

Parents' Participation and Learners' Educational Achievement



Zairine H. Tanque¹, Martina A. Brobo²

^{1,2}Southern de Oro Philippines College, Cagayan de Oro City, Philippines

ABSTRACT: Parents' participation plays a great role in a child's learning development. This study sought to determine the relationship between the parents' participation and learners' educational achievement. It also identified which independent variable/s singly or in combination influenced the educational achievement of learners. This study used descriptive-correlational and causal design with content analysis. It utilized an adapted and modified questionnaire which was validity and reliability tested. Mean, Standard Deviation, Pearson Product Moment Correlation and Multiple Linear Regression as the statistical tools. The study's respondents were the Grades 4,5 and 6 pupils from Naawan Elementary School, Naawan District of Misamis Oriental Division, who were elected through simple random sampling using Slovin's Formula. Results reveal that parents are highly involved in all six dimensions namely, parenting, communicating, volunteering, learning at home, decision making and collaborating with community. Parenting as the highest and volunteering as the lowest. Pupils have the Very Satisfactory rating. Parents' participation has low positive correlation between the pupils' educational achievement while parenting and decision-making influence the pupils' educational achievement. Thus, parents may continue to be involved in their children's education and teachers may sustain parental participation by providing accessible avenues for parents to engage in their children's academic journey.

KEYWORDS: Educational Achievement, Parents' Participation, Parenting

I. INTRODUCTION

The influence of parents on the educational achievement of their children is a topic that continues to garner interest and hold significance within the field of education. As pupils' progress through their educational trajectory, the impact of parental engagement becomes progressively more significant (Hill & Tyson, 2019).

This study aimed to explore the intricate relationship between parents' participation and their children's educational achievement, with the overarching objective of providing valuable insights and recommendations that could contribute to the development of educational policies and practices. The intention was to enhance the collaboration between parents and schools in order to promote improved educational achievement (Chen et al., 2021).

Numerous studies continuously demonstrate that educational achievement is positively correlated with parents' participation in pupils' educational journey (PISA, 2018). The participation of parents encompasses a range of activities, such as aiding with academic assignments, participating in school functions, and fostering effective channels of communication with educators (UNESCO, 2019).

In the Philippines, the legal obligation for parental support in education is outlined in the Philippine Family Code (Executive Order 209). According to this mandate, every Filipino child's parents are mandated to take responsibility for the presence, guidance, education, and moral instruction of their children. This includes setting the right example and providing for their overall well-being within their financial means. Furthermore, parents are expected to furnish their children with appropriate educational materials, oversee their activities and interactions, shield them from negative influences, and prevent the formation of habits detrimental to their health, academic performance, and moral values (Diaz, 2018).

Such parental participation and collaboration with other educational stakeholders come in many forms but is mainly institutionalized by virtue of Department of Education Memorandum No. 74 series of 1999 which brought to life the Parent-Teacher Association (PTA). This program involves a series of meetings in order to coordinate various stakeholders, especially the parents, in addressing issues and concerns with respect to their children's education. Another program of equal importance is the

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Brigada Eskwela, an annual program where parents alongside other stakeholders are enjoined to provide voluntary assistance in repairing classrooms and facilities before the school opening. This program is grounded on Republic Act 8525 or the Adopt-A-School Program (ASP) in 1998 and a series of DepEd implementing orders such as Department Memorandum 066, series of 2018. The United Nations Children's Fund (2019), however, said institutionalized form of parental support to children's education under PTA and Brigada Eskwela are often limited to resource mobilization and volunteer participation which then obscures other meaningful forms of parental involvement.

The local literature is vast when it comes to the relationship between parental support and educational outcomes. A consolidated report by UNICEF (2019) on parental support to children in the Philippines, for instance, shows that Grade 5 students whose parents have greater level of participation to their education tend to have higher scores in reading, writing, and Mathematics. This is particularly important especially as Filipinos puts emphasis on education of children (Alampay & Garcia, 2019) and parenting is viewed to be central in the children's growth and development in the context of the Philippine society with close family ties. Bartolome (2023) however points out that despite wealth in literature, the concept of parents' participation in various educational settings remains misrepresentative, thus the need for further probe into parental involvement in specific learning contexts. Specific domains such as parental communication, volunteerism, learning at home, decision-making, and collaboration also remain to be understudied in existing local literature.

