

Parental Involvement and the Academic Performance of the Grade V Pupils in Distance Learning Modality

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Abstract — This study evaluates the relationship between the extent of influence of parental involvement and their profile and academic performance. The findings of the study were the basis for the Proposed Enhance Program to improve parental involvement. This study utilized the descriptive- correlational research design. There are 120 parents who are included in the study. The findings revealed that most of the parents attain elementary level of education, no stable job, combined family income is below the poverty line and most of them were 4Ps beneficiaries. As to the extent of influence of parental involvement, it is high and academic performance is satisfactory. The data revealed a significant relationship between the extent of influence of parental involvement and their profile in terms of work status and type of government beneficiary and academic performance. On the other hand, there is no significant relationship between parental involvement and their profile in terms of highest educational attainment and combined monthly income. The Proposed Enhanced Program to improve the extent of parental involvement is recommended.

Keywords — *Influence of Parental Involvement, Profile of Parents, Academic Performance*

I. Introduction

Education begins at home. The responsibility to socialize and educate children is a shared obligation between parents and schools. In order for a child to reach academic achievement, parents must be involved and participate in the educational process. The more parental involvement, the more students are likely to become productive members of society as well as excel in academics. Parental involvement impacts student academics.

Elementary school pupils are entering a stage in their lives when psychological, emotional, cognitive and social characteristics are beginning to change. During this time, parental involvement and support is crucial to their academic achievement. According to Bryan (1), children are likely to excel in academics when their parents actively participate in their education. Education is necessary and important to society. Education provides insight, increases knowledge and skill. It is important to the development of human capital and an individual's ability to provide

a better living. Thus, the education of parents and their economic status is crucial elements to students' educational outcomes. Economics plays an integral role in this educational experience, and even plays a substantial role in student confidence, further exacerbating its influence (2).

One of the recent public health emergencies of global concern is the COVID-19 pandemic, which affected the lives of the Filipinos and other private and government sectors, especially the education. Due to this, the Department of Education mandated and crafted the Basic Education (BE)-Learning Continuity Plan (LCP) in order to provide continued education to all students (3). Distance learning education is adopted. In a distance learning approach, parents would have played an active role in the learning process (3). They would be the one to facilitate and guide their children through the modular lessons that would be sent to students while doing remote learning. Parental involvement is important during this time.

Presently, Rizal Elementary School of Kananga I District, Leyte Division implemented the new normal education specifically the Modular Distance Learning Modality. With the implementation, it poses different challenges among learners, teachers, parents and stakeholders. Parents were faced with the new challenge of being both parents and teachers at the same time. Their knowledge, patience, dedication and commitment to guide their children were tested by time. With their guidance and assistance, children will be able to learn and acquire the knowledge needed as stipulated in the Most Essential Learning Competencies (MELC) for the grade during this time of pandemic where face to face learning is not possible. With these, the researcher is challenged to conduct this study to evaluate the extent of influence of parental involvement and academic performance of the Grade V pupils. Findings of the study were bases for the formulation of a proposed enhanced program to improve the parental involvement.

In the aforementioned rationale, the researcher who is currently teaching in the above mentioned local would like to delve worthy research undertaking that will benefit the school she is currently teaching and that of her Graduate Program. This study evaluated the influence of Parental Involvement on the Academic Performance of Grade V Pupils on Distance Learning Modality.

Specifically, this study sought to answer the following questions:

1. What is the profile of the parents of Grade V pupils in terms of the following:
 - a. Highest educational attainment;
 - b. work status;
 - c. combined monthly income; and
 - d. type of government beneficiary?
2. What is the extent of the parental involvement on the academic performance of Grade V pupils in distance learning modality?
3. What is the academic performance of Grade V pupils in distance learning modality?
4. Is there a significant relationship between the extent of the parental involvement and their profile?

5. Is there a significant relationship between the extent of the parental involvement and academic performance of Grade V pupils in distance learning modality?
6. What enhanced program to improve the parental involvement can be proposed based on the findings of this study?

II. Methodology

Design. This study utilized the descriptive-correlational research design to evaluate parental involvement in Grade V pupils' academic performance in distance learning modality. Rizal Elementary School, Kananga I District, Leyte Division is the main locale of the study. The 120 parents of the Grade V pupils enrolled in the current school year are the main respondents of the study and Parental Involvement Survey with profile of parents and 2nd quarter grades of the pupils were utilized. This research is mainly focused on the extent of influence of parental involvement and their profile, the Grade V pupils' academic performance and their relationship. A Proposed Enhanced Program based on the findings of the study is the output.

