

The Impact of Parental Involvement in School-Based Management in Daraga South District

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ABSTRACT

This study examines the impact of parental engagement in School-Based Management (SBM) on student academic performance and school effectiveness in Daraga South District, Albay, Philippines. Using a mixed-methods design with surveys and interviews involving Grade 3 teachers and parents from three elementary schools, the research assessed levels of parental involvement in meetings and school activities and analyzed relationships with key performance indicators (promotion, repetition, and school-leaver/dropout rates). Findings indicate moderate parental engagement, primarily in child-focused activities rather than formal decision-making. While qualitative data strongly link involvement to

enhanced student motivation, resilience, and classroom behavior, quantitative analysis reveals no statistically significant correlation between aggregate parental involvement and school-level KPIs. The study concludes that parental influence operates indirectly through student-centered pathways and recommends a context-specific strategic intervention plan to translate engagement into measurable school-wide improvements.

Keywords: *Parental Involvement, School-Based Management (SBM), Educational Outcomes, Key Performance Indicators (KPIs), Student Promotion, Drop-out Prevention*

INTRODUCTION

Education remains a central foundation of personal development, social participation, and national progress. As Runde et al. (2023) argue, education enables individuals to live cohesively in society, participate politically, and contribute economically. Within this broader educational agenda, parental involvement has become an important strategy for strengthening school performance and learner development. Parents influence children's academic habits, motivation, and socio-emotional growth, while schools provide the institutional context through which such support can be mobilized more systematically.

In the Philippine context, School-Based Management (SBM) serves as a decentralization mechanism that brings decision-making closer to schools and opens space for greater stakeholder participation. The revised SBM policy under DepEd Order No. 007, s. 2024 frames SBM as a pathway to school effectiveness and stronger stakeholder commitment (Department of Education [DepEd], 2024). Related policies, such as DepEd Order No. 013, s. 2022, also reinforce the role of parent-teacher associations and collaborative engagement among schools, parents, and communities (DepEd, 2022). In principle, these policies position parents not only as supporters of their own children, but also as contributors to school governance, accountability, and continuous improvement.

International and regional scholarship likewise affirms the relevance of parental engagement, although the pathway of influence is not always straightforward. OECD (2024) notes that many education systems provide parents opportunities to participate in school governance and quality assurance. At the same time, studies show that parental engagement may affect learner outcomes indirectly by shaping motivation, teacher perceptions, and learning behaviors rather than school-wide performance indicators alone (Koivuhovi et al., 2025; Sakamoto, 2021). Some studies further caution that parental involvement can create tensions when roles and responsibilities are unclear (Ikhlas et al., 2022). These mixed findings suggest that context matters greatly, especially in communities where economic conditions, school size, and access constraints shape the form and depth of parental participation.

In Daraga South District, Albay, parental involvement occurs within both rural and urban conditions, making the district a useful setting for examining how SBM works in practice. The present study addresses a gap in the literature by focusing specifically on the extent and effects of parental engagement in SBM in this district, rather than on parental involvement in general school activities alone. Specifically, the study aimed to: (1) assess the level of parental involvement in SBM in terms of attendance in meetings and involvement in school activities; (2) identify school performance using key performance indicators, namely promotion rate, repetition rate, and school-leaver/dropout rate; (3) analyze the significant relationship between parental involvement and school performance; and (4) recommend a strategic intervention plan to strengthen parental involvement and school performance in Daraga South District.

Literature Review

Parental Engagement in School-Based Management

School-Based Management is a decentralized approach that redistributes selected decision-making functions from central offices to schools and local stakeholders, including parents. Rayoso and Bertillo (2023) and Mahinay et al. (2025) describe SBM as a governance framework that can improve school effectiveness when leadership, community participation, and resource management are aligned. In the Philippine setting, SBM has also been understood as a policy mechanism for assessing school effectiveness across governance, partnerships, curriculum, and instruction (Estremera, 2021).

Parental participation is one of the most visible expressions of SBM in practice. Sakamoto (2021) explains that parent participation may influence student learning through access to school information and through direct influence on school decisions and practices. However, the quality and depth of participation vary. Ogena and Sarmiento (2024) found moderate to high SBM implementation in rural schools but identified continuing challenges in community involvement and resource allocation. Similarly, Project Appleseed (2019) points to structural barriers such as time limitations, transport problems, and discomfort in school settings, all of which can weaken meaningful participation.

Taken together, the literature suggests that SBM becomes most effective when parents are not merely invited to attend school events but are meaningfully included in communication, planning, and shared problem-solving. This perspective supports the present study's attention to both formal participation in meetings and broader school activity involvement.

