

Barriers of Parental Involvement: Basis for a Proposed Action Plan

Soliman E. Rejuso II*

Principal 1, Department of Education, School Division of Valenzuela City, Philippines

Abstract: Parental Involvement is very essential because it contributes to the success of children in academics and extracurricular aspects as parents are most influential factors in shaping and nurturing their children to become competitive individual. As the education is confronted with more challenges the cooperation of the parents to their children's education and the school cannot be undermined. The vital role of the parents in their children's education is a determining factor of their achievement. This study aimed to determine the barriers of parental involvement of the parents to make a plan that will address the issue on their involvement that would lead to increase turnout in parental involvement which the learners, teachers, and the school will benefit the most. To realize this, understanding of the parents will help the teachers and the school to be more flexible and be able to make adjustments based on the parents' needs that will strengthen cooperation and collaboration for the success of all the activities and programs of the school wherein the paramount beneficiary are the learners through parental involvement.

Keywords: challenges, learning disabilities, parental involvement, parents, societal factors.

1. Introduction

Parent involvement contributes to the success of children in their academics and extracurricular activities and plays a vital role in shaping and nurturing their children to become competitive individuals. As cited by Ntekane (2018) current research shows that the involvement of family in learning helps to improve student performance, reduce absenteeism and restore parents' confidence in their children's education. Learners with parents or caregivers who are involved in learners' education, earn higher grades and test scores, have better social skills and show improved behaviour. Parental involvement is associated with a wide range of positive child outcomes in primary and high schools, such as good academic skills, positive attitudes and social competence (Lau, Li & Rao, 2011:97). According to Yonson (2016), parents foster their children to become good citizens. Through their involvement in their children's education, they create ties and they strengthen their bond with their children. Parental involvement in school activities can boost parents' confidence in parenting and decision-making when it comes to their children's education. It leads to stronger relationships within the school and clearer communication among teachers, parents, and children (Severtsen, 2015).

As the educational landscape is changing and evolving. Cooperation with the parents is paramount for every school to get the necessary support to the different activities, projects, and programs of the Department of Education. The roles of the parents in their children and school are great factors that cannot be undermined. Despite this urgent call for parental involvement in learners' learning and development, many school administrators and teachers are dismayed because many parents still remain passive participants. As Cited by Domingo (2015), their involvement is limited to financing the education of their children or to fund-raising activities for the construction of school buildings and purchase of instructional materials. They seem to abdicate their crucial responsibility to the schools. School administrators and teachers are in need of participation of parents because schools are now confronted with more complex student problems such as drug and alcohol abuse, deterioration of values, among others.

There are activities and programs of the school wherein parents fail to attend because of many factors that hinder parental involvement. This prevent parent-school relationships and prevents teachers from communicating openly and honestly which considered as a "lack of understanding of the home school partnerships, lack of understanding of the school system; lack of confidence, work interference, negative past experiences with schools, and insensitivity or hostility on the part of the school personnel" (Oates (2017). These factors hinder the parents' participation in any school endeavours which affects the pupils.

Using the data obtained from the pre research questionnaire study on the parental involvement which was given to Grade 3 parents, it was found out that in Grade 3 parents: only 80% attended the quarterly meeting with the adviser, 30% on Brigada Eskwela, 16% on the State of the School Address, and 56% in Homeroom PTA meeting. This simply revealed the low parental turn-out on some of the activities of the school.

There is a need for more parental involvement in school for which the learners will benefits most if the school and the parents will work hand on hand towards a common goal. Parental involvement is necessary to improve the academic achievement of students. When the parents get involved in the learning process, the children will be motivated to do better at school. Wood (2003) as cited by Wulundry & Herlisa (2017)

*Corresponding author: solimanrejuso1987@gmail.com

argued that parents who are involved in the school process of their children will enhance academic success at school. Participation of parents in learning, such as assisting their children in doing homework or assignments from school, being a volunteer, contributing through support and affirmation of their children's achievement can be identified by better grades, attendance, attitudes, and homework completion. Conway & Houtenville (2008) found that parental involvement has a strong, positive effect on student achievement.