Sampling. There were 120 parents involved in this study. A survey questionnaire was administered through face-to-face interaction with consent from the Local IATF and strictly following the prescribed Health Protocol.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Schools Division Superintendent, Public School District Supervisor and school principal was sought. The proposed title and design were submitted to the panel for screening, evaluation and approval. When the research was approved, the researcher began the process of data gathering. Validation of the instruments through the School Head and District Supervisor was sought. The survey was pre-tested and undergone validation. Orientation of the participants by groups of 10 was done. Answering and retrieval of the research survey followed. The survey was translated into the vernacular for further understanding by the respondents. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Improvements.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent of the Division, District Supervisor of the District and school principal. Orientation of the respondents was done using face to face modality. In the orientation, issues and concerns were addressed, and consent included in the study was signed.

Treatment of Data. The Simple Percentage and Weighted Mean was employed to evaluate the extent of influence of parental involvement and their profile and academic performance of the Grade V pupils. Pearson Product Moment Correlation was used to determine the significant relationship between the extent of influence of parental involvement and their profile and academic performance of grade V pupils in distance learning modality.

III. Results and Discussion

Table 1
Profile of Parents (N=120)

Profile	Frequency	Percentage
A. Highest Educational Attainment		
Elementary Level	54	45
Elementary Graduate	14	12
High School Level	23	19
High School Graduate	14	12
ALS	1	1
Tech-Voc	1	1
College Level	7	6
College Graduate	4	3
Graduate Studies	2	1
Total	120	100
B. Work Status		
Full Time	17	14
Part Time	28	23
Self-Employed	18	15
Jobless due to Community Quarantine	4	3
No Job	53	45
Total	120	100
C. Combined Monthly Income		
Php40,000.00-Php59,000.00	4	3
Php20,000.00-Php39,000.00	7	6
Php10,000.00-Php19,000.00	7	6
Below Php9,000.00	102	85
Total	120	100
D. Type of Government Beneficiary		
4Ps	55	46
Farmer's Aid	10	8
Others	13	11
Non	42	35
Total	120	100

Table 1 presents parents' profile in terms of their highest educational attainment, work status, combined monthly income and type of government beneficiary. It was revealed on the table

that among the 120 parent-respondents 54 or 45% are elementary level, 14 or 12% are elementary graduate, 23 or 19% are high school level, 14 or 12% are high school graduate, 1 or 1% is an ALS student, 1 or 1% is a Tec-Voc, 7 or 6% are college level, 4 or 3% are college graduate while 2 or 1% are graduate studies. This means that most of the parents are elementary level. This implies that their knowledge and capacity to assist and guide their children in distance learning modality is very limited.

Moreover, the table also presents the profile of parents in terms of work status. It was revealed on the table that there are 53 or 45% of the parents have no job, 28 or 23% are part time workers, 18 or 15% are self-employed, 17 or 14% are full time workers and 4 or 3% are jobless due to community quarantine. This means that most of the parents have no job. This implies that most of the pupils are deprive to live a normal life with enough food, clothing and proper shelter. Support of parents to the education of their children is limited.

Furthermore, the table also presents the combined monthly income of the parents. It was revealed on the table that 102 or 85% of the parents have below Php9,000.00 combined monthly income while 7 or 6% have an income between Php10,000.00-19,000.00, 7 or 6% have an income between Php20,000.00-39,000.00 and 4 or 3% has an income between Php40,000.00-59,000.00. This means that most of the parents are below the poverty line. This implies that parents of the Grade V pupils cannot support the basic needs of their children. Their socio-economic status is very low.

Lastly, this table presents the type of government beneficiary of the parents. It was revealed on the table that there are 55 or 46% out of the 120 parents are 4Ps beneficiaries, 42 or 35% are not able to avail any type of government beneficiary while 13 or 11% of other type and 10 or 8% were able to avail of the farmer's aid. This means that most of the Grade V parents are 4Ps beneficiaries. This implies that most of the Grade V pupils' parents have economic conditions equal to or below the provincial poverty threshold.

