

Parental Involvement and Academic Performance of Grade 3 Learners in Blended Distance Learning: Basis for an Enhanced Intervention Plan

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Abstract: This study examined the relationship between parental involvement and the academic performance of Grade 3 learners under the blended distance learning modality at Ladislao Diwa Elementary School during the School Year 2021–2022. Guided by Epstein’s framework of parental involvement, the study focused on four domains: parenting, learning at home, decision-making, and communication. A descriptive-correlational research design was employed and supported by qualitative data obtained through focus group discussions with parents and teachers. The participants consisted of 60 parent-respondents selected through convenience sampling. Data were gathered using a validated researcher-made questionnaire, while learners’ academic performance was measured through final academic ratings. Descriptive statistics and Spearman’s Rank-Order Correlation were utilized to analyze the quantitative data, while qualitative responses were analyzed thematically. Findings revealed that parents generally demonstrated active involvement in supporting learners academically and emotionally throughout blended learning implementation. Learners also achieved generally satisfactory to outstanding academic performance. However, statistical analysis showed no significant relationship between parental involvement and learners’ academic performance. The findings suggest that learner achievement in blended learning environments may also be influenced by instructional strategies, teacher interventions, accessibility of learning resources, and other contextual factors. Based on the results, an enhanced intervention plan was proposed to strengthen home–school collaboration and learner support in blended learning environments.

Keywords: Parental Involvement, Blended Learning, Academic Performance, Grade 3 Learners, Home–School Collaboration, Intervention Plan.

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I. INTRODUCTION

The COVID-19 pandemic significantly transformed the educational landscape worldwide, compelling schools to adopt alternative learning modalities such as blended and distance learning. In the Philippines, the Department of Education implemented the Basic Education Learning Continuity Plan (BE-LCP) to ensure uninterrupted education despite restrictions on face-to-face instruction. Within this context, parents assumed expanded responsibilities as learning facilitators, particularly among elementary learners who required close supervision and academic guidance at home. As a result, parental involvement became increasingly recognized as an essential factor in supporting learners’ engagement, motivation, and academic development in blended learning environments (DepEd, 2021; Ganal et al., 2023).

Existing literature consistently emphasizes the positive contribution of parental involvement to children’s academic success. Studies have shown that parental support through monitoring learning activities, maintaining communication with teachers, and assisting with academic tasks contributes to improved learner engagement and achievement in both traditional and distance learning settings (Zhang, 2022; Liu et al., 2024; Medina & Robles, 2023). Epstein’s framework of parental involvement further explains how parenting, learning at home, decision-making, and communication strengthen the partnership between home and school in promoting learner success. In blended learning environments, these forms of involvement became even more critical due to the reduced physical presence of teachers and the increased reliance on home-based learning support (Epstein, 2018; Alharthi, 2022).

Despite the growing body of research on parental involvement, limited studies have specifically examined its relationship with the academic performance of Grade 3 learners within blended distance learning settings in Philippine public elementary schools. Most existing studies focused either on modular distance learning in general or on broader learner populations without closely examining the unique developmental needs of early elementary learners. Furthermore, there remains insufficient localized evidence describing how parental involvement functioned within the blended learning context of public schools in Cavite City during the pandemic and post-pandemic transition period. This gap highlights the need to investigate whether parental involvement significantly influenced learners' academic performance under blended distance learning conditions (Ganal et al., 2023; Medina & Robles, 2023).

To address this gap, the present study examined the relationship between parental involvement and the academic performance of Grade 3 learners at Ladislao Diwa Elementary School during the School Year 2021–2022. Guided by Epstein's framework, the study focused on four domains of parental involvement: parenting, learning at home, decision-making, and communication. Using a descriptive-correlational research design complemented by qualitative data from focus group discussions, the study sought to determine the extent of parental involvement, identify challenges experienced during blended learning, and examine whether a significant relationship existed between parental involvement and learners' academic performance. The findings of the study served as the basis for a proposed enhanced intervention plan intended to strengthen home–school collaboration and support learner achievement in blended learning environments.

II. METHOD

This study employed a descriptive-correlational research design to examine the relationship between parental involvement and the academic performance of Grade 3 learners under the blended distance learning modality. The descriptive component was used to determine the extent of parental involvement across the domains of parenting, learning at home, decision-making, and communication, while the correlational component examined whether a significant relationship existed between parental involvement and learners' academic performance. To enrich and contextualize the quantitative findings, qualitative data were also gathered through focus group discussions (FGDs) involving parents and teachers. This approach enabled a more comprehensive understanding of parental involvement within the blended learning environment.

