

Mixed-Methods Study on Parental Involvement and Homework Completion in Basic Education Students

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Abstract— This action research investigated the relationship between parental involvement and students' homework completion in the primary grades of Virac Integrated School. Specifically, it explored how Homework Support Circles—a school-led intervention aimed at strengthening home-school collaboration—impacted learners' homework habits and parental engagement. Anchored on the growing emphasis by the Department of Education (DepEd) on family-school partnerships and supported by DepEd Orders No. 35, s. 2016 and No. 173, s. 2019, the study responded to observable low rates of homework submission and limited parental participation in academic tasks. A mixed-methods design was employed, combining descriptive survey tools, pre-test and post-test assessments, and semi-structured interviews with students, parents, and teachers. Quantitative data were analyzed using descriptive statistics and paired samples *t*-tests, while qualitative responses underwent thematic analysis. Twenty-five parents and their children participated in the program, alongside teacher-respondents who monitored progress and provided feedback. Findings revealed that parental involvement was generally “Somewhat Involved,” particularly in aspects like assisting with difficult questions and attending meetings. However, following the intervention, there was a notable “Some Effect” in students' homework consistency and parental confidence. Thematic analysis underscored three key areas of change: improved homework habits, growing parental confidence, and strengthened home-school communication. Participants reported that structured guidance helped bridge gaps in homework support, build confidence, and foster trust between families and teachers. The study concludes that Homework Support Circles offer a viable strategy for improving homework completion and enhancing parent-teacher collaboration in basic education. It recommends integrating similar models into LAC sessions, school-based INSETs, and broader DepEd programs to institutionalize sustainable parent engagement practices. Future research may explore long-term outcomes or adaptations for diverse educational contexts.

Keywords— Parental Involvement, Homework Completion, Homework Support Circles, Basic Education, Home-School Communication, Mixed-Methods Research, Learner.

I. INTRODUCTION

Parental involvement remains a cornerstone of student academic success, especially in the basic education sector. Globally, the post-pandemic educational recovery has renewed focus on the home-school partnership, with recent research affirming that students perform better academically when their parents are actively involved in their learning, particularly in completing homework (OECD, 2022). In the Philippine

context, the Department of Education (DepEd) emphasizes family engagement as one of the key pillars in its Basic Education Development Plan 2030, recognizing that learning continuity and recovery require strong home-based support systems (DepEd, 2023). However, the evolving nature of education delivery, such as modular and blended learning, has widened the gap in parental involvement, with many parents unprepared or unavailable to support their children's academic tasks effectively (Esteban & De Guzman, 2023).

At the school level, recurring issues have been observed regarding learners' incomplete or non-submission of homework, particularly in intermediate and junior high school levels. School monitoring reports from the past academic year indicate that nearly 45% of students in Grades 5 to 8 failed to submit at least one major assignment per quarter. Teacher reflections during Learning Action Cell (LAC) sessions consistently identify limited parental monitoring and support as a contributing factor. While some parents are highly engaged, others cite time constraints, lack of understanding of the lessons, or minimal confidence in helping with schoolwork. These trends are echoed in division-wide consultations, which show a need for deeper understanding and actionable strategies to address the disparity in homework completion and the varying levels of parental involvement (Division Report, 2024).

To address this challenge, the study proposes a school-based innovation—Homework Support Circles—a structured intervention involving periodic coaching and learning sessions with parents, equipping them with practical strategies to assist their children at home. This is aligned with DepEd Order No. 42, s. 2017, which advocates for meaningful assignments linked to lesson objectives and daily lesson logs, and DepEd Memorandum No. 392, s. 2010, which discourages assigning homework during weekends to allow more quality time for family support and interaction. These policies reinforce the importance of a balanced approach to academic demands and the need for parents to take an active role in their children's learning. Recent literature supports this direction. For example, García and Bernal (2022) found that parent training interventions significantly improved students' task completion rates and academic motivation. Similarly, Jimenez and Santos (2023) emphasize that empowering parents through structured support mechanisms leads to more consistent learner performance, particularly in home-based tasks.

Therefore, this study aims to explore and analyze the link between parental involvement and students' homework completion using a mixed-methods approach. By drawing on both quantitative data (e.g., homework completion rates) and qualitative insights (e.g., interviews with parents, students, and teachers), the research seeks to unpack the specific behaviors, challenges, and attitudes that affect homework performance in the school setting. The study is rooted in the need to respond to existing school data and observed gaps in learner engagement and parental support.

