

Parental Involvement in Improving the Academic Performance Among Students of Lyceum of Western Luzon-Zambales, Inc.

Jossette Y. Perez-Daes*

Chairwoman, Administrative Department, Lyceum of Western Luzon-Zambales, Inc. Botolan, Zambales, Philippines

Abstract: This paper presents an overview on the parental involvement in improving the academic performance among students of Lyceum of Western Luzon-Zambales, Inc.

Keywords: Academic achievement, Academic performance, Classroom management, Parents involvement at home, Parent involvement in school.

1. Introduction

Parental involvement in a child's education is consistently found to be positively associated with a child's academic performance. Programs have been developed to encourage parents to become involved in their children's education as well as strengthen their perceptions about parental involvement. The level of parental involvement has important implications for children's academic performance. Children are more likely to perform better in school when their parents show an interest in their school work, are willing to assist them in their homework, and are willing to hold their children accountable for completion of school assignments. The result of this research will not only benefit the parents and their children, but the school administrators, the teachers, and the local government unit, thus this research was undertaken.

2. Objectives

The study aims to assess parental involvement in improving the academic performance of the Grade 11 High School students of Lyceum of Western Luzon-Zambales, Inc., school year 2019-2020.

Specifically, it intends to provide answers to the following questions: 1) What is the profile of the respondents in terms of age, sex, civil status, parent's educational attainment, parent's occupation, parent's monthly income, and religion?; 2) How is the level of parent's involvement in improving the academic performance among students be described in terms of involvement in schools and involvement at home?; 3) How do the factors of academic achievements' impact to the academic performance be described in terms of classroom management and parents' involvement at home?; 4) Is there a significant difference on the level of parents' involvement in improving the academic performance of the students when respondents are

grouped according to profile variables?; 5) Is there a significant difference on the factors of academic achievement that give impact to the academic performance when respondents are grouped according to profile variables?; and 6) What intervention program maybe proposed to address the result of the study?

3. Materials and Methods

A. Research Design

The descriptive method was used in this study. This method of research as claimed by Calmorin (1994) was appropriate wherever the objects of any class vary among themselves as one is interested in knowing the extent to which different conditions obtain among these objects. The word survey signifies the gathering of data regarding present conditions. The survey signifies the gathering of data regarding present conditions. The survey has to do two things: (1) to prove the values of facts and (2) to focus attention on the most important things to be reported.

Likewise, Sevilla (1998) stressed that the descriptive survey aims... "to describe the nature of a situation exists at the time of study and explore the causes of particular phenomena or to answer questions concerning the current status of the subject of the study".

Further, Calderon & Gonzales (1993) stated that a method is descriptive when a survey is conducted to find conditions that are typical to people. They stressed that research is descriptive when the study tells what exists or is about a certain phenomenon. Hence, descriptive method is the most appropriate in this study

B. Research Locale

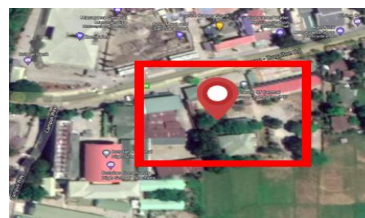


Fig. 1. Map of Lyceum of Western Luzon-Zambales, Inc.

*Corresponding author: jdaes@yahoo.com

C. The Respondents

The respondents involved in this study were sixty (60) Grade 11 students who were randomly selected in the Lyceum of Western Luzon-Zambales, Inc., SY 2019-2020.

Table 1
Frequency and distribution of the students-respondents

Students	Frequency	Percentage
Female	30	50%
Male	30	50%
Total	60	100%

D. Sampling Technique

The simple convenience sampling technique were used in selecting the samples from the population. The number of the respondents were determined through the use of ANOVA formula.

E. Research Instrument

The questionnaires is the general instrument used in this study. The first part of the questionnaire contains the questionnaire - checklist for the profile of the respondents such as, age, sex, parent's educational attainment, parent's occupation, family monthly income and religion. The second part is about the involvement in school, involvement at home, and factors of academic achievements such as classroom management and parent's involvement at home. The study used a 4-point Likert Scale.

