

Parental involvement on the Academic Performance of Grade Six Pupils in Science in the New Normal: Basis for an Action Plan

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Abstract

This study aims to assess the influence of parental involvement on the academic performance of grade six pupils in science in the new normal in Tartaria Elementary School and Tartaria West Elementary School, Silang District in the school year 2021-2022, as the basis for an action plan. The quantitative design using descriptive method was employed in this research. This focused on identifying the influence of parental involvement to the academic performance of grade six pupils in science in the new normal. The findings showed that most of the parents were very highly involved in completing tasks of their children. Majority of the grade six pupils had very satisfactory academic performance in science. There is a significant correlation between parental involvement and pupils' academic performance in science. High value on parental involvement tends to occur with high level of pupils' academic performance in science. This study focused on the influence of parental involvement on the academic performance of grade six pupils in science in the new normal in Tartaria Elementary School and Tartaria West Elementary School, Silang District. This study led to an action plan to enhance pupils' academic performance and to strengthen parental involvement in supporting pupils' education, pandemic or not.

Keywords: Parental Involvement; Academic Performance; Science; Intervention Scheme

Introduction

One of the defining aspects of a student's academic achievement is parental involvement. It has a significant impact on children's intellectual achievement, but the Covid-19 pandemic has changed the educational landscape in the modern period. A child's educational development has always been the responsibility of the school. However, throughout the pandemic, parental involvement has become increasingly important in the educational setting. Delgado (2019) stated that parental involvement is associated with various benefits for students of all ages. There does not even need to be a high level of commitment; simply by asking the child how he or she did in school and attending school meetings, parents can positively influence the student's future. The best indicator of a student's success is the extent to which families are involved in their education. Feeling their parents' support, students become more motivated and develop a love of learning.

In accordance with DepEd Order (DO) No. 012. 2020, "Adoption of the Basic Education learning Continuity Plan (BE-LCP) for School Year 2020-2021 in the light of the COVID-19 Public health Emergency", the implementation of the BE-LCP demands for a holistic approach and a stronger

partnership among schools, households and communities. As the teachers and DepEd personnel tackle the additional tasks, challenges and new expectations in the new normal, the BE-LCP necessitates the complementary and broader roles of parents, guardians and other household partners, and members of the community to support the learning process of the students at home.

Today, the implementation of modular distance learning modality, parents went to school to get and retrieve modules and submitted accomplished learning activities of their children. They helped and guided their children in answering the activities. Even working parents devoted their time to assist their children in accomplishing the tasks in their self-learning modules.

Many learners found it difficult to learn science ideas. Most of them are not able to submit their learning tasks in science. They consulted their parents on how to perform scientific experiments and performance tasks, but this required much time and attention. In this situation, parents should know to impart particular lessons that their children were dealing with. Despite the fact that the educational community recognized the importance of parental involvement in children's education, some parents did not participate effectively in their children's education, whether at school or at home.

Apprehensive with this situation, it paved the way for the researchers to conduct this study. The main purpose of this research was to assess the influence of parental involvement on the academic performance of grade six pupils in science in the new normal in Tartaria Elementary School and Tartaria West Elementary School, Silang District in the school year 2021-2022, as the basis for an action plan.

Literature Review

The following presents the review of related literature and studies which are of great importance to understand better the present investigation.

Tus (2021) stated that parental involvement is one of the determinants of the academic success of the students. The COVID-19 pandemic affected the living conditions of societies, specifically, the families. Further, this resulted in the implementation of the new normal of education: online learning modalities. Therefore, it challenges the students with their parents to be active in learning in-home while the isolation is relative to their success in their educational goals.

Panol et.al (2021) concluded that the extent of parent's involvement in the students' learning influences the students' performance as it was proven that they are very involved in completing their child's learning tasks in science. When parents are involved, the students can complete an average of five learning tasks in science. The degree of completion of learning tasks in science is therefore dependent on the extent of parental involvement.

