



PARENTAL INVOLVEMENT IN CHILDREN'S EDUCATION: BASIS FOR PARENT-LEARNER SUPPORT PROGRAM

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Abstract:

This study assessed the parental involvement in the academic performance of the learners in Calibungan Elementary School, Victoria East District, Tarlac Province during the school year 2023-2024 through quantitative-descriptive research design. The quantitative-descriptive research design was used to present the profile of the parents of the learners in terms of highest educational attainment, occupation and monthly family income. It was also utilized to determine the extent of involvement of parents in their children's education. Further, the study looked into the barriers to parental involvement and how serious are they. Based on the findings, intervention strategies were proposed to address the barriers to parental involvement as well as for a parent-learner support system. The sources of data were 42 parents of the learners in Calibungan Elementary School who provided pertinent data to answer the sub-problems raised in the study. They were assisted by the teacher-advisers in answering the questionnaire. Frequency, percentage and weighted means were utilized to treat the data statistically.

Summary of Findings: 1.0 Profile of the Parents of the Grade 1 Learners In terms of highest educational attainment, 7 or 16.67% of the parents are college graduates; 13 or 30.95% are on college level; 16 or 38.10% are high school graduates; and 6 or 14.28% are graduates of vocational-technical courses. In terms of occupation, 9 or 21.43% of the parents are carpenters; 13 or 30.95% are tricycle drivers; 8 or 19.05% are helpers; 5 or 11.90% are clerks/messenger/crew; and 7 or 16.67% are unemployed. In terms of monthly family income, 10 or 20% of the parents have monthly income of more than P 30,000; 20 or 40% with P 21,000 to P30,000; 15 or 30% with P 11,000 to P 20,000; and 5 or 10% with P10,000 and below. 2.0 Extent of Involvement of Parents in Their Children's Education Extent of involvement of parents to a "great extent" are the following: assisting your child in doing his/her assignments (WM=4.20); reminding your child of the importance of going to school (WM=4.00); conversing with your child about what happened in school after his/her class or before going to sleep (WM=3.60); and accompanying your child during school activities such as field trips (WM=3.60). Extent of involvement of parents to a "moderate extent" are the following: reading stories or books to your child at home (WM=3.40); participating in school programs when invited by teachers (WM=3.20); attending regular progress meetings with teachers (WM=2.80); and initiating small talks with teachers about the progress of your child in the school (WM=2.60). Extent of involvement of parents to a "slight extent" are the following: initiating to have meetings with other parents for an activity (WM=1.80) and doing volunteer work for the school (WM=1.60). 3.0 Barriers to Parental Involvement "Very serious" barriers include lack of teachers time (WM=3.58), lack of understanding of communication style (WM=3.71), tension in relationships between parents and teachers (WM=3.62), parents with no easy access to teachers (WM=4.16), and teachers' belief of disrespect (WM=4.25). "Moderately serious" are the following: misperceptions of parents' abilities (WM=3.42), limited family resources (WM=3.38), lack of comfort (WM=3.48), lack of vested interest (WM=3.26), and family involvement programs not fully implemented (WM=2.75). "Slightly serious" are mobility and difficulties of involvement with WM of 2.23 and 1.86, respectively. 4.0 Proposed Intervention Strategies Intervention strategies were proposed for parent-learner support system.

Based on the findings of the study, the following conclusions were drawn: 1. Most of the parents of the learners are college level, tricycle drivers and have monthly family income of P 21,000 to P 30,000. 2. Generally, the parents of the 6 learners are involved in the academic activities of their children to a moderate extent. 3. The barriers to parental involvement are teachers' beliefs that parents do not respect them, parents have no access to the teachers, and lack of understanding of parents' communication styles. 4. The proposed intervention strategies which will serve as parent-learner support system focused on making connections

with parents, setting-up a parent-family involvement program and welcoming the parents and ways for parents to support their children's studies.

Based on the findings made and the conclusions drawn, the following recommendations were offered: 1. The proposed intervention strategies should be considered for implementation by school officials to improve the parent-teacher relationships and the overall importance of parental involvement. 2. After the initial implementation, there should be regular monitoring and evaluation of the intervention strategies to enhance its implementation. 3. The communication between teachers and parents must be continuously checked and reflected. 4. The creative minds of the teachers must be cultivated leading to the conduct of activities to involve parents and are adapted to the needs of time. 5. An institutional program for parents must be in place on how to cope with the characteristics and developmental changes as well as the academic needs of their children. 6. Other researchers may conduct a similar study on a wider scope to validate the findings of the study.

