

Enhancing Parent-School Communication through Mobile Apps and Portals: Its Impact to Gen Z Learners' Academic Performance

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Abstract — Communication between parents and schools is essential in school-related activities. The goal of this research is to determine the impact of enhanced parent-school communication through mobile apps and portals to gen z learners' academic performance. The study looks into the various mobile apps and portals that schools use for parent-school communication and how frequently they use them. Furthermore, it investigated the influence of improved parent-school communication on the academic achievement of Generation Z learners. Furthermore, the study assessed how mobile apps and portals affect the academic achievement of gen z learners, as well as other strategies to improve communication. This study's respondents were 70 teachers from

Cataingan National High School, Cataingan West District, SD O Masbate Province, chosen through simple random sampling. A quantitative research method was used in the investigation. The data found that while all 70 teacher-respondents stated that Facebook/Messenger was the only mobile app used for parent-school contact, barely half of the parents frequently used the said mobile app. However, the findings demonstrated that this communication software improves the academic performance of gen z learners. Similarly, teachers are at ease with parents' involvement in school-related activities. Teachers also believe that this involvement leads to gen z learners' improved academic achievement since it has a significant impact on the success of the educational process of raising youngsters. Aside from the mentioned mobile apps and portals, the respondent suggested that building relationships with parents, home visits and parent-teacher conferences, providing actionable information, and issuing shorter, more frequent communications are other ways that schools can involve parents in improving the overall learning experience.

Keywords — Essential, Achievement, Youngsters, Relationships, Actionable, Experience, Conferences, Communication

I. Introduction

The Gen Z generation was raised in a linked digital world, having been born between the middle of the 1990s and the beginning of the 2010s. Their lives are heavily influenced by technology, and schools are realizing how important it is to use these resources to involve parents in their children's education. Parents can easily and conveniently stay up to date on their children's academic achievement and extracurricular activities by using mobile apps and web portals.

Parental involvement in school activities provides information about children's growth and learning as well as parent's understanding of their child's skills resulting in improvements in how parents encourage the growth of their child's education related skills. Some parental involvement activities, such as parent-school conferences, have the potential to improve teacher understanding of parent's goals for and view of their child in addition to facilitating parental familiarity with and support of school goals and functions.

Even though we live in a society where the majority of the developed world has easy access to global, young children frequently lack the conceptual, mental, and emotional development needed to use the aforementioned technology for effective communication. "Mainstream distance communication systems are overwhelmingly intended for adult-to-adult communication." (Freed, Burleson, Raffle, Ballagas & Newman, 2010)

Technology is advancing quickly, and this has completely changed how parents and schools communicate. Online portals and mobile apps have become potent instruments for facilitating seamless collaboration and giving instant access to crucial academic data. Parental participation was discovered to be one of the elements determining student accomplishment, according to Wilder (2014).

With the use of technology, this technique enables efficient, on-demand communication between parents and instructors, allowing for a full and transparent understanding a student's progress. Children from low-income families are more likely to have limited access to technology, which makes them academically more difficult than students from affluent backgrounds (Burney & Beilke, 2008).

According to Boase & Ling, 2013, mobile contexts becomes difficult for people to remember what they have used, because mobile applications can be used for various tasks, in various context, whether professional or personal, and the variety of applications, the use made, the periods of using are usually so wide and differentiated that it can become more difficult for user to refer which circumstances and how often. Moreover, the massive use of mobile devices has created new forms of social interaction, significantly reducing the spatial difficulties that could exist, and today people can be reached and connected anytime and anywhere (Monteiro et., 2017).

A great number of users take advantage of mobile devices to search information and since they do not always have computers available, these access to academic and institutional information (Vicente, 2013). Similarly, student expect these devices to be an integral part of their academic tasks also according to Dobbien et., 2011.

Learning enables learning to take place in a variety of settings, in a variety of methods, and whenever the learner desires. Learning lowers the restrictions of classroom-based learning because it does not have to take place within school facilities and schedules (Sharples, M., Corlett, D., & Westmancott, 2002). According to Boase and Ling (2013), almost 40% of studies on mobile device use based on articles published in journals are based on questionnaires. Users may over report or under report their use for social reasons.

On the other hand, higher education students' use of mobile devices has increased in recent years (GMI, 2019). The key advancement in the use of technology in higher education is learning. Teachers, on the other hand, feel pupils use their gadgets less than they do, and mobile technologies also challenge teaching approaches. Students utilize technology for distraction (Jesse, 2015).

