

Exploring the Impact of Parental Engagement on Social Development and Academic Success in Key Stage 3 Learners

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Abstract: This study examined the types of parental engagement that shape social skills and enhanced the academic success of Key Stage students. Anchored in Bronfenbrenner's Ecological Systems Theory, Social Learning Theory, and Epstein's School-Family Partnership Model, the research analyzed students' perceptions of parental engagement in school-based activities, home-based academic support, communication with teachers, and extracurricular participation. Findings revealed that visible and consistent parental engagement positively influenced students' confidence, cooperation, motivation, self-regulation, and academic engagement. Parental modeling, collaborative parent-teacher communication, and structured home support were identified as key mechanisms fostering both social competence and academic responsibility. However, challenges such as limited parental time, communication barriers, socioeconomic constraints, and varying parental capacity constrained effective involvement. Based on these findings, a structured School and Home Partnership Program was proposed to strengthen collaboration, enhance parental capacity, and address identified barriers. The study underscores the importance of sustained, balanced, and inclusive parental engagement in promoting holistic student development. The study employed a descriptive research design using student respondents to capture lived experiences and perceptions of parental involvement across multiple contexts. Data was analyzed to determine how different forms of engagement contributed to both social development and academic outcomes. Results indicated that students were more positively influenced by direct, observable parental participation than by formal or symbolic involvement. The alignment of expectations between home and school emerged as a crucial factor in promoting discipline, accountability, and emotional security among learners. These findings emphasize that parental involvement functions as a multidimensional support system that extends beyond academic assistance to include social modeling and motivational reinforcement.

Furthermore, the study highlights the need for schools to institutionalize inclusive and flexible strategies that accommodate parents' diverse capacities and circumstances by recognizing barriers to participation and addressing them through structured programs, schools can cultivate stronger partnerships that benefit learners' overall development. The proposed framework provides practical guidance for educators and policymakers seeking to transform parental involvement into a sustained and strategic component of school improvement efforts, ultimately contributing to improved student well-being, social competence, and academic performance.

Keywords: Parental Engagement, Social Development, Academic Success, Key Stage 3 Learners.

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I. INTRODUCTION

Parental engagement plays a fundamental role in shaping the holistic development of children, particularly during their formative years in school. As students transition into Key Stage 3, which covers the middle years of education, the influence of parental engagement becomes even more crucial in supporting both their academic success and social skill development. In the Philippine context, where education

is considered a shared responsibility among stakeholders, parents are recognized as essential partners in ensuring learners' success in both academic and non-academic domains.

The Department of Education (DepEd) emphasizes the vital contribution of parents through various policies and memoranda promoting home-school partnerships. One notable initiative is the DepEd Order No. 54. s. 2009, which

institutionalized the Parent-Teacher Association (PTA) as mechanism for promoting parental participation in school activities and decision-making processes. This reflects the government's recognition that the active involvement of parents in school affairs contributes significantly to learners' performance, motivation, and social behavior.

Parental engagement extends beyond attendance at school meetings or volunteering during school events; it encompasses a range of behaviors such as helping with homework, communicating regularly with teachers, and fostering positive attitudes toward education at home. Studies have shown that children whose parents actively participate in their education demonstrate higher levels of academic success and better social adjustment compared to those with minimal parental support. This underscores the idea that parental engagement serves as an anchor for both scholastic and interpersonal development.

The development of social skills among Key Stage students is a Key indicator of their readiness to adapt to diverse social environments within and beyond the school setting. Social skills such as cooperation, empathy, communication, and conflict resolution are not only learned through peer interactions but also modeled and reinforced by parental behavior at home. Parents who engage their children in meaningful conversations, model respectful communication, and provide opportunities for collaborative play help nurture the social competencies that students bring into the classroom.

In various research, parental warmth and consistent involvement have been linked to positive social behaviors among adolescents. For instance, children who perceive their parents as supportive and engaged are more likely to display empathy, respect for authority, and effective communication with peers. In contrast, the absence of parental engagement can lead to diminished self-esteem, poor peer relationships, and lower academic motivation. Such findings emphasize the indispensable role of parents in fostering emotional intelligence and interpersonal competence.

Academic success, on the other hand, remains one of the most direct outcomes of effective parental success. Studies conducted in different educational contexts reveal that students with involved parents perform better academically regardless of their socioeconomic background. Parental monitoring of schoolwork, encouragement of study routines, and provision of a conducive learning environment at home are all positively correlated with higher grades and improved test scores.

In the Philippines, the Department of Education reinforces parental participation as part of its thrust for quality and inclusive education. Through programs such as "Oplan Balik Eskwela" and "Brigada Eskwela," DepEd encourages parents and community members to take an active role in creating supportive learning environments. These initiatives mirror the broader educational goal of nurturing well-rounded learners equipped with 21st-century skills, including collaboration, critical thinking, and emotional resilience.

Furthermore, the DepEd Memorandum No. 32, s. 2019, known as the "Policy Guidelines on the Implementation of the Comprehensive Guidance and Counseling Program (CGCP)," acknowledges the importance of home-school collaboration in promoting learner's socio-emotional well-being. It highlights that the formation of positive social behavior is not confined within the school walls but is a shared responsibility to teachers, parents, and the community. This policy underscores that social and emotional learning must be reinforced through consistent parental guidance at home.

Internationally, the relationship between parental engagement and student outcomes has also been well-documented. Research conducted in the United Kingdom and the United States revealed that middle school students whose parents maintained consistent communication with teachers, attended school functions, and monitored academic progress displayed stronger motivation and social competence. These findings parallel the objectives of the Philippine education system, which values the integration of parental support in achieving holistic student development.

Parental engagement also plays a preventive role in addressing behavioral issues and school disengagement during early adolescence. The transition to Key Stage 3 often coincides with significant emotional and psychological changes, making students more vulnerable to peer pressure and academic stress. Parents who remain engaged during this stage provide emotional security and serve as guides in decision-making, helping students navigate challenges and maintain positive attitudes toward learning.

The concept of shared responsibility in education aligns with the framework of School-Based Management (SBM) under DepEd Order No. 83, s. 2012. This policy advocates for greater autonomy and accountability at the school level, including the meaningful engagement of parents as co-implementers of educational initiatives. When parents actively participate in planning and evaluating school programs, they become collaborators in improving both academic outcomes and students' social development.

Moreover, a study conducted in Southeast Asia found that parental engagement significantly enhances students' sense of belonging and self-efficacy. When students perceive that their parents value education and are involved in their school life, they tend to be more motivated, disciplined, and confident in their abilities. This psychological boost contributes to better academic outcomes and the acquisition of positive social behaviors necessary for lifelong success.

In many Philippine schools, particularly those implementing the K to 12 Curriculum, teachers have noted that students whose parents maintain open communication channels with educators are more likely to exhibit punctuality, respect, and cooperation. The alignment between parental guidance and classroom instruction fosters consistency in discipline and values formation, which are vital components of social skills development.

In the scope and locale of this study, the research is focused on Buyoan National High School, under the Schools Division of Legazpi City, where a significant number of students have been observed to experience academic difficulties and exhibit low levels of social performance. Attendance records during Parent-Teacher Association (PTA) meetings indicate that less than half of the parents are able to attend these important school gatherings. Common reasons cited include work-related commitments, lack of childcare at home, and family members who are ill. However, there are also instances where parents fail to provide any explanation for their absence, reflecting a concerning level of disengagement from school-related activities.

In addition to low attendance in PTA meetings, many parents are also observed to provide minimal support during extra-curricular and co-curricular activities, which are designed to enhance the holistic development of students. The lack of parental presence and encouragement during such events has contributed to the declining motivation and participation of learners. Teachers and school administrators have noted that students who receive little to no parental support tend to struggle academically and socially, often demonstrating poor classroom engagement, low self-confidence, and weak interpersonal relationships with peers.

The school has implemented several programs aimed at improving students' academic performance and social well-being, including remedial classes, peer mentoring, and counseling sessions. Home visitations have also been conducted to encourage parents to take a more active role in their children's education. Despite these efforts, some parents remain unresponsive, showing limited initiative to collaborate with teachers or participate in school programs. This persistent lack of parental engagement highlights the need to examine how engagement from parents or the absence thereof directly influences the academic success and social development of Key Stage 3 students at Buyoan National High School.

While the benefits of parental engagement are evident, challenges persist, especially in communities where parents face economic constraints, demanding work schedules, or limited educational background. Schools are therefore encouraged to implement inclusive programs that enable all parents, regardless of their socioeconomic status, to participate meaningfully in their children's education. Home visitation programs, parent education seminars, and flexible communication platforms are among the effective strategies identified in promoting equitable parental participation.

The role of parental engagement in shaping Key Stage 3 students' social skills and academic performance, thus represent an integral aspect of educational development in the Philippines. Understanding the depth of this relationship provides schools and policymakers with insights into how home-school partnerships can be strengthened to enhance student learning experiences. By exploring this dynamic, educators can develop strategies that only improve academic outcomes but also nurture socially responsible, emotionally intelligent, and well-rounded Filipino learners.

