

Parental Involvement and Learners' Academic Performance



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ABSTRACT: Education is a collaborative effort where both parents and teachers cooperate to equip learners for achievements. This study aimed to determine the level of parental involvement in their child's education, learners' academic performance and significant relationship between parental and learners' academic performance during the Second Quarter of School Year 2023-2024. It employed descriptive correlational design with documentary analysis. The respondents were the parents of learners at the different schools of Manolo Fortich IV District, Division of Bukidnon. The instrument was adapted and modified to determine parental involvement while academic performance of their children were taken from the School Form 5 of the adviser. Mean and standard Deviation and Pearson Moment Correlation were used to determine the analysis of the variables. Results found that parents are highly involved in the education of their children. It also showed a very satisfactory performance of learners during the Second Quarter of School Year 2023-2024. Significant relationships were demonstrated between parental involvement and learners' academic performance. Parents may continue to assist at home, talk with the teachers, and be involved in their children's education.

KEYWORDS: home, involvement, learners, performance, school

I. INTRODUCTION

Education is a collaborative effort involving parents and teachers. Increased graduation rates, improved grades, improved attendance, and the desire to pursue higher education are all benefits of this involvement for learners to prepare students for success. Children's academic journey is significantly enhanced when parents actively participate in their education (Sudderth, 2022).

Parents are crucial in the formation of moral ideals in children. In the home, a person's physical, mental, emotional, and spiritual development can be maximized (Verma, 2019). Home is the first school; not only do children learn intellectually here, but they also learn how to deal with life's obstacles and interact with others. Involvement from parents is crucial to the child's educational achievement. The engagement of parents enhances students' academic success. Additionally, it is intended to raise academic standards and decrease dropout rates (Llego, 2022).

Learners who have parents who are involved in their education are more likely to attend school regularly and behave well in it. This involvement highlights the importance of education while establishing expectations for attendance and conduct. A child's drive and self-esteem are increased when their parents show an interest in their education. Knowing that their parents value education and are invested in their success can inspire students to strive for academic excellence and pursue their educational goals (Albiso et al., 2022).

Parents' involvement in the learners' education positively influences their success. It is a two-way street in which educators and families work together to prepare learners for success. It improves prospects of graduating, getting higher grades, improving attendance, and enrolling in college. If parents are interested and hands-on with their children's education, their academic pursuits will benefit (Sudderth, 2022).

In Manolo Fortich IV District, there are many elementary school learners who lack support from their parents. These learners face extra challenges. Learners highly benefit from guidance and encouragement from their parents, so without that support, it is harder for them. It is important to determine if these parents understand the responsibilities of the academic growth of their children.

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In this study, the researcher would like to explore the level of parental involvement and its relationship with the learners' academic performance among the parents of the learners of Manolo Fortich IV District, Division of Bukidnon.

II. METHODOLOGY

The researcher employed the descriptive correlational with documentary analysis. The most appropriate research strategy because it allows researchers to evaluate data carefully. The descriptive research methodology is most appropriate for this study because it is employed when a study concentrates on the current situation and seeks to discover new truths (Hassan, 2024). To examine the data, the researcher used Mean and Standard Deviation in Problem 1, Frequency and Percentage for Problem 2, while Problem 3 used the Pearson Moment Correlation Coefficient to determine the relationship between variables.

In this study, the researcher looked into the significant relationship between the parental involvement and learner's academic performance.

III. RESULTS AND DISCUSSION

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

- 1.1 home;
- 1.2 school;
- 1.3 child invitation and
- 1.4 teacher invitation?

Table 1. Overall Level of Parental Involvement

| Variables | Mean | SD | Description | Interpretation |
|----------------|-------------|-------------|-----------------------|------------------------|
| Home | 3.22 | 0.68 | Agree | Involved |
| School | 3.30 | 0.68 | Strongly Agree | Highly Involved |
| Child | 3.34 | 0.67 | Strongly Agree | Highly Involved |
| Teacher | 3.49 | 0.63 | Strongly Agree | Highly Involved |
| Overall | 3.34 | 0.66 | Strongly Agree | Highly Involved |

Note: 3.25 - 4.00 Highly Involved 2.50 - 3.24 Involved 1.75 - 2.49 Less Involved 1.00 - 1.74 Uninvolved

Table 1 shows the overall parental involvement in their child's education in the Manolo Fortich IV District, Division of Bukidnon. It has an Overall Mean of 3.34 with SD = 0.66, described as Strongly Agree and interpreted as Highly Involved. This means that parents are very actively engaged in the academic and co-academic activities of their children. They are very much aware of their responsibilities and obligations as parents to the teachers, school, and child's academic achievements. This implies that children whose families take a strong interest in their education have a greater chance of graduating from high school and college, scoring well on tests, and growing personally and academically. It appears from this that parents were able to give their childrens' the engagement and support they needed to thrive in school.

