

Parental Involvement and Academic Performance: Bases for an Intervention Scheme Toward Empowered Instructional Leadership

Lorna R. Medrano*

Chief Education Supervisor, Curriculum Implementation Division, Department of Education, Division of Lipa City, Philippines

Abstract: The study tried to identify the features of parental involvement and its relation to academic performance of pupils in order to propose an intervention scheme towards empowered education leadership. The responses of parents and teachers who served as respondents in the study were compared using T-test while correlation coefficient Pearson R was used to establish the association of parents' involvement, indicators of pupils' behavior and discipline, and pupils' performance. Parents' involvement could bring a lot of benefits for the school which the children could enjoy or use for a long time. To increase involvement, education leaders and parents should begin an understanding of parent involvement as well as each other's strengths and weaknesses.

Keywords: Parental involvement, Academic performance, Behavior and Discipline, Teaching and Learning, Leadership.

1. Introduction

Education of the young people is no easy task. The formidable challenge of shaping the minds and hearts of the young takes not only intelligence and potentials but also resilience and a firm determination. It is important to note that quality education is not the sole responsibility of the school. It is and should be everybody's responsibility.

The school personnel should not be alone in developing and improving the education process. They have social partners and fellow stakeholders. These are the parents, government organizations (GO's), non-government organizations (NGO's) and civic organizations. At the local level, the GO's that can serve as partners are the Local School Board and the Barangay Council. There are also the Parents - Teachers Association (PTA), of course, that has proven time and again its reliability as a partner.

Several decades ago, the roles were clearly defined and compatible. But, as society became more complex and families more diverse, schools began to take on some responsibilities once left to homes. The number of families in which both parents work is increasing; at the same time, the number of single parents has risen. With more children being raised by single parents or by parents who are both working, the time parents have to spend with their children is being squeezed and the quality of childcare is of concern to many.

The parents and the teachers are not two opposing groups. Both need to realize that the children entrusted to them are persons who are thoroughly capable of growing in age and grace and in wisdom before God and men. The parents who are the important stakeholders in their children's education are individuals that teachers need to relate to.

This study aims to identify the features of parents' involvement and its relation to academic performance of pupils in order to propose an intervention scheme towards empowered principalship.

The study tested the following hypotheses in the null form.

1. There is no significant difference in the assessment of parents and teachers on features of parents' involvement.
2. Parental involvement and pupil's behavior and discipline do not relate significantly to pupils' academic performance.

2. Research Methodology

A. Research Design

The study utilized descriptive method. It allows quantitative and qualitative description of the current status, traits, nature and characteristics of respondents. It involves the gathering of data regarding current conditions and ascertaining what is typical or normal under specific conditions (Reyes, 2004).

B. Subjects

The subjects in this study were 119 Grade Six teachers from four elementary school districts of the Division of Lipa City comprising the total population and 120 parents from the same elementary schools in the whole division. Purposive sampling technique was used in determining the number of parents involved in the study. Specifically, only those parents of Grade Six pupils who became officers of the PTA were utilized in this research. Typically, the PTA officers are the people who engage much in school.

C. Instruments

The main data – gathering instruments used in this study

*Corresponding author: lorna.medrano@deped.gov.ph

were questionnaire and documentary analysis which was used in this study to assess the achievement of all Grade Six pupils in three learning. The Mean Percentage Scores (MPS) were determined and correlated to the features of parental involvement and to behavior and discipline of pupils.

D. Statistical Treatment of Data

The empirical data collected was treated statistically using descriptive and inferential statistical procedures. In order to describe the responses, weighted mean was computed. This describes the features of the parents' involvement in public elementary school in various areas. Likewise, it was used to describe the pupils' behavior and discipline.

For verbal interpretation of the computed mean, the following was used: 3.50-4.49 as highly manifest, 2.50-3.49 as moderately manifest, 1.50-2.49 as slightly manifest, and 1.00-1.49 as not manifest.

Inferential statistics used were t-test and Pearson R.

3. Results and Discussion

Findings

From the data obtained, analyzed and interpreted, the study came up with the following findings:

A. Features of Parents' Involvement

The features of parental involvement which include objectives/rationale, teaching-learning, pupils' behavior and discipline, values orientation and home follow-up and study habits were assessed by the teachers and parents.