Moreover, studies are typically conducted in organizations and are based on the opinions of the participants; therefore, they cannot be replicated and generalized, for example, regarding the use of the internet or mobile applications by the general public, because these devices, unlike desktop devices, can be used anywhere and at any time (Gerpott & Thomas, 2014).

Furthermore, this study intends to investigate how using these apps and portals affects Gen Z students' academic performance. We seek to investigate the relationship between improved communication and academic outcomes for this generation of digital natives by measuring parental engagement and involvement in their children's education because according to some study the involvement of parents in school enhance their children's academic progress. Students whose parents are more involved tend to perform academically better than students whose parents are less interested (Alba, Sloan, & Sperling, 2011).

In Philippine setting, children's learning is gradually shifting toward a larger view of learning in the twenty-first century. As children's education increasingly takes place in a variety of settings, parents are ideally positioned to assist in ensuring that various settings best suit their children's specific learning needs. Parenting is crucial in Philippine culture because family is regarded as the core of one's social environment. However, the social conditions in which Filipino families live have altered dramatically in the last 10 years (Ochoa & Torre, n.d.).

The following questions were posed to examine the impact to Gen Z Learners the parent-school communication through mobile apps and portals:

1. What are the different mobile apps and portals do schools use for parent-school communication? How often are they used?
2. What are the impacts of enhancing parent-school communication to gen z learners' academic performance?
3. How do mobile apps and portals affect gen z learners' academic performance?
4. What are other ways to enhance parent-school communication?

II. Methodology

This study was designed to determine the enhanced parent-school communication through mobile apps and portals: Its impact to gen z learners' academic performance. Furthermore, it also determined how mobile apps and portals affect gen z learners' academic performance and the other ways on how to enhance parent-school communication.

Research Design

The researchers used quantitative research method for this study because its quantified mobile apps/portals used in communication, extent of awareness in using the app, how this app impacted gen z learners academic performance and the teacher's feeling in parents involvement in school-related activities through the use of descriptive numerical value, and suggestions on how to improve school-parent communication.

Respondents

The respondents of this study were teachers from secondary school specifically Cataingan West District, Cataingan National High School of SDO Masbate Province. The researchers used the simple random sampling method to address the gap of this study.

Ethical Consideration

The following ethical considerations were put into place during the conduct of this study.

1. The dignity and well-being of the respondents was protected all the times
2. The respondent's data were remained confidential throughout the study

Research Instrument

To gather relevant information needed in this study, the researchers used a survey test questionnaire through google forms. The questionnaire was sent to teacher-respondent of Cataingan West District particularly Cataingan National High School. This way, gathering responses were easy and face-to-face interaction were lessen.

Data Collection Procedure

In order to formulate and gather the relevant data, the following steps were done systematically.

1. The researchers crafted a questionnaire and submitted to the research-adviser for correction and suggestions.
2. After the correction and validation of the questionnaire, the researchers made a survey questionnaire using google forms.
3. The researchers sent the link to the respondents and requested to give their responses.
4. The researchers evaluated and interpreted the data gathered from the survey test conducted.

Data Analysis

The researchers used quantitative data analysis for this study.

To address statement of the problem number 1, which was determining the mobile apps and portals that the school used for parent-school communication, the researcher collected the data using the mean percentage. For the parent's extent of awareness in using the app, the researcher used a four-point scale to evaluate the data accurately.

Scale	Statistical Range	Descriptive Equivalent
4	3.50 - 4.00	Very Often
3	2.50 - 3.49	Often
2	1.50 - 2.49	Less Often
1	0.01 - 1.49	Not Often

For statement of the problem number 2, the researcher measured the impacts of enhancing parent-school communication to gen z learners' academic performance through the use of frequency counts and tabulated it using the graph.

In order to tackle statement of the problem number 3, the researcher used the mean percentage to address how enhanced parent-school communication contributes to learner's better academic performances and a three-point scale to interpret the results on teacher's feeling about parents being more involved in school activities through mobile app and portal. It was calculated using average mean.

Scale	Statistical Range	Descriptive Equivalent
3	2.50 - 3.49	Very Comfortable
2	1.50 - 2.49	Comfortable
1	0.01 -1.49	Less Comfortable

To address the answers for problem number 4, the researcher collected the data using the frequency counts and mean percentage and presented the result in a graph.