The study was conducted at Ladislao Diwa Elementary School during the School Year 2021–2022. The participants consisted of sixty (60) parents or guardians of Grade 3 learners enrolled in the blended distance learning modality. Respondents were selected using convenience sampling based on accessibility and willingness to participate. The participants came from two Grade 3 sections, namely Santol and Rambutan, with 29 parent-respondents from Santol and

31 from Rambutan. In addition, two Grade 3 teachers handling blended learning classes participated in the focus group discussions to provide supplementary insights regarding instructional challenges and parental engagement during the implementation of blended learning. The primary research instrument used in the study was a researcher-made survey questionnaire administered through Google Forms. The questionnaire was anchored on Epstein's Framework of Parental Involvement and focused on four domains: parenting, learning at home, decision-making, and communication. The instrument consisted of three parts: demographic profile of respondents, parental involvement domains, and learners' academic performance. Responses were measured using a four-point Likert scale ranging from Strongly Disagree to Strongly Agree. The learners' academic performance was measured using their final academic ratings obtained from school records in accordance with DepEd grading guidelines. Focus group discussion guides for parents and teachers were likewise utilized to gather qualitative data concerning experiences and challenges encountered during blended distance learning. Copies of the research instruments are included in the appendices section of the manuscript.

To establish validity, the questionnaire underwent expert validation by three specialists in education and research. Using the Item-Level Content Validity Index (I-CVI), most items obtained a score of 1.00, indicating strong agreement among validators regarding the relevance and clarity of the items. Several items with lower I-CVI scores were revised to improve alignment and clarity. Reliability testing was conducted through pilot testing involving 20 respondents outside the study site. The parent questionnaire obtained an overall Cronbach's alpha coefficient of 0.89, while individual domains obtained coefficients ranging from 0.85 to 0.88, indicating high internal consistency and reliability of the instrument. Prior to data gathering, the researcher secured permission from the Schools Division Office of Cavite City and the administration of Ladislao Diwa Elementary School. Informed consent was obtained from all participants before the administration of the survey questionnaires and conduct of the focus group discussions. Participation in the study was voluntary, and confidentiality of responses was strictly maintained in accordance with the Data Privacy Act of 2012. Survey questionnaires were distributed electronically through Google Forms, while qualitative data from FGDs were gathered to supplement and validate the quantitative findings.

Descriptive statistics such as frequency counts, percentages, weighted mean, and standard deviation were used to summarize the demographic profile of respondents and the level of parental involvement across the identified domains. To determine the relationship between parental involvement and learners' academic performance, Spearman's Rank-Order Correlation (Spearman's rho) was employed because the data did not satisfy the assumptions of normality and linearity. Statistical significance was tested at the 0.05 level. Qualitative responses from the focus group discussions were analyzed thematically to identify recurring experiences and contextual factors influencing blended learning.

III. RESULT AND DISCUSSION

Table 1 Demographic Profile of Parent-Respondents

Demographic Variable	Category	Frequency (f)	Percentage (%)
Age	26–30 years old	3	5.0
	31–35 years old	30	50.0
	36–40 years old	4	6.7
	41–45 years old	2	3.3
	46–50 years old	21	35.0
	56 years old and above	2	3.3
Civil Status	Married	45	75.0
	Separated	11	18.3
	Single	4	6.7
Highest Educational Attainment	Bachelor's Degree	50	83.3
	High School Graduate	10	16.7
Monthly Family Income	₱1–5,000	1	1.7
	₱6–10,000	9	15.0
	₱16–20,000	20	33.3
	₱21–25,000	14	23.3
	₱26–30,000	11	18.3
	₱31–35,000	4	6.7
	₱36,000 and above	1	1.7
Number of Children	One	3	5.0
	Two	30	50.0
	Three	19	31.7
	Four	7	11.7
	Five	1	1.7

Table 1 presents the demographic profile of the parent-respondents in terms of age, civil status, highest educational attainment, monthly family income, and number of children. Findings revealed that the majority of the respondents were within the age brackets of 31–35 years old (50%) and 46–50 years old (35%), indicating that most parents belonged to mature and economically active age groups commonly associated with increased parental responsibility and involvement in children's education. Most respondents were married (75%), suggesting the presence of relatively stable family structures that may support learners' educational supervision and home learning activities.

In terms of educational attainment, the majority of the respondents were bachelor's degree holders (83.3%), while 16.7% were high school graduates. This finding suggests that most parents possessed educational backgrounds that may enable them to assist learners with academic tasks and blended learning requirements. Previous studies emphasized that higher parental educational attainment positively influences children's academic support and engagement at home (Dizon, 2023; Zhang, 2022). Parents with higher educational attainment are generally more capable of guiding learners in academic activities and communicating effectively with teachers regarding learner progress.

