

Parental Involvement and Academic Performance of Learners

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Abstract

The primary educators of their children are their parents. Their support impacts children's growth, learning, and later academic results. This study sought to identify parental involvement in learners' academic performance in terms of Parenting, Communication, Volunteerism, Learning at Home, Decision Making, and Community Collaboration, find the level of academic performance of learners in the second quarter and significant relationship of the parental involvement and academic performance. This research was conducted to 232 parents in the East 2 District, Division of Gingoog City. The respondents were selected through Slovin's formula. This study utilized the questionnaire from the study of Eldeeb (2018). The study utilized a descriptive correlation research design which used frequency, percentage, mean, and standard deviation. Pearson Product Moment Correlation was used to determine the significant relationship between the variables. Results revealed that parents are involved in their children's school life, but this does not seem to have a significant impact on their academic performance. The lack of a significant correlation between parental involvement and grades indicates that parents' efforts are not always reflected in their children's performance. Thus, this study recommends that parents will monitor their children's progress to maximize the effect of their involvement in their children's academic performance. Future research is also recommended on how parental involvement can impact other aspects of learners' academic performance.

Keywords: *Parental Involvement, Parenting, Communication, Volunteerism, Learning At Home*

1. Introduction

The primary educators of their children are their parents. Their support impacts children's growth, learning, and later academic results. Indirect facilitation of factors including nutrition, health, and hygiene and direct support for learning before and throughout formal education are included. Communication between the family and school, help with homework at home, involvement in school activities, and participation in decision-making bodies are all examples of support tasks. Depending on the child's age, support might range from at-home preschool assistance to direct support after the child enters school, including help with homework and volunteering in the classroom and at school events (UNESCO, 2021).

Educators, families, and community partners care about the success and wellbeing of students, yet they frequently approach these things in different ways. Furthermore, there are frequently a lot of obstacles standing in the way of any of these parties connecting effectively with one another (Anderson, 2019). He discussed further that families send their children to school, where they will learn many skills needed to become successful, happy, and healthy members of society. Schools are frequently a focal point for community engagement. Therefore, educators frequently take responsibility for eliminating obstacles in community school participation. Although families and other community members could volunteer their assistance, schools usually take the initiative in developing closer ties with the local community.

The Family Code of the Philippines, Title IX, Chapter 3, Article 220, states that it is the responsibility of parents to provide their children:

"with good and wholesome educational materials, supervise their activities, recreation, and association with others, protect them from bad company, and prevent them from acquiring habits detrimental to their health, studies, and morals."

Thus, when children arrive at school, it is not just the teacher's job to supervise and provide for their social and academic development. However, the parents also share those responsibilities. Parental involvement in school has been demonstrated to be a key factor for children's academic outcomes. The study by Lara and Saracostti (2019) aimed to analyze the association between parental involvement in school and children's academic achievement. The study indicated that children whose parents have a low involvement have lower academic achievement.

In this study, the researcher explored the relationship between parental involvement and learners' academic performance in the East 2 District, Division of Gingoog City. The study employed correlational statistics to determine this relationship.

This study was anchored on Eldeeb (2018) study, which established a positive relationship between academic achievement and parental involvement. The study discussed further that the school must seek the support of the community members to further its developmental programs for engagements between the school, parents, and community. There should be more involvement from the parents and community in decision-making for the benefit of the learners.

This study was also anchored on Epstein, in Sellami et al. (2022) study on the six categories of involvement which are parenting which is assisting all families in creating home environments that support children as student; communicating which is creating and implementing efficient two-way forms of communication about school programs and children's progress; volunteering which is enlisting and organizing help and support for school functions and activities; learning at school; and learning outside of school.

2. Methodology

This study employed a descriptive correlational design. Descriptive correlational is the best research design for this study because researchers closely examine the data about parental involvement in learners' academic performance. A descriptive research design is used when a study focuses on the present condition and the purpose is to find new truth, this fits best for the purpose of this study which is an assessment of the involvement of parents in the academic performance of learners. Descriptive statistics such as frequency, percentage, mean, and standard deviation were utilized to describe the variables of the study. For Problem 1, Mean and Standard Deviation were utilized. Frequency and Percentage were used in Problem 2. In addition, Pearson Product Moment Correlation Coefficient was used to determine the significant relationship between the Independent and Dependent variables of the study.

