

Unbroken Lines: Parental Involvement and Teachers' Responsibilities

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Abstract

The critical point of learning process lies beyond the qualities of instruction delivered by teachers. It is the form and shape of guidance, including support and supervision, exerted by parents at home, and even all matters affecting their children's learning conditions. This study described and examined parental involvement and teachers' responsibilities among selected public schools in the Philippines. Utilizing descriptive-correlational design to describe the relationship between parental involvement and teachers' responsibilities in student learning process, the study employed one hundred fifty (150) randomly selected teachers from the National Capital Region and Western Visayas Region as respondents. Results showed that parental involvement is a critical component for success of an educational system because they put immense amount of support not only to their children but also to teachers. Parental involvement is significant for the success of learners' learning process which tend to directly influence the behavior and synergy of teachers to fulfill their responsibilities. When parents are more involved in motivating their children, teachers are more likely to adopt and implement more effective instructional strategies.

Keywords: parental involvement, teachers' responsibilities, school engagement; intrinsic/extrinsic motivation, physical presence, instructional strategy, emotional and social support, ethical responsibility



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INTRODUCTION

Teaching and learning process is an indispensable component of effective and efficient education as it is the primary platform for development. Learners learn when they are provided with proper instruction and given with sufficient amount of support and guidance during their formal studies. Teachers as implementers of curriculum often regarded as second parents, whereas they immensely guide and supervise their learners towards the attainment of their chosen careers or at a very least, help their learners develop their knowledge, skills and potentials. In the ever-evolving educational landscape, along with the changes occur on learners' learning perceptions, it is imperative to consider the very nature of learning support and guidance offered

by teachers and learners' parents. The critical point of learning process lies beyond the qualities of instruction delivered by teachers. It is the form and shape of guidance, including support and supervision, exerted by parents at home, and even all matters affecting their children's learning conditions. In this line, parental involvement is an active measure, and actions made by parents to participate on their children's social, emotional and academic development are essential. Parental aspiration and expectation for children's educational achievement arise when there is strong and consistent parental supervision (Xu, 2024). Parental involvement proceeds with the motivational constructs of parents where they provided immense amount of participation with the children's academic development (Gonzales, 2024). Parental involvement helped

school leaders identify practices and policies that would promote meaningful learning experiences for the learners.

While parental involvement is a paramount consideration in the development of learners' processes, it is also imperative to note that teachers' responsibilities extend not only within their instructional capabilities but also embracing parental capacities in the schools. They act as parents of their learners while they are in the school and ensure that meaningful and quality-based education is provided to their learners. Teachers devote their time not only to dispense quality instruction but also to ensure that their learners are safe and secured while pursuing knowledge and developing their skills.

Several studies have shown the effects of parental involvement on their children's academic achievement. However, less studies have focused in describing and examining the relationship of parental involvement and teachers' responsibilities. In fact, parental involvement is examined as an important factor for successful education. However, this does not closely examine how parental involvement affects teachers' fulfillment of roles and responsibilities in school.

Theoretical Framework. This paper is anchored on Epstein's Model of Parental Involvement. This theory suggests that parental involvement operates under six (6) components such as: positive home conditions, communication, involvement at school, home learning activities, shared decision making within the school and community partnership. Relevance of the theory in this undertaking falls within the assertion of Epstein that parents should work and collaborate with the school. Further, the theory underscores the involvement of parents at school where they can share their parental advises to teachers. Such advises are in the form of giving instructions as to how teachers can properly deal with their children's behavior. As shown in the study of Đurišić and Bunijevac (2017), parents' participation and involvement in school activities involved parenting, communicating, learning at home, decision-making and collaborating with the community.

Statement of the Problem. This study described and examined parental involvement and teachers' responsibilities among selected public schools in the Philippines. Specifically, it answered the following questions:

1. How may teachers' perception on parental involvement be described in terms of:
 - 1.1 school engagement;
 - 1.2 intrinsic/extrinsic motivation; and,
 - 1.3 physical presence at school?
2. How may teachers' responsibilities for learners' learning process be described in terms of:
 - 2.1 instructional strategies;
 - 2.2 emotional and social support; and,
 - 2.3 ethical responsibilities?
3. Is there a significant relationship between parental involvement and teachers' responsibilities?
4. What strategic model can be formulated in order to develop or sustain parental involvement and teachers' fulfillment with their responsibilities for learners?

METHODS

This study utilized a descriptive-correlational research design in order to describe and examine the degree of relationship between parental involvement and teachers' responsibilities in the learning process.

