



PARENTAL INVOLVEMENT AND ACADEMIC PERFORMANCE OF SENIOR HIGH SCHOOL STUDENTS

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ABSTRACT

In the Senior High School, HUMSS Department of Mimbunga National High School for the first semester of the school year 2021, the current study aimed to determine the extent of parental involvement in students' academic progress. The researcher used the descriptive-correlational study approach to explain the relationship between parental participation and students' academic success. the researcher employed the descriptive-correlational study approach.

The Mean, Standard Deviation, Frequency Distribution, Percentage, and Pearson Correlation Test were among the appropriate statistical methods utilized to evaluate and interpret the data. The research showed that parents' participation At Home and In School is classified as "Less Involved," and students' academic performance was rated as "Mostly Fairly Satisfactory." HUMMS students and the extent of parental participation. hence, parental participation. Therefore, it is advised that parents assist their children's education by continuously taking part in all school events. They must also keep an eye on their kids' development and academic success while supervising and guiding them while they complete their assignments.

INTRODUCTION

Parents are held accountable for every detail of change in their young children's lives, from potty training to eating fruits and vegetables and encouraging them to go out and do some physical activities away from the screen. When children finally hop to school for the first time, most parents perhaps sigh with relief and gratefulness. They can relieve some of their stress by entrusting their child's education to a well-trained professional teacher.

Significant stakeholders in any educational system include parents, teachers, students, administrators, community organizations, and the media (Bartolome, 2017). However, parents' educational responsibilities extend beyond simply taking their children to school. Parents should take the initiative and support their children in their academic objectives because they are their children's primary role models and the primary source of socialization for them (Amponsah et al., 2018). Parent-child interactions, particularly engaging and responsive parenting techniques, are major influencers on a child's academic development (Morrison 2018). Children attending school regularly, acting better, doing better academically from kindergarten through high school, going further in school, and attending better schools are examples of their academic work (Kohl, 2019).

As stated in DepEd Order No. 13, s. 2022, educators recognized the vital role of a strong positive bond between homes and schools in the development and education of children. It stated that Every PTA should establish mechanisms to ensure proper coordination with community members, provide an avenue for discussing relevant concerns, and provide assistance. The Department will continue to acknowledge and cherish the community, parents, teachers, and school administration's collaboration in providing high-quality primary education to all (Briones, 2022).

In reality, despite their desire for independence, today's youngsters still want to be active in their academic activities. However, when parents are interested in their kids' education, their behavior and academic performance tend to improve (Vijaya, 2016).

One study found parental involvement, home, and school involvement predictive of children's school engagement and socio-emotional adjustment. The results showed a favorable correlation between parental participation At Home, which included homework supervision, proactive conversations with kids about school-related issues, spending time with kids, and having high expectations for their kids' future educational status (Auden, 2019).

The level of parental involvement in a child's education, especially in activities linked to school, is the best predictor of that child's success. When children see their parents supporting them, they become more motivated and passionate about studying. The school, the teachers, the parents, and—most importantly—the students all gain from parental participation at home and at school (Delgado, 2019). Teachers are especially interested in activities and how parents assess their influence on their children's achievement in the classroom as they work to raise student academic performance. (Gould, 2019).

In addition, the new educational standard demands that parents give their kids unwavering academic support, just as society as a whole is required to. Given this, the researcher believes that raising awareness of the effect of parental interactions academic performance of the Senior high School Students in one of the public schools in the Division of Gingoog City may knowingly aid in the development of the students' academic performance in the new normal education.

The investigator is stirred to carry out this study in order to validate the linkage between parental partaking and teenagers' academic achievement in light of the aforementioned studies. This therefore applies to all endeavors, including parental participation in both the home and the classroom.

Theoretical/Conceptual Framework

This theory was anchored to Lev Vygotsky's Social Learning Theory. According to Vygotsky's Sociocultural Theory, Given that they serve as their children's major role models and primary socialization providers, parents should take the initiative and assist them in achieving their academic goals. This idea underscores the concept of 'scaffolding,' in which a more knowledgeable adult assists a youngster in cognitive growth (Macleud, 2020).