3. Results and Discussion

Problem 1. What is level of parental involvement among the parents in terms of:

- 1.1 Parenting;
- 1.2 Communication;
- 1.3 Volunteerism;
- 1.4 Learning At Home;
- 1.5 Decision Making; and
- 1.6 Community Collaboration?

Table 1 on the next page, shows parental involvement in terms of Parenting. It shows that it has an Overall Mean of 3.12 with SD= 0.43, which is described as Agree and interpreted as Involved. The result implies that parenting practices of parents illustrate academic support for their children. This may mean that parents understand that they play a crucial role in the academic success of their children. UNESCO (2021)

cited that parenting programs aim to create awareness of the importance of parents' role in supporting their children's growth and development and to strengthen or modify their attitudes, beliefs, and practices concerning caring for a child.

Table 1*Parental Involvement in Terms of Parenting*

Questions	Mean	Std. Deviation	Description	Interpretation
I frequently explain difficult ideas to my child when he doesn't understand	3.5	0.64	Strongly Agree	Highly Involved
There are many children's books in our house.	2.98	0.79	Agree	Involved
My child has not missed classes in school	2.73	0.83	Agree	Involved
Reading books is a regular activity in our home.	3.25	0.63	Agree	Involved
OVERALL	3.12	0.43	Agree	Involved

Note. (3.26-4.00) Highly Involved; (2.51-3.25) Involved (1.76-2.50) Uninvolved; (1.00-1.75) Highly Uninvolved

Results also shows that the statement, *I frequently explain difficult ideas to my child when he doesn't understand*, has the highest Mean of 3.5 with SD=0.64, which is described as Strongly Agree and interpreted as Highly Involved. The result implies that parents could help their children understand concepts that they find difficult involving their lessons in school. According to UNESCO (2021), regardless of the parent's level of educational achievement, research indicates how children's literacy increases when their parents are actively involved in their schoolwork. Furthermore, evidence suggests that with support, even less privileged parents may become more involved in their children's education, can improve outcomes.

On the other hand, the statement, *My child has not missed classes in school*, has the lowest Mean of 2.73 with SD=0.83, which is described as Agree and interpreted as Involved. The result implies that absenteeism can be an issue among learners, and parents are aware of it. According to Dalton and Bacon (2018), school attendance is the foundation of a student's ability to receive education and the benefits that such education provides. However, this essential ability to attend school consistently needs to be improved for many students. Myriad proximal and distal factors contribute to school absenteeism, which includes physical health, mental disorders, and family, school, and community variables.

Table 2 shows the parental involvement in terms of Communication. It has an Overall Mean of 3.18 with SD= 0.43, interpreted as Involved. The result implies that communication between parents and the school is established. This may also imply that there is an interactive interaction between parents and teachers to help each other maximize and optimize the potential of learners. Through communication, parents can serve as strong allies of teachers in developing children's full potential and monitoring the quality of teaching and teaching strategies (UNESCO (2021).

The result also shows that the statement, *I am comfortable talking with my child's teachers* has the highest Mean of 3.45 with SD=0.59, which is described as Strongly Agree and interpreted as Highly Involved. The result implies that parents have built a strong rapport with their child's teacher.

According to Sheridan (2018), an excellent way to narrow opportunity gaps is to create relationships between families and schools, especially for historically marginalized groups of individuals. She discussed further that Strong partnerships enhance parents' capacity to be involved in their child's educational experience while supporting children's learning and ability to develop networks and lifelong skills.