A. Research Questions

The researcher employed the descriptive quantitative research method as the main purpose of the study to sought answers relating to the barriers of parental involvement in Arcadio F. Deato Elementary School.

The various barriers to PI was categorised and limited to Epstein's framework of overlapping spheres of influence focused on the three areas of family, school and community.

The nature of question was inquiry to clearly relate to the identified problem/issue.

1. What are the barriers in parental involvement in terms of:
 - a) Individual Parent and Family Factor;
 - b) Child Factors;
 - c) Parent- teacher factor; and
 - d) Societal Factor
2. What action plan may be proposed?

B. Scope and Limitations of the Study

The study focused mainly on the barriers of parental involvement in the school. The parents were chosen regardless of their age, religion, and ethnicity Data were gathered through researcher-made questionnaire. Two hundred seventy-five (275) parent-respondents of the study were chosen at Arcadio F. Deato Elementary School from kindergarten to Grade 6.

2. Research Methodology

A. Research Design

The researcher employed the descriptive quantitative research method of designed as the main purpose of the study to seek answers relating to the barriers of parental involvement. According to Ritchie et al. (2013) descriptive method is when the researcher will be able to observe a large mass of target population and make required conclusions about the variables. The researcher by using descriptive research can effectively design a pre-structured questionnaire with both open ended and closed ended questions. The information collected from the responses of can be statistical

B. Sampling Technique of the Study

Respondents were chosen using the purposive sampling. According to Crossman (2019), purposive sampling is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling. The respondents of this research study were parents of Arcadio F. Deato Elementary School from Kinder to Grade 6.

To get the number of respondents per grade level, Slovins

formula was utilized.

3. Results and Discussion

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

A. Individual Parents and Family Factors

Table 1
Individual parents and family factors

Individual Parent and Family Factors	Numerical Rating	Verbal Interpretation
Parents Belief about Parental Involvement	2.89	A
Perception of Invitations on Parental Involvement	3.72	SA
Current Life Context	2.58	A
Class Ethnicity and Gender	1.36	SD

*Strongly Agree(SA) 3.26-4.00; Agree (A) 2.51-3.25; Disagree (D) 1.76-2.50; Strongly Disagree (SD) 1.00-1.75.

Parent-respondents under the Individual Parent and Family Factors believed that their belief on parental involvement with a numerical rating of 2.89 interpreted as agree greatly affect their involvement in the school. As cited by Timkey (2015) parental role beliefs determine the range of parents' activities considered to be important and critical on behalf of the child. Parents construct their roles by considering their own expectations and those of people around them (e.g., teachers, friends). When it comes to Perception of Invitations (3.72), parents were strongly agree that the school should encourage parental involvement; activities and programs of school should be communicated to them as parental involvement remains a challenge without school invitations to parents. Under current life context with numerical rating of 2.58 interpreted as agree, parents were attending and understood the different activities of the school and can communicate during meetings. However, parents agreed that they need to prioritize their family needs than attending to the different school activities and programs. According to Bailey (2017) although parental involvement is recognized as significantly important in the education of children, there remains great diversity of thought and opinion concerning parental involvement. Parents come from diverse backgrounds and just as diverse are their own personal experiences in education. The relationship parents have with education greatly contributes to their attitudes and level of interaction with their student's education, relationship with teachers, and how they view education overall (Hornby & Lafaele, 2011). The findings also revealed that class ethnicity and gender are not barriers in the parental involvement of the parents.

B. Child Factors

Table 2
Child factors

Child Factors	Numerical Rating	Verbal Interpretation
Age	3.44	SA
Learning Difficulties and Disabilities	1.94	D
Gifts and Talents	3.66	SA
Behavioral Problems	1.73	SD

*Strongly Agree(SA) 3.26-4.00; Agree (A) 2.51-3.25; Disagree (D) 1.76-2.50; Strongly Disagree (SD) 1.00-1.75

