



PARENTAL SUPPORT TO GRADE 7 LEARNERS IN NUMERACY IN THE DIVISION OF MABALACAT CITY: BASIS FOR AN ADVOCACY PROGRAM

Veronica V. Guevarra

*Mathematics Department, Camachiles National High School, Mabalacat City,
Pampanga, Philippines*

ABSTRACT

The study investigated the socio-economic profile of parents and its correlation with the level of parental support provided to Grade 7 learners. Analysis of the data revealed a diverse age distribution among parents, with the majority falling within the 36-40 years age bracket (25%) and a substantial proportion aged 41-45 years (18%). Similarly, the educational background varied, with the highest percentage holding earned masteral units (72%), followed by those with a bachelor's degree (7%). Regarding occupation, a notable portion of parents were self-employed workers (21%) and house persons (31%), while the monthly income distribution indicated that the majority earned between Php 11,000 to Php 20,000 (45%). In terms of parental support to Grade 7 learners, the findings indicated a high level of involvement, with parents actively engaging in various activities to enhance their children's learning experience. Notably, parents religiously sent pictures of learners while engaging in activities from printed modules and coordinated with teachers to seek assistance in improving home learning instructions. Furthermore, academic performance in Mathematics among Grade 7 learners showed a distribution across different grade brackets, with the majority falling within the 85-89 range (38%). Significant relationships were found between the socio-economic profile of parents and their level of parental support to learners, particularly in terms of educational attainment and occupation. However, no significant correlation was observed between parental support and age or monthly income. Based on these findings, recommendations included tailored support programs targeting parents with lower educational attainment or those in specific occupations to enhance their involvement in supporting their children's education. Additionally, strategies to improve communication and collaboration between parents and teachers can be implemented to further strengthen parental support initiatives.

INTRODUCTION

Parental support, or the provision of effort, information, and resources in the pursuit of common goals, is an important and sometimes overlooked factor in student learning outcomes. Professional collaboration is strongly ingrained in the case study schools' ethos and organization.

It is used to promote, maintain, evaluate, and improve professional learning in the areas of teaching and learning practices. Collaboration is an important component of their everyday routine for accessing expertise, data, and relevant practice (Lawrence, 2020).

Parental support with other schools, colleges, employers, and community organizations on a local level is also critical in providing the structure, resources, and expertise needed for student success. These schools work with students, parents, and the community to develop trust and social capital, all of which are important in fostering a culture of high standards, student learning, and shared accountability. In effect, each school is building its own local learning system, actively seeking out connections and resources and collaborating to turn them into activities that was benefit students.

Guidance and counseling in schools serve a critical or substantial part in the development of well-rounded individuals among the youth. Guidance and counseling give the required intervention so that the young can better express what they need to say so that adults can understand them. As a result, guidance and counseling serve to link or bridge the gap between children and adults. Adolescents are prone to being aloof and keeping their distance from adults, therefore guidance and counseling are intended to bring the former closer to the latter (Nalanda International School, 2021).

Teachers support the parents through communication via online platforms brought by the advent of technology like Facebook Messenger, Google Meet, and Zoom or through phone calls and text messages. Positive and healthy relationships between parents and teachers must be strengthened in attaining learners' academic success (Nicdao, 2020).

According to Merttens (1999), the single biggest factor in children's educational success is their parents, with their attitudes to learning, to mathematics and to study in general formed in the context of the home. Research has shown that parental involvement affects student achievement (Sheldon & Epstein, 2015) and that student's learning is maximized when strong educational partnerships between school, community, and home are developed (Groves, Mousley & Forgasz, 2006; Vincent, Stephens & Steinle, 2005).

Many parents are not familiar with the mathematics content that their children encounter in math classes and are thus limited in the ways that they can be involved in their mathematics education (Peressini, 1998). In a study investigating parental attitudes and beliefs, Pritchard (2004) found that many parents felt uninformed about the mathematics curriculum and the teaching methods used in their child's school. Similarly, Warren and Young (2002) found that there was a tension between teachers' and parents'

knowledge of mathematics. This was also found to be the case for, not only Filipinos but also parents worldwide. In Cai's (2003) study, approximately 63% disagreed with the statement, "I think I know enough about mathematics to help my child". There is evidence to suggest, however, that parents are keen to encourage and support their children in their mathematics education.

Now, this young generation has to satisfy themselves within or inside the amenities of their own homes. It is very important to consider that not every home is a haven. Not all homes are conducive to learning and ideal. Some are not even conducive to living. Some are not even safe. In fact, some homes are so miserable, that schools are even safer than these homes. This is a local scenario that prevails not only in the Philippine setting but an existing battle by people all across the globe.

Parents were indeed tapped by the school for the values formation of the young learners. One significant and indispensable facet of values formation is guidance and counseling. This is because the youth, the young and vulnerable sector are always exposed to the dangers of society. Undeniably, it is eternally timely that guidance and counseling be of primary focus within homes and schools. Indeed, parent-teacher collaboration in guidance and counseling in education is a vital aspect that must be strengthened to attain the educational success of these learners.

Parents should therefore be as vigilant as teachers in providing the much-needed guidance and counseling for the young and vulnerable. There should be a direct collaboration between parents and teachers to ensure a safe and sound experience for the home-schooled learners, making their home a conducive place to learn. Thus, creating positive learning experiences for the learners of today's generation is deemed important.

According to Lawrence (2020), the unpredictability of the type of adjustment necessary to accommodate the changes remains an issue for young people. Changes in the short and medium term may be reasonably predictable. Schools may even be assisting young people in preparing for such changes. Long-term changes, on the other hand, are less predictable, save for the fact that they will happen.