Vygotsky claimed that infants are born with the essential abilities for intellectual development called 'elementary mental functions.' In addition, he believes that young children are curious and actively involved in their learning and the discovery and development of new understandings. However, Vygotsky placed more emphasis on social contributions to the development process. No human, for instance, is born a culturally proficient member; it is necessary to be taught the appropriate cultural practices within the interactions in a society. Veresov (2017) illustrates that every function in cultural development appears twice: first among people, at the inter-psychological level, and later within the child as an intra-psychological category.

This concept functioned as the study's yardstick in order to investigate the relationship between students' academic progress and their parents' participation. This therefore covers all activities, including parental involvement At Home and In School

Methodology

The study utilized the quantitative research design approach In order to examine the connection between parental

participation and students' academic success in Senior High School, a descriptive correlational research design was used. It is noted that correlational research describes an existing relationship between variables. A quantitative descriptive method provides a relatively complete picture of what is happening at a given time. It is also an appropriate choice when the research aim is to identify characteristics. Once data is collected, one may need to process it before it can be analyzed (Bhandari, 2020).

Since determining the interaction between the dependent variable (students' academic performance) and the independent variable was one of the study's goals, it was used (parental involvement). One of the aims was to determine the relationship between the dependent variable (students' academic performance) and the independent variable (parental involvement).

Gingoog is a city in Northern Mindanao. The Spanish missionaries founded the city in 1750. Even older than the province's capital and commercial center, Cagayan de Oro, founded in 1871, it was the oldest city in Misamis Oriental. The name "Hingoog," which means "Goodluck," was first used by a Lumad clan of Manobo who settled in the region and became the source of the term "Gingoog." The word connotes riches. Gingoog City, thus, refers to the City of Good Luck. In addition to the stunning locations to visit, Gingoog is the vacation capital of Misamis Oriental due to the kind and hospitable locals who live there. Due to its abundance of waterfalls, Gingoog has earned the moniker "City of Waterfalls." The waterfall is located 13 kilometers away from the city proper. It is said that the city has **over 30** waterfalls that one needs to pass forested and remote areas before seeing them. These five feeder barangays were located in Brgy Mimbunga, Gingoog City. Elevation at these coordinates is estimated at 160.7 meters or 527.2 feet above sea level. It has a population of 1,634, representing 1.20% of the total population of Gingoog City. The household population of Mimbunga in the 2015 Census was 1,526, broken down into 311 households or an average of 4.91 members per household.

This research study took place in Gingoog, particularly in Mimbunga National High School. The school is a hinterland school which is about 10 kilometers away from the city proper of Gingoog. Cebuano is the known dialect in the community. However, school-teachers use English as a medium in teaching different subjects. The school has twenty-one (21) teachers, including the school head, with more than 500 enrollees for the current school year. It holds its founding anniversary every 23rd day of August, where stakeholders from the five feeder barangays, parents, teachers, and students gather to celebrate.

The participants of this research were the eighty (80) students and eighty (80) parents of the Senior High School HUMSS department of Mimbunga National High School. Through random sampling, respondents were identified. The researcher made sure that all 80 parent-respondents were able to answer the given survey questionnaires with all honesty. It was assured confidentially in their responses.

Using a survey questionnaire, the level of parental involvement at home and at school was determined. It was drawn from a two-part study by Rahman (2019) titled "Parental Involvement in the Student Success on the Effects," Part I of which focused on parental involvement in schools and Part II of which focused on parental involvement at home. While the students were the Academic Performance, specifically the average assessment of student accomplishment School Year 2021-2022 in all academic subjects based on the standard rating of DepEd Order No. 8, s. 2015.

Following permission, the researcher delivered survey forms to each parent of a senior high school student enrolled in Mimbunga National High School's HUMS class. It has two pages plus a cover letter and is printed on a single sheet that is folded into a booklet shape.