The study selected the participation of one hundred fifty (150) teachers who were class advisers. The respondents were broken down into the following: 75 elementary teachers; and, 75 high school teachers. The study used random sampling technique in order to prevent bias in the selection process. Respondents shared similar demographic characteristics as they are currently employed as public-school teachers. Their age ranges from 30 to 55 years old at the time when this study was conducted. As to the locale of the study, participating schools are drawn from National Capital Region and Western Visayas Region. The researchers selected only public schools on the region

where they presently work. Respondents from these two (2) regions provided different perceptions on parental involvement and their responsibilities in school.

Further, the study utilized a researcher-made questionnaire which was subjected to validation and reliability testing. The developed survey-questionnaire was validated by experts in the field of education. In addition, the reliability testing result showed that items under description of teachers on parental involvement obtained a Cronbach alpha result of .815 which implied that the items were acceptable. In addition, items under teachers' responsibilities for learners' learning process obtained a Cronbach Alpha result of .812 which also signified that the items were acceptable.

The survey-questionnaire contained two (2) parts. For part 1, it contained items relating to the parental involvement while part 2 contained items relating to teachers' responsibilities for learners' learning acquisition process. Hence, the study utilized a 4 point-Likert Scale. For part 1, scale values were: 4-Highly Evident, 3-Evident, 2-Not Evident and 1-Highly Not Evident while for part 2, scale values were: 4-Strongly Agree, 3-Agree, 2-Disagree and 1-Strongly Disagree.

In the collection of data, the researchers sought permission from the school heads of participating schools and distributed informed consent for the respondents in order to provide them with substantial knowledge about the intent, nature and purpose of the study. The researchers utilized Google Forms to administer the survey-questionnaire. Google Form links were sent to the respondents' Messenger accounts. Also, the researchers were able to discuss the reasons as to the use of social media accounts of the respondents. The respondents rated the survey on the basis that they perform the roles and functions of class advisers. In this manner, they were able to meet and pose acquaintances among their learners' parents.

Data collected were encoded in which responses were concealed. The respondents

were provided with an access link so that they could see and monitor the progress and results of the study. Provision of access link was purposely made so that respondents could view, and access collected raw data.

Further, relevant statistical tools were used. Mean and overall mean were used in order to determine teachers' perceptions on parental involvement and teachers' responsibilities for learners' learning process. Meanwhile, Pearson r was utilized in order to examine if significant relationship between parental involvement and teachers' responsibilities exists.

Anonymity was observed in the study in order to prevent disclosure of the respondents' responses to the survey made. Also, legal names, personal social media accounts and email addresses of the respondents were kept confidential.

RESULTS AND DISCUSSION

Teachers' Perception on Parental Involvement.

As shown in Table 1, teachers' perception on parental involvement in terms of school management obtained an overall mean of 3.69 which is verbally described as "Highly Evident." This suggests that teachers perceived that parents are not only attending school programs and activities in regular basis but also actively participating in all programs and activities of the school specially when their children's development is the focal concern. Notably, it also shows that teachers perceived parents intentionally offer their potential contributions in order to help their children grow and develop. As perceived by teachers, parents supported and helped them in the provision of supplemental learning resources. In addition, parental involvement in terms of intrinsic and extrinsic motivation obtains an overall mean of 3.62 which is verbally described as "Highly Evident." This implies that teachers perceived parents immensely provided the motivation needed by their children. Also, it shows that teachers perceived parents' inclination to motivate their children academically is remarkably consistent. This apparently shows that teachers observed that parents are eager

and very supportive to increase the knowledge and potentially develop the talents and skills of their children.

Table 1

Parental involvement as described by the respondents in terms of school management, intrinsic/extrinsic motivation and physical presence at school

Items	wm	Verbal description
School Engagement		
1.regularly attend programs and activities in the school	3.56	Highly Evident
2.communicate questions and ideas relative to their children's academic development	3.72	Highly Evident
3.ask their contributions for their child's growth	3.82	Highly Evident
4.actively share suggestion to facilitate effective learning process	3.76	Highly Evident
5.consistently approach teachers regarding their children's academic concern	3.63	Highly Evident
Overall Mean	3.69	Highly Evident
Intrinsic/Extrinsic Motivation		
1.provides rewards their children	3.72	Highly Evident
2.purchase gifts as token for positive and remarkable academic performance	3.45	Highly Evident
3.show appraisal and recognition	3.59	Highly Evident
4.show moral support for their children	3.81	Highly Evident
5.patiently teach their children at home or when in school	3.56	Highly Evident
Overall Mean	3.62	Highly Evident
Physical presence at school		
1.Go to school anytime when child's academic concern is at stake	3.71	Highly Evident
2.regularly visit their children at school	3.83	Highly Evident
3.physically attend programs and activities	3.64	Highly Evident
4.visit teachers for personal dialogues regarding their children's academic status	3.56	Highly Evident
5.intentionally help teachers to create meaningful learning experience for their children	3.56	Highly Evident
Overall Mean	3.66	Highly Evident