Hence, the main purpose of this study was to examine the complex nature of parental participation and its impact on educational achievement to form basis for an intervention scheme. This study magnified into the case of Naawan Elementary School, a public elementary school in Misamis Oriental. This locale proves to be a good study site as the composition of pupils in this public educational institution comes from diverse backgrounds and with varying levels of parental involvement. The researcher initially observed that children whose parents are actively participating in school affairs also tend to perform better academically. This study further probe on this linkage between parental influence and academic achievement; the results of which served as empirical basis for the formulation of an intervention scheme geared towards enhancing participation levels of parents as well as enhancing parental communication, volunteerism, home supervision, decision-making, and collaboration in their children's education and development.

This study was anchored on Epstein's framework, which significantly impacted this study. Epstein's framework is comprised of six critical factors: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. Epstein and Sheldon (2019) emphasized that each type of involvement is a two-way partnership—ideally one that was co-developed by educators and families working together—rather than a one-way opportunity determined unilaterally by a school.

Epstein developed the Theory of Overlapping Spheres of influence, which asserts that pupils learn more when parents, educators, and other members of the community collaborate to guide and support pupils' learning and development. The Theory of Overlapping Spheres of Influence shifts the narrow focus of "parental involvement" from what a single parent does to a broader, more realistic representation of how influential people can collaborate to help students' education and development. The six types of parental involvement framework implied that guardians who are informed and involved in their children's education can positively impact their child's attitude and performance. According to Epstein, school, family, and community partnerships are better terms than parental involvement to recognize that parents, educators, and others share responsibility for their children's learning and development.

In the study of Caño et al. (2017), supported that parents' participation includes parenting, assisting in situations where parents and extended family members are aware of and conversant with child's maturity, and providing possessions that enable them to create home environments that promote learning. Second is effective, appropriate two-way communication about school events, student academic or personal issues within the home environment, development and progress, and/or insight. Third, volunteering is organizing and participating in activities initiated by school personnel, such as parent-teacher associations and community associations, or generated by community members to support students and school programs, such as service-learning projects and violence reduction assemblies. The fourth is learning at home, wherein it informs parents and families about school procedures, such as homework opportunities and grading rubrics, in order to supplement their children's academic activities. Fifth, decision-making includes parents and family members from all backgrounds who agree on educational events as representatives and leaders on school committees. Finally, there is collaborating with the community—identifying and integrating community funds, services, and other assets to lend a hand and meet the needs of school personnel, students, and their families.

Caño et al. added that parents' participation in children's education is a crucial factor for the child's continuing educational development and success in school. If there is a deficiency in parental involvement, the educational improvement and accomplishment of the pupils' performance are greatly affected.

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This thesis explored the complex connection between parents' participation and educational achievement, aiming to provide insight into how parents' active participation, advice, and support influence their children's educational accomplishments (Cahapay, 2021).

II. METHODOLOGY

The researcher employed a descriptive-correlational and causal design with content analysis research approach to achieve the stated aims. Descriptive-correlational research is a type of research design that tries to explain the relationship between two or more variables without making any claims about cause and effect. It includes collecting and analyzing data on at least two variables to see if there is a link between them. In descriptive correlational research, researchers collect data to explain the variables of interest and figure out how they relate. The main goal is to give a full account of the variables and how they are related without changing them or assuming that one thing causes another (Question Pro, 2020).

This study also utilized causal design because this study tried to identify which of the independent variable/s singly or in combination influenced the academic performance of the pupils. Causal research design, which is also referred to as explanatory research or causal-comparative research, is a method that investigates the nature and extent of cause-and-effect relationships between two or more variables (Causal Research: Definition, Examples and How to Use It, 2024). A content analysis was also done in the academic performance of the pupils. Content analysis is a research instrument that is employed to ascertain the presence of specific words, themes, or concepts within qualitative data (i.e., text). Researchers can quantify and analyze the presence, meanings, and relationships of specific words, themes, or concepts by employing content analysis (Content Analysis Method and Examples | Columbia Public Health, 2023).

