



PARENTAL INVOLVEMENT ON THE ACADEMIC PERFORMANCE IN ENGLISH AND MATHEMATICS OF  
GRADE THREE PUPILS OF CRESDAVILLE ELEMENTARY SCHOOL

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November 21, 2023

Abstract

Education is an essential avenue of one's life. It may serve as foundation in molding the 21st century learners by providing them knowledge and skills to be locally and globally competitive individuals. It may be along life's process, hierarchically structured, chronologically graded education system, or any organized educational activities outside the established formal system.

Every child has the right to receive quality, equitable, and complete basic education and gain necessary skills and knowledge he or she needed to be successful individual. This is the primary goal of the education sector in our country through the collaborative effort of all the key players of educational community.

This task should not solely be done by educators. Parents, as educators as well, have a vital stake on the achievement of the learners. Every parent must be involved in meeting the goal of education.

This study investigated the Parental Involvement on Academic Performance in English and Mathematics of Grade Three pupils of Cresdaville Elementary School, The researcher utilized the combination of quantitative and qualitative methods of research. An online research questionnaire utilizing Google Form was used to gather necessary information from the seventy (70) parents, who served as the respondents of this paper.

Based on the results, The results show that, because the majority of parents are unemployed, they have plenty of time to assist their kids with their academic work. The responders also have strong academic credentials, making them qualified to offer academic support.

The professionals who are the school head validated the questionnaire-checklist. The study's permission to proceed was obtained. The researcher himself administered the questionnaire-checklist when permitted and under the direction of the school head.

The information on the level of parental participation and the barriers to that participation was gathered using an online version of the questionnaire-checklist through Google Form. To determine their profile, frequency and percentage distribution were employed. Mean was used to gauge how involved parents were, and qualitative conversation was taken into account to pinpoint the barriers to their involvement.

The results show that even though parents participate in school activities, their involvement is restricted, particularly in literacy and numeracy. This may also be the result of their lack of understanding of how the aforementioned programs work.

The researcher wishes to acknowledge with the deepest gratitude, sincere appreciation, and indebtedness to those who contributed significantly to the completion of this study. Dr. Susan DL Oribiana, Schools Division Superintendent for her advice to all the teachers and school heads to always undergo research work. Dr. Frederico B. Cabalang, Public Schools District Supervisors of Taytay Sub-office, for his untiring support and guidance, for stimulating interest and direction in the preparation of the study.

Thank you to all of the Grade three PUPILS of Cresdaville Elementary School, PARENTS, and TEACHERS for your support and willing participation.  
my family for moral assistance.

And most importantly, to ALL-MIGHTY GOD, who has guided me during this study.

The Researcher

## Introduction Of the Research

One's life is not complete without an education. By giving students the knowledge and skills they need to be both locally and globally competitive, it might serve as the cornerstone for shaping 21st-century learners. All organized educational activities outside of the established formal system are acceptable, whether they follow a life process, a hierarchically structured, chronologically graded educational system, or nothing at all.

The following is the text from the article. The major objective of the education sector in our nation is to achieve this through the coordinated efforts of all significant stakeholders in the educational community.

The only people who should perform this responsibility are educators. Parents and teachers alike have a critical interest in.

It is stipulated in on Section 1.2 of Republic Act 9155: , also known as Governance of Basic Education Act of 2001, which states that:

“The parents and community shall be encouraged for active involvement in education of child.”

The aforementioned regulations make it abundantly obvious that parents and instructors should collaborate to achieve the educational process' goals for the benefit of the students. Parents are required to get involved in achieving the goal of education, and they are expected to actively participate in all programs and activities that are connected to their children's academic achievement.

Parental participation is crucial for a child's growth and has numerous positive effects on students, instructors, and the school environment. The degree of involvement that parents have in their child's education and school is something that parents more frequently have to acknowledge because they are one of the stakeholders of the school community and play a significant role in the educational and environmental transformation of the child.

According to Sapungan and Sapunga. (2014), it is equivalent to saying that the school is proactive in implementing changes or development among the pupils if we include the parents in educating their children. Teachers and school administrators have a greater likelihood of implementing high-quality educational reform as parent involvement grows.