With respect to monthly family income, most respondents reported earnings ranging from ₱16,000–₱20,000 (33.3%) and ₱21,000–₱25,000 (23.3%), indicating moderate economic conditions among participating families. Although blended learning reduced transportation-related

school expenses, families still needed to allocate resources for internet connectivity, digital devices, and learning materials. Existing literature noted that socioeconomic conditions significantly influence parental capacity to support blended and distance learning, particularly in terms of access to digital resources and learning support at home (AJHSSR, 2024; Medina & Robles, 2023).

Regarding family size, most respondents had two children (50%) or three children (31.7%). This finding implies that parents needed to divide their time, attention, and educational support among multiple children during blended learning implementation. Despite this challenge, the respondents generally demonstrated active involvement in their children's educational activities. Similar findings were reported by Ganai et al. (2023), who observed that Filipino parents continued to provide academic supervision and home-based learning support despite constraints associated with work responsibilities and household demands.

Overall, the demographic profile of the respondents suggests that most parents possessed relatively stable educational and family backgrounds that may contribute to learner supervision and academic support within blended distance learning environments. However, as emphasized in previous studies, demographic characteristics alone do not automatically determine the quality or effectiveness of parental involvement, as other contextual factors such as instructional structure, digital accessibility, and learner motivation also influence academic outcomes.

Table 2 Parenting Domain

Statement	Mean	SD	Interpretation
I always identify a regular time and place in my home for my child to do his/her homework.	3.67	0.48	Strongly Agree (SA)
I always monitor my child's homework.	3.83	0.38	Strongly Agree (SA)
I monitor my child's television viewing habits.	4.00	0.00	Strongly Agree (SA)
I ensure that my child always attends his/her class.	3.73	0.45	Strongly Agree (SA)
I always attend and participate in school activities.	4.00	0.00	Strongly Agree (SA)
Overall Mean	3.85	0.26	Strongly Agree (SA)
Legend: 1.00–1.80 = Strongly Disagree (SD), 1.81–2.60 = Somewhat Disagree (SWD), 2.61–3.40 = Somewhat Agree (SWA), and 3.41–4.00 = Strongly Agree (SA)			

Table 2 presents the level of parental involvement in terms of the parenting domain. Findings revealed that parent-respondents generally demonstrated a high level of involvement in supervising, guiding, and supporting their children throughout the blended learning process. Parents actively monitored academic activities, established home learning routines, and provided motivation and emotional support to their children. The results suggest that parents recognized their important role as learning facilitators during the implementation of blended distance learning.

The findings support the framework of Joyce Epstein, which emphasizes parenting as a foundational component of effective home-school partnership. In blended learning environments, parental guidance becomes essential because young learners, particularly those in Grade 3, still require consistent supervision and structured learning support at

home. Similar findings were reported by Ganal et al. (2023), who observed that Filipino parents became more actively involved in monitoring and assisting their children during modular and blended learning implementation. Likewise, Zhang (2022) emphasized that parental supervision and encouragement contribute positively to learners' self-regulation, motivation, and engagement in flexible learning environments.

The results further indicate that parents attempted to create supportive learning conditions despite the challenges brought about by the blended learning modality. However, although parental involvement in the parenting domain was generally high, the study also suggests that effective learner performance may still depend on other contextual factors such as instructional strategies, accessibility of learning resources, and teacher interventions.

Table 3 Learning at Home Domain

Statement	Mean	SD	Interpretation
I always find time to sit with my child during his/her study period.	3.87	0.34	Strongly Agree (SA)
I always encourage my child to be responsible, to complete all assignments on time, and to do the best he/she can.	3.83	0.38	Strongly Agree (SA)
I always make sure that I'm knowledgeable enough about what information and skills my child should master at his/her grade level in his/her major subject areas.	3.83	0.38	Strongly Agree (SA)
I always teach my child the core values of being a good citizen.	4.00	0.00	Strongly Agree (SA)
I always teach my child about sanitation.	4.00	0.00	Strongly Agree (SA)
Overall Mean	3.91	0.22	Strongly Agree (SA)
Legend: 1.00–1.80 = Strongly Disagree (SD), 1.81–2.60 = Somewhat Disagree (SWD), 2.61–3.40 = Somewhat Agree (SWA), and 3.41–4.00 = Strongly Agree (SA)			

Table 3 presents the level of parental involvement in terms of the learning at home domain. The findings indicate that parents were actively engaged in supporting their children's academic activities within the home setting during blended distance learning. Parents monitored assignment completion, assisted learners in understanding lessons, and attempted to establish learning environments conducive to academic engagement. These results demonstrate that home-based learning support became a central component of parental responsibility during the blended learning implementation.