Parents' Involvement in the Learner's Performance

The literature consistently shows that parental involvement contributes to learner performance, behavior, and motivation. Naite (2021) describes parental involvement as a significant positive influence on children's development, behavior, and academic performance. Yang et al. (2023) further show that parental involvement is strongly associated with school engagement, especially through its influence on motivation, self-regulation, and self-efficacy. In related work, Gamage et al. (2023) and Dela Fuente et al. (2023) highlight the relationship between parental involvement, student motivation, and academic outcomes. Beyond grades alone, parental involvement is also associated with stronger study habits, self-

discipline, and resilience. Ranganathan et al. (2022) found positive links between parental involvement and children's study habits, while Mbaluka et al. (2021) showed that parental engagement and student self-discipline are both related to higher academic performance. Anierobi et al. (2024) similarly reported that active parental engagement supports academic engagement, self-esteem, and social skills. These studies suggest that the effects of parental involvement often operate through learner-level mechanisms that may later influence institutional outcomes.

At the same time, parental influence is mediated by context. Socioeconomic status, school climate, teacher attitudes, and the extent to which parents feel welcomed can strengthen or weaken the home-school relationship (Ablasa, 2024; Kim et al., 2020; Koskela & Sinkkonen, 2025). This body of work is important to the present study because it frames parental involvement not as a single behavior, but as a multidimensional process linked to both academic and socio-emotional development.

Strategic Intervention Plan

Strategic intervention planning in SBM relies on collaboration, communication, and shared accountability. Meador (2019) and Merlo (2021) emphasize the leadership role of school heads in organizing school improvement efforts, while Okog and Abraham (2019) stress the importance of managing school-community relations beyond the school itself. Within this leadership frame, parent engagement strategies become more effective when schools use accessible communication channels, flexible participation models, and practical opportunities for contribution.

Larson (2019) argues that parents are more likely to remain engaged when communication is manageable, relevant, and responsive to their circumstances. Barce (2025) likewise proposes school-home partnership strategies that reduce barriers and promote collaboration through flexible meetings, improved communication, and shared initiatives. These ideas are directly relevant to the present study because the proposed intervention plan for Daraga South District is intended to move parental participation from irregular attendance toward structured, sustainable engagement within SBM.

Conceptual Framework

The study is anchored in Epstein's Theory of Overlapping Spheres of Influence, Social Capital Theory, and Self-Determination Theory. Epstein's framework explains how school, family, and community interaction shapes learner development through parenting, communication, volunteering, learning at home, decision-making, and collaboration with the community (Epstein, 1995). Social Capital Theory explains how trust, networks, and shared norms allow parents and schools to mobilize support and information for school improvement (Coleman, 1988; Putnam, 2000). Self-Determination Theory adds a motivational lens by explaining that parents are more likely to participate meaningfully when they experience autonomy, competence, and relatedness in school interactions (Ryan & Deci, 2020).

Consistent with the original manuscript, the conceptual paradigm may be understood through an Input-Process-Output model. The inputs are the levels of parental involvement and the school performance indicators. The process includes the use of the stated theories, survey administration, interviews, statistical analysis, and thematic analysis. The output is a strategic intervention plan intended to enhance parental involvement and school performance in Daraga South District.