Keywords: parental involvement, support program

I. INTRODUCTION

Parents' major obligation is to raise their children to become productive and responsible citizens. A positive interaction between parents and school is very beneficial to a child's cognitive and socio-emotional development. Every individual, particularly their parents, requires adequate supervision and assistance from their family. Parents are essential in the upbringing and development of children. They are the primary source of security. Parental involvement facilitates the formation of a strong link between parents and their children. The dreams and desires of their children are based on the foundation of their parents (Pinatil, et.al., 2022).

Investing in children can create progressive outcomes for the nation. It yields enduring developmental and educational impacts in a country (UNICEF, 2016). Since the foundation of every individual lies in the early childhood stage of life, it is the suitable period of development to start programs to eradicate poverty, develop social consciousness and educate children.

One way to invest in children and at the same time have the support of all members of the society is through parent involvement. Parent Involvement is defined as one of the essential and least lucrative means of improving quality education. It is viewed as a vital practice in the learning process of children. Moreover, it is a crucial part of Early Childhood Education and may come in many ways in school such as highlighting the importance of education, understanding and participating in school activities, participation in parent-teacher meetings, engaging in extended class visits, and helping their children in homework (Bartolome and Mamat, 2020).

Parents play a major factor in making the educational experience of their children positive. Gomes (2015) stressed that students need the presence of their parents in their schooling, especially as they deal with the demands of society and peer pressure. Parental involvement in their children's education is a very important component. It positively influences the lives of children.

Parental involvement in school activities has always been a major concern of every teacher in the teaching-learning process. Many parents whose children are currently enrolled are passive in their children's education. After enrolling their children, they are no longer visible in the school premises even during meetings and gatherings. Seemingly, the burden of child education has become the sole responsibility of the teachers.

Parents as one of the stakeholders in school should be recognized more and should be given immense considerations in the educational life of their children. Parental involvement programs should consider parents because of their knowledge and experiences which is very helpful for children and it affects the decisions they make regarding their children's education. Parents can use their talents and share their insights for children's benefit through parental involvement.

To maximize parental involvement, reaching out to them and letting them understand their roles in the education of their children is truly important according to Abulon (2016) since earlier studies that focus on what parents should do when it comes to involving themselves in their children's education seems not have materialized since most of them feel that they want to do something but are not given the chance to do so.

To improve the involvement of parents in the education process, several programs were launched by the Department of education such as the Adopt-A-School Program as well as the Brigada Eskwela Program which brought together teachers, parents and community members to prepare public schools for opening. The spirit of Bayanihan was revived when private organizations in the community contribute in generating resources needed for repairs and upkeep of school facilities. This is one way of fostering parental involvement since parents are the major stakeholders of every school and should realize their roles in their child's learning development with the help of the teachers.

Several schools, both private and public sectors, have programs designed at intensifying parental participation such as boys and girls scouting, school-community socio-economic projects, disaster volunteer task force, and school-community work brigade. However, increasing parental involvement remains a tough challenge among school administrators and their teachers despite clear programs, concerted efforts and strong motivation.

Basically, parents' involvement in their child's learning process offers many opportunities for success. Parental involvement in their children's learning not only improves a child's morale, attitude and academic achievement across all subject areas, but it also promotes better behavior and social adjustment. It further says that family involvement in education helps children to grow up to be productive, responsible members of the society. This means that if parents are involved in educating their children, it is tantamount to saying that the school is proactive in implementing changes or development among the students. As parents' involvement is increased, teachers and school administrators also raise the chance to realize quality reform in education.

Most students at all levels want their families to be more knowledgeable partners about schooling and are willing to take active roles in assisting communications between home and school. They further point out that when parents come to school regularly, it reinforces the view in the child's mind that school and home are connected and that school is an integral part of the whole family's life.

A strong home-school relationship is important not only for children's outcomes during the early childhood years, but its benefits last for a lifetime. According to Caranguian (2023), parents' commitment to their children's learning process gives plenty

of opportunities for children to become successful and that parent involvement can assist children for them to take significant roles in society in the future.

True school reform will always begin with increased parental involvement in their children's education. It has been proven time and time again that parents who invest time and place value on their children's education will have children who are more successful in school. There are always exceptions, but teaching a child to value education brings a positive impact on their education.

School administrators and teachers are continuously frustrated in an age where parental involvement increasingly seems to be on the decline despite the effort exerted by the school heads and teachers, and the Department of Education (DepEd) through the orders and memoranda in the local counterparts.

In Calibungan Elementary School, Victoria East District, Division of Tarlac Province, parent-teacher partnership makes tremendous impact on children's education. School administrators have to boldly encourage parents to get involved and make contributions to help achieve the school's missions and goals.

Cognizant of the aforementioned situations, the researcher conducted the study to assess parental involvement in Calibungan Elementary School, Victoria East District, Tarlac Province during the school year 2023-2024.

Statement of the Problem

This study assessed the parental involvement in the academic performance of Grade 1 learners in Calibungan Elementary School, Victoria East District, Division of Tarlac Province during the school year 2023-2024..

Specifically, it sought to answer the following sub-problems:

1. What is the profile of the parents of the learners in terms of the following:
 - 1.1 Highest educational attainment;
 - 1.2 Occupation; and
 - 1.3 Monthly family income?
2. What is the extent of involvement of parents in their children's education?
3. What are the barriers to parental involvement and how serious are they?
4. What intervention strategies can be proposed for parent-learner support program?

METHODOLOGY

This chapter presents the methods and procedures employed in this study which involve the research design, the sources of data, instrumentation and data collection, and tools for data analysis.

Research Design

This study assessed the involvement of parents in school activities of the learners in Calibungan Elementary School, Victoria East District, Division of Tarlac Province during the school year 2023-2024 through quantitative-descriptive research design.

The quantitative-descriptive research design was used to present the profile of the parents of the learners in terms of highest educational attainment, occupation and monthly family income. It was also utilized to determine the extent of involvement of parents in their children's education. It was further used to look into the barriers to parental involvement and how serious are they.

Based on the findings, intervention strategies were proposed for parent-learner support system.

Sources of Data

The sources of data were the parents and the teachers in Calibungan Elementary School, Victoria East District, Division of Tarlac Province who answered the survey questionnaire relative to the sub-problems raised in the study.

Instrumentation and Data Collection

The main data-gathering tool of this study was a constructed questionnaire which focused on the profile of the parents of the learners in terms of highest educational attainment, occupation and monthly family income. It also dealt with the extent of involvement of parents in their children's education as well as the barriers to parental involvement and how serious are they. Upon completion of the questionnaire, it was presented to the researcher's adviser. Suggestions were incorporated to improve the instrument.

The researcher with the assistance of the teachers personally distributed the questionnaires for easy retrieval. After the accomplished questionnaires were retrieved, the responses were tabulated and interpreted based on appropriate statistical tools.

Tools for Data Analysis

The following tools were utilized to treat the data statistically:

1. Frequency and Percentage

These were employed to answer sub-problem number 1.

The formula is:

$$P = \frac{f}{N} \times 100$$

Where:

$$\begin{aligned} P &= \text{Principal} \\ f &= \text{frequency} \\ N &= \text{number of respondents} \end{aligned}$$

2. Weighted Mean

This was used to answer sub-problem numbers 2 and 3.

The formula is:

$$\Sigma fx$$

$$WM = \frac{\sum fx}{N}$$

Where:

WM = Weighted Mean

$\sum fx$ = the sum of the products per column

N = the number of respondents

The interpretation of the weighted mean for each sub-problem is shown below.

Point Values	Statistical Limits	Descriptive Equivalent (DE)	
		For Sub-Problem No. 2	For Sub-Problem No.3
5	4.50 – 5.00	Full Extent (FE)	Highly Serious (HS)
4	3.50 – 4.49	Great Extent (FE)	Very Serious (VS)
3	2.50 – 3.49	Moderate Extent (ME)	Moderately Serious (MS)
2	1.50 – 2.49	Slight Extent (SE)	Slightly Serious (SS)
1	1.00 – 1.49	Not At All (NAA)	Not a Problem (NP)

RESULTS AND DISCUSSION

This chapter presents the data gathered and their analysis and interpretation to answer the sub-problems raised in the study.

Profile of the Parents of the Grade 1 Learners

This section presents the profile of the parents of the learners in Calibungan Elementary School, Victoria East District, Tarlac Province in terms of highest educational attainment, occupation and monthly family income to answer sub-problem number 1.

The data are presented in Tables 1A, 1B, and 1C.

Highest Educational Attainment

The educational attainment of parents is important on the child's education and upbringing. Empirical evidence suggests that educational attainment nurtures people's social outcome and promotes active participation in society and stability.

Table 1A presents the highest educational attainment of the parents of the learners in Calibungan Elementary School.

TABLE 1A

Highest Educational Attainment of the Parents of the Learners

Highest Educational Attainment	<i>f</i>	%
• College graduate	7	16.67
• College level	13	30.95
• High school graduate	16	38.10
• Vocational-technical graduate	6	14.28
TOTAL	42	100%

As shown in Table 1A, 7 or 16.67% of the parents graduated from college; 13 or 30.95% are on college level; 16 or 38.10% are high school graduates; and 6 or 14.28% have finished vocational-technical courses.

These results could mean that receiving an education is of great importance. Helping children understand the value of what they learn should be a daily routine. Encouraging children to pursue educational opportunities is beneficial for the parents and the pupils, as well. Whether education involves attaining a college degree, finishing high school, or earning a certification, inspiration is a key in helping students succeed. What is learned is crucial to building a better educational foundation for the future.

Occupation

Occupational prestige is a component of socio-economic status which encompasses both income and educational attainment. Occupational status reflects the educational attainment required to obtain a job and income levels.

Table 1B presents the profile of the parents of the learners in terms of occupation of the parents or head of the family.

TABLE 1B

Occupation of Parents of the Learners

Occupation	<i>f</i>	%
• Carpenters	9	21.43
• Tricycle drivers	13	30.95
• Helpers	8	19.05
• Unemployed	7	16.67
• Clerks/messenger/crew	5	11.90
TOTAL	42	100%

As gleaned in Table 1B, there are 9 parents or 21.43% represented by the head of the family who are carpenters; 13 or 30.95% are tricycle drivers; 8 or 19.05% are helpers; 5 or 11.90% are clerks/messengers/crew; and 7 or 16.67% are unemployed.

These results could mean that members of society have occupations that vary in prestige. Some individuals have more access than others to higher-status occupations. When parents have a better occupation, they make adequate provision for their children's education. They provide economic, social, psychological, and emotional support to their children, and this would make it possible for the children to perform well in their education.

However, the heads of the family in the study are in these types of occupation for various reasons. One reason is the need to earn an income to meet their day-to-day needs. Being unemployed is a highly stressful situation for it tends to have negative psychological consequences, including the loss of identity and self-esteem.

Monthly Family Income

Children's readiness for school is influenced by many different factors, one of which is the family income. While many parents with low levels of education often have low incomes, this may affect families and children in different ways.

Table 1C presents the profile of the parents of the learners in terms of monthly family income.

TABLE 1C
Monthly Family Income of the Parents of the Learners

Monthly Family Income	<i>f</i>	%
• Over P 30,000	10	20.00
• P 21,000 to P 30,000	20	40.00
• P 11,000 to P 20,000	15	30.00
• P 10,000 and below	5	10.00
TOTAL	42	100%

As presented in Table 1C, there are 10 families or 20% who have monthly family income of more than P 30,000; 20 or 40% with P 21,000 to P 30,000; 15 or 30% with P 11,000 to P 20,000; and 5 or 10% with P 10,000 and below.

Evidence on the extent of which family income affects child development is mixed. Researchers have provided several explanations for why family income might affect child development. Children growing up in families with meager income are likely to have adverse home environments or face other challenges that would continue to affect their development even if family income were to increase substantially. Furthermore, year-to-year changes in family circumstances like parental job loss or promotion, illness, or moving to a new neighborhood may affect both family income as well as family dynamics and parenting behavior.

Extent of Involvement of Parents in Their Children's Education

Parental involvement has always been an essential component of every teacher-pupil-school academic endeavor. Parents, who have been considered as one of the stakeholders of the school community, play tremendous roles in the child's educational and environmental transformation, thus, the intensity or extent of participation that parents have in their child's education and school, have to be realized.

Many parents whose children are currently enrolled in a particular school, are enormously concerned, more often being active to assist in their child's classroom, communicating constantly with their child's teachers, assisting with their homework, getting involved with school projects, and discussing their child's individual academic strengths and weaknesses with teachers.

This section presents the extent parents involve themselves in the academic activities of their children in school and at home as perceived by parents, teachers and learners to answer sub-problem number 2.

The data are presented in Table 2.

TABLE 2
Extent of Involvement of Parents in Their Children's Education

Parental Involvement	WM	DE
• Assisitng your child in doing his/her assignments	4.20	GE
• Reading stories or books to your child at home.	3.40	ME
• Reminding your child of the importance of going to school.	4.00	GE
• Conversing with your child about what happened in school after his/her class or before going to sleep.	3.60	GE
• Participating in school programs when invited by the teacher (e.g. Family Day).	3.20	ME
• Attending regular progress meetings with teachers (e.g. showing of report card).	2.80	ME
• Initiating to have meetings with other parents for an activity.	1.80	SE
• Doing volunteer work for the school (e.g. cleqaning drive, bringing refreshments during activities, sharing stories to your child's class).	1.60	SE
• Initiating small talks with teachers about the progress of your child in the school.	2.60	ME
• Accompanying your child during school activities such as field trips.	3.60	GE
Overall Weighted Mean	3.08	ME
Legend: WM=Weighted Mean		
Point Values	Statistical Limits	Descriptive Equivalent (DE)
5	4.50-5.00	Full Extent (FE)
4	3.50-4.49	Great Extent (GE)
3	2.50-3.49	Moderate Extent (ME)
2	1.50-2.49	Slight Extent (SE)
1	1.00-1.49	Not At All (NAA)

Table 2 presents the results of the survey on extent of parental involvement in various school and home-based tasks. As presented in Table 2, the parents assist their children in doing their assignments to a great extent with WM of 4.20. They also remind them of the importance of going to school (WM=4.00), converse with them about what happened in school (WM=3.60), and accompany them during school activities (WM=3.60) to a great extent.

However, there are activities when the parents participate to a moderate extent. The parents read stories to their children to a moderate extent (WM=3.40). They also participate in school program when invited (WM=3.20), attend regular progress meetings with teachers (WM=2.80), and initiate small talks with teachers about the progress of their children in school (WM=2.60) to a moderate extent.

According to Abulon (2016), parental involvement remains a strong contributor of academic achievement for learners. In skill development, parental involvement in children's academic lives imposes children's achievement because of the skill-related resources it provides children.

There are number of causes why parental involvement may enhance skills among children. First, Sapungan (2014) stated that when parents are involved in children's academic lives, they may gain useful information about how and what children are learning in school. Such information may help children build cognitive and metacognitive skills. Second, when parents are involved, parents may gain accurate information about children's activities. Third, parents may provide children with opprotunities to learn from practice and instruction (Yonson, 2016). Fourth, Carbonel (2013) suggested that parental involvement in school is valuable because when teachers see parents involved, they give the children more attention toward developing their skills.

Parents' involvement in their child's learning process offers many opportunities for success. According to the Center for Child Well-Being (2010), parental involvement in their children's learning not only improves a child's morale, attitude and academic achievement across all subject areas, but it also promotes better behavior and social adjustment. It further says that family involvement in education helps children to grow up to be productive, responsible members of the society.

This implies that if parents are involved in educating their children, it is tantamount to saying that the school is proactive in implementing changes or development among the learners. As parents' involvement is increased, teachers and school administrators also raise the chance to realize quality reform in education.

Barriers to Parental Involvement

Barriers to parental involvement exist for both schools and families. Some barriers are created by limited resources, while others originate from the beliefs, perceptions and attitudes of families and school staff. Despite the overwhelming data that support the need for schools and parents to work together, multiple obstacles stand in the way of convincing parents to get involved.

Accordingly, Keane (2017) suggested that parents are willing to get invioved in the education of their children in theory, but the negative perceptions of parents persist because many times teachers are unprepared to make the effort needed. Any obstacles that may inhibit parents from actively seeking involvement in schools must be identified and addresssd in order to build towards a positive relationship with the school system.

This section presents the barriers to parental involvement and how serious are they to answer sub-problem number 3. Table 3 presents the data.

TABLE 3
Barriers to Parental Involvement

Indicators	WM	DE
• Lack of teacher time	3.58	VS
• Lack of understanding of parents' communication styles	3.71	VS
• Teachers' misperceptions of parents' abilities	3.42	MS
• Limited family resources	3.38	MS
• Parents' lack of support	3.48	MS
• Tension in relationships between parents and teachers	3.62	VS
• Parents felt that waiting too long before telling them about a problem and that they only heard from teachers when there was a bad news	4.16	VS
• Teachers believe parents didn't respect them, challenged their authority and questioned their decisions	4.25	VS
• Frequent mobility	1.86	SS
• Lack of vested interest	3.26	MS
• Difficulties of involvement in the upper grades	1.86	SS
• Teachers were concerned that closer relationships with parents would mean giving up power and decision-making	2.75	MS
• .Parents were not sure how far they could go making suggestions or asking questions for they worried their world be punished	3.30	MS
OVERALL WM	3.28	MS
Legend: WM = Weighted Mean		
Point Values	Statistical Limits	Descriptive Equivalent (DE)
5	4.50-5.00	Highly Serious (HS)
4	3.50-4.49	Very Serious (VS)
3	2.50-3.49	Moderately Serious (MS)
2	1.50-2.49	Slightly Serious (SS)
1	1.00-1.49	Not a Problem (NP)

School performance is tantamount to the degree or the extent of parental involvement, thus, it is important to identify the barriers that create impact on parents' participation and the children's proper education. Important ostacles that constrain parents' ability to become actively involved in their children's education include the teachers' attitude and the parents' family resources, among others.

As presented in Table 3, "very serious" barriers to parental involvement include lack of teachers time (WM=3.58), lack of understanding of parents' communication styles (WM=3.71), tension in relationships between parents and teachers (WM=3.62), parents' feeling that they do not have easy access to the teachers (WM=4.16), and teacher's beliefs that parents do not respect them (WM=4.25).

These results could mean that teachers lack time because they often see working on family involvement as task added to an already long list of responsibilities. As to lack of understanding of parents' communication styles, some efforts at increasing involvement fail because there is a mismatch in the communication styles of families and teachers, often due to cultural and language differences.

There are also identified common areas of conflict between parents amd teachers. Parents felt that teachers waited too long before telling them about a problem and that they only heard from teachers when there is bad news. Most parents felt they do not have easy or ongoing access to their children's teachers and that teachers blamed parents when children have problems in school.

Some parents felt unwelcome at the school, believed schools do not really want their input, and thought communication was a one-way system, with schools sending out information and parents having few, if any, opportunities to share ideas with the school.

Teachers believe parents do not respect them, challenged their authority and questioned their decisions. They believe parents encouraged students to disrespect them. Teachers resent that not all parents send their children to school ready to learn and wanted parents to follow through more with the academic and disciplinary suggestions they make.

Barriers to parental involvement which are considered “moderately serious” include teachers’ misperceptions of parents’ abilities (WM=3.42), limited family resources (WM=3.38), parents’ lack of comfort (WM=3.48), lack of vested interest (WM=3.26), and family involvement programs not fully implemented (WM=2.75).

Some teachers believe parents can’t help their children because they have limited educational backgrounds themselves; however, many poorly educated families support learning by talking with their children about school, monitoring homework, and making it clear that education is important and that they expect that their children to do well in school.

Lack of time is the major reason given by family members for why they do not get more involved. Lack of transportation and child care also keep families from participating.

Some parents feel intimidated and unwelcome at school. Many parents had negative school experiences themselves or are so unfamiliar with the school culture that they do not want to get involved or feel unsure about the value of their contributions. Barriers are also created by parents who have feelings of inadequacy or are suspicious of or angry at the school. Also, many families do not see the value in participating and do not believe their involvement will result in any meaningful change.

Reasons given were the school staff had not been trained to work with families; administrators and teachers worried that increased family involvement would add to their already busy schedule. Educators were also concerned that closer relationships with families would mean giving up power and decision-making. Families were not sure how far they could go making suggestions or asking questions; they worried that children would be punished for their parents’ actions by a teacher or principal who was annoyed or threatened by the parent.

Mobility (WM=2.23) and difficulties of involvement (WM=1.86) are considered “slightly serious.” As to mobility, some urban areas have low rates of home ownership. Families that rent tend to move around a lot more, which makes it harder to build relationships between families and school staff.

Parent-teacher partnership makes tremendous impact on children’s education. Conversely, a strong collaboration of parents with school authorities can create much improvements in both physical and academic performance of the school. Hence, school administrators have to boldly encourage parents to get involved and make huge contribution to help achieve the school’s missions and goals

SUMMARY

This study assessed the parental involvement in the academic performance of the learners in Calibungan Elementary School, Victoria East District, Tarlac Province during the school year 2023-2024 through quantitative-descriptive research design.

The quantitative-descriptive research design was used to present the profile of the parents of the learners in terms of highest educational attainment, occupation and monthly family income. It was also utilized to determine the extent of involvement of parents in their children’s education. Further, the study looked into the barriers to parental involvement and how serious are they.

Based on the findings, intervention strategies were proposed to address the barriers to parental involvement as well as for a parent-learner support system.

The sources of data were 42 parents of the learners in Calibungan Elementary School who provided pertinent data to answer the sub-problems raised in the study. They were assisted by the teacher-advisers in answering the questionnaire.

Frequency, percentage and weighted means were utilized to treat the data statistically.

Summary of Findings:

1.0 Profile of the Parents of the Grade 1 Learners

- 1.1 In terms of highest educational attainment, 7 or 16.67% of the parents are college graduates; 13 or 30.95% are on college level; 16 or 38.10% are high school graduates; and 6 or 14.28% are graduates of vocational-technical courses.
- 1.2 In terms of occupation, 9 or 21.43% of the parents are carpenters; 13 or 30.95% are tricycle drivers; 8 or 19.05% are helpers; 5 or 11.90% are clerks/messenger/crew; and 7 or 16.67% are unemployed.
- 1.3 In terms of monthly family income, 10 or 20% of the parents have monthly income of more than P 30,000; 20 or 40% with P 21,000 to P30,000; 15 or 30% with P 11,000 to P 20,000; and 5 or 10% with P10,000 and below.

2.0 Extent of Involvement of Parents in Their Children’s Education

- 2.1 Extent of involvement of parents to a “great extent” are the following: assisting your child in doing his/her assignments (WM=4.20); reminding your child of the importance of going to school (WM=4.00); conversing with your child about what happened in school after his/her class or before going to sleep (WM=3.60); and accompanying your child during school activities such as field trips (WM=3.60).
- 2.2 Extent of involvement of parents to a “moderate extent” are the following: reading stories or books to your child at home (WM=3.40); participating in school programs when invited by teachers (WM=3.20); attending regular progress meetings with teachers (WM=2.80); and initiating small talks with teachers about the progress of your child in the school (WM=2.60).
- 2.3 Extent of involvement of parents to a “slight extent” are the following: initiating to have meetings with other parents for an activity (WM=1.80) and doing volunteer work for the school (WM=1.60).

3.0 Barriers to Parental Involvement

- 3.1 “Very serious” barriers include lack of teachers time (WM=3.58), lack of understanding of communication style (WM=3.71), tension in relationships between parents and teachers (WM=3.62), parents with no easy access to teachers (WM=4.16), and teachers’ belief of disrespect (WM=4.25).

3.2 “Moderately serious” are the following: misperceptions of parents’ abilities (WM=3.42), limited family resources (WM=3.38), lack of comfort (WM=3.48), lack of vested interest (WM=3.26), and family involvement programs not fully implemented (WM=2.75).

3.3 “Slightly serious” are mobility and difficulties of involvement with WM of 2.23 and 1.86, respectively.

4.0 Proposed Intervention Strategies

Intervention strategies were proposed for parent-learner support system.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. Most of the parents of the learners are college level, tricycle drivers and have monthly family income of P 21,000 to P 30,000.
2. Generally, the parents of the 6 learners are involved in the academic activities of their children to a moderate extent.
3. The barriers to parental involvement are teachers’ beliefs that parents do not respect them, parents have no access to the teachers, and lack of understanding of parents’ communication styles.
4. The proposed intervention strategies which will serve as parent-learner support system focused on making connections with parents, setting-up a parent-family involvement program and welcoming the parents and ways for parents to support their children’s studies.

RECOMMENDATIONS

Based on the findings made and the conclusions drawn, the following recommendations were offered:

1. The proposed intervention strategies should be considered for implementation by school officials to improve the parent-teacher relationships and the overall importance of parental involvement.
2. After the initial implementation, there should be regular monitoring and evaluation of the intervention strategies to enhance its implementation.
3. The communication between teachers and parents must be continuously checked and reflected.
4. The creative minds of the teachers must be cultivated leading to the conduct of activities to involve parents and are adapted to the needs of time.
5. An institutional program for parents must be in place on how to cope with the characteristics and developmental changes as well as the academic needs of their children.
6. Other researchers may conduct a similar study on a wider scope to validate the findings of the study.

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