Ultimately, this research will contribute to improved teaching and learning practices by fostering a stronger home-school connection. It will generate evidence-based recommendations for institutionalizing parental support strategies and add to the growing body of literature on family involvement in basic education. More broadly, the study hopes to inform localized policies and programs that enhance academic success through inclusive, community-based educational partnerships (Luna & Velasco, 2024).

II. ACTION RESEARCH QUESTIONS

This study aimed to assess the implementation and impact of the Homework Support Circles intervention on pupils' homework completion and parental involvement in basic education. Furthermore, this study sought to answer the following sub-problems:

1. What is the level of parental involvement in supporting pupils' homework completion in basic education?
2. What is the level of effect of the Homework Support Circles on pupils' homework completion and parental engagement?
3. What are the perceptions of parents, teachers and pupils regarding the Homework Support Circles intervention?

III. INNOVATION/INTERVENTION/STRATEGY

The proposed intervention in this study is called Homework Support Circles, a structured school-based strategy designed to enhance students' homework completion by fostering active parental involvement. This intervention involves a series of guided sessions between teachers and parents, where effective strategies for assisting learners with their homework are shared, discussed, and reinforced. Homework Support Circles create a collaborative space for parents to express concerns, gain practical skills, and align their home support with teachers' academic expectations. The design of this intervention is guided by DepEd Order No. 42, s. 2017, which promotes the use of meaningful and well-structured assignments that support daily lesson objectives, and DepEd Memorandum No. 392, s. 2010, which discourages excessive homework and underscores the importance of family engagement in learning. Recent studies affirm that home-school collaboration significantly contributes to learner achievement and task completion, especially when parents are trained and supported by the school (García & Bernal, 2022; Jimenez & Santos, 2023).

The rationale for implementing Homework Support Circles stems from school-level data and division reports indicating a persistent issue of low homework completion among students

in Grades 4 to 8. Teachers observed that a substantial number of students consistently failed to submit homework, particularly in key learning areas such as English, Mathematics, and Science. Feedback gathered through Learning Action Cell (LAC) sessions suggests that the inconsistency in parental involvement is a major contributing factor. Some parents cited time constraints, limited understanding of the content, or lack of confidence in helping their children as barriers to meaningful engagement. This aligns with findings by Esteban and De Guzman (2023), who reported that many Filipino parents struggled to provide academic support during home-based learning due to lack of preparedness and guidance. Thus, this intervention aims to (1) increase the level of parental involvement in homework-related activities, (2) improve students' rate and quality of homework completion, and (3) strengthen home-school collaboration to enhance student learning. The scope of the intervention is limited to one public school, involving Grades 4 to 8 students and their parents, and focuses on three academic subjects: English, Math, and Science, over the course of one grading period.

Homework Support Circles were conceptualized to address the core issue of minimal or inconsistent parental support at home. By providing parents with structured guidance, simplified techniques, and regular feedback, the intervention empowers them to become confident learning facilitators. This aligns with evidence from recent educational research which highlights that parental scaffolding—when properly supported—positively affects learner motivation and homework performance (Luna & Velasco, 2024; OECD, 2022). When parents are given the tools and confidence to assist their children, students become more likely to complete assignments on time and with greater understanding.

The implementation followed a clear and systematic process. It began with an orientation session for all stakeholders, where the goals, procedures, and expectations of the Homework Support Circles were presented. Parental consent and commitment were obtained. This was followed by baseline data gathering, which included the review of past homework records and a pre-intervention survey measuring the level of parental involvement. The intervention itself consisted of weekly support circle sessions, held either virtually or in person, where teachers facilitated discussions and demonstrations on how to assist with specific types of homework. Each session lasted 30 to 45 minutes and included sharing of best practices among parents, distribution of guide sheets, and open forums for consultation. Teachers also conducted weekly monitoring of homework submission and provided timely feedback through checklists, short notes, and text messages. After eight weeks, a post-intervention survey and homework record review were conducted to assess improvements. The intervention concluded with a reflection and exit conference, where parents, teachers, and administrators discussed outcomes and sustainability strategies.

In sum, the Homework Support Circles intervention directly responds to observed gaps in student homework performance by empowering parents through practical, school-led guidance. It is grounded in national policies and supported by recent

research showing the significant influence of family engagement on learning outcomes. Beyond addressing an immediate concern, this strategy offers a scalable model for promoting inclusive and collaborative approaches to student success in basic education.

