



**EFFECTS OF PARENT PARTICIPATION IN ACADEMIC
PERFORMANCE OF GRADE 5 LEARNERS AT
TAYTAY ELEMENTARY SCHOOL**

Maria Fe M. Cariño

Teacher II, Taytay Elementary School

Taytay, Rizal, Philippines

mariafemabutot@gmail.com

ABSTRACT

This paper focused on the effects of parent participation in the academic performance of the learners in a public elementary school. The proponent aimed to discuss diverse themes on parental involvement in children's education by studying a wide range of related literature and studies. Individuals have been accustomed that family is the basic unit of society. In relation to education, the teaching and learning process starts in the family context. Home serves as the first school of children and parents/guardians/caregivers serve as first teachers. This depicted the key concept of the essential role of parents/guardians/caregivers on founding the pillars of education among young individuals. In light of this, the following article indicated topics such as parents' profile and effects of parent participation in the academic performance of the learners. Both were found out to be crucial in the course of discussion. On the one hand, for parents' profile, results exclaimed key indicators which influenced parent participation in child' education; namely, parents' economic status, educational attainment, and personal background. Results elaborated that the aforementioned indicators had a great impact on parental involvement in child' schooling. It was evident that families with low economic status had low participation in school-led and home-based activities aligned with child's education. Another notable finding was parents/guardians/caregivers with high expectation and aspiration for their children showed high level of involvement in the school performance of the learners. Findings recommended that schools foster diverse strategies to accommodate parents' individual differences and be able to exemplify better school-and-home relationships. On the other hand, the effects of parent participation to the academic performance of the learners were supported by the related literature and studies gathered in this scholarly endeavor. Findings identified that parents/guardians/caregivers with high involvement in their children's education resulted in increased academic performance of the learners. This entailed the positive relationship of parent participation and academic performance. Results suggested that school administrators, leaders and teachers might provide avenues to increase parents' experiences in school-led and

home-based activities aligned with the child's education. This paper targets to enlighten readers to reignite the vital roles of the family in primarily establishing effective, efficient and lifelong learning among children. Hence, school administrators, leaders and teachers were called to respond and reach out to the parents/guardians/caregivers to create a harmonious relationship between home and school towards betterment of learners and attainment of their maximum potential.

Keywords: academic performance, children's education, parental involvement, parent participation

INTRODUCTION

This scholarly work entitled "Effects of Parent Participation in Academic Performance of Grade 5 Learners at Taytay Elementary School" aims to explore the significant role of parental involvement in the school performance of elementary grade students. Evidently, home is the first school of children and parents serve as their first teachers. On the one hand, parents initially develop basic and fundamental aspects of learning in children. On the other hand, they play a great role in molding the interest and values of children in schooling.

Further, this review of related literature and studies have emphasized parents as important stakeholders of educational institutions. Parents serve as school partners in planning, designing, implementing, monitoring and evaluating programs, projects and activities in the school. Educational institutions have high regard to parents; hence, parents are engaged in school working committees and teams.

In light of this, the proponent intends to expound on further areas about parent participation in the academic performance of learners specifically on the profile of the parents, extent of parent participation in the school performance of learners, and its effect on the grades or rating of the learners. Findings of this paper aim to enlighten readers on the essential role of parents in attaining maximum potential of children.

DISCUSSION

Parents' Profile

This aspect contains information on the existing status of parents in diverse aspects. Each parent is unique. Their parenting style is highly affected by their respective profile and personal background. In light of this, the following discuss varied perspectives on parents' profile and its relationship to their involvement in the school performance of the learners.

Tao (2020) pointed out in an article entitled "Chinese Immigrant Parental Involvement in Children's Education: Characteristics and Challenges" that learners who received higher support from parents had a positive trend of performing better in school. The proponent also focused on the quality and level of parental involvement in Chinese immigrant families, and the factors and challenges that existed. It examined how language, culture, and parental educational affected parental involvement in their children's education. Findings indicated that language barriers, communication

resources, cultural upbringing and beliefs, and particular school characteristics had a big impact on parental involvement. Specifically, factors like a school's respect for minority culture or an education system's availability of resources in other languages would present a welcoming environment or barriers to allow parents to participate in their children's education. Hence, strategies to increase parental involvement were highly recommended.