The researcher also asked for a copy of the Senior High School HUMSS students' School Form 5 (Report on Promotion and Level of Proficiency and Achievement) for the First Semester of the School Year 2021-2022 as the basis of their academic performance.

A survey questionnaire from Rahman's (1991) study on "Parental Involvement in the Student Success on the Effects" was used to examine parents' involvement in their kids' school and at home. Because the questionnaire was not changed, there was no validity testing. On the other hand, the Department of Education used the student's academic performance as a standardized tool that had been shown to be accurate and legitimate.

For Problem 1, the mean and its standard deviation were used to analyze the degree of parental participation. For the second issue, frequency and percentage distribution were used to assess the students' academic performance. The Pearson Product Moment Correlation was employed to ascertain the relationship between parental involvement and academic success for the third and final challenge.

Results and Discussions

Problem 1. What is the level of Parents' Involvement:

- a. In school; and
- b. At home?

Table 1

Parent Involvement in School

Indicators	Mean	SD	Interpretation
1. Communicating with my child's teachers is a pleasant experience.	2.44	1.05	Less Involved
2. Parent/teacher conferences should always be attended.	2.45	0.98	Less Involved
3. Parents should volunteer at school.	2.35	0.99	Less Involved
4. It's important to be active in school organizations. (i.e PTA)	2.45	1.10	Less Involved
5. It's important for my child to see that I am involved in school functions.	2.64	1.08	Less Involved
6. Monitoring my child's progress in school is a need.	2.54	1.01	Less Involved
7. Extra-curricular activities in school are far more important than attending the class.	2.70	1.01	Involved
8. Getting constant communication with other parents in school the school organization is necessary.	2.69	1.21	Involved
9. I attend the school activities my child is involved in.	2.63	1.07	Less Involved
10. I communicate with my child's teacher.	2.61	1.08	Less Involved
11. I volunteer at school.	2.71	1.02	Involved
12. I attend parent/ teacher conference regularly.	2.73	1.04	Involved
13. I read the school newsletter/bulletin to keep myself updated.	2.70	1.12	Involved
14. I never talk negatively about school in front of my child.	2.66	1.10	Involved
15. I contact the teacher if my child seems to be having a problem.	2.60	1.18	Less Involved
GENERAL MEAN	2.59	0.92	Less Involved

Table 1 shows the Parent Involvement in School with an overall Mean of **2.59 (SD=0.92)** described as **Less Involved**. This translates to parents not participating in nearly any school events. This implies that the educators in their children's schools were just given the task of supervising their academic progress. Children whose parents are less engaged in school activities do not participate as well in school activities, which challenges their academic achievement.

Parents should assist the schooling of their children. According to Furrer, (n.d) students, teachers, and parents are like three sides of the same triangle. The achievement of a student is totally due to their collaborative effort. Therefore, parental engagement is the most significant factor affecting a child's success or failure in their educational aspirations, both at school and at home. Studies show a connection between parental involvement in children's schooling and academic achievement. Even in the best institutions, children cannot learn properly without the support of their family. Parents have a unique and significant role in their children's education. The indicator, "I attend parents/teacher conference regularly", got the highest Mean of **2.73(SD=1.04)** described as **Involved**. This means that the parents are committing themselves to attend activities in school. It includes communicating with their teacher adviser relative to school performance. This implies that the parents are concern with the learning of their students. According to Wherry (2017) students are more likely to succeed in school and life when schools and families work together to encourage learning (Wherry, 2017). Mainly, to ensure effective parental involvement, schools may have partnership programs that continually develop, implement, evaluate, and improve plans and practices encouraging family and community involvement. In addition, one important area of educational research is to investigate the role of parents in student chievement.