Learners can be taught to manage their time in studying through supervision and counseling, resulting in an existent and prevalent balance between study and recreation. It is never a good idea to only study and pay attention to nothing else. There should be a balance in everything. The children will understand the importance of time for everything if they receive the required advice and counseling at school.

It is in this light that the researcher will assessed the parental support to Grade 7 learners in numeracy in the Division of Mabalacat City for the school year 2023-2024 as the basis for an advocacy program to capacitate them in teaching numeracy skills.

Theoretical Framework

Guidance and counseling in schools have numerous advantages. It could also be a meaningful way for the young to discover their innate personality hidden within a delicate shell that, if shuttered at the wrong time, can destroy the future ahead, but if what lies beneath the shell germinates at the right time, can make all the difference in favor of a bright future.

The idea that there is a proper time for everything is similar to the substance and lesson learned from the famous story "The Ugly Duckling." The young should be educated to endure and wait patiently, never losing their fervent desire to produce decent and useful people out of themselves, so that they might honor our national hero, Dr. Jose Rizal, who believes that youth is the only chance for thy motherland.

Lai-Yeung (2016) wrote: "The Need for Guidance and Counseling Training for Teachers" which posited that teachers nowadays have a variety of responsibilities. Teachers must be competent in their responsibilities to their pupils both within and outside the classroom in order to fulfill their professional roles. The provision of guidance and counseling to pupils is a crucial teaching job both within and outside the classroom.

Esbroeck's (2017) "Career Guidance and Counseling for Lifelong Learning in a Global Economy" emphasized that the ever-changing character of today's society will necessitate a continuous updating of skills and knowledge through a flexible lifelong learning method. The educational system must be adaptable to academic and sociological changes. Lifelong learning was flexible not only within the educational system but also outside of it, most notably at home.

Lizzeri, et. al.'s (2018) "Parental Guidance Supervised Learning" states that parental supervision is similar to a simple theoretical model of supervised learning that may be used to explain a variety of empirical events in the nature-nurture debate. This model encapsulates the fundamental trade-off between protecting the child from the consequences of his mistakes and allowing him to learn from his mistakes. The optimal parenting policy as well as its comparative-statics properties have been thoroughly studied. The key aspects of the optimal strategy are then demonstrated to be relevant in interpreting controversial behavioral genetics findings.

According to Bryan (2015) in "Fostering Educational Resilience and Achievement in Urban Schools Through School Family Community Partnership", in this era of education reform, school guidance counselors are among the instructors who are considered responsible for their learners' academic success. Guidance counselors work with a disproportionate number of students who are at danger of failing in school. When it comes to achieving quality education, school guidance counselors can play a crucial role in engaging their school's stakeholders in creating partnership programs that enhance student accomplishment and resiliency. This article examines school guidance counselors' duties as team facilitators, collaborators, and advocates, as well as the types

of partnership programs they should promote to help kids achieve academic success and resilience.

Rapp's and Duncan's (2016) "Multi-Dimensional Parental Involvement in Schools: A Principal's Guide" claimed that parental participation is a key indication of a learner's academic performance. Learners make greater gains when schools engage families in ways that are linked to increasing learning. In order to improve learner accomplishment in school, it is critical to develop and implement an effective parental participation strategy.

The function of the guidance counselor in building a multi-dimensional parental participation model defined parental engagement and explored in order to clarify this function.

The impact of ethnicity, socioeconomic class, and gender on parental involvement is examined, as well as effective ways for engaging parental sub-groups. Following the evaluation of the literature, suggestions for multi-dimensional parental participation are made.

Epstein & Sanders (2015) backed up the above premise by claiming that families, schools, and communities all play vital roles in socializing and teaching teenagers. This analyzes how parents, educators, and community members individually and collaboratively affect the education and development of learners, particularly teenagers, and establishes relationships in various contexts that enhance learning. Its goal is to urge researchers who study families and parenting to pay more attention to schools during teenage years, as well as researchers who investigate schools and adolescents' learning to look into the role of families and communities on learner education and development. It is also crucial to acknowledge that schools and instructors have a significant impact on families, and that families have a significant impact on educators every year that adolescents attend school.

Furthermore, Epstein and Sanders (2015) show how research and development can assist schools and families in providing broader and deeper support for student learning. Educators, policymakers, guidance counselors, community leaders, and other professionals who engage with families and children must comprehend the inextricable links between home, school, and community in order to optimize the positive learning outcomes.

Conceptual Framework

While some parents have always influenced their children's education, many parents have been cut off from their schools. Schools must take the lead in developing effective partnership programs and practices that reach out to and include all families in order for all parents to become and remain influential in their children's education.

Educators can utilize a framework of six categories of engagement to help them build programs that inform and engage all families and communities in ways that contribute to learner's performance.

This literature also examines the framework, as well as the roles and duties of schools and families in implementing the six types of engagement activities. Finally, a number of educational topics that are crucial to parents as their children progress through school have been identified as urgently needed.

Improving the curriculum, modifying instructional practices, and undertaking new assessments of learners' work and progress are all common components of school reform programs. Parents are frequently unaware of these and other organizational and program changes that have an impact on education and school experiences.

To inform and include families in school improvement plans and choices, teachers and administrators must answer critical questions. Each issue also provides chances for academics to develop new studies that could assist educators, parents, and others in the community to work together more successfully for the education of the young learners. Rather than focusing solely on parent-teacher relationships, it highlights the importance of school, home, and community ties in influencing children's learning and development.