Meanwhile, purchasing gifts as token for good academic performance shown by their children suggests that it is one way to show their deep appreciation to their children's achievement, as perceived by teachers. Further, parental involvement in terms of physical presence at school obtained an overall mean of 3.66 which is verbally described as "Highly Evident." This signifies that teacher perceived parents being actively involved in participating with all the school affairs relative to the development of their children's academic standing. Also, this presence is essential in creating founded relationships with teachers thereby enabling them to understand the variations of academic landscape and relevance of instructions used by the teachers.

As perceived by teachers, parents are highly engaged in the learning process of their children which significantly thread the needs of

their children and their expectations to the teachers. Additionally, teachers evidently proved that parents fostered and initiated stronger communication which further their relationship focusing primarily on learners learning acquisition needs and interest. The findings supported the study of Patricio et al. (2024) which reveals that active parental involvement has supported teachers and learners consistently in pursuing higher level of knowledge. Also, the study of Faires (2020) shows that development of higher level of learners' reading proficiency is significantly obtained brought by consistent parental support and guidance.

Teachers' Responsibilities for Learners' Learning Process.

In Table 2, teachers' responsibilities for learners' learning process in terms of instructional strategies obtained an overall mean of 3.67 which is verbally described as "Strongly Agree." This implies that teachers conduct intense remediation programs that address knowledge gaps and skills experienced by their learners and develop creative and individualized learning materials which are contextualized and relevant to the needs and interests of the learners. The result demonstrates that teachers' commitment is remarkably extended within capacities as teachers and second parents of their learners in the school. Thus, teachers are proactive in helping and connecting with their learners the value of learning and active engagement in the learning process. Further, teachers' responsibilities in terms of emotional and social support obtained an overall mean of 3.80 which is verbally described as "Strongly Agree." This shows that teachers recognize the importance of their roles as trustee of national pride and facilitators of knowledge. As trustee of national pride since they educate their learners without reservations, they provide even their personal means just to ensure that their learners learn meaningfully and retentively. In addition, the results also reveal that teachers act as parental figure not only as educators. They take care of their learners to the best of their abilities and knowledge as well as contribute to their learners' emotional well-being as they show emphatic understanding and helping them

manage their youthful stresses. It is apparent that teachers play significant role in responding with their learners' social and emotional needs.

Table 2

Teachers' responsibilities for learners' learning process

Items	wm	Verbal description
Instructional Strategies		
1.conduct intense remediation program	3.82	Strongly Agree
2.develop creative and innovative individualized learning materials	3.76	Strongly Agree
3.visit learners at home to create effective instruction relevant to their interests	3.63	Strongly Agree
4.develop contextualized instructional materials using familiar resources for learners	3.54	Strongly Agree
5.create community-based activities and programs	3.61	Strongly Agree
Overall Mean	3.67	Strongly Agree
Emotional and Social Support		
1.act as mother/father for their learners when in school	3.91	Strongly Agree
2.show emphatic understanding to learners	3.87	Strongly Agree
3.encourage harmonious and friendly relations even outside school	3.63	Strongly Agree
4.dispense real-life advises for learners	3.77	Strongly Agree
5.help learners reduce their stresses and concerns	3.82	Strongly Agree
Overall Mean	3.80	Strongly Agree
Ethical Responsibilities		
1.treat learners as own child	3.87	Strongly Agree
2.treat learners with highest respect	3.78	Strongly Agree
3.ensure effective learning happens daily	3.78	Strongly Agree
4.involve learners in the decision-making process concerning their academic aspects	3.83	Strongly Agree
5.solicit suggestions and feedback after the learning process through calls or letters	3.69	Strongly Agree
Overall Mean	3.79	Strongly Agree

More so, teachers' responsibilities in terms of ethical responsibilities obtained an overall mean of 3.79, which is verbally described as "Strongly Agree." This signifies that teachers treat their learners as their second children while they are also acting as second parents for them. Further, teachers ensure that effective learning takes place every day which results to the empowerment of knowledge and potentials of the learners.