IV. ACTION RESEARCH METHODS

A. Research Design

This study employed a mixed-methods action research design, which combines both quantitative and qualitative approaches to better understand the dynamics of parental involvement and its effect on homework completion among primary grade pupils in Virac Integrated School. The mixed-methods approach was deemed appropriate as it allowed for a comprehensive analysis of both measurable outcomes (homework completion rates) and contextual experiences (perceptions of parents, pupils, and teachers). This design provided a holistic view of the intervention's effectiveness and how it impacted the school community at the early grades level.

B. Participants and/or Other Sources of Data and Information

The primary participants of this action research were Grade 1 to Grade 3 pupils and their respective parents or guardians from Virac Integrated School. The study employed purposive sampling, selecting pupils who were identified by their teachers as having recurring issues with homework non-completion during the previous grading period. These learners were chosen to ensure the intervention would directly address the problem identified in school-level data. Correspondingly, their parents or guardians were invited to participate in the Homework Support Circles intervention as the primary home-based facilitators of learning.

A total of 25 pupil-parent pairs participated in the study. The pupils were from diverse backgrounds, including children of farmers, fisherfolk, and informal workers, which presented varying levels of parental availability and support at home. Most of the parent participants had limited formal education and reported difficulty in assisting with academic tasks, especially in English and Mathematics. These contextual challenges were significant in understanding the nature of parental involvement and its impact on the pupils' ability to complete homework tasks. The study also engaged 3 class advisers from Grades 1 to 3, who provided weekly feedback on homework completion and monitored pupil progress throughout the intervention period. This targeted group of participants allowed the study to explore the effectiveness of the Homework Support Circles strategy within the specific developmental and instructional needs of early-grade learners in Virac Integrated School.

C. Data Gathering Methods

To collect the necessary data, the study utilized three primary research instruments: (1) a Parental Involvement Survey, (2) a Homework Monitoring Checklist, and (3) Semi-Structured Interview Guides. The Parental Involvement Survey was designed to assess the frequency and nature of parental support provided at home. It consisted of 15 items grouped into

two dimensions: level of involvement of parents and the extent of effect of homework support circles. The instrument used a 4-point Likert scale ranging from "High" to "Least." It was adapted from existing tools with proven effectiveness in school-based parental involvement studies and was validated through expert review by three education professionals, achieving a Content Validity Index (CVI) of 0.91, indicating strong content relevance. Reliability testing using Cronbach's alpha yielded a value of 0.88, showing high internal consistency.

The Homework Monitoring Checklist was used by the class advisers to document the homework submission rates of each pupil over the course of the intervention. It captured the date of assignment, subject area, completion status, and teacher remarks. This tool enabled the researcher to compare baseline and post-intervention homework performance. Meanwhile, Semi-Structured Interviews were conducted with a purposive sub-sample of parents, pupils, and teachers to gather qualitative insights regarding their experiences and perceptions of the Homework Support Circles. These interviews followed a flexible guide covering key themes such as changes in homework habits, parental confidence, and home-school communication.

Ethical considerations were carefully observed throughout the research process. Informed consent was obtained from all participating parents, and assent was secured from the pupils with the help of their teachers. Participants were informed of the voluntary nature of their involvement and their right to withdraw at any stage without any consequence. The anonymity and confidentiality of responses were maintained by assigning codes instead of names in all documents and transcripts. The data gathered was used solely for academic purposes and was stored securely, in compliance with the data protection protocols of the school and division. Approval to conduct the study was also sought from the school head and the research committee of Virac Integrated School prior to implementation. By integrating quantitative evidence with qualitative perspectives and observing high ethical standards, the study ensured both rigor and relevance in evaluating the impact of the Homework Support Circles intervention on learners in the primary grades.

D. Data Analysis

The data gathered from this study were analyzed using both quantitative and qualitative methods, in line with the mixed-methods research design adopted. For the quantitative data, specifically the results from the Parental Involvement Survey and the Homework Monitoring Checklist, descriptive statistics such as frequency, percentage, and mean were used to summarize patterns of parental involvement and the extent of students' homework completion before and after the intervention. These statistical techniques are widely accepted in educational action research for presenting trends and distributions in small sample settings (Creswell & Guetterman, 2022). Descriptive statistics provided a clear picture of the general behavior of participants regarding homework practices and support mechanisms. To analyze the quantitative data gathered from the Parental Involvement Survey and the