Table 2
Parental Involvement in terms of Communication

Question	Mean	Std. Deviation	Description	Interpretation
If my child misbehaved at school, I would know about it soon afterward.	3.44	0.67	Strongly Agree	Highly Involved
*Talking with my child's principal makes me uncomfortable.	2.49	0.95	Agree	Involved
I always know how well my child is doing in school.	3.34	0.66	Strongly Agree	Highly Involved
I am comfortable talking with my child's teachers.	3.45	0.59	Strongly Agree	Highly Involved
OVERALL	3.18	0.42	Agree	Involved

Note. (3.26-4.00) Highly Involved; (2.51-3.25) Involved (1.76-2.50) Uninvolved; (1.00-1.75) Highly Uninvolved;

On the other hand, the statement *Talking with my child's principal makes me uncomfortable* has the lowest Mean of 2.49 with SD=0.95, which is described as Agree and interpreted as Involved. This statement has been reversed coded, and the result implies that parents need help in their dealings with the principal or administrator of the school. This may also mean that the parents and the school administration must establish a better relationship. It is important that parents are made comfortable talking to the school principal so that they may be able to communicate concerns more effectively.

Albez and Ada (2017) recommend in their study that School-parent collaboration must be reconfigured in accordance with school types, student demands, and parent expectations. Administrators and teachers must be provided with knowledge and skills in school-family relations. While organizing parent participation efforts, school administrators must consider the school's and parents' demands, expectations, wishes, and requests and conduct a preliminary feasibility study.

Table 3
Parental Involvement in terms of Volunteering

Question	Mean	SD	Description	Interpretation
I feel very comfortable visiting my child's school.	2.59	0.57	Agree	Involved
I have visited my child's classroom several times in the past year.	3.13	0.70	Agree	Involved
In the past 12 months, I have attended activities at my child's school several times.	3.16	0.78	Agree	Involved
In the past 12 months, I volunteered at my child's school at least 3 times.	2.79	0.80	Agree	Involved
OVERALL	3.17	0.50	Agree	Involved

Note. (3.26-4.00) Highly Involved; (2.51-3.25) Involved (1.76-2.50) Uninvolved; (1.00-1.75) Highly Uninvolved

Table 3 shows the parental involvement in terms of the Volunteering. It shows that it has an Overall Mean of 3.17 with SD=0.50, which is described as Agree and interpreted as Involved. The result implies that parents volunteer in their children's school. This may also imply that parents are involved in activities and programs which provide better learning experiences for learners. According to Nash (2018), children do better when their parents volunteer in their schools. Additionally, they behave better, attend school more frequently, and are more likely to finish high school and pursue further education. Children will do better in school if

parents participate in more schoolwork.

The result also shows that the statement, *In the past 12 months, I have attended activities at my child's school several times* has the highest mean of 3.16 with SD=0.78 which is described as Agree and interpreted as Involved. This implies that parents are involved in school events. This implies further that parents have contributed significantly to the success of the school programs and projects. According to Chen (2022), there are many ways to get involved in child's school without taking time off from work or further taxing an already packed schedule. Contributing significantly by utilizing one's expertise or line of work for the school is an excellent way.

On the other hand, the statement, *I feel very comfortable visiting my child's school*, has the lowest Mean of 2.59 with SD=0.57, which is described as Agree and interpreted as Involved. The result implies that some parents attend their children's school. This may also mean that these parents develop a deeper connection with the school personnel. Albez and Ada (2017) reiterate that the school should be able to consider the kind of community where the school is. Parents' socio-economic and sociocultural statuses must not be seen as a factor that undermines school-parent collaboration but as an opportunity to develop school-family collaboration, and consideration must be given to how to activate and develop parent competence.

Table 4

Parental Involvement in terms of Learning at Home

Question	Mean	Std. Deviation	Description	Interpretation
My child's schoolwork is always displayed in our home.	3.09	0.76	Agree	Involved
Every time my child does something well at school, I compliment him.	3.68	0.57	Strongly Agree	Highly Involved
I read to my child every day.	3.16	0.63	Agree	Involved
*I don't understand the assignments my child brings home.	2.65	0.91	Agree	Involved
OVERALL	3.14	0.38	Agree	Involved

Note. (3.26-4.00) Highly Involved; (2.51-3.25) Involved (1.76-2.50) Uninvolved; (1.00-1.75) Highly Uninvolved; *statement are reversely coded

Table 4 shows the parental involvement in terms of Learning at Home. It has an Overall Mean of 3.14 with SD=0.38, which is described as Agree and interpreted as Involved. This means that parents provide assistance to their children in doing homework and other school requirements at home. This further implies that parents have the capacity to provide academic help for their children. With this, parents will have to develop routines and manage home learning more efficiently (Fisher, 2020) like through supervision of study time, recognition of learning difficulties, and provision of learning space as suggested by Novianti and Garzia (2020).

