

ClassDojo: A Digital Strategy to Strengthen Parent-Teacher Communication in Payapa Elementary School

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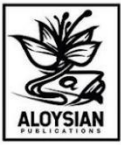
Abstract

This study examined the use of ClassDojo as a digital communication platform to strengthen parent–teacher collaboration and enhance learners’ literacy and academic performance at Payapa Elementary School during the second grading period of School Year 2025–2026. Specifically, it investigated the extent to which ClassDojo influenced parent–teacher communication, parental involvement, and teacher feedback, and how these factors contributed to learners’ reading comprehension, vocabulary development, writing skills, class participation, study habits, and overall academic performance.

The study employed a descriptive quantitative research design involving 10 teachers and 133 Key Stage 1 parents, selected through stratified random sampling to ensure representative data. Data were collected using a four-part, researcher-developed survey questionnaire and analyzed through weighted mean, composite mean, frequency, and ranking to provide objective and systematic insights. Findings revealed that the use of ClassDojo significantly enhanced parent–teacher communication, encouraged active parental involvement, and improved the clarity and timeliness of teacher feedback. These improvements positively influenced learners’ literacy skills, including reading comprehension, vocabulary acquisition, and writing proficiency, while also promoting better study habits, increased class participation, and higher academic performance.

Despite these benefits, challenges such as limited internet access, varying digital literacy levels, inconsistent participation, and technical issues were identified, highlighting areas for improvement. Based on these results, a set of enhancement activities, including structured communication schedules, gamified engagement, digital literacy workshops, multimedia instructional resources, and collaborative parent–teacher communities, was proposed to sustain the effective use of ClassDojo and foster holistic learner development, ensuring that the platform continues to support both academic growth and meaningful home–school collaboration.

Keywords: *ClassDojo, Parent–teacher Collaboration, Literacy skills, Academic performance, Parental involvement*



Introduction

Education in the 21st century highlights the importance of collaboration among teachers, parents, and learners, yet many public schools in the Philippines, particularly in CALABARZON and Batangas, continue to face challenges in sustaining effective parent-teacher communication due to factors such as limited time, distance, and access to technology.

At Payapa Elementary School, these issues are evident, with about 65% of Grade 1 learners struggling in literacy skills, partly because parents are not consistently informed about their children's academic needs. To address this gap, the study proposes the use of ClassDojo, a digital communication platform that enables real-time interaction between teachers and parents, aligning with DepEd policies on parental involvement and ICT integration. By strengthening communication and collaboration, the study aims to enhance learners' literacy and academic performance while developing sustainable strategies for effective parent-teacher engagement.

This study sought to determine the role of ClassDojo as a digital communication platform in enhancing parent-teacher collaboration and supporting learners' literacy and academic development.

Specifically, it aimed to answer the following questions:

1. To what extent the use of ClassDojo affect the frequency of communication relative to:
 - 1.1 parent-teacher communication;
 - 1.2 parental involvement; and
 - 1.3 teacher feedback?
2. What is the level of usefulness of ClassDojo in improving learners literacy in terms of:
 - 2.1 reading comprehension;
 - 2.2 vocabulary development; and
 - 2.3 writing skills?
3. What is the level of implementation of ClassDojo to learners overall development of learning in terms of:
 - 3.1 class participation;
 - 3.2 study habits; and
 - 3.3 academic performance?
4. What challenges did the respondents encounter in the implementation of ClassDojo?
5. Based on the findings of the study, what activity may be proposed to sustain the effective use of ClassDojo?



Methodology

Research Design

This study utilized a descriptive quantitative research design to determine how ClassDojo strengthened parent–teacher communication and enhanced learners’ literacy and academic performance of Key Stage 1 learners. The design focused on collecting numerical and measurable data to describe the extent and effectiveness of the platform in improving communication, parental involvement, teacher feedback, and learners’ academic outcomes.

Participants

The participants of the study consisted of 10 Homeroom Advisers and 133 Key Stage 1 (KS1) parents from Payapa Elementary School during the School Year 2025–2026. The study focused on learners in Grades 1 to 3, as they represent the foundational stage of literacy development and are most influenced by parental engagement in early learning.

Research Instrument

The study utilized a **researcher-made questionnaire** as the primary instrument to collect quantitative data on the perceived effectiveness of ClassDojo in strengthening parent–teacher communication, promoting parental involvement, and improving learners’ literacy and academic performance.

The questionnaire included several sections covering:

- **Influence of ClassDojo** (parent–teacher communication, parental involvement, and teacher feedback)
- **effectiveness of strengthened communication on learners’ literacy** (reading comprehension, vocabulary development, and writing skills)
- **contribution of ClassDojo to learners’ overall development** (class participation, study habits, and academic performance)
- **challenges encountered by respondents in implementing ClassDojo**

A **four-point Likert scale** was used to gather quantitative data from learners’ responses.

Data Collection Procedure

The researcher first sought approval and coordination from the school principal of Payapa Elementary School by submitting a formal letter of request to conduct the study. Upon receiving approval, parental consent and learner assent forms were distributed to guarantee voluntary participation and compliance with ethical standards.

Clear instructions were provided to ensure that respondents understood the purpose of the study, the proper way to complete the questionnaire, and the confidentiality of their responses.

Data Analysis

The data collected were analyzed using the following statistical tools:

- **Composite Mean** - to assess the general effectiveness of ClassDojo in strengthening parent–teacher communication, enhancing parental involvement, and improving teacher feedback mechanisms.
- **Weighted Mean** - to determine the average rating of respondents for specific items within each part of the questionnaire.
- **Frequency** - to quantify the number of respondents who agreed with particular items, such as improvements in learners’ class participation, study habits, and academic performance resulting from the use of ClassDojo.
- **Ranking** - to identify which aspects of ClassDojo implementation were perceived as the most beneficial or the most challenging.