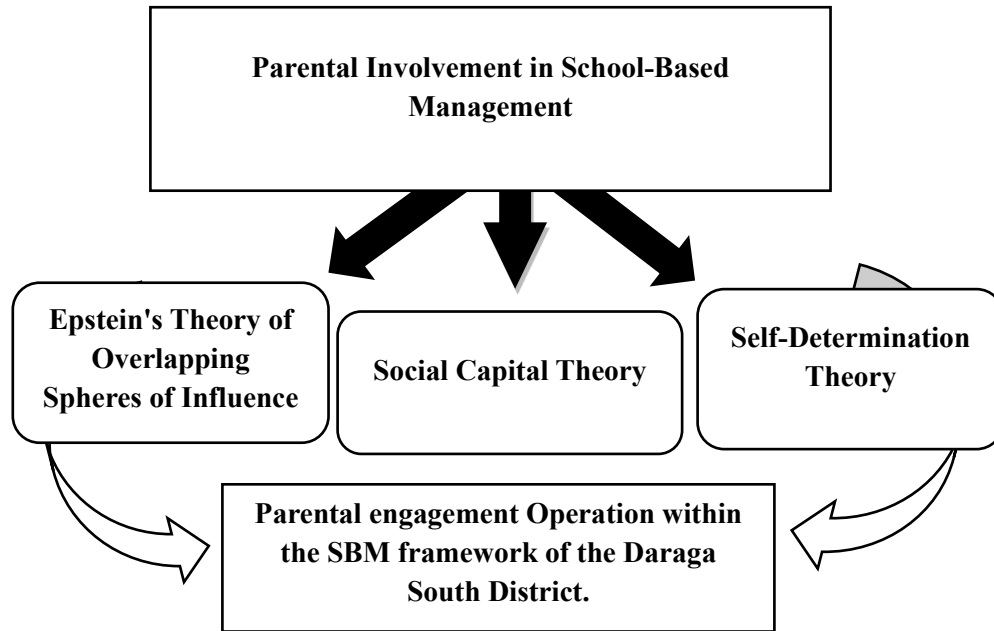


Figure 1. *Theoretical Paradigm*

INPUT

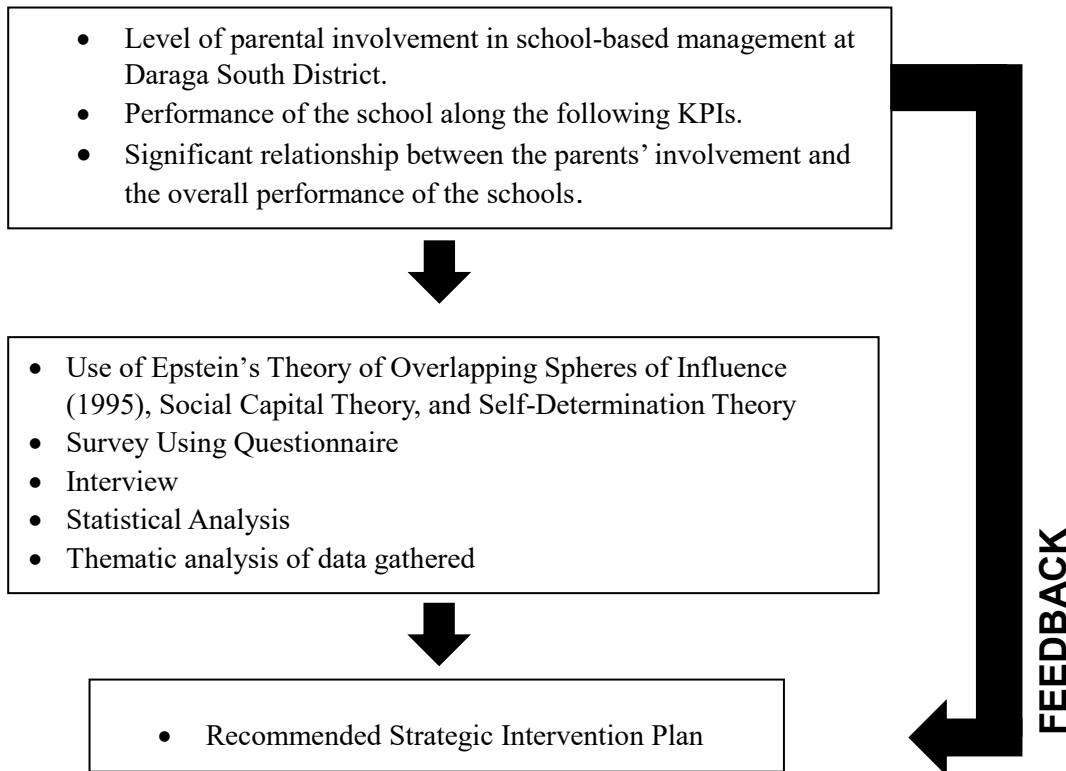


Figure 2. *Conceptual Paradigm*

METHODS

Research Design

The study employed a mixed-methods design, combining quantitative and qualitative approaches to produce a more comprehensive understanding of parental involvement in SBM. This design was appropriate because the study sought not only to measure the level of parental involvement and its statistical relationship with selected school indicators, but also to explain how parents and teachers perceived its effects on learner performance and behavior. The use of mixed methods is consistent with the view that numerical patterns and contextual meanings are best interpreted together in educational research (Creswell et al., 2017; George, 2023).

Research Instrument

Two primary instruments were used. First, a validated survey questionnaire measured parental involvement in terms of attendance in meetings and involvement in school activities. The same instrument also supported the assessment of school performance indicators. Second, a semi-structured interview guide was used to gather richer accounts from parents and teachers regarding the influence of parental involvement on learners' academic performance and behavior. The combination of Likert-scale responses and interview data allowed the study to integrate descriptive statistics with thematic interpretation.

