

Parental Involvement on Selected Grade IV Students' Academic Performance at Paradahan Elementary School Toward an Intervention Program

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Abstract

Parents make a huge contribution to children's day-to-day activity in school. Their participation comes about in a better performance of the students and is supported based on the previous studies. However, at Paradahan Elementary School, despite their being present in school, there is a gap that led them to become inactive in some school duties and responsibilities. With this problem, the research paper seeks to find out the relationship between parental involvement and the academic performance of grade 4 students.

This study used Test-Retest Reliability of the Parent And School Survey (PASS) where Epstein's six-construct framework served as basis to measure the involvement of parents to the academic aspects. The population in this study includes 454 parents and 454 students with a total of 908 individuals. Using Conchran's Sampling Size formula, there are 418 respondents as a requirement for statistical analysis in Paradahan Elementary School. This quantitative-descriptive-correlational study used frequency, percentage, and median to interpret gathered data. To determine the significance of the relationship between parental involvement and quarterly grades of Grade IV pupils, Spearman Rho correlation was employed. From the tests formulated, the study revealed that there is significant relationship between parental involvement and students' academic performance.

However, in spite of high level of parental involvement, it shows that the academic performance of students from first quarter is higher than second quarter. The study's implications could serve as a guide for parents to establish deeper connections and increase their involvement. Furthermore, the researcher suggested that the school should formulate ways in which trust and a strong relationship with parents are necessary.

Keywords: *parental involvement, parents, students, academic performance*

Introduction

According to Indeed Editorial Team (2024), one of the most important stakeholders of the school is the parents. Their commitment and participation in all school activities are very vital: attending parent-teacher meetings, cleanup drives, pioneering school beautification, Brigada Eskwela, supporting student skills, and showcasing talents, especially during contests. They are partners of the school in making more

projects for the betterment of the facilities and somebody who is promising to be there in school whenever possible. They also act as a good listener when the student is feeling down or happy.

Parental involvement has always been a determining factor that affects students' achievement. At the elementary school level of learning, especially at the Grade IV level of education, involvement by the parent will either affect the learning achievements and outcomes of

the learner, motivation towards learning, and experiences in general. According to Erdem and Caya (2020), "Students whose parents are active and participate in their educational life generally have better academic achievement and behaviors and higher self-efficacy compared with their peers whose parents are not involved".

As reported in recent research, parental involvement is not limited to old concepts that view it in categories like attending meetings or helping with homework. The connection of parents is more easily understood, where they can attach online and communicate with teachers in discussing issues, plans, and programs for the students and school as well. Parents can provide more information, give feedback, and formulate ways to improve what is already happening and move to an alternative plan. Modern technology and communications made parents as an active partner of teachers, even if they are not physically present but send and support teachers all the best they can in achieving school's goals and objectives (Oronga et al., 2022; as cited in Hornby & Blackwell 2018).

Despite all the documented benefits, there is a huge gap in levels of involvement depending on students' socioeconomic backgrounds. Lower socioeconomic students have lower levels of parental involvement, mainly because of other priorities in the household, no and less educational background, and at times unfamiliarity with how the school system runs (Treviño et al., 2021).

Moreover, not all parents are really supporting the school, and even their activities result in low academic performance by the students, and sometimes it is the reason why they wanted to transfer to other schools or perhaps stop the whole year. It may be that the children are also influenced in their decision to pursue their

education or not to pursue their education by the environment and people surrounding them (Aliero & June 2022).

In Paradahan Elementary School, the parental involvement is observed to be at a moderate extent, where many parents are involved in many activities in school and would keep in touch often with teachers. However, it is still hard to achieve more consistent and active involvement, especially in the students' academic needs at home. This is therefore indicative of a possible gap in parental engagement and has a strong contribution toward academic achievement for these groups that may be addressed through targeted interventions.

In view of this, the present research sought to find out the relationship between parental involvement and students' academic performance amongst some selected Grade IV students. The study will explore areas where it could assist in extending parental involvement in the school processes and design intervention procedures that help reduce the barriers for families with a deprived background to involvement (Ates, 2021).

The findings from this research will not only add to the existing body of knowledge regarding parental involvement but also give parents, teachers, superiors, officials from Department of Education, policymakers to make hands-on and constructive ideas. The intervention being proposed herein would be characterized by its ability to scale and adapt, thus offering one potential model for improvement in educational outcomes through enhanced parental involvement in diverse educational settings.

The school could, therefore, work in collaboration with the parents towards bringing improvement in the students' academic

performance. Given these facts, it is obvious that since the extent of parental involvement at Paradahan Elementary School is still at a moderate level, enhancement is required to effectively support the students' academic performance. This present study, therefore, seeks to determine the relationship between parental involvement and academic performance among selected Grade IV students at Paradahan Elementary School.