Results

Section 1. Effect of ClassDojo on Communication

This presents the results on the extent to which the use of ClassDojo affects the frequency of communication between parents and teachers. The discussion focuses on three key areas: parent–teacher communication, parental involvement in learners’ academic activities, and the clarity and timeliness of teacher feedback. The findings highlight how ClassDojo facilitates interaction, engagement, and collaboration within the school community.

1.1 Parent–Teacher Communication

The table below presents the weighted means of parent and teacher responses regarding the influence of ClassDojo as a communication platform on parent–teacher communication. The data are summarized to show both individual and composite ratings.

Table 1. Effect of ClassDojo on Parent–Teacher Communication

| Statements | Parents | | Teachers | | Composite Mean |
|--|---------------|-----------------------|---------------|-----------------------|----------------|
| | Weighted Mean | Verbal Interpretation | Weighted Mean | Verbal Interpretation | |
| 1. ClassDojo improves the frequency of communication between teachers and parents. | 3.68 | Strongly Agree | 3.72 | Strongly Agree | 3.70 |
| 2. Teachers provide updates about learners’ performance through ClassDojo. | 3.55 | Strongly Agree | 3.60 | Strongly Agree | 3.58 |
| 3. ClassDojo enables parents to ask | 3.42 | Agree | 3.50 | Strongly Agree | 3.46 |

| | | | | | |
|---|-------------|-----------------------|-------------|-----------------------|-------------|
| questions and clarify concerns easily. | | | | | |
| 4. Parents receive timely notifications about classroom activities via ClassDojo. | 3.61 | Strongly Agree | 3.65 | Strongly Agree | 3.63 |
| 5. ClassDojo strengthens the relationship between teachers and parents. | 3.57 | Strongly Agree | 3.63 | Strongly Agree | 3.60 |
| Overall Mean | 3.57 | Strongly Agree | 3.62 | Strongly Agree | 3.60 |

Table 1 shows that the use of ClassDojo positively influenced parent–teacher communication, with both parents and teachers strongly agreed about its impact, as evidenced by the composite mean of 3.60. The findings reveal that ClassDojo facilitated more frequent, timely, and effective interactions between home and school, strengthening the partnership necessary for supporting learners’ academic and literacy development.

The highest-rated items included the improvement of communication frequency (3.70) and the receipt of timely notifications about classroom activities (3.63). This suggested that ClassDojo successfully provided a structured and accessible platform for regular updates, allowing parents to remain informed about their child’s learning experiences. These results align with the findings of Bahceci (2024), who reported that digital platforms such as ClassDojo enhance communication by providing real-time notifications and updates that keep parents engaged in their child’s learning process. Similarly, Hadeel and Altawalbeh (2023) emphasized that frequent and transparent communication via digital tools builds trust and collaboration between teachers and parents, creating a stronger home–school partnership.

The data also reveal that teachers providing updates on learners’ performance through ClassDojo received a high rating (3.58). This indicates that parents valued receiving consistent feedback on their child’s academic progress, which in turn enables them to provide support at home. Studies by Gonzales (2022) and Alvarez (2022) highlight that parental awareness of learners’ strengths and weaknesses is a critical factor in enhancing literacy and academic performance. Digital communication platforms facilitate this awareness by bridging the gap between classroom activities and home support, especially in contexts where parents may have limited time or access to traditional communication methods.

Although the item on enabling parents to ask questions and clarify concerns obtained a slightly lower rating (3.46), it still falls within the “Agree” range, indicating that the platform allowed parents to interact with teachers more efficiently than traditional methods. This result is consistent with Graham-Clay (2024), who noted that interactive communication tools empower parents to seek clarifications and actively participate in decision-making processes regarding their child’s learning. Moreover, it highlights the potential for ClassDojo to reduce

communication barriers, particularly in cases where parents are geographically distant or have work constraints.

Finally, the perception that ClassDojo strengthens the relationship between teachers and parents (3.60) underscores its role in building a collaborative learning environment. The platform fosters transparency, mutual understanding, and shared responsibility for learners' progress. According to Kim (2023), digital platforms that facilitate continuous interaction between teachers and parents not only enhance academic outcomes but also create a positive climate for learner motivation and engagement.

1.2 Parental Involvement

This presents the perceptions of parents and teachers regarding the influence of ClassDojo on parental involvement in learners' academic activities. The composite mean reflects the overall combined perception of both groups.

Table 2. Effect of ClassDojo on Parental Involvement

| Statements | Parents | | Teachers | | Composite Mean |
|--|---------------|-----------------------|---------------|-----------------------|----------------|
| | Weighted Mean | Verbal Interpretation | Weighted Mean | Verbal Interpretation | |
| 1. ClassDojo encourages parents to participate in learners' academic activities. | 3.60 | Strongly Agree | 3.65 | Strongly Agree | 3.63 |
| 2. Parents actively monitor homework and assignments through ClassDojo. | 3.55 | Strongly Agree | 3.58 | Strongly Agree | 3.57 |
| 3. Parents help learners with literacy tasks using guidance from ClassDojo. | 3.50 | Strongly Agree | 3.52 | Strongly Agree | 3.51 |
| 4. ClassDojo motivates parents to support their child's learning at home. | 3.57 | Strongly Agree | 3.60 | Strongly Agree | 3.59 |
| 5. Parents respond promptly to teacher messages and reminders on ClassDojo. | 3.48 | Agree | 3.55 | Strongly Agree | 3.52 |
| Overall Mean | 3.54 | Strongly Agree | 3.58 | Strongly Agree | 3.56 |

Table 2 shows that the use of ClassDojo enhanced parental involvement in learners' academic activities, reflected by an overall composite mean of 3.56, which corresponds to the verbal interpretation of "Strongly Agree." This demonstrates that both parents and teachers perceived the platform as an effective tool for encouraging active parental participation, monitoring learning, and supporting students at home.