Table 2
Extent of Parental Involvement (N=120)

STATEMENTS	Weighted Mean	Description	Interpretation
1. I spent time with my child's education.	3.00	Often	High
2. I attended the meeting in school in the implementation of modular distance learning education.	2.60	Often	High



3. I got overwhelmed trying to understand educational programs and procedures especially during this pandemic.	2.88	Often	High
4. I spend several hours trying to help my child understand her modules.	3.44	Often	High
5. My child gets an excessive number of modules every day and I don't have time to help.	3.22	Often	High
6. I always check my child's work to make sure it is correctly done.	3.44	Often	High
7. I have difficult time understanding my child's modules enough to make sure it is correct.	3.26	Often	High
8. My child receives too much modules every night.	3.14	Often	High
9. I am always willing to help my child complete his/her modules.	3.16	Often	High
10. I was the one responsible in getting and retrieving the modules of my child.	3.12	Often	High
11. I had a hard time helping my child's modules because I lack information or knowledge regarding the lessons discussed.	3.27	Often	High
12. My involvement in my child's education motivates him/her to finish the modules.	3.38	Often	High
13. I seek help from the teacher every time I find difficulty in assisting my child's module.	3.27	Often	High
14. Teachers at my school encourage parents to guide our child in completing his/her modules.	3.20	Often	High
15. I cannot help my child on his/her modules because I do not know.	3.22	Often	High
16. I attended capacity building to enhance my knowledge in assisting my child.	3.15	Often	High
17. I believe that my child is equipped with the knowledge to answer his/her modules independently.	3.12	Often	High
18. My child cannot work on his/her module without my assistance.	3.10	Often	High

19. I attended to my child's need in completing the requirements for their modules.	3.00	Often	High
20. I talk with other parents frequently about educational issues.	2.90	Often	High
GRAND MEAN	3.14	Often	High

Table 2 presents the extent of influence of parental involvement on distance learning modality. It was revealed on the table that the extent of influence of parental involvement has a grand mean of 3.14 which is interpreted as high. This means that oftentimes parents are involved in the education of their children. This implies that due to their way of living and most of the parents have no job, they frequently focus on guiding and assisting their children in accomplishing their modules. Moreover, the indicators with a higher mean of 3.44 shows that parents always check their child's work to make sure it is correctly done and they spend several hours trying to help their children understand their modules. On the other hand, the indicator with less mean of 2.60 shows that parents oftentimes attended meeting in school in the implementation of modular distance learning education. This means that parents are aware of the new learning modality used by their children at home. This implies awareness of their roles and responsibilities as learning facilitators.

Table 3
Academic Performance of the Grade V Pupils (N=120)

Subjects	Average Grade per Section					AVE.	Interpretation
	A	B	C	D	E		
Filipino	81	83	84	84	85	83.40	Satisfactory
English	80	83	83	83	84	82.60	Satisfactory
Mathematics	82	83	82	84	84	83.00	Satisfactory
Science	84	84	83	85	86	84.40	Satisfactory
Araling Panlipunan	82	84	83	84	85	83.60	Satisfactory
EPP/TLE	85	85	84	86	85	85.00	Very Satisfactory
MAPEH	87	86	84	86	87	86.00	Very Satisfactory
ESP	85	86	88	87	87	86.80	Very Satisfactory
Average	83.38	84.25	83.88	84.88	85.38	84.35	Satisfactory

Table 3 presents the academic performance of Grade V pupils in all subject areas for the 2nd quarter. It was revealed on the table that the average grade of the Grade V pupils is 84.35 which is interpreted as satisfactory. This means that pupils were able to meet satisfactorily the required competencies for the grade. This implies that despite the implementation of distance learning

modality where teachers are not visible to the pupils to teach the lesson, they still understood the concepts stipulated in the self-learning modules given to them.

