

PERCEIVED PARENTAL INVOLVEMENT: AN ASSESSMENT OF KEY STAGE 1 TEACHERS

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ABSTRACT

Parental involvement in school both support the students and their achievement. The study aimed to evaluate parental involvement as perceived by the Key Stage 1 teachers of a public elementary school in Plaridel, Bulacan, in order to ascertain the perceived level of parental involvement. The research used a quantitative methodology with descriptive assessment. The respondents worked as Key Stage 1 teachers in Plaridel, Bulacan. Using universal sampling, all of the Key Stage 1 teachers were included in the sample. The findings showed that parental involvement in their child's early education has multiple dimensions. Parents are considered the most important primary role models in their early children's immediate environment. The results suggest that parental involvement fosters comprehension, supports ongoing development, and encourages child support. In order to meet the requirements of the kids in the classroom, the study suggests that parents and teachers collaborate.

Keywords: *Perceived, Parental Involvement, Assessment, Key Stage 1*