Moreover, the table reveals that among the variables, teacher involvement has the highest Mean of 3.34 with SD = 0.66, described as Strongly Agree and interpreted as Highly Involved. This means that teachers communicated regularly with parents to get involved in school activities. Teachers and parents have one-on-one conversations regarding each child's development and offer support with academic issues. The results denote those parents and instructors have cultivated a close relationship and exchange of information. Such a strong connection can lead to enhanced communication, mutual understanding, and shared goals for the child's education. The implication extends further to suggest that when parents actively cultivate relationships with teachers, it can positively influence the overall educational experience for the child, fostering a supportive and collaborative learning environment.

On the other hand, the variable home involvement has the lowest Mean of 3.22 with SD = 0.68, described as Agree and interpreted as Involved. It shows that parents get involved and hands-on in assisting their child's learning process at home. They talked with the child about the school, supervised their child's homework, helped the child study the lesson for the test, practiced spelling, read books with them, practiced Mathematics and other skills. They spend quality time with their children at home as they develop the learning process. This implies that parental engagement at home is very helpful and beneficial in the development of their children academically and emotionally. The child can be more motivated to perform academically at home, seeing their parents' involvement in their studies. This also highlights the importance of focusing on enhancing the quality of parent-child communication and fostering a positive and supportive environment.

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According to Bempechat et al. (2022), establishing a positive parent-teacher relationship is crucial to fostering an environment that supports academic success. This means that encouraging learners' active participation in the learning process and providing them with academic support depend greatly on the pleasant and cooperative relationship that exists between parents and teachers. Also, innovative programs can help successfully establish authentic partnerships among parents, children, schools, and communities, all aimed at fostering achievement and learner engagement. When parents and teachers work together, it helps children in many ways beyond just doing well in school. It can help learners behave better, feel happier, and have more confidence. This collaboration also makes the school feel like a friendlier and more supportive place for everyone involved.

Even after controlling for other factors, such as socioeconomic status and parental education, a clear association existed between a child's motivation and increased academic performance. Parents may foster a strong bond by actively engaging in their children's interests, dedicating quality time to play with them, and suggesting joint activities (Kim & Kim, 2021).

Problem 2. What is the learners' academic performance based on their Second Quarter grades in the SY 2023-2024?

Table 2. *Learners' Academic Performance*

| Range | Frequency | Percentage | Mean | SD | Description |
|--------------|------------|---------------|-------|------|-------------------|
| 90%-100% | 61 | 34.85 | | | |
| 85%-89% | 77 | 44.00 | 89.42 | 3.56 | Very Satisfactory |
| 80%-84% | 34 | 19.43 | | | |
| 75%-79% | 3 | 1.72 | | | |
| 60%-74% | 0 | 0.00 | | | |
| Total | 175 | 100.00 | | | |

Note: 90%-100% Outstanding 85%-89% Very Satisfactory 80%-84% Satisfactory 75%-79% Fairly Satisfactory
60%-74% Did Not Meet Expectation

Table 2 shows the learner's academic performance as indicated in their Second Quarter grades for School Year 2023-2024. It reveals that the learners who are respondents of this study have a Mean of 89.42 with SD=3.56, described as Very Satisfactory. This represents a level of performance that meets or exceeds expectations set by the Department of Education. Knowing that they have performed well, though not at the highest level, can still validate their effort and provide a sense of accomplishment. This understanding allows learners to acknowledge their progress while recognizing areas for potential improvement.

Furthermore, 44.00% of learners had average grades of 85-89 which is described as Very Satisfactory. However, 1.72% of the learners have average grades of 75-79%, which is described as Fairly Satisfactory. This implies that learners were able to comply with their respective academic requirements.

Grades of 85-89 were classified as Very Satisfactory, indicating that the learners not only met but also excelled in completing the academic tasks assigned by their respective teachers, demonstrating a level of performance that exceeded expectations. The learners were able to meet or surpass the expectations in the various academic areas beyond what is required.

DepEd Order No. 8 s. 2015 provides bases for academic assessments and ratings for all learners in the basic education. The results indicate that the learners performed exceptionally well in terms of their written work, performance tasks, and quarterly assessments.

Al Husaini and Shukor (2022) established that academic performance is influenced by several factors, including family support and involvement. This suggests a crucial interconnection between the familial environment and a learner's educational outcomes. A supportive family plays a pivotal role in shaping a learner's academic success.

Problem 3. Is there a significant relationship between parental involvement and learners' academic performance during the Second Quarter of SY 2023-2024?

Table 3 shows the relationship between parental involvement and learners' academic performance, which is interpreted as significant. The result shows a low positive relationship between the variables. Parents need to work together, not separately, to help children develop skills. Just being there is not enough. It is how parents interact, support learning and how they engage and help their children in their studies that really matters. Meaningful conversation and activities at home

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have a big impact on how children learn. Talking to them about what they are learning and doing fun activities can really help them learn better.