Data Gathering Procedure

Data collection was conducted over approximately three months. The process began with participant identification and the securing of permissions from school heads and respondents. During the first month, the instruments were finalized, schedules were coordinated, and informed consent was obtained. In the second and third months, questionnaires were administered face-to-face in the selected schools, followed by semi-structured interviews conducted in settings that prioritized participant comfort and confidentiality. Interview sessions were audio-recorded with consent, after which the responses were transcribed, encoded, organized, and prepared for analysis.

Respondents of the Study

The respondents consisted of Grade 3 teachers and parents from three public elementary schools in Daraga South District, Albay: Namantao Elementary School, Tabontabon Elementary School, and Anislag Elementary School. The study focused on Grade 3 because it marks a key academic transition point in which learners are expected to have established foundational literacy and numeracy and to begin more independent learning. This made the level especially appropriate for examining how parental involvement may be associated with learner performance and school outcomes.

Sampling Technique

The study used multiple sampling techniques. Purposive sampling was first applied to select the three schools based on school size and SBM context. Simple random sampling was then used to choose one Grade 3 section in each school. All teachers assigned to the selected Grade 3 sections were included. For parents, purposive sampling was used to ensure representation from both actively and inactively engaged parents. For the qualitative component, voluntary sampling was used among available teachers and parents who agreed to participate in interviews.

Study Site

The study was conducted in Daraga South District, Albay, Philippines. The selected schools represented different school sizes: Namantao Elementary School as a small school, Tabontabon Elementary School as a medium school, and Anislag Elementary School as a large school. This variation allowed the

researcher to compare parental involvement and school performance across differing school contexts within one district.

Data Analysis

Quantitative data were analyzed using weighted mean to determine the level of parental involvement and Spearman's Rank Correlation Coefficient to examine the relationship between parental involvement and school performance indicators. The significance of the correlations was tested using the t-test for correlation coefficients at the 0.05 level. Qualitative interview data were analyzed using thematic analysis, involving coding, categorization, theme generation, and interpretation. The integration of these approaches allowed the study to relate school-level patterns to learner- and parent-level experiences.

RESULTS AND DISCUSSION

The findings show that parental involvement in Daraga South District is present and meaningful, but its strongest effects appear at the learner level rather than as direct school-wide statistical effects. Quantitative findings are presented below together with concise interpretive discussion so that the tables and their implications are integrated within one section.

Levels of Parental Involvement in School-based Management at Daraga South District

Parents reported moderate involvement overall. Attendance in meetings was interpreted as "Sometimes" (average weighted mean = 2.95), while involvement in school activities was also generally moderate (average weighted mean = 3.13). The highest item score was cooperation with educators and school leaders to support the child's learning experience (3.53), suggesting that parents were more engaged in child-centered support than in formal governance or decision-making.

Table 1. *Parental Involvement in School-Based Management among Respondents of Daraga South District*

Indicator	Total Weighted Mean	Interpretation
Attendance in meetings	2.95	Sometimes
Involvement in school activities	3.13	Sometimes
Cooperate with educators and school leaders	3.53	Often

This pattern supports the argument that parental involvement in the district is more consultative and supportive than participatory in school governance. The result is consistent with the literature showing that parents often engage more actively in school matters that directly affect their own children than in broader decision-making structures within SBM (Sakamoto, 2021; Ogena & Sarmiento, 2024).

Schools' Performance Along Key Performance Indicators

The three school performance indicators examined in the study were promotion rate, repetition rate, and school-leaver/dropout rate. Across the three schools, the combined promotion rate was high, the repetition rate was low, and the dropout rate was zero. These results point to a generally favorable district performance profile, although variation emerged by school size.

Table 2. *School Performance along Key Performance Indicators*

Indicator	Key Result
Promotion rate	263 of 270 learners promoted (97.40%)
Repetition rate	12 of 251 learners repeated (4.78%)
School-leaver/dropout rate	0 of 270 learners dropped out (0.00%)

Promotion data showed that Namantao Elementary School and Tabontabon Elementary School both achieved 100% promotion, while Anislag Elementary School recorded 96.15%. Repetition rates were 0.00% in Namantao, 4.76% in Tabontabon, and 5.49% in Anislag. All three schools recorded zero dropout. When read together, these results indicate that the schools were generally successful in moving learners through the system, but larger schools faced more difficulty preventing repetition. This mirrors literature suggesting that school context and scale shape the practical effectiveness of SBM and individualized support systems (Ferriswara et al., 2024; Navarro et al., 2024).