F. Validation and Reliability of Instrument

Validity is the extent to which an instrument measures what it is supposed to measure and performs as it is designed to perform. As a process, validation involves collecting and analyzing data to assess the accuracy of an instrument: its external and content validity. External validity is the extent to which the results of a study can be generalized from a sample to a population. Content validity refers to the appropriateness of the content of an instrument. Reliability can be thought of as consistency (Research Rundowns, 2009).

Establishing validity and reliability in qualitative research can be less precise, though participant/member checks, peer evaluation (another researcher checks the researcher's inferences based on the instruments (Denzin and Lincoln, 2005), and multiple methods (keyword: triangulation) are convincingly used (Research Rundowns, 2009).

G. Data Collection

Before the administration of the instrument, the researcher has sought permission from the principal.

Upon approval, the researchers have personally administered their distribution and retrieval of the questionnaire-checklist.

Survey is the best method to answer the research question using statistics to analyze the results. There is a threshold to the number of questions that the respondents wish to answer, so the length of the survey might limit what one wishes to examine. The data is cross-sectional, as the study is based on an employee's feeling for a certain point in time.

This study shall be based on primary data. The primary data will be collected through google forms due to the pandemic.

The researcher will allot ten to fifteen (10-15) days to ensure one-hundred percent retrieval of the survey questionnaires.

H. Data Analysis

The data that were collected from the questionnaires were tallied, analyzed, interpreted and summarized accordingly. Descriptive statistical techniques such as frequency counts, simple percentage and mean was used.

Listed below are the following explanations of the utility of the aforementioned statistical tools.

- Frequency and Percentage - will be used to answer the questions of the study related to disclosing the ration distribution as to respondents' personal profile (Calmorin, 2005).
- Weighted Arithmetic Mean – was used to answer the question of the study related to disclosing the extent of organizational commitment and factors affecting employee productivity (Calmorin, 2005)
- Analysis of Variance (ANOVA) – it will be used to answer the question of the study related to testing the significance of difference in the perceptions in the implementation of the safe workplace as they grouped as the profile of the respondents.

Decision Rules for ANOVA and T- test

Decision Rule 1: If the computed significant value is greater than ($>$) 0.05 alpha level of significance, accept the null hypothesis and reject the alternative.

Decision Rule 2: If the computed significant value is less than ($<$) 0.05 alpha level of significance, reject the null hypothesis. There is significant difference. If the computed significant value is greater than ($>$) 0.05 alpha level of significance, accept the null hypothesis and reject the alternative.

Decision Rule 3: If the computed significant value is less than ($<$) 0.01 alpha level of significance, reject the null hypothesis. There is a highly significant difference.

- Interpretation of Test and Reliability – To test the reliability and validity of the survey instrument. The researchers will conduct a dry run or pilot testing among 10 to 15 students not coming from the respondents.
- Likert Scale - the Likert scale is composed of specific questions in lined with the given indicators to be asked to the proposed respondents in selecting a rating scale ranging from 4 - "Strongly Agree" (SA), 3 - "Agree" (A), 2 - "Disagree" (D), to 1 - "Strongly Disagree" (SD).

4. Results

A. Profile of Students-Respondents

- Sex. Majority of the student-respondents with 32 or 53.30% are female while 28 or 46.70% are male.
- Age. Most of the student-respondents with 55 or 91.70% are from age group 14-19 years old while 5 or 8.30% are from age group 20-24 years old. The computed mean age of student-respondents was 16.96

or 17 years old.