The benefits offered by this study on parental engagement are seen as significant in addressing the academic and social challenges faced by Key Stage 3 students. By examining how parents' engagement influences learners' performance and interpersonal development, the study provides valuable insights that can guide teachers, school leaders, and policymakers in strengthening home-school collaboration. Furthermore, it promotes a values-based framework that emphasizes shared responsibility, commitment, and partnership between parents and educators. Through this approach, the study seeks to foster a more supportive learning environment where students can thrive academically and socially, reflecting the collective effort of both the school and the family in nurturing well-rounded and capable learners.

II. RESEARCH OBJECTIVES

- To identify the different types of parental engagement in school that are most effective in shaping students' social skills and enhancing their academic success.
- To examine how parental engagement in school activities impacts the development of students' social skills and academic success.
- To determine the challenges encountered in parental engagement in shaping students' social skills and academic success as perceived by the students and parents.
- To design a school-home partnerships program that promotes parental engagement and improves Key Stage 3 students' social skills and academic success.

III. METHODOLOGY

This study employed a mixed-methods research design, specifically a convergent parallel mixed-methods approach. The quantitative component focused on measuring the level and perceived effectiveness of parental engagement using structured survey instruments.

The respondents of this study consisted of forty-two (42) Grade 10 students enrolled at Buyoan National High School under the Key Stage 3 level of the K-12 curriculum. Grade 10 learners were selected as participants because they are at a critical stage of adolescent development, where parental engagement plays a significant role in shaping academic responsibility, decision making skills, and social identity formation. At this level, students were expected to demonstrate increasing independence while still benefiting from structured parental guidance and support.

IV. RESULTS

This chapter presents the findings of the study based on the data gathered from the respondents and subjected to appropriate statistical and qualitative analyses. The presentation of results is organized to provide a clear and systematic understanding of results is organized to provide a clear and systematic understanding of how parental engagement influences the social skills and academic performance of Key Stage 3 students. Quantitative data

obtained from the survey questionnaire was statistically treated and presented in tabular form to highlight frequencies, weighted means, and rankings, allowing for objective interpretation of trends and patterns. Meanwhile, qualitative data derived from open-ended responses were analyzed thematically to capture the students' perceptions and lived experiences. The integration of quantitative and qualitative findings offers a comprehensive perspective on the role of parental engagement and provides empirical evidence to support the discussion of results presented in this chapter.

A. Different Types of Parental Engagement in Shaping Students' Social Skills and Enhancing Academic Performance

Parental engagement manifests in various forms that collectively contribute to the holistic development of learners. These forms include parents' participation in school organizations, consistent communication and collaboration with teachers, and active support in extracurricular and academic-related activities. Such involvement establishes a supportive learning environment that extends beyond the classroom and reinforces positive values, behaviors, and attitudes among students. Through these diverse engagements, parents play a critical role in influencing how students interact socially and perform academically during the Key Stage 3 level.

Participation of parents in school organizations and activities provides students with concrete models of leadership, cooperation, and responsibility. When parents take part in school initiatives, planning activities, and organized functions, students are encouraged to become more engaged in school life. This visible involvement fosters a sense of belonging and motivates learners to participate actively in both academic and social undertakings. Exposure to parents' collaborative efforts within the school community also helps students develop interpersonal skills such as teamwork, communication, and respect for others.

Communication and collaboration between parents and teachers further strengthen students' social and academic development. Regular interaction between home and school ensures consistency in expectations, guidance, and behavioral standards. Students benefit from this alignment as they receive coordinated support that helps them academic challenges and social concerns more effectively. Additionally, parental support and presence in extracurricular activities enhance students' confidence, discipline, and motivation. Through encouragement and active participation, parents help students develop social competence, self-regulation, and a positive attitude toward learning, ultimately contributing to improved academic performance and well-rounded social growth.

Table 1 Parental Participation in School Organizations and Activities

Indicators	Mean (x)	Descriptions
Parents who manifest support for school initiatives inspire students to become participative in school activities	3.98	Effective
Volunteering of parents in school-wide initiatives causes students to be active in school organizations	3.88	Effective
Involvement of parents in school-income-generating projects motivated students to be participative in school activities	3.86	Effective
Active involvement of parents in planning school events encourages students to develop leadership and interpersonal communication skills	3.81	Effective
Parent membership in PTA/SGC positively impacts students' school engagement	3.71	Effective
Average	3.85	Effective

Table 1 presents the respondents' perceptions regarding parental participation in school organizations and activities as a contributing factor to the development of students' social skills. The overall average mean of 3.85, interpreted as Effective, indicates that students generally perceive parental involvement in school-related initiatives as having a positive influence on their social engagement and interpersonal development. This suggests that when of 3.85, interpreted as Effective, indicates that students generally perceive parental involvement in school-related initiatives as having a positive influence on their social engagement and interpersonal development. This suggests that when parents visibly participate in school activities, students tend to develop stronger motivations to engage in collaborative learning environments, participate in extracurricular activities, and build constructive peer relationships.

Among the indicators, the statement "Parents who manifest support for school initiatives inspire students to become participative in school activities" obtained the highest mean score of 3.98, indicating that parental

encouragement and expressed support toward school programs significantly influence students' willingness to participate in school activities. This finding implies that parental attitudes toward school initiatives may shape students' perceptions of the values of participation, thereby fostering greater confidence, responsibility, and involvement in school-related tasks. When students observe their parents demonstrating positive support for school programs, they are more likely to internalize similar attitudes toward school engagement.

Similarly, the indicators related to parental volunteering in school-wide initiatives and involvement in school income-generating projects were both rated as Effective. These results indicate that parents' visible presence and active contribution in school programs may serve as behavioral models for students. Such forms of involvement allow students to witness cooperation, community participation, and shared responsibility between parents and the school community. Consequently, these experiences may enhance students' social awareness and encourage them to become more active

participants in school organizations and collaborative activities.

The indicators concerning parental involvement in planning school events and parent membership in the Parent-Teacher Association (PTA) or School Governing Council (SGC) also received effective ratings, although they registered relatively lower mean scores compared to other indicators. This may suggest that while formal organizational participation by parents contributes positively to students' school engagement, students may perceive more direct and visible forms of parental involvement as having a stronger influence on their behavior and social development. In other words, students appear to respond more strongly to tangible parental participation in activities that they can directly observe or experience.

These patterns of responses point to a deeper understanding of how parental participation operates within the students' immediate social environment. The findings reflect how interactions between home and school create a shared context that shapes students' attitudes toward participation and cooperation. When parents are seen actively engaging in school initiatives, the school environment becomes an extension of the home value system. This alignment reinforces consistent behavioral expectations that students can internalize across settings. The observed influence of visible parental participation can be associated with the principles of observational learning, where students model behaviors demonstrated by significant adults.

Students do not merely recognize parental presence but interpret it as a signal that school engagement is meaningful and worthwhile. Such perceptions contribute to the development of intrinsic motivation to participate in group activities and collaborative tasks. The emphasis on direct and observable involvement suggests that experiential exposure carries greater developmental weight than formal affiliation alone. This implies that students derive social cues from concrete actions rather than institutional roles. The results also highlight the role of parental participation in strengthening students' sense of belonging within the school community. As students witness cooperation between parents and educators, they develop a clearer understanding of shared responsibility and mutual respect. This collaborative atmosphere fosters emotional security, which supports the growth of confidence and interpersonal skills.

The findings indicate that parental participation in school organizations and activities plays a meaningful role in promoting students' social skills development. Such involvement may serve as a socializing mechanism that strengthens students' communication abilities, cooperation, leadership potential, and sense of belonging within the school community. The results further highlight the importance of fostering collaborative partnerships between parents and schools, as active parental engagement can contribute significantly to the holistic development of students, particularly in the areas of social interaction and school participation.

Table 2 Communication and Collaboration with Teachers and School Staff

Indicators	Mean (x)	Descriptions
Open communication between parents and teachers helps students feel supported in resolving social conflicts	4.12	Effective
Constant communication between parents and the school enables students to articulate their social needs	3.95	Effective
Collaborative discussions between parents and school staff about student development, promote better peer relationship among students	3.93	Effective
Regular updates from teachers to parents about their student behavior encourage students to reflect and improve on their social interactions	3.88	Effective
Follow-ups of parents with teachers about their children's school engagement during PTA and school meetings boosts social engagement	3.79	Effective
Average	3.93	Effective

Table 2 presents the respondents' perceptions regarding the role of communication and collaboration between parents and school staff in promoting students' social skills. The overall average mean of 3.93, interpreted as Effective, suggests that consistent, open, and meaningful communication between parents and educators significantly contributes to students' social development. These results indicate that when parents and teachers maintain collaborative interactions, students experience a supportive environment that facilitates positive social behavior, conflict resolution, and emotional security within the school setting.

Among the indicators, "Open communication between parents and teachers helps student feel supported in resolving social conflicts" obtained the highest mean score of 4.12, highlighting the critical role of joint problem-solving in

addressing interpersonal challenges among students. This finding underscores that when parents and educators work in tandem to guide students through social conflicts, students are more likely to develop constructive conflict management skills, empathy, and self-regulation. Such collaborative efforts reinforce the notion that social development is optimized when parental guidance complements school-based interventions.

