

**Home-school partnership and its relationship to learner engagement
in public elementary schools of Bauko 2 District**

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ABSTRACT

This study examined the relationship between home-school partnership and learner engagement among public elementary schools in Bauko 2 District, Mountain Province. Specifically, it determined the extent of home-school partnership from the perspectives of parents and teachers, assessed the level of learner engagement, and examined the significant relationship between home-school partnership and learner engagement. A quantitative descriptive-correlational research design was employed involving 38 respondents consisting of 23 parents and 15 teachers selected through purposive sampling. Data were collected using researcher-made questionnaires validated by experts and analyzed using frequency, percentage, weighted mean, and Pearson Product-Moment Correlation. Findings revealed that both parents and teachers perceived a very high level of home-school partnership, particularly in communication, parental involvement, and home learning support. Likewise, learner engagement was rated very high in terms of behavioral, emotional, and cognitive engagement. However, correlation analysis revealed no significant relationship between parents' perception of home-school partnership and learner engagement ($r = -0.023$, $p = 0.811$), as well as between teachers' perception of home-school partnership and learner engagement ($r = 0.221$, $p = 0.811$). The findings suggest that although home-school partnership is strongly practiced in Bauko 2 District, learner engagement may also be influenced by other learner-related, classroom, and school factors beyond parent-teacher collaboration. The study recommends sustaining existing home-school partnership programs while exploring additional determinants of learner engagement.

Keywords: Home-school partnership, learner engagement, parental involvement, elementary education, Bauko District.

Date Submitted: July 10, 2026

Date Accepted: July 15, 2026

Date Published: August 10, 2026

INTRODUCTION

Learner engagement is widely recognized as one of the strongest predictors of academic achievement, school participation, and holistic learner development. Engagement encompasses learners' behavioral participation, emotional attachment, and cognitive investment in educational activities. When learners actively participate in classroom instruction, demonstrate

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DOI: <http://doi.org/10.69651/PIJHSS05031445>

Recommended citation:

Salbino, M. B. (2026). Home-school partnership and its relationship to learner engagement in public elementary schools of Bauko 2 District. *Pantao (International Journal of the Humanities and Social Sciences)* 5 (3), 3049-3057. <http://doi.org/10.69651/PIJHSS05031445>

positive attitudes toward school, and exert effort in learning tasks, they are more likely to attain favorable educational outcomes.

Home–school partnership has emerged as an essential component in promoting learner success. Effective collaboration between parents and teachers enables learners to receive consistent academic guidance, behavioral support, and emotional encouragement across home and school environments. Epstein (2018) emphasized that family–school partnerships strengthen communication, shared responsibility, and collaborative decision-making, thereby enhancing learners' educational experiences. Similarly, Hill and Tyson (2009) found that parental involvement significantly contributes to learners' motivation and school engagement through home-based educational support.

In the Philippines, stakeholder participation is institutionalized through Republic Act No. 9155 (Governance of Basic Education Act of 2001) and Republic Act No. 10533 (Enhanced Basic Education Act of 2013), both of which recognize parents as essential partners in achieving quality education. Programs such as School-Based Management and Brigada Eskwela further encourage active participation of families and communities in supporting schools.

Despite these initiatives, home–school partnership varies across communities, particularly in geographically isolated areas where socioeconomic conditions, accessibility, and limited educational resources may affect parental involvement. Bauko 2 District in Mountain Province is characterized by dispersed rural communities where maintaining active collaboration between parents and schools presents unique challenges.

Statement of the problem

Although numerous studies have established positive associations between parental involvement and academic achievement, limited empirical evidence exists regarding the relationship between home–school partnership and learner engagement within rural public elementary schools in Mountain Province. This study sought to bridge this gap by examining the relationship between home–school partnership and learner engagement among public elementary schools in Bauko 2 District.

Specifically, the study aimed to determine the level of home–school partnership as perceived by parents and teachers, assess learner engagement, and determine whether significant relationships exist between these variables.

METHODOLOGY

This study employed a quantitative descriptive–correlational research design to examine the relationship between home–school partnership and learner engagement in public elementary schools in Bauko 2 District, Mountain Province. The descriptive component was utilized to determine the extent of home–school partnership as perceived by parents and teachers and to assess the level of learner engagement among pupils. The correlational component was used to determine whether a significant relationship existed between home–school partnership and learner engagement. This research design was appropriate because it allowed the researcher to describe existing conditions and examine the association between variables without manipulating the study environment.