III. RESULTS AND DISCUSSION

Problem 1. What is the level of parents' participation in terms of;

- 1.1 parenting;
- 1.2 communicating;
- 1.3 volunteering;
- 1.4 learning at home;
- 1.5 decision-making, and
- 1.6 Collaborating with the community?

Table 1: Overall Level of Parents' Participation

Variables	Mean	SD	Description	Interpretation
Parenting	3.42	0.54	Most of the time	Highly Involved
Communicating	2.99	0.53	Most of the time	Highly Involved
Volunteering	2.61	0.54	Most of the time	Highly Involved
Learning at home	2.89	0.54	Most of the time	Highly Involved
Decision-making	2.98	0.53	Most of the time	Highly Involved
Community collaborating	2.93	0.52	Most of the time	Highly Involved
Overall Mean	2.97	0.53	Most of the time	Highly Involved

Note: 3.51-4.00 Very Highly Involved; 2.51-3.50 Highly Involved; 1.51-2.50 Less Involved; 1.00-1.50 Almost not Involved

Table 1 presents the overall level of parents' participation. It has an overall Mean of 2.97 with SD = 0.53, described as Most of the Time and interpreted as Highly Involved. This means that parents are involved in their children's education, especially that respondents in this study are still young. They still need active parents in school. By actively participating in their child's education, parents can significantly influence their child's long-term success and educational trajectory. This means that parents are actively involved in various aspects of child's education and are committed to support their academic growth (Barger et al., 2019).

Besides, teachers and the school can receive invaluable assistance from parents who are actively engaged. Parents are instrumental in the improvement of the educational environment and the encouragement of teachers to do better because of the parents who offered whether by volunteering in the classroom, participating in school events, or contributing resources.

As presented in the data, Parenting has the highest Mean of 3.42 with SD = 0.54, described as Most of the Time and interpreted as Highly Involved. This suggests that parents are particularly dedicated to their parenting role and actively involved in their child's upbringing. Particularly, parents have committed in their responsibilities to their children such as fulfilling basic

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needs like food, clothing, and shelter, ensuring that the child attends school, discussing the importance of good education, and supervising when watching television and playing computer games. Grepon and Cipada (2020) posited that parental involvement can help overcome absenteeism of pupils. This starts with parenting. Parents are responsible for their children's well-being, including meeting their needs (Brooks, 2019). One of these essential needs is quality education. Good parenting paves the way for children's success. It contributes to early learning skills and fewer behavioral issues (Lanjekar et al., 2022).

On the other hand, Volunteering has the lowest Mean of 2.61 with SD = 0.54, described as Most of the Time and interpreted as Highly involved. This indicates that parents might not be as actively engaged in volunteering activities within their child's school. It is important for parents to recognize the potential benefits of volunteering and consider ways of increasing their involvement in school activities. Parent volunteers benefit everybody, especially the pupils. By volunteering, the parents can ensure that their children receive quality education (Cudy, 2023). It provides additional support and improves academic performance (Daly, 2023).

Problem 2. What is the pupils' level of educational achievement for S.Y 2023-2024?

Table 2 shows pupils' overall educational achievement with an overall Mean of 85.43 and SD = 1.58, indicating a Very Satisfactory level. This signifies that the majority of the pupils are performing at a very satisfactory level in their academics. This means that pupils still need to study more to obtain the highest grade or the Outstanding level because Very Satisfactory is the second level from the highest. Only 27 or 11% of the pupils obtained an Outstanding remark, meaning that a significant portion of Grade 5 students are performing exceptionally well academically, surpassing expectations.

Moreover, most of the pupils achieved a Satisfactory remark. This suggests that the majority of the Grade 5 pupils are performing at a satisfactory level in their academic. Although, there were no pupils who received a poor rating, there should be further efforts to support the pupils and improve their educational achievement. The literature indicates that students' academic success is influenced by a range of interconnected factors, such as the management and utilization of school facilities and resources (PHD & Nnenna, 2018), students' class attendance patterns (Asante, 2019), their communication and articulation skills (Miraj et al., 2021).