Similarly, the indicator related to constant communication between parents and the school to enable students to articulate their social needs was also rated as effective. This result suggests that ongoing dialogue between home and school provides students with the confidence and support needed to express their concerns, seek guidance, and engage positively with peers. It reinforces the principle of

shared responsibility, wherein parents and teachers jointly monitor and respond to students’ socio-emotional and social needs.

The indicators concerning collaborative discussions between parents and school staff regarding student development and regular updates from teachers to parents about students’ behavior were similarly perceived as effective. These practices support students’ social reflection, self-awareness, and interpersonal growth by ensuring that they receive consistent feedback and guidance from both home and school environments. They highlight the importance of structure and purposeful parent-teacher interactions in shaping students’ capacity to develop meaningful peer relationships.

Although, parental follow-ups during PTA meetings and school conferences obtained the lowest means among the indicators, it remains within the effective range, indicating that formal communication channels continue to play a supportive role in fostering students’ social engagement. This suggests that while students respond strongly to direct and visible parental involvement, structured forms of engagement such as meetings and conferences still provide important opportunities for guidance and social reinforcement.

These patterns of responses demonstrate how coordinated communication between home and school operates within the learners’ immediate social systems. The findings support Ecological Systems Theory by showing that

alignment between parents and teachers creates a consistent environment that nurtures students’ social growth. When students perceive that significant adults communicate regularly, they experience stability in expectations and guidance across settings. This consistency allows learners to internalize appropriate social behaviors and conflict management strategies. The results also reflect principles of Social Learning Theory, where students model respectful communication and cooperation observed between adults. Observing constructive dialogue between parents and teachers provides students with practical examples of problem-solving and mutual respect. The findings imply that communication is not merely an exchange of information but a formative process that shapes students’ social awareness and interpersonal conduct. From a practical standpoint, strengthening parent-teacher communication systems can serve as a strategic approach to improving students’ socio-emotional outcomes.

Overall, the findings from Table 3 emphasize that sustained communication and collaboration between parents and school personnel serve as essential mechanisms for promoting positive social interactions, self-reflection, and interpersonal competence among Key Stage 3 students. By reinforcing social norms, modeling constructive behavior, and providing consistent feedback, parent-school partnerships create an enabling environment where students can develop essential social skills and navigate complex peer dynamics effectively.

Table 3 Parental Support and Attendance to Extracurricular Activities

Indicators	Mean (x)	Descriptions
Parents showing up at school events inspires students to build confidence and interact more with their peers	4.10	Effective
Parents who are witnessing their children’s involvement in extracurricular activities, foster belongingness	4.02	Effective
Parental presence in extracurricular activities motivates students to develop teamwork and cooperation skills	3.90	Effective
The provision of parental encouragement to their students’ participation in extracurricular activities results in better social interest	3.88	Effective
The attendance of parents at extracurricular activities pushes their students to be participative in school	3.86	Effective
Average	3.95	Effective

Table 3 presents the respondents’ perceptions regarding the effectiveness of parental support and attendance in extracurricular activities in fostering the social skills of Key Stage 3 students. The results indicate that all indicators were rated as Effective, with an average mean of 3.95. These findings suggest that parental presence and encouragement in non-academic school activities contribute meaningfully to students’ social development. Extracurricular contexts provide valuable opportunities for interaction, collaboration, and peer engagement, and the visible support of parents appears to reinforce students’ confidence and willingness to participate actively in these settings.

Among the indicators, “Parents showing up at school events inspires students to build confidence and interact more with their peers” obtained the highest mean score of 4.10. This

result indicates that parental attendance in school activities plays a significant role in strengthening students’ self-confidence and social participation. When students observe their parents demonstrating interest in their school involvement, they may feel affirmed and supported, which in turn enhances their willingness to interact with peers and engage in group-oriented activities. Such parental visibility may also serve as a source of emotional reinforcement, encouraging students to participate more actively in school-related events.

The indicators stating that parents who witness their children’s involvement in extracurricular activities foster a sense of belongingness received a mean score of 4.02, further emphasizing the importance of parental affirmation in shaping students’ social identity within the school

environment. When parents acknowledge and support their children’s participation in extracurricular programs, students may develop a stronger connection to their school community. This sense of belonging is particularly important during adolescence, as it contributes to positive peer relationships, improved self-esteem, and sustained engagement in school activities.

Indicators related to the development of teamwork and cooperation, parental encouragement toward participation, and parental attendance that promotes active participation were likewise interpreted as effective. These findings suggest that parental engagement in extracurricular activities serves as a motivating factor that encourages students to cultivate interpersonal competencies such as collaboration, communication, and mutual support. Through participation in group activities, students are able to practice social interaction skills in real-life contexts, and parental encouragement may further strengthen their commitment to cooperative participation and shared responsibilities.

These responses illustrate how parental support in extracurricular contexts strengthens the connection between home values and school experiences. The findings align with

Ecological Systems Theory by showing that students benefit when learning environments inside and outside the classroom are reinforced by parental presence. Observing parents actively support school activities provides students with behavioral models consistent with Social Learning Theory. This modeling encourages learners to value participation, cooperation, and shared responsibility in social settings. The results also suggest that extracurricular spaces function as practical venues where students apply social behaviors reinforced by both parents and educators. From a practical perspective, encouraging parental attendance in such activities can be an effective strategy for enhancing students’ socio-emotional development.

The results highlight that parental engagement in extracurricular settings extends the influence of family support beyond the academic domain. Active parental presence and encouragement within school activities provide students with affirmation and motivation that contribute to the development of essential social competencies. Extracurricular participation, supported by parental involvement, therefore serves as an important avenue for nurturing students’ interpersonal growth, strengthening peer relationships, and fostering a deeper connection with the school community.

Table 4 Home-Based Academic Support

Indicators	Mean (x)	Descriptions
Showing supportive acts by parents to the school needs of their students, facilitates students to be academically driven	4.10	Effective
Parents who set academic goals with their children result in academic self-discipline	4.02	Effective
Creating a structured study environment at home promotes better study habits	3.98	Effective
The assistance accorded by parents in working with their students’ homework reinforces classroom learning	3.98	Effective
Parental assistance with homework and school projects strengthens students’ understanding of academic concepts	3.86	Effective
Average	3.99	Effective

Table 4 presents the respondents’ perceptions regarding the effectiveness of home-based academic support as a form of parental engagement in enhancing the academic performance of Key Stage 3 students. The computed average mean of 3.99, interpreted as Effective, indicates that students generally perceive parental involvement in home learning activities as a significant contributor to their academic motivation and performance. These findings suggest that when parents demonstrate consistent support toward their children’s academic needs, they help cultivate a learning environment that promotes responsibility, persistence, and positive academic attitudes.

Among the indicators, the statement “Showing supportive acts by parents toward the school needs of their children facilitates students to become academically driven” obtained the highest mean score of 4.10, indicating that parental attentiveness to school-related requirements play a crucial role in motivating students to pursue their academic responsibilities. This finding implies that when parents actively demonstrate concern for school tasks, deadlines, and learning materials, students are more likely to perceive academic achievement as important. Such parental behavior may reinforce students’ intrinsic motivation and encourage

them to adopt a more disciplined and goal-oriented approach toward their studies.

The indicator related to setting academic goals with children also received a high rating, suggesting that collaborative goal setting between parents and students contributes to the development of academic self-discipline. When parents participate in establishing academic expectations, they help students clarify learning objectives and develop a sense of accountability for their academic progress. This process encourages learners to manage their time effectively, prioritize school tasks, and cultivate habits that support long-term educational achievement.

Similarly, the indicators concerning creating a structured study environment at home and providing assistance with homework to reinforce classroom learning were both interpreted as effective. These findings indicate that an organized and supportive home learning environment can positively influence students’ study habits and cognitive engagement. A structured study setting may minimize distractions and encourage regular learning routines, while parental guidance during homework completion allows

students to clarify concepts and strengthen their understanding of lesson content introduced in the classroom.

The indicator pertaining to parental assistance with homework and school projects although slightly lower compared to other indicators, remains within the effective range. This suggests that parental involvement in academic tasks continues to support students' comprehension of subject matter and contributes to the reinforcement of learning outcomes. Through guidance and collaborative problem-solving, parents may help students overcome academic challenges, thereby strengthening their confidence and perseverance in completing schoolwork.

These responses reveal how structured academic support at home reinforces the expectations and learning processes established in school. When parents intentionally create study routines and participate in academic tasks, students experience continuity in guidance across environments. This alignment strengthens students' perception that learning is a shared priority between home and school. The findings imply that consistent parental support helps students internalize discipline, responsibility, and persistence as essential academic behaviors. Students interpret these supportive actions as affirmations of their capability to succeed, which

nurtures confidence and self-motivation. From a practical standpoint, encouraging parents to adopt simple but consistent home learning practices can significantly enhance students' academic engagement.

The findings highlight that home-based academic support serves as a vital extension of the learning process beyond the classroom. Parental involvement in academic activities at home provides students with guidance, encouragement, and structured learning conditions that facilitate the development of productive study habits and academic responsibility. Such engagement contributes to sustained motivation and deeper understanding of academic concepts, which are essential elements in promoting the academic success of Key Stage 3 students. Furthermore, consistent parental support at home strengthens students' confidence in their academic abilities and encourages them to take greater ownership of their learning. It also fosters a collaborative learning environment where parents and students work together to overcome academic challenges and reinforce positive learning behaviors. As a result, home-based parental engagement becomes an important factor in sustaining students' academic commitment and long-term educational development.