The item “ClassDojo encourages parents to participate in learners’ academic activities” received the highest composite mean of 3.63, highlighting that the platform successfully fostered a sense of engagement among parents. By providing structured information, real-time updates, and interactive features, ClassDojo empowered parents to take a more active role in their child’s education. These findings are consistent with Alvarez (2022), who emphasized that active parental engagement enhances learners’ motivation and academic performance. Additionally, Bahceci (2024) noted that digital platforms can significantly improve home–school collaboration by making academic activities more visible and accessible to parents, particularly in situations where traditional communication is limited.

Parents’ active monitoring of homework and assignments through ClassDojo (3.57) and their assistance with literacy tasks (3.51) further underscore the platform’s role in facilitating meaningful parental involvement. These results align with the findings of Hadeel and Altawalbeh (2023), who reported that parental support guided by digital communication tools positively affects learners’ literacy development, including reading comprehension, vocabulary acquisition, and writing skills. ClassDojo provides parents with clear directions and feedback from teachers, allowing them to reinforce classroom learning at home effectively.

The item measuring parental responsiveness to teacher messages and reminders (3.52) highlights the platform’s contribution to timely and efficient communication. This immediacy fosters accountability and strengthens the collaborative relationship between teachers and parents, ensuring that learners receive continuous support. Graham-Clay (2024) noted that prompt and consistent communication increases parental engagement and builds trust, which is crucial for promoting positive student outcomes.

Moreover, the motivational aspect of ClassDojo (3.59) indicates that the platform not only provides information but also encourages parents to participate actively in their child’s learning journey. Digital tools like ClassDojo can influence parental attitudes and behaviors, making them more proactive in supporting literacy tasks, monitoring assignments, and reinforcing classroom expectations (Kim, 2023).

1.3 Teacher Feedback

This presents the perceptions of parents and teachers regarding the influence of ClassDojo on teacher feedback in supporting learners’ literacy development. The composite mean reflects the overall combined perception of both groups.

Table 3 indicates that both parents and teachers perceived ClassDojo as an effective platform for teacher feedback, with an overall composite mean of 3.54, interpreted as “Strongly Agree.” This suggests that the platform facilitated timely, clear, and personalized feedback that supported learners’ literacy development across reading comprehension, vocabulary acquisition, and writing skills.

The highest-rated item, “Teachers provide clear feedback on learners’ reading comprehension via ClassDojo” (3.58), reflects the platform’s capacity to communicate academic progress in a transparent and structured manner. Feedback delivered digitally allows teachers to

monitor learners' understanding and provide explanations or corrections promptly. This is consistent with Hanik (2025) and Lee (2022), who emphasized that immediate and structured feedback improves reading comprehension by allowing students to identify and correct mistakes effectively.

Table 3. Effect of ClassDojo on Teacher Feedback

| Statements | Parents | | Teachers | | Composite Mean |
|---|---------------|-----------------------|---------------|-----------------------|----------------|
| | Weighted Mean | Verbal Interpretation | Weighted Mean | Verbal Interpretation | |
| 1. Teachers provide clear feedback on learners' reading comprehension via ClassDojo. | 3.55 | Strongly Agree | 3.60 | Strongly Agree | 3.58 |
| 2. Feedback through ClassDojo helps learners improve vocabulary. | 3.50 | Strongly Agree | 3.55 | Strongly Agree | 3.53 |
| 3. ClassDojo feedback enhances learners' writing skills. | 3.48 | Agree | 3.52 | Strongly Agree | 3.50 |
| 4. Teachers give personalized suggestions to help learners improve through ClassDojo. | 3.53 | Strongly Agree | 3.58 | Strongly Agree | 3.56 |
| 5. ClassDojo allows learners to understand mistakes and correct them effectively. | 3.50 | Strongly Agree | 3.55 | Strongly Agree | 3.53 |
| Overall Mean | 3.51 | Strongly Agree | 3.56 | Strongly Agree | 3.54 |

The item on providing personalized suggestions (3.56) highlights that ClassDojo allows teachers to tailor guidance to individual learners, addressing specific needs and learning gaps. According to Santos (2021) and Kim (2023), personalized feedback is crucial for improving learners' writing skills and overall academic confidence, as it encourages active reflection and targeted practice. The platform also enhances vocabulary development, as reflected in the item "Feedback through ClassDojo helps learners improve vocabulary" (3.53), by enabling teachers to provide consistent reinforcement and corrective guidance in a structured and accessible format (Ford, 2020; Nguyen, 2021).

Another significant finding is that ClassDojo allows learners to understand their mistakes and correct them effectively (3.53). This demonstrates the platform's role in promoting learner autonomy, self-regulation, and active engagement in learning. Corser (2025) noted that when students receive timely and actionable feedback, they are more likely to engage in self-correction, which enhances literacy and academic performance.

