for learning, teachers should also explain the success criteria and what the students are expected to learn. Students can better understand difficult ideas and follow the flow of the lesson when the information is presented in an organized manner. Teachers diversify teaching to account for students' varied learning styles, interests, and readiness levels because they understand that children have a variety of learning needs and skills. This may entail modifying the tempo, degree of difficulty of the material, teaching strategies, and forms of evaluation to guarantee that every student can access.

3.2.2.3 Home Visitation

A home visit is a way to connect the separation between the house and the school. Henderson (2020) describes home visitation as "an initiative where teachers visit students' homes to build relationships with families, understand their backgrounds and circumstances, and collaborate on strategies to support student learning and well-being."

Table 11. Home Visit

Statement	Mean	Description	Interpretation
The teacher home visits the child and helps him/her to read.	3.76	Often	Very Good
The teacher visits and asks the child why he/she is always absent.	3.59	Often	Very Good
The teacher visits and gives learning materials to help the child.	3.41	Sometimes	Good
The teacher visits the parents and takes this opportunity to meet and simply talk about	3.83	Often	Very Good

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their child.			
The teacher visits the child and parents and listen to voice out their difficulties.	3.64	Often	Very Good
Grand Mean	3.65	Often	Involved

Table 11 reveals that the home-school collaboration of school in terms of home visitation. The school is involved in visiting the parents and takes the opportunity to simply talk about their, visiting the child to help him read, to listen about their difficulties and asks why the child is always absent. Lastly, the school is good in giving learning materials to the pupils. The school have a scheduled time and day to have the opportunity to visit the child and parents at home. Teachers have names of their respective advisory class to visit, to see to it that all of them are equally visited.

Home visits improve the relationship between parents and teachers and produce better results for the students who had a teacher visit them at home had a lower absenteeism rate than other students, according to data gathered over a five-year period. Furthermore, compared to kids whose teacher chose to participate in home visits, these students had a 3.7% better graduation rate (Soule & Curtis, 2021).

Home visits allow teachers to establish personal connections with students and their families. By visiting students in their home environment, teachers gain insights into their living conditions, family dynamics, and cultural backgrounds. Home visits can highlight obstacles that students could encounter outside of the classroom, like family relationships, health problems, or socioeconomic difficulties. Early detection of these obstacles allows educators to collaborate with families to develop solutions and offer the right kind of support. This understanding helps build trust and rapport between teachers, students, and parents, which can positively impact the student's academic and social development.

Teachers conduct home visits to support academic success, foster relationships, deepen understanding of students' contexts, personalize education, increase parental involvement, enable early intervention, improve communication, promote equity, fortify community ties, and increase teacher effectiveness. Thus, teachers visit homes. The aforementioned visits facilitate the establishment of a nurturing and all-encompassing educational setting that fosters the intellectual, social, and emotional growth of each student.

Summary Table on Home- School Collaboration of Parents

Indicator	Grand Mean	Description	Interpretation
Provision of Learning Resources	2.92	Sometimes	Moderately Involved
Participation in School Activities	3.69	Often	Involved
Learning Assistance	4.29	Often	Involved
Overall Grand Mean	3.63	Often	Involved

The summary table for the parents collaboration shows that they are moderately involved in provision of learning resources, because some of them are not knowledgeable in using the materials needed by their child.

Learning resources are defined as "a variety of instructional materials and tools, strategically used to support diverse learning needs and increase student engagement, such as manipulatives, interactive whiteboards, and graphic organizers" (Marzano, 2023).

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But their participation in school activities and giving assistance to their child, the parents are involved that shows support for their child studies.

The importance of parental involvement in school activities is discussed by Dee (2024) as being "essential for promoting equity in educational opportunities, reducing achievement gaps, and ensuring that all students receive the support they need to succeed."

"Improved academic performance, reduced behavioral issues, and increased educational aspirations among students" are all associated, according to Robinson and Harris (2022), with active parental participation in school events.

Summary Table on Home- School Collaboration of School

Indicator	Grand Mean	Description	Interpretation
Clear and Regular Communication	4.31	Often	Very Good
Delivery of Instruction	4.32	Often	Very Good
Home Visit	3.65	Often	Very Good
Overall Grand Mean	3.86	Often	Very Good

The table reveals that the school is very good in terms of giving clear and regular communication with the parents in updating them the happenings in the school and to their child. Epstein (2020), "consistent, two-way exchanges of information that build trust, engage families in their children's education, and promote collaborative relationships for student success" are essential components of clear and regular communication between schools and parents.

The school is also very good in the delivery of instruction, because teachers knows what strategy, techniques, motivation to increase the child participation in class. "The skillful implementation of pedagogical strategies that promote meaningful learning experiences, provide clear learning objectives, and foster continuous improvement in student learning outcomes" is Guskey's (2024) definition of teacher delivery of instruction.

Lastly, the school is bale to visit every learners home with the scheduled time and date. Páez (2024) defines home visits as "a culturally responsive practice that respects and incorporates families' cultural values and perspectives, fostering mutual understanding, collaboration, and empowerment in the educational process."

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3.3. Proposed Action Plan

Areas of Concern	Activity	Strategy	Means of Verification
<ul style="list-style-type: none"> Parents are moderately involved in Provision of Learning Resources 	<ul style="list-style-type: none"> Organize seminar "Hand and Hand for Education: How Parents Help Children Succeed in School" 	<ul style="list-style-type: none"> Send letters to parents regarding the program Tap possible speakers on the said program Ask for the feedback or recommendations after the program 	<ul style="list-style-type: none"> Accomplishment Report Certificate of Participation Video Clips Pictures List of Resources: Powerpoint Presentation, Handouts etc.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the results of the study, the following conclusions were drawn.

1. Majority of the respondents are females, aged 26-30 years old, secondary graduates, a housewife and majority of the have no income.
2. Parents are involved in participation in school activities and in terms of learning assistance. While they are moderately involved in provision in learning resources. Additionally school is very good in clear and regular communication, delivery of instruction and home visit.
3. An action plan is proposed to address the provision of Learning Resources.

Recommendations

In light of findings and conclusion drawn, the following recommendations are hereby offered:

1. Involve the parents with seminar workshop "Parents Role for a Better Learning at Home" regarding with provision of learning resources especially in using technology and printed materials.
2. Host events to recognize outstanding parent involvement, such as awards for "Outstanding Parent Volunteer" or "Community Partner of the Year." Celebrating contributions through awards can inspire further engagement and show appreciation for parents' efforts.
3. Implement the action plan.

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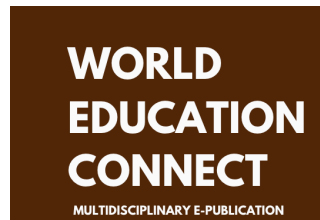
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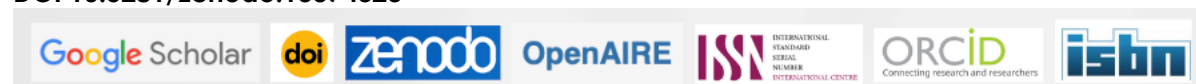
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