Table 5 School-Based Involvement

Indicators	Mean (x)	Descriptions
Parents' acts volunteerism at school events improves students' school attendance	3.93	Effective
Parental engagement in classroom activities encourages students to stay engaged in their academic tasks	3.93	Effective
The attendance of parents at parent-teacher conferences builds a home-based connection for learning	3.90	Effective
Parents 'involvement in PTA/SGC increases learners' awareness of academic expectations	3.88	Effective
Parents participating in school programs help foster a focused learning environment for their children	3.83	Effective
Average	3.89	Effective

Table 5 presents the mean scores describing school-based parental involvement and its perceived influence on the academic performance of Key Stage 3 students. The computed average mean of 3.89, interpreted as Effective, indicates that parental participation in school activities is generally perceived by students as a meaningful factor that supports their academic development. The consistent effective ratings across all indicators suggest that parents' active presence in the school environment contributes to strengthening students' academic engagement and learning motivation. School-based involvement provides opportunities for parents to directly observe and support their children's educational experiences. This form of engagement also reinforces the connection between home and school, enabling parents to better understand the academic expectations and institutional practices that influence student learning. When parents demonstrate interest in school-related activities, students may perceive education as a shared priority between their families and the school. Such perceptions may foster a stronger sense of responsibility among students toward their academic tasks and school commitments.

Among the indicators, parents' acts of volunteerism at school events and parental engagement in classroom activities both recorded the highest mean scores of 3.93, indicating that these forms of participation are perceived as particularly influential in shaping students' academic behaviors. These findings suggest that when parents actively volunteer in school programs or engage directly in classroom-related activities, students become more conscious of the value placed on education by their families. As a result, students may feel encouraged to attend school regularly and remain actively involved in their academic responsibilities. Visible parental presence in school activities may also strengthen students' sense of accountability, as they recognize that their academic progress is closely monitored and supported. Furthermore, such engagement provides opportunities for parents to collaborate with teachers in reinforcing academic expectations and promoting positive learning habits among students. These interactions can contribute to the creation of a more supportive educational climate that motivates students to remain focused on their learning tasks.

These responses show how parents' visible participation within the school context strengthens students' perception that learning is valued across environments. When parents engage directly in school activities, students experience a sense of continuity between guidance at home and expectations in school. This consistency reinforces students' understanding of academic responsibility as a shared commitment. The findings imply that school-based involvement functions not only as support but as a reinforcing structure for positive learning behaviors. Students interpret parental presence as an affirmation of the importance of attending, participating, and performing well in school tasks. From a practical perspective, encouraging parents to take part in school programs and classroom activities can serve as a strategic approach to improving student engagement.

The indicators related to attendance at parent-teacher conferences ($\bar{x} = 3.90$), participation in PTA or School Governing Council (SGC) activities ($\bar{x} = 3.88$), and involvement in school programs ($\bar{x} = 3.83$) also received

effective ratings. These results highlight the significance of structured forms of parent-school collaboration in strengthening academic engagement among students. Parent-teacher conferences, for instance, provide opportunities for parents to gain insights into their children's academic progress and behavioral development, enabling them to provide more informed support at home. Participation in formal school organizations such as the PTA or SGC may further enhance parents' understanding of institutional policies, curricular expectations, and school initiatives that influence student learning. When parents actively participate in school programs, they contribute to establishing a learning environment that values discipline, organization, and academic focus. Such participation reinforces the alignment between home and school expectations, which may positively influence students' attitudes toward learning and academic responsibility. These findings emphasize the importance of collaborative partnerships between parents and educational institutions in promoting sustained academic engagement and improved learning outcomes among Key Stage 3 students.

Table 6 Extracurricular Engagement

Indicators	Mean (x)	Descriptions
Parental engagement in sports and arts activities helps students develop discipline that benefits their performance	4.31	Effective
Support from parents during student competitions boosts learners' confidence and academic drive	4.21	Effective
Encouragement from parents' top join clubs and organizations increases students' motivation to excel academically	4.02	Effective
Parental support in school community service inspires learners to do better in school	3.90	Effective
Parents' attendance in sports events, academic competitions enhance students' school pride	3.88	Effective
Average	4.06	Effective

Table 6 presents the respondents' perceptions regarding parental engagement in extracurricular activities and its perceived influence on the academic performance of Key Stage 3 students. The computed average mean of 4.06, interpreted as Effective, indicates that parental involvement in extracurricular contexts is viewed as a meaningful factor that contributes to students' academic motivation and school engagement. The consistently high ratings across all indicators suggest that parental support for activities beyond the formal classroom environment strengthens students' sense of encouragement and accountability. Extracurricular programs such as sports, arts, clubs, and academic competitions provide opportunities for students to develop skills that complement academic learning. When parents actively support these activities, students may perceive their efforts as valued and recognized, thereby increasing their commitment to school-related responsibilities. Parental encouragement in such activities also reinforces the integration of personal interests with educational goals. This connection between extracurricular engagement and parental support may contribute to the development of positive learning attitudes and sustained academic involvement.

Among the indicators, parental engagement in sports and arts activities obtained the highest mean score of 4.31, indicating that students perceive strong parental involvement in these activities as highly beneficial to their development. Participation in sports and arts often requires discipline,

perseverance, and consistent practice, and parental support may reinforce the importance of maintaining these habits. As students develop discipline through extracurricular activities, these behavioral patterns may extend to their academic responsibilities and learning routines. The indicator concerning parental support during student competitions also received a high rating, suggesting that parental presence during important events strengthens students' confidence and determination to perform well. Such encouragement may reinforce students' sense of achievement and motivate them to strive for excellence both in academic and non-academic endeavors.

The remaining indicators, including encouragement from parents to join clubs and organizations, parental support in school community service, and parents' attendance at sports events and academic competitions, were likewise interpreted as effective in supporting students' academic and personal growth. These findings suggest that parental encouragement toward diverse extracurricular opportunities fosters a sense of motivation and active participation among students. When parents support their children's involvement in clubs and organizations, students may develop leadership skills, teamwork abilities, and stronger interpersonal relationships with peers.

A deeper view of the findings shows how parental support in extracurricular settings bridges students' personal

interests with their academic responsibilities. When parents consistently affirm participation in activities beyond the classroom, students perceive learning as extending into multiple areas of their lives. This continuity strengthens the connection between effort, discipline, and achievement across contexts. The results imply that habits developed in sports, arts, and organizations are reinforced by parental encouragement and carried into academic routines. Students begin to associate perseverance and teamwork practiced in activities with expectations in their studies. The alignment of parental support and school opportunities promotes a balanced development that values both competence and character. Such experiences help students form positive attitudes toward school as a place where their talents and efforts are recognized. From a practical standpoint, schools may view extracurricular programs as strategic venues for strengthening parent involvement. Encouraging parents to attend and support these activities can indirectly enhance students' academic motivation and responsibility. The broader significance lies in recognizing extracurricular engagement as a meaningful extension of the learning environment. This alignment of home support and school participation contributes to a holistic framework that nurtures sustained academic growth and personal development.

Participation in community service activities, supported by parents, may also cultivate a sense of responsibility, empathy, and social awareness that positively influences students' attitudes toward learning and community involvement. Parental attendance at sports and academic events further reinforces students' sense of recognition and belonging within the school community. Such support can enhance students' pride in their accomplishments and encourage them to maintain consistent participation in school-related activities. These experiences provide learners with opportunities to connect their personal interests with educational goals, thereby promoting a balanced form of development that integrates academic competence and character formation. Through sustained parental support in extracurricular settings, students may develop stronger motivation, improved discipline, and a more positive orientation toward academic achievement. The results highlight that extracurricular engagement supported by parents' functions as an important extension of the learning environment. It strengthens students' motivation to succeed while fostering the development of competencies that contribute to long-term academic growth and educational commitment.

B. How the Types of Parental Engagement in School Activities Shape the Students' Social Skills and Enhance Academic Success

➤ Modeling Social Growth through Parental Engagement in School

Parental engagement in school activities serves as a critical foundation in shaping students' social growth and interpersonal development. Active parental participation in school events and programs exposes students to supportive environments that reinforce positive behavior and social confidence. The participants revealed that when parents are

visibly involved in school activities, learners tend to feel encouraged to participate more actively and demonstrate constructive social behaviors. According to Participant 1, "Whenever my parents attend school programs, I feel more confident to talk and interact with my classmates because I know they are proud of me." This sentiment was echoed by Participant 2, who shared that parental presence gives her a sense of encouragement, "Seeing my parents inside the school makes me feel supported, it encourages me to socialize and cooperate more with other." These responses suggest that parental involvement contributes to students' sense of emotional security, which subsequently enhances their willingness to engage in social interaction. In addition, the presence of parents during school activities may reinforce students' perception that their educational experiences are valued, thereby strengthening their motivation to participate socially and academically. Such engagement fosters a supportive atmosphere that enables learners to build confidence in communicating with peers and participating in collaborative learning environments.

