

Relationship Between Parental Involvement and Academic Performance of Grades I & II Pupils

MICHELLE A. CABUGOY

Teacher III

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

michelle.cabugoy@deped.gov.ph

Abstract — The study aimed to determine the significant relationship between the parental involvement and academic performance of grades I & VI pupils. Utilizing the descriptive-correlational survey research design for an in-depth analysis of the study, the researcher used the researcher-made survey on profile and involvement of parents in school and 3rd quarter grade of the pupils. Simple Percentage, Weighted Mean and Pearson r were the statistical tools used. In this study, the profile of the parents and involvement of parents in school are not found to have influence in the academic performance of the pupils. Unfortunately, the result of the study revealed that there is no significant relationship between involvement of parents in school and academic performance of Grades I and II pupils. This implies that there might be other factors which influence the high level of academic performance. With these, it is the hope of the researcher to conduct further research on the factors which influence the academic performance of the pupils in the stated locale. Furthermore, it is recommended to implement the proposed intervention plan to improve the parental involvement in school.

Keywords — *Relationship, Parental Involvement, Academic Performance, Grades I & II Pupils*

I. Introduction

Good education does not happen by chance. It is a product of effective teaching and learning coupled with the effort of the teacher, the school, the students, parents and their various home environments. Often at times the blames on the poor performance of students in school are shifted to the teachers and the school authorities.

Most families in our society seem not to give adequate attention to the education of their children. It appears some of the parents have erroneous notion about the performance of their children, they do not know and seem to fulfill their role of guidance and encouragement in the child's performance in schools. Some people also have the notion that the mass failure or success

in schools could be traced back to the teachers and the school authorities. While other people see socio-economic status of the family as an influence to the child's academic performance.

However, some research studies have revealed that the performance of the students is a joint effort of both the school authorities and that of the parents in different home environment. The academic performance of any pupil cannot be separated from the home environment in which the child lives, healthy home environment offers emotional security to a child. Education has one of its basic tasks as to train young people to become useful members of the society. This training begins at home in the informal way. The home of the child is the first place he enters as he is born into the world by his or her parents.

Various home factors have been shown to be important, mother's responsiveness, discipline style and involvement with the child, organization of the environment, availability appropriate of learning materials, opportunities for daily stimulation. Parents, who provide a warm, responsive and supporting environment, encourage exploration, stimulate curiosity and provide play and learning materials accelerate their children's intellectual development (Maicibi, 2005). Which on the long run increases academic performance?

Over the years, the society recorded a persisted increase in the poor performance in the various school performance. Comments from educators have shown that the blame for poor performance has been as a result of neglect and care free attitude toward academic work by students and parents. Every child is born with certain level of intellectual ability and capability but a good conducive environment with adequate learning facility will help boost intellectual and academic capability of the child. Projects of the pupils had been neglected and not submitted on proper time and of no value to them since parents do not provide the needs to make such. Assignments also of pupils were not answered and some of it has so many mistakes for some parents are not aware of their roles when pupils already are at home despite of the many information given regarding their roles. Parent from good learned environment will; always have good attitude toward education any provide learning materials such as the television, instructive videos, books and toys (creative toys) that facilitate the learning process if they are provided.

Educated parents will always believe that it is important to help a child with his or her homework and revise the school work that the child had done but this is the opposite if a child is from a poor home environment to a large extent he or she is deprived of the opportunities and he or she struggle with the teaching and learning process. It is believed that most of the pupils in the barrio live in a poor family with most of the parents only reach the lower grade level. They cannot even mentor their children because they themselves do not know about the lesson. It is also observed among the pupils in Sto. Niño Elementary School, pupil's academic performance is affected due to the fact that less support is given to the children. With these, the researcher decided to conduct a study to determine if there is a significant relationship between the home environment of the pupils to their academic performance. A proposed intervention plan was formulated based on the result of the study.

It is in the rationale that 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 aimed to determine the relationship between the parental involvement and academic performance of grades I & II pupils of Sto. Niño Elementary School, Capoocan District, Leyte Division for School Year 2018-2019. The findings of the study were bases for the proposed intervention plan.

Specifically, this study sought to answer the following questions:

1. What is the profile of the parents of the pupil respondents in terms of the following:
 - 1.5 average family income;
 - 1.6 parent's occupation;
 - 1.7 occupational status of parents; and
 - 1.8 highest educational level?
2. What is the level of involvement of parents in school?
3. What is the academic performance of the Grades I and II pupils?
4. Is there a significant relationship between the parental involvement and academic performance of the Grades I and II pupils?
5. What intervention plan can be proposed based on the findings of the study?

II. Methodology

Design. This study employed the descriptive-correlational and survey research design to determine the relationship between parental involvement and academic performance of grades I & II pupils for School Year 2018-2019. Sto. Niño Elementary School, Capoocan District, Leyte Division is the main locale of the study. The 17 Grades I & II pupils and 34 parents of the pupils enrolled in the said locale for School Year 2018-2019 are the main respondents of the study and researcher-made survey on profile and involvement of parents in school and 3rd quarter grade of the pupils was used. This research is focused in determining the parental involvement and academic performance of grades I & II pupils and its relationship. A Proposed Intervention Plan based on the findings of the study is the output.

