

Parental Trust and Stakeholder Engagement as Predictors of School Adjustment of Students

Jayfford L. Pallado^{1*}, Virgelio O. Cabanesas^{2*}, Elizabeth D. Dioso^{3*}

¹Teacher Ii- Sayon National High School, Division of Agusan del Sur, Region XIII, Philippines

²Master Teacher Iii-Veruela National High School, Division of Agusan del Sur, Region XIII, Philippines

³Professor-Assumption College of Nabunturan, Davao de Oro, Region XI, Philippines

*Corresponding Author

DOI: <https://doi.org/10.47772/IJRISS.2026.100600353>

Received: 03 June 2026; Accepted: 08 June 2026; Published: 24 June 2026

ABSTRACT

Weak parental trust and limited stakeholder participation may hinder junior high school learners' social and academic adjustment. This study aimed to determine the predictive influence of parental trust and stakeholder engagement on students' school adjustment. Using a quantitative descriptive-correlational research design, the study was conducted in five public junior high schools in the Municipality of Veruela, Division of Agusan del Sur, where respondents were selected through stratified random sampling and data were gathered using adapted survey questionnaires. The levels of the variables were analyzed using the mean and standard deviation, their significant relationships were determined through Pearson *r*, and their predictive influence was examined using multiple regression analysis. The findings revealed generally high levels of parental trust, stakeholder engagement, and school adjustment among students. Moreover, both parental trust and stakeholder engagement showed significant positive relationships with school adjustment, with stakeholder engagement emerging as the stronger predictor. These results imply that strengthening collaborative school-community relationships can promote better student social and academic adjustment. Schools may enhance trust-building practices and implement structured stakeholder engagement initiatives to further support student development.

Keywords: Educational administration, parental trust, stakeholder engagement, school adjustment, junior high school students

INTRODUCTION

School adjustment remains a pressing concern in the educational system because many learners continue to face difficulties in adapting to academic expectations, school routines, peer relationships, and institutional demands. Azpiazu et al. (2024) explained that school adjustment is associated with teacher and peer support, resilience, positive affect, emotional engagement, and school integration. Learners with limited coping resources and weak support systems may experience greater difficulty adjusting to school life.

In international settings, parental trust and stakeholder engagement remain important factors in learners' school participation and adjustment. Rodriguez and Welsh (2024) found that stronger parental trust towards teachers and school leaders is associated with fewer discipline-related concerns among learners. Yang et al. (2023) also highlighted that parental involvement is closely related to behavioral, emotional, and cognitive engagement of learners. Likewise, Yamoah and Quansah (2025) found that stakeholder collaboration in school improvement planning is significantly related to learners' academic achievement.

In the Philippines, school adjustment remains a concern as many learners continue to need stronger home-school support and stakeholder coordination. Gianan and Gutierrez (2021) found a significant relationship

between school-family engagement programs and parental involvement in a public junior high school. Canoy et al. (2024) also reported that parental involvement is significantly related to learners' behavioral, emotional, and cognitive engagement. Moreover, Firmante (2024) noted that Filipino students' academic and social adjustment may be challenged by transition demands, limited social interaction, and insufficient social support.

In the Municipality of Veruela, school adjustment remains a persistent concern as per school reports, teacher observations, and stakeholder feedback. Learners continue to encounter difficulties in meeting school expectations because of limited institutional support and weak collaboration among parents, teachers, school administrators, and the wider community (Azpiazu et al., 2024). Although related studies have examined parental involvement, school-family engagement, stakeholder collaboration, and student engagement, limited local evidence explains how parental trust and stakeholder engagement are connected with school adjustment among public junior high school learners in the study locale.

Finally, this study examined how parental trust and stakeholder engagement are associated with the school adjustment of public junior high school learners in the Municipality of Veruela. Findings from this study may guide parents, teachers, school leaders, and key officials in developing targeted support strategies and a strategic parent-school partnership plan. The results shall be disseminated through Learning Action Cell sessions, school meetings, conferences, training sessions, seminars, and academic journal publications.