Participants also recognized that parents act as influential models of cooperation and respect when they take part in school activities. Observing parents interact constructively with teachers, school staff, and other parents provides students with practical examples of appropriate social conduct. Participant 3 explained, "When my parents join school meetings or help in organizing events, I see how they work well with teachers and other parents. I learn how to cooperate and respect others through them." Similarly, Participant 8 stated, "Observing my parents communicate properly with teachers and school staff teaches me how to be polite and respectful in dealing with people." These statements indicate that students internalize the social behaviors demonstrated by their parents during school engagement. Through observation and imitation, learners develop essential interpersonal values such as respect, cooperation, and effective communication. The modeling of positive adult interactions in school settings therefore becomes an informal yet powerful mechanism for social learning. As students witness constructive collaboration between adults in the educational community, they are more likely to replicate these behaviors in their own relationships with peers and teachers.

In addition to serving as behavioral models, parental participation in school activities was perceived by students as a demonstration of genuine concern and commitment to their education. When parents allocate time to attend school programs or volunteer in school-related initiatives, students interpret this involvement as a sign that their learning and participation are meaningful. Participant 11 stated, "When my parents volunteer for school activities, I become inspired to participate more because I feel that what I do in school is important to them." Similarly, Participant 4 shared, "It makes me happy when my parents attend programs because I feel they value my efforts, it pushes me to be friendly and active." These responses illustrate how parental engagement strengthens students' emotional connection to their school environment. Feeling valued and supported by their parents encourages learners to develop positive attitudes toward

school participation and social interaction. Such recognition reinforces students' motivation to engage with peers and teachers in a constructive manner. Consequently, parental presence contributes not only to emotional encouragement but also to the cultivation of socially responsive behaviors.

Some participants emphasized that their parents' involvement encourages them to appreciate teamwork and cooperative learning experiences. When parents actively contribute to school projects and collaborative activities, students begin to recognize the importance of collective effort in achieving shared goals. Participant 10 explained, "When my parents join school projects, it teaches me to value teamwork. I realize that success in school activities depends on cooperation." Participant 7 similarly noted, "Seeing my parents work with other parents and teachers made me understand how important it is to help one another." These accounts indicate that parental collaboration within the school community promotes students' awareness of social interdependence. By observing adults cooperate in organizing events and supporting school initiatives, learners develop a deeper understanding of collaboration and shared responsibility. Such exposure encourages students to adopt cooperative attitudes when working with classmates. As a result, parental engagement indirectly nurtures teamwork skills that are essential for both social development and academic collaboration.

Several participants also acknowledged that parental participation contributes to improved communication skills among students. When parents establish positive relationships with teachers and demonstrate respectful dialogue within the school environment, students become more comfortable communicating with others. Participant 9 stated, "Because my parents are close to my teachers, I feel more comfortable communicating with them too. It makes me more open to expressing my thoughts in class." Participant 6 further added, "When my parents show respect to teachers and classmates during school activities, it influences me to act the same way." These responses suggest that students adopt communication behaviors modeled by their parents. Observing respectful and constructive dialogue encourages learners to express their ideas more confidently and interact with others in a courteous manner. Such experiences contribute to the development of effective communication skills that are vital for social interaction and academic participation. In this way, parental engagement in school settings indirectly cultivates a culture of respectful communication among students.

Parental presence in school activities also provides emotional reassurance that supports students' social behavior and confidence. The knowledge that parents are present during school events can reduce feelings of anxiety and encourage learners to participate more actively. Participant 11 shared, "Having my parents watch during events makes me less nervous and more willing to talk to others." Similarly, Participant 5 expressed, "I become friendlier and more confident when my parents support me because I know they believe in me." These responses demonstrate how emotional support from parents fosters a sense of security within the

school environment. When students feel emotionally supported, they are more willing to engage in social interactions and explore opportunities for participation. This reassurance contributes to the development of self-confidence and social adaptability. Consequently, parental presence during school activities enhances not only emotional well-being but also students' capacity to establish meaningful social relationships.

The collective responses of the participants demonstrate that parental engagement in school functions serves as a powerful mechanism for modeling social growth among students. Through active participation, parents provide learners with direct examples of respectful communication, cooperation, and positive interaction within the school community. Students observe how their parents interact with teachers, collaborate with other parents, and contribute to school initiatives, and these experiences shape their own social behaviors. The presence of parents during school activities also reinforces students' perception that their educational experiences are valued and supported. Such recognition fosters a sense of belonging and encourages learners to engage more confidently in social and academic contexts. Parental involvement therefore contributes to the development of interpersonal competencies that support collaborative learning and positive peer relationships. These findings highlight that engagement in school activities extends beyond academic support, as it also nurtures the social competencies necessary for students' holistic development. By modeling constructive behaviors and providing emotional reassurance, parents play a crucial role in shaping learners' social confidence and interpersonal skills within the school environment.

➤ *Strengthening Students' Social Development through Parent-Teacher Communication and Collaboration*

Open and consistent communication between parents and teachers was identified by the participants as a significant factor that strengthens students' social development. When parents and teachers maintain regular interaction regarding students' progress and behavior, learners perceive a sense of guidance and coordinated support from the adults responsible for their education. Participant 11 explained, "When my parents and teachers talk regularly, it helps me behave better in school because both sides know what I need." This perception was supported by Participant 7, who stated, "My parents and teachers' good communication makes me feel guided and supported. I learned to be respectful because I see how they respect each other." These responses indicate that effective parent-teacher communication creates a unified support system that positively influences students' attitudes and behavior in school. Through such collaboration, students recognize that both parties share responsibility for their development and well-being. The presence of mutual understanding between home and school strengthens students' awareness of expectations and encourages them to demonstrate appropriate social conduct. Consequently, communication between parents and teachers functions not only as an exchange of information but also as a mechanism that shapes students' social learning.

Participants also expressed that parent–teacher collaboration contributes to the creation of a consistent learning environment between home and school. When both parties share information regarding academic tasks, behavioral expectations, and learning progress, students receive coherent guidance that reinforces positive habits. Participant 6 explained, “When my teacher and parents share information, I get the same advice both at home and in school, so I become more disciplined.” Similarly, Participant 8 mentioned, “It helps me become more responsible because my parents know what’s happening in school and remind me to do better.” These insights demonstrate that coordinated communication between parents and teachers ensures that expectations remain consistent across learning environments. Such consistency supports students in developing self-regulation and accountability for their behavior and academic responsibilities. The alignment of guidance between home and school therefore strengthens students’ ability to adapt socially and emotionally within the classroom. As students experience similar standards of discipline and responsibility in both contexts, they are more likely to internalize these expectations and apply them in their interactions with others.

Several participants also highlighted that strong communication between their parents and teachers fosters trust and a sense of belonging within the school environment. When students observe that their parents maintain positive relationships with their teachers, they feel more secure and comfortable engaging with school authorities. Participant 3 shared, “When my parents are in good terms with my teachers, I feel comfortable approaching my teachers when I have problems.” Participant 12 similarly stated, “It feels good to know that my parents and teachers work together, it makes me feel safe and supported.” These statements illustrate that effective collaboration between parents and teachers creates a supportive network that enhances students’ emotional well-being. This sense of security encourages learners to communicate openly with teachers and seek assistance when necessary. Such an environment fosters positive relationships that contribute to both social and academic development. The presence of trust among adults within the educational community therefore promotes students’ confidence in engaging with the school environment.

Other participants emphasized that collaboration between parents and teachers plays an important role in addressing social challenges among learners. When issues related to behavior or peer relationships arise, coordinated communication between home and school allows for constructive and balanced responses. Participant 2 explained, “If I misbehave, my teacher and parents talk about it calmly, so I learn from my mistakes.” Similarly, Participant 5 shared, “When my parents know what’s happening in school, they help me fix problems with classmates.” These responses indicate that communication between parents and teachers provides opportunities for early intervention and guidance when social difficulties occur. Rather than allowing conflicts to escalate, collaborative efforts between home and school encourage reflection and learning from mistakes. This process helps students develop conflict-resolution skills and a greater sense of responsibility for their actions. As a result,

the partnership between parents and teachers contributes to the formation of healthier peer relationships and improved social behavior among students.

Participants further noted that consistent collaboration between parents and teachers reinforces students’ confidence and motivation to participate actively in school activities. When learners are aware that both their parents and teachers communicate about their progress, they perceive that their efforts are recognized and supported. Participant 10 stated, “I feel more confident when I know my parents and teachers communicate because I know they both want me to succeed.” Participant 4 added, “It motivates me to participate more in class since I know my teacher and parents appreciate my efforts.” These statements highlight how coordinated support from significant adults strengthens students’ sense of value and belonging in the educational environment. Feeling acknowledged by both parents and teachers encourages learners to take greater initiative in their academic and social engagement. Such motivation enhances students’ willingness to participate in classroom discussions, group activities, and collaborative tasks. Consequently, parent–teacher communication contributes to the development of self-confidence and active participation in school life.