The findings align with the study of Liu et al. (2024), which emphasized that parental monitoring and assistance positively influence learner engagement and task completion in blended learning environments. Similarly, Medina and Robles (2023) found that parents who regularly supervised

learning activities and maintained communication regarding academic tasks contributed to improved learner participation and academic adjustment during hybrid learning. In the Philippine context, Ganal et al. (2023) also observed that parents played significant roles in reviewing modules, explaining lessons, and maintaining study routines during distance learning implementation.

The results further suggest that the home became an extension of the classroom during the blended learning period, requiring parents to assume instructional and supervisory responsibilities traditionally performed by teachers. However, despite the generally positive level of parental involvement in home-based learning activities, qualitative findings of the study also revealed challenges associated with time constraints, workload demands, and varying levels of parental preparedness in assisting learners

academically. These findings indicate that while parental support remained essential, the effectiveness of blended

learning also depended on broader instructional and contextual factors beyond parental involvement alone.

Table 4 Decision-Making Domain

Statement	Mean	SD	Interpretation
I always attend at least 1 PTA, PTO, or other support group meeting each year.	3.83	0.38	Strongly Agree (SA)
I assist my child by providing information to his/her School Governing Council or serve as a SGC parent representative.	3.60	0.49	Strongly Agree (SA)
I always attend Quarterly Progress Report Card meetings for my child.	3.92	0.28	Strongly Agree (SA)
I assist my child in their school activity programs like Nutrition Month, Reading Month, and National Bible Month.	3.40	0.49	Somewhat Agree (SWA)
I always remind my child about bullying and the importance of protecting himself/herself at school.	3.82	0.39	Strongly Agree (SA)
Overall Mean	3.71	0.40	Strongly Agree (SA)
Legend: 1.00–1.80 = Strongly Disagree (SD), 1.81–2.60 = Somewhat Disagree (SWD), 2.61–3.40 = Somewhat Agree (SWA), and 3.41–4.00 = Strongly Agree (SA)			

Table 4 presents the level of parental involvement in terms of the decision-making domain. The findings indicate that parents demonstrated moderate to high involvement in participating in school-related decisions and educational activities concerning their children. Parents showed willingness to support school policies, coordinate with teachers, and participate in discussions related to learner progress and academic concerns. However, compared with the other parental involvement domains, decision-making obtained relatively lower levels of participation, suggesting that parental engagement was more concentrated on direct home-based support rather than institutional or school governance activities.

This finding may be explained by the limitations brought about by the blended learning setup during the pandemic period, where opportunities for direct school participation and face-to-face collaboration were reduced. Many school-related decisions were centralized within institutional protocols, while parents primarily focused on assisting learners at home. Similar observations were reported by Catagcatag (2020), who noted that parents often perceived limited opportunities for meaningful participation in school

initiatives and decision-making processes despite their willingness to support their children’s education.

The findings also align with Epstein’s framework, which identifies decision-making as an important but often less visible dimension of parental involvement. In blended learning environments, communication between parents and schools tended to prioritize immediate academic concerns such as module completion, attendance monitoring, and instructional clarification rather than broader participation in school governance and planning. Nevertheless, the results suggest that maintaining collaborative relationships between parents and teachers remained important in supporting learners’ educational experiences during blended learning implementation.

Although parents demonstrated involvement in decision-making activities, the findings imply that schools may still strengthen structures that encourage greater parental participation in educational planning and school-based initiatives. Strengthening collaborative decision-making processes may help improve home–school partnerships and create more responsive support systems for learners in flexible learning environments.

Table 5 Communicating Domain

Statement	Mean	SD	Interpretation
I made sure that I attended school orientation, and other forms of school information posted.	3.88	0.32	Strongly Agree (SA)
I regularly read the school newsletter, updates, and announcements from the adviser regarding school activities and programs.	3.92	0.28	Strongly Agree (SA)
I always communicate with my child's adviser to be aware of my child's academic strengths and weaknesses.	4.00	0.00	Strongly Agree (SA)
I had constant communication with my child’s adviser regarding my child’s behavior and performance.	4.00	0.00	Strongly Agree (SA)
I initiate contact with my child's adviser or principal just to show my full support.	3.67	0.48	Strongly Agree (SA)
Overall Mean	3.89	0.22	Strongly Agree (SA)
Legend: 1.00–1.80 = Strongly Disagree (SD), 1.81–2.60 = Somewhat Disagree (SWD), 2.61–3.40 = Somewhat Agree (SWA), and 3.41–4.00 = Strongly Agree (SA)			

Table 5 presents the level of parental involvement in terms of the communication domain. Findings revealed that parents demonstrated a high level of involvement in

maintaining communication with teachers and monitoring school-related information during the blended learning implementation. Parents regularly coordinated with teachers

regarding academic concerns, sought clarification on lessons and assignments, and remained attentive to school announcements and instructional updates. These findings indicate that communication became one of the most essential forms of parental involvement during blended distance learning.