LITERATURE REVIEW

Parental Trust

Parental trust refers to parents' confidence that schools and school leaders are benevolent, reliable, competent, honest, and open in supporting learners (Shayo et al., 2021). This trust strengthens home-school partnership because parents are more willing to communicate, collaborate, and participate when school personnel show clear and responsive communication (Hamm & Mousseau, 2023; Smith et al., 2022). It is also linked with parental involvement and student engagement, which support learners' socio-emotional development and school adjustment (Yang et al., 2023; Martinez-Yarza et al., 2024).

Stakeholder Engagement

Stakeholder engagement refers to the active participation of parents, teachers, school leaders, community members, and partner organizations in planning, decision-making, implementation, communication, and evaluation of school programs. It strengthens school support systems because meaningful family-school and community partnerships depend on shared goals, clear roles, transparent communication, and collaborative action (Jones & Palikara, 2023; Haight et al., 2024). Studies show that family-school engagement interventions improve parent-teacher relationships and communication, while effective communication also strengthens parent trust in school personnel (Smith et al., 2022; Hamm & Mousseau, 2023). Moreover, parental involvement and family engagement are linked with student engagement and social-emotional development, which are important in supporting learners' school adjustment (Yang et al., 2023; Martinez-Yarza et al., 2024).

School Adjustment

School adjustment refers to learners' ability to adapt to the academic, social, and behavioral expectations of the school environment. It includes social adjustment and academic adjustment, particularly learners' relationships, participation, academic engagement, and capacity to meet school demands (Kaynak & Kan, 2024). Recent studies show that school adjustment is strengthened by social support, resilience, positive affect, family involvement, and school engagement (Azpiazu et al., 2024; Martinez-Yarza et al., 2024). In addition, parental trust and responsive communication between families and school personnel help create consistent support systems that reduce disciplinary concerns and promote learners' socio-emotional development (Hamm & Mousseau, 2023; Rodriguez & Welsh, 2024).

MATERIALS AND METHODS

Research Design

This study employed a quantitative descriptive-correlational research design to examine the relationships among parental trust, stakeholder engagement, and school adjustment among junior high school students. This design uses numerical data and statistical procedures to measure variables and identify relationships (Slater & Hasson, 2024).

Research Participants

A total of 277 Grade 10 students from the five public junior high schools in the Municipality of Veruela were chosen to participate in the study.

Research Locale

This study was conducted in five public junior high schools in the Municipality of Veruela, Division of Agusan del Sur, which were purposively selected to ensure balanced representation of the student population and to provide a practical and accessible context for conducting the study.

Research Instruments

Parental trust was measured using the 25-item Parent Trust in School and Parent Trust in Principal scales adapted from Shayo (2021). Stakeholder engagement was assessed using the 33-item instrument adapted from Valencia (2024), covering planning, decision-making, information dissemination, implementation, engagement strategy, and evaluation. School adjustment was measured using the 24-item School Adjustment Scale by Kaynak and Kan (2024), focusing on social and academic adjustment.

Treatment of Data

Mean. This was used to describe the levels of parental trust, stakeholder engagement, and school adjustment among junior high school learners.

Standard Deviation. This was used to determine the consistency or variability of learners' responses on parental trust, stakeholder engagement, and school adjustment.

Pearson Product-Moment Correlation. This was used to determine the strength and direction of the relationship between parental trust and school adjustment, and between stakeholder engagement and school adjustment.

Multiple Regression Analysis. This was used to determine the extent to which parental trust and stakeholder engagement predict school adjustment among junior high school learners

RESULTS AND DISCUSSION

Level of Parental Trust

Table 1 presents the level of parental trust in terms of parental trust in school and parental trust in principal.

Table 1: Level of Parental Trust

Indicators	Mean	Description
Parental Trust in School	3.17	Agree
Parental Trust in Principal	3.17	Agree

Parental trust in school has an overall mean of 3.17, described as “agree,” indicating a high level of trust among parents towards the school as an institution. Parental trust in principal also has an overall mean of 3.17, described as “agree,” indicating a high level of confidence in the principal’s leadership. The results imply that parents generally view both the school and the principal as dependable and responsive to learners’ needs. This finding is supported by Paccaud et al. (2021), who found that positive family–school collaboration is related to parental trust. However, Jones and Palikara (2023) noted that parents and school staff may differ in understanding engagement, suggesting the need for clearer communication and shared participation.

Level of Stakeholders Engagement

Table 2 presents the level of stakeholder engagement in terms of planning, decision-making, implementation, information dissemination, engagement strategy, and evaluation.