Students also observed that respectful communication between parents and teachers influences how they interact with others. When learners witness constructive dialogue and courteous exchanges between adults, they begin to adopt similar communication practices in their own social interactions. Participant 9 mentioned, “When I see my parents talk politely to my teacher, I learn to communicate respectfully too.” Participant 1 echoed this observation by stating, “Their cooperation teaches me to be patient and understanding with others.” These responses demonstrate that parent–teacher interactions serve as behavioral models that shape students’ attitudes toward communication and relationships. Through observation, students internalize values such as patience, empathy, and respect for others’ perspectives. The modeling of positive communication behaviors therefore plays a crucial role in developing students’ interpersonal competence. As learners replicate these behaviors in their interactions with peers, the influence of parent–teacher collaboration becomes evident in the broader social environment of the classroom.

The responses of the participants demonstrate that communication and collaboration between parents and teachers create a supportive educational ecosystem that strengthens students’ social development. Consistent interaction between home and school promotes shared responsibility in guiding students’ behavior, academic progress, and emotional well-being. Through coordinated efforts, learners experience a unified system of guidance that reinforces discipline, respect, and cooperation. The partnership between parents and teachers also fosters trust and emotional security, enabling students to communicate openly and participate confidently in school activities. Observing respectful dialogue and collaborative problem-solving among adults further shapes students’ understanding of positive social relationships. These experiences contribute to the development of social awareness, empathy, and responsible

behavior among learners. Parent–teacher collaboration therefore extends beyond academic monitoring, serving as a significant influence in cultivating students’ interpersonal competence and social responsibility. Such engagement highlights the importance of maintaining strong communication channels between home and school in order to support the holistic development of students.

➤ *Encouraging Student Collaboration through Parental Support and Presence in Extracurricular Activities*

The participants revealed that parental presence and encouragement during extracurricular activities significantly influence students’ willingness to collaborate with their peers. Extracurricular engagements such as sports, clubs, and performances provide opportunities for learners to practice teamwork, communication, and shared responsibility. Participant 3 shared, “When my parents watch or support our activities, I feel motivated to work harder with my group.” Similarly, Participant 10 stated, “I enjoy working with my teammates because I know my parents are proud of me.” These insights suggest that parental support enhances students’ sense of motivation and self-confidence, which positively affects their participation in collaborative tasks. The visible presence of parents during school-related activities also reinforces students’ perception that their efforts are valued and recognized. As a result, learners become more enthusiastic in contributing to group tasks and cooperating with their peers during extracurricular activities.

Several participants also emphasized that their parents’ involvement encourages them to appreciate the importance of teamwork and cooperation. Through verbal encouragement and consistent reminders about the value of collaboration, parents help shape students’ attitudes toward group participation. Participant 8 noted, “When my parents attend our performances, I realize how important teamwork is because they always remind me that success comes from helping each other.” Participant 6 echoed this idea by stating, “My parents always tell me to support my teammates, so I try my best to be a good team player.” These responses illustrate that parental reinforcement of cooperative values contributes to the development of positive social behaviors. By consistently emphasizing mutual support and collective achievement, parents indirectly cultivate students’ willingness to collaborate with others. Such guidance strengthens learners’ understanding that successful outcomes in extracurricular activities often depend on effective teamwork and shared responsibility.

Parental encouragement was also perceived to foster a sense of accountability and discipline among students participating in group activities. When parents demonstrate interest in their children’s extracurricular involvement, students tend to feel a stronger sense of responsibility toward their teams. Participant 12 explained, “When my parents come to watch our contests, I don’t want to disappoint them, so I cooperate more with my group.” Likewise, Participant 2 mentioned, “I try to communicate well with my classmates because my parents always tell me to respect others during school activities.” These statements suggest that parental expectations motivate students to behave responsibly and

respectfully in collaborative environments. The awareness that parents observe and support their participation encourages learners to contribute positively to group tasks. Consequently, parental presence reinforces students’ commitment to teamwork and strengthens their interpersonal accountability within school activities.

Students also reported that parental involvement in extracurricular activities helps them build friendships and establish positive social connections. Participation in clubs, sports, and performances allows learners to interact with a diverse group of peers, thereby expanding their social networks. Participant 1 expressed, “When my parents support our club activities, I meet more people and become more sociable.” Participant 9 added, “It makes me feel comfortable talking to others because my parents’ presence gives me confidence.” These accounts demonstrate that emotional reassurance from parents enables students to engage more openly with others. When learners feel supported by their families, they become more confident in initiating conversations and forming relationships. Such experiences contribute to improved social adaptability and strengthen students’ ability to collaborate effectively within group settings.

Other participants indicated that parental involvement in extracurricular activities strengthens family relationships while simultaneously increasing students’ motivation to participate in school programs. When parents express interest in their children’s activities and discuss these experiences at home, it creates opportunities for meaningful interaction between family members. Participant 7 explained, “We talk about my school activities at home, and it makes our relationship stronger.” Similarly, Participant 4 stated, “When my parents appreciate my efforts, I become more active in school clubs.” These responses suggest that parental recognition fosters a supportive family environment that reinforces students’ engagement in school life. The encouragement received at home motivates learners to pursue extracurricular opportunities and remain committed to their activities. In this way, parental involvement strengthens both family connections and students’ participation in collaborative learning experiences.

Furthermore, parental modeling during extracurricular events plays a crucial role in shaping students’ understanding of cooperation and shared responsibility. When parents actively assist in organizing school events or supporting group activities, they demonstrate behaviors that students can observe and emulate. Participant 11 shared, “I see my parents helping teachers organize events, it inspires me to help others too.” Participant 5 similarly stated, “Their presence reminds me that working together makes everything successful.” These responses indicate that parental actions serve as examples of collaborative engagement within the school community. Through observation, students learn the value of cooperation, mutual respect, and collective effort. Such modeling reinforces the idea that collaboration is an essential element of both academic and extracurricular success.

The responses gathered from participants indicate that parental support and presence during extracurricular activities significantly contribute to the development of students' collaborative skills and social engagement. Active parental participation strengthens students' motivation, encourages accountability, and promotes positive interaction with peers. When learners perceive that their parents value their participation in school programs, they become more committed to contributing effectively within group settings. The emotional encouragement provided by parents also enhances students' confidence in establishing friendships and communicating with others. In addition, the modeling of cooperative behavior during school events reinforces important social values such as respect, teamwork, and shared responsibility. These experiences collectively nurture students' ability to function productively within collaborative environments. Parental engagement in extracurricular activities therefore serves as a meaningful avenue for fostering both social competence and active participation in the broader school community.

➤ *Enhancing Classroom Learning through Home-Based Academic Support*

Participants consistently acknowledged that home-based academic support plays a significant role in enhancing both classroom learning and students' social behavior. When parents assist their children with academic tasks at home, students develop a deeper understanding of the lessons discussed in school. Participant 9 shared, "When my parents help me review lessons at home, I understand the topics better in class." Similarly, Participant 3 stated, "It helps me become more confident in reciting because I already practiced with my parents." These reflections demonstrate that parental guidance at home strengthens students' preparedness for classroom participation. The opportunity to review lessons in a supportive home environment allows learners to clarify concepts and build confidence before engaging in academic discussions at school. As a result, home-based academic assistance contributes to improved comprehension and more active involvement in classroom activities.

Students also indicated that parental monitoring fosters discipline and responsibility in managing their academic tasks. Participant 12 stated, "My parents remind me to do my homework early, which helps me manage my time better." Participant 10 echoed this sentiment, saying, "They encourage me to study even when I'm tired, so I learn to be consistent." These responses illustrate that parental supervision promotes the development of productive study habits. Through consistent reminders and encouragement, parents help students establish routines that support effective learning. Such engagement reinforces students' sense of accountability for their academic responsibilities.

Parental assistance was also found to strengthen students' comprehension and interest in learning. When parents take time to explain lessons or assist with assignments, students are provided with an additional source of academic support outside the classroom. Participant 2 explained, "When my parents explain lessons in an easier way, I enjoy studying more." Similarly, Participant 8 shared,

"They motivate me when I'm struggling, which makes learning less stressful." These accounts highlight that parental guidance not only clarifies difficult concepts but also provides emotional reassurance when students encounter academic challenges. The presence of supportive parents helps reduce feelings of frustration or anxiety associated with complex lessons. As students receive encouragement and assistance, they become more willing to persist in their academic tasks. This combination of instructional and emotional support contributes to a more positive learning experience. Consequently, parental involvement at home fosters a constructive attitude toward learning and strengthens students' academic engagement.

Home-based academic guidance also enhances students' interactions within the classroom environment. When parents provide guidance on communication and proper responses to academic tasks, students become more confident in expressing their ideas during discussions. Participant 1 explained, "Because my parents teach me how to answer properly, I become more active in class discussions." Participant 6 added, "They train me to speak politely, which helps me get along with my classmates." These responses indicate that parental involvement extends beyond academic assistance to include the development of interpersonal skills. By encouraging respectful communication and thoughtful participation, parents help students develop confidence in interacting with peers and teachers. Such guidance strengthens both academic engagement and positive social interaction in classroom settings.