Furthermore, Wang, et al (2016) stated that low parental involvement occurred more often among economically disadvantaged families. This entails the association between family economic status and parents' educational involvement. Thus, the proponents explored the link between these variables. Results highlighted the unique effects of economic status and parents' level of education in understanding the link between family economic status and parental educational involvement in Chinese families.

Antony-Newman (2019) explored the connections between parental satisfaction with school and their involvement in children's education. This paper was based on interviews with selected immigrant parents from Eastern European countries, whose children attended elementary schools in the province of Ontario, Canada. It used the concept of curriculum orientations such as academic rationalism, social efficiency, humanism and social reconstruction. Findings revealed that interviewed parents were split between supporters of academic rationalism and the blend of social efficiency and humanism. Parents who adopted social efficiency and humanism were satisfied with their children's education and followed normative school-based involvement. Parents who preferred academic rationalism were not happy with their children's school and expected more emphasis on academic development. They were mostly active at home and faced difficulty communicating with teachers. Mismatch in curriculum orientations of immigrant parents and host country teachers results in additional barriers to their parental involvement and might shape such involvement in profound ways.

Moreover, Freund, et al (2018) examined the motivational factors of Jewish and Arab parental involvement in a multicultural city in Israel. Participants were 473 individuals comprising 54.6% Jewish and 45.5% Arab parents of primary school children. Findings indicated that Jewish and Arab parents most often became involved at home as a result of their children's invitation. Arab parents showed higher involvement in school and the community than Jewish parents. Results indicated that the cultural differences affected the motivational factors of Jewish and Arab parents to become involved in their children's education.

Ramos (2017) also exclaimed that beliefs, aspirations and values in relation to education shaped parental participation among urban lower-middle-class parents in Chile. This paper emphasized that socio-economic status of families placed limitations on how education was understood and valued. It set boundaries for parental involvement. Such a scenario diminished the power of education to disrupt the perennial cycle of disadvantage among urban lower-middle-class families in Chile.

In another perspective, Hill, et al (2018) highlighted that maintaining productive partnerships between families and schools was more complex in middle

school. This article sought the responses from the primary stakeholders in education, namely, parents, teachers and learners to identify the goals for parental involvement in education, the consistencies across stakeholders in the conceptualizations of parental involvement in education, and the types of involvement that matter for adolescents. Findings indicated that linking education to future success, and communication emerged as the most consistent strategies for promoting achievement. Conceptualizations of home-based involvement were broadened. Ethnic variations in the general experiences of families at school were also highlighted.

Effects of Parent Participation in the Academic Performance of Learners

Active parent participation in school has been one of the most desired goals of educational institutions. There has been diverse evidence showing the positive relationship between parental involvement and academic performance of learners. This part of the paper targets to reveal the effect of parental involvement in a child's education.

Jabar (2020) looked into the experiences of parental involvement in the context of Philippine public elementary education. The proponent presented the strategies that Filipino parents used to employ to influence children's education. Results indicated that there were parental involvement strategies unique to the Philippine context. With indirect relation to education, provision for food for the family was seen as a parental involvement strategy among poor families. To compensate for the limited direct involvement in education, Filipino parents looked for other means to be able to help their children excel such as exempting children from doing household chores, avoiding vices, and maintaining quality family relationships.

In addition, Minix-Fuller (2020) shared insights on the views, experiences, beliefs, and motivations of parents who were involved in their children's education. Eleven participants who engaged in this research were from a small-sized Christian school in Kentucky. Findings emphasized several themes such as parents who were encouraged to move from merely monitoring to becoming more actively involved in their children's education, the obstacles that hindered parental active involvement with children's school activities, and the roles of administration and teachers in parental involvement. These themes drew the gaps in parental involvement. It was recommended that the administration needed to reach out to parents, which could significantly influence parents' experience and involvement in child's education.