Table 2: Level of Stakeholders Engagement

Indicators	Mean	Description
Planning	3.24	Agree
Decision Making	3.23	Agree
Implementation	3.27	Agree
Information Dissemination	3.31	Agree
Engagement Strategy	3.31	Agree
Evaluation	3.27	Agree

Planning has a mean of 3.24, described as “agree,” indicating that stakeholders are involved in preparing and organizing school programs and activities. Decision-making obtained a mean of 3.23, also described as “agree,” showing that stakeholders participate in school-related decisions. Implementation and evaluation both have a mean of 3.27, described as “agree,” suggesting that stakeholders take part in carrying out, assessing, and improving school initiatives. Meanwhile, information dissemination and engagement strategy obtained the highest mean of 3.31, described as “agree,” indicating that communication and organized participation efforts are the strongest areas of stakeholder engagement.

These findings imply that stakeholder engagement is evident across all indicators. This finding is supported by Haight et al. (2024), who emphasized that school–community partnerships are strengthened through leadership, communication, and shared collaboration. Nevertheless, Smith et al. (2022) noted that family–school engagement outcomes may vary depending on the context and implementation, suggesting the need to sustain clear roles and consistent stakeholder participation.

Level of School Adjustment

Table 3 presents the level of school adjustment in terms of social adjustment and academic adjustment.

Table 3: Level of School Adjustment

Indicators	Mean	Description
Social Adjustment	3.32	Agree
Academic Adjustment	3.27	Agree

Social adjustment has a mean of 3.32, described as “agree,” indicating that learners generally maintain positive relationships and adapt to the social demands of school. Academic adjustment has a mean of 3.27, also described as “agree,” showing that learners are able to cope with academic tasks and expectations. The result implies that learners demonstrate favorable school adjustment. This finding is supported by Azpiazu et al. (2024), who found that social support, resilience, and positive affect contribute to school adjustment. However,

Kaynak and Kan (2024) emphasized that school adjustment has distinct social and academic dimensions, suggesting that academic adjustment still needs focused support.

Relationship Between the Independent Variables and School Adjustment

Table 4 presents the relationship between the independent variables and school adjustment.

Table 4: Relationship Between the Independent Variables and School Adjustment

Independent Variables	School Adjustment		
	r	p-value	Remarks
Parental Trust	.636	.000	Significant
Stakeholder Engagement	.748	.000	Significant

Parental trust has an r-value of .636 and a p-value of .000, indicating a significant positive relationship with school adjustment. Stakeholder engagement has an r-value of .748 and a p-value of .000, also showing a significant positive relationship and a stronger association with school adjustment than parental trust. These results suggest that learners tend to adjust better to school when parental trust and stakeholder engagement are stronger. This finding is supported by Martinez-Yarza et al. (2024), who found that family involvement is connected with students' social-emotional development through school engagement. However, Smith et al. (2022) noted that family–school engagement outcomes may vary depending on context and implementation, suggesting the need for consistent and sustained collaboration.

Influence of Independent Variables on School Adjustment

Table 5 presents the influence of the independent variables; parental trust and stakeholder engagement, on school adjustment.

Table 5: Influence of Independent Variables on School Adjustment

Independent Variables	School Adjustment					
	Unstandardized Coefficients		Standardized Coefficients Beta	t	p-value	Interpretation
	Beta	Std. Error				
Constant	.388	.153		2.531	.012	
Parental Trust	.193	.064	.178	3.015	.003	Significant
Stakeholder Engagement	.702	.067	.616	10.444	.000	Significant

Parental trust has an r-value of .636 and a p-value of .000, indicating a significant positive relationship with school adjustment. Stakeholder engagement has an r-value of .748 and a p-value of .000, also showing a significant positive relationship and a stronger association with school adjustment than parental trust. These results suggest that learners tend to adjust better to school when parental trust and stakeholder engagement are stronger. This finding is supported by Martinez-Yarza et al. (2024), who found that family involvement is connected with students' social-emotional development through school engagement. However, Smith et al. (2022) noted that family–school engagement outcomes may vary depending on context and implementation, suggesting the need for consistent and sustained collaboration.