Many individuals like parents, guardians, grandparents, clergy, mentors, and others play important roles in the lives of children and in their schools. Despite the fact that majority of the literature focuses on mothers, there has recently been a focus on involvement and influence on their children's learning (Nord, Brimhall & West, 1997; Parke, 1995).

Other research is exposing how community organizations and resources contribute to school programs, student learning, and the well-being of families (Dryfoos, 2000; Sanders, 2017; Sanders & Harvey, 2002).

Seltzer (2019) delved that increases in life expectancy, high rates of movement into and out of couple relationships, and increased exposure to step families, raise new questions about who belongs in a family, the distinction between living together and being a family member, and the extent to which family members are expected to meet the long-term obligations that define kinship.

These are significant because, historically, families have functioned as a key private safety net for family members. Family members' connections are becoming more ambiguous as a result of demographic shifts. The economically disadvantaged have fewer secure and uncertain family ties, and uncertainty may compound these disadvantages by reducing individuals' ability to rely on family members for help in times of need.

To acquire insight into living arrangements and family dynamics, demographers should focus on people's family relationships. Improvements in study design to identify

principles that demographers should apply in new research to shed light on families' support must be highlighted in the development of family concerns.

This study included describing the socio-economic profile of parents in terms of age, highest educational attainment, occupation, and monthly income; determining the level of parental support provided to the Grade 7 learners; identifying the academic performance in Mathematics of Grade 7 learners; and testing the relationship between the socio-economic profile of the parents and their level of parental support to the learners. Results were used to empower parents as advocates for their children to capacitate them in teaching numeracy skills.

Figure 1 presents the paradigm of the study.

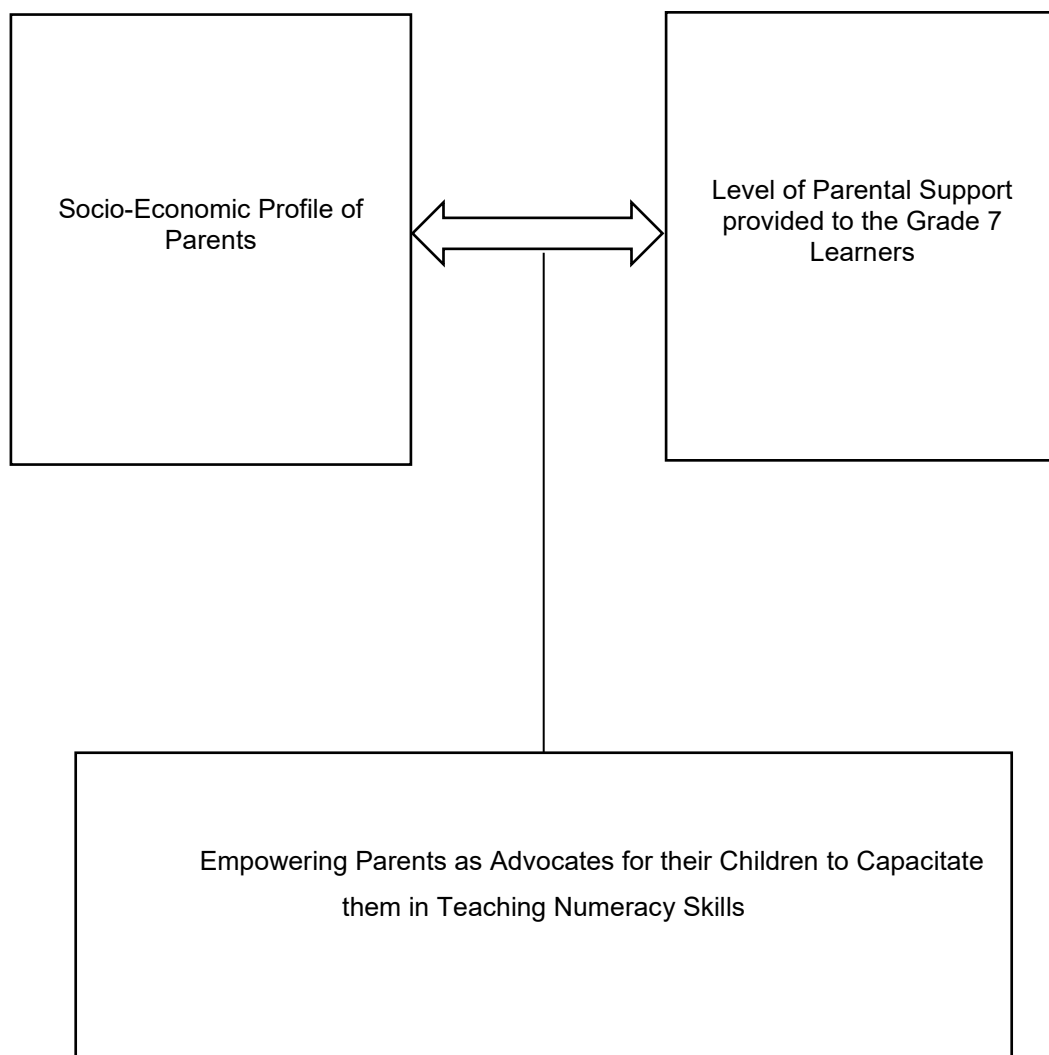


Figure 1. Paradigm of the Study

Research Questions

This study aimed to assess the parental support to Grade 7 learners in numeracy in the Division of Mabalacat City for the school year 2023-2024 as the basis for an advocacy program to capacitate them in teaching numeracy skills.