The results support the framework of Joyce Epstein, which identifies communication as a critical component of effective home–school partnership. In blended learning settings, communication served as an important mechanism for ensuring continuity of instruction and learner support despite limited face-to-face interaction. The findings are also consistent with the study of Medina and Robles (2023), which emphasized that regular parent–teacher communication contributed to improved learner monitoring and academic participation during hybrid learning implementation.

Similarly, Ganal et al. (2023) found that parents who frequently communicated with teachers were better able to

supervise academic tasks and address learning difficulties encountered by their children. The present findings further suggest that communication enabled parents to better understand instructional expectations and learning requirements under the blended modality. However, qualitative findings of the study also revealed challenges related to delayed feedback, clarification of instructions, and balancing communication demands with parents’ work responsibilities.

Overall, the findings indicate that effective communication between parents and teachers remained an important support mechanism in blended learning environments. Sustained and accessible communication channels may help strengthen home–school collaboration and improve learners’ educational experiences, particularly among young learners who require continuous academic guidance and supervision.

Table 6 Thematic Analysis of Common Difficulties Faced by Grade 3 Blended Learning Teachers

Themes	Description
Parental Involvement and Support	Teachers observed inconsistent parental supervision and varying levels of academic support provided at home during blended learning.
Parents’ Clarification and Communication with Teachers	Teachers experienced frequent concerns regarding unclear instructions, module guidance, and communication delays with parents.
Learner Motivation and Attitude	Learners demonstrated difficulties maintaining motivation, focus, and engagement during home-based learning activities.
Challenges of Learning at Home	Home environments presented distractions and limitations that affected learners’ concentration and academic participation.
Attendance Compliance and Output Submission	Irregular attendance and delayed submission of modules and academic outputs were common concerns among teachers.

Table 6 presents the thematic analysis of the common difficulties experienced by Grade 3 teachers during the implementation of blended distance learning. Findings revealed that teachers encountered challenges related to inconsistent parental support, communication barriers, learner motivation, home learning conditions, and compliance with attendance and academic submission requirements.

Teachers observed that although many parents attempted to support their children academically, the level of supervision and assistance varied considerably depending on parents’ availability, workload, and familiarity with academic tasks. Communication also emerged as a recurring challenge, particularly in clarifying learning instructions and coordinating academic concerns within the blended learning setup. These findings support the observations of Aquami et al. (2024), who reported that limited interaction, inadequate support systems, and learning difficulties significantly affected elementary learners during blended and distance learning implementation.

Another major concern identified by teachers involved learners’ motivation and engagement. Teachers noted that some learners struggled to remain focused and academically active without continuous supervision and structured

classroom interaction. Similar findings were reported by Navarro et al. (2022), who emphasized that learner motivation and emotional support became critical concerns in blended and remote learning environments.

The findings also revealed that home-based learning conditions presented additional barriers to effective learning. Distractions within the household, limited learning resources, and inconsistent internet connectivity affected learners’ participation and completion of academic tasks. Attendance monitoring and delayed submission of outputs were likewise identified as recurring instructional concerns. These findings align with the study of Azzahra et al. (2022), which highlighted technological and socioeconomic challenges experienced by learners in blended and online learning settings.

Overall, the findings suggest that blended learning implementation involved complex instructional and contextual challenges that extended beyond parental involvement alone. While parents served as important learning facilitators, teachers continued to face difficulties associated with learner engagement, communication, and home learning environments during the blended learning period.

Table 7 Academic Performance is Grouped According to DepEd Grading Descriptors

DepEd Descriptor	Grade 3 (Blended Learning)
Outstanding (90–100)	35 (58.3%)
Very Satisfactory (85–89)	25 (41.7%)
Satisfactory (80–84)	0 (0.0%)
Fairly Satisfactory (75–79)	0 (0.0%)
Did Not Meet Expectations (<75)	0 (0.0%)
Overall Mean	90.05
Standard Deviation	2.41

Table 7 presents the academic performance of Grade 3 learners under the blended distance learning modality based on the DepEd grading descriptors. The findings revealed that most learners achieved ratings within the Very Satisfactory and Outstanding levels, indicating generally favorable academic performance despite the instructional adjustments brought about by blended learning implementation.

The results suggest that learners were able to adapt to the blended learning environment with the support of parents, teachers, and school-based learning interventions. The generally high academic performance may also reflect the effectiveness of learning continuity measures and remediation strategies implemented during the pandemic and post-pandemic transition period. Furthermore, parental supervision, monitoring of assignments, and regular communication with teachers may have contributed to learners' completion of academic requirements and sustained participation in learning activities.