- **Parent’s Educational Attainment.** Most of the parents of student-respondents are high school graduate with 33 or 55.00%; 17 or 28.30% whose parents are BS degree holders; 5 or 8.30% are Master’s degree holders; 4 or 6.70% are Elementary graduate; and 1 or 1.70% student whose parent is a BS degree with MA units.
- **Parent’s Occupation.** Majority of the parents of student-respondents are tricycle driver with 15 or 25%; 12 or 20% of student-respondents are with parents whose occupation is a farmer/fisherman; 11 or 18.30% of student-respondents are with parents whose occupation is a government employee; 8 or 13.30% are with parents whose occupation is a teacher; 7 or 11.70% of student-respondents are with parents whose occupation is a saleslady; 4 or 6.70% of student-respondents are with parents whose occupation is a policeman; and 3 or 5% of students-respondents are with parents whose occupation is a clerk.
- **Family Monthly Income.** Most of the students-respondents with 28 or 46.70% are with family monthly income range of 4,999 & below; 9 or 15.00% are with family monthly income range of 15,000-19,999 and 20,000 & above, respectively; and 7 or 11.70% are with family income range of 5,000-9,999 and 10,000-14,999, respectively. The computed mean family monthly income was 9, 499.73 Php.
- **Religion.** Majority of the student-respondents are Roman Catholic with 29 or 48.30%; 12 or 20.00% of the student-respondents are Born Again; 10 or 16.70% of the student-respondents are Aglipay; 7 or 11.70% of the student-respondents are Iglesia ni Cristo; and 1 or 1.70% of the student-respondents are Protestants and Mormons, respectively.

B. Level of Parent’s Involvement in Improving Academic Performance of Grade 11 Students

- **Involvement in Schools.** The student-respondents “Strongly Agree” that “8. Their parents support the implementation of the school policies” with a rating of 3.55 (rank 1) while “6. Their parents give monetary contribution for the instructional materials of the teacher” had the lowest mean of 2.65 interpreted as “Agree” (rank 10). Overall, the student-respondents “Agree” on their parents’ involvement in improving their academic performance as to involvement to schools with a mean rating of 3.15
- **Involvement at Home.** The student-respondents “Strongly Agree” that “10. Their parents don’t allow them to join fraternities or gangs” with a rating of 3.65 (rank 1) while “4. Their parents give monetary reward if they make good grades” had the lowest mean of 3.18 interpreted as “Agree” (rank 10). Overall, the student-respondents “Strongly Agree” on their parents’ involvement in improving their academic performance as to involvement at home with a mean rating of 3.48.

Table 2
Level of parents’ involvement in improving academic performance of grade 11 students

	Parent’s Involvement	Overall Weighted Mean	Descriptive Equivalent	Rank
1	Involvement in School	3.15	Agree	2
2	Involvement at Home	3.48	Strongly Agree	1
Grand Mean		3.32	Strongly Agree	

C. Factors of Academic Achievements that Give Impact to Academic Performance

- **Classroom Management.** The student respondents “Strongly Agree” that their “3. Teachers develop higher order thinking skills” with a rating of 3.65 (rank 1) while “1. Learning remarks take place in chaotic environment” had the lowest mean of 3.22 interpreted as “Agree” (rank 10). Overall, the student-respondents “Strongly Agree” on the factors of academic achievements that give impact to academic performance in terms of classroom management with a mean rating of 3.50.
- **Parent and Home Involvement.** The student-respondents “Strongly Agree” that “5. Their parents acknowledge their achievement in school” with a rating of 3.65 (rank 1) while “1. Their parents show that they do not have time to teach them” had the lowest mean of 2.63 interpreted as “Agree” (rank 10). Overall, the student-respondents “Strongly Agree” on the factors of academic achievements that give impact to academic performance in terms of parent and home involvement with a mean rating of 3.36.

Table 3
Factors of academic achievement that give impact to academic performance

	Factors	Overall Weighted Mean	Descriptive Equivalent	Rank
1	Classroom Management	3.50	Strongly Agree	1
2	Parent and Home Involvement	3.36	Strongly Agree	2
Grand Mean		3.43	Strongly Agree	

D. Test of Difference on the Level of Parents’ Involvement in Improving Academic Performance of Grade 11 Students when Grouped According to Profile Variables

- **Involvement in Schools.** There was a significant difference on the level of parents’ involvement in improving academic performance of Grade 11 students as to involvement in schools when respondents are grouped according to parent’s educational attainment (Sig. = 0.001), parent’s occupation (Sig. = 0.003), and family monthly income (Sig. = 0.000). The computed significance values (Sig.) were less than (<) 0.05 alpha level of significance, therefore null hypothesis is rejected. On the other hand, the computed significance value (Sig.) for sex (Sig. = 0.689), age (Sig. = 0.766), and religion (Sig. = 0.711) were all greater than (>) 0.05 alpha level of significance. The results indicate that there was no significant difference on the level of parents’ involvement in improving academic performance of Grade 11 students as to involvement in schools when respondents are grouped

according to sex, age, and religion. Therefore, the null hypothesis is accepted.