The involvement of parents in school activities, particularly those that are relevant to the improvement of students' academic performance, was, nonetheless, quite apparent in Cresdaville

Elementary School after the two years of homeschooling. To enhance the students' literacy and numeracy abilities, the school has been putting numerous programs into place. In this regard, it has been noted that parents have exhibited little enthusiasm for the aforementioned undertakings. They appear to be unaware of how important their jobs are to the success of these projects.

Unfortunately, when considering the school environment, parental involvement in their children's extracurricular and co-curricular activities has always been a primary worry of every teacher in the management of teaching-learning processes. Some parents also take a very passive role in their children's academic success. Some parents stop showing up at school events and even during parent-teacher conferences after their children have enrolled. It would appear that teachers are now solely responsible for the poor reading and numeracy achievement of students.

This study was conducted to ascertain the level of parental involvement and identify the barriers preventing them from getting involved in their children's academic activities with the ultimate goal of providing capacity building for parents. The researcher is one of the teachers who observes the status of decreasing and insufficient parental participation on the academic performance of their students.

To distribute the questionnaire and collect the data, a Google Form was used. Researchers created the questionnaire, which experts then approved.

## Literature Review

Different related works were reviewed by the researchers to gain more comprehensive understanding of the existing research studies relevant to the present.

According to Sapungan, and Sapunga. (2014), if we involve the parents in educating their children, it is tantamount to saying that the school is proactive in implementing changes or development among the students. As parent's involvement is increased, teachers and school administrators also raise the chance to realize quality reform in education.

However, after the two years of homeschooling, it was very evident in Cresdaville Elementary School that the participation of parents in school endeavors especially those which are related to the enhancement of pupil's academic performance. The school has been implementing various programs to improve the literacy and numeracy skills of the pupils. In this connection, it is observed that parents show limited interest in the said projects. It seems that they have inadequate knowledge on their roles for the success of these initiatives.

### Research Questions

This study focused which aimed to determine the extent parental involvement was conducted in Cresdaville Elementary School during the School Year 2022-2023. Specifically, it sought answers to the following problems:

1. What is the profile of the parent-respondents in terms of their:
  - 1.1. age;
  - 1.2. sex;
  - 1.3. educational attainment; and
  - 1.4. employment status?
2. What is the extent of participation of parent-respondents on the academic performance of their children in English and Mathematics in terms of:
  - 2.1. teaching at home;
  - 2.2. volunteering in school programs; and
  - 2.3. attending educational sessions?
3. What are the factors that hinder the parent-respondents to involve themselves on programs related to the academic performance of their children?

### Scope and Limitations

This study focuses on how parents participate in their children's education, particularly in the subjects of English and mathematics for students in grade 3 at Cresdaville Elementary School.

The researcher obtained the crucial information for this study from the seventy (70) parents of Cresdaville Elementary School students in Grade 3. Purposive sampling was used to choose them. She has a direct line of communication with the target respondents as the students' instructor and is aware of how to invite them to participate. Their willingness to take part in this study would be taken into account by the researcher.

### Research Methodology

#### A. Participants and/or other Sources of Data and Information

The researcher gathered the necessary and needed data for this study from the seventy (70) parents of Grade 3 pupils from Cresdaville Elementary School. They were chosen using purposive sampling

technique. As the teacher of the pupils, she has direct contact to the target respondents and knows how to approach them to participate. The researcher would consider their willingness to participate in this study.

#### B. Data Gathering Methods

This study used the mixed-method of quantitative to determine the extent of participation of parents on the academic performance in English and Mathematics of their children and qualitative method to identify the factors that affect their involvement.

According to Siedlecki (2020), in a descriptive study, the researchers studied the variables as they appear in their natural context and manipulation is done. This is complemented by a survey method which is useful for collecting information from a group to describe characteristics, such as opinions and attitudes, of the population of which that group is a part of. It involves the collection and analysis of data about people or materials with the intention to compare existing and required standards.

Qualitative research, on the other hand as discussed in University of Texas (2023), is a process of naturalistic inquiry that seeks an in-depth understanding of social phenomena within their natural setting. It focuses on the "why" rather than the "what" of social phenomena and relies on the direct experiences of human beings as meaning-making agents in their everyday lives.