Table 4
Test of Relationship Between the Extent of influence of
Parental Involvement and their Profile (N=120)

Variables Correlated to Parental Involvement	p value	Table Value @.05	Decision on Ho	Interpretation
HIGHEST EDUCATIONAL ATTAINMENT	1.02	0.05	Fail to Reject Ho	Not Significant Relationship
STATUS OF WORK	0.00	0.05	Reject Ho	Significant Relationship
COMBINED MONTHLY INCOME	1.00	0.05	Fail to Reject Ho	Not Significant Relationship
TYPE OF GOV'T. BENEFICIARY	0.00	0.05	Reject Ho	Significant Relationship

Table 4 presents the test of the relationship between the extent of influence of parental involvement and their profile in terms of highest educational attainment, work status, combined monthly income and type of government beneficiary. It was revealed on the table that extent of influence of parental involvement and their profile in terms of highest educational attainment has a p value of 1.02 at .05 level of significance, so null hypothesis fail to reject. This means that there is no significant relationship between the extent of influence of parental involvement and profile of the parents in terms of their highest educational attainment. This implies that the extent of influence of parental involvement does not affect their highest educational attainment in accomplishing the modules of their children. Regardless of how far the parents have achieved in education does not hinder them from being involved in their children's education.

Moreover, this table also presents the relationship between the extent of parental involvement and their profile in terms of work status. It was revealed that the extent of influence of parental involvement and their profile in terms of work status has a p value of 0.00 at .05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the extent of parental involvement and their profile in terms of work status. This implies that parents who are at home can monitor, assist and guide their children in accomplishing their self-learning modules.

Furthermore, this table also presents the relationship between the extent of parental involvement and their profile in terms of combined monthly income. It was revealed on the table that the extent of influence of parental involvement and their profile in terms of combined monthly income has a p value of 1.00 at .05 level of significance, so null hypothesis fails to reject. This

means that the extent of influence of parental involvement and their profile in terms of combined monthly income have no significant relationship. This implies that combined monthly income does not affect the involvement of parents in the education of their children in distance learning modality.

Lastly, Table 4 presents the relationship between the extent of influence of parental involvement and their profile in terms of type of government beneficiary. It was revealed on the table that the extent of influence of parental involvement and their profile in terms of type of government beneficiary has a p value of 0.00 at .05 level of significant, so null hypothesis is rejected. This means that there is significant relationship between the extent of influence of parental involvement and their profile in terms of type of government beneficiary. This implies that government aid received by the parents contributes to the extent of influence of parental involvement. With the benefits they received from the government, they can perform well in their roles and responsibilities to their children as learning facilitators in this type of learning modality.

Table 5
Test of Relationship Between the Extent of influence of
Parental Involvement and their Profile (N=120)

Variables Correlated to Parental Involvement	p value	Table Value @.05	Decision on Ho	Interpretation
ACADEMIC PERFORMANCE	0.00	0.05	Reject Ho	Significant Relationship

Table 5 presents the test of relationship between the extent of influence of parental involvement and academic performance of Grade V pupils. It was revealed on the table that the extent of influence of parental involvement and academic performance of Grade V pupils has a p value of 0.00 at .05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the extent of influence of parental involvement and Grade V pupils' academic performance. This implies that when parents are involved in their children's education, positive learning outcomes will be attained.

IV. Conclusion

The data revealed that work status, type of government beneficiary, and academic performance show a significant relationship with the extent of parental involvement. This means that having a stable job and being a beneficiary of government aid contributes to the high

involvement of parents to their children on distance learning modality. Moreover, high extent of parental involvement will result to a satisfactory academic performance of the pupils.

V. Recommendations

1. The proposed enhancement program formulated should be utilized;
2. Teachers should see to it that parents are directly involved in the education of their children at home;
3. Teachers and School Heads should enhance the parent-teacher partnership to gain support of the parents on home learning;
4. Teachers and School heads should conduct monitoring activities to the pupils and learning facilitators;
5. Teachers should encourage parents to support their children through guidance;
6. Teachers and School Heads should conduct home visitation for feedback giving; and
7. Future researchers should replicate this study to include different locale, and include different variables aside from what is mentioned in this study.

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AUTHOR'S PROFILE



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The author is born on July 18, 1988 at Kananga, Leyte. She finished her Bachelor of Teaching major in Home Economics and Livelihood Education at Eastern Visayas State University, Ormoc City Campus. She is currently enrolled at Western Leyte College Ormoc City taking up Master of Arts in Education major in Elementary Education.

She is currently teaching at Rizal Elementary School, Kananga I District, Leyte Division holding a position of Teacher III. She is teaching all subjects in Grade V. She attended series of trainings in the Division and District most specifically on teaching the Distance Learning Education. She was able to receive different awards in recognition of her exemplary performance in teaching.