- Involvement at Home. There was a significant difference on the level of parents' involvement in improving academic performance of Grade 11 students as to involvement at home when respondents are grouped according to parent's occupation (Sig. = 0.012) and family monthly income (Sig. = 0.017). The computed significance values (Sig.) were less than (<) 0.05 alpha level of significance, therefore null hypothesis is rejected. Moreover, the computed significance value (Sig.) for sex (Sig. = 0.087), age (Sig. = 0.772), parent's educational attainment (Sig. = 0.057), and religion (Sig. = 0.338) were all greater than (>) 0.05 alpha level of significance. The results indicate that there was no significant difference on the level of parents' involvement in improving academic performance of Grade 11 students as to involvement at home when respondents are grouped according to sex, age, parent's educational attainment and religion. Therefore, the null hypothesis is accepted.

E. Test of Difference on the Factors of Academic Achievement that Give Impact to Academic Performance when Grouped According to Profile Variables

Classroom Management. The computed significance value (Sig.) for sex (Sig. = 0.672), age (Sig. = 0.779), parent's educational attainment (Sig. = 0.407), parent's occupation (Sig. = 0.188), family monthly income (Sig. = 0.098), and religion (Sig. = 0.116) were all greater than (>) 0.05 alpha level of significance. The results indicate that there was no significant difference on the factors of academic achievement that give impact to academic performance in terms of classroom management when respondents are grouped according to sex, age, parent's educational attainment, parent's occupation, family monthly income, and religion. Therefore, the null hypothesis is accepted.

Parent and Home Involvement. There was a significant difference on the factors of academic achievement that give impact to academic performance in terms of parent and home involvement when respondents are grouped according to family monthly income (Sig. = 0.018). The computed significance value (Sig.) was less than (<) 0.05 alpha level of significance, therefore null hypothesis is rejected. Meanwhile, the computed significance value (Sig.) for sex (Sig. = 0.203), age (Sig. = 0.742), parent's educational attainment (Sig. = 0.183), parent's occupation (Sig. = 0.063), and religion (Sig. = 0.678) were all greater than (>) 0.05 alpha level of significance. The results indicate that there was no significant difference on the factors of academic achievement that give impact to academic performance in terms of parent and home involvement when respondents are grouped according to sex, age, parent's educational attainment, parent's occupation, and religion. Therefore, the null hypothesis is accepted.

5. Proposed Intervention Program to Address the Result of the Study

The proposed intervention program has been developed to address the result of the study as to involvement of parents in

school and at home;

- a) Parents must allot quality time for their children while they are at home;
- b) Children must observe and practice good relationships with their parents;
- c) To achieved academic achievement that give impact to academic performance in terms of classroom management; i) Punctual and regular attendance at classes, ii) diligence in doing assignment and home works to be able to participate productively in class or during classes; and
- d) Parent and home involvement; parents are available when needed by their children at home and in school.

6. Conclusion

Based on the summary of the findings, the researcher concluded that:

- a) Majority of the student-respondents are female, roman catholic, whose parents are high school graduates, tricycle drivers earning a minimum family monthly income of 4,999 and below.
- b) The student-respondents "Strongly Agree" on their parents' involvement in improving their academic performance.
- c) The student-respondents "Strongly Agree" on the factors of academic achievement that give impact to academic performance.
- d) There was a significant difference on the level of parents' involvement in improving academic performance of Grade 11 students as to involvement in schools when respondents are grouped according to parent's educational attainment, parent's occupation, and family monthly income; and significant as to involvement at home when respondents are grouped according to parent's occupation and family monthly income.
- e) There was a significant difference on the factors of academic achievement that give impact to academic performance in terms of parent and home involvement when respondents are grouped according to family monthly income.
- f) The proposed intervention program has been developed to address the result of the study.

7. Recommendations

Based on the summary of findings and the conclusions arrived at, the researcher offers the following recommendations:

- a) Parents should sustain giving their support on the implementation of the school policies.
- b) Parents may consider reward system if their children make good grades.
- c) School Administrator is encouraged to develop environment which includes but not limited to online platform and reliable internet connectivity conducive to learning.