Lara & Saracostti (2019) exclaimed that parental involvement in school has been demonstrated to be a key factor for children's academic outcomes. This paper intended to analyze the associations between parental involvement in school and children's academic achievement. Results were taken from 498 parents or guardians whose children attended second and third grades in 16 public elementary schools in Chile suggested the existence of three different profiles of parental involvement such as high, medium, and low considering different forms of parental involvement, namely, at home, at school and through the invitations made by the children, the teachers, and the school. Results showed that there were differences in children's

academic achievement between the parental involvement profiles, indicating children whose parents had a low involvement had lower academic achievement.

Moreover, O'Toole, et al (2019) indicated that in recent years, educational research has highlighted the importance of understanding children's learning as embedded in the social, cultural and family contexts in which it occurred. This has led to an increasing focus on the role of parents and guardians in children's education.

Uptis (2016) examined the types of parental involvement associated with independent music lessons. The proponent explored parent characteristics, parental goals, students' musical progress, the teacher–student relationship, the practice environment, and parent behaviors during practice sessions. The extent to which the outcomes of enjoyment and progress could be predicted by parenting goals and values, time spent practicing, teacher qualities, and student self-regulation was also examined. Results indicated that parents were deeply invested in their children's music lessons, as reflected in the years of commitment to music instruction, the thoughtful roles that they took in supporting their children's evolution as self-regulating musicians, and the respect that they held for their children's teachers. Evidence suggested that positive teacher–student relationships and parental involvement in practice sessions between lessons predicted student enjoyment of music; thus, attaining musical progress.

In light of this, Garcia & De Guzman (2020) highlighted parental involvement in children's education as an integral component of young children's academic achievement. The article closely examined how low-income Filipino parents conceptualized parental involvement and its role in their children's education. Thirty-one parents/caregivers were engaged in conversation and qualitative data analysis showed that Filipino parents believed that helping their children with schoolwork, motivating them, and providing structure at home helped their children succeed in school. However, responses regarding academic socialization, communicating with teachers, and volunteering in school reflected cultural beliefs and practices in the Philippines related to traditional parenting and extreme poverty. Findings emphasized the role of the ecocultural context on parenting. This influenced how parents and educators could support the academic success of children in culturally grounded ways. Hence, this paper aimed to inform educators and school programmers on how to help low-income parents support their children's education.

Kung & Lee (2016) elaborated the multidimensional construct of Taiwanese parental involvement and examined the direct and indirect influences of parental involvement on students' mathematics achievement. Questionnaires were administered to 1286 seventh grade students in Central Taiwan. The results indicated that the multidimensional model of parental involvement in mathematics contained three components namely, parental beliefs and expectations, managerial involvement and structural involvement. Results suggested that parental involvement was indirectly associated with students' mathematics achievement.

Another perspective was given by Lv, et al (2018). The article expounded on key profile indicators such as academic, emotional and social, and examined their influence on parental involvement. It was found out that father's and mother's

educational aspirations, father-child activity, mother-child activity and mother-child communication could lead to more favorable children profiles.

Furthermore, Al Maawali & Noronh (2019) focused on the development of parental application for all elementary schools in Oman. Proponents indicated the need to strengthen parent-child relationships to enable the kids to rise scholastically. Findings emphasized the importance of a user-friendly system that could be easily operated by school clientele. Developing an app was an essential and important step towards improving teachers, parents and students' connection and collaboration. Thus, the endeavor sought to increase performance of all public schools, study and work experience. Under this proposed system, parents could access view indicators related to their children such as attendance, grades, behavior, and others.

Jay, et al (2018) signified on parents' experiences and practices supporting children's mathematics learning. Data were garnered by group interviews with parents of children in 16 primary schools in a city in the southwest of England. Topics of discussion included parents' level of confidence and perceived ability in mathematics, their experience of doing mathematics with their children out-of-school, and their interactions with school about mathematics. Findings revealed some specific negative effects of school-centered approaches, and suggested that school-centered approaches might in fact restrict parents' understanding of how they could support mathematics learning at home. However, the analysis also added useful depth to the understanding of opportunities associated with a parent-centered approach to parental involvement in mathematics learning.