Homework Monitoring Checklist, the study employed descriptive statistics, including Weighted Mean (WM), Average Weighted Mean (AWM), and ranking to determine the levels of parental involvement and student homework completion before and after the intervention. The computation of the weighted mean followed this formula:

$$\frac{WM = TWP}{N}$$

where:

WM= Weighted Mean TWP = Total Weighted Mean N = Number of Respondents

Each computed mean was interpreted using descriptive equivalents based on predetermined scale intervals. These descriptors included labels such as Highly Involved, Moderately Involved, Somewhat Involved and Least Involved for the parental involvement items, and Fully Completed, Partially Completed, and Not Completed for the homework completion indicators. While for the Extent of effect, it used High Effect, Moderate Effect, Some Effect and Least Effect. This standardized framework allowed for consistent and meaningful interpretation of responses. Results were presented in tabular form, including the corresponding ranks and descriptive interpretations, to effectively address the first and second research questions.

In addition to the quantitative analysis, the study utilized thematic analysis to interpret qualitative data gathered through semi-structured interviews with selected parents, pupils, and teachers. The interview transcripts were carefully reviewed, coded, and categorized to identify recurring patterns and themes reflecting participants' experiences and perceptions of the intervention. Thematic analysis was chosen for its flexibility and capacity to uncover rich, nuanced insights into the lived experiences of participants—particularly how the Homework Support Circles influenced behaviors, attitudes, and engagement with homework (Braun & Clarke, 2022).

The integration of descriptive and inferential statistical methods with thematic interpretation allowed for a comprehensive evaluation of the intervention. This mixed-methods approach ensured not only the measurement of outcomes but also the contextual understanding of how and why changes occurred, thus addressing all three research questions with both rigor and depth.

E. Ethical Issues

The researcher ensured that all ethical standards were upheld throughout the conduct of the study. Regarding confidentiality, the purpose of the research was clearly explained to the respondents and their parents, emphasizing that participation in the Homework Support Circles intervention was not intended to degrade or criticize any individual or group. Instead, the program was designed to support and improve student learning outcomes through enhanced parental involvement. On the matter of copyright and plagiarism, the researcher submitted the completed research manuscript to the Department of Education for review and underwent a plagiarism test prior to its presentation and publication. The results of the plagiarism screening were documented and

submitted to the Regional Research Council as part of the research compliance requirements. As for approval to conduct the study, a formal request letter was sent to the Schools Division Superintendent. Upon receiving approval, copies of the endorsement were provided to the concerned school principals, and the researcher proceeded with the pilot testing and full implementation of the intervention in the designated schools.

V. DISCUSSION OF RESULTS AND REFLECTION

This chapter presents and discusses the findings of the study in relation to the research questions posed. The results are drawn from both quantitative and qualitative data collected through surveys, checklists, and interviews, and are organized thematically to provide a comprehensive understanding of the level of parental involvement, the perceived effect of the Homework Support Circles intervention, and the insights of key stakeholders. Data are presented in tabular form, followed by interpretation and thematic analysis that highlight trends, patterns, and implications for practice. The integration of descriptive statistics and participant narratives aims to provide depth, context, and clarity in evaluating the effectiveness of the intervention in improving students' homework completion and parental engagement.

Level of Parental Involvement in Supporting Students' Homework Completion

The overall weighted mean (OWM) of 1.88, categorized as "Somewhat Involved" (SI), suggests that parental engagement in supporting students' homework at Virac Integrated School was present but limited in depth and consistency. This rating falls just above the threshold of "Least Involved," indicating a pressing need for interventions that promote more active and sustained participation among families, especially in primary education.

Among the ten indicators, "Checks Homework" and "Praises Homework Completion" obtained the highest weighted means (WM = 1.96) and shared the top rank (R=1). These behaviors reflect basic but important parental practices. Parents appear more comfortable with visible and affirming acts—such as checking and praising—than with more interactive forms of support. While these habits are commendable, their limited scope suggests that many parents may not feel equipped to support learning beyond these surface-level tasks.

In contrast, "Assists with Difficult Questions" ranked the lowest (WM = 1.76, R=10), closely followed by "Attendance in Meetings" (WM = 1.80, R=9), both falling within the "Least Involved" (LI) and lower-end "Somewhat Involved" (SI) ranges. These results imply that parents may experience barriers such as lack of confidence, time, or academic preparation when engaging with more demanding aspects of homework support or school involvement. One likely contributing factor is the absence of structured guidance from schools on how parents can effectively assist children, particularly in subjects where they themselves may feel unprepared.