The result also shows that the statement, *Every time my child does something well at school, I compliment him* has the highest Mean of 3.68 with SD=0.57 which is idescribed as Strongly Agree and nterpreted as Highly Involved. This implies that parents get involved in school events. This may also imply that parents have habitually complimented their children on their achievements. DiGiulio (2019) discussed that compliments make people feel good, receiving and giving them. She discussed further that feeling valued and appreciated are basic human needs and that appreciation is one of the foundations of a relationship. Scientists have found that being paid a complimenting light up the same parts of the brain that activate when it gets paid a monetary award.

On the other hand, the statement, *I don't understand the assignments my child brings home*, was reversely coded and had the lowest Mean of 2.65 with SD=0.91, which is described as Agree and interpreted as Involved. This implies that there are parents who have difficulty providing their children with academic

aid. This may also mean that these parents do not have the faculties which are essential for homeschooling.

According to UNESCO (2021), Some parents, particularly those from lower socioeconomic backgrounds or minority groups, face barriers to involvement in their children's learning. There are material and psychological obstacles 'which operate differentially (and discriminately) across social classes and evidence of a socioeconomic gradient to parents' engagement in their children's learning and the home learning environment. Findings suggest that parents from ethnic or linguistic minority groups may not have the confidence or skills to guide their children or may be viewed by teachers and schools as having less ability and effectiveness to contribute to their children's education.

Table 5

Parental Involvement in terms of Decision Making

Question	Mean	Std. Deviation	Description	Interpretation
*I am confused about my legal rights as a parent of a student.	2.67	0.99	Agree	Involved
I have made suggestions to my child's teachers about how to help my child learn.	3.09	0.82	Agree	Involved
I know the laws governing schools well.	3.28	0.61	Strongly Agree	Highly Involved
In the past 12 months, I attended several school board meetings.	3.06	0.73	Agree	Involved
OVERALL	3.03	0.37	Agree	Involved

Note. (3.26-4.00) Highly Involved; (2.51-3.25) Involved (1.76-2.50) Uninvolved; (1.00-1.75) Highly Uninvolved; * statement are reversely coded

Table 5 shows parental involvement in terms of Decision Making. It shows that it has an Overall Mean of 3.03 with SD=0.73, which is described as Agree and interpreted as Involved. This means that parents are involved in the decision-making process of the school. This may also mean that parents were able to contribute in the planning and implementation of school activities and programs which provide better learning environments and a chance to maximize the learners potentials. According to Llego (2022), parents can have a voice in their children's education by participating in school decision-making processes, such as serving on a school committee or joining a parent-teacher organization.

The result also shows that the statement, *I know the laws governing schools well*, has the highest Mean of 3.28 with SD=0.61, which is described as Strongly Agree and interpreted as Highly Involved. This implies that parents have a good knowledge and understanding of laws and policies involving their child's school and education.

Philip (2018) discusses that governments could classify the right to free and compulsory education as a fundamental right. There have also been several policies on this issue. Despite numerous legislations on this issue, the statistics could have been more encouraging. As parents, they need to be updated on the following educational policies and laws, not only for knowledge but also to spread awareness among other parents, especially those who might not have access to this information.

On the other hand, the statement, *I am confused about my legal rights as a parent of a student/s has* the lowest Mean of 2.67 with SD=0.99, which is described as Agree and interpreted as Involved. This implies that some parents have difficulty understanding their rights concerning their children's education. This may also mean that these parents have confusion concerning complaints and legal actions as situations arise in their child's school.

According to Walsh (2022), in the US, parents' rights are among the most heated in public education, invoked in political campaigns and debates over everything from curriculum choices to classroom discussions

about race, gender, and sexuality. However, the concept is tangled in more than a century of legal wrangling, court precedents, federal and state statutes, and rhetoric over what it means, especially in education.