Statistical Treatment of Data

The data gathered in this study used the following statistical treatment

A. Measures of Frequency: (Count, Percent, Frequency)

For questions number 1, 3, and 4:

The frequency of each response was determined on the number of respondents who answered the selected item. The mobile app/application used by the respondent and the extent of used , how do mobile apps and portals affect gen z learners' academic performance, and ways to enhance parent-school communication were determined using the formula of percentage:

$$P = \frac{F}{N} \times 100$$

Where:

P = Percentage

F = Frequency

N= Total Number of Respondents

For question number 2:

The frequency of response on impacts of enhancing parent-school communication to gen z learners' academic performance was treated with measures of central tendency using the formula of mean:

$$M = \frac{SR}{NR}$$

Where:

M = Mean

SR = Sum of Responses

NR= Number of Responseshe

III. Results and Discussion

This contains the detailed presentation, discussion, analysis and interpretation of data gathered as answers to the specific problems of this study.

A. Mobile apps or portals that school use that involve the parents in parent-school communication.

Figure 1.A: Mobile apps or Portals that School Use that Involve the Parents in Parent-School Communication.

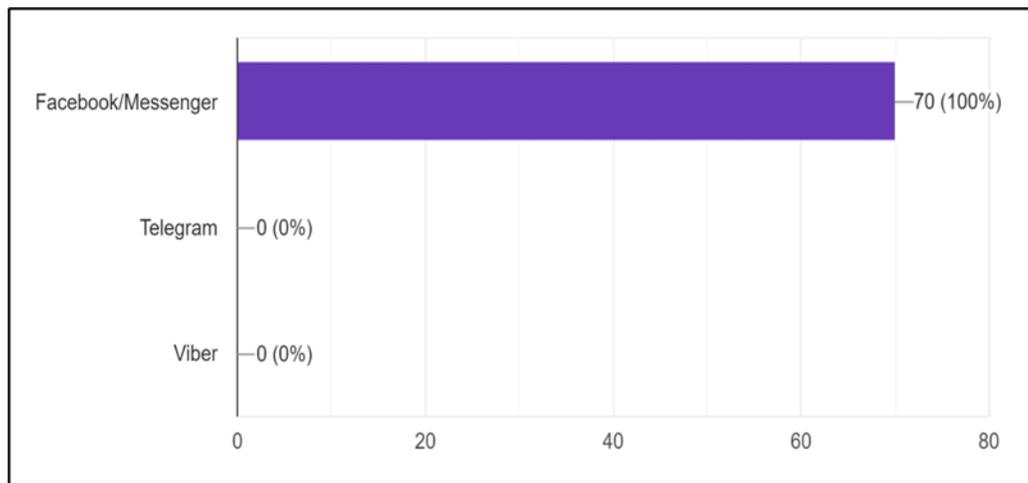


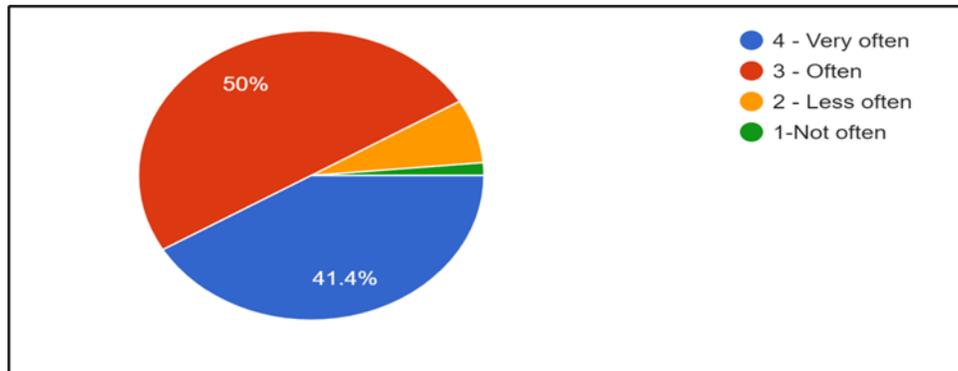
Figure 1.A shows that 70 out of 70 respondents chose facebook/messenger as the mobile/portal app used for school-parent communication. Facebook/messenger is the instant messenger service owned by facebook. This is very evident that school-parent communication was done in this app because 100% of the respondents answered for this facebook/messenger application only.

