

Parent Involvement on School Learning Modalities: A Collaborative Work of School and Parent on Learners' Academic Performance

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Abstract: *This research explores the impact of parent involvement in various school learning modalities, investigating the collaborative efforts between schools and parents to enhance learners' academic performance. The study delves into the dynamic interplay between parental engagement and different learning approaches, such as traditional classroom settings, online learning, and hybrid models. Through a comprehensive analysis of collaborative initiatives, communication strategies, and participatory activities, the research aims to uncover the ways in which joint efforts between schools and parents contribute to improved academic outcomes for students. The findings of this study may inform educational practices, policies, and partnerships to foster a more effective and supportive learning environment for students, acknowledging the vital role that parental involvement plays in shaping the educational experience.*

Keywords: Parents Involvement, School Learning Modalities, Collaborative Work, Academic Performance

Introduction. Parental involvement in the educational process is widely recognized as a crucial factor in shaping students' academic success and overall development. The present research, titled "Parent Involvement on School Learning Modalities: A Collaborative Work of School and Parent on Learners' Academic Performance," explores the nuanced dynamics of parental engagement across various learning modalities and its impact on students' academic outcomes. Extensive literature supports the notion that positive parent-school partnerships contribute significantly to students' cognitive and socio-emotional development (Epstein, 2018; Henderson & Mapp, 2018). Moreover, as contemporary education undergoes rapid transformations with the integration of diverse learning modalities, it becomes imperative to understand how collaborative efforts between schools and parents adapt to and influence these changes.

Recent studies emphasize the importance of parental involvement in the context of evolving learning environments. For instance, research by Hill and Tyson (2019) underscores the positive correlation between parental engagement in online learning platforms and students' academic achievement. The advent of hybrid and online learning models necessitates a reevaluation of traditional approaches to parental involvement, urging educators and parents to collaboratively navigate the challenges and opportunities presented by these new modalities (Christenson & Reschly, 2019). This study builds upon and extends the existing body of literature, aiming to provide a comprehensive understanding of how joint efforts between schools and parents can be optimized to enhance learners' academic performance across diverse learning settings.

The significance of the collaborative relationship between schools and parents in fostering academic success has been a recurrent theme in educational research. Research by Jaynes

(2018) has consistently highlighted the positive impact of parental involvement on student achievement, emphasizing the need for a shared responsibility between schools and parents.

Research Questions

The major objectives of this research are to investigate the extent of parental involvement across various school learning modalities, assess the collaborative initiatives between schools and parents, and determine the impact of such collaborative efforts on learners' academic performance; three key research questions guiding the study include: (1) To what extent do parents actively participate in different learning modalities, including traditional classrooms, online learning, and hybrid models? (2) How do schools and parents collaboratively work together to support and enhance the academic performance of students across diverse learning environments? (3) What are the perceived and measurable effects of collaborative school-parent initiatives on the academic outcomes of students in the context of evolving learning modalities?

Significance of the Study

School. The findings can inform the development of targeted strategies and programs to enhance parental involvement across various learning modalities, fostering a more inclusive and supportive educational environment. Secondly, understanding the dynamics of collaborative efforts between schools and parents in the context of evolving learning modalities can help schools adapt and optimize their approaches to meet the diverse needs of students.

Teachers. This study offers teachers valuable insights into effective strategies for engaging parents across diverse learning environments, enabling them to create more

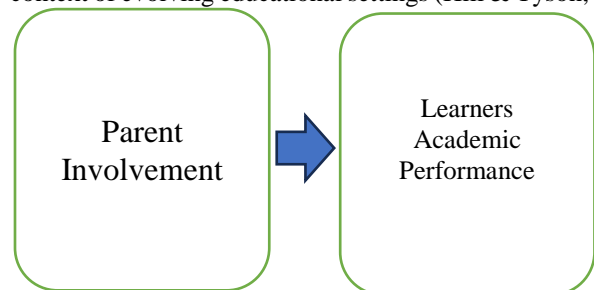
inclusive and supportive classroom experiences. By understanding the impact of collaborative efforts between schools and parents on student's academic performance, teachers can tailor their instructional approaches and leverage parental involvement to enhance the overall learning outcomes for their students.

Parents. The study empowers parents by providing them with a deeper understanding of how their involvement positively influences their child's academic success across various learning modalities. Armed with this knowledge, parents can actively participate in collaborative initiatives with schools, contributing to a more informed and supportive educational environment for their children and fostering enhanced academic performance and overall well-being.

Students. The study benefits students by fostering a more holistic and personalized educational experience through the active engagement of parents across various learning settings. Students stand to gain from the synergistic efforts between schools and parents, experiencing improved academic performance, heightened motivation, and a supportive learning environment that adapts to their individual needs and preferences.

Future Researchers. It provides a foundational framework for future researchers, offering insights into the dynamic interplay between parental involvement and evolving learning modalities. This study not only contributes to the academic literature but also sets the stage for further investigations and explorations, guiding future researchers in understanding the multifaceted relationship between school, parents, and students in the context of education's ongoing evolution.