Specifically, it aimed to answer the following questions:

1. What is the socio-economic profile of parents in terms of:
 - 1.1. age;
 - 1.2. highest educational attainment;
 - 1.3. occupation; and
 - 1.4. monthly income?
2. How is the level of parental support provided to the Grade 7 learners described?
3. How is the academic performance in Mathematics of Grade 7 learners described?
4. Is there a significant relationship between the socio-economic profile of the parents and their level of parental support to the learners?
5. What can be proposed for an advocacy program to capacitate them in teaching numeracy skills?

Hypothesis

The hypothesis of the study was tested at 0.05 level of significance.

There is no significant relationship between the socio-economic profile of the parents and their level of parental support to the learners.

METHODOLOGY

Research Design

The study used the descriptive-correlation design in assessing the parental support to Grade 7 learners in numeracy in the Division of Mabalacat City for the school year 2023-2024 as the basis for an advocacy program to capacitate them in teaching numeracy skills.

The descriptive part described the socio-economic profile of parents in terms of age, highest educational attainment, occupation, and monthly income; level of parental support provided to the Grade 7 learners; and academic performance in Mathematics of Grade 7 learners.

The correlational part tested the significant relationship between the socio-economic profile of the parents and their level of parental support to the learners.

The study is descriptive in nature and is focused on the assessment of the parental support to Grade 7 learners in numeracy in the Division of Mabalacat City for the school year 2023-2024 as the basis for an advocacy program to capacitate them in teaching numeracy skills. A total of 250 parents coming from the Division of Mabalacat City was selected as respondents for the study.

Research Design

The sources of data of this study are the 250 parents of the Division of Mabalacat City, during the school year 2023-2024. A total of 250 parents was taken to answer the questionnaire prepared by the researcher. Simple random sampling was utilized to gather the needed data for this study.

Locale of the Study

The study was conducted among the 250 parents of the Division of Mabalacat City during the school year 2023-2024.

Population Sampling

Simple random sampling was used in selecting the 250 parents within the area of the study.

Instrumentation and Data Collection

The instrument used in this study is a researcher-made questionnaire. Part I focused on describing the socio-economic profile of parents in terms of age, highest educational attainment, occupation, and monthly income; Part II focused on the level of parental support provided to the Grade 7 learners; and Part III focused on the academic performance in Mathematics of Grade 7 learners.

The questionnaire was prepared based on the researcher's readings, previous studies, professional literature, published and unpublished thesis relevant to the study. In the preparation of the instrument, the requirements in designing good data collection instrument was considered. For instance, statement describing the situations or issues pertaining was toned down to accommodate the knowledge preparedness of the respondents.

Tools for Data Analysis

The following tools was utilized to treat the data statistically:

In describing the socio-economic profile of parents in terms of age, highest educational attainment, occupation, and monthly income; and academic performance in Mathematics of Grade 7 learners, frequency and percentage was used. Frequency referred to the number of cases while percentage is computed using the formula,

$$\% = \frac{f}{N} \times 100$$

where

%	Percentage
f	Frequency
N	Total Number of Cases

In determining the level of parental support provided to the Grade 7 learners, weighted mean was used. Weighted mean is computed using the formula,

$$\bar{X} = \frac{\sum WX}{n}$$

where

$\bar{X}$	Weighted Mean
W	Weight
X	Raw Scores
n	Number of Cases

4.50-5.00	Very High
3.50-4.49	High
2.50-3.49	Moderately High
1.50-2.49	Moderately Low
1.00-1.49	Very Low

In testing the relationships between the socio-economic profile of the parents and their level of parental support to the learners, Pearson r test was used.

Scope and Limitations of the Study

The study is descriptive in nature and is focused on the assessment of the parental support to Grade 7 learners in numeracy in the Division of Mabalacat City for the school year 2023-2024 as the basis for an advocacy program to capacitate them in teaching numeracy skills. A total of 250 parents coming from the Division of Mabalacat City was selected as respondents for the study.

It described the socio-economic profile of parents in terms of age, highest educational attainment, occupation, and monthly income; described the level of parental support provided to the Grade 7 learners, described the academic performance in Mathematics of Grade 7 learners; and test the relationship between the socio-economic profile of the parents and their level of parental support to the learners.

RESULTS

1. Socio-Economic Profile of Parents

1.1 Age

Table 1.1 Age of the Respondents

Educational Background	f	%
56 years or older	13	5
51-55 years	23	9
46-50 years	35	14
41-45 years	45	18
36-40 years	63	25
31-35 years	53	21
26-30 years	13	5
less than 25 years	8	3
Total	250	100

1.2 Highest Educational Attainment

Table 1.2 Highest Educational Attainment

Highest Educational Attainment	f	%
Doctoral degree	1	1
Earned doctoral units	19	7
Master's degree	33	13
Earned masteral units	180	72
Bachelor's degree	18	7
Total	250	100

1.3 Occupation

Table 1.3 Occupation of the Respondents

Occupation	f	%
Government worker	30	12
Farming	12	5
Construction worker	41	17
Micro-enterprise worker	37	15
Self-employed worker	53	21
House person	77	31
Total	250	100

1.4 Monthly Income

Table 1.4 Monthly Income of the Respondents

Monthly Income	f	%
Php 31 000 or more	8	3
Php 21 000 – Php 30 000	38	15
Php 11 000 – Php 20 000	113	45
Php 5 000 – Php 10 000	68	27
Less than Php 5 000	25	10
Total	250	100