The result of figure 1.a was supported by the study of Chairatchatakul, A., Jantaburom, P., & Kanarkard, W. (2012). Using social media to improve a parent-school relationship. International Journal of Information and Education Technology, 2(4), 378 states that in order to accommodate

parents who may work during the day, schools offer opportunities to help out during after-school activities or during weekends via Facebook. The more opportunities the school provides, the more likely parents will choose to get involved. The world of education is more open. Parents no longer need to wonder what school administrators are thinking, because it can be shared continuously in an open way.

B. Extent of awareness of parents using the app.

Figure 1.B: Extent of Awareness of Parents in Using the App



As perceived by the teachers with regards to the extent of awareness of parents using facebook/messenger in school-parents communication fall under 50% which is half of the respondents said that they often use this app. On the other hand, 41.4% of the respondents said that they very often used the app for school-parent communication 7% said that the extent of their awareness in facebook/messenger was 7% and 1.6% said that the extent of awareness was not often.

This result implied that not all of the parents knew the procedure or methods in using facebook/messenger. They used it through the help of their children or friends.

These perceptions of teachers in connection with the extent of awareness of parents in using the app/portal had a relation with the findings of the study of Ziden, A. A., Rahman, M. A., & Ching, T. W. (2020). Exploring the use of mobile instant messaging for parent-teacher communication which show that the parents in their study have positive perception and attitude towards the use of mobile technology particularly mobile instant messaging as a tool for communicating with school. However, more than half of the parents in their study were not fully satisfied with the current level of communication with school through the use of mobile technology.

C. Ways that communication apps/portals impact learners academic life positively and to what extent.

Figure 1.C: Ways that Communication Apps/Portals Impact Learners Academic Life Positively and to What Extent

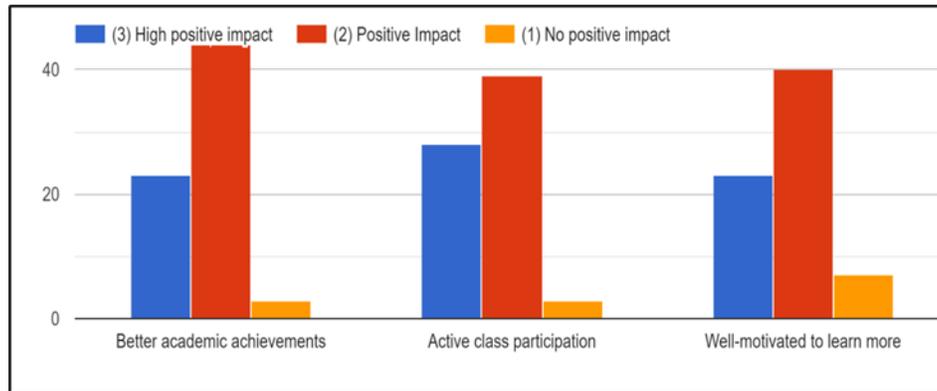


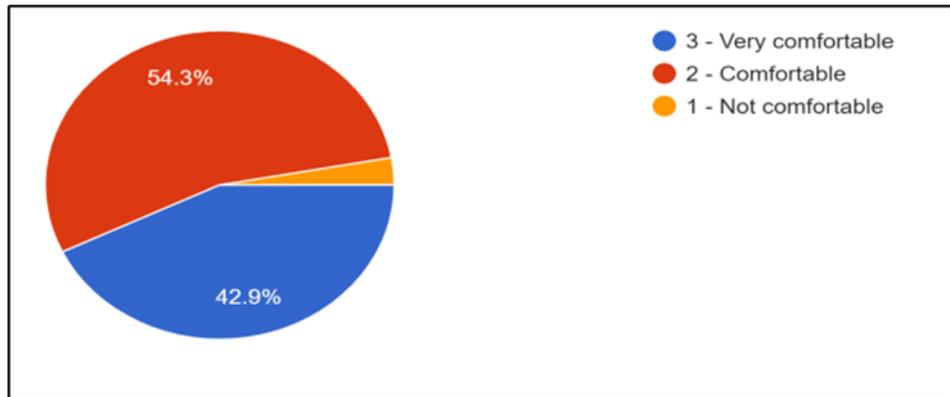
Figure 1.C illustrates that in the given three (3) ways that the communication apps/portals impacted learners academic life positively and to what extent, it could be visualized that; for better academic achievements, most of the respondents said it had positive impact to be followed by high positive impact, and no positive impact. On the contrary, for active class participation, positive impact got high responses, followed by high positive impact, and no positive impact respectively. Likewise, for well-motivated to learn more, respondents answered for positive impact as it had the highest response, followed by with high impact and no positive impact.