Research locale

The study was conducted in selected public elementary schools within Bauko 2 District, Mountain Province, Philippines. Bauko is a rural municipality in the Cordillera Administrative

Region characterized by geographically dispersed communities and predominantly agricultural livelihoods. Public elementary schools in the district serve learners from diverse socioeconomic backgrounds, making collaboration between families and schools an important component of educational delivery. The rural setting presents both opportunities and challenges for sustaining parental involvement, teacher–parent communication, and learner engagement. These contextual characteristics made Bauko 2 District an appropriate setting for investigating the relationship between home–school partnership and learner engagement.

Participants

The respondents consisted of 38 participants, comprising 23 parents and 15 teachers from selected public elementary schools in Bauko 2 District. Parent-respondents included mothers, fathers, or legal guardians of currently enrolled elementary pupils, while teacher-respondents consisted of classroom teachers assigned to the participating schools during School Year 2025–2026. Participants were selected using purposive sampling, ensuring that only individuals directly involved in learners' educational experiences and home–school interactions were included in the study. The inclusion of both parents and teachers enabled the study to obtain complementary perspectives regarding home–school partnership practices and learner engagement.

Research instrument

Data were gathered using a researcher-developed structured questionnaire consisting of three major sections.

The first section collected demographic information of the respondents. For parents, the profile variables included age, sex, educational attainment, occupation, relationship to the child, grade level of the child, and distance of residence from the school. For teachers, demographic variables included age, sex, educational attainment, designation, length of service, grade level handled, and participation in trainings related to parent engagement and community partnership.

The second section measured home–school partnership. For parent respondents, the instrument assessed communication with teachers and schools, parental involvement in school activities, and home learning support. For teacher respondents, the questionnaire evaluated communication practices, parent involvement and participation, and support for home learning.

The third section measured learner engagement, which was completed by teachers using a teacher-rating scale. Learner engagement was assessed across three dimensions: behavioral engagement, emotional engagement, and cognitive engagement.

Responses were measured using a five-point Likert scale, where higher scores indicated stronger agreement with each statement. Before administration, the questionnaire underwent content validation by research experts and school administrators to establish clarity, relevance, and content validity. Necessary revisions were incorporated based on their recommendations prior to data collection.

Data collection procedure

Prior to data collection, the researcher secured approval from the appropriate educational authorities, including the Schools Division Superintendent and the concerned

school heads. Upon obtaining permission, the researcher personally administered the survey questionnaires to the selected respondents.

Before distributing the questionnaires, participants were informed of the objectives of the study and assured that participation was entirely voluntary. Respondents were likewise informed that all responses would remain confidential and would be used solely for academic and research purposes. Completed questionnaires were retrieved immediately after completion, checked for completeness, organized, and prepared for statistical analysis.

Statistical analysis

The collected data were analyzed using both descriptive and inferential statistical techniques.

Frequency counts and percentages were used to summarize the demographic characteristics of the respondents. Weighted means were computed to determine the levels of home-school partnership and learner engagement. Mean scores were interpreted using the corresponding qualitative descriptions of the five-point Likert scale.

To determine the relationship between home-school partnership and learner engagement, the study employed the Pearson Product-Moment Correlation Coefficient (Pearson's r). Statistical significance was evaluated at the 0.05 level of significance, with the null hypothesis rejected when the computed p -value was less than 0.05 and retained otherwise.

Ethical considerations

Ethical principles were observed throughout the conduct of the study. Permission to conduct the research was obtained from the Schools Division Office and the respective school administrators before data collection commenced. Participation was voluntary, and informed consent was obtained from all respondents prior to administering the survey. Participants were informed of the purpose of the study, their right to decline participation or withdraw at any stage without penalty, and the confidential treatment of all information provided.

To protect respondents' privacy, no personally identifiable information was included in the analysis or presentation of findings. Survey responses were used exclusively for academic purposes and stored securely to ensure confidentiality. The researcher maintained objectivity throughout data collection, analysis, and interpretation, ensuring that the results accurately reflected the respondents' perceptions and complied with accepted standards of research integrity.

RESULTS AND DISCUSSION

Respondents' profile

A total of 38 respondents participated in the study, consisting of 23 parents (60.53%) and 15 teachers (39.47%). The majority of respondents belonged to the 26–30 and 36–40 age groups. Female respondents dominated both parent and teacher groups, representing 71.05% of the total respondents. Among teachers, most occupied the Teacher III position with 5–10 years of teaching experience, while the majority of parent respondents were high school graduates whose primary occupation was farming. These findings reflect the demographic characteristics of the participating schools, where women assume significant educational and caregiving roles, and agriculture remains the dominant source of livelihood in the district.