Darko and Sika (2021) concluded that parental involvement in their children's education was very important to their children's academic performance. Family size of pupils also negatively affected their academic performance in the sense that pupils did not only lack the basic necessities that could help them improve academically, but also received little attention from their parents. Parents' educational level did not affect academic performance of pupils although the study revealed that some parents could not assist them with their homework, reading and learning. Some parents failed to attend Parent-Teacher Association meetings to enquire more about their children's performance at school. This could be largely attributed to the fact that most of these parents had a low educational level, and so did not see the relevance of attending such meetings. The occupation of parents significantly affected the academic performance of pupils. This implied that pupils' performance largely depended on their parent's occupation granted their parents were involved in their academic work.

Ates (2021) found that parental involvement affects academic achievement. It was observed that the relationship between parental involvement and academic achievement did not differ significantly according to course areas, school levels and geographical areas. In this context, suggestions have been developed for

ensuring parental involvement and for future research.

Furthermore, the average effect size of the relationship between parental involvement and academic achievement was positive and at the medium effect size level. It was obtained that the relationship between parental involvement and academic achievement did not differ significantly in terms of subject areas (mathematics, science, reading and language skills). The effect size was found to be weak for mathematics and science lessons, and moderate for reading skills and foreign language. When the average effect size of the relationship between parental involvement and academic achievement was examined by school level, it was determined that the average effect size did not differ statistically. Another finding of the study was that the average effect size for all school levels (primary school, middle school and high school) was moderate.

Castro et.al (2015) revealed that the parental models most linked to high achievement are those focusing on general supervision of the children's learning activities. The strongest associations are also found when the families have high academic expectations for their children, develop and maintain communication with them about school activities, and help them to develop reading habits.

Alonso et.al (2017) stated that students whose parents exhibited a more distal or indirect profile of family involvement tended to demonstrate better results than those from homes with a more controlling style. Parental involvement styles have an effect on achievement at an individual and school level, even after accounting for the effect of context or background variables. Moreover, given the importance of parental involvement in academic performance, schools should consider it in their family information and training policies. Schools which have more communicative family profiles tend to demonstrate lower levels of intra-school differences in students' academic performance.

Frane (2019) discussed that teachers and parents should be more aware of parental involvements in terms of open communication, motivation, and time management of students.

De Jesus,et.al (2014) stated that in terms of providing assistance in academics, the parents were very much involved in assisting their child in their assignments, they also see to it that their time was well-managed.

Semana and Sarmiento (2020) found out that majority of the respondents were gained a satisfactory academic performance during the first and second quarter, and they had high level of parental guidance. Result further revealed that there was a positive significant relationship between the academic performance and level of parental guidance.

Duriscic and Bunijevac (2017) stated that parent's participation and contribution to the learning of their children primarily begins at home. According to them, parents value the importance of education and provide a positive attitude about school. Studies have shown that there is an increased academic achievement among students whose parents are involved. Many parents provide support and appropriate learning experiences through a safe and healthy environment.

Parents stated that their children's learning motives had diminished, according to Sonny Zaluchu's research findings (2020) as cited by Kintanar et.al (2021). Due to the enormous number of activities that must be completed in a short amount of time, less enjoyable learning techniques, and restricted social connection. For parents, the most difficult and rewarding component of modular learning is keeping their children on track while they complete their modules. Taking everything into consideration, parental involvement is a critical component of student success in modular settings. Parental support has been shown to have a substantial impact on students' achievement in a distance learning environment.

However, on the other hand, Delgado (2019) although parental involvement helps students, it can also have negative connotations. Based on his study, there are several cases where parents become excessively involved, constantly calling the teachers to check their children's progress, which uses up a lot of the teacher's time. This can also damage the self-esteem of both the teacher and the student.

Research Questions

This study aimed to assess the influence of parental involvement on the academic performance of

grade six pupils in science in the new normal in Tartaria Elementary School and Tartaria West Elementary School, Silang District in the school year 2021-2022, as the basis for an action plan.

Specifically, this study sought answers to the following questions:

1. To what extent is the parental involvement of the participants?
2. What are the pupils' academic performance in Science for the fourth quarter?
3. Is there significant relationship between parental involvement and pupils' academic performance?
4. Based from the findings of the study, what action plan may be proposed?

Scope and Limitation

This study aimed to assess the influence of parental involvement on the academic performance of grade six pupils in science in the new normal in Tartaria Elementary School and Tartaria West Elementary School, Silang District in the school year 2021-2022, as the basis for an action plan.