This result implied that school-parents communication really affected how learners performed inside the class. The graph overall showed that school-parents communication had a positive impact on gen-z learners.

The result was supported by the study of Sakibayev, S., Sakibayev, R., & Sakibayeva, B. (2019). The educational impact of using mobile technology in a database course in college. *Interactive Technology and Smart Education*, 16(4), 363-380. Based on the experiment's positive outcome resulting in students' increased academic performance and interest in the subject, the authors conclude that in the context of the college-level database course mobile devices can successfully substitute traditional desktop computers and positively affect students' academic activity.

D. Teacher’s feeling about parents being more involved in school activities through this app/portal

Figure 1.D: Teacher’s Feeling About Parents Being More Involved in School Activities Through this App/Portal



Based on figure 1.D, 54.3% said they were very comfortable about parents being more involved in school activities through facebook/messenger. 42.9% said they were comfortable, and the rest 2.8% said they were not comfortable. This result was perceived by the teacher-respondent.

The use of technology for healthy parents and teacher relations is growing nowadays. Technology can be used as an effective tool to keep parents connected with their children and school. Many teachers enjoy the ease of using technology to inform their students and their parents about current events and topics of interest within their subject matter (Ramirez, 2001). This supports the result of the study.

E. Teacher’s perception if enhanced parent-school communication contributes to learner’s better academic performance

Figure 1.E: Teacher’s Perception if Enhanced School-Parent Communication Contributes to Learner’s Better Academic Performance

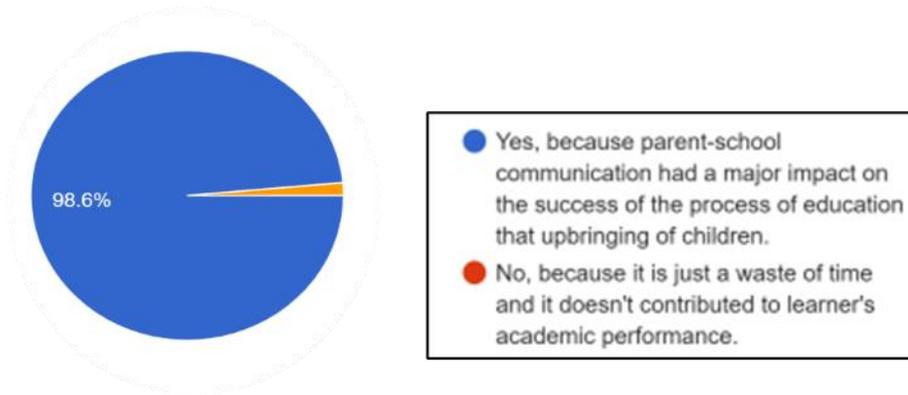
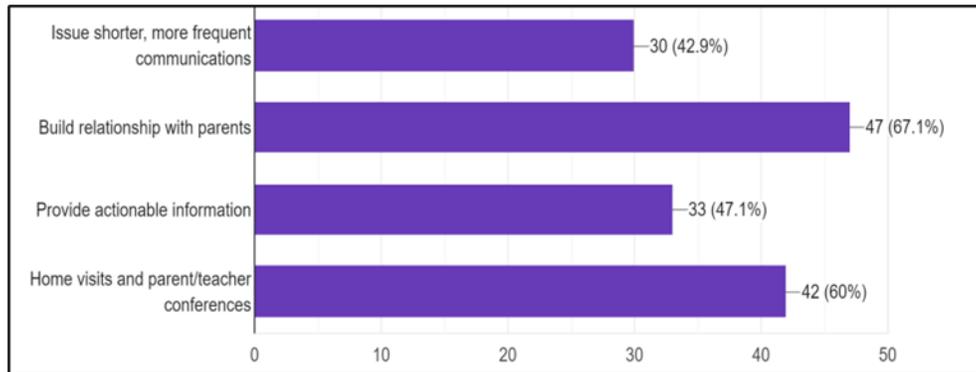


Figure 1.e shows that 98.6% said that they believe that enhanced parent-school communication contributed to a learner's better academic performance because parent-school communication had a major impact on the success of the process of education and upbringing of children. On the other hand, 1.4% said that they don't believe that enhanced parent-school communication contributes to a learner's better academic performance because it is just a waste of time and it doesn't contribute to the learner's academic performance.