Integrated Qualitative Findings

Interview data enriched the quantitative results by showing how parental involvement affects learners through motivation, behavior, and socio-emotional support. Parents repeatedly described increased motivation, stronger classroom engagement, greater enthusiasm for learning, and improved perseverance when children observed their parents participating in school-related activities. They also reported better cooperation, improved peer relationships, stronger study habits, heightened responsibility, and increased self-confidence among learners. These themes suggest that parental involvement may not automatically change school-level indicators in a direct or immediate way, but it strengthens learner-level conditions that support school success over time. This interpretation is aligned with prior studies showing that parental involvement influences engagement, self-regulation, resilience, and school participation, which are themselves predictors of academic success (Yang et al., 2023; Anierobi et al., 2024; Mbaluka et al., 2021).

Relationship between Parental Involvement and School Performance

The correlation analysis did not find statistically significant relationships between aggregate parental involvement measures and the school-level key performance indicators. Although some coefficients suggested weak to moderate positive or negative patterns, none reached statistical significance, and the null hypothesis was accepted across the analyses.

Table 3. Summary of Correlation Results

Comparison	Spearman's rho	Significance Decision
Attendance in meetings vs. promotion rate	0.50	Not significant
Attendance in meetings vs. repetition rate	-0.25	Not significant
Attendance in meetings vs. dropout rate	0.50	Not significant
School activities vs. promotion rate	-0.25	Not significant
School activities vs. repetition rate	0.38	Not significant
School activities vs. dropout rate	0.50	Not significant
Composite parental involvement vs. overall performance	0.00	Not significant

These findings should not be interpreted to mean that parental involvement is unimportant. Rather, they suggest that its influence is indirect, mediated, and difficult to detect when reduced to small school-level aggregate measures. The findings echo studies showing that parental involvement often operates through learner behavior, motivation, and relational processes rather than through a simple direct statistical relationship with institutional output measures (Koivuhovi et al., 2025; Sakamoto, 2021). The limited number of school units in the analysis also constrains the strength of statistical inference

Strategic Intervention Plan

In response to the findings, the original study proposed Project SIKAP (Sama-samang Inisiatiba ng Komunidad at Paaralan), a strategic intervention plan intended to enhance parental involvement and school performance in resource-limited public schools. The plan emphasizes low-cost, context-sensitive, and community-based approaches anchored in existing school structures such as PTAs, barangay partnerships, and localized communication systems. The intervention includes orientation programs for parents, stronger parent representation in SBM committees, flexible and short PTA meetings, parent-led volunteer activities, low-cost resource generation, and simple recognition systems for active participation. These strategies are meant to address the central finding of the study: parental engagement is already meaningful at the learner level, but it needs to be made more organized, sustained, and governance-oriented if it is to translate into wider school improvement outcomes.

CONCLUSION

The study concludes that parental involvement in Daraga South District is moderate and most visible in child-focused support rather than in formal school governance. Parents are willing to attend meetings, cooperate with teachers, and participate in selected school activities, yet their participation in decision-making remains limited. This indicates that the structural promise of SBM has not yet been fully realized at the level of shared school governance. The district's schools performed well on the selected indicators, particularly in promotion and learner retention, and all three schools sustained a zero-dropout rate. However, repetition was more evident in the larger schools, suggesting that school size may influence the capacity to provide individualized support. The correlation results further indicate that there is no statistically significant direct relationship between broad parental involvement measures and school-level KPI outcomes in this dataset. Even so, the qualitative findings clearly show that parental involvement matters. Its strongest effects appear through student-centered pathways such as enhanced motivation, resilience, classroom engagement, responsibility, and confidence. Therefore, parental involvement should be understood not as a simple numerical input, but as a relational and motivational force that shapes learners' readiness to succeed. For this reason, strengthening meaningful and structured parental engagement remains essential within the SBM framework.

Recommendations

1. Schools should adopt flexible and accessible schedules for PTA meetings and related activities so that parents with work and household obligations can participate more regularly.
2. Parent participation should be strengthened through simple but consistent school-based opportunities, including volunteer roles, short-term activity support, and representation in SBM committees.
3. School-home communication systems should be improved through practical channels such as bulletin boards, notebooks, SMS, or Messenger groups to ensure timely and understandable information sharing.
4. Teachers and school heads should provide parent orientation sessions and engagement support that explain SBM, clarify parental roles, and encourage confidence in participating in school decisions.
5. The proposed Project SIKAP may be implemented and monitored as a district-level intervention model to strengthen organized parental engagement and reduce repetition while sustaining the district's strong retention outcomes

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