The study also aims to create an intervention program that can increase parental involvement in certain documented methods that prove to be very effective elsewhere but require special tailoring to suit the peculiar challenges of Paradahan Elementary School students' parents. It will give relevant insights on how to improve and sustain parental involvement in ways that bring about better academic outcomes. Hence, the research will compare the level of parental involvement at Paradahan Elementary School with other schools to determine which among its practices are best so that interventions can be tailored accordingly to suit the needs of the school community. Moreover, from this gap, the researcher would like to conduct this study to know the status of the effectiveness of parental involvement on the selected Grade IV students' academic performance in Paradahan Elementary School based on their general average.

Ho1: There is no significant difference between the level of parental involvement when grouped according to their demographic profile.

Ho2: There is no significant relationship between the demographic profile of parents and level of parental involvement

Ho3: There is no significant relationship between the parental involvement and student's academic performance.

Methods

The quantitative-descriptive-correlational was used in this study. There are total of 214 parents 214 students who participated in the research as computed using the Cochran's Sampling Size formula. There are two parts in the questionnaire's: First, described respondents' profiles, which comprises information on their age, sex, level of education, employment, marital status, income, and quarterly grades. In the second section, a checklist with 24 statements was provided in relation to the variables that Paradahan Elementary School Grade 4 parents provided. Respondents used Likert Scale to answer and complete data as researcher are determined to know how much parental involvement are valued by parents.

With the help of professionals, the collected data was tabulated in SPSS to draw conclusions in relation to study's hypothesis. Then, a request letter was handed to the Division Office, District Supervisor, principal, teachers, and parents for the permission of the study and requested grades of the students in quarters 1 and 2 collected from the class advisers.

In analyzing and interpreting the study's data, the following statistical techniques were employed: Descriptive analysis by frequency, percentage, and median was done. The analysis of variance was used to get the difference between the level of parental involvement when they grouped based on parents' demographic profile and Spearman Rho used in finding the relationship between demographic profile of parents, level of parental involvement and academic performance then, make a program to be proposed.

Results

Demographic profile of parents

Table 1. Demographic profiles of parents

DEMOGRAPHIC PROFILES	FREQUENCY (n = 214)	PERCENTAGE
Age		
20-30 years old	27	12.62
31-40 years old	110	51.40
41-50 years old	56	26.17
51 years old and above	21	9.81
Sex		
Male	53	24.77
Female	161	75.23
Education		
No Formal Schooling	9	4.21
Elementary Undergraduate	21	9.81
Elementary Graduate	23	10.75
High School Undergraduate	25	11.68
High School Graduate	68	31.78
College Undergraduate	34	15.89
College Graduate	34	15.89
Occupation		
Unemployed	59	27.57
Employed	103	48.13
Self-employed	52	24.30

On the whole, the demographic characteristics indicate that most of the parents are in their 30s and 40s, with a big gender discrepancy in terms of the predominance of female respondents. The majority of the parents have more than a high school education, but a considerable number have not attended college. The employment trend reveals that while there are many working parents, a substantial percentage are unemployed or self-employed, which could mean something in terms of the financial well-being of their family and the future of their children.

Level of Parental Involvement

Table 2. Level of Parental Involvement

The table shows the parental involvement level through different statements expressing parents' commitment to children's learning. Results are mean scores, median, standard deviation, and

respective verbal interpretations indicating the areas where aspects of parental involvement are stronger and where intervention might be necessary. The total mean score of 2.83 and median score of 3.00 reflect a high degree of parental involvement, implying that parents are largely involved in their children's school and extracurricular activities.

STATEMENTS	MEAN	MEDIAN	SD	REMARKS
Parenting				
4. I frequently explain difficult ideas to my child when she/he doesn't understand.	2.86	3.00	0.936	High Level
14. There are many children's books in our house.	2.97	3.00	0.866	High Level
16. My child misses school several days each semester.	3.55	4.00	0.653	Very high level
19. Reading books is a regular activity in our home.	2.52	2.50	0.918	High Level
Communicating				
3. If my child misbehaved at school, I would know about it soon afterward.	2.93	3.00	0.909	High Level
6. Talking with my child's principal makes me uncomfortable.	2.91	3.00	0.930	High Level
7. I always know how well my child is doing in school.	3.05	3.00	0.840	High Level
17. Talking with my child's current teacher makes me somewhat uncomfortable.	3.33	3.00	0.748	Very high level
Volunteering				
1. I feel very comfortable visiting my child's school.	2.81	3.00	0.831	High Level
12. I have visited my child's classroom several times in the past year.	2.31	2.00	0.882	Moderate level
15. In the past 12 months I have attended activities at my child's school several times (e.g. fun nights, performances, awards nights).	2.18	2.00	0.914	Moderate level