Some participants also emphasized that parental support contributes to improved academic performance and classroom participation. When parents assist students in reviewing lessons and preparing for assessments, learners become more prepared to demonstrate their knowledge. Participant 11 shared, "When my parents help me review before quizzes, I perform better." Participant 4 similarly stated, "They ask about my lessons every day, which motivates me to focus." These responses suggest that parental engagement reinforces students' commitment to their academic responsibilities. The awareness that parents are actively monitoring their progress encourages students to remain attentive to their studies. Regular discussions about schoolwork also provide opportunities for students to reflect on their learning experiences. Through this process, parental involvement strengthens students' motivation to perform well and actively participate in classroom activities.

Students also highlighted that their parents' concern and encouragement significantly contributed to the development of self-confidence. Positive reinforcement from parents allows students to recognize their progress and feel valued for their efforts. Participant 5 mentioned, "When my parents praise my efforts, I feel proud and more eager to learn." Participant 7 added, "Their encouragement reminds me that my studies matter." These sentiments illustrate that emotional support from parents strengthens students' sense of self-worth. When learners receive recognition and affirmation at home, they are more likely to develop confidence in their academic abilities. Such encouragement fosters a positive

mindset that motivates students to continue striving for improvement.

The participants' responses further indicate that home-based academic support reinforces the development of important personal values related to learning. Through consistent guidance and encouragement, parents help students cultivate responsibility, perseverance, and self-discipline. These values play a crucial role in sustaining academic engagement and long-term learning success. The presence of parental support at home therefore contributes to the formation of constructive attitudes toward education. As students internalize these values, they become more capable of managing academic challenges independently.

The collective responses of the participants demonstrate that home-based academic support serves as a vital extension of the learning process beyond the classroom. Through guidance, monitoring, and emotional encouragement, parents provide an environment that supports both academic development and personal growth. The assistance provided at home enables students to strengthen their comprehension of lessons and approach classroom tasks with greater confidence. At the same time, parental involvement encourages the development of productive study habits and responsible learning behaviors. These experiences allow students to connect academic preparation at home with active participation in school activities. The supportive atmosphere created by parental engagement also enhances students' emotional stability and motivation to learn. As learners receive consistent reinforcement and recognition from their parents, they become more engaged in their studies and social interactions. In this way, home-based academic support contributes significantly to the development of confident, responsible, and academically motivated students.

➤ *Fostering Student Achievement through Parental Presence*

Parental presence, whether through attendance at school functions, academic guidance at home, or emotional support, has been identified by participants as a significant motivator of student achievement. Participant 1 shared, "When my parents attend school events, I feel proud and do my best." Participant 6 added, "Their presence pushes me to study harder because I don't want to disappoint them." These statements illustrate that visible parental involvement fosters intrinsic motivation and encourages consistent academic effort. Students interpret parental attendance at events as recognition of their efforts, which reinforces their desire to perform well. The presence of parents signals support, affirmation, and high expectations, which together cultivate students' commitment to learning. This form of engagement also promotes a sense of accountability, as students strive to meet both personal and parental standards. Consequently, parental visibility in school activities functions as a tangible form of encouragement that sustains academic effort over time. Through these interactions, students develop a stronger sense of pride in their achievements and a heightened drive to succeed.

Several participants emphasized that parental presence contributes to a heightened sense of accountability and responsibility for academic outcomes. Participant 9 stated, "I become more serious with my studies when I know my parents are aware of my progress." Participant 12 added, "When they ask about my grades, it reminds me to work harder." Participant 2 remarked, "Knowing my parents monitor my activities motivates me to stay focused and disciplined." These reflections indicate that parental oversight fosters goal-oriented behavior and time management skills. Participant 10 explained, "When my parents help me plan a study schedule, I manage my time better and complete tasks efficiently." Similarly, Participant 5 mentioned, "They remind me of my responsibilities, especially during exams, which keeps me consistent." Participant 3 noted, "Seeing my parents support my progress makes me accountable for my own learning." Finally, Participant 11 added, "Their involvement encourages me to set higher goals for myself." Collectively, these statements suggest that parental presence functions as a regulatory mechanism that enhances self-discipline, responsibility, and conscientiousness among students.

Parental presence was also closely linked to emotional encouragement that supports academic achievement. Participant 2 shared, "My parents' support helps me stay positive even when I fail." Participant 7 noted, "When they attend recognition day, I feel proud of myself and want to achieve more." These reflections demonstrate that emotional validation from parents nurtures perseverance and fosters resilience in the face of challenges. By acknowledging accomplishments and encouraging persistence, parents provide a sense of security that strengthens students' determination to succeed. Emotional support from parents also promotes positive self-concept, which is integral to maintaining academic engagement and motivation.

Some students highlighted that consistent parental engagement provides both guidance and structure, which reinforces productive learning behaviors. Participant 10 mentioned, "My parents guide me in making a study schedule, so I manage my time better." Participant 5 added, "They remind me of my responsibilities, especially during exams." Participant 4 observed, "They help me break down tasks, making it easier to focus on my studies." Participant 6 stated, "Parental involvement helps me plan ahead and prevents last-minute stress." These accounts reveal that parents facilitate organizational skills and study discipline, which are critical for academic success. Participant 8 also shared, "Having my parents' guidance encourages me to complete my work thoroughly." Such structured support ensures that students develop both independent learning skills and systematic approaches to academic challenges.

The participants further recognized that parents serve as role models for commitment, diligence, and perseverance. Participant 3 stated, "Seeing my parents work hard inspires me to be dedicated to my studies." Participant 11 added, "Their sacrifices make me want to achieve more." Participant 1 remarked, "Observing my parents balance work and family motivates me to stay disciplined." Participant 7 emphasized,

“It teaches me that effort and consistency pay off.” Participant 5 shared, “I understand that success is earned through hard work by watching them.” Participant 12 added, “My parents’ dedication inspires me to persevere even when tasks are challenging.” These insights suggest that parental modeling reinforces the internalization of values that directly contribute to students’ academic persistence and resilience.

Furthermore, parental presence was found to enhance students’ social confidence and engagement in school activities. Participant 4 expressed, “When my parents are there to support me, I feel confident to join contests and speak in front of others.” Participant 8 said, “Their presence gives me courage to perform well.” Participant 2 shared, “I am less nervous presenting projects when my parents attend.” Participant 10 added, “Knowing they are watching motivates me to be more confident.” Participant 9 stated, “Their encouragement helps me participate actively in group tasks.” Participant 6 remarked, “I feel more comfortable interacting with teachers and classmates because my parents are involved.” Participant 3 noted, “Seeing them support me makes me believe in my abilities.” Participant 12 added, “Their presence gives me reassurance that I can succeed socially and academically.” These testimonies indicate that parental engagement not only supports achievement but also strengthens emotional resilience and self-efficacy in students.

Participants also noted that parental presence influences academic motivation and holistic engagement across school domains. Participant 5 shared, “I study harder because my parents expect me to do my best.” Participant 11 stated, “When they attend my competitions, I want to perform better.” Participant 1 added, “Parental involvement encourages me to balance academics and extracurricular activities.” Participant 7 said, “I feel motivated to excel because I don’t want to let them down.” Participant 4 shared, “Seeing their support pushes me to participate more in class.” Participant 2 remarked, “It helps me take initiative and be proactive with my assignments.” Participant 9 stated, “I try to improve continuously because my parents care about my growth.” Participant 6 added, “Their presence motivates me to stay consistent and disciplined.” These accounts collectively highlight that parental engagement strengthens students’ intrinsic motivation, fosters accountability, and

promotes a balanced approach to academic and social development, underscoring its crucial role in holistic student success.

C. Challenges Encountered in the Role of Parental Engagement in Shaping Social Skills and Enhancing Academic Success

Challenges encountered in the role of parental engagement in shaping social skills and enhancing academic performance often stem from both structural and personal constraints faced by families. One of the most common challenges is limited time availability due to parents’ work demands and household responsibilities, which reduces opportunities for consistent engagement in school-related and home-based learning activities. When parents are unable to regularly monitor academic tasks, attend school meetings, or participate in extracurricular activities, students may experience gaps in guidance and support. Socioeconomic factors further intensify this challenge, as families with limited resources may struggle to provide learning materials, access enrichment activities, or create structured study environments at home. These limitations can affect students’ motivation, academic focus, and opportunities to practice positive social behaviors, particularly during adolescence when peer influence becomes more pronounced and parental guidance remains essential.

Communication barriers and varying levels of parental confidence present significant challenges to effective school engagement. Some parents may hesitate to communicate with teachers due to language difficulties, unfamiliarity with school policies, or negative past educational experiences. This inconsistency in communication can lead to misalignment between home and school expectations, making it difficult for students to receive clear and coherent guidance regarding academic responsibilities and social conduct. Differences in parenting styles and limited awareness of effective involvement strategies may also affect parents’ ability to provide appropriate emotional support and model positive social behaviors. These concerns underscore the need for schools to strengthen communication systems and provide supportive programs that empower parents to participate more confidently in their children’s academic and social development.

