

Original Article

Parental Involvement, School Engagement, and Online Learning Satisfaction of Junior High School English Learners

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Abstract

This study explored the parental involvement, school engagement, and online learning experiences of Junior High School learners during COVID-19 pandemic among Catholic institutions in Davao City. This descriptive-correlational study involved 232 Grade 10 junior high school English learners selected through total enumeration sampling technique from the three private institutions in Davao City. Utilizing the adapted and validated questionnaires and the statistical tools such as mean, standard deviation, Pearson-r Correlation, and multiple regression analysis, findings revealed that the level of parental involvement, school engagement, and online learning experience satisfaction of the respondents were high. Furthermore, parental involvement and school engagement positively correlate with students' online learning experiences. As a regression model, the rsquare of .455 implies that 45.5 percent of the variation in satisfaction with online learning experiences can be attributed to the combined influence of parental and school engagement.

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1. Introduction

The COVID-19 pandemic triggered an unprecedented global transformation in education, compelling institutions to transition abruptly from traditional face-to-face instruction to fully online learning modalities. While digital learning environments ensured instructional continuity, they also introduced significant pedagogical and psychosocial challenges. English learners, whose language development relies heavily on interaction, feedback, and contextual communication, were particularly vulnerable. Empirical studies report decreased engagement, limited authentic interaction, technological barriers, self-regulation difficulties, and reduced motivation during remote learning (Barrot et al., 2021; Hijazi & AlNatour, 2021; Pham et al., 2022). These conditions raise critical questions about students' satisfaction with their online learning experiences.

Within this altered learning ecology, the roles of parental involvement and school engagement became increasingly salient. Parental involvement has long been associated with enhanced academic achievement, motivation, and persistence (Boonk et al., 2018; Wilder, 2014). During pandemic-induced remote learning, parents assumed expanded instructional and supervisory roles, directly influencing students' learning environments at home. Concurrently, school engagement – conceptualized as affective, behavioral, and cognitive investment in learning (Fredericks et al., 2004) – remains a robust predictor of academic success and learning satisfaction. In online contexts, where physical interaction is minimized, sustaining engagement becomes even more essential.

Although prior studies have examined parental involvement, school engagement, and online learning satisfaction independently, limited research has empirically investigated their combined predictive influence on the online learning experiences of Junior High School English learners, particularly within Catholic private school settings in Davao City. Given the strong emphasis on holistic formation and collaborative home – school partnerships in faith-based education, understanding these relationships is both theoretically and contextually significant.

This study therefore, examines the extent to which parental involvement and school engagement relate to and predict the online learning experiences of Junior High School English learners. By addressing the gap, the research contributes to the discourse on home-school synergy in digital learning environments and offers evidence-based insights for strengthening student support systems in flexible education contexts.

2. Methodology

This study employed a quantitative descriptive-correlational research design to examine the relationships among parental involvement, school engagement, and online learning experiences of Junior High School English learners. The quantitative approach enabled objective measurement of variables and statistical testing of their

associations. The descriptive component determined the levels of parental involvement, school engagement, and online learning satisfaction, while the correlational and regression analyses examined strength and predictive influence of the independent variables on students' online learning experiences. The study did not involve manipulation of variables; rather, it measured naturally occurring conditions within the participants' educational context.

The study was conducted during the School Year 2022-2023 in three private Catholic institutions in Davao City, Philippines. At the time of data collection, these institutions implemented online learning modality as part of their instructional delivery. The Catholic school context, which emphasizes holistic formation and collaborative home-school engagement, provided a relevant setting for examining the interaction among parental involvement, school engagement, students' online learning experiences.

The participants consisted of Grade 10 Junior High School English learners enrolled in online learning modality in the selected institutions. Total enumeration sampling was employed, allowing the inclusion of the entire accessible population. A total of 232 students participated in the study. Inclusion criteria required that students be officially enrolled in Grade 10 during the School Year 2022-2023, currently taking English as a subject, and engaged in online learning modality. Students enrolled in modular or other non-online modalities were excluded. The use of total enumeration ensured adequate representation of the defined population and minimized sampling bias.

Data were collected using three adapted and validated survey instruments. Parental involvement was measured using an adapted parental involvement questionnaire grounded in the Family Involvement Questionnaire of Fantuzzo et al. (2000), with items rated on a five-point Likert scale. School engagement was measured using Appleton et al.'s (2006) Student Engagement Instrument, assessing psychological and cognitive engagement through a five-point agreement scale. These instruments were contextualized to the local educational setting and subjected to expert validation prior administration. Reliability testing yielded Cronbach's alpha coefficients exceeding the acceptable threshold of .70, establishing internal consistency of the instruments used in the study. Prior to data gathering, ethical clearance was secured from the institutional Research Ethics Committee, and formal permission was obtained from the administrators of the participating schools. Informed assent from student participants and parental consent were obtained before administration of the instruments. The validated questionnaires were distributed through Google Forms to accommodate the online learning modality. Data collection followed a standardized and chronological procedure across the three institutions to ensure uniform administration. Upon completion of the survey period, responses were consolidated and prepared for statistical analysis.