Aligned with this, Park & Holloway (2018) enumerated the determinants of parental involvement. The article focused on positive associations between school factors such as welcoming environment, informative communication, parental satisfaction with school, and levels of parental involvement in their adolescents' education. It was found out that parents reportedly became involved in their children's education in response to inclusive school practices and also to compensate for perceived deficits in student experiences at school. Economically disadvantaged parents who were dissatisfied with the school were particularly likely to become involved. We also found support for a direct relationship between school factors and parental involvement, as well as an indirect path via parents' perceptions of their role in promoting their involvement. Implications for promoting parental involvement during adolescence were also indicated.

Ahmetoglu, et al (2020) exclaimed that children required parental support to successfully develop social and academic skills during early years. The proponents examined the link between parental involvement and preschool children's peer interactions from 442 children and their parents. It was seen that parents and teachers reported on children's positive and negative peer interactions using the Penn Interactive Peer Play Scale. Parents reported on their involvement using the Family Involvement Questionnaire. Results revealed that parental involvement was positively related to positive peer interactions but not with negative peer interactions.

Kurtulumus (2016) also gave importance on parental involvement in children's academic and social development. For children's later school success, the first years

were indeed crucial. It was seen that parents had a tendency to attend parent conferences at school. Study also indicated that parents' involvement level was moderate regarding children's learnings at school. Parents reported low involvement levels in terms of participating in classroom activities with their children and encouraging them. Study also showed that parents were in need of being supported in redirecting children's activities and attending classroom activities with them.

In consonance to this, Guo & Kilderry (2018) shared insights on views of parenting in a Chinese context. Data gathering was conducted on teachers' professional accounts captured on an online discussion forum uncovering how parenting and the role of parents in children's education were represented. Emphasized in the analysis was the importance of situating teacher discourse within the context of globalization, acknowledging the influence of Confucian ideology on their professional stance, and recognizing the position of Western approaches in early childhood education. The findings revealed the need for consistent and stable teacher-parent partnerships in teachers' dialogic space and practice.

Duriscic, et al (2017) considered the importance of parents' participation and involvement in school activities. This paper presented the positive effects of parental involvement, namely, parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community) and the leading principles for the successful partnership of parents using six models such as Protective Model, Expert Model, Transmission Model, Curriculum-Enrichment Model, Consumer Model and Partnership Model. Improvement of parent involvement was recommended.

Puccioni, et al (2020) identified that preschool teachers could help support families and children's successful transition to kindergarten by utilizing transition practices that supported parental involvement and created smooth linkages between early care settings and formal schooling. Additionally, parents' perceptions of invitations for involvement also played an important role in shaping parental involvement. Results indicated that parent's perceptions of invitations for involvement were positively associated with home-based parental involvement. Additionally, home-based involvement was predictive of school readiness measures. Findings suggested that parents who had more positive perceptions about preschool teachers' invitations for involvement report engaging in more home-based involvement activities, which in turn, was positively associated with children's academic achievement and prosocial behaviors and negatively associated with conduct problems and hyperactivity or inattention. Results from this study had important practical implications for educators who aimed to encourage parental involvement that supported children's transition to elementary school.

Bartolome, et al (2017) recognized that parental involvement referred to the amount of participation a parent had to the schooling of his/her children. Some schools fostered healthy parental involvement, but sometimes parents had hesitations on their involvement in their child's education. Hence, it was important for schools to recognize the existence of cultural variations in parent involvement because there were differences among parents with diverse backgrounds on when, why, and how they were involved in their children's education. In the local setting, parenting was

important in the Philippine society because family was viewed as a center to one's social world. But, social contexts in which Filipino families are embedded have changed rapidly over the past ten years. With the changes, parents were uniquely positioned to help ensure that these settings best support their children's specific learning needs.

In addition, Boonk, et al (2018) viewed the relationship between parental involvement and students' academic achievement with 75 studies published between 2003 and 2017. The results first presented how individual parental involvement variables correlated with academic achievement based on an age-related classification. Results found out the constructs of parental involvement. Parental involvement variables that showed promises according to their correlations with academic achievement were: reading at home, parents that were holding high expectations and aspirations for their children's academic achievement and schooling, communication between parents and children regarding school, and parental encouragement and support for learning.