Table 7 Challenges

Indicators	Mean (x)	Descriptions
Lack of time among parents to engage themselves in the school	21	1
Some parents do not show up to school meetings	20	2.5
Limited educational capability of parents	20	2.5
Differences in expectations between home and the school	18	4
Some parents focus too much on academic success, neglecting the socio-emotional development of learners	14	5.5
Lack of regular communication with parents about school matters	14	5.5
Some parents provide little to no encouragement to the learners	13	7.5
Some parents manifest excessive parental control over learners’ academic and social life	13	7.5
Limited parental support due to financial difficulties	12	9.5
Non-conduct of follow up to learners on part of the parents	12	9.5

Table 7 presents the ranked challenges encountered in the implementation of parental engagement as perceived by

the respondents. The findings indicate that time- related constraints constitute the most prominent barrier, with the

lack of time among parents to engage in school-related activities ranked first. This suggests that competing work demands, household responsibilities, and other personal obligations significantly limit parents' capacity to participate consistently in school functions and learning support activities. Such constraints may reduce opportunities for meaningful interaction between parents, learners, and school personnel, thereby weakening the continuity of academic and social guidance provided to students. The limitation of parental time may also result in sporadic engagement, which can undermine the development of sustained habits of collaboration and support. Consequently, schools must consider strategies that accommodate parents' schedules to maximize participation and involvement. Addressing this time barrier is crucial to ensuring that parental engagement is consistent and impactful across various dimensions of student development.

Closely associated with time limitations are challenges concerning school participation and parental capability. The non-attendance of some parents at school meetings and the limited educational capacity of certain parents were jointly ranked second. These findings indicate that even when opportunities for involvement exist, some parents may feel ill-prepared or lack confidence to actively engage in academic discussions or school decision-making processes. The perceived inadequacy of knowledge or skills can hinder meaningful collaboration between home and school, thereby limiting parents' ability to reinforce academic expectations or provide effective guidance. This highlights the importance of designing parent engagement initiatives that are accessible, inclusive, and supportive of diverse educational backgrounds.

Differences in expectations between home and school, ranked fourth, reveal the complex nature of parental engagement. When parents and schools hold divergent views regarding discipline, academic performance, or social behavior, students may receive inconsistent messages that adversely affect both their academic engagement and social adjustment. For instance, a parent who emphasizes competition while the school promotes cooperative learning may inadvertently create confusion regarding appropriate behaviors and priorities. Similarly, mismatched expectations in academic standards can affect students' motivation, as they navigate conflicting benchmarks. Participant experiences suggest that students interpret such discrepancies as mixed signals, which may reduce clarity in their personal learning and social strategies. The lack of alignment can also lead to tension between teachers and parents, further complicating collaborative efforts. Therefore, establishing regular dialogue and mutual understanding between home and school is essential for providing a coherent framework of expectations. Clear, consistent communication ensures that learners internalize appropriate values, behaviors, and learning habits.

The findings also highlight challenges related to the quality and balance of parental engagement. Some parents were perceived to focus excessively on academic success while neglecting socio-emotional development, whereas others demonstrated limited communication with school staff; both were ranked fifth. These challenges suggest that

parental engagement may sometimes be narrowly centered on scholastic outcomes, overlooking critical aspects such as emotional support, social competence, and well-being. When parents prioritize grades over holistic development, students may experience pressure, anxiety, or a lack of guidance in interpersonal skills. Conversely, insufficient communication with the school may result in gaps in understanding students' academic progress or social needs. This imbalance can impede the cultivation of well-rounded learners capable of integrating both academic and socio-emotional competencies. Educators and school administrators must encourage parents to adopt a comprehensive approach that balances academic expectations with attention to students' overall development. Promoting awareness of socio-emotional support strategies can help parents contribute meaningfully to their children's holistic growth.

Lower-ranked challenges, including limited parental encouragement and excessive parental control over learners' academic and social life, reflect contrasting yet impactful patterns of involvement. Insufficient encouragement may diminish learners' motivation, self-confidence, and sense of competence, while overly controlling behaviors can restrict autonomy, inhibit self-regulation, and limit opportunities for independent decision-making. Both extremes demonstrate that the effectiveness of parental engagement is contingent upon its developmental appropriateness, responsiveness, and supportive nature. Participant feedback emphasizes that adolescents benefit most when parental involvement is balanced, nurturing, and empowering rather than coercive. These insights underscore the necessity for schools to provide guidance and training that enable parents to foster both motivation and autonomy. Effective parental engagement should promote resilience, responsibility, and confidence, supporting learners' academic and social competencies in parallel.

Recognizing these subtleties allows schools to tailor interventions that strengthen positive parent-student interactions while mitigating counterproductive behaviors.

Finally, financial limitations and insufficient follow-up on learners' progress, both ranked lowest, underscore the influence of economic and structural constraints on parental engagement. Financial difficulties may restrict parents' ability to provide learning resources, participate in school events, or support extracurricular activities. Similarly, limited follow-up from parents can reduce students' accountability, impede monitoring of academic performance, and weaken reinforcement of classroom learning. These factors interact with other challenges such as time constraints and limited capability, compounding barriers to effective involvement. Addressing financial and structural limitations requires systemic strategies, such as school-led support programs, flexible engagement opportunities, and accessible communication channels. Schools can implement workshops, parent-teacher forums, or digital tools to facilitate follow-up and active participation despite logistical or economic barriers. Collectively, these challenges highlight the multifaceted nature of parental engagement and the necessity for targeted interventions that enhance communication,

balance involvement, and support both the academic and socio-emotional development of students. A comprehensive approach ensures that parental participation becomes a consistent and meaningful contributor to learners' holistic success.

D. Proposed School and Home Partnership Program in Promoting Parental Engagement Thereby Improving Students' Social Skills and Academic Success

➤ *Rationale*

The Department of Education continues to advance its commitment to delivering quality, equitable, culture-responsive, and inclusive education that supports the holistic development of learners. Within this context, the proposed is anchored on the principle that meaningful collaboration between schools and families plays a vital role in nurturing well-rounded learners. Education is not confined to the classroom setting rather it is shared process in which parents and educators jointly influence students' academic progress and social development through consistent guidance, support, and modeling of positive behaviors.

This proposed program is anchored on empirical and educational perspectives that emphasize parental engagement as a critical factor in students' academic engagement and socio-emotional growth. Observed challenges such as limited parental participation in school activities, inconsistent communication between home and school, and varying levels of parental capacity to support learning highlight the need for a structured and sustainable partnership framework. By institutionalizing organized strategies for parental engagement, the program seeks to address these gaps and create systematic opportunities for parents to actively participate in their children's education. Such an approach reflects the understanding that students benefit most when learning expectations, values, and support mechanisms are aligned across home and school environments.

The program is designed to implement coordinated initiatives including parent orientation sessions, capacity building workshops, home-learning support activities, and regular communication platforms between parents and teachers. These strategies aim to empower parents as active partners in the educational process by equipping them with knowledge and skills to support both academic learning and social development at home. In addition, school-based and parent-supported activities are intended to promote social competencies such as cooperation, empathy, communication, and teamwork among students, reinforcing positive behaviors through consistent adult guidance.

Through the establishment of this School and Home Partnership Program, the school envisions a strengthened support system that bridges home and school responsibilities in a coherent and collaborative manner. This structured partnership fosters an environment where students experience continuity in academic expectations and social values, contributing to improved academic performance and enhanced social skills. By promoting shared accountability, mutual respect, and active participation among stakeholders,

the program supports the development of confident, socially competent, and academically motivated learners, ultimately contributing to a more inclusive and responsive educational culture.

➤ *Goal*

The proposed School and Home Partnership Program in Promoting Parental Engagement Thereby Improving Students' Social Skills and Academic Performance aims to strengthen the collaboration between the school and home to create a more supportive, inclusive, and development-oriented learning environment. Specifically, it aims to:

- Enhance students' academic performance through sustained parental guidance and engagement in school and home-based learning activities.
- Foster students' social skills by promoting positive interactions and cooperation between parents, teachers, and learners.
- Strengthening communication and collaboration between school personnel and parents to ensure consistent learner support.
- Encourage parents to take an active role in reinforcing values of responsibility, empathy, and teamwork among students.
- Build a strong sense of shared accountability between the home and school in achieving holistic development.

V. CONCLUSIONS

- Parental Engagement in school, whether through participation in organizations, communication with teachers, support for extracurricular activities, or academic guidance at home is effective in fostering both students' social skills and academic performance.
- Effective parental school involvement facilitates in shaping students' social growth and collaboration and enhances classroom learning and academic success.
- The challenges encountered by parents in shaping students' social skills and enhancing academic performance include limited participation of some parents, constrained educational capability of parents, differing home-school expectations, and weak communication.
- The proposed school-home partnership program promotes parental participation, building parental skills and foster shared responsibility.

RECOMMENDATIONS

- Consistent school home communication be optimized to promote parental engagement such as regular feedback and collaborative dialogues.
- Parent–student collaboration be promoted through the conduct of skills fairs and joint participation in outreach activities, serving as avenues to enhance learners' academic competencies and foster their social development.
- Parental engagement is to be strengthened through capacity-building program, aligned home–school expectation, and improved communication strategies to

ensure active and meaningful participation in students' social and academic development.

- The proposed school-home partnership program be implemented to strengthen collaboration, encourage shared responsibility, and provide supportive interventions that enhance the social and academic development of Key Stage 3 students.
- Researchers are encouraged to conduct research with the following topics; Parental engagement in rural and urban schools
- Effectiveness of digital parental engagement.

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