The questionnaire-checklist was validated by the experts who are School Head. Permission to conduct the study was secured. When permitted and with the guidance of the School Head, the researcher administered the questionnaire-checklist himself.

Using an online version of the questionnaire-checklist through Google Form, the data on extent of participation of parents and factors that hinder their involvement were collected. To determine their profile, frequency and percentage distribution were used. Meanwhile, mean was used to determine the extent of participation of parents, and qualitative discussion was considered to identify the factors that limits their involvement.

## Discussion of Results and Reflections

### Profile of the Parent-Respondents

Table 1 presents the profile of the parent-respondents in terms of their sex.

**Table 1**  
**Profile of the Parent-Respondents in terms of their Sex**

	Frequency	Percentage	Rank
Male	7	10%	2
Female	63	90%	1
<b>Total</b>	<b>70</b>	<b>100%</b>	

It can be gleaned on the table that there are 63 or 90 percent female parent-respondents, and only 7 or 10 percent are male. This means that female parents dominate the number of parents of Grade 3. It implies that mothers are the ones who are always there when parents' participation is needed.

Table 2 presents the profile of the parent-respondents in terms of their age.

**Table 2**  
**Profile of the Parent-Respondents in terms of their Age**

	Frequency	Percentage	Rank
Below 31 years old	18	26%	2
31-40 years old	40	57%	1
41-50 years old	10	14%	3
51 years old and above	2	3%	4
<b>Total</b>	<b>70</b>	<b>100%</b>	

It can be gleaned on the table that 40 or 57 percent of the parent-respondents are 31-40 years old, 18 or 26 percent are below 31 years old, 10 or 14 percent are 41-50 years old, and only 2 or 3 percent are 51 years old and above. This means the parents of Grade 3 are in their adulthood stage. It implies that the parent-respondents are on the state where they can provide sound decision making.

Table 3 presents the profile of the parent-respondents in terms of their educational attainment.

**Table 3**  
**Profile of the Parent-Respondents in terms of their Educational Attainment**

	Frequency	Percentage	Rank
Elementary Graduate	5	7%	5
High School Level	15	21%	3
High School Graduate	20	29%	1.5
College Level	20	29%	1.5
College Graduate	9	13%	4
Post Graduate Level	1	1%	6
<b>Total</b>	<b>70</b>	<b>100%</b>	

It can be gleaned on the table that 20 or 29 percent of the parent-respondents are both high school graduate and college level respectively, 15 or 21 percent reached high school level, 9 or 13 percent completed college level, 5 or 7 percent are elementary graduate, and there is 1 or 1 percent who reached post-graduate level. This means that the parents of Grade 3 have good educational background. It implies that the pupils may receive adequate academic aid from their parents.

Table 4 presents the profile of the parent-respondents in terms of their educational attainment.

**Table 4**  
**Profile of the Parent-Respondents in terms of their Employment Status**

	Frequency	Percentage	Rank
Unemployed	40	59%	1
Employed	22	30%	2
Self-employed	8	11%	3
<b>Total</b>	<b>70</b>	<b>100%</b>	

It can be gleaned on the table that 40 or 59 percent of the parent-respondents are unemployed, 22 or 30 percent are employed, and 8 or 11 percent are self-employed. This

means that majority of the respondents have limitations on their means of earnings. It implies that the parent-respondents might experience challenges on their financial aspects that may also affect the involvement of the parents.

**Extent of participation of parent-respondents on the academic performance of their children in English and Mathematics**

Table 5 presents the extent of participation of parent-respondents on the academic performance of their children in English and Mathematics with respect to teaching at home.

**Table 5**  
**Extent of participation of parent-respondents on the academic performance of their children in English and Mathematics with respect to Teaching at Home**

<b>Teaching at Home</b>	<b>Mean</b>	<b>Verbal Interpretation</b>
1. I teach my child when he or she is at home.	2.89	Oftentimes
2. I help my child in his/her activities in English and Mathematics.	2.56	Oftentimes
3. I provide effective academic aid to enhance my child's numeracy and literacy skills.	3.04	Oftentimes
4. I attend to my child's academic needs when he/she is at home already.	2.59	Oftentimes
5. I spend time supporting my child in accomplishing his/her tasks in English and Mathematics.	2.83	Oftentimes
<b>Average Weighted Mean</b>	<b>2.98</b>	Oftentimes