2. Level of Parental Support Provided to the Grade 7 Learners

Table 2 Level of Parental Support

Statement	Mean	Description
Parent religiously send picture of the Mathematics learner while doing his/her activities in the printed module.	4.87	Very Much Supported
Parent, coordinates with the Mathematics teacher to seek assistance to further improve learning instructions at home.	4.76	Very Much Supported
Parent assists his/her child in watching educational videos at home.	4.7	Very Much Supported
Parent spend time and finances in the printing of other related activities using DepEd Commons, Google, Encarta and other online platforms.	4.45	Very Much Supported
Parent provide questions to develop the child's comprehension skills while conducting lessons at home.	4.35	Very Much Supported
Parent follows the division of activities in the printed module provided by the Mathematics teacher.	4.31	Very Much Supported
Parent a lot for the distribution and retrieval of the Mathematics's module.	4.3	Very Much Supported
Parent consciously identify the child's correct responses in the printed module.	3.81	Supported
Parent ask the child how did he/she come up with the answer, thus reasoning ability is also being enhanced.	3.79	Supported
Parent sets a daily specific schedule to teach the Grade 7 learner in Mathematics in the new normal set-up.	3.59	Supported
Parent consistently send videos in the group chat of the Mathematics learner while doing his/her activities.	3.41	Supported
Parent supports his/her child in joining <i>online kamustahan</i> / class with the Mathematics teacher.	3.38	Moderately Supported

Parent seek for other possible learning materials that could be used in enhancing the Mathematics competencies.	2.71	Moderately Supported
Parent makes sure that balance between learning and recreation is still being experienced by the home-schooled Mathematics learner.	2.61	Moderately Supported
Parent exert effort to search for other related activities using DepEd Commons, Google, Encarta and other online platforms.	2.54	Slightly Supported
Total	3.84	Serious

3. Academic performance in Mathematics of Grade 7 Learners

Table 3 Academic Performance in Mathematics of Grade 7 Learners

Academic performance in Mathematics	f	%
95 and above	18	7
90 - 94	30	12
85 - 89	95	38
80 - 84	68	27
79 and below	40	16
Total	250	100

4. Significant Relationship Between the Socio-Economic Profile of the Parents and their Level of Parental Support to the Learners

Table 4 Significant Relationship Between the Socio-Economic Profile of the Parents and their Level of Parental Support to the Learners

Socio-Economic Profile of the Parents		Level of Parental Support to the Learners
Age	Pearson r	0.207
	Value	0.272
	Interpretation	Not Significant
Highest Educational Attainment	Pearson r	0.667
	Value	0.000
	Interpretation	Significant
Occupation	Pearson r	0.546
	Value	0.002
	Interpretation	Significant
Monthly Income	Pearson r	0.139
	Value	0.463
	Interpretation	Not Significant
Total	Pearson r	0.501
	Value	0.005
	Interpretation	Significant

5. Proposed Advocacy Program for Parents

Table 5. Proposed Advocacy Program for Parents

Socio-Economic Factor	Proposed Advocacy Program	Goals and Objectives	Activities	Resources Needed
Highest Educational Attainment	Parental Education Workshops	- Increase parental understanding of numeracy concepts.	- Conduct workshops on basic numeracy skills.	- Educational materials - Workshop venue and facilitators
		- Empower parents to support their children's learning.	- Provide resources for home-based learning.	
Occupation	Career Guidance Sessions	- Inform parents about various career options for their children.	- Organize career talks and seminars.	- Guest speakers
		- Equip parents with knowledge to guide their children's career choices.	- Provide resources on career planning.	- Career assessment tools
Monthly Income	Financial Literacy Workshops	- Enhance parents' financial management skills.	- Conduct workshops on budgeting and saving.	- Financial literacy materials
		- Enable parents to provide adequate support for their children's education.	- Provide tips on managing education expenses.	- Workshop venue and facilitators
Age	Parental Involvement Programs	- Encourage parents of all ages to actively engage in their children's education.	- Organize parent-teacher meetings and activities.	- Communication channels for parents and schools
		- Foster a supportive environment for learning at home.	- Provide resources for home-school partnerships.	- School resources for events

DISCUSSION

1. Socio-Economic Profile of Parents

1.1 Age

The majority of parents fall within the age range of 36 to 50 years, comprising 39% and 25% of the total respondents, respectively. This indicates that a significant portion of parents actively involved in supporting Grade 7 learners in numeracy are in their late thirties to early fifties. Meanwhile, parents aged 51 and above constitute 14% of the sample, demonstrating a notable presence of older caregivers engaged in their children's education.

The distribution of parents across various age brackets provides insights into potential trends and patterns in parental involvement in numeracy support. For instance, parents in their late thirties to early forties might be more likely to have children in Grade 7, given their relatively younger age compared to those in their fifties or older. This age group might also be more actively engaged in their children's education due to their parenting responsibilities coinciding with their children's formative academic years.

Conversely, the smaller representation of parents aged 26 and below suggests that younger parents, possibly facing challenges such as early career development or educational pursuits, might have limited time or resources to dedicate to numeracy support. However, it's essential to consider individual circumstances and contextual factors that influence parental involvement, beyond age alone.

1.2 Highest Educational Attainment

The majority of parents, constituting 72% of the total sample, have earned masteral units. This suggests that a significant portion of parents engaged in supporting Grade 7 learners in numeracy have pursued postgraduate education beyond the bachelor's degree level. Furthermore, 13% of parents hold master's degrees, indicating a substantial presence of individuals with advanced academic qualifications.