1) Objectives/Rationale

The respondents considered the following items as highly manifest: inform parents on the value of home-school partnership through general assembly, parent conferences, etc. with a combined weighted mean of 3.61; encourage open communication for better parents' cooperation with 3.65; value any assistance given by parents to school with 3.74; tell the actual problems and needs of the school to the parents with 3.62; and recognize the cooperation extended to the school by parents with a weighted mean of 3.52.

The teachers also cited that they understand the strength and limitation of parents and they explain to them the strengths and weaknesses of the school as indicated by the weighted means of 3.84 and 3.59 interpreted as highly manifest but regarded as moderately manifest only by the parents. The parents, on the other hand, regarded the following items as highly manifest: communicate about school programs/activities with parents, reveal school expectations to parents for better coordination, emphasize the value of coordination between school and parents, and encourage/maintain teamwork among parents. Each obtained a weighted mean that ranged from 3.52 to 3.70 but regarded as moderately manifest by the teachers.

Parents' involvement with reference to objectives/rationale has the combined composite mean of 4.03 interpreted as highly manifest.

2) Teaching – Learning

Both groups assessed communicating with the parents their children's needs in class and informing them about the

academic performance of their children in class as highly manifest with weighted means of 3.61 and 3.73.

It was also disclosed that both respondents share the same thoughts when they rated as slightly manifest two items such as encouraging parents to help in the preparation of instructional materials in allowing parents to stay in the classroom and listen to individual pupil as they read. The weighted means ranged from 1.66 to 2.39.

When the assessments made by both groups were combined, there were still others, which were interpreted as highly manifest such as encouraging parents to visit their children in school regularly, asking parents to monitor their children's progress in class, acknowledging parents' support to class activities, and conferencing with parents about their children's needs and problems with weighted means ranging from 3.51 to 3.58. The teacher-respondents monitor pupils' progress by asking the parents to monitor their children and support their activities and by conferencing with them about their children's needs and problems.

The respondents differed greatly in their assessment of getting the support of parents in their children's school projects and activities with a weighted mean of 2.39 interpreted as slightly manifest for the teachers and 3.56, highly manifest, for the parents. Another difference can be noted in creating linkages with other agencies in support of their children's activities in school, which was regarded by the former as highly manifest with a weighted mean of 3.72 while assessed by the latter as slightly manifest with a weighted mean of 2.11.

As a whole, the parents' involvement in teaching-learning was given a composite mean of 2.97 by the teachers and 2.96 by the parents which when combined gave a rating of 2.97 interpreted as moderately manifest.

3) Pupils' Behavior and Discipline

Teachers and parents regarded as high manifest two items such as setting limits, e.g. rules, guidelines, instructions that will enable children to behave appropriately with weighted means of 3.84 and 3.75 and reinforcing what the children are doing correctly in school through praises and recognition with weighted means of 3.68 and 3.57.

When the responses were combined, the two groups believed in respecting parents' decision as regards their children's behavior and giving frequent and gentle reminders to children to behave appropriately as indicated by the weighted means of 3.54 and 3.67, respectively and verbally interpreted as highly manifest.

The composite result of the items taken together gives a weighted mean of 3.26 for teachers and 2.98 for parents both interpreted as moderately manifest.

4) Values Orientation

There is only one item that the two groups of respondents agree as highly manifest, encouraging pupils to do better in school with a weighted mean of 3.66 for the teachers and 3.77 for the parents. Teacher-respondents also indicated that pupils should be engaged in programs and projects that counteract the negative influences on their value system having a weighted mean of 3.53 interpreted as highly manifest. The parent-respondents rated it as moderately manifest with a 2.53

weighted mean.

The composite mean was given a weighted mean of 2.78 interpreted as moderately manifest.

5) *Home-Follow-up/Study Habits*

Teachers and parents believe that sending of books and other literacy materials home from school would really enhance pupils' abilities with a weighted mean of 3.61 interpreted as highly manifest.

For the teachers, the support of parents in supervising the assignments or homework given by the teachers to their children slightly manifest as revealed by the weighted mean of 2.08 while for parents, 2.86. Parents' reporting to teachers about their children's study habits at home through letters and school visitation did not manifest for having a weighted mean of 1.37 for teacher respondents while it was declared as slightly manifest by the parent-respondents with 1.93. The teachers believe that it is necessary to avoid parent/family conflicts while children are studying at home as revealed by the weighted mean of 2.58 interpreted as moderately manifest and slightly manifest for the parents with 2.08 weighted mean.