Section 2. Usefulness of ClassDojo in Improving Learners' Literacy

This section presents the results regarding the perceived usefulness of ClassDojo in improving learners' literacy. The discussion centers on three specific aspects: reading comprehension, vocabulary development, and writing skills. The findings provide insights into the platform's role in facilitating learning, offering timely feedback, and promoting active engagement in literacy-related activities.

2.1 Reading Comprehension

This presents the results on how strengthened parent–teacher communication through ClassDojo enhanced learners' reading comprehension.

As shown in Table 4, both parents and teachers strongly agreed that the use of ClassDojo was effective in improving learners' reading comprehension, as indicated by the overall composite mean of 3.56. This indicates that strengthened parent–teacher communication through the platform significantly contributed to the enhancement of learners' ability to understand texts, practice comprehension activities, and receive constructive feedback that supports literacy development.

Table 4. Usefulness of ClassDojo in Improving Learners' Literacy in terms of Reading Comprehension

| Statements | Parents | | Teachers | | Composite Mean |
|---|---------------|-----------------------|---------------|-----------------------|----------------|
| | Weighted Mean | Verbal Interpretation | Weighted Mean | Verbal Interpretation | |
| 1. ClassDojo helps learners understand reading context better. | 3.56 | Strongly Agree | 3.60 | Strongly Agree | 3.58 |
| 2. Learners practice reading comprehension activities guided by teachers via ClassDojo. | 3.52 | Strongly Agree | 3.58 | Strongly Agree | 3.55 |
| 3. ClassDojo encourages learners to read more at home. | 3.47 | Agree | 3.52 | Strongly Agree | 3.50 |
| 4. Feedback from teachers through ClassDojo improves learners' understanding of texts. | 3.59 | Strongly Agree | 3.63 | Strongly Agree | 3.61 |
| 5. Learners can answer comprehension questions more accurately with ClassDojo guidance. | 3.54 | Strongly Agree | 3.58 | Strongly Agree | 3.56 |
| Overall Mean | 3.54 | Strongly Agree | 3.58 | Strongly Agree | 3.56 |



The highest-rated statement was “Feedback from teachers through ClassDojo improves learners’ understanding of texts” (3.61), which underscores the vital role of timely and personalized teacher feedback in promoting reading comprehension. According to Al-Azzam and Al-Qudah (2020), feedback mechanisms integrated into digital platforms create a continuous learning loop that allows learners to identify and correct misunderstandings in real-time, thereby improving comprehension and retention. Similarly, Kizito (2022) emphasized that digital communication tools enhance formative assessment by providing immediate reinforcement and targeted feedback to support literacy growth.

Meanwhile, both parents and teachers also agreed that ClassDojo helps learners understand reading context better (3.58). This finding supports the work of Papadakis et al. (2021), who noted that interactive digital tools foster contextualized learning experiences where learners engage more deeply with reading materials through guided activities and parental support. The collaborative nature of ClassDojo enables parents to reinforce lessons at home, helping learners build stronger reading comprehension habits.

The statement “ClassDojo encourages learners to read more at home” obtained a slightly lower, though still high, composite mean of 3.50. This suggests that while the platform promotes reading engagement, external factors such as home environment, parental availability, and learners’ motivation may influence the consistency of reading practice. This aligns with the findings of Chandra and Priyadarshini (2020), who argued that digital engagement must be coupled with active parental involvement and sustained motivation to optimize literacy outcomes.

2.2 Vocabulary Development

This presents the findings on the effectiveness of ClassDojo in improving learners’ vocabulary development. It highlights how communication and feedback shared through the platform allowed parents and teachers to collaboratively reinforce word knowledge, contextual understanding, and vocabulary usage among learners.

Table 5 indicates that both parents and teachers perceived ClassDojo as highly effective in enhancing learners’ vocabulary development, with an overall composite mean of 3.53, interpreted as “Strongly Agree.” This suggests that the platform facilitated active engagement in vocabulary-building activities through both home and classroom support.

The statement with the highest composite mean, “ClassDojo activities enhance learners’ vocabulary” (3.56), demonstrates that learners benefit from interactive exercises, quizzes, and word games provided via the platform. This finding aligned with Nguyen (2021), who highlighted that gamified digital learning activities significantly improve vocabulary retention and encourage the practical application of new words in meaningful contexts.

**Table 5. Effectiveness of ClassDojo on Learners' Literacy
 in terms of Vocabulary Development**

| Statements | Parents | | Teachers | | Composite Mean |
|--|---------------|-----------------------|---------------|-----------------------|----------------|
| | Weighted Mean | Verbal Interpretation | Weighted Mean | Verbal Interpretation | |
| 1. ClassDojo activities enhance learners' vocabulary. | 3.54 | Strongly Agree | 3.58 | Strongly Agree | 3.56 |
| 2. Teachers provide word lists and exercises via ClassDojo for practice. | 3.50 | Strongly Agree | 3.55 | Strongly Agree | 3.53 |
| 3. Parents use ClassDojo updates to support vocabulary learning at home. | 3.48 | Agree | 3.52 | Strongly Agree | 3.50 |
| 4. Learners retain new words better through ClassDojo activities. | 3.51 | Strongly Agree | 3.55 | Strongly Agree | 3.53 |
| 5. ClassDojo encourages learners to use new vocabulary in class tasks. | 3.49 | Agree | 3.54 | Strongly Agree | 3.52 |
| Overall Mean | 3.50 | Strongly Agree | 3.55 | Strongly Agree | 3.53 |

The item "Teachers provide word lists and exercises via ClassDojo for practice" (3.53) reflects the effectiveness of structured guidance and regular reinforcement. According to Ford (2020), providing consistent practice opportunities through digital platforms strengthens both recognition and comprehension of new vocabulary. ClassDojo allows teachers to send targeted exercises and resources directly to students, enabling them to engage with the content multiple times, thereby improving retention.