Jeynes (2018) was able to introduce a very practical model to guide school leaders in supporting parental involvement and engagement in their schools. The model is called the Dual Navigation Approach (DNA). This rubric was based on six meta-analyses that the proponent conducted over the last fifteen years. The DNA model suggested the two primary branches of parental involvement and engagement such as the school-based component and the home-based aspects. According to the author, when these two components of parental involvement and engagement worked together student education outcomes could be greatly enhanced.

CONCLUSION AND RECOMMENDATION

The course of discussion on the effects of parent participation in the academic performance of the learners identified key concepts. This review of related literature and studies have led the proponent to enumerate the following findings. Home serves as the first school and parents/guardians/caregivers serve as first teachers of children. Each parent plays a huge role in founding the pillar of education among the young learners. This depicts the need for high involvement of parents in their children's education. Results highlighted that high parental involvement resulted in increased performance of learners. In another perspective, parent participation is highly influenced by parents' respective profile which indicates individual differences in ways of being involved in their child's schooling. Thus, the proponent recommends that schools need to build specified partnership with parents and develop mutual responsibility for learners' success in the educational system. Active parental involvement entails increased parents' effort to support school-led and home-based endeavors for their child's education; hence, this would directly make a positive impact to a successful educational system.

LITERATURE CITED

Ahmetoglu, E., Acar, I. H., & Ozturk, M. A. (2020). Parental involvement and children's peer interactions. *Current Psychology*, 1-10.

<https://link.springer.com/article/10.1007/s12144-020-00965-0>

Al Maawali, S. R., & Noronh, H. (2019). Parental Involvement in children's education: A Proof of Concept Study at Elementary Schools. *Journal of Student Research*.

<https://www.jofsr.org/index.php/path/article/view/939>

Antony-Newman, M. (2020). Curriculum orientations and their role in parental involvement among immigrant parents. *The Curriculum Journal*, 31(3), 340-356.

<https://bera-journals.onlinelibrary.wiley.com/doi/abs/10.1002/curj.10>

Bartolome, M. T., Mamat, N., & Masnan, A. H. (2017). Parental involvement in the Philippines: A review of literature. *Southeast Asia Early Childhood Journal*, 6, 41-50.

<https://ejournal.upsi.edu.my/index.php/SAECJ/article/view/1000>

Boonk, L., Gijsselaers, H. J., Ritzen, H., & Brand-Gruwel, S. (2018). A review of the relationship between parental involvement indicators and academic achievement. *Educational Research Review*, 24, 10-30.

<https://www.sciencedirect.com/science/article/pii/S1747938X18301027>

Đurišić, M., & Bunijevac, M. (2017). Parental involvement as a important factor for successful education. *Center for Educational Policy Studies Journal*, 7(3), 137-153.

<https://www.cepsj.si/index.php/cepsj/article/view/291>

Freund, A., Schaedel, B., Azaiza, F., Boehm, A., & Lazarowitz, R. H. (2018). Parental involvement among Jewish and Arab parents: Patterns and contextual predictors. *Children and Youth Services Review*, 85, 194-201.

<https://www.sciencedirect.com/science/article/abs/pii/S0190740917303857>

Garcia, A. S., & de Guzman, M. R. T. (2020). The meanings and ways of parental involvement among low-income Filipinos. *Early Childhood Research Quarterly*, 53, 343-354.

<https://www.sciencedirect.com/science/article/pii/S0885200620300594>

Guo, K., & Kilderry, A. (2018). Teacher accounts of parent involvement in children's education in China. *Teaching and Teacher Education*, 69, 95-103.

<https://www.sciencedirect.com/science/article/abs/pii/S0742051X16304498>

Hill, N. E., Witherspoon, D. P., & Bartz, D. (2018). Parental involvement in education during middle school: Perspectives of ethnically diverse parents, teachers, and students. *The Journal of Educational Research*, 111(1), 12-27.