Data were analyzed using statistical software. Descriptive statistics, specifically mean and standard deviation, were computed to determine the levels of parental involvement, school engagement and online learning experiences. Pearson product-

moment correlation was employed to examine the relationships among variables. Multiple linear regression analysis was conducted to determine whether parental involvement and school engagement significantly predicted students' online learning experiences. The level of significance was set at $\alpha = .05$ for all statistical tests.

The study adhered to the established ethical standards for research involving minors. Participation was voluntary, and respondents were informed of their right to withdraw at any stage without academic penalty. Confidentiality and anonymity were maintained in compliance with the Data Privacy Act of 2012 (Republic Act 10173). Identifying information was neither required nor reported in the presentation findings. All electronic data were securely stored and permanently deleted after analysis to ensure data protection.

3. Results

Descriptive statistics are first reported to establish the baseline characteristics of the participants and the levels of the key variables. This is followed by inferential analyses examining the relationships among parental involvement, school engagement, and online learning experiences, and the regression model testing their predictive influence. All results are presented in a factual manner, with statistical significance evaluated at $\alpha = .05$.

Table 1. Baseline characteristics of participants ($n = 232$).

Sex	Characteristics	n (%)	
	Male	102	44%
	Female	130	56%
Age	Range: 15 to 16 years old		
	Grade 10	All Students	
	School A	90	39%
	School B	83	36%
	School C	59	25%
	Total	232	100%

A total of 232 Grade 10 Junior High School English learners participated in the study, representing the entire accessible population across three private Catholic institutions in Davao City. Participants were enrolled in online learning modality during School Year 2022-2023, confirming alignment with the study's inclusion criteria. The sample distribution across three institutions ensured representation of the target population within the defined setting.

The overall level of parental involvement was high. Descriptive statistics indicated that parents were frequently involved in their children's academic activities within the online learning environment. School engagement was also found to be high across affective, behavioral, and cognitive dimensions. Students demonstrated strong emotional connection to learning sustained effort in academic tasks, and consistent use of cognitive strategies in processing instructional content. Moreover, students reported

a high level of satisfaction with their online learning experiences. This included satisfaction with the online learning environment and institutional support mechanisms.

Table 2. Levels of parental involvement, school engagement, and online learning experience (n=232).

Variable	Mean (SD)	Level
Parental Involvement	3.47 (0.79)	High
School Engagement	3.62 (0.61)	High
Online Learning Experiences	3.71 (0.84)	High

Pearson product-moment correlation analysis revealed statistically significant positive relationships between parental involvement and online learning experiences, and between school engagement and online learning experiences. Both relationships were positive in direction, indicating that higher levels of parental involvement and school engagement were associated with higher levels of satisfaction in online learning experiences. All correlation coefficients reached statistical significance at the .05 level.

Table 3. Correlation between parental involvement, school engagement, and online learning experiences (n=232).

Variables Paired with Satisfaction with Online Learning Experiences	r	p-value	Remarks
Parental Involvement	.52***	.00	Significant
School Engagement	.67***	.00	Significant

Multiple linear regression analysis was conducted to examine whether parental involvement and school engagement significantly predicted online learning experiences. The overall regression was statistically significant. The model explained 45.5% significant of the variance in online learning experiences ($R^2 = .455$), indicating moderate explanatory power.

Both parental involvement and school engagement were statistically significant predictors. The direction of the relationships was positive, demonstrating that increases in parental involvement and school engagement were associated with increases in students' online learning satisfaction. Confidence intervals did not cross zero, indicating precision and statistical reliability of the estimates.

Table 4. Regression analysis predicting online learning experiences.

Variable	β	p	t	Remarks
Parental Involvement	.13	.04	2.04	Significant
School Engagement	.58	.00	8.85	Significant
$r^2 = .455$				
p = .00				
F = 92.38				

As a regression model, the rsquare of .44 implies that 45.5 percent of the variation in satisfaction with online learning experiences can be attributed to the combined influence of parental involvement and school engagement. Hence, there are other factors comprising 54.5. percent that could influence satisfaction with online learning experience, which were not included in this study.

These findings conform to the theories that supported the objective of this study where parents' roles as models, as asserted by Albret Bandura in Social Cognitive Theory, give a significant influence on how students would feel more positive towards online learning. Further, this finding confirms the theory are considered MKOs and are for the students to feel more accomplished with their online learning.

4. Discussion

This study examined whether parental involvement and school engagement are associated with and predictive of online learning experiences among Junior High School English learners in Catholic private schools. The findings provide clear support for the central hypothesis. Both parental and school engagement were positively and significantly related to the students' online learning experiences, and together they explained a substantial proportion of variance in online learning satisfaction. These results indicate that students who perceive stronger parental support and demonstrate higher engagement in school activities are more likely to report positive experiences in online learning environments.