Table 6*Parental Involvement in terms of Community Collaboration*

Question	Mean	Std. Deviation	Description	Interpretation
I talk with other parents frequently about educational issues.	3.03	0.8	Agree	Involved
My child attends community programs regularly.	3.14	0.68	Agree	Involved
If my child was having trouble in school, I would know how to get extra help for him.	3.35	0.61	Strongly Agree	Highly Involved
I know about many programs for youth in my community.	3.28	0.59	Strongly Agree	Highly Involved
OVERALL	3.20	0.43	Agree	Involved

Note. (3.26-4.00) Highly Involved; (2.51-3.25) Involved (1.76-2.50) Uninvolved; (1.00-1.75) Highly Uninvolved

Table 6 shows the parental involvement in terms of the Community Collaboration. It shows that it has an Overall Mean of 3.20 with SD=0.43, which is described as Agree and interpreted as Involved. This means that parents establish a connection with other stakeholders in the school. This may also imply that parents have been actively involved in community building programs which allows opportunities for learners to learn and grow outside the four corners of their classroom. According to Little (2018), partnerships can potentially increase program quality, better use of resources, and even transform individual partners by strengthening, assisting, and transforming them.

The results also shows that the statement, *I know the laws governing schools well* has the highest Mean of 3.28 with SD=0.61, which is described as Strongly Agree and interpreted as Highly Involved. The findings suggest that parents possess a solid comprehension of the laws and policies that pertain to their children's school and education. Philip (2018) discussed that governments could classify the right to free and compulsory education as a fundamental right. As a parent, staying informed about educational policies and laws is essential. This will benefit parental understanding and enable them to share this information with other parents who may not have access to it.

On the other hand, the statement, *I am confused about my legal rights as a parent of a student* has the lowest Mean of 2.67 with SD=0.99, which is described as Agree and interpreted as Involved. The result suggests that certain parents require assistance in comprehending their rights as a parent when it comes to their child's education. This suggests that these parents require more precise information on how to lodge complaints and take legal action in situations that arise in their child's school.

According to Walsh (2022), in the US, parents' rights are among the most heated in public education, invoked in political campaigns and debates over everything from curriculum choices to classroom discussions about race, gender, and sexuality. Nevertheless, the concept is tangled in more than a century of legal wrangling, court precedents, federal and state statutes, and rhetoric over what it means, especially in education.

Table 7 shows the overall parental involvement in learners' academic performance in the East 2 District, Division of Gingoog City. It has an overall Mean of 3.14 with SD=0.27, which is described as Agree and interpreted as Involved. This means that parents are involved in the academic success of their children. This further implies that parents are able to provide the necessary intervention to help their children to succeed in school.

Table 7
Overall Parental Involvement

	Parenting	Communication	Volunteering	Learning at Home	Decision Making	Community Collaboration	Overall
Mean	3.12	3.18	3.17	3.14	3.03	3.2	3.14
Std. Deviation	0.43	0.42	0.5	0.38	0.37	0.43	0.27
	Involved	Involved	Involved	Involved	Involved	Involved	Involved

Note.(3.26-4.00) Highly Involved; (2.51-3.25) Involved (1.76-2.50) Uninvolved; (1.00-1.75) Highly Uninvolved

Moreover, the table reveals that among the different indicators, Community Collaboration has the highest Mean of 3.2 with SD=0.43, which is described as Agree and interpreted as Involved. The outcome suggests that parents participate more actively in their children's education through community connections, which offer enhanced chances for student learning and school development.

On the other hand, Decision Making has the lowest Mean of 3.03 with SD=0.43, which is described as Agree and interpreted as Involved. Parents are less likely to participate in school decision-making indicators. This suggests that they may need more time to get involved in the school's administrative work.

According to Yang (2022), schools can become successful in engaging parents by slowly expanding definitions of involvement. It is not just about increasing numbers but about the quality and kind of involvement brought to the table. It is more about believing that students' success is a common interest for school and family. Schools must envision parents as partners in the functioning and learning process.

Problem 2. What is the academic performance of learners based on their first quarter grades in the SY 2022-2023?