Furthermore, this result has connection with extensive research over several decades which has documented a broad range of academic and socio-emotional benefits for children associated with parent involvement (Emerson, Fear, Fox, & Sanders, 2012; Wilder, 2014). Although the ongoing involvement and interest of parents provides students with support throughout their education, parent involvement is particularly effective in the earlier years of schooling, (Avvisati, Besbas, & Guyon, 2010; Borgonovi and Montt, 2012, Cheadle, 2009, Fan and Williams, 2010; Pomerantz, Moorman, & Litwack, 2007).

F. Ways that schools can involve parents in improving the overall learning experience aside from mobile apps/ portals

Figure 1.F: Ways that Schools Can Involve Parents in Improving the Overall Learning Experience Aside from Mobile Apps/ Portals



Based on the result, 47 or 87.1% said that building relationship with parents could improve learner's learning experience, while 42 respondents or 60% said that through home visits and parent/teaching conferences could improve learner's learning experience, 33 or 47.1% said it is through providing actionable information, and 30 or 42.9% said that learner's learning experience can be improved by issuing shorter, more frequent communication.

This result could testify that there are many ways to improve a learner's learning experience, not just using the mobile apps/portals that school-parent uses. Face-to-face interaction with parents still matters. The findings have relation with the study of Chiong, C., & Shuler, C. (2010). Learning: Is there an app for that? In Investigations of young children's usage and learning with mobile devices and apps. New York: The Joan Ganz Cooney Center at Sesame Workshop (pp. 13-20). which states that early evidence indicates that children can learn from well-designed educational apps and the challenges now is how to carefully target pressing educational needs tied to literacy, numeracy, and scientific inquiry in the early years.

IV. Conclusion

The research study on enhancing parent-school communication through mobile apps and portals: Its impacts to gen-z learners' academic performance can be concluded that facebook/messenger is the only mobile apps that parents in Cataingan National High School used for parent-school communication but as to the extent of awareness of parents in using the app only half of them often used it.

In using mobile app and portal (facebook/messenger), it has a positive impact on gen-z learners' academic performance in Cataingan National High School. Learners had active class participation and motivated to learn more. On the other hand, teachers were comfortable with

parent's involvement in school activities because parent-school communication had a major impact on the success of the process of education that upbringing of children as perceived by the teachers.

Moreover, there are ways to improve the gen-z learning experience aside from using mobile apps and portals such as: build relationship with parents, conduct home visits and parent-teacher conference, and provide actionable information, and issue shorter, more frequent communications.

From these salient results, the researchers concluded that parent-school communication is significant and has a great impact on the academic performance of the gen-z learners. Furthermore, the more the parent-school communication enhances, the greater its impact on the gen z learners' academic performance especially that they were born to the period wherein using of social media is quite inevitable.

V. Recommendations

In connection of the result of the study, the following recommendations are hereby given:

1. Create a specialized mobile app for instructors that allows them to efficiently exchange updates, homework, and learning materials with parents. This software should also allow parents to simply provide feedback and follow their child's academic development.
2. To the government agency. The researchers suggest that the Department of Education must adhere to the allocated monthly load allowance to teachers having an advisory class to improve the communication between parents and teachers, and have a policy revisit on their DepEd Order 035, s. 2021 regarding load allowance for some revision.
3. Implement a complete feedback system: To improve parent-school communication even further, it is recommended that a structured feedback system be established where parents may provide input on their child's growth and overall learning experience. This feedback loop can assist identify areas for development and encourage a collaborative approach to addressing any difficulties that arise amongst parents, teachers, and school administration.
4. Recognize the diversity of the parent population and offer language communication choices via the mobile app or web. This openness ensures that all parents may actively engage in and stay informed about their child's education.
5. To the future researchers, it is recommended to focus on schools at urban areas wherein signal/internet connectivity is not stable in order to have a wider range of results and continue to work on the research gap of this study.

By incorporating these additional recommendations, the school can establish a comprehensive and dynamic parent-school communication system that optimizes the impact on gen-z learners' academic performance and overall learning experience.

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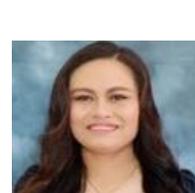
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