The demographic profile demonstrates that respondents possessed sufficient educational and professional experiences to provide reliable information regarding

home–school partnership and learner engagement. The predominance of female respondents is likewise consistent with previous studies indicating that mothers and female teachers are generally more involved in children's educational activities than their male counterparts.

Level of home–school partnership based on parents' perception

Parents rated the overall implementation of home–school partnership as Very High, obtaining grand average weighted means of 4.66 among female respondents and 4.78 among male respondents, both interpreted as Strongly Agree. Communication with teachers and schools received the highest rating among female parents (WM = 4.70), while home learning support obtained the highest mean among male parents (WM = 4.89). All dimensions—including communication, parental involvement, and home learning support—received weighted means exceeding 4.60, indicating consistently positive perceptions of collaboration between parents and schools.

These findings suggest that parents actively participate in school-related activities, maintain regular communication with teachers, and provide continuous academic support at home. Such practices demonstrate that families recognize their important role in reinforcing children's educational experiences beyond the classroom. The consistently high ratings likewise indicate that schools have established effective mechanisms for involving parents through meetings, consultations, school programs, and various communication channels.

The results support Epstein's Theory of School, Family, and Community Partnerships, which emphasizes that sustained collaboration between families and schools enhances educational experiences by creating shared responsibility for children's learning. Similarly, Castro et al. (2015) concluded that active parental involvement contributes positively to learners' academic motivation and participation.

Level of home–school partnership based on teachers' perception

Teachers likewise perceived home–school partnership to be implemented at a Very High level. Female teachers reported a grand average weighted mean of 4.74, while male teachers obtained 4.76, both interpreted as Strongly Agree. Among all dimensions, communication practices consistently received the highest ratings for both female (WM = 4.86) and male (WM = 4.85) respondents, followed by parent involvement and participation. Supporting home learning received comparatively lower, although still very high, ratings.

The findings indicate that teachers consistently communicate learners' academic progress, encourage parental participation in school activities, and provide guidance that enables parents to support learning at home. The results further demonstrate teachers' commitment to fostering collaborative relationships with families as part of their instructional responsibilities.

These findings affirm Sheridan et al.'s (2019) assertion that effective communication between teachers and parents strengthens family–school partnerships and improves educational support systems. They also reinforce DepEd's advocacy for stakeholder engagement through School-Based Management and Brigada Eskwela, which encourage schools to cultivate active parental participation.

Level of learner engagement

Learner engagement was likewise rated at a Very High level across all three dimensions. Female respondents reported an overall weighted mean of 4.41, while male respondents obtained 4.51, both interpreted as Strongly Agree. Emotional engagement emerged as the highest-rated dimension for both female (WM = 4.43) and male respondents (WM = 4.64). Behavioral engagement followed closely, while cognitive engagement obtained the lowest, although still very high, ratings.

The results indicate that learners actively participate in classroom activities, demonstrate positive attitudes toward school, maintain respectful relationships with teachers and classmates, and invest effort in understanding academic lessons. High emotional engagement suggests that learners generally feel secure, accepted, and motivated within their classroom environments, conditions that promote positive educational experiences.

The findings support Fredricks et al. (2004), who conceptualized learner engagement as comprising behavioral, emotional, and cognitive dimensions that collectively influence academic achievement. Likewise, Wentzel (2016) emphasized that supportive relationships with teachers and parents strengthen learners' motivation, participation, and persistence in school.

Relationship between parents' perception of home–school partnership and learner engagement

Pearson Product–Moment Correlation analysis revealed a correlation coefficient of $r = -0.023$ with a p-value of 0.811, which exceeded the established significance level of 0.05. Consequently, the null hypothesis was accepted, indicating no statistically significant relationship between parents' perception of home–school partnership and learner engagement.

Although parents reported a very high level of partnership with schools, these perceptions did not significantly predict learner engagement. The extremely weak negative correlation suggests that variations in parents' perceived collaboration with schools were not associated with corresponding changes in learners' behavioral, emotional, or cognitive engagement.

One possible explanation is that learner engagement is influenced by multiple interacting factors beyond parental involvement alone. Variables such as classroom instructional quality, teacher effectiveness, peer relationships, learner motivation, school climate, socioeconomic circumstances, and individual learner characteristics may collectively exert stronger influences on engagement than home–school partnership by itself.