Table 2
Parent Involvement at Home

Indicators	Mean	SD	Interpretation
1. Eating meals together is important.	2.40	0.92	Less Involved
2. Helping my child with homework is important.	2.55	0.93	Less Involved
3. Monitoring my child's homework is an important part of his/her education.	2.38	0.99	Less Involved
4. It is important to encourage my child so he/she feels successful for simply working hard on his/her homework.	2.41	0.94	Less Involved
5. It is the school's responsibility to see that children get their work done, not the parent's.	2.49	0.93	Less Involved
6. There should be time set aside each evening for homework.	2.48	0.93	Less Involved
7. Parents have responsibility to see that their children have their homework done.	2.59	0.94	Less Involved
8. The amount of time I spend with my child has little bearing on his/her success in school.	2.30	1.00	Less Involved
9. I have difficulty helping my child with homework.	2.43	0.90	Less Involved
10. I see that my child does his homework.	2.49	0.93	Less Involved
11. We discuss things we're reading.	2.56	1.00	Less Involved
12. We go to plays, museums, historical sites, etc.	2.60	0.99	Less Involved
13. My child sees me reading.	2.20	0.88	Less Involved
14. I allow him/her to participate in extra-curricular activities.	2.39	0.95	Less Involved
15. Homework is completed before participating in other activities.	2.35	1.04	Less Involved
Overall Mean	2.45	0.75	Less Involved

Table 2 shows the Parent Involvement at home with an overall Mean of **2.45(SD=0.75)** described as **Less Involved**. This means that parents are not performing meaningful inside and outside the home with their children. Parents' expectations, and aspirations to support the development of their children's social/emotional skills to facilitate educational success at home is not evident. This implies that parents have no involvement with regards to discussions about school, helping with homework, and some other meaningful activities that are done at home that monitor their student's education. As observed, children whose parents are less involved at home have less interest in performing school tasks specially those tasks that are academically related thus their school performances has been challenged (Sudderth 2021). Students who have active families are more likely to graduate from high school, earn better grades, attend college, and increase their attendance.

The indicator, " We go to plays, museums, historical sites, etc", got the highest Mean of **2.60(SD=0.99)** described as **Less involved**. Thus, it can be inferred that the parents enjoy taking their kids to local historical sites. This involves spending time with their kids in various locations where their education might be furthered. This suggests that the parents participate in their children's education by encouraging them to have fun while learning. Parents participation in the activities of their children that are done at home like doing their homeworks increase their children's performance in school (Wegner 2017).

On the other hand, the indicator, " My child sees me reading", got the lowest Mean of 2.20(SD=0.88) described as Less Involved. This means that parents are not inclined into doing academic related activities at home. This implies that parents can't monitor well and force their students to study since they themselves are not tending to do so. According to Tarraga (2017), empirical data show a link between parental involvement in school and academic attainment.

Table 3
Parental Involvement

Parents' Involvement	Mean	Interpretation
School	2.59	Less Involved
Home	2.45	Less Involved

Table 3 shows the mean result of parents' involvement both at Home and in School. It demonstrates that parents' involvement at School got the Mean of **2.59**, described as "**Less involved.**" This means that parents collectively have less engagement with regard to school activities. This suggests that they have little interest in participating in school-related activities and that they don't regularly communicate with instructors and personnel at the school about their pupils' progress.

Thus parents who are not motivated to join school activities children also tend not to participate well in the school activities, particularly with their academic performances. While the parents' involvement at Home got a Mean of **2.45**, described as "**Less Involved.**" This means that parents tend to have less monitoring activities with regard to their students' performance and activities in school. This implies that parents' interest in the school activities and academic performance of their children are not their priority and tend to have less support; with this, their children also have put less effort and are significantly challenged in attaining very satisfactory academic performance, which is contrary to the statement of Delgado (2019) that a strong relationship with the school helps parents better grasp the curriculum and how their children are progressing. Additionally, it makes students feel more at ease and content with the level of instruction. Even individuals who did not complete their education may be inspired to do so.

Problem 2. What is the Academic Performance of the Senior High School Students?