This study is theoretically anchored on Epstein's (2018) influential framework of the six types of parent involvement, this research aims to assess how various dimensions of parental engagement, such as parenting, communication, and community involvement, influence learners' academic performance across diverse learning modalities. Additionally, the study incorporates Vygotsky's socio-cultural theory (Vygotsky, 1978) to explore how the collaborative efforts between schools and parents may create a socio-cultural learning environment that positively impacts students' academic development, providing a theoretical foundation for understanding the dynamics of parental involvement in the context of evolving educational settings (Hill & Tyson, 2019).



The independent variable involves examining the nature and extent of parental involvement, communication strategies, and participatory activities within the educational context. By exploring the relationship between the collaborative efforts of schools and parents and the academic performance of learners, the study aims to elucidate the impact of these interactions on students' scholastic outcomes across diverse learning environments. The dependent variable is the learners' academic performance. This variable serves as the focal point of measurement, encompassing various indicators such as grades, standardized test scores, and overall academic achievement. The research seeks to understand how this dependent variable is influenced by the independent variable, which is the collaborative work between schools and parents in different learning modalities.

The research focuses exclusively on first-year college psychology students, academic year 2022-2023, excluding other courses, to achieve a more targeted investigation into the specific dynamics of parent involvement and collaborative efforts in the context of psychology education. This deliberate sampling strategy aligns with the purposive sampling approach, as advocated by Creswell and Creswell (2017), allowing researchers to select participants who possess the relevant experiences and characteristics deemed essential for the study's objectives. By concentrating on this specific group, the research aims to provide a more in-depth understanding of how parental involvement influences the academic performance of first-year psychology students, offering insights that may be particularly relevant to this academic discipline. This focused sampling approach enhances the precision and relevance of the study's findings within the chosen context, contributing to a more nuanced exploration of the research topic.

The researchers started with the composition and submission of a permission letter to the dean and program chair of the targeted educational institutions. This letter will articulate the purpose of the research, outline the potential benefits, and request authorization to conduct the study within their academic settings. Following approval, informed consent will be obtained from both schools and parents, ensuring transparency and ethical compliance.

Ethical considerations in the research on "Parent Involvement on School Learning Modalities: A Collaborative Work of School and Parent on Learners' Academic Performance" are paramount to ensure the well-being, confidentiality, and voluntary participation of all involved stakeholders. In obtaining informed consent from both schools and parents, transparency about the research purpose, potential risks, and benefits will be maintained, emphasizing the voluntary nature of participation. Confidentiality measures will be rigorously implemented to safeguard the anonymity of participants, and

any sensitive information will be handled with utmost discretion. Additionally, the research will adhere to established guidelines and ethical standards, seeking approval from relevant institutional review boards to ensure the responsible and ethical conduct of the study. Throughout the research process, the principles of respect, beneficence, and justice will be upheld, prioritizing the rights and dignity of all participants and contributing to the responsible advancement of knowledge in the field of education.

In gathering sample data from 100 first-year college psychology students, the research employed a mixed-methods approach. A questionnaire was administered to gauge the extent of parental participation in various learning modalities, encompassing traditional classrooms, online learning, and hybrid models. The survey included Likert-scale items measuring the frequency and nature of parental involvement in each modality. Additionally, semi-structured interviews were conducted with a subset of students to deeper into the collaborative efforts between schools and parents. These interviews explored specific instances of collaborative initiatives, communication strategies, and perceived impacts on academic performance. Furthermore, academic records and performance metrics were collected and analyzed to assess the measurable effects of collaborative school-parent initiatives on students' academic outcomes.

Recommendation:

1. Educational institutions should actively promote and implement inclusive communication channels that facilitate regular and meaningful interaction between parents and teachers. Utilizing online platforms, newsletters, and parent-teacher conferences can help keep parents informed about their child's academic progress, providing opportunities for collaboration and shared decision-making.
2. Schools should consider developing targeted training programs for educators on effective strategies to involve parents in different learning modalities. These programs could emphasize the importance of adapting communication methods to suit diverse parental preferences and the unique challenges posed by traditional classrooms, online learning, and hybrid models. Empowering teachers with the skills to foster collaborative partnerships can lead to a more supportive and engaging learning environment.
3. Educational administrators may benefit from incorporating the research findings into the formulation of policies that promote and recognize the value of parental involvement in diverse learning environments. Establishing clear guidelines and frameworks for collaboration, as informed by the

research, can encourage schools to prioritize and invest in initiatives that enhance parent-school partnerships. By recognizing the crucial role of parents in shaping students' academic success, educational stakeholders can work collaboratively to create a more effective, responsive, and inclusive educational system.

Conclusions:

This study highlights the impactful nature of collaborative efforts between schools and parents in shaping students' academic outcomes. The study reveals that active parental participation, whether in traditional classrooms, online learning, or hybrid models, significantly influences students' academic performance.

The findings underscore the importance of fostering inclusive communication and partnership strategies between schools and parents, recognizing the varied needs and preferences across diverse learning environments.

Furthermore, the research emphasizes the need for a dynamic and adaptive approach to parental involvement in response to evolving educational modalities. Schools should recognize and leverage the potential of online communication channels and technology to facilitate seamless collaboration with parents. The study also underscores the potential benefits of tailored training programs for educators to enhance their capacity to engage parents effectively in different learning settings.

Ultimately, the research contributes valuable insights to education continuing to evolve, recognizing and nurturing the collaborative partnership between schools and parents emerges as a crucial factor in creating a supportive and enriching learning environment for students across diverse modalities.

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