Moreover, 7% of parents have completed their bachelor's degrees, while a smaller proportion, comprising 7% of the sample, have either earned doctoral units or possess doctoral degrees. While the percentages of parents with doctoral qualifications are relatively low compared to those with master's degrees or masteral units, their inclusion underscores the diversity in educational backgrounds among parents involved in numeracy support.

The distribution of parents across different educational attainment levels provides valuable insights into the educational landscape of families supporting Grade 7 learners in numeracy. Parents with higher educational qualifications, such as master's degrees or doctoral studies, may bring unique perspectives, skills, and knowledge to their children's education. Their advanced academic backgrounds could potentially influence their

approaches to supporting numeracy development and engaging with educational institutions.

Conversely, parents with bachelor's degrees or those who have completed doctoral units may also contribute significantly to their children's numeracy learning, albeit with varying levels of academic preparation. Understanding the educational profiles of parents involved in numeracy support can inform strategies for enhancing parental involvement, leveraging their diverse skills and experiences to foster positive learning outcomes for Grade 7 learners.

1.3 Occupation

The data indicate that the most prevalent occupation among parents is being a house person, with 31% of the total sample falling into this category. House persons typically engage in domestic duties and may not be formally employed outside the home. Their primary role may involve caregiving, household management, and other responsibilities within the family context. This high percentage underscores the significant contribution of caregivers and homemakers in supporting their children's education, emphasizing the importance of recognizing and empowering parents in non-traditional occupational roles.

Furthermore, the table reveals that the self-employed worker category constitutes 21% of the total sample, indicating a substantial presence of parents who are entrepreneurs or operate their own businesses. These individuals may have flexible schedules and autonomy over their work, allowing them to allocate time and resources to support their children's numeracy education actively. Their entrepreneurial experiences and problem-solving skills can potentially enrich their approaches to parental involvement and advocacy for their children's learning.

Another notable finding is the representation of parents engaged in various forms of labor, such as farming, construction work, and micro-enterprises, collectively accounting for 37% of the total sample. These occupations often involve manual labor and may entail irregular working hours or seasonal employment patterns. Despite the demands of their work, parents in these occupations demonstrate a commitment to supporting their children's numeracy development, highlighting the importance of recognizing and addressing the unique challenges they may face in balancing work and family responsibilities.

Additionally, the presence of government workers, comprising 12% of the sample, suggests the involvement of individuals employed in public sector roles. Government workers may bring insights and perspectives from their professional experiences, potentially contributing to advocacy efforts and policy discussions related to numeracy education. Their engagement underscores the importance of collaboration between educational institutions and government agencies in fostering parental support and advocacy for Grade 7 learners' numeracy skills within Mabalacat City.

1.4 Monthly Income

One notable observation is that the majority of parents fall within the lower to middle-income brackets, with 45% of the total sample earning between Php 11,000 and Php 20,000 per month. This suggests that a significant portion of families may face financial constraints in meeting the educational needs of their children, including expenses related to numeracy support and other aspects of schooling. Understanding the economic challenges that these families encounter is crucial for developing targeted interventions and support mechanisms to empower them as advocates for their children's learning.

Furthermore, 27% of parents report a monthly income ranging from Php 5,000 to Php 10,000. This income bracket represents another substantial segment of the sample facing financial limitations that may impact their ability to provide additional resources or support for their children's numeracy education. For families in this income range, accessing educational materials, enrolling in supplementary classes, or providing technological resources for remote learning may present significant financial burdens, underscoring the importance of tailored interventions and equitable access to educational opportunities.

Additionally, 10% of parents report earning less than Php 5,000 per month, indicating a segment of the population facing significant economic hardship. Families in this income bracket may struggle to meet basic needs, including food, housing, and healthcare, further complicating their ability to prioritize and support their children's educational needs. Recognizing the socio-economic disparities among families is essential for implementing inclusive and supportive strategies that address the specific challenges faced by economically disadvantaged parents and learners.

On the other hand, 15% of parents report a monthly income between Php 21,000 and Php 30,000, while only 3% report an income of Php 31,000 or more. These higher-income brackets represent families with relatively more financial stability and resources available to support their children's numeracy education. While these families may face fewer economic constraints, they still play a crucial role in advocating for educational equity and supporting initiatives that benefit all learners within the Division of Mabalacat City.

2. Level of Parental Support Provided to the Grade 7 Learners

The data reveals that parents are highly engaged in supporting their children's education. Activities such as religiously sending pictures of their children while they engage in module activities, coordinating with teachers to enhance learning instructions, and assisting with educational video viewing all received mean scores above 4.5, indicating that these practices are "Very Much Supported" by parents.

Additionally, parents are actively involved in supplementary activities, such as spending time and resources printing related materials, ensuring the distribution and

retrieval of modules, and following activity instructions. These actions, rated as "Very Much Supported" or "Supported," highlight parents' dedication to providing a conducive learning environment at home.

However, some activities, while still supported, received lower mean scores. For instance, activities like setting specific daily schedules for teaching mathematics and encouraging reasoning ability through discussions are rated slightly lower, indicating that these practices may not be as consistently implemented as others.

The total mean score for parental support in numeracy is 3.84, signifying a serious level of support. This suggests that while parents are actively involved in their children's education, there may be areas where further support or improvement is needed to enhance the effectiveness of home-based learning initiatives.

Based on these findings, it is essential to recognize and further empower parents as advocates for their children's education. This could involve providing them with additional resources, guidance, and training to effectively support their children's learning needs, especially in subjects like numeracy.