This study involved 47 Grade 6 pupils and 47 Grade 6 parents from Section A in Tartaria Elementary School and 47 Grade 6 pupils and 47 parents from Section A in Tartaria West Elementary School, Silang District. This study was limited to the assessment of influence of parental involvement to the academic performance of grade six pupils in science in the new normal.

Research Methodology

The quantitative design using descriptive method was employed in this research. This focused on identifying the influence of parental involvement to the academic performance of grade six pupils in science in the new normal.

a. Sampling

The researchers used cluster sampling in choosing the participants. The participants were composed of one heterogeneous section each from grade six level in Tartaria Elementary School and Tartaria West Elementary School. A total of 94 grade six parents and 94 grade six pupils participated in this study.

The table below shows the distribution of participants in this research.

Table 1: Distribution of Participants

School	Section	No. of Parents		No. of Pupils	
		Frequency	Percentage	Frequency	Percentage
Tartaria Elementary School	A	47	50	47	50
Tartaria West Elementary School	A	47	50	47	50
Total		94	100	94	100

b. Data Collection

The researchers conferred with the school head on the procedure of the conduct of the study. The

instrument was adopted from the study of R.F. Panol et.al (2021) entitled “Parental Involvement in Students' Completion of Learning Tasks in Science”. The researcher coordinated with the school principal for the distribution and retrieval of the instrument. The administration of the questionnaire was done during the distribution of modules to parents in the school. The respondents were requested to answer the instruments. After the retrieval of the instruments, the data collected were organized, tabulated and analyzed.

The table below presents the scale to be used in assessing the parental involvement.

Table 2. Scale Used in the Study (Likert Scale)

Scale	Range	Verbal Interpretation
5	4.20-5.00	Very Highly involved
4	3.40-4.19	Highly involved
3	2.60-3.39	Somewhat involved
2	1.80-2.59	Less involved
1	1.00-1.79	Not involved

Discussion of Results and Recommendations

1. To what extent is the parental involvement of the participants?

2. Table 1: Parental Involvement

Parental Involvement	WM	SD	VI
1. Keep track of my child's progress on his/her learning tasks in Science.	4.24	0.90	Very Highly Involved
2. Provide the basic needs (gadgets, necessary books, and other school supplies) for my child’s requirements and projects in Science.	4.15	0.97	Highly Involved
3. Provide internet access to my child for educational purposes.	4.21	0.96	Very Highly Involved
4. Discuss the value of good education as well as my child's future aspirations.	4.56	0.76	Very Highly Involved
5. Encourage my child to read books and related materials at home.	4.52	0.84	Very Highly Involved
6. Attend the Parent-Teacher-Association (PTA) meeting	4.00	1.09	Highly Involved

/homeroom meeting.			
7. Assist my child with his/her learning tasks in Science.	4.11	0.93	Highly Involved
8. Review and check my child’s answers before submitting the learning tasks.	4.12	0.91	Highly Involved
9. Spend time visiting school when asked by a teacher and willing to do work requested by the school.	4.02	0.96	Highly Involved
10. Reward or give incentives to my child for making a good effort in completing the learning tasks.	4.19	0.87	Highly Involved
11. Help my child in determining what is difficult and what is easy in learning tasks and encourage him/her to complete the tasks on his/ her own.	4.39	0.79	Very Highly Involved
12. Motivate my child to try hard in completing the learning tasks on time.	4.47	0.83	Very Highly Involved
13. Encourage my child to talk about his/her feelings and problems with schoolwork.	4.44	0.85	Very Highly Involved
14. Regularly ask the teachers for updates on the progress of my child.	4.07	0.93	Highly Involved
15. Set a regular time and place in our home for my child to do the learning tasks.	4.40	0.91	Very Highly Involved
Over-all	4.26	0.90	Very Highly Involved

The Table 1 presents the extent of parental involvement. It shows that in all of the indicators, they were Very Highly Involved and Highly Involved in completing tasks of their children, as shown by the Over-all weighted mean of 4.26 which is Very Highly Involved. De Jesus,et.al (2014) stated that in terms of providing assistance in academics, the parents were very much involved in assisting their child in their assignments, they also see to it that their time was well-managed.

