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Parental Involvement on the Learners' Academic Achievement as Perceived by Junior High School Teachers of Mindanao State University - Lanao National College of Arts and Trades

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ABSTRACT

The study determined the extent of parent's involvement on the learners' academic achievement in the case of Junior High School's learners. The study was conducted to the Junior High School Teachers of Mindanao State University- Lanao National College of Arts and Trades, Marawi City during the school year 2020-2021. The researcher used descriptive method of research with the use of survey -questionnaire as the primary instrument for data gathering and was analyzed using descriptive statistics such as Frequency, Percentage Distribution Weighted Mean, and Rank and interview from the selected parents to support the results of the study. The design was used to describe the teachers' perceptions on parental involvement on the learners' academic achievement. The findings revealed that the parental involvement on supervising child's homework, encourage the child to do their homework, observed and identify the need of the children, help child in seeking knowledge for their lesson, and participate in their children's literacy process was absolutely affecting the child's academic performance. For instance, on "encourage the learners to do their homework", obtained an over-all weighted Mean of 2.35 or descriptively defined "Sometimes", observed and identify the need of learners resulted to 2.70 or "Always", Participate in their Learners' literacy process resulted to a 2.60 or "Always". The results connote that there are still rooms for improvement for the parents' involvement on their child education. It was then revealed that parents lack to supervise their children on doing their homework and daily school activities as it has impact on their academic performance. The researchers concluded that becoming involved in children's education; they get the satisfaction of contribution on children's academic achievements. They have greater understanding of the school and comfortable with the quality of education that their children received and the progress with their involvement especially on their homework. Moreover, the results of the study were presumed that parents who have optimistic support towards their child's education, school, and teacher are able to positively influence their child academic performance.

Keywords: Parental Involvement, School-Family Partnership, and Learners' Performance

1. Introduction

The parental involvement on learners' academic performance is indispensable; this improves learners' achievement, self-esteem, and behavior. It also builds strong relationships between parents and their child. When parents are involved in their children's education, children are more likely to do well in school and have better social and emotional development. Likewise, every school should promote a partnership between home and school that will increase parental involvement and participation in the social, emotional, and academic growth of the children.

Moreover, Parents involvement in child's education is consistently launched to be positively associated with a child's academic performance because the determining factor comes down to what kind of support system a learner has at home. Learners with both parents set off in supportive roles are more likely to enjoy school and get very satisfactory rating than whose parents are disengaged in school particularly during the earliest years of schooling, such as kindergarten through grade 10, learners with active parents are almost twice as likely to succeed.

With somewhat decreasing of learners' academic performance from the Junior High School of MSU-Lanao National College of Arts and Trades, it urged the researchers to do investigation on the extent of parental involvement on their child's educational achievement through assessment from teachers directly involved on learner's education.

2. Methodology

The study used quantitative-descriptive survey research design. Data collection was based on primary data were collected through survey-questionnaire and aided with interview from selected parents was done after the tabulation to support the results of the study. The instrument contained twenty-five items survey questions as relevant indicators on the perceptions of the respondents based on their experiences on parental involvement on academic

achievement of learners. The study was conducted to fifteen (15) teachers from Junior High School Department of Mindanao State University on school year 2020-2021. The teacher-respondents were given three (3) choices using three-point Likert scales such as 1.00 - 1.70 = Never, 1.71 - 2.40 = Sometimes and 2.41 - 3.00 = Always. The researchers utilized the following statistical tools: Frequency and Percentage Distribution and Weighted Mean in the interpretation and analyzing of the data gathered.

3. Results and Discussion

This section presents the results, discussions and the personal insights that the researchers have gathered through the results of the instruments used. The findings were about the perceptions of teachers on the parental involvement on learners' academic achievement as investigated in this study. These are: 1) supervising child's homework, 2) encourage the child to do their homework, 3) observed and identify the need of the children, 4) help child in seeking knowledge for their lesson, and 5) participate in their children's literacy process.

As shown from the table 1 to 5, it presents the Frequency Distribution, Weighted Mean, Rank and Verbal Interpretation of the Parental Involvement as Perceived by Teacher-Respondents.

Table1. Supervising Learner's Homework

Statement	Weighted Mean	Verbal Interpretation	Rank
1. Parents should set-up an ideal homework-friendly area with complete supplies.	2.73	Always	1.5
2. Aside from Parents knowing the teacher of their child and she should also know the homework policies and how should she involve.	2.6	Always	4
3. Parents schedule must have a regular study time of their children.	2.67	Always	3
4. Homework area and time keep from distractions.	2.73	Always	1.5
5. Parents should help the child making a plan to their studying time.	2.47	Always	5
Over-All Weighted Mean : 2.64 (Always)			

Table2. Encourage the Learners to do their Homework

Statement	Weighted Mean	Verbal Interpretation	Rank
1. Parents should check the output of their child.	2.7	Always	2
2. Parents suggest and help their child's job.	2.6	Always	3
3. Parents should acknowledge the significance of their child's homework.	2.73	Always	1
4. Parents should do the homework of their child.	1.2	Never	5
5. Parents are constrained to guide their child to do homework with joy.	2.5	Always	4
Over-All Weighted Mean : 2.