Table 4
Students' Academic Performance

Interval	Qualitative Description	Frequency	Percentage (%)
90 above	Outstanding	11	13.75
85-89	Very Satisfactory	12	15
80-84	Satisfactory	20	25
75-79	Fairly Satisfactory	24	30
74- below	Did not meet Expectation	13	16.25
	Total	80	100

Table 4 shows Senior High HUMMS Students' total academic performance. It was illustrated that the majority of the 80 students earned a Fairly Satisfactory rating, with 20 (25%) Satisfactory, 13 (16.25) Did not Meet Expectation, and 11 (13.75%) Fairly Satisfactory. This indicates that most of the students have hard times coping in class. They may have less drive to study their lessons and find it unnecessary. They show less interest in performing well in school and getting higher grades. This implies that the Senior High School HUMMS students have low enthusiasm and lack interest in learning. Their willingness to learn is not boosted because their parents may have failed to motivate, encourage and monitor their academic performances. According to Nisbet (2021), depending on their schedules, parents can assist their children by participating in school events or obligations, running for office at the school, or helping with their homework. Parents that are concerned about their kids' education provide them the support they need to do well in school. However, it can be challenging to find time to exercise, particularly for parents who work full-time (Brooks, 2019).

Problem 3. Does a student's academic achievement significantly correlate with the extent of parental involvement?

The spearman-r algorithm employed the continuous variable of the School and Home mean score to analyze Problem 3. The Spearman-r test can be used to determine whether there is a relationship between a student's academic achievement in senior high school and their amount of parental involvement.

Table 5

Relationship between the level of Parental Involvement to the Academic Performance of the Students

Parents' Involvement	Academic Performance	Critical	Pearson R	Decision	Interpretation
At Home	80.54	0.44	0.66	Moderate positive correlation	The P-Value is < .00001. The result is significant at p < .05.
In School		0.65	0.81	Strong positive correlation	The P-Value is < .00001. The result is significant at p < .05.

There is a correlation between senior high school students' academic performance and their parents' amount of parental participation., as shown in Table 5. It was discovered that parents were not actively involved in their kids' home or school lives. The degree of parental chipping in at home has a significant positive link with children' academic accomplishment, as opposed to the degree of parental involvement at home, which has a somewhat favorable correlation.

The academic performance of Senior High School students is 80.54. Additionally, it demonstrates that parental participation at home has a Pearson-r score of 0.66 and a critical level of 0.44, but parental involvement in schools has a Pearson-r score of 0.81 and a critical level of 0.65. After analyzing the data, it was determined that parental participation at home and in the classroom correlated slightly favorably and strongly favorably, respectively.

Given this, the P-value of.0001 shows that the significance of parental participation at home at p..05. However, at p..05., the P-value of.00001 indicates the significance of parental participation in students' schooling. Parental Participation at Home Has Positive Correlations. This suggests that insufficient parental participation at home has a significant negative impact on students' academic achievement. Low parental involvement in education will also lead to poor academic performance in children, much like how parental involvement in education has a strong positive correlation. This demonstrates that kids will put in less effort to succeed academically if parents are less involved at home and at school.

According to Bartlome (2017), parents are extremely important to their kids' academic success. Parents can assist in their children's education in a number of ways, such as by regularly attending school functions and attentively going through their homework. Strong homeschooling relationships have advantages that extend well past childhood and are felt throughout a child's educational career.

Conclusions

Based on the above-mentioned results, this study concludes the following:

1. The survey found that parents were less involved at home and at school.
2. It revealed that the majority of students performed fairly satisfactorily academically.
3. Additionally, it was discovered that parental participation affects students' academic success. Since parents have less parental involvement, students have fairly satisfactory academic performance.

Recommendations

Based on the results mentioned above, this study recommends the following:

1. Since parents are their children's primary teachers, it is encouraged that they take the lead in supporting their education. As a result, they must constantly actively participate in all school events in order to assist their students' academic progress. Moreover, it is also advised that parents have to supervise and guide them as they accomplish their homework.
2. Parents may closely monitor their students' progress and academic performance in each grading period. This may be done through constant communication with subject teachers regarding the different co-curricular activities of the students. Keeping an update on their student's attendance in school is also a must.
3. The parents must be actively involved in all school activities. Therefore, it would also be prudent to increase the number and scope of parenting seminars/training and aid them in apprehending the essence of their support towards the academic performance of their students deeply.

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