Sampling. There are 17 Grades I & II pupils and 34 parents of the pupils are involved in this study. The research was conducted personally by the researcher with consent from the parents and the pupils themselves.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Validation of the instruments through the School Head, District Reading Coordinator and District Supervisor was sought. Orientation of the

participants and administration of the survey was done through face-to-face during classes. Permission from the parents was secured. After accomplishing the survey, the researcher collected it. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Intervention Plan followed.

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

Treatment of Data. The Simple Percentage and Weighted Mean was employed to determine parental involvement and academic performance of grades I & II pupils. Pearson r was used to determine the significant relationship between the dependent and independent variables of the study.

III. Results and Discussion

Table 1
Parent's Profile

Parent's Occupation:		Frequency	Percentage
	Farmer	9	26
	Sales Lady	3	9
	Housemaid/Yaya	5	15
	Rattan Waiver	3	9
	Sugarcane Workers	8	24
	Private Office Clerk	2	6
	Government Employee	4	11
	TOTAL	34	100
Parents' Occupational Status:			
	Permanent	4	11
	Contractual	5	15
	Job Order	2	6
	Irregular	23	68
	TOTAL	34	100
Average Monthly Family Income:			
	Below Php1,000.00	5	15
	Php1,001.00 - Php3,000.00	17	50
	Php3,001.00 - Php6,000.00	4	11
	Php6,001.00 - Php9,000.00	4	11
	Php9,001.00 - Php12,000.00	2	6

	Php12,001.00 - Php15,000.00	1	3
	Php15,001.00 and above	1	3
	TOTAL	34	100
Highest Educational Level of Parent's:			
	Elementary Level	13	37
	Elementary Graduate	7	21
	High School Level	5	15
	High School Graduate	5	15
	College Level	2	6
	College Graduate	2	6
	TOTAL	34	100

Table 1 presents the parent's profile of Grades I and II parents of the pupils enrolled in the current school year 2018-2019 particularly on parents' occupation. It was revealed on the table that among the 34 parent-respondents, 9 (26%) of them are farmers, 8 (24%) are sugarcane workers, 5 (15%) are housemaid or yaya, 4 (11%) are government employees, 3 (9%) are saleslady or salesman and rattan waivers and 2 (6%) are private office clerk. This means that most of the parents had blue-collar occupation whose job requires manual labor. This implies that these kinds of occupation receive minimum income which is earned in hourly wage.

The table also showed the parent's occupational status. It was revealed on the table that there are 23 (68%) of the parents had occupational status of irregular, 5 (15%) are contractual while 4 (11%) are permanent and 2 (6%) are job orders. This means that most of the parents had no permanent job. This implies that occupations of the parents of the Grades I and II pupils are not permanent. They have job if a certain company needs them but if not they are jobless.

Table 1 also presents the average monthly family income of the Grades I and II pupils. It was revealed on the table that there are 17 (50%) of the parents has an income ranging from Php1,001.00 to Php3,000.00, 5 (15%) had below Php1,000.00 family income, while 4 (11%) had an income from Php3,001.00 to Php9,000.00, 2 (6%) has an income of Php9,001.00 to Php12,000.00 and 1 or (3%) had an income ranging between Php12,001.00 to Php15,000.00 and above. This means that most of the parents had low level income. This implies that these parents had a very low income which cannot support the needs of the pupils. According to Caro (2009), socio-economic status (SES) of parents is an important explanatory factor that influences student's overall performance in school, as students who have low SES earn lower test scores and are more likely to drop out of school. Low SES negatively affects academic performance because it prevents access to vital resources and creates additional stress at home.

Moreover, this table also showed the highest educational level of the parents. It was revealed on the table that among the 34 parent-respondents, 13 (37%) were able to reached elementary level only while 7 (21%) were elementary graduate, 5 (15%) are high school level and high school graduate respectively and 2 (6%) are college level and college graduate. This means

that most of the parents had low level of educational attainment. This implies that because of their low educational attainment, their type of work will be that of the blue-collar jobs which received a very minimal income.