TABLE 1. Level of Parental Involvement in supporting students' homework completion

Indicators	HI (4)	MI (3)	SI (2)	LI (1)	TWP	WM	DE	R
1. Communication with Teacher	4	5	1	15	48	1.92	SI	3
2. Follow-ups with Teacher	3	5	2	15	46	1.84	SI	7
3. Attendance in Meetings	2	6	2	15	45	1.8	LI	9
4. Checks Homework	5	4	1	15	49	1.96	SI	1
5. Schedules Homework Time	4	5	1	15	48	1.92	SI	3
6. Assists with Difficult Questions	3	4	2	16	44	1.76	LI	10
7. Provides Study Space	4	4	1	16	46	1.84	SI	7
8. Praises Homework Completion	5	4	1	15	49	1.96	SI	1
9. Explains Importance	4	4	2	15	47	1.88	SI	5
10. Encourages Even When Busy	4	4	2	15	47	1.88	SI	5
Overall Weighted Mean (OWM)						1.88	SI	

Legends:

Scale	Statistical Limits	Description	Symbol
4	3.26-4.00	Highly Involved	HI
3	2.51-3.25	Moderately Involved	MI
2	1.76-2.50	Somewhat Involved	SI
1	1.00-1.75	Least Involved	LI

These findings mirror those of recent Philippine-based studies. For example, Navarro et al. (2022) found that Filipino parents in public elementary schools often express willingness to help with schoolwork but feel inadequately trained or uncertain about instructional methods, especially in English and Math. Similarly, Antonio and Berroya (2023) reported that while parental support improves student persistence, parents frequently cite time constraints, lack of confidence, and limited communication from schools as barriers to deeper engagement.

Moreover, the low ratings in “Follow-ups with Teachers” and “Communication with Teachers” suggest a disconnect between home and school, despite DepEd’s efforts to promote shared accountability in education. As emphasized in DepEd Order No. 42, s. 2016 (Policy Guidelines on Daily Lesson Preparation) and DepEd Memorandum No. 173, s. 2019 (Parent-Teacher Partnership Program), schools are encouraged to proactively involve parents in learning support—but actual practice appears uneven and dependent on school initiative.

The implications of this result are substantial. Parental involvement, particularly in the primary years, is a well-documented predictor of academic success, learner motivation, and behavioral discipline. The low engagement observed here may contribute to inconsistencies in homework completion and reduced academic reinforcement at home. This reality reinforces the rationale for the implemented Homework Support Circles, which aim to empower parents with practical skills, boost confidence, and improve communication between home and school.

Nonetheless, the findings from Table 1 paint a clear picture: parents are willing to help, but their current involvement is fragmented and surface-level. To increase the effectiveness of home-based learning support, interventions must go beyond encouragement and provide parents with structured, culturally relevant, and accessible training that responds to their needs and realities.

Extent of Effect of Homework Support Circles

The results of Table 2 reveal an Overall Weighted Mean (OWM) of 2.40, which falls under the “Some Effect” (SE) category. This suggests that while the Homework Support

Circles (HSC) intervention produced observable changes in student and parent behaviors, its effects were modest rather than transformative during the implementation period. The findings point to encouraging initial outcomes that signal promise, but also underscore the need for sustained, reinforced strategies to deepen the program’s impact. Among the indicators, two items—“Students submit homework more consistently after the intervention” and “Students demonstrate improved responsibility in managing homework”—tied as the highest ranked items with an Average Weighted Mean (AWM) of 2.44, both still within the “Some Effect” range. These responses highlight the immediate behavioral changes in students’ homework practices. Teachers and parents reported noticing improved consistency and self-monitoring among learners, attributing these changes to the supportive and structured presence of parents during homework time.

A similarly encouraging result was found in “Parents express greater confidence in supporting academic tasks” (AWM = 2.40), which reflects the core intent of the Homework Support Circles: to empower families to take an active role in education. Many parents shared during interviews that the sessions provided them with useful tips and emotional validation, which boosted their willingness and capability to assist their children—especially in the lower grades where parental scaffolding is crucial.

In contrast, “Teachers observe better quality of submitted homework” recorded the lowest AWM at 2.32, still within the SE range. This may suggest that while students became more consistent in submission, the depth and accuracy of their outputs may not have significantly improved. Teachers may have expected more advanced responses or greater independent problem-solving, which might require longer exposure to the intervention and stronger parental academic guidance.