The composite means of 2.53 and 2.55 were given by the two groups of respondents on parents' involvement in home follow-up/study habits. These mean ratings reveal that the involvement of parents moderately manifests.

B. *Comparison on Responses of Parents and Teachers*

The responses of the two groups were compared based on the null hypothesis that there is no significant difference in the assessment of parents and teachers.

The difference in the teachers' and parents' assessments on objectives/rationale as shown by the t-value of -14.19 with p-value of less than 0.01, pupils' behavior and discipline with a t-value of 5.75 and a p-value of less than 0.001, and values orientation with a t-value of 3.07 and a p-value of 0.002 is highly significant. Thus, applying the null hypothesis at this point, it appears that the null hypothesis is rejected.

However, there is no significant difference in the assessment they made to two other features: teaching-learning with a t-value of 0.18 and a p-value of 0.86 and home-follow-up/study habits with a t-value of -0.36 and a p-value of 0.72. Thus, applying the null hypothesis at this point, it appears that it is not rejected.

Thus, it can be said that there are features where the difference in the respondents' assessments is highly significant but there are others where the difference is not significant.

C. *Academic Performance of Pupils by Subject Areas.*

Rank 1 is English with an average Mean Percentage Score (MPS) of 66.85. Next is Science with an average MPS of 58.23. Ranked last with an average MPS of 54.31 is Mathematics.

As a whole the performance of pupils on different learning areas is below the 75% proficiency level. This indicates that the pupils need to exert greater effort to achieve better performance in the achievement test.

D. *Manifestation of Pupils' Behavior and Discipline*

The pupils refrain from stealing things inside the classroom and other school properties as revealed by the weighted mean of 3.41 for teachers. This manifests to a moderate extent. The parents considered the manifestation to a high extent with a weighted mean of 3.60.

However, the extent of manifestation of the following items was slight according to respondents. These were attending classes regularly and avoiding cutting classes with a weighted mean of 2.39, looking for true owners of the things they found, and submission of their school projects, homework and assignments on time with a weighted mean of 2.31.

The combined composite mean of 2.83 means that behavior and discipline manifests to a moderate extent.

1) *Relationship between academic performance of pupils and features of parents' involvement*

There were no significant relationship between academic performance and parents' involvement with reference to objectives/rationale with an R-square of 0.00 in the Mean Percentage Score, teaching-learning with 2 percent, and values orientation with an R-square of 1 percent in the overall MPS.

In terms of parents' involvement with reference to home follow-up/study habits, with an R-square of almost 10 percent in the Mean Percentage Score, it is noted that the involvement of parents as to home follow-up/study habits play a significant role in the pupils' academic achievement. Therefore, parents should really support their children in doing different home works assigned by the teachers.

2) *Relationship between academic performance and indicators of pupils' behavior and discipline*

The performance of pupils in different subject areas such as English, Mathematics, Science, has a highly significant correlation of pupils with Pearson R of 0.74, 0.58, and 0.70, and the probability value of less than 0.01.

With a Pearson R of 0.67 in the average MPS and the probability value of less than 0.01 for all the aforementioned

Table 1
Relationship between academic performance of pupils and parents' involvement as to home-follow-up/study habits

Subject Areas	Pearson R	R-Square	Probability Value	Significance
English	0.15	0.02	0.26	Not Significant
Mathematics	0.39	0.15	0.00	Highly Significant
Science	0.32	0.10	0.01	Significant
Average MPS	0.29	0.09	0.09	Significant

Table 2
Relationship of pupils' academic performance to their behavior and discipline

Subject Areas	Pearson R	R-Square	Probability Value	Significance
English	0.74	0.55	<0.001	Highly Significant
Mathematics	0.58	0.33	<0.001	Highly Significant
Science	0.70	0.49	<0.001	Highly Significant
Average MPS	0.67	0.46	<0.001	Highly Significant

subjects, it can be pointed out that the relationship is of high significance and therefore, the hypothesis of non-significance is rejected.