Parents' involvement, reflected in the item "Parents use ClassDojo updates to support vocabulary learning at home" (3.50), illustrates the role of digital communication in bridging home and school. When parents are updated regularly on learning tasks, they can reinforce vocabulary learning, provide encouragement, and monitor progress. This supports the findings of Hadeel and Altawalbeh (2023), who emphasized that active parental support, facilitated by digital tools, contributes significantly to learners' language development.

Additionally, learners' ability to retain and apply new words, as reflected in the statements on retention (3.53) and use in class tasks (3.52), shows that ClassDojo not only improves exposure to vocabulary but also motivates practical application. Bahceci (2024) noted that real-time feedback and interactive communication through educational platforms encourage learners to internalize and use new language effectively, thereby improving overall literacy competence.

2.3 Writing Skills

This discusses the results concerning the improvement of learners' writing skills as influenced by strengthened communication via ClassDojo. It examines how the interactive feedback system, learning updates, and guided parental involvement promoted better sentence construction, coherence, and overall written expression among students.

Table 6 reveals that both parents and teachers perceived ClassDojo as highly effective in enhancing learners' writing skills, with a composite mean of 3.53, interpreted as "Strongly Agree." This indicates that strengthened parent-teacher communication via ClassDojo positively influenced learners' sentence structure, organization of ideas, grammar, and overall written expression.

The highest-rated statement, "ClassDojo feedback improves learners' sentence structure and grammar" (3.55), emphasizes the critical role of timely and constructive feedback in guiding students to refine their writing. This supports the findings of Kim (2023), who noted that immediate feedback through digital platforms allows learners to identify errors, internalize corrections, and apply them in subsequent writing tasks, thereby improving accuracy and fluency.

**Table 6. Effectiveness of ClassDojo on Learners' Literacy
in terms of Writing Skills**

| Statements | Parents | | Teachers | | Composite Mean |
|---|---------------|-----------------------|---------------|-----------------------|----------------|
| | Weighted Mean | Verbal Interpretation | Weighted Mean | Verbal Interpretation | |
| 1. ClassDojo feedback improves learners' sentence structure and grammar. | 3.52 | Strongly Agree | 3.58 | Strongly Agree | 3.55 |
| 2. Teachers provide guidance for writing assignments through ClassDojo. | 3.50 | Strongly Agree | 3.55 | Strongly Agree | 3.53 |
| 3. Learners show improvement in organizing ideas in writing with ClassDojo support. | 3.48 | Agree | 3.54 | Strongly Agree | 3.51 |
| 4. ClassDojo motivates learners to complete writing tasks carefully. | 3.51 | Strongly Agree | 3.57 | Strongly Agree | 3.54 |
| 5. Learners revise and improve written outputs based on ClassDojo feedback. | 3.49 | Agree | 3.55 | Strongly Agree | 3.52 |
| Overall Mean | 3.50 | Strongly Agree | 3.55 | Strongly Agree | 3.53 |

Statements regarding guidance on writing assignments (3.53) and motivation to complete tasks carefully (3.54) illustrate that ClassDojo facilitates structured support and learner engagement. Teachers can provide step-by-step instructions, rubric-based feedback, and exemplars, while parents are able to monitor and encourage their children at home. According to Santos (2021), such collaborative support enhanced learner confidence and fosters responsibility in completing written tasks, leading to higher-quality outputs.

The composite mean for “Learners show improvement in organizing ideas in writing with ClassDojo support” (3.51) highlights that the platform encourages cognitive organization. Learners can plan, draft, and revise their outputs with guidance from teachers and parents. This aligns with the study by Al-Azzam and Al-Qudah (2020), who found that structured digital interventions in writing instruction improve coherence, logical flow, and the ability to communicate ideas effectively.

Finally, the statement on revising written outputs based on feedback (3.52) demonstrates that ClassDojo encourages an iterative learning process, where students reflect on teacher suggestions and make necessary improvements. This iterative approach enhances not only technical writing skills but also critical thinking and self-regulation, reinforcing social constructivist perspective that learning is mediated through interaction and scaffolding.

Section 3. Implementation of ClassDojo in Promoting Learners’ Overall Development

This section presents the results regarding the level of implementation of ClassDojo in supporting learners’ overall development. It focuses on three key areas: class participation, study habits, and academic performance. Data were gathered from both parents and teachers using a researcher-developed questionnaire to provide a comprehensive understanding of the platform’s impact on learners’ holistic development.

3.1 Class Participation

This examines the results concerning learners’ level of participation in class as influenced by the use of ClassDojo. It highlights how communication and feedback mechanisms within the platform encouraged students to become more engaged, responsive, and motivated to contribute during classroom discussions and activities.