23. In the past 12 months I volunteered at my child's school at least 3 times.	2.07	2.00	0.895	Moderate level
Learning at Home				
2. My child's schoolwork is always displayed in our home (e.g. hang papers on the refrigerator).	2.32	2.00	0.999	Moderate level
5. Every time my child does something well at school, I compliment him / her.	3.27	3.00	0.806	Very high level
9. I read to my child every day.	2.26	2.00	0.790	Moderate level
18. I don't understand the assignments my child brings home.	2.85	3.00	0.952	High Level
Decision Making				
8. I am confused about my legal rights as a parent of a student.	2.91	3.00	0.870	High Level
13. I have made suggestions to my child's teachers about how to help my child learn.	2.40	2.00	0.907	Moderate level
21. I know the laws governing schools well.	3.38	4.00	0.777	Very high level
22. In the past 12 months I attended several school board meetings.	2.45	2.00	0.981	Moderate level
Collaborating w/ Community				
10. I talk with other parents frequently about educational issues.	2.21	2.00	0.784	Moderate level
11. My child attends community programs (e.g. YMCA, park/rec, community theatre) regularly.	2.09	2.00	0.854	Moderate level
20. If my child was having trouble in school, I would not know how to get extra help for him / her.	2.84	3.00	0.912	High Level
24. I know about many programs for youth in my community.	2.49	3.00	0.897	Moderate level
OVERALL	2.83	3.00	0.379	High Level

Academic Performance

Table 3. Students' academic performance

The table shows students' academic performance over two quarters (Q1 and Q2) with statistical measures including mean, median, standard deviation, and verbal explanation. The findings show that students tend to have a very high academic performance level, as shown by the general mean score of 3.81 and a median score of

4.00. This implies that students are doing well academically, with most of them attaining high grades.

ACADEMIC PERFORMANCE	MEAN	MEDIAN	SD	REMARKS
Q1	3.91	4.00	0.979	Very high level
Q2	3.19	3.00	0.932	High Level
OVERALL	3.81	4.00	0.746	Very high level

Level of parental involvement grouped according to demographic profile of parents

Table 4. Level of parental involvement when grouped according to age

The table shows parental involvement level when categorized in terms of age using a numerical value for measuring their engagement. From the results, all age groups show that they have a high level of parental involvement in terms of their mean scores. The mean score for parental involvement is 2.67, which is under the high-level category, indicating that the majority of parents are engaged in the education of their child across all ages.

AGE	LEVEL OF PARENTAL INVOLVEMENT	STANDARD DEVIATION	VERBAL INTERPRETATION
20-30 years old	2.67	0.480	High Level
31-40 years old	2.86	0.345	High Level
41-50 years old	2.82	0.386	High Level
51 years old and above	2.86	0.359	High Level
TOTAL	2.83	0.379	High Level

Table 5. Level of parental involvement when grouped according to sex

The table shows the extent of parental involvement when categorized by sex, employing a numerical scale to measure their participation. The total parental involvement score is 2.83,

which is in the high level of involvement category. This indicates that, irrespective of sex, parents tend to be actively involved in their child's education. There are, however, minor variations in the extent of involvement between male and female parents.

SEX	LEVEL OF PARENTAL INVOLVEMENT	STANDARD DEVIATION	VERBAL INTERPRETATION
Male	2.77	0.480	High Level
Female	2.84	0.435	High Level
TOTAL	2.83	0.446	High Level

Table 6. Level of parental involvement when grouped according to educational attainment

EDUCATIONAL ATTAINMENT	LEVEL OF PARENTAL INVOLVEMENT	STANDARD DEVIATION	VERBAL INTERPRETATION
No Formal Schooling	2.78	0.441	High Level
Elementary Undergraduate	2.81	0.402	High Level
Elementary Graduate	3.00	0.000	High Level
High School Undergraduate	2.84	0.374	High Level
High School Graduate	2.75	0.436	High Level
College Undergraduate	2.85	0.359	High Level
College Graduate	2.85	0.359	High Level
TOTAL	2.83	0.379	High Level

The table shows the level of parental participation when categorized based on education levels, and as seen, all categories are under the high level of participation range. The parent involvement score as a whole is 2.83, implying that parents of all levels of education take active roles in the education of their child. Variation can be noticed across various education levels, however.