CONCLUSIONS

Stakeholders are actively engaged across key school processes, including planning, decision making, implementation, information dissemination, engagement strategies, and evaluation. This implies that the school benefits from meaningful participation and collaboration from stakeholders, which strengthens shared responsibility for school programs and initiatives.

Junior high school learners generally exhibit positive social and academic adjustment. This indicates that students are able to form supportive peer relationships and cope well with the academic expectations of school, reflecting a generally healthy learning and social environment.

Parental trust is significantly associated with students' school adjustment. This implies that when parents trust the school and its leaders, students are more likely to experience better adjustment in both their social interactions and academic experiences.

A significant relationship between stakeholder engagement and students' school adjustment exists. This suggests that stronger stakeholder involvement in school activities and processes is linked with better student adjustment, likely by contributing to a more supportive, organized, and responsive school environment.

Parental trust and stakeholder engagement play important roles in shaping students' school adjustment, with stakeholder engagement emerging as the stronger contributing factor. This suggests that strengthening community and stakeholder involvement while sustaining parents' trust can support improved student adjustment outcomes in school.

RECOMMENDATIONS

For learners, schools should strengthen programs that support both social and academic adjustment by expanding peer-support initiatives, student clubs, and guidance activities that build coping skills, study habits, and healthy help-seeking behaviors. Creating safe and supportive spaces where students can express concerns and emotions may further enhance their social adjustment and overall well-being.

For teachers, sustaining positive school adjustment among learners may be strengthened through consistent communication with parents and the use of learner-centered classroom practices, such as clear routines, timely feedback, and differentiated support for students who need additional academic or social assistance. They may also increase opportunities for parents and stakeholders to participate in class-related activities and learning showcases to reinforce shared responsibility for student progress.

For parents, the findings suggest the need to sustain and deepen involvement in school programs, consultations, and activities, as continued participation helps reinforce trust and supports children's adjustment in school. They may also be encouraged to strengthen learning support at home by monitoring study routines, reinforcing positive behavior, and maintaining open communication with teachers about their child's progress and concerns.

For school administrators, the study highlights the importance of strengthening stakeholder involvement, given its strong contribution to school adjustment. They are also encouraged to establish more structured and meaningful avenues for participation in planning, decision-making, implementation, and evaluation, with clear roles and follow-through so that stakeholder contributions lead to concrete school improvements. At the same time, trust-building leadership practices, such as transparency, fairness, responsiveness, and accessible communication, may be consistently demonstrated to sustain parents' confidence in the school and its leadership.

For Department of Education officials, the findings may serve as a basis for designing policies, training programs, and seminars that strengthen school leadership, family-school partnerships, and organized stakeholder engagement. They may also support schools by providing practical frameworks and monitoring

tools that assess not only the presence of stakeholder participation but also its quality and impact on school programs and learner outcomes.

Finally, future researchers may extend this study by exploring additional factors that may influence school adjustment, such as school climate, teacher support, student motivation, and socioeconomic conditions, to account for outcomes not fully explained by the current variables. Using longitudinal or mixed-method approaches may also help clarify the direction of influence and identify which specific forms of stakeholder engagement and parental trust most strongly shape students' social and academic adjustment.