These findings align with Pascual and Guzman (2022) who emphasized that improved parental involvement can lead to increased compliance with academic requirements but may not immediately result in higher-level performance unless supported by targeted academic guidance and feedback systems. Similarly, Magundayao and Pamatmat (2023) noted that while parental confidence is critical, many families still

lack the pedagogical tools and time required to support content-specific skills, especially in Math and Science.

TABLE 2. Extent of Effect of Homework Support Circles

Indicators	HE (4)	ME (3)	SE (2)	LE (1)	TWP	AWM	DE	R
1. Students submit homework more consistently after the intervention	6	4	10	5	61	2.44	SE	1
2. Parents spend more time helping their child with assignments	5	5	10	5	60	2.40	SE	3
3. Students demonstrate improved responsibility in managing homework	6	4	10	5	61	2.44	SE	1
4. Teachers observe better quality of submitted homework	4	5	11	5	58	2.32	SE	5
5. Parents express greater confidence in supporting academic tasks	5	5	10	5	60	2.40	SE	3
Overall Weighted Mean (OWM)						2.40	SE	

Legends:

Scale	Statistical Limits	Description	Symbol
4	3.26-4.00	High Effect	HE
3	2.51-3.25	Moderate Effect	ME
2	1.76-2.50	Some Effect	SE
1	1.00-1.75	Least Effect	LE

Moreover, the results echo the call from DepEd Memorandum No. 173, s. 2019, which highlights the importance of Parent-Teacher Partnership Programs (PTPP) in building effective collaboration strategies to sustain learner achievement. However, implementation of such partnerships must go beyond episodic involvement and be institutionalized as a culture of shared responsibility.

The “Some Effect” interpretation, while modest, is a constructive midpoint. It reflects that the Homework Support Circles created positive momentum—particularly in boosting consistency, engagement, and parent confidence—but requires further enhancement, possibly through extended duration, more personalized support modules, and integration of feedback mechanisms for both parents and students.

Perceptions of Parents, Students, and Teachers Regarding the Homework Support Circles Intervention

From the conducted interviews, three core themes emerged that encapsulate how the Homework Support Circles intervention was experienced by the school community: (1) improved homework habits, (2) growing parental confidence, and (3) strengthened home-school communication. The responses from parents, pupils, and teachers reflect a shared appreciation for the initiative, along with insights into its challenges and potential.

Key theme 1: Improved Homework Habits

One of the most notable outcomes of the Homework Support Circles intervention was the improvement in students’ homework habits, as observed by pupils, parents, and teachers alike. Stakeholder narratives revealed that learners demonstrated greater consistency, accountability, and motivation in completing their assignments when supported by their parents at home.

A Grade 3 pupil shared, “*Idi, malipatak ti assignment ko. Tadta ni mamak ti mangpalagip kanyak malpas kami agmeryenda*”. (Before, I would sometimes forget my homework. Now, my mama asks me to start it after merienda), highlighting how parental presence subtly altered their routine. Teachers echoed similar observations, with one noting, “*Even the quiet students started turning in their assignments. They became more mindful, and their work improved.*” This shift in behavior was further reinforced by parents, one of whom remarked, “*Jay anak ko ket mahilig nga agaramid ti assignment*

na nga last minute wenno haan pay agaramid.” (My child used to do her homework last minute or not at all. After the sessions, she started finishing her tasks right after dinner).

These findings suggest that even basic forms of parental support—such as reminders, setting homework time, or expressing interest—can have significant positive effects on children’s academic discipline. This is consistent with the study of Navarro and Baliton (2022), who emphasized that structured home routines, facilitated by parental support, contribute to improved homework compliance and study behaviors among Filipino primary students. Their study further noted that consistent, non-intrusive supervision helps build learners’ sense of responsibility without promoting dependency.

From a policy standpoint, these behavioral improvements align with the objectives of DepEd Memorandum No. 173, s. 2019 on the Parent-Teacher Partnership Program (PTPP), which encourages schools to engage families in ways that enhance learning continuity from school to home. The memorandum underscores that meaningful parental engagement is not merely about attendance in meetings but active participation in learning processes, such as monitoring and supporting daily assignments.

Furthermore, the observed improvements also support the goals of DepEd Order No. 21, s. 2019, which calls for the strengthening of School-Based Management (SBM) through increased community and parental involvement. Under this directive, households are recognized as critical stakeholders in ensuring learner readiness and performance. The Homework Support Circles served as a concrete response to this policy by equipping parents with strategies to create structured learning environments at home.