The findings are consistent with the study of Medina and Robles (2023), which reported that elementary learners in hybrid learning settings maintained satisfactory academic performance when parents and teachers collaboratively monitored learning activities. Similarly, Liu et al. (2024) emphasized that structured learning support at home positively contributed to learners' academic engagement and task completion in blended learning environments.

However, although learners generally demonstrated satisfactory to outstanding academic performance, the present study later revealed that parental involvement did not show a statistically significant relationship with learners' academic performance. This finding suggests that learner achievement within blended learning environments may also be influenced by additional contextual factors such as teacher interventions, instructional strategies, grading adjustments, accessibility of learning resources, and institutional support mechanisms. Thus, academic performance during blended learning appears to result from the interaction of multiple educational and environmental factors rather than parental involvement alone.

Table 8 Thematic Analysis of Parental Experiences During Blended Learning

Themes	Description
Parental Workload and Time Constraints	Parents experienced difficulty balancing work responsibilities, household obligations, and supervision of children's academic tasks during blended learning.
Clarification and Communication with Teachers	Parents frequently sought clarification regarding lessons, assignments, and academic instructions to better support learners at home.
Equity and Access to Learning Resources	Some families encountered limitations related to internet connectivity, digital devices, and availability of learning materials.
Learner Diversity and Instructional Support at Home	Parents experienced challenges in assisting learners with different academic abilities, learning styles, and levels of independence.
Communication and Collaboration with Teachers	Parents recognized the importance of maintaining regular communication with teachers to monitor learner progress and address academic concerns.
Learning Gaps, Post-Pandemic Adjustment, and Remediation Needs	Parents observed learning difficulties and adjustment concerns among learners following the transition to blended learning and post-pandemic education.

Table 8 presents the thematic analysis of parental experiences during the implementation of blended distance learning. Findings revealed that parents encountered multiple challenges related to workload demands, communication concerns, accessibility of learning resources, learner supervision, and adjustment difficulties associated with the blended learning modality.

One of the major concerns identified by parents involved balancing academic supervision with work and household responsibilities. Many parents reported difficulty allocating sufficient time to assist learners with modules, assignments, and online activities while simultaneously

fulfilling employment and family obligations. These findings are consistent with Ganal et al. (2023), who observed that Filipino parents experienced significant pressure in assuming expanded educational responsibilities during modular and blended learning implementation.

Communication and clarification of lessons also emerged as important themes in the study. Parents frequently relied on teachers for guidance regarding academic instructions, learning activities, and submission requirements. The findings highlight the critical role of home-school communication in supporting learners under flexible learning modalities. Similar findings were reported

by Medina and Robles (2023), who emphasized that regular parent–teacher communication contributed positively to learner monitoring and academic participation during hybrid learning implementation.

Parents also identified challenges related to accessibility of learning resources, including unstable internet connectivity, limited digital devices, and insufficient instructional materials. These concerns were particularly evident among families with multiple children sharing educational resources at home. The findings support the study of Azzahra et al. (2022), which identified technological and socioeconomic limitations as major barriers affecting learner participation in blended and online learning environments.

Another important theme involved the diversity of learner needs and the difficulties parents experienced in providing instructional support at home. Parents noted that some learners required continuous supervision, motivation,

and individualized assistance to complete academic tasks. In addition, parents observed learning gaps and adjustment difficulties among learners following the prolonged disruption of traditional classroom instruction during the pandemic period. These findings align with Navarro et al. (2022), who emphasized the importance of emotional support, motivation, and remediation in helping learners adapt to blended learning environments.

Overall, the findings demonstrate that parents played significant yet demanding roles in supporting learners throughout blended learning implementation. While parents remained actively involved in their children’s education, the study also highlights the need for strengthened home–school collaboration, accessible learning support systems, and intervention programs that address both academic and contextual challenges experienced by families in blended learning settings.

Table 9 Correlation Between Parental Involvement and Academic Performance

Parental Involvement Variable	Grade 3 Final Average(r, p)	HO Decision	Interpretation
Parenting	r = -0.07, p = .59	Accept H ₀	Non-significant, weak, and negative correlation
Learning at Home	r = 0.25, p = .06	Accept H ₀	Non-significant, positive yet very weak correlation
Decision-Making	r = 0.04, p = .78	Accept H ₀	Non-significant, positive yet very weak correlation
Communication	r = 0.11, p = .41	Accept H ₀	Non-significant, positive yet very weak correlation

Table 9 presents the relationship between parental involvement and the academic performance of Grade 3 learners under the blended distance learning modality using Spearman’s Rank-Order Correlation. The findings revealed that there was no statistically significant relationship between parental involvement and learners’ academic performance across the identified domains of parenting, learning at home, decision-making, and communication.

Although parents demonstrated active participation in supporting their children’s education during blended learning, the results suggest that parental involvement alone did not significantly predict learners’ final academic ratings. This finding implies that other factors may have exerted stronger influence on learner achievement within the blended learning environment.