It can be gleaned on the table that the extent of participation of parent-respondents on the academic performance of their children in English and Mathematics with respect to teaching at home obtained an average mean of 2.98 and verbally interpreted as Oftentimes. It shows that statement 3 'I provide effective academic aid to enhance my child's numeracy and literacy skills' obtained the highest mean of 3.04 and verbally interpreted as Oftentimes, while statement 2 'I help my child in his/her activities in English and Mathematics' gained the lowest mean of 2.56 and verbally interpreted as Oftentimes. This means that the parents are really giving aid to their children when they are at home particularly in English and Math.



It can be reflected from the result that since majority of the parents are unemployed, they have adequate time to help their children in their academic tasks. Likewise, the respondents also show good academic background; thus, they can provide academic aid.

Table 6 presents the extent of participation of parent-respondents on the academic performance of their children in English and Mathematics with respect to volunteering in school programs.

**Table 6**  
**Extent of participation of parent-respondents on the academic performance of their children in English and Mathematics with respect to Volunteering in School Programs**

Volunteering in School Program	Mean	Verbal Interpretation
1. I serve as volunteer-tutor in the programs like BRB4 and/or NUMERO.	2.39	Seldom
2. I regularly visit the school to engage in various school programs related to academic performance of my child.	2.27	Seldom
3. I provide assistance to teachers during the implementation of academic programs.	2.49	Seldom
4. I contribute to the success of the programs on literacy and numeracy.	2.38	Seldom
5. I constantly support the monitoring and evaluation of the school programs like BRB4 and/or NUMERO.	2.30	Seldom
<b>Average Weighted Mean</b>	<b>2.47</b>	Seldom

It can be gleaned on the table that the extent of participation of parent-respondents on the academic performance of their children in English and Mathematics with respect to volunteering in school program obtained an average mean of 2.47 and verbally interpreted as Seldom. It shows that statement 3 'I provide assistance to teachers during the implementation of academic programs' obtained the highest mean of 2.49 and verbally interpreted as Seldom, while statement 2 'I regularly visit the school to engage in various school programs related to academic performance of my child' gained the lowest mean of 2.27 and verbally interpreted as Seldom.

It can be reflected from the result although the parents are involving themselves in school programs, their participation is limited especially in literacy and numeracy. Moreover, this may be because of their inadequate knowledge on the process of the said programs.

Table 7 presents the extent of participation of parent-respondents on the academic performance of their children in English and Mathematics with respect to attending educational sessions.

**Table 7**  
**Extent of participation of parent-respondents on the academic performance of their children in English and Mathematics with respect to Attending Educational Sessions**

Attending Educational Sessions	Mean	Verbal Interpretation
1. I actively participate in all educational sessions in school to know my child's academic performance especially in English and Mathematics.	2.15	Seldom
2. I efficiently collaborate with teachers through educational sessions to develop programs for the enhancement of academic achievement of my child.	2.20	Seldom
3. I give necessary feedbacks during the forum with teachers and parents.	1.83	Seldom
4. I always coordinate with the teachers regarding the status of my child in school.	2.40	Seldom
5. I confidently express myself during educational sessions to open my needs as parents and needs of my child.	2.11	Seldom
<b>Average Weighted Mean</b>	<b>2.14</b>	Seldom

It can be gleaned on the table that the extent of participation of parent-respondents on the academic performance of their children in English and Mathematics with respect to attending educational session obtained an average mean of 2.14 and verbally interpreted as Seldom. It shows that statement 4 'I always coordinate with the teachers regarding the status of my child in school' obtained the highest mean of 2.40 and verbally interpreted as Seldom, while statement 3 'I give necessary feedbacks during the forum with teachers and parents'

gained the lowest mean of 1.83 and verbally interpreted as Seldom. This means that the parent-respondents monitors the performance of their children through communicating with the teachers. However, when it comes to raising concerns about their children's academic status, the parents seem not confident.

It can be reflected from the result that parent's involvement on different academic sessions which are related to academic performance of the pupils is not that strong. Furthermore, the school should implement measures that will establish strong connections with the parents.