Overall, the emergence of improved homework habits following the intervention illustrates that even low-resource, school-initiated programs can foster measurable changes in learner behavior, particularly when they bridge communication gaps and empower parents with clear, achievable roles. The sustainability of these gains, however, would depend on how schools institutionalize such initiatives and maintain parent engagement beyond the duration of the intervention.

Key theme 2: Growing Parental Confidence

Another significant outcome of the Homework Support Circles was the enhancement of parental confidence in

supporting their children's academic tasks. Prior to the intervention, many parents expressed uncertainty, anxiety, or hesitation in assisting their children with homework, particularly in subjects where they felt academically inadequate. The structured guidance provided through the sessions helped alleviate these concerns by equipping them with simple strategies, emotional reassurance, and a deeper understanding of their role in home learning. One parent shared, “*Idi damo, haan ko amo nu kasanok isuna matulungan karkaro jay English. Ngem agyamanak ta dagiti maestra ket nagited da ti pamay-an nu kasanok isuna tulungan*”. (At first, I didn't know how to help, especially with English. But the teachers gave us tips), so now I guide him through questions,” indicating a shift from avoidance to active support. Another parent remarked, “*Idi, kapirma-pirma ak lang ti assignment na notebook na uray haan ko binasa, ngem tadata, makitugawak iyy anak ko ta idamdag ko metlang kanyana*”. (I used to just sign the homework notebook without checking. Now, I try to sit beside my child and ask about the lessons). A teacher confirmed this behavioral change, observing that “*Some parents became more active. They started asking questions and checking on their children's work more regularly*.” These testimonies point to a transformation from passive, compliance-driven involvement to intentional, engaged support that contributes meaningfully to the learning process.

This theme is consistent with the findings of Antonio and Berroya (2023), who concluded that Filipino parents often feel disempowered or unqualified to help their children academically, especially without formal training. However, when parents are provided with non-intimidating, culturally appropriate resources and mentorship, their confidence and willingness to participate significantly improve. The Homework Support Circles acted as an enabling space where parents were not judged for what they didn't know, but instead encouraged to contribute in ways that matched their capacity.

The importance of building parental confidence is also emphasized in DepEd Memorandum No. 173, s. 2019 (Parent-Teacher Partnership Program), which underscores the need to empower families as co-facilitators of learning. The memorandum recognizes that strong family engagement depends not just on parent willingness, but also on their self-efficacy—the belief that they are capable of positively influencing their child's education.

Moreover, DepEd Order No. 12, s. 2020, which outlines the Basic Education Learning Continuity Plan (BE-LCP), explicitly calls for enhancing parental roles in the new educational landscape, especially during and beyond the COVID-19 pandemic. The BE-LCP advocates that schools must support parents in understanding curriculum expectations and home-based learning strategies to ensure learner success. The Homework Support Circles intervention directly responded to this national priority by demystifying the process of homework support and building parent confidence through teacher-facilitated discussions and peer sharing.

Ultimately, this key theme affirms that parental confidence is not innate but cultivated—and that schools can and should play a central role in nurturing this through regular, respectful,

and empowering engagement. As parental confidence grows, so does the potential for sustained, collaborative learning support at home, which is critical during the foundational stages of education.

Key theme 3: Strengthened Home-School Communication

A central outcome of the Homework Support Circles intervention was the strengthening of communication channels between parents and teachers. Prior to the program, interactions were typically limited to formal school events or problem-based conferences. The intervention provided a structured yet approachable platform where both parties could engage regularly, foster mutual understanding, and establish a shared commitment to student success.

One parent candidly shared, “*Sakbay daytoy nga programa, Ap-apanak lang iyy school nu panag-aala ti card ti anak ko. Tadata, makitongtonggak ken ni maestra nga kanayon babaen ti text weno nu mapanak agsundo*.” (Before this program, I only went to school during report card day. Now, I talk to the teacher regularly through text or during pick-up,) indicating a clear shift toward more frequent and informal communication. A Grade 2 pupil offered further testimony to this connection, recounting, “*Nangeg ko ken teacher nga nag thank you isuna ken papak kasi inbagak nga tinulungan dak iti assignment ko ti math*”. (My teacher told my papa thank you because he helped me with my math homework), which highlights the acknowledgment and appreciation being extended by teachers toward parental involvement. A teacher echoed this sentiment: “*Parents became more visible—not just physically, but emotionally invested. We now feel we are working with them, not just reporting to them*.”