These factors may include teacher-led instructional interventions, grading adjustments implemented during the pandemic, accessibility of learning resources, learner motivation, and institutional learning support systems.

The findings differ from several previous studies that reported positive relationships between parental involvement and academic achievement. Liu et al. (2024) found that parental monitoring and academic guidance positively influenced learner engagement and performance in blended learning settings. Similarly, Medina and Robles (2023) emphasized that consistent parental supervision and communication contributed to improved academic outcomes

among elementary learners in hybrid learning environments. However, the present findings are comparable to the study of Cook (2021), which also reported that parental involvement did not demonstrate a statistically significant relationship with academic achievement under certain educational conditions.

One possible explanation for the present findings is that the majority of learners obtained generally high academic ratings, resulting in limited variability in academic performance. Additionally, during the blended learning implementation, teachers and schools adopted flexible instructional and assessment strategies intended to support learner completion and continuity of education during the pandemic period. Consequently, academic performance may have reflected broader institutional adjustments rather than the direct influence of parental involvement alone.

The qualitative findings of the study further support this interpretation. Teachers identified multiple contextual challenges associated with blended learning, including learner motivation, attendance compliance, communication barriers, and limitations within home learning environments. These findings indicate that academic achievement during blended learning was influenced by a complex interaction of educational, instructional, and environmental factors rather than parental involvement exclusively.

Overall, the findings suggest that while parental involvement remained important in supporting learners

emotionally and academically, it was not independently associated with significant differences in academic

performance among Grade 3 learners within the blended distance learning context.

Table 10 Summary of Strengths, Areas for Enrichment, Existing Efforts, and Proposed Enhancement Activities

Areas	Findings/Issues Identified	Existing Efforts	Proposed Enhancement Activities
Parenting Support	Parents actively supervise and motivate learners but experience time constraints due to work and household responsibilities.	Regular parent reminders and monitoring through online communication platforms.	Conduct parent orientation programs on effective home learning management and learner supervision strategies.
Learning at Home	Parents assist learners academically but encounter difficulties in explaining lessons and maintaining study routines.	Distribution of modules and instructional guidance from teachers.	Develop simplified parent learning guides and home support materials for blended learning.
Communication	Parents and teachers maintain communication, although clarification delays and inconsistent responses remain concerns.	Use of group chats and online communication channels for academic updates.	Strengthen structured communication systems and establish regular parent–teacher consultation schedules.
Learner Motivation and Academic Support	Learners demonstrate varying levels of motivation, engagement, and adjustment during blended learning.	Teacher follow-ups and remediation activities for struggling learners.	Implement learner support and intervention programs focusing on motivation, remediation, and post-pandemic learning recovery.
Accessibility of Learning Resources	Some families experience limitations in internet access, digital devices, and learning materials.	Provision of printed modules and flexible submission arrangements.	Strengthen school-community partnerships and resource assistance programs to support low-resource families.

Table 10 presents the summary of strengths, areas for enrichment, existing school efforts, and proposed enhancement activities based on the findings of the study. The results indicate that while parents generally demonstrated active involvement in supporting learners during blended learning, several contextual and instructional challenges remained evident. These included parental workload constraints, communication difficulties, learner motivation concerns, and limitations in access to learning resources.

One of the identified strengths of the study involved the active supervision and monitoring provided by parents within the home learning environment. Parents consistently assisted learners in completing academic tasks and maintaining communication with teachers despite the demands associated with blended learning implementation. However, the findings also revealed areas requiring further support, particularly in helping parents manage instructional responsibilities and establish more effective home learning structures.

The findings likewise highlighted the importance of strengthening communication and collaboration between parents and teachers. Although communication mechanisms were already in place through online platforms and messaging applications, parents and teachers still experienced delays in clarification and coordination regarding academic concerns. Similar observations were reported by Catagcatag (2020), who emphasized that parents often require more structured and inclusive opportunities for meaningful engagement in educational processes.

The study also identified the need for targeted learner support interventions, particularly in addressing learner motivation, learning gaps, and post-pandemic academic adjustment concerns. Teachers observed that some learners struggled to maintain consistent engagement and academic participation within the blended learning environment. These findings align with Navarro et al. (2022), who emphasized the importance of emotional support, remediation, and structured guidance in helping learners adapt to flexible learning modalities.

Furthermore, accessibility concerns involving internet connectivity, digital devices, and instructional resources continued to affect several families, particularly those with limited socioeconomic resources. The findings support the observations of Azzahra et al. (2022), which identified technological and resource limitations as significant barriers to effective blended and online learning participation.