**Table 7. Implementation of ClassDojo in Promoting Learners’
Class Participation**

| Statements | Parents | | Teachers | | Composite Mean |
|--|---------------|-----------------------|---------------|-----------------------|----------------|
| | Weighted Mean | Verbal Interpretation | Weighted Mean | Verbal Interpretation | |
| 1. ClassDojo motivates learners to actively participate in discussions. | 3.55 | Strongly Agree | 3.60 | Strongly Agree | 3.58 |
| 2. Learners share answers and ideas more confidently due to ClassDojo updates. | 3.52 | Strongly Agree | 3.57 | Strongly Agree | 3.55 |

| | | | | | |
|---|------|----------------|------|----------------|------|
| 3. ClassDojo encourages learners to join classroom activities regularly. | 3.50 | Strongly Agree | 3.55 | Strongly Agree | 3.53 |
| 4. Learners feel engaged in class because parents and teachers communicate via ClassDojo. | 3.54 | Strongly Agree | 3.58 | Strongly Agree | 3.56 |
| 5. ClassDojo recognition (badges, points) increases learners' participation. | 3.51 | Strongly Agree | 3.56 | Strongly Agree | 3.54 |
| Overall Mean | 3.52 | Strongly Agree | 3.57 | Strongly Agree | 3.55 |

Table 7 indicates that both parents and teachers perceived ClassDojo as highly effective in enhancing learners' class participation, with a composite mean of 3.55, interpreted as "Strongly Agree." This suggests that the platform significantly motivates students to engage actively in classroom discussions, activities, and collaborative tasks.

The highest-rated statement, "ClassDojo motivates learners to actively participate in discussions" (3.58), highlights the platform's role in fostering active engagement and verbal participation. Consistent updates and real-time feedback from teachers encourage learners to contribute more confidently, supporting Graham-Clay (2024), who emphasized that positive and consistent communication between parents and teachers enhances students' classroom engagement and willingness to participate.

The composite mean for "Learners feel engaged in class because parents and teachers communicate via ClassDojo" (3.56) reflects the indirect influence of home-school collaboration on learner participation. When students perceive that their parents are informed and involved, they are more likely to take classroom activities seriously, echoing Alvarez (2022), who found that active parental support positively correlates with learner engagement and motivation.

Statements related to sharing ideas confidently (3.55) and regular participation (3.53) demonstrate that ClassDojo not only encourages learners to attend activities but also enhances self-efficacy and confidence in expressing themselves. This aligns with findings by Bahceci (2024), who noted that digital platforms with interactive features help students feel safe and encouraged to participate, leading to improved classroom dynamics and collaboration. Finally, the role of recognition features such as badges and points (3.54) underscores the motivational aspect of gamification. Rewards and acknowledgment for active participation reinforce positive behavior and create a supportive learning environment. According to Hadeel and Altawalbeh (2023), gamified elements in educational technology increase learner engagement and sustain interest over time.

3.2 Study Habits

This presents the findings on how ClassDojo influenced learners' study habits. It discusses how strengthened coordination between teachers and parents through the platform enabled learners to develop discipline, time management, and a sense of responsibility toward their schoolwork.

Table 8. Implementation of ClassDojo in Promoting Learners' Study Habits

| Statements | Parents | | Teachers | | Composite Mean |
|---|---------------|-----------------------|---------------|-----------------------|----------------|
| | Weighted Mean | Verbal Interpretation | Weighted Mean | Verbal Interpretation | |
| 1. ClassDojo helps learners manage time effectively for school tasks. | 3.53 | Strongly Agree | 3.57 | Strongly Agree | 3.55 |
| 2. Learners develop a habit of reviewing lessons through ClassDojo reminders. | 3.50 | Strongly Agree | 3.55 | Strongly Agree | 3.53 |
| 3. ClassDojo encourages learners to complete assignments on time. | 3.54 | Strongly Agree | 3.58 | Strongly Agree | 3.56 |
| 4. Learners plan their study schedules with guidance from ClassDojo. | 3.52 | Strongly Agree | 3.56 | Strongly Agree | 3.54 |
| 5. ClassDojo motivates learners to be disciplined in their studies. | 3.51 | Strongly Agree | 3.55 | Strongly Agree | 3.53 |
| Overall Mean | 3.52 | Strongly Agree | 3.56 | Strongly Agree | 3.54 |

Table 8 indicates that both parents and teachers perceived ClassDojo as highly effective in enhancing learners' study habits, with a composite mean of 3.54, interpreted as "Strongly Agree." This suggests that the platform plays a crucial role in supporting students to become more organized, disciplined, and consistent in their academic routines.

The highest-rated statement, "ClassDojo encourages learners to complete assignments on time" (3.56), highlights the platform's role in promoting accountability. Real-time reminders, notifications, and timely feedback encourage learners to submit tasks punctually, which aligns with findings by Hadeel and Altawalbeh (2023) showing that digital platforms enhance learner responsibility and time management.

Statements regarding developing a habit of reviewing lessons (3.53) and planning study schedules (3.54) underscore how ClassDojo fosters self-directed learning and planning skills. The continuous guidance from teachers and updates visible to parents ensure that learners

establish routines for studying outside the classroom. According to Bahceci (2024), digital communication tools that involve both parents and teachers positively influence learners' self-regulatory behaviors and learning habits.

Furthermore, the statement "ClassDojo motivates learners to be disciplined in their studies" (3.53) highlights the motivational impact of the platform. Recognition, feedback, and consistent monitoring by teachers and parents help instill a sense of discipline and responsibility. Graham-Clay (2024) emphasized that effective home-school collaboration strengthens learners' adherence to academic routines, particularly when communication is transparent and timely.

Lastly, time management (3.55) was positively influenced by the platform. By providing structured guidance and reminders, ClassDojo enables learners to allocate time efficiently for school tasks, reinforcing the development of critical executive function skills necessary for academic success.

3.3 Academic Performance

This shows the results on how the integration of ClassDojo supported learners' academic performance. It focuses on how continuous monitoring, timely feedback, and collaborative parental support contributed to improvements in students' learning outcomes and overall scholastic achievement.