<https://www.tandfonline.com/doi/abs/10.1080/00220671.2016.1190910>

Jabar, M. A. (2020). Qualitative inquiry on parental involvement in children's education: perspectives of parents, children, and teachers in select elementary schools in the Philippines. *Asia Pacific Journal of Education*, 1-15.

<https://www.tandfonline.com/action/showCitFormats?doi=10.1080%2F02188791.2020.1806035&area=0000000000000001>

Jay, T., Rose, J., & Simmons, B. (2018). Why is parental involvement in children's mathematics learning hard? Parental perspectives on their role supporting children's learning. *Sage Open*, 8(2), 2158244018775466.

<https://journals.sagepub.com/doi/full/10.1177/2158244018775466>

Jeynes, W. H. (2018). A practical model for school leaders to encourage parental involvement and parental engagement. *School Leadership & Management*, 38(2), 147-163.

<https://www.tandfonline.com/doi/abs/10.1080/13632434.2018.1434767>

Kung, H. Y., & Lee, C. Y. (2016). Multidimensionality of parental involvement and children's mathematics achievement in Taiwan: Mediating effect of math self-efficacy. *Learning and Individual Differences*, 47, 266-273.

<https://www.sciencedirect.com/science/article/pii/S1041608016300140>

Kurtulmus, Z. (2016). Analyzing parental involvement dimensions in early childhood education. *Educational Research and Reviews*, 11(12), 1149-1153.

<https://eric.ed.gov/?id=EJ1104563>

Lara, L., & Saracosti, M. (2019). Effect of parental involvement on children's academic achievement in Chile. *Frontiers in psychology*, 10, 1464.

<https://www.frontiersin.org/articles/10.3389/fpsyg.2019.01464/full>

Lv, B., Zhou, H., Liu, C., Guo, X., Jiang, K., Liu, Z., & Luo, L. (2018). The Relationship Between Parental Involvement and Children's Self-Efficacy Profiles: A Person-Centered Approach. *Journal of Child and Family Studies*, 27(11), 3730-3741.

<https://link.springer.com/article/10.1007/s10826-018-1201-6>

Minix-Fuller, D. A. (2020). Parental Involvement in Children's Education at a Christian School: A Transcendental Phenomenological Approach.

<https://digitalcommons.liberty.edu/doctoral/2464/>

O'Toole, L., Kiely, J., & McGillicuddy, D. (2019). Parental Involvement, Engagement and Partnership in their Children's Education during the Primary School Years. National Parents Council.

<https://researchrepository.ucd.ie/handle/10197/9823>

Park, S., & Holloway, S. (2018). Parental Involvement in Adolescents' Education: An Examination of the Interplay among School Factors, Parental Role Construction, and Family Income. *School Community Journal*, 28(1), 9-36.

<https://eric.ed.gov/?id=EJ1184925>

Puccioni, J., Froiland, J. M., & Moeyaert, M. (2020). Preschool teachers' transition practices and parents' perceptions as predictors of involvement and children's school readiness. *Children and Youth Services Review*, 109, 104742.

<https://www.sciencedirect.com/science/article/abs/pii/S0190740919302543>

Ramos Arellano, M. (2017). Hows and whys of parental involvement in a national 'neoliberal laboratory': aspirations, values and beliefs in relation to children's education among Chilean urban lower-middle-class parents. *Compare: A Journal of Comparative and International Education*, 47(6), 925-941.

<https://www.tandfonline.com/doi/abs/10.1080/03057925.2017.1375849>

Tao, J. (2020). Chinese Immigrant Parental Involvement in Children's Education: Characteristics and Challenges.

<https://scholar.uwindsor.ca/major-papers/114/>

Upitis, R., Abrami, P. C., Brook, J., & King, M. (2017). Parental involvement in children's independent music lessons. *Music Education Research*, 19(1), 74-98.

<https://www.tandfonline.com/doi/abs/10.1080/14613808.2016.1202220>

Wang, Y., Deng, C., & Yang, X. (2016). Family economic status and parental involvement: Influences of parental expectation and perceived barriers. *School Psychology International*, 37(5), 536-553.

<https://journals.sagepub.com/doi/abs/10.1177/0143034316667646>