Table 2: Pupils' Overall Educational Achievement

Level of Academic Performance	Frequency	Percentage	Mean	SD
Outstanding	27	11	85.43	1.58
Very Satisfactory	83	34		
Satisfactory	91	37		
Fairly Satisfactory	43	18		
Did Not Meet Expectations	0	0		
Total	244	100.00		
Note:	<i>90-100 Outstanding</i>	<i>85 – 89 Very Satisfactory</i>	<i>80 – 84 Satisfactory</i>	
	<i>75 – 79 Fairly Satisfactory</i>	<i>74 & below Did not Meet Expectations</i>		

According to Luz (2021), the SEA-PLM, pupils' test results in 2019 led to a disappointing result. So, the foundation skills in reading, writing, and Mathematics should be improved. Boiser et al. (2019) stated that the factors that affect the pupils at risk of getting failing grades are their distance from school and their family's financial problem. Thus, efforts should be made to address these factors and provide support to ensure academic success for all students.

Problem 3. Is there a significant relationship between the level of parents' participation and educational achievement of pupils?

Table 3: Pearson's Correlation Test Between Parents' Participation and Educational Achievement of Pupils

Variables	r-value	p-value	Level of Correlation	Decision	Interpretation
Parenting	0.423	0.002	LPC	Reject Ho	Significant
Communicating	0.329	0.001	LPC	Reject Ho	Significant
Volunteering	0.316	0.001	LPC	Reject Ho	Significant
Learning at home	0.382	0.001	LPC	Reject Ho	Significant

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Decision-making	0.391	0.001	LPC	Reject Ho	Significant
Community collaborating	0.299	0.001	LPC	Reject Ho	Significant

Note: 0.00 – 0.19 = Very Low Positive Correlation 0.20 – 0.39 = Low Positive Correlation
 0.40 – 0.59 = Moderate Positive Correlation 0.60 – 0.79 = Strong Positive Correlation
 0.80 – 1.00 = Very Strong Positive Correlation Significant at the 0.05 Level (2 tails)

The table 3 shows Pearson's correlation test between the parents' participation and educational achievement. The test reveals a low positive correlation between the dependent variable and all the independent variables. All independent variables which are parenting, communicating, volunteering, learning at home, decision-making, and community collaborating show low positive correlation towards the educational achievement of the pupils with *r*-values of 0.423, 0.329, 0.316, 0.382, 0.391, and 0.299 respectively. These indicate that if those variables change its direction the pupils' educational achievement also changes in the same direction.

In addition, table 9 took the analysis at the independent variable level by looking at the correlation test while holding the dependent variable constant at a time. As can be seen from the same table, all independent variables are significant at 0.05. In summary, taking it at the coefficient level, those variables are correlated to pupils' educational achievement, with a *p*-value less than 0.05. Thus, the correlation analysis yielded that the null hypothesis test (H_0) was rejected. With the following findings, low positive correlation.

This means that parenting is very important in the lives of the children. This means further that if children feel loved, have given attention in their studies, they feel motivated to do good in school. The study of Naite (2021) indicated that students with highly involved parents achieved better educational achievement and higher test scores across all subjects compared to those whose parents were not involved in their education. This study suggested that parents should be more aware of the importance of supporting their children in their academic endeavor. Since parents are the first teachers of their children, they are advised to take an active role in assisting their children's education both in school and at home.

Additionally, Hanif & Alwi (2019) recommended that parents should spend time with their children and discuss their education at home. Also, the parents must have a frequent interaction with the teachers and other school staff to identify how they can support more to the betterment of their children's education.

Communicating as parental involvement has also a low positive correlation. This means that if parents are communicating with their children's teachers, their children can have better educational achievement. It means further that the more parents are communicating with the teachers, the more their children's academic performance will improve. This may imply that pupils work better in school if they know that their parents are communicating with their teachers. This may suggest that pupils are afraid to do bad because their teachers might tell their parents. Parents who are communicating with the teachers will know the progress of their children. It is like monitoring their children's activities. Boonk et al., (2018) considered communicating to children's teachers as an important role parents should do. Such action will inspire parents to assist their children's education.

Volunteering is another way of parental participation. It also has low positive correlation which means that though it has low positive correlation, it also means that when parents volunteer in school, their children's educational achievement is better. According to Llego (2022) parents volunteering in school activities show active support to their children in school. It shows interest of parents to their children's school, educational achievement, and extracurricular activities. For Diaz (2018), there is an increased parent-child interactions, responsiveness to children's needs, and a positive impact on the educational system if parents volunteer in their children's school.