Overall, the findings suggest that while existing school initiatives helped sustain blended learning implementation, additional intervention strategies focused on strengthening parental support, communication systems, learner remediation, and resource accessibility are necessary to further enhance home–school collaboration and learner achievement in blended learning environments.

Table 11 Proposed Enhanced Intervention Plan for Strengthening Parental Involvement in Blended Learning

Objectives	Strategies/Activities	Persons Involved	Timeline	Expected Outcomes
Strengthen parental capability in supporting home-based learning	Conduct parent orientation and training sessions on effective learner supervision, study routines, and blended learning support strategies	School administrators, teachers, parents	Quarterly	Improved parental confidence and consistency in assisting learners academically
Improve communication and collaboration between home and school	Establish regular parent–teacher consultation schedules and structured communication channels	Teachers, parents, school administrators	Monthly	More efficient coordination and timely resolution of academic concerns
Address learner motivation and learning gaps	Implement remediation programs, learner monitoring activities, and motivational support interventions	Teachers, guidance personnel, parents	Throughout the school year	Improved learner engagement, participation, and academic adjustment
Enhance accessibility of learning resources	Strengthen school-community partnerships and provide resource assistance for low-resource families	School administrators, community stakeholders, parents	As needed	Increased access to instructional materials and learning support resources
Promote sustained home–school partnership	Conduct collaborative school activities and parental engagement programs aligned with blended learning needs	Teachers, parents, school administrators	Quarterly	Strengthened parental participation and home–school collaboration

Table 11 presents the proposed enhanced intervention plan developed based on the findings of the study. The intervention plan aims to strengthen parental involvement, improve communication and collaboration between home and school, address learner support needs, and enhance the overall implementation of blended learning among Grade 3 learners.

The findings of the study revealed that while parents remained actively involved in supporting learners academically, they also experienced challenges related to workload demands, instructional guidance, communication concerns, and access to learning resources. In response to these findings, the proposed intervention plan emphasizes capacity-building activities that equip parents with practical strategies for supervising and assisting learners within home-based learning environments.

One major component of the intervention plan involves strengthening communication systems between parents and teachers. Effective communication was identified as an important factor in ensuring learner monitoring, clarification of academic concerns, and continuity of instruction during blended learning. Consistent with Epstein’s framework, collaborative communication between families and schools remains essential in promoting learner success and sustaining educational support systems.

The intervention plan also prioritizes learner remediation and motivational support programs to address learning gaps and adjustment difficulties observed during the blended learning implementation. Similar to the findings of Navarro et al. (2022), learners require not only academic supervision but also emotional and motivational support to maintain engagement in flexible learning environments.

In addition, the intervention plan recognizes the need to strengthen school-community partnerships to assist families experiencing technological and socioeconomic limitations. Providing accessible learning resources and institutional support mechanisms may help reduce barriers affecting learner participation and academic continuity.

Overall, the proposed intervention plan seeks to establish a more responsive and collaborative home–school partnership framework that supports both parents and learners in blended learning environments. The intervention strategies are intended to enhance parental engagement practices while addressing the broader contextual challenges identified in the study.

IV. CONCLUSION

This study examined the relationship between parental involvement and the academic performance of Grade 3 learners under the blended distance learning modality at Ladislao Diwa Elementary School during the School Year 2021–2022. Guided by Epstein’s framework, the study focused on four domains of parental involvement: parenting, learning at home, decision-making, and communication. Findings revealed that parents generally demonstrated active involvement in supporting their children’s education throughout the blended learning implementation. Parents provided academic supervision, maintained communication with teachers, monitored learning activities, and attempted to establish supportive learning environments at home despite the challenges associated with flexible learning modalities.

The study also revealed that learners generally achieved satisfactory to outstanding academic performance under the blended learning setup. However, statistical analysis using Spearman’s rho indicated that parental involvement did not demonstrate a statistically significant relationship with

learners' academic performance. This finding suggests that while parental involvement remained important in supporting learners emotionally and academically, learner achievement within blended learning environments was also influenced by broader contextual and instructional factors such as teacher interventions, institutional learning support, instructional adjustments, learner motivation, and accessibility of educational resources.

Qualitative findings further revealed that both parents and teachers experienced challenges related to workload demands, communication barriers, learner engagement, instructional support, and resource accessibility during blended learning implementation. These findings highlight the complex nature of blended learning environments, where academic performance is shaped by the interaction of home, school, and contextual factors rather than parental involvement alone.

Overall, the study emphasizes the continued importance of strengthening home-school collaboration in blended learning contexts while recognizing the need for more comprehensive support systems that address instructional, technological, and socio-emotional challenges experienced by learners, parents, and teachers. The proposed enhanced intervention plan was therefore developed to support more effective parental engagement, improve communication systems, and strengthen learner support mechanisms within blended learning environments.

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