Table 8
Students' Academic Performance

		School			
		Minbunga ES	Minsapinit ES	Tinabalan ES	OVERALL
Grades	Frequency	125	72	35	
	Mean	80.20	80.39	80.37	80.28
	Std. Deviation	2.74	2.29	1.96	2.49

Table 8 shows the students' academic performance as indicated in their second-quarter grades for SY 2022-2023. It reveals that the learners who are respondents of this study have a Mean grade of 80.28 with SD= 2.49. The standard deviation of 2.49 implies that the grades are highly distributed from the mean. This means there are learners with grades far higher or lower than the mean. Based on this, the students' grades are highly scattered from the mean, with extremely high and extremely low grades.

Academic grades in the Department of Education are based on DepEd Order No. 8 s. of 2015. There is one Quarterly Assessment during a grading period, but there should also be opportunities for students to generate Written Work and perform Performance Tasks to show what they are capable of. Written Work and Performance Tasks are optional, however they must be distributed throughout the quarter and utilized to evaluate students' proficiency after each topic has been presented. A grade of 80-84 is interpreted as Satisfactory. This means that the learners are able to meet the expectations in the different academic areas. Though it also means that the learners are barely able to accomplish the academic tasks provided by their respective teachers.

Problem 3. Is there a significant relationship between the parental involvement and the academic performance of learners during the second quarter of SY 2022-2023?

Table 9*Relationship between Academic Performance and Parental Involvement*

Variable	R	p	Interpretation
Parenting Category	0.04	0.56	Not significant
Communicating Category	0.06	0.40	Not significant
Volunteering Category	0.08	0.24	Not significant
Learning at Home	0.07	0.26	Not significant
Decision Making	0.05	0.41	Not significant
Collaborative Category	0.00	0.95	Not significant
Overall	0.06	0.40	Not significant

Table 9 shows the result of the Pearson correlation of the variables. The result shows no significant relationship between all variables and academic performance. The findings suggest that parents' belief in their involvement in their children's academic tasks may not be reflected in their children's performance. It is important to remember that parents' involvement is based solely on their perception. This could lead to a problem in the children's academic performance, where parental involvement has not fully translated into better grades. Additionally, it is possible that children who already have strong academic skills can perform well even with limited parental involvement. These results contradict the findings of Veas et al.'s (2018) study, which showed that parent involvement has a significant, direct, positive effect on learners' academic performance. They also emphasized that parental involvement is crucial for the future development of educational models.

The results may also indicate that though parental involvement helps in improving academic performance, the school with all its stakeholders are far from accomplishing the task of bridging the academic gap caused by the recent pandemic. Decline in the academic performance of learners is a worldwide phenomenon. According to the Organization for Economic Cooperation and Development (OECD, 2020), the most disadvantaged students have been disproportionately impacted by the disruption to education systems caused by the COVID-19 pandemic, which has the potential to have profound and long-lasting effects. To close learning gaps and provide seamless, uninterrupted educational routes for all students, immediate action is needed. Systems will need to improve learners' resilience over the long run, in order to develop situations where each person has the skills necessary to realize their full potential.

4. Conclusions and Recommendations

This study came up with the following conclusions based on the findings of the study:

1. Parents are generally involved in their children's academic progress through community collaboration. They are aware of any issues their child may face in school and how to approach them to address those problems.
2. Students' academic performance was highly distributed in terms of their grades. Furthermore, there were several low performers. Thus, it is essential to establish factors that can help the students reach their maximum and optimum potential.
3. There was no notable correlation found between parental involvement and academic performance.

Based on the findings, the study presented the following recommendations:

1. There is an expansive room to improve parental involvement in their children's academic performance. Understanding one's role in the development of the school and its learning environment is essential for the parents. Being actively part of school programs and activities can also be improved.
2. In terms of the learners' academic performance, getting better should be the goal of every learner. Parents can help by getting involved in their children's scholastic and academic activities. They may also be monitoring their children's progress regularly.
3. No significant correlation between Parental Involvement and Grades indicates that their efforts are not reflected in their children's performance. Thus, parents can monitor their children's progress to maximize further and optimize the effect of their effort in involving themselves in learners' academic performance.
4. Future researchers may further study the correlation between parental involvement and learners' academic performance. Future research is recommended on how parental involvement can impact other aspects of the learners' academic performance.

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