REFERENCES

1. Adams, C. M., & Forsyth, P. B. (2004). Parent trust in schools: A conceptual and empirical analysis. <https://www.waynekhoy.com/parent-trust>
2. Azpiazu, L., Antonio-Aguirre, I., Izar-de-la-Funte, I., & Fernández-Lasarte, O. (2024). School adjustment in adolescence explained by social support, resilience and positive affect. *European Journal of Psychology of Education*, 39(4), 3709–3728. <https://doi.org/10.1007/s10212-023-00785-3>
3. Canoy, S. S., Eborda, A. R. L., Melecio, E. M. P., Mustapha, J. H., Sagun, R. D., & Dy, K. G. P. (2024). Parental involvement and students' engagement among junior high school students in a state university laboratory high school in Mindanao, Philippines. *Psychology and Education: A Multidisciplinary Journal*, 21(2), 102–113. <https://doi.org/10.5281/zenodo.12216254>
4. Cosso, J., von Suchodoletz, A., & Yoshikawa, H. (2022). Effects of parental involvement programs on young children's academic and social-emotional outcomes: A meta-analysis. *Journal of Family Psychology*, 36(8), 1329–1339. <https://doi.org/10.1037/fam0000992>
5. Firmante, M. C. M. (2024). Academic and social adjustment to post-pandemic hybrid learning: A phenomenological study of Filipino first-year engineering students' experiences. *IAFOR Journal of Education*, 12(2). <https://doi.org/10.22492/ije.12.2.06>
6. Gianan, R. A. V., & Gutierrez, M. R. M. (2021). The relationship of school family engagement program and parental involvement in a public junior high school. *IOER International Multidisciplinary Research Journal*, 3(3), 135–140. <https://ioer-imrj.com/wp-content/uploads/2021/09/The-Relationship-of-School-Family-Engagement-Program-and-Parental-Involvement-in-a-Public-Junior-High-School.pdf>
7. Haight, J., Daniels, J., Gokiart, R., Quintanilha, M., Edwards, K., Mellon, P., Skoye, M., & Malin, A. (2024). Essential conditions for partnership collaboration within a school-community model of wraparound support. *Journal of Child and Family Studies*, 33, 2962–2977. <https://doi.org/10.1007/s10826-024-02903-1>
8. Hamm, J. E., & Mousseau, A. D. (2023). Predicting parent trust based on professionals' communication skills. *Education Sciences*, 13(4), Article 350. <https://doi.org/10.3390/educsci13040350>
9. Jones, C., & Palikara, O. (2023). How do parents and school staff conceptualize parental engagement? A primary school case study. *Frontiers in Education*, 8, Article 990204. <https://doi.org/10.3389/feduc.2023.990204>
10. Kaynak, S., & Kan, A. (2024). School adjustment scale for high school students: Development and initial validation. *Psychology in the Schools*, 61(11), 4063–4079. <https://doi.org/10.1002/pits.23269>
11. Martinez-Yarza, N., Solabarrieta-Eizaguirre, J., & Santibáñez-Gruber, R. (2024). The impact of family involvement on students' social-emotional development: The mediational role of school engagement. *European Journal of Psychology of Education*, 39, 4297–4327. <https://doi.org/10.1007/s10212-024-00862-1>
12. Paccaud, A., Keller, R., Luder, R., Pastore, G., & Kunz, A. (2021). Satisfaction with the collaboration between families and schools: The parent's view. *Frontiers in Education*, 6, Article 646878. <https://doi.org/10.3389/feduc.2021.646878>
13. Rodriguez, L. A., & Welsh, R. O. (2024). The ties that bind: An examination of school-family relationships and middle school discipline in New York City. *Educational Researcher*, 53(2), 85–99. <https://doi.org/10.3102/0013189X231203696>

14. Shayo, H. J., Rao, C., & Kakupa, P. (2021). Conceptualization and measurement of trust in home-school contexts: A scoping review. *Frontiers in Psychology*, 12, Article 742917. <https://doi.org/10.3389/fpsyg.2021.742917>
15. Slater, P. F., & Hasson, F. (2024). Quantitative research designs, hierarchy of evidence and validity. *Journal of Psychiatric and Mental Health Nursing*. <https://doi.org/10.1111/jpm.13135>
16. Smith, T. E., Holmes, S. R., Romero, M. E., & Sheridan, S. M. (2022). Evaluating the effects of family-school engagement interventions on parent-teacher relationships: A meta-analysis. *School Mental Health*, 14(2), 278–293. <https://doi.org/10.1007/s12310-022-09510-9>
17. Valencia, L. G. (2024). Extent of stakeholders' involvement in school programs as correlate to school performance: Basis for an intervention program. *Psychology and Education*, 25(4), 533–544. <https://doi.org/10.5281/zenodo.13785108>
18. Yamoah, E. E., & Quansah, M. (2025). Stakeholder collaboration in school improvement planning toward academic excellence in junior high schools of Gomoa West and Central Districts, Ghana. *East African Journal of Education and Social Sciences*, 6(1), 13–23. <https://doi.org/10.46606/eajess2025v06i01.0419>
19. Yang, D., Chen, P., Wang, K., Li, Z., Zhang, C., & Huang, R. (2023). Parental involvement and student engagement: A review of the literature. *Sustainability*, 15(7), Article 5859. <https://doi.org/10.3390/su15075859>