- d) Parents may allot time to attend tutoring their children for their academic growth and progress.
- e) To conduct a follow-up study with in-depth and wider in scope so as to validate the findings obtained in the study.

References

- [1] A. S. Closson K., "Why Do Parents Become Involved? Research Findings and Implications" *The Elementary School Journal*, 106, 105-130.
- [2] A. T. Ibrahim & H. B. Jamill, "The Nature of Parental Involvement in the Schooling Process in Katsina State," *Journal of Education and Learning*, 1(2), 37, 2012.
- [3] B. Coleman, M.N. Mcheese, "From Home to School: The Relationship Among Parental Involvement, Student Maturation, and Academic Achievement, 2009.
- [4] C. Galindo & S.B. Sheldon, "School and Home Connection and Children's Kindergarten Achievement Gains: The Mediating Role of Family Involvement," *Early Childhood Research Quarterly*, 27(1), 90-103, 2012.
- [5] C.J. Anthony & J. Ogg, "Parent Involvement, Approaches to Learning, and Student Achievement: Examining Longitudinal Mediation," *American Psychological Association*, 34(4), 376-385, 2019.
- [6] D.D. George & D.K.D. Mensah, "Parental Involvement in Home Work for Children's Academic Success: A Study in the Cape Coast Municipality," *Academic Leadership*, 8(2), 1-5, Retrieved from <https://www.researchgate.net>.
- [7] D. J. Wedgel, Martin S.S, & Bennet, K. K., "Mothers' Literacy Beliefs: Connections with the Home Literacy Environment and Pre-school Children's Literacy Development," *Journal of Early Childhood Literacy*, 6, 191-211, 2006.
- [8] E. N. Patrikakou and AR Anderson (Eds), "School-Family Partnerships for Children's Success," Teachers College Press, 2005.
- [9] E. Theodorou, "What Does it Mean to be Involved?: Perspective on Family Involvement in Higher Education in Cyprus," *Internal Research Projects, University of Cyprus*, 2008.
- [10] F.A.M. Radzi, Razak, M.N.A, Sukor, N.H.M, "Parental Involvement in School to Improve Academic Achievement: Primary Teachers' Views," *International Journal of Learning*, 259-270, 2018.
- [11] G. Hornby, R. Lafaele, "Barriers to Parental Involvement in Education: An Explanatory Model," *Routledge Educational Review*, vol. 63, no. 1, 2011.
- [12] I. P. Umoren, "The Concept of Classroom Management in Modern Society," Lagos: MGO Nigerian Publishers, 2010.
- [13] J. Hixon, "Teachers and the Gender Gaps in Student Achievement," Harvard Family Research Project, US: National Bureau of Cambridge, 2006.
- [14] K. Herrold, K. O'Donnell, "Parent and Family Involvement in Education, School Year 2006-2007," *The National Household Education Surveys Program of 2007*, 2008.
- [15] R.C. Mellon, A.G. Moutavelis, "Parental Educational Involvement Conceived as the Arrangement of Contingency Operations," *Educational Studies*, 3(2), 245-260, 2009.
- [16] R. Fernandez-Alonso, J. Suarez-Alvarez, & J. Muniz, "Adolescents' Homework Performance in Mathematics and Science: Personal Factors and Teaching Practices," *Journal of Educational Psychology*, 107, 1075-1085, 2015.
- [17] R. Fernandez-Alonzo, M. Alvarez-Diaz, P. Woitschach, J. Suarez-Alvarez, & M. Cuesta, "Parental Involvement and Academic Performance: Less Control and More Communication," *Psicothema*, 29(4), 453-461, 2017.
- [18] S. Brock & A.F. Edmund, "Parental Involvement Barriers and Opportunities," *EAF Journal*, 2010.
- [19] V. B. Bartel, "Home and Several Factors Importing Parental Investment," *Journal of Research in Childhood Education*, 2010.
- [20] W. Jeynes, "Effects of Parental Involvement and Family Structure on the Academic Achievement of Adolescents," *Marriage and Family Review*, vol. 37, no. 3, pp. 99-116, July 2005.