3. Academic performance in Mathematics of Grade 7 Learners

There is a diverse distribution of academic performance among Grade 7 learners in Mathematics. The majority of students, constituting 38% of the total, fall within the 85-89 score range, indicating a substantial proportion of students achieving a commendable level of competency in the subject. Additionally, significant portions of students perform within the 80-84 score range (27%) and the 90-94 score range (12%), further underscoring a considerable number of students demonstrating proficiency in Mathematics.

However, the data also reveals areas of concern, particularly in the lower performance brackets. About 16% of students scored 79 and below, signifying a portion of learners who may be facing challenges or difficulties in grasping mathematical concepts. While this percentage is relatively smaller compared to the higher scoring brackets, it still represents a notable proportion of students who may require additional support and interventions to improve their academic performance.

The distribution of students across the different performance brackets provides valuable insights for educators and policymakers. It underscores the importance of implementing targeted interventions and support mechanisms to address the diverse needs of students across the academic spectrum. For instance, while high-performing students may benefit from enrichment activities and advanced coursework to further enhance their skills, students struggling with Mathematics may require remedial classes, personalized tutoring, or other support services to improve their understanding and performance in the subject.

4. Significant Relationship Between the Socio-Economic Profile of the Parents and their Level of Parental Support to the Learners

Starting with age, the analysis reveals a Pearson correlation coefficient of 0.207 with a p-value of 0.272. This indicates that there is no significant correlation between parents' age and their level of parental support to learners. In other words, the age of parents does not appear to influence the extent of support they provide to their children in numeracy.

Moving on to the highest educational attainment of parents, the Pearson correlation coefficient is 0.667 with a p-value of 0.000, indicating a highly significant relationship. This suggests that parents with higher educational attainment levels are more likely to provide greater support to their children in numeracy. This finding underscores the importance of education in shaping parental involvement and underscores the potential role of parental education as a determinant of effective support provision to learners.

Similarly, the occupation of parents shows a significant relationship with parental support to learners, as indicated by a Pearson correlation coefficient of 0.546 and a p-value of 0.002. This suggests that parents' occupations play a crucial role in influencing the level of support they provide to their children in numeracy. It implies that parents in certain occupations may have more resources, time, or knowledge to support their children's learning compared to others.

In contrast, the monthly income of parents does not exhibit a significant relationship with parental support to learners, with a Pearson correlation coefficient of 0.139 and a p-value of 0.463. This implies that the income level of parents may not directly correlate with the extent of support they offer to their children in numeracy.

The total correlation analysis reveals a significant relationship between the socio-economic profile of parents and their level of parental support to learners, with a Pearson correlation coefficient of 0.501 and a p-value of 0.005. This suggests that socio-economic factors collectively influence parental support provision, underscoring the need for tailored interventions and support programs aimed at empowering parents across different socio-economic backgrounds to effectively advocate for their children's education in numeracy.

5. Proposed Advocacy Program for Parents

The proposed Advocacy Program for Parents aims to address the significant relationship found between socio-economic factors and the level of parental support to learners, as indicated by the study. By tailoring advocacy initiatives to specific socio-economic profiles, the program seeks to empower parents to actively engage in their children's numeracy education regardless of their background.

For instance, considering the significant relationship between the highest educational attainment of parents and their level of support, workshops on parental

education could be highly beneficial. These workshops would focus on enhancing parents' understanding of numeracy concepts and equipping them with strategies to support their children's learning at home. By providing educational materials and resources for home-based learning, parents can reinforce classroom teachings and promote a conducive learning environment.

Career guidance sessions can cater to parents from different occupational backgrounds, acknowledging the significant relationship between occupation and parental support. These sessions would inform parents about various career options for their children and empower them to guide their children's career choices effectively. Guest speakers from different professions can offer insights into career paths and provide guidance on career planning, ensuring that parents can support their children in making informed decisions about their future.

Financial literacy workshops can cater to parents across different income brackets, recognizing the significant relationship between monthly income and parental support. These workshops would focus on enhancing parents' financial management skills, enabling them to provide adequate support for their children's education. By providing tips on budgeting, saving, and managing education expenses, parents can alleviate financial stress and ensure that their children have access to necessary resources for learning.

Parental involvement programs, designed to encourage parents of all ages to actively engage in their children's education, can address the significant relationship between age and parental support. These programs would facilitate parent-teacher meetings and activities, fostering a supportive environment for learning at home. By providing resources for home-school partnerships and facilitating communication channels between parents and schools, parents can stay informed and involved in their children's educational journey, regardless of their age or background.

Conclusions

The study examined the socio-economic profile of parents and its relationship with the level of parental support provided to Grade 7 learners. Among the 250 parents surveyed, the age distribution varied, with 25% falling within the 36-40 years age bracket and 18% aged 41-45 years. The highest educational attainment was found to be earned masteral units (72%), followed by a bachelor's degree (7%).

Regarding occupation, 21% of parents identified as self-employed workers, while 31% were house persons. In terms of monthly income, 45% earned between Php 11,000 to Php 20,000. The analysis revealed a high level of parental support, with activities such as sending pictures of learners while engaging in activities from printed modules and coordinating with teachers for assistance being very common.

Academic performance in Mathematics among Grade 7 learners varied, with 38% falling within the 85-89 range. Significant relationships were found between parental

support and socio-economic factors, particularly in terms of educational attainment and occupation. However, no significant correlation was observed between parental support and age or monthly income.