These results are consistent with the study by Lara and Saracostti (2019), which indicates parents are crucial to their children's academic success, as seen by the strong correlation found between parental participation and learners' academic performance. Parental support is crucial in bolstering classroom learning and fostering student achievement, as seen by the strong correlation found between learners' academic performance and parental involvement at home.

Table 3. Test Relationship Between Parental Involvement and Learners' Academic Performance

| Variable | r-value | p-value | Level of Relationship | Decision | Interpretation |
|----------|---------|---------|---------------------------|-----------|----------------|
| Home | 0.312 | 0.023 | Low Positive Relationship | Reject Ho | Significant |
| School | 0.364 | 0.011 | Low Positive Relationship | Reject Ho | Significant |
| Child | 0.327 | 0.003 | Low Positive Relationship | Reject Ho | Significant |
| Teacher | 0.539 | 0.001 | Low Positive Relationship | Reject Ho | Significant |

Note: Significant if computed p-value is less than 0.05 level of significance

An environment that is supportive of academic achievement is created when parents assist with homework and have open lines of communication regarding their child's progress. This involvement improves children's understanding, discipline, and responsibility. It also helps parents identify and address any challenges, leading to better academic outcomes (Utami, 2022).

Active parental involvement fosters a supportive environment that inspires pupils to achieve. Better communication amongst parents, educators, and students is facilitated by this involvement, making it possible to discern the child's development more clearly. Students learn more effectively when their parents are active in their educational lives. They can collaborate with teachers to meet their child's needs, assist with homework, and demonstrate the value of education. This involvement creates a supportive environment where students feel motivated to do well. This way, students learn better, parents feel more connected, and schools become stronger communities (Lirio et al., 2022).

When parents support their child's educational efforts by joining school events, discussing learning, or aiding with homework, it shows they care about education, which motivates the child to study more. This involvement creates an environment that encourages curiosity and responsibility, leading to better academic performance and a lifelong love of learning. Attending to a child's interests, engaging in play with them, and suggesting joint activities have a significant impact on their academic performance. When parents pay attention to what interests their children, they create opportunities to incorporate those interests into learning, making education more engaging and relevant. Spending quality time playing with children not only strengthens the parent-child bond but also enhances cognitive skills like problem-solving, creativity, and critical thinking, which are essential for academic success (Kim & Kim, 2021).

Moreover, collaboration between home and school is crucial, as seen by the noteworthy correlation found between learners' academic success and parental involvement as defined by the teacher's invitation. Students typically perform better in school when parents are invited to participate as well. Parents can participate in school activities, speak with teachers, and assist with homework. The collaboration between the home and the school enhances students' academic performance. When teachers invite parents to join school-wide projects, parents are more likely to get involved. This shows that when teachers reach out to parents, they feel welcomed and valued. By inviting parents, teachers encourage them to participate and contribute to activities that benefit all students. This simple act of invitation helps build a stronger connection between parents and the school community, leading to more active involvement and support from parents in various school initiatives (Chen et al., 2021).

Also, parents exhibit more motivation to engage in school decision-making when specifically requested by their educators to provide assistance or participate. This highlights the need for teachers to proactively engage with parents and collaborate to assist learners inside the educational setting (Yulianti et al., 2022).

Though it is essential to acknowledge that while parental involvement is important, it alone cannot guarantee high academic grades for a child. Academic achievement is influenced by several factors, including the child's innate abilities, learning style, motivation, teacher effectiveness, and the overall learning environment. Though they cannot influence every element of their child's academic achievement.

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IV. CONCLUSIONS

This study came up with the following conclusions.

1. Parents are active and supportive to their children's education. They are very involved, and they attend and communicate regularly about events like programs, meetings, and voluntary activities. Parents are responsive, thus promoting the academic success of their children.
2. Learners are able to perform very satisfactory academic tasks. They demonstrated a level of performance that exceeded expectations.
3. A family who is strongly engaged with the education of their children can motivate them to participate in learning activities at home and in school.

V. RECOMMENDATIONS

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

1. Parents may continue to be active in engaging in their child's learning process at home, stay connected with teachers, and inspire and motivate their children to do learning activities. They may give more time to help them practice spelling, Mathematics, and other skills.
2. Very Satisfactory academic performance of learners signifies the need for a mechanism to maintain these results. Teachers may provide an environment that allows much wider growth among learners. This can be done by a collaborative effort between teachers and parents to monitor the progress of the children's performance.
3. Parents may participate in various school and home activities, recognize the significance of their involvement in their children's academic advancement, and enhance their overall learning experience. To assist parents in supporting their children academically, the school may provide forums where parents can learn about the issues that need to be addressed.

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