2. What are the pupils’ academic performance in Science for the fourth quarter?

Table 2: Pupils’ Academic Performance in Science

Indicators	Frequency	Percentage
Outstanding (90-100)	20	21.28 %
Very Satisfactory (85-89)	68	72.34 %
Satisfactory (80-84)	6	6.38 %
Fairly Satisfactory (75-79)	0	0
Did Not Meet Expectation (Below 75)	0	0
Over-all	94	100.00 %

Mean= 87.24

SD= 2.43

Interpretation= Very Satisfactory

As reflected in the table, majority of the grade six pupils have very satisfactory academic performance in Science. Sixty-eight (68) or 72.34 percent of the pupils belong to very satisfactory, 20 or 21.28 percent belong to outstanding and 6 or 6.38 percent belong to satisfactory academic performance.

This implies that pupils that have developed fundamental knowledge, skills, and core understanding and can transfer them independently through authentic performance tasks. Castro et.al (2015) revealed that the parental models most linked to high achievement are those focusing on general supervision of the children's learning activities.

The strongest associations are also found when the families have high academic expectations for their children, develop and maintain communication with them about school activities, and help them to develop reading habits.

3. Is there a significant relationship between parental involvement and pupils' academic performance?

Table 3: Result of Pearson r Moment Correlation between Parental Involvement (X) and Pupils' Academic Performance(y)

Computed Correlation	Degree of Correlation	Critical Values	Decision
0.70	high correlation	0.05=0.205 0.01=0.267	Significant at 0.05 & 0.01
N=94	df=92		

As drawn in the table, the computed Pearson r value of 0.70 shows a high positive correlation between parental involvement and pupils' academic performance in science. The computed value of Pearson-product moment correlation of 0.70 is greater than the critical values of 0.205 and 0.267 at 0.05 and 0.01 respective levels of significance, using 92 degrees of freedom. Therefore, the null hypothesis of no significant relationship between the two variables is rejected. This means that there is a significant correlation between parental involvement and pupils' academic performance in science. High value on parental involvement tend to occur with high level of pupils' academic performance in science.

According to Panol et.al (2021), he stated that the extent of parent's involvement in the students' learning influences the students' performance as it was proven that they are very involved in completing their child's learning tasks in science. In addition, Semana and Sarmiento (2020) also revealed that there was a positive significant relationship between the academic performance and level of parental guidance.

4. Based on the findings of the study, what action plan may be proposed?

ACTION PLAN					
PROGRAMS/PROJECTS/ACTIVITIES	OBJECTIVES	STRATEGIES	PERSON INVOLVED	TARGET DATE	EXPECTED OUTCOME
1. Pupil Development	Enhance pupils' academic performance in science.	<ul style="list-style-type: none"> Use appropriate teaching techniques Provide activities appropriate for the learners 	School head Teachers Pupils	October 2022-July 2023	Pupils' academic performance shall have been improved.
2. Instructional/ Teaching Development	Ensure implementation of pedagogical approaches, 5 Es (Elicit, Engage, Elaborate, Explore, Evaluate) in teaching Science	Conduct School-based Learning Action Cell (SLAC) and peer mentoring	School head Teachers	October 2022-July 2023	Pedagogical approaches and 5Es shall have been implemented in teaching Science
3. Curriculum Development	Utilize/ modify localized and contextualized learning material in teaching Science.	Conduct training/ workshop in developing localized and contextualized materials	School head Teachers	October 2022-July 2023	Learning materials shall have been localized and contextualized.
4. Others Parental Involvement	Develop and strengthen shared responsibility and positive connections between parents/guardians and school that foster academic success of learners.	-Conduct Parents Learning Action Cell (PLAC) and PTA's conferences.	School head Teachers Parents	October 2022-July 2023	PLAC and PTA's conferences shall have been conducted.

Recommendations

1. The proposed action plan will be implemented to enhance pupils' academic performance and to strengthen parental involvement in supporting learners' education during new normal education in Tartaria Elementary School and Tartaria West Elementary School.
2. Engage and empower the parent community by giving them the opportunity to understand their child's learning environment and in the school's programs and activities and to strengthen their involvement in supporting pupils' education, pandemic or not.

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