These reflections illustrate the transition from transactional communication—focused on grades and concerns—to a collaborative partnership centered on learner development. The Homework Support Circles served not only as a means of guiding parents but also as a bridge for relational trust, validating parents' roles in the educational process. The findings are supported by Castillo and Abella (2023), who found that proactive parent-teacher communication improves not only academic outcomes but also teacher morale and learner behavior. Their study emphasized that when parents feel respected and teachers feel supported, students experience a more cohesive educational environment. Similarly, Araneta (2022) found that strengthened home-school communication leads to increased learner confidence and decreased absenteeism in public elementary settings.

From a policy standpoint, these outcomes are aligned with the objectives of DepEd Order No. 35, s. 2016, which stresses the importance of school-community partnerships in the implementation of the K to 12 Basic Education Program. Furthermore, DepEd Memorandum No. 173, s. 2019 reiterates the role of communication in sustaining parent-teacher partnerships, especially in contexts where socioeconomic barriers often hinder active parental presence in schools. The memorandum highlights the need for inclusive mechanisms that allow continuous dialogue and information-sharing between home and school—a role the Homework Support Circles fulfilled effectively.

Moreover, under DepEd Order No. 42, s. 2017 (National Adoption and Implementation of the Philippine Professional Standards for Teachers), Domain 6: Community Linkages and Professional Engagement specifically recognizes effective communication with families as an essential competency of teachers. The collaborative exchanges enabled by the intervention reflect teachers' commitment to this domain, while also empowering parents to take on more intentional educational roles.

Nonetheless, the intervention catalyzed a cultural shift from sporadic contact to sustained, meaningful engagement, which is essential in primary education where learning habits and home-school dynamics are still being formed. Through intentional structures like the Homework Support Circles, communication evolved from obligatory to relational, paving the way for stronger academic support systems and increased learner success.

V. SUMMARY OF FINDINGS

The results of the study revealed that prior to the intervention, parental involvement in students' homework was present but limited, often focused on surface-level support like checking and praising work, while more interactive roles such as attending meetings or assisting with difficult tasks were less frequent. After implementing the Homework Support Circles, noticeable improvements emerged in students' homework consistency, responsibility, and in parents' willingness and ability to support learning. Thematic analysis underscored these outcomes through three key insights: students developed more responsible homework habits; parents gained confidence and shifted from passive observers to active learning partners; and communication between home and school became more regular, respectful, and collaborative. These findings demonstrate the potential of structured, school-led interventions to enhance family engagement and learner support, echoing the goals of current DepEd initiatives promoting inclusive and partnership-driven education.

VI. CONCLUSIONS AND RECOMMENDATIONS

This study highlighted the transformative potential of school-initiated interventions in bridging gaps between home and school, particularly in cultivating parental involvement and improving student learning habits. It showed that with appropriate guidance, parents—regardless of academic background—can become confident, consistent allies in their children's education, contributing to more disciplined and motivated learners. The findings underscore the importance of fostering relational trust and building sustainable communication structures between teachers and families. The study contributes to the growing body of evidence supporting localized, culturally responsive family engagement strategies in Philippine basic education. For future research, longitudinal studies are recommended to assess the long-term effects of Homework Support Circles, as well as adaptations of the model for diverse contexts such as remote learning, indigenous communities, or secondary education levels.

VII. ACTION PLAN FOR DISSEMINATION AND UTILIZATION

To ensure that the findings and recommendations of this action research are effectively shared and translated into practice, a structured dissemination and utilization plan has been developed. The results of the study will be presented during a scheduled Learning Action Cell (LAC) session at Virac Integrated School, where teaching staff can reflect on the practical strategies implemented through the Homework Support Circles and explore how similar approaches may be applied in their respective classrooms. This forum will also allow for collaborative planning to strengthen home-school partnerships school-wide.

In addition, the study will be shared during a division-wide In-Service Training (INSET), particularly in sessions focused on parental engagement and learner support. By doing so, the intervention model may be adapted and scaled to other grade levels and schools within the division. A summarized report and toolkit outlining the procedures and materials used in the intervention will be developed for ease of replication.

The research will also be submitted for presentation in upcoming local and regional research conferences, such as those organized by the Division or Regional Education Units, to contribute to the broader discourse on improving foundational learning through family and community partnerships. Lastly, a copy of the research will be submitted to the School Research Committee and the Division Research Committee to be archived and possibly endorsed for further development or integration into Division-led training and policy recommendations. This multi-level dissemination approach aims to not only inform but also inspire a culture of collaborative, evidence-based practice that aligns with DepEd's vision of inclusive, learner-centered education.

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