These findings are consistent with Wang, Degol, and Henry (2019), who proposed that learner engagement develops through complex interactions among individual, social, instructional, and environmental factors rather than through a single source of influence. Thus, while parental involvement remains educationally valuable, it may not independently explain variations in learner engagement within the present sample.

Relationship between teachers' perception of home–school partnership and learner engagement

Similarly, the relationship between teachers' perception of home–school partnership and learner engagement yielded a Pearson correlation coefficient of 0.221 with a p-value of 0.811, which likewise exceeded the 0.05 significance level. The null hypothesis was therefore retained, indicating no statistically significant relationship between teachers' perceptions of home–school partnership and learner engagement.

Although teachers reported consistently high communication practices, parent involvement, and home learning support, these partnership practices were not statistically

associated with learners' engagement levels. The weak positive correlation suggests that stronger teacher perceptions of collaboration with parents did not necessarily correspond to higher learner engagement.

This outcome suggests that learner engagement is a multidimensional construct influenced by numerous contextual variables operating simultaneously within and beyond the classroom. While teacher–parent collaboration provides an important support system, learner engagement may depend more directly on classroom instruction, learner autonomy, intrinsic motivation, peer interactions, availability of learning resources, and overall school climate.

The findings corroborate Fredricks et al. (2004), who described learner engagement as a complex phenomenon shaped by instructional practices, learner characteristics, and environmental contexts. Similarly, Wang and Eccles (2013) emphasized that supportive family and school relationships contribute to engagement but interact with several psychological and contextual factors before influencing learners' educational behaviors.

Overall discussion

The findings demonstrate that both parents and teachers maintain very strong home–school partnerships, while learners simultaneously exhibit very high levels of behavioral, emotional, and cognitive engagement. Nevertheless, statistical analyses revealed that these variables were not significantly associated.

This apparent inconsistency suggests that although collaborative practices between homes and schools are well established in Bauko 2 District, learner engagement may already be sustained by other educational conditions such as effective classroom instruction, positive teacher–learner relationships, supportive school environments, learners' intrinsic motivation, and community support. Home–school partnership therefore remains an essential component of quality education but should be viewed as one element within a broader ecological system influencing learner engagement.

These results highlight the need for future research involving larger samples and additional variables—including instructional quality, school climate, learner motivation, self-regulation, socioeconomic status, and peer relationships—to provide a more comprehensive explanation of learner engagement in rural public elementary schools.

CONCLUSION

Based on the findings of the study, the following conclusions were drawn:

The respondents were predominantly female parents and experienced elementary school teachers who actively participated in the educational process. Their demographic characteristics indicate that the study gathered information from individuals who were directly involved in learners' academic development and home–school interactions.

Parents and teachers demonstrated a very high level of home–school partnership, particularly in the areas of communication, parental involvement, and home learning support. These findings indicate that collaborative practices between families and schools are well established in the public elementary schools of Bauko 2 District. Effective communication and active parental participation have become integral components of the schools' efforts to support learners' educational experiences.

Learners exhibited a very high level of engagement across behavioral, emotional, and cognitive dimensions. Emotional engagement emerged as the strongest dimension, suggesting that learners generally experience positive relationships with teachers and classmates,

demonstrate favorable attitudes toward school, and actively participate in classroom activities. These findings reflect the presence of supportive learning environments that encourage learner participation and academic involvement.

Despite the consistently high levels of both home–school partnership and learner engagement, statistical analysis revealed no significant relationship between parents' perceptions of home–school partnership and learner engagement, as well as between teachers' perceptions of home–school partnership and learner engagement. The null hypothesis was therefore accepted in both cases. These findings indicate that while home–school partnership is strongly practiced, it does not independently predict learner engagement within the context of this study.

The absence of a statistically significant relationship suggests that learner engagement is a multifaceted educational outcome influenced by a combination of learner-related, instructional, classroom, school, family, and community factors. Home–school partnership remains an important educational practice that supports learners' overall development; however, learner engagement appears to be shaped by broader contextual influences beyond parent–teacher collaboration alone.

Overall, the study concludes that public elementary schools in Bauko 2 District have successfully established strong collaborative relationships with parents while maintaining high levels of learner engagement. Nevertheless, enhancing learner engagement requires a comprehensive approach that integrates effective classroom instruction, supportive school climate, learner motivation, positive peer interactions, and sustained collaboration among teachers, parents, school administrators, and the wider community.

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