E. Intervention Scheme Towards Empowered Principals

Parents' involvement could bring a lot of benefits for the school which the children could enjoy or use for a long time if more parents are involved in the schooling process. To increase involvement, principals, teachers and parents should first begin with an understanding of parent involvement, as well as each other's strengths and weaknesses.

The issue of misbehavior occurring in the classroom is also one of the primary considerations in this study. The principal needs to possess considerable knowledge about positive ways to improve pupils' behavior. In addition, school policies should be reviewed and revised regularly to be sure they are current with the needs of the children and the school. Anything principals do to provide a better learning environment and protect teachers from unnecessary disruptions will improve the climate and overall success of the school.

When the child enters school, one-on-one interview with parents is important in order to know the behavior of the child at home. Learning more about the child's behavior will help the teachers understand him better. Connected to the issue of preventing misbehavior is giving genuine, warm, and spontaneous praise that should be a habit of every teacher.

The school head needs to educate the teachers and parents in such a way that they will themselves be able to cope with conflicts of values within the society. It is also important to note that school principal must try to identify what values they can agree about. The development of these shared values can have a very positive effect on the school's overall effectiveness.

One of the salient features of parental involvement is home follow-up/study habits of children. Families can assist their children at home on learning activities involving reading books, joint homework or supervising homework, providing encouragement and support, and setting limits. The principal needs to talk with the parents emphasizing the importance of simply monitoring their children's school work, and setting time schedule for studying. Parents should also be encouraged to report to teachers about their children's study habits. They should also be reminded that when children are studying at home, it is important that they do not become emotionally upset due to family conflicts for this will distract the children in their studies. Furthermore, the absence of other educational reference materials at home is also an issue. Principals should ensure that pupils get access to different supplementary reading materials and other reference books located in the school learning resource center to help the children develop good study habits.

Most pupils cannot attend classes regularly and cannot submit school projects on time. This indicates that school principal should be very much aware of the reasons for such indicators of behavior. Most often than not, the main reason for absenteeism among public school children is poverty.

When academic performance was correlated to the features of parental involvement such as objectives, teaching-learning, behavior and discipline, values orientation and home follow-

up/study habits, two appeared very significant. The relationship between academic performance of pupils in different learning areas and parents' involvement with reference to behavior and discipline is highly significant which means that parents, teachers and school principals should really be aware of the children's behavior. Another feature that shows significant relationship with pupils' academic performance is home follow-up/study habits. Indeed, if parents will monitor the progress of their children and will be engaged in different learning activities at home, pupils' performance level in different subjects would definitely increase.

The no significant relationship between academic performance and parents' involvement as to values orientation poses a challenge to educators. The teaching of values education in every school should be intensified so that proper and desirable values will be acquired by the pupils.

Finally, if more and more parents will be involved in the education of their children, this will mean easier classroom management, better school administration, and definitely, higher academic performance of pupils.

4. Conclusion

1. The features of parents' involvement in public elementary schools in the area of study as assessed by parents and teachers are manifest to a moderate extent.
2. The assessments of parents and teachers on the various features of involvement differ significantly except for teaching-learning and home follow-up/ study habits.
3. The academic performance of pupils in all learning areas as shown in the Mean Percentage Score is below the 75 percent proficiency level with relatively higher scores in Filipino and English.
4. Good behavior and discipline are manifest to a moderate extent among public elementary grades pupils.
5. The academic performance of pupils in Mathematics and Science relate significantly to parents' involvement. The relationship is not significant in other learning areas namely English, Filipino and Makabayan.
6. Academic performance in all subject areas relate significantly to indicators of pupils' behavior and discipline.
7. School principals need to strengthen collaboration with parents and community to maximize parents' involvement in the education of their children particularly with reference to character building.

5. Recommendations

1. That school heads focus attention on developing greater awareness among parents and teachers making features of parents involvement highly manifest towards building strong school – community partnership.
2. That the campaign on improving pupils' study habits and on acquiring more meaningful projects as homework be intensified to enhance their academic performance.
3. That the Parent – Teacher Association through the initiative of the school principals be tasked to formulate measures that will strengthen pupils' positive behavior and shall imbibe

wholesome values orientation.

4. That future researchers be encouraged to conduct similar studies intended to uplift the quality of school – community relations.

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