The findings revealed that age is one of the factors why parents were involved in parental involvement with a 3.44 numerical rating interpreted as strongly agree. Parent-respondents believed that younger children need parental involvement in their schoolings. When it comes to learning difficulties and disabilities with numerical rating of 1.94 interpreted as disagree, parent-respondents believed that learning difficulties and disabilities of their children are not barriers for their parental involvement. They believed that their involvement is much needed for their children’s education. With regard to gifts and talents with a numerical rating of 3.66 interpreted as strongly agree, parent-respondents felt that their participation is needed in order for their children to excel both in academic and extra-curricular activities. According to Wulunday & Herlisa (2017) Parent involvement is necessary to improve the academic achievement of students. When the parents get involved in the learning process, the children will be motivated to do better at school. Finally, parent-respondents believed that behavioural problems of their children are not hindrance on their parental involvement.

C. Parent- Teacher Factor

Table 3
Parent-Teacher factor

Parent- Teacher Factor	Numerical Rating	Verbal Interpretation
Differing Goals and Agenda	2.00	D
Differing Attitude	2.07	D
Language	1.79	D

*Strongly Agree (SA) 3.26-4.00; Agree (A) 2.51-3.25; Disagree (D) 1.76-2.50; Strongly Disagree (SD) 1.00-1.75

The differing goals and agenda between the parents and teachers and differing attitude are not a barrier for parental involvement with a total numerical rating of 2.00 and 2.07 respectively both interpreted as disagree. Parent-respondents believed that differences need to be set aside for their children’s education. However, according to Bailey (2016) Parents and teachers need to work together to educate the student and promote student success. There must be a working relationship built on trust, respect, and communication between the teacher and parent. Parents need to get to know their child’s teachers and support them in a way that is must conducive to their abilities in relation to responsibilities and time constraints. The findings also revealed that language is not a barrier for the parents in their parental involvement with a numerical rating of 1.79 interpreted as disagree since majority of them has no problem in diction, can express their ideas, and understand Filipino which is the medium used during meetings.

D. Societal Factors

Table 4
Social factors

Societal Factor	Numerical Rating	Verbal Interpretation
Historical and Demographical Factor	2.00	D
Political Factor	2.07	D
Economic Factor	1.79	D

*Strongly Agree (SA) 3.26-4.00; Agree (A) 2.51-3.25; Disagree (D) 1.76-2.50; Strongly Disagree (SD) 1.00-1.75

Under historical and demographic factors, parents were not discourage with the uninviting image of the school to do parental involvement with a numerical rating of 1.73 (strongly disagree) However, most of them agreed that work hinders parental involvement. When it comes to Political factors, with a total numerical rating of 3.38 interpreted as strongly agree, parents believed that there are no laws and policies compelling them to attend to the school for parental involvement. And lastly, with 3.31 numerical rating interpreted as agree, parents believe that programs should be sponsored by the state to increase parental involvement.

4. Conclusion

1. Majority of the parents exhibited positive attitude when it comes to parental involvement considering the individual parent and family factors. They believe that their contribution in parental involvement can contribute to the success of their children. However, to maximize the parental involvement; different activities, programs, and project should be communicated to them properly.
2. The parents understand that parental involvement is needed to help their children to do well in school. They believe that parental involvement can help their children to hone their talents and skills, and to coup with the different activities in the school.
3. The parents understand that differences with the teachers should be put aside for the benefit of their children. In addition, language is not also a barrier to the parents for getting involved in the school.
4. To maximize parental involvement, parents believe that policies and laws should be passed and programs sponsored by the state should be paramount consideration.

5. Recommendations

1. The school should encourage parents to get involved in the school different activities and programs and to their children’s education.
2. The school should strengthen the information dissemination and should communicate all the activities, projects, and programs of the school to the parents.
3. To strengthen the cooperation of parents, schools should value their endeavour by giving credits such as certificates, plaques, and other means which will give importance to them as stakeholders.
4. The school should provide a flexible time for the parents to attend to the different activities and programs on parental involvement initiated by the school.
5. The school should provide other avenue of meetings such as Zoom app, Google meet, and other social medial platform for information dissemination.
6. Teachers’ seminars on human relations should also be offered to strengthen good relationship with the parents.
7. The school should provide welcoming environment to the parents.

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