The results in Table 9 indicate that both parents and teachers perceived ClassDojo as highly effective in enhancing learners' academic performance, with a composite mean of 3.55, interpreted as "Strongly Agree." This demonstrates that the platform significantly contributes to improved academic outcomes by facilitating timely feedback, encouraging task completion, and motivating students through recognition systems.

Table 9. Implementation of ClassDojo in Promoting Learners' Academic Performance

| Statements | Parents | | Teachers | | Composite Mean |
|--|---------------|-----------------------|---------------|-----------------------|----------------|
| | Weighted Mean | Verbal Interpretation | Weighted Mean | Verbal Interpretation | |
| 1. ClassDojo contributes to better grades in literacy activities. | 3.55 | Strongly Agree | 3.60 | Strongly Agree | 3.58 |
| 2. Learners perform better academically due to feedback from ClassDojo. | 3.53 | Strongly Agree | 3.57 | Strongly Agree | 3.55 |
| 3. ClassDojo encourages learners to complete tasks accurately. | 3.50 | Strongly Agree | 3.55 | Strongly Agree | 3.53 |
| 4. Parental monitoring through ClassDojo improves learners' academic outcomes. | 3.52 | Strongly Agree | 3.58 | Strongly Agree | 3.55 |
| 5. Learners feel motivated to excel because of the ClassDojo reward system. | 3.54 | Strongly Agree | 3.59 | Strongly Agree | 3.57 |
| Overall Mean | 3.53 | Strongly Agree | 3.58 | Strongly Agree | 3.55 |



The highest-rated statement, “Learners feel motivated to excel because of the ClassDojo reward system” (3.57), highlights the motivational effect of gamified features. Badges, points, and immediate recognition reinforce positive academic behavior, aligning with Hadeel and Altawalbeh (2023), who found that gamification in educational technology significantly boosts learner motivation and performance.

Statements related to parental monitoring (3.55) and feedback-driven improvement (3.55) highlight the impact of home-school collaboration. By enabling parents to track assignments and monitor progress, ClassDojo promotes accountability and supports learners in achieving better academic results. This is consistent with Alvarez (2022), who emphasized that active parental involvement and communication positively correlate with higher learner performance in literacy and other subjects.

Additionally, encouraging learners to complete tasks accurately (3.53) and contributing to better grades in literacy activities (3.58) indicate that ClassDojo not only motivates participation but also enhances skill mastery and precision. Graham-Clay (2024) noted that digital platforms providing structured guidance and feedback allow students to correct mistakes promptly, leading to measurable academic improvements.

Section 4. Challenges Encountered in the Implementation of ClassDojo

Understanding these challenges provides essential insights into areas that require improvement to optimize the use of ClassDojo as a sustainable tool for communication and learning support.

Table 10 shows that both parents and teachers agreed that they encountered challenges in using ClassDojo, with an overall composite mean of 3.15. These findings reveal that while ClassDojo has significant potential to strengthen communication and enhance learners’ literacy and development, practical barriers limit its full effectiveness.

Technological constraints emerged as one of the primary challenges. Limited internet access (3.23) and technical issues such as app errors and slow loading times (3.15) disrupted consistent communication and feedback delivery. In many public schools, especially in areas like Batangas Province, internet connectivity remains uneven, affecting both parents’ and learners’ ability to access digital platforms. Studies by Lin (2023) and Hadeel & Altawalbeh (2023) supported this, noting that connectivity and device accessibility are critical factors that can either enable or hinder digital learning and communication. These technological barriers can lead to delayed notifications, incomplete submissions, and reduced engagement, ultimately impacting learners’ academic progress.

Table 10. Challenges Encountered in the Implementation of ClassDojo

| Statements | Parents | | Teachers | | Composite Mean |
|--|---------------|-----------------------|---------------|-----------------------|----------------|
| | Weighted Mean | Verbal Interpretation | Weighted Mean | Verbal Interpretation | |
| 1. Limited internet access affects the consistent use of ClassDojo. | 3.20 | Agree | 3.25 | Agree | 3.23 |
| 2. Some parents find it difficult to navigate or use the ClassDojo app. | 3.10 | Agree | 3.18 | Agree | 3.14 |
| 3. Teachers experience challenges in updating posts and feedback regularly. | 3.05 | Agree | 3.22 | Agree | 3.14 |
| 4. Learners have limited access to gadgets for ClassDojo activities. | 3.15 | Agree | 3.20 | Agree | 3.18 |
| 5. Technical issues (e.g., app errors, slow loading) disrupt communication in ClassDojo. | 3.12 | Agree | 3.18 | Agree | 3.15 |
| 6. Some parents are not consistently checking ClassDojo updates. | 3.05 | Agree | 3.12 | Agree | 3.09 |
| 7. Time constraints make it difficult for teachers to manage ClassDojo interactions. | 3.10 | Agree | 3.20 | Agree | 3.15 |
| 8. Not all learners respond to ClassDojo messages or activities. | 3.08 | Agree | 3.15 | Agree | 3.12 |
| 9. Some learners rely too much on parents for ClassDojo tasks. | 3.00 | Agree | 3.10 | Agree | 3.05 |
| 10. Differences in digital literacy affect effective ClassDojo implementation. | 3.18 | Agree | 3.22 | Agree | 3.20 |
| Overall Mean | 3.10 | Agree | 3.19 | Agree | 3.15 |

Digital literacy and navigational challenges also posed significant obstacles. Some parents reported difficulty in using or navigating ClassDojo (3.14), while differences in digital literacy among learners affected the effective implementation of activities (3.20). This highlights the importance of capacity building for both parents and students, as the successful integration of technology into learning relies not only on availability but also on the competence to use it effectively. Ahmed (2022) emphasized that disparities in digital skills can exacerbate learning inequalities, as students from digitally literate households receive more support and timely guidance than their peers from less technologically proficient environments.