The findings align with existing literature emphasizing the critical role of parental involvement in academic outcomes. Prior research has consistently shown that active parental engagement enhances students' motivation, persistence, and academic performance (Boonk et al., 2018; Wilder, 2014). The present study extends this evidence into the context of online learning, suggesting that parental involvement remains influential even when instruction shifts to virtual platforms. During pandemic-induced remote learning, parents assumed expanded roles as facilitators, supervisors, and co-regulators of students' learning processes. The positive association observed in this study reinforces the ecological perspective that learning outcomes are shaped not only by instructional design but also by the home environment.

Similarly, the strong relationship between school engagement and online learning experiences corroborates prior findings that engagement – across affective, behavioral, and cognitive domains – is a robust predictor of academic satisfaction and performance (Fredericks et al., 2004; Martin & Bolliger, 2018). The present findings suggest that engagement remains a central mechanism for positive learning experiences even in digital environments. In particular, students who sustain effort, emotional connection, and strategic thinking in online classes are more likely to experience satisfaction with virtual instruction. This supports engagement theory and reinforces the relevance of Self-Determination Theory, which emphasize the reciprocal influence of social agents, environmental context, and learner agency in shaping educational outcomes.

While the findings are largely consistent with prior research, the relatively strong explanatory power of the combined predictors underscores the distinctive role of home-school synergy within Catholic educational contexts. The emphasis on collaborative formation and community-based values may strengthen the interplay between parental involvement and student engagement. This contextual factor may partially explain the robustness of the observed relationships.

The practical implications of these findings are significant. For educational leaders, the results highlight the necessity parent engagement programs in online and blended learning environment. Institutions should develop systemic communication channels, parent orientation programs, and support systems that equip families to facilitate learning at home. For teachers, instructional strategies that promote active engagement – such as collaborative tasks, interactive assessments, and reflective learning activities – may enhance students' satisfaction with online learning. Policymakers may also consider integrating home-school partnership frameworks into digital learning policies to ensure sustained learner support beyond classroom boundaries.

Despite its contributions, the study has limitations. First, the research employed a descriptive-correlational design, which precludes causal inference. While significant predictive relationships were identified, causality cannot be definitively established. Second, the sample was limited to three Catholic private institutions in Davao City, which may constrain the generalizability of findings to the public schools or other educational contexts. Third, data was collected through self-report questionnaires, introducing the possibility of social desirability bias and perceptual subjectivity. Finally, the study did not examine additional variables, which may also influence online learning experiences.

Future research should employ longitudinal or experimental designs to establish causal pathways among parental involvement, engagement, and online learning satisfaction. Comparative studies involving public and private institutions could further test that contextual robustness of these relationships. Additionally, qualitative investigation may provide deeper insights into how students and parents navigate online learning environments. Exploring mediating and moderating variables, such as digital literacy, motivation, or institutional support, would also enrich understanding of the mechanisms underlying online learning satisfaction.

5. Conclusion

This study sought to determine whether involvement and school engagement significantly relate to and predict the online learning experiences of Junior High School English learners in Catholic private schools. The findings provide a clear and affirmative answer: both parental and school engagement are significant and positive contributors to students' satisfaction with online learning. The objectives of the study were achieved, as the data established not only the levels of the key variables but also their meaningful interrelationships and predictive influence.

Beyond statistical confirmation, the study offers a broader insight in the ecology of online learning. The results demonstrate that students' virtual learning experiences are shaped not solely by technological delivery or instructional design but by the strength of relational and motivational systems surrounding them. Parental involvement and school engagement function as complementary forces that sustain learners' academic satisfactions in digital environments. This reinforces the understanding that effective online education extends beyond the screen and depends on structured home-school collaboration and active students' investment.

The study contributes to the existing body of knowledge by empirically integrating parental involvement and school engagement within the context of online learning satisfaction – an area where combined predictive analyses remain limited within Catholic private institutions in Davao City, the research also provides contextual evidence that holistic educational frameworks emphasizing community and shared responsibility remain relevant in flexible learning modalities.

Practically, the findings underscore the need for schools to institutionalize structured parent engagement initiatives and design instructional practices that actively foster affective, behavioral, and cognitive engagement. Educational leaders may strengthen communication channels with families, provide orientation programs to support home-based learning facilitation, and integrate engagement-focused pedagogies in online and blended instruction. These strategies translate empirical findings into actionable educational practice.

Future research should expand the investigation to diverse institutional settings, including public schools, to test generalizability of the findings. Longitudinal and mixed-methods approaches may further clarify causal pathways and uncover deeper mechanisms linking parental involvement, engagement, and learning satisfaction. Additional variables such as socioeconomic status, digital literacy, and teacher instructional quality may also be examined to develop a more comprehensive predictive framework.

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Conflict of Interest Statement

The author declares no conflict of interest.

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