Factors that hinder the parents to involve themselves on programs related to the academic performance of the children

The following are the factors that affect the involvement of parents as stated by the parent-respondents themselves.

- a. The parents have job that they should have attend to.
- b. There are little kids that should be taken care of.
- c. There are other household chores to be accomplished.
- d. Inadequate knowledge of the parents.
- e. Constraints in financial matters.

### Action Plan

<b>Activities</b>	<b>Persons Involved</b>	<b>Date</b>	<b>Success Indicators</b>
<b>Writing of Project Proposal</b>	Project Team	February 2023	- Project Action Plan
<b>Presentation of Proposal</b>	School Head Project Team	February 2023	- Approved Action plan - Minutes of the Meeting
<b>Brainstorming and Planning on the Process</b>	School Head Project Team	February 2023	- Minutes of the Meeting
<b>Orientation of Parents</b>	School Head Project Team Teachers Parents	March 2023	- Narrative and Pictorial Report - Attendance
<b>Seminar and Workshop on Effective Parenting</b>	School Head Project Team Teachers Parents	March 2023	- Narrative and Pictorial Report - Attendance
<b>Seminar and Workshop on Project BR-B4</b>	School Head Project Team Teachers Parents	March 2023	- Narrative and Pictorial Report - Attendance
<b>Seminar and Workshop on Project NUMERO</b>	School Head Project Team Teachers Parents	April 2023	- Narrative and Pictorial Report - Attendance
<b>Seminar and Workshop on Assessment</b>	School Head Project Team Teachers Parents	April 2023	- Narrative and Pictorial Report - Attendance
<b>Monitoring of the Project</b>	School Head Research Team Teachers	March-May 2023	- Monitoring Tool
<b>Validation of Completed Paper</b>	School Head Research Team Teachers	June 2023	- Completed Paper

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**Republic of the Philippines**

## Department of Education

REGION IV-A (CALABARZON) SCHOOLS DIVISION  
OF RIZAL PROVINCE  
CRESDAVILLE ELEMENTARY SCHOOL

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### PARENTAL INVOLVEMENT ON THE ACADEMIC PERFORMANCE IN ENGLISH AND MATHEMATICS OF GRADE THREE PUPILS OF CRESDAVILLE ELEMENTARY SCHOOL

#### Research Output

Based on the findings of the research titled PARENTAL INVOLVEMENT ON THE ACADEMIC PERFORMANCE IN ENGLISH AND MATHEMATICS OF GRADE THREE PUPILS OF CRESDAVILLE ELEMENTARY SCHOOL, the following framework on School was suggested.

It can be concluded that the level of parent respondents' involvement in their children's academic performance in English and mathematics with regard to attending educational sessions obtained IS very important to children's education and verbally interpreted as Rarely. Parents should always coordinate with the teachers regarding the status of my child in school' to obtain the proper education they need. By communication with the teachers, parents must keep an eye on their children's performance. The parents, however, don't appear secure when it comes to expressing worries about their kids' academic standing.

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**Extent of participation of parent-respondents on the academic performance of their children in English and Mathematics with respect to Teaching at Home**

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**Extent of participation of parent-respondents on the academic performance of their children in English and Mathematics with respect to Volunteering in School Programs**

<b>Volunteering in School Program</b>	<b>Mean</b>	<b>Verbal Interpretation</b>
1. I serve as volunteer-tutor in the programs like BRB4 and/or NUMERO.	2.39	Seldom
2. I regularly visit the school to engage in various school programs related to academic performance of my child.	2.27	Seldom
3. I provide assistance to teachers during the implementation of academic programs.	2.49	Seldom
4. I contribute to the success of the programs on literacy and numeracy.	2.38	Seldom
5. I constantly support the monitoring and evaluation of the school programs like BRB4 and/or NUMERO.	2.30	Seldom
<b>Average Weighted Mean</b>	<b>2.47</b>	Seldom



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Division OF RIZAL

Cresdaville Elementary School

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The findings of this study would be the cornerstone for developing parents' capacity. This involves a series of classes that would improve their capacity to help their kids with their academics. More so, this initiative strives to boost their level of participation in all the programs, projects, and activities that may lead to the improvement of pupil's performance in English and Mathematics.

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