Based on the results, the following conclusions were deduced:

1. Socio-economic factors, particularly parental educational attainment and occupation, significantly influence the level of support provided to Grade 7 learners.
2. Despite socio-economic differences, there is a generally high level of parental engagement in supporting their children's learning, as evidenced by various activities.
3. There is potential for improvement in parental support programs, especially for parents with lower educational backgrounds or in specific occupations, requiring tailored interventions.
4. Collaboration between schools, teachers, and parents is crucial for fostering a supportive learning environment and enhancing academic outcomes for students.

Recommendations

Based on the conclusions, the following are recommended:

1. Implement targeted parental support programs that address the specific needs and challenges faced by parents with lower educational attainment or in occupations with limited resources.
2. Offer workshops or training sessions for parents to enhance their skills in supporting their children's learning, particularly in utilizing digital tools and resources.
3. Foster stronger communication and collaboration between schools and parents to ensure alignment of support strategies and maximize their effectiveness.
4. Explore community partnerships and initiatives to supplement parental support programs and provide additional resources and assistance to families, particularly those with socio-economic constraints.

Compliance with Ethical Standards

For ethical considerations, the identities of the respondents were not revealed in this study. Privacy and anonymity of respondents were of a paramount importance. Furthermore, no school fund was utilized in the gathering of data nor should any fee be collected from the respondents.

REFERENCES

- Bentley, T., & Cazaly, C. (2016). The shared work of learning: lifting educational achievement through collaboration.
- Bryan, J. (2015). Fostering educational resilience and achievement in urban schools through school-family-community partnerships. *professional school counseling*, 219-227.
- Cai (2003). Investigating parental roles in students' learning of mathematics from a cross-national perspective. *Mathematics Education Research Journal*, 15(2), 87-106.
- Dryfoos, J. G. (2000). Evaluation of community schools: Findings to date. Coalition for Community Schools.
- Epstein, J. L., & Sanders, M. G. (2015). Family, school, and community partnerships. *Handbook of Parenting: Vol. 5. Practical Issues in Parenting*, 407-437.
- Groves, S., Mousley, J., & Forgasz, H. (2006). Primary numeracy: A mapping, review and analysis of Australian research in numeracy learning at the primary school level. Commonwealth of Australia.
- Lai-Yeung, S. W. C. (2016). The need for guidance and counselling training for teachers. *Procedia-Social and Behavioral Sciences*, 113, 36-43.
- Lawrence, J. (2020). Adjusting to a new normal. Cairn Guidance. Retrieved from <http://www.cairnguidance.com> on July 02, 2021.
- Lizzeri, A., & Siniscalchi, M. (2018). Parental guidance and supervised learning. *The Quarterly Journal of Economics*, 123(3), 1161-1195.
- Merttens, R. (1999). Family numeracy. In I. Thompson (Ed.), *Issues in teaching numeracy in primary schools* (pp.78-90). Open University Press.
- Nalanda International School (2021). Importance of guidance and counseling. Retrieved from https://www.nalandaschool.org/importance_of_guidance_and_counseling on July 11, 2021.
- Nicdao, A. (2020). The importance of stronger parent-teacher collaboration in the new normal education.
- Nord, C. W., Brimhall, D., & West, J. (1997). Father's involvement in their children's schools (NCES 98-091). U.S. Department of Education, National Center for Education Statistics.
- Parke, R. D. (1995). Fathers and families. In M. H. Bornstein (Ed.), *Handbook of parenting: Vol. 3. Status and social conditions of parenting* (pp. 27-64). Lawrence Erlbaum Associates.
- Peressini, D. D. (1998). The portrayal of parents in the school mathematics reform literature: Locating the context for parental involvement. *Journal for Research in Mathematics Education*, 29(5), 555-582.
- Pritchard, R. (2004). Investigating parental attitudes and beliefs in mathematics education. In *Proceedings of the 27th Annual Conference of the Mathematics Education Research Group of Australasia* (pp. 478-485)
- Rapp, N., & Duncan, H. (2016). Multi-dimensional parental involvement in schools: A principal's guide. *international journal of educational leadership Preparation*, 7(1), n1.
- Sanders, M. G. (2017). Community-school partnerships. In K. Peppler (Ed.), *The SAGE encyclopedia of out-of-school learning* (pp. 112-114). SAGE Publications.
- Sanders, M. G., & Harvey, A. (2002). Beyond the school walls: A case study of principal leadership for school-community collaboration. *Teachers College Record*, 104(7), 1345-1368.
- Seltzer, J. A. (2019). Family change and changing family demography. *Demography*, 56(2), 405-426.
- Van Esbroeck, R. (2017). Career guidance and counselling for lifelong learning in a global economy. *Technical and Vocational Education and Training in the 21st Century: New Roles and Challenges for*.

- Vincent, J., Stephens, M., & Steinle, V. (2005). Numeracy research and development initiative 2001-2004. Commonwealth of Australia.
- Warren, E., & Young, J. (2002). Parent and school partnerships in supporting literacy and numeracy. *Asia-Pacific Journal of Teacher Education*, 30(3), 217-228.

APA Citation:

Guevarra, V. V. (2026). PARENTAL SUPPORT TO GRADE 7 LEARNERS IN NUMERACY IN THE DIVISION OF MABALACAT CITY: BASIS FOR AN ADVOCACY PROGRAM. *Ignatian International Journal for Multidisciplinary Research*, 4(9), 1511–1533. <https://doi.org/10.5281/zenodo.22260851>

veronica.villa@deped.gov.ph