Time constraints and workload management were additional challenges noted by teachers (3.15). Maintaining regular updates, monitoring student progress, and responding to parent queries added to teachers' existing responsibilities. This suggests that while ClassDojo is designed to facilitate communication, the human element of timely management is crucial. Without proper scheduling or institutional support, the intended benefits of enhanced parent-teacher interaction may be limited. Graham-Clay (2024) also noted that sustained engagement in digital communication platforms requires structured time allocation and ongoing professional development to prevent burnout and ensure consistent implementation.

Parental engagement and learner responsiveness further influenced the effectiveness of ClassDojo. Some parents were not consistently checking updates (3.09), and not all learners actively responded to messages or participated in activities (3.12). These patterns suggest that while the platform is accessible, its impact depends heavily on the willingness and consistency of users. Active parental involvement and student participation are essential for reinforcing literacy tasks, completing assignments, and supporting academic achievement, as corroborated by Alvarez (2022), who emphasized that digital platforms succeed when combined with motivated stakeholders.

Reliance on parental assistance for completing tasks (3.05) also emerged as a minor challenge, reflecting that some learners depended heavily on guidance to complete literacy activities. This indicates the need for strategies to gradually foster student autonomy, ensuring that learners can engage independently while parents provide supportive scaffolding.

5. Proposed Activities to Sustain the Effective Use of ClassDojo

The proposed activities aim to sustain and optimize the use of ClassDojo by directly addressing the study's findings and common challenges encountered in digital communication. Implementing structured communication schedules, gamified engagement strategies, and digital literacy workshops may help parents and learners stay actively involved while confidently navigating the platform.

Integrating multimedia resources and personalized feedback may enhance literacy development and academic performance, while collaborative parent-teacher communities may promote shared responsibility for learner progress. Addressing technological limitations ensures equitable access, allowing all participants to fully benefit from ClassDojo. Continuous monitoring and evaluation of these strategies will help refine their effectiveness and ensure long-term engagement and success.

1. Structured Digital Communication Framework

Develop a ClassDojo Communication Calendar outlining specific days for updates, announcements, and feedback. For instance:

- Mondays: Weekly learner performance updates
- Wednesdays: Literacy tips and recommended home activities

- Fridays: Recognition of learners' achievements and motivational messages

2. Gamification and Engagement Incentives

Implement a "Home-School Literacy Challenge" leveraging ClassDojo's points and badge system. Examples include:

- Learners earn points for completing reading and writing exercises.
- Parents earn recognition for responding to updates, supporting homework, and attending virtual check-ins.
- Monthly leaderboards celebrate high participation and engagement.

3. Parent and Student Digital Literacy Workshops

Conduct monthly workshops (online or face-to-face) to build digital literacy among parents and learners. Topics include:

- Navigating ClassDojo features effectively
- Monitoring learner progress and interpreting analytics
- Providing guidance for literacy and homework support at home

4. Integration of Interactive Multimedia

Expand ClassDojo's functionality to include interactive resources:

- Short instructional videos for reading and writing tasks
- Animated tutorials to demonstrate writing techniques and vocabulary exercises
- Polls, quizzes, and interactive prompts for real-time assessment

5. Real-Time Analytics and Personalized Feedback

Teachers will utilize ClassDojo's analytics dashboard to provide targeted feedback:

- Highlight strengths and areas for improvement in reading, writing, and vocabulary
- Suggest personalized home activities for learners struggling with specific skills
- Send notifications to parents to reinforce interventions or celebrate progress

6. Collaborative Parent-Teacher Communities

Create micro-communities on ClassDojo to foster shared learning and peer support:

- Discussion threads for literacy support strategies
- Parent-led reading or homework clubs
- Teacher-moderated forums for addressing common learning challenges

7. Contingency Plans for Technological Limitations

Implement inclusive solutions for limited connectivity and gadget availability:

- Offline activity packets linked to QR codes for ClassDojo resources
- Scheduled email or SMS summaries for parents with limited app access
- Device lending programs for learners lacking gadgets



8. Recognition and Motivation Programs

Establish a ClassDojo Excellence Board to acknowledge active participants:

- Monthly recognition for parents supporting learning at home
- Showcase top-performing learners and improvements in literacy
- Highlight teachers for innovative use of ClassDojo for feedback and communication

Discussion

The findings of the study reveal that integrating ClassDojo significantly improved communication between teachers and parents, which in turn positively influenced learners' literacy development. Through consistent and real-time updates, parents became more informed about their children's academic progress and were able to provide appropriate support at home. This improved collaboration contributed to better reading and writing performance among learners.

These results are aligned with previous studies emphasizing the importance of parental involvement and the use of digital tools in education. However, despite the positive outcomes, some limitations were identified. Challenges such as unstable internet connection and varying levels of digital literacy among parents affected the consistency of participation, which may have influenced the overall effectiveness of the intervention.

Conclusion

In conclusion, the study confirms that ClassDojo is an effective tool in strengthening parent-teacher communication and improving learners' literacy and academic performance. The platform provided an accessible and efficient way for teachers and parents to collaborate, ultimately supporting learners' academic growth.

Based on these findings, it is recommended that schools adopt similar digital communication platforms and provide necessary training for both teachers and parents to maximize their use. Future research may explore the long-term impact of such interventions and include a larger sample size to ensure broader applicability of the results.

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