Learning at home is another practice of parental participation. Parents who support their children's studies at home is a good practice to improve their children's education. No matter how low positive correlation, it still means that if parents support their children's learning at home, it will improve their children's performance in school. Additionally, Grepon and Cipada (2020) mentioned in their study that if parents support their children's learning at home, it will minimize absenteeism. Parents are able to monitor the studies of their children. They can assist their children in their studies and children in return will be inspired to study well because they are well supported in their studies.

Decision making is an important involvement parents in school. Still has a low positive correlation to pupils' educational achievement. It means that parents' involvement in decision making in school can be associated with the performance of pupils in school. Parents who are interested in school activities and learning progress can motivate children to stay focused and engaged in their studies. It promotes a sense of accountability for their academic responsibilities. According to Baldonaza and Vargas (2022) it is important to have parents support at varying degrees to be voice of the children during the planning for programs and projects for the school. Involving parents in the decision-making process can assist guarantee that all the children's needs—including those

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of children from underrepresented groups or varied backgrounds—are taken into account and met. This encourages inclusion and equity in the educational setting.

Community collaborating or collaborating with community. Such parents are very active. Such an act has inspired their children to be active in school too. As the result shows, it has low positive correlation to the pupils' educational achievement. While parental involvement can take various forms, such as providing a conducive environment for studying, assisting with homework, and showing interest in academic progress, the active engagement from parents sends a message to their children (Selvarajoo & Baharudin, 2023). This suggests that education is important and so as their children's efforts (Naite, 2021).

This shows that engaged and supportive parents are contributory to the children's academic accomplishment and the overall development.

Furthermore, Mugumya et al. (2022) discovered that parental involvement in the form of providing basic needs and effective communication to their children can predict the academic performance of the children. Parents providing a good learning environment at home can also predict the children's academic performance. In conclusion, this study proved that pupils' academic performance is influenced by various parental involvement aspects.

Problem 4. Which of the independent variable/s singly or in combination influence/s the dependent variable?

The table 4 on the next page presents regression analysis with moderating variables that predict the students' educational achievement. It is hypothesized that the six (6) predictors were positively or negatively associated with workplace factor where $\beta = 0$ as null and the alternative of $\beta \neq 0$. That explains whether the independent variables are good predictor of pupils' academic performance. Results show that the 24.217% of the variance is explained by the six (6) predictors, $F(6,244) = 24.217$. Moreover, parenting ($\beta = 0.588$, $t\text{-value} = 7.933$, $p\text{-value} = 0.001$) and decision-making ($\beta = 0.458$, $t\text{-value} = 6.033$, $p\text{-value} = 0.002$) are positively have relationship with the students' academic performance. It can be concluded that if the parents' participation in terms of parenting and decision-making increase by 1% their educational achievement will also increase.

Taking it in the coefficient level, parenting and decision-making are a good predictors of students' academic performance with a p value lesser than 0.05. Hence, the regression analysis yielded that the null hypothesis test (H_0) was rejected. With the following findings, a positive linear relationship exists between the variables as can be reflected and summarized with the following regression equation;

$$\text{Parenting, } Y = 0.538x + -0.396$$

Where;

Y = Academic Performance

X = Parenting

Table 4: Regression Analysis Parental Involvement and Pupils' Academic Performance

Predictor	Estimate	SE	β	t-value	P-value	Decision	Interpretation
Constant	-0.396	-0.387		-6.512	0.000		
Parenting	0.538	0.467	0.588	7.933	0.001	Reject H_0	Significant
Communicating	0.094	0.080	0.074	1.165	0.246	Accept H_0	Not Significant
Volunteering	0.096	0.092	0.086	1.281	0.091	Accept H_0	Not Significant
Learning at Home	0.085	0.093	0.176	1.118	0.231	Accept H_0	Not Significant
Decision-Making	0.952	0.688	0.458	6.033	0.002	Reject H_0	Significant
Community Collaborating	0.196	0.122	0.138	1.171	0.098	Accept H_0	Not Significant
	R	R²	F-value		P-value	Decision	Interpretation
Model	0.568	0.454	24.217		0.001	Reject H_0	Significant

Note: Dependent Variable = Academic Performance *Significant when computed p-value < 0.05.*

$$\text{Decision-making, } Y = 0.952x + -0.396$$

Where;

Y = Academic Performance

X = Decision-making

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The analysis shows that Parenting and Decision-Making are crucial factors influencing the dependent variable, highlighting their importance in this context. On the other hand, Communicating, Volunteering, Learning at Home, and Community Collaborating do not have a significant impact according to this model, suggesting that their contributions might be less direct or overshadowed by other factors. The overall model is effective in explaining a substantial portion of the variance in the dependent variable, underscoring the relevance of the predictors included, while also indicating that other factors may be influencing the outcome. This means that parenting and decision-making impact pupils' academic performance. Therefore, the null hypothesis is rejected.

