

Enhancing Parental Engagement via the Grade Viewer Application: A Study in Taganaan National High School

Perfecto R. Ruaya, Jr.

Faculty, College of Engineering and Information Technology,
Surigao Del Norte State University, Surigao City, Philippines

Abstract: *This study explores the impact of the Grade Viewer Application on enhancing parental engagement at Taganaan National High School. The Grade Viewer Application is a digital platform that provides real-time access to students' academic progress, attendance, and assignments, fostering seamless communication between parents, teachers, and students. Through a comprehensive evaluation based on usability, efficiency, accuracy, security, and maintainability, the application's effectiveness in promoting parental involvement is assessed. Findings indicate that the Grade Viewer Application positively influences parental engagement, empowering parents to be more informed about their child's academic journey and facilitating timely communication with teachers. While the application demonstrates commendable usability, efficiency, and security, suggestions for enhancing maintainability through better documentation are identified. Overall, the Grade Viewer Application serves as a valuable tool in fostering a collaborative and supportive educational environment at High School, strengthening the partnership between home and school to support students' academic success and holistic development.*

Keywords: Android-based, evaluation, controlled locking apps, home security, home security

REFERENCES

- [1]. Sadik, A. (2008). Digital storytelling: A meaningful technology-integrated approach for engaged student learning. *Educational technology research and development*, 56, 487-506.
- [2]. Voogt, J., Erstad, O., Dede, C., & Mishra, P. (2013). Challenges to learning and schooling in the digital networked world of the 21st century. *Journal of computer assisted learning*, 29(5), 403-413.
- [3]. Clemente, J. S. (2002). *Parental involvement: Empowering parent/teacher communication through technology*. Teachers College, Columbia University.
- [4]. Kim, Y. (2009). Minority parental involvement and school barriers: Moving the focus away from deficiencies of parents. *Educational research review*, 4(2), 80-102.
- [5]. Coleman, M. (2012). *Empowering family-teacher partnerships: Building connections within diverse communities*. Sage publications.
- [6]. Whitaker, M. C. (2019). The Hoover-Dempsey and Sandler model of the parent involvement process. *The Wiley handbook of family, school, and community relationships in education*, 421-444.
- [7]. Carter, S. (2002). *The Impact of Parent/Family Involvement of Student Outcomes: An Annotated Bibliography of Research from the Past Decade*.
- [8]. Gonzalez-DeHass, A. R., Willems, P. P., & Holbein, M. F. D. (2005). Examining the relationship between parental involvement and student motivation. *Educational psychology review*, 17, 99-123.
- [9]. Heath, D., Maghrabi, R., & Carr, N. (2015). Implications of information and communication technologies (ICT) for school-home communication. *Journal of Information Technology Education*, 14.
- [10]. Hutchings, M. (2017). Improving doctoral support through group supervision: analysing face-to-face and technology-mediated strategies for nurturing and sustaining scholarship. *Studies in Higher Education*, 42(3), 533-550.

- [11]. Chen, J. J., & Rivera-Vernazza, D. E. (2022). Communicating digitally: Building preschool teacher-parent partnerships via digital technologies during Covid-19. *Early childhood education journal*, 1-15.
- [12]. Preece, J., & Shneiderman, B. (2009). The reader-to-leader framework: Motivating technology-mediated social participation. *AIS transactions on human-computer interaction*, 1(1), 13-32.
- [13]. Gaitan, C. D. (2004). *Involving Latino families in schools: Raising student achievement through home-school partnerships*. Corwin Press.
- [14]. Selwyn, N. (2011). 'It's all about standardisation'—Exploring the digital (re) configuration of school management and administration. *Cambridge Journal of Education*, 41(4), 473-488.
- [15]. Edwards, P. (2016). *New ways to engage parents: Strategies and tools for teachers and leaders, K-12*. Teachers College Press.
- [16]. Grant, P., & Basye, D. (2014). *Personalized learning: A guide for engaging students with technology*. International Society for Technology in Education.
- [17]. Shorey, S., Ng, Y. P. M., Danbjørg, D. B., Dennis, C. L., & Morelius, E. (2017). Effectiveness of the Home - but not Alone' mobile health application educational programme on parental outcomes: a randomized controlled trial, study protocol. *Journal of advanced nursing*, 73(1), 253-264.
- [18]. Baker, S., Sanders, M. R., & Morawska, A. (2017). Who uses online parenting support? A cross-sectional survey exploring Australian parents' internet use for parenting. *Journal of Child and Family Studies*, 26, 916-927.
- [19]. Evans, J. A. (2019). *Digital Learning: Peril or Promise for Our K-12 Students*. National Briefing Paper-- Speak Up 2018/19. Project Tomorrow.
- [20]. Carlson, S., & Gadio, C. T. (2002). Teacher professional development in the use of technology. *Technologies for education*, 3(4), 118-132.