Practically, teachers are strongly aware that they perform multifaceted tasks and responsibilities for the development of their learners. Teachers' commitment for effective instructional strategies and social and emotional support and ethical responsibilities

illuminates a comprehensive and persistent fulfilment of their duties as public servants in the field of education. As shown in the study of Webb (2017), it was revealed that teachers today are not confined only in the classroom; they also serve as catalyst of change by means of extending immeasurable efforts that greatly influence their learners towards growth and development. Also, based on the study of Cook-Sather (2010), teachers create an inspiring, lasting learning, celebrating humanity and diversity and engaging in meaning making and assessment. In addition, Cook-Sather (2010) concludes that diverse perspectives, knowledge and skills of learners are ought to be drawn through different tasks and responsibilities which are not written on the context of being teachers alone.

Relationship between Parental Involvement and Teachers' Responsibilities.

Intrinsic/extrinsic motivation was significantly correlated with instructional strategies ($r=.233$) as revealed in Table 3. This suggests that when parents are more involved in motivating their children, teachers are more likely to adopt and implement more effective instructional strategies. The findings are supported by the study of Pitac (2022), where teachers viewed parental involvement as important indicator for the development of learners' skills. Also, same study finds necessity to foster and encourage teachers' positive attitude to create more functional and highly impactful learning activities.

Table 3

Relationship between parental involvement and teachers' responsibilities

Teachers' Perception on Parental Involvement	Teachers' Responsibilities for Learners' Learning Process		
	Instructional Strategies	Emotional and Social Support	Ethical Responsibilities
	.068	.062	-.121
School Engagement	.531	.808	.262
	150	150	150
Intrinsic/Extrinsic Motivation	.233*	.334	.043
	.029	.175	.688
	150	150	150
Physical Presence at School	.204	.063	-.142
	.057	.804	.185
	150	150	150

*Legend: Correlation is significant at 0.05 level (2-tailed)
Correlation is significant at 0.01 level (2-tailed)

Practically, parental involvement as perceived by teachers can be a strong support mechanism

for teachers as they can deliver effective instruction. Parents can provide different shapes of motivation to their children. Parents can also support teachers in the effective delivery of instruction through employing diverse motivational activities that can be done at home. With this, learners will be able to feel their parents' involvement in the effective teaching and learning process.

Proposed Strategic Model. The model suggests that three components namely: learners' needs analysis, design and development of parents' roles and concretizing teachers' roles in the learning process. On learners' needs analysis, it emphasizes the importance of understanding the specific needs and interests of learners. Meanwhile, design and development of parents' roles recognizes the crucial role of parents play in the teaching and learning process that could elevate the value of stronger partnership between home and school. Lastly, concretizing teachers' roles in the learning process underscores clear and impactful implementation of relevant instructional strategies which primarily consider creativity, innovation and relevance.

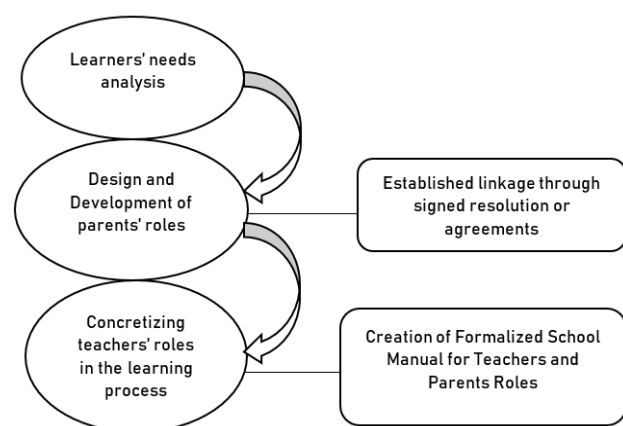


Figure 1
Proposed strategic model

Conclusion. Parental involvement is a critical component for the success of an educational system because they put immense amount of support not only to their children but also to teachers. Parental involvement is significant for the success of learners' learning process which tend to directly influence the behavior and synergy of teachers to fulfill their

responsibilities. When parents are more involved in motivating their children, teachers are more likely to adopt and implement more effective instructional strategies.

Recommendations. The study recommends the use of the proposed strategic model which can be improved by teachers and school administrators considering diverse conditions relating to parental involvement and teachers' responsibilities to facilitate effective learning process. Also, teachers should consistently communicate with parents, allowing them to understand the complexities of needs and demands of teaching and learning processes. In addition, teachers should also invite parents in the formulation of lesson designs in order to incorporate their concerns regarding with their children's learning needs.

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