Parenting has a positive and statistically significant effect on the dependent variable. The positive β coefficient of 0.588 indicates that as parenting increases, the dependent variable tends to increase as well. This suggests a strong relationship between effective parenting and the outcome being measured. Parenting, is a very important responsibility of parents that children really need and consider as very important also in their lives. The presence of parenting in their lives gives them the confidence and motivation to improve themselves in school because they have parents who believe on them and expect them to succeed in their studies. Sanders and Turner (2018) said that parenting has great influence in a child's developmental capacities as he grows.

According to Minkin and Horowitz (2023) asked the parents about their ambitions for their children when they reach adulthood. Most of them prioritized financial independence and career satisfaction. They also acknowledged the importance that their children earn a college degree. This is why parents utilize their resources to support their children's academic journey and ensure that they will achieve their full potential. Yang and Zhao (2020) studied the effect of parental styles on children's academic performance. The results showed that parenting style has a more distinguished effect on children in disadvantaged areas. They also found out that the parenting styles of mothers, in comparison to the fathers, play a crucial role in the academic performance of children.

Decision-Making also has a significant positive effect on the dependent variable with a β coefficient of 0.458. This suggests that as decision-making skills improve, the dependent variable improves too. Enhancing decision-making abilities could lead to better outcomes. For example, if the dependent variable is related to personal or professional success, training or programs focused on improving decision-making could be beneficial. In this study, parents' or the family's support in the decision-making process of their children may help their children to better performance in school and up to their future (Kocak et al., 2021).

On the flip side, communicating ($\beta = 0.074$, t-value = 1.165, p-value = 0.246), volunteering ($\beta = 0.086$, t-value = 1.281, p-value = 0.091), learning at home ($\beta = 0.176$, t-value = 1.118, p-value = 0.231), and community collaborating ($\beta = 0.138$, t-value = 1.171, p-value = 0.098), are not good predictor of pupils' academic performance. But other independent variables in this study are not good predictors of the pupils' academic performance. The null hypothesis is accepted.

IV. CONCLUSIONS

The following conclusions are reached in light of the data presented:

1. Parents' participation is a regular practice of parents whose children are still in the elementary level.
2. Grades 4, 5 and 6 pupils show great interest in their academic journey since they are performing well in their studies as manifested in their educational achievements.
3. The more parents are highly involved in parenting to their children, the more the pupils improve their educational achievements. Thus, the null hypothesis is rejected.
4. Pupils at Grades 4, 5 and 6, being young still lean unto their parents in their studies and in decision-making in this phase of their lives.

V. RECOMMENDATIONS

Based on the study's findings and conclusions, the researcher offers several recommendations detailed in the following paragraphs.

1. Parents are encouraged to play an active role in supporting their children's learning and development. It is recommended to continue attending parent-teacher meetings, school events, and staying updated on their child's progress.
2. To maintain, if not increase the Very Satisfactory rating of pupils, teachers may enhance parental involvement by providing accessible avenues for parents to engage in their children's academic journey.
3. Promoting collaboration between home and school is essential for fostering a supportive educational environment. Teachers may maintain regular communication with parents, providing updates on their child's progress, discussing challenges, and celebrating achievements. This communication may include feedback on assignments, assessments, and overall performance, ensuring parents are well-informed and engaged in their child's educational development.

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4. In addition to promoting collaboration, schools may provide resources and support to assist parents in supporting their children's learning at home. This includes offering resources, hosting workshops, and providing materials that help parents create a conducive study environment.

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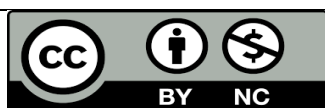
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