Table 2
Parent's Involvement in School

No.	STATEMENT	Weighted Mean	Description	Interpretation
1	They frequently visited the school to check on their child's performance and behavior.	2.22	Rarely	Low
2	They helped their child with their homework.	2.11	Rarely	Low
3	They always check their child's performance through the report cards which were shown during quarterly portfolio.	3.22	Often	High
4	They make sure that her child does her homework every night.	2.03	Rarely	Low
5	They help the child with his homework.	2.13	Rarely	Low
6	They discussed school daily with their child.	2.21	Rarely	Low
7	They talk everyday about school, classes, and about how he feels about his classes.	2.00	Rarely	Low
8	They always discuss school.	2.09	Rarely	Low
9	They talk with their child a lot about doing well in school.	2.08	Rarely	Low
10	They attended events such as parent teacher meetings.	3.00	Often	High
11	They go to parent teacher meetings to find out how my child is doing.	3.03	Often	High
12	They go to PTA meetings, sports and athletic festivals and other extracurricular activities.	2.84	Often	High
13	They could do more, but I am consumed.	2.30	Rarely	Low
14	They spend too much time working to earn a living and their time is not enough overseeing their children's school work.	3.20	Often	High
15	They want to be involved but their children do not like to fill them in with what is going on at school.	2.10	Rarely	Low
16	Parent communicates with the teachers about their performance in a class.	2.24	Rarely	Low
17	The teacher communicates with the parents about their child's performance.	3.45	Always	Very High
18	When the teacher communicated, us regarding the concern of my child in school to talk about the problem of the child and try to resolve the issue, parents are always available.	2.31	Rarely	Low
19	They encouraged their children to perform better in his/her academic.	2.34	Rarely	Low
20	They encouraged their child to behave in school	2.94	Often	High
	GRAND MEAN	2.49	Rarely	LOW

Table 2 presents the parental involvement of parents in school. It was revealed on the table that the grand mean is 2.49 which is interpreted as low. This means that parents are rarely involved

in school activities. This implies that parents pass on the whole responsibilities of their children to the teachers.

Table 3
Academic Performance

SUBJECTS	GRADE I MPS	GRADE II MPS	AVERAGE MPS
MTB-MLE	88.13	89.17	88.65
FILIPINO	89.00	89.34	89.17
ENGLISH	86.15	87.00	86.58
MATH	88.56	89.13	88.85
MAPEH	86.34	86.45	86.40
ESP	91.00	91.00	91.00
AP	89.00	89.67	89.34
AVERAGE	88.31	88.82	88.57

Table 3 presents the academic performance of the Grades I and II pupils in the third quarter. It was revealed on the table that the average MPS for all learning areas was 88.57. This means that pupils were able to meet the required proficiency level of 75%. This implies that the Grades I and II pupils were able to master the skills taught to them. With the expertise of the teacher to teach the lessons provided with strong support of the school head where technical assistance has been adopted and with the employment of differentiated activities coupled with differentiated and varied instructional materials used in teaching, the result was very satisfying in the part of the school. Due to the fact that teacher is trained in handling the grades, the result was positive.

Table 4
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
PARENTAL INVOLVEMENT AND PERFORMANCE	0.12	1.665	4.153	Accept Ho	No Significant Relationship (Negligible)

Table 4 presents the test of relationship between the parental involvement of parents in school and academic performance of the Grades I and II teachers. It was revealed on the table that the computed value or t was 1.665 which is smaller than the tabular value of 4.153 @ .05 level of

significance, so null hypothesis is accepted. This means that there is no significant relationship between parental involvement of parents and academic performance of Grades I and II pupils. The r-value of 0.12 revealed that there is negligible relationship between the two variables. This implies that low level of parental involvement inconsistently result to high academic performance. The result revealed that there might be other factors which influence the high academic performance of the pupils. Among these factors are the readiness and mastery of the teacher to the lessons taught, involving pupils in teaching-learning activities and employing differentiated and varied instructional materials.

IV. Conclusion

The data revealed that there is no significant relationship between parental involvement of parents in school and academic performance of the Grades I and II pupils. This implies that parental involvement does not influence the academic performance of the pupils. Despite the low level of parental involvement of their parents to school, still they were able to achieve high academic performance. With these, it is measured that there might be other factors which influence the improved academic performance of the pupils.

V. Recommendations

1. The intervention plan formulated should be utilized;
2. Teachers should take appropriate strategies to improve the involvement of parents in school;
3. Teachers should initiate activities which will encourage parents to participate in school activities;
4. Teachers should regularly conduct feed backing activities to their parents in school; and
5. Future researchers should replicate this study to include different locale, and include different variables aside from the mentioned in this study.

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AUTHOR'S PROFILE**MRS. MICHELLE A. CABUGOY**

The author is born on January 10, 1988 at Brgy. Sto. Niño, Capoocan, Leyte. She is married for almost 5 years Engr. Elmo I. Cabugoy and has one child. She's presently residing at Brgy. Sto. Niño, Capoocan, Leyte. She finished her elementary education at Lonoy Elementary School, Brgy. Lonoy, Kananga, Leyte in the year 1999-2000 and continue her quest for education and able to finish her secondary education at Kananga National High School, Kananga Leyte in 2005-2006. She enrolled and finished her Bachelor of Home Economics and Livelihood Education at Eastern Visayas State University (EVSU), Ormoc City in the year 2011-2012. She took up Master of Arts in Education major in Supervision and Administration with complete academic requirements at Western Leyte College of Ormoc City, Inc.

She is a Teacher III of Sto. Niño Elementary School - Sto. Niño Capoocan I District, Division of Leyte. She is handling grade 1 and 2 classes for almost 8 years and enjoyed her job in making a difference in her pupils' life. She also attended series of National and Division Levels of webinars/seminars and trainings to increase her professional growth as a teacher.