Table 7. Level of parental involvement when grouped according to occupation

OCCUPATION	LEVEL OF PARENTAL INVOLVEMENT	STANDARD DEVIATION	VERBAL INTERPRETATION
Unemployed	2.81	0.393	High Level
Employed	2.83	0.382	High Level
Self-employed	2.85	0.364	High Level
TOTAL	2.83	0.379	High Level

The table displays the extent of parental involvement when categorized by occupation, and it can be seen that all occupational groups have a high extent of involvement in their child's education. The total parental involvement score is 2.83, meaning that parents, whether employed or not, actively participate in their child's academic life. Nevertheless, minor differences can be seen across various occupational groups.

Differences in the level of parental involvement

Table 8. Differences in the level of parental involvement when grouped according to parents' profile

DEMOGRAPHIC PROFILES	TEST-STATISTICS	DF	P-VALUE	EFFECT SIZES	Remarks
Age	$F_{(3,20)} = 2.030$	(3, 20)	0.111	$\eta^2 = 0.028$	Accept the H_0
Sex	-2.448	135	0.016	$d = 0.375$	Reject the H_0
Educational attainment	$F_{(6,207)} = 1.371$	(6, 207)	0.228	$\eta^2 = 0.038$	Accept the H_0
Occupation	$F_{(2,211)} = 0.104$	(2, 211)	0.902	$\eta^2 = 0.001$	Accept the H_0

Overall, the results indicate that parental engagement tends to be broadly similar across all demographic groups, with the exception of sex, in which case mothers are more actively involved in their children's schooling than fathers.

Relationship between the demographic profile and level of parental involvement

Table 10. Test of significant relationships between parents' demographic profile and level of parental involvement

DEMOGRAPHIC PROFILES	SPEARMAN RANK CORRELATION	P-VALUE	INTERPRETATION	Remarks
Age	0.076	0.271	No Significant Relationship	Accept the H_0
Sex	0.081	0.237	No Significant Relationship	Accept the H_0
Education	-0.019	0.780	No Significant Relationship	Accept the H_0
Work	0.031	0.656	No Significant Relationship	Accept the H_0

The table summarizes the test of significant correlations between parents' demographic profiles and the level of parental involvement, based on Spearman's rank correlation coefficient to assess the strength and direction of the correlations. The table also includes p-values for evaluating statistical significance and remarks that specify whether there is a significant relationship.

Relationship between the level of parental involvement and students' academic performance

Table 9. Test of significant relationships between parental involvement and students' academic performance

ACADEMIC PERFORMANCE	SPEARMAN RANK CORRELATION	P-VALUE	N	REMARKS
Q1	0.060	0.383	214	Accept the H_0
Q2	-0.064	0.351	214	Accept the H_0
Overall	-0.014	0.839	214	Accept the H_0

The findings underscore that students in general have a highly high academic achievement rate in total, with improved performance during the first quarter compared to the second quarter. Q2 scores dip and might be a sign that there is a requirement for further academic assistance, intervention activities, or mechanisms for maintaining high achievement levels throughout the year.

Discussion

This study determined the effectiveness of parental involvement on selected grade IV students' academic performance at Paradahan Elementary School. Specifically, this study; (1) determined the demographic profile of parents; (2) determined the demographic profile of the students; (3) determined the difference between the level of parental involvement and demographic profile groups; (4) determined the relationship between the demographic profile of students and level of parental involvement; (5) determined the relationship between level of parental involvement and students' academic performance; and (6) proposed intervention program based on the results.

Quantitative-descriptive-correlational design was used to determine the relationship between parental involvement and students' academic performance. The study's population comprised of 908 participants, including 454 parents and 454 students, with a sample of 418 individuals determined using Cochran's Sampling Size formula. The research instruments included a questionnaire designed by Ringenberg et al. (2005) to understand the reasons behind parental participation in their children's education and its impact on students' outcomes. This questionnaire consisted of two parts: the first part collects demographic information about the respondents, while the second part features a checklist with 24

statements related to the variables at Paradahan Elementary School. Additionally, the study utilized Kramer's (2005) Likert scale to gauge the extent of parental engagement in various activities, ranging from parenting to community collaboration, with a scoring system that categorizes involvement levels. To analyze the data, the Spearman Rho correlation was employed to determine the significance of the relationship between parental involvement and the quarterly grades of Grade IV pupils.

The results showed that most parents are between 31-40 years old, predominantly female, and have varied educational backgrounds. While parental involvement is generally high, it varies with age, sex, educational attainment, and occupation. The majority of students are aged 9, and there is a notable gender imbalance favoring females. Despite the high levels of parental involvement, a decline in students' academic performance from the first to the second quarter was observed.

Since the linkage of parents has the greatest contribution to students' academic performance by creating a positive environment and promoting collaboration between the schools, parents, and teachers. These will help to build further significant ways that arouse the students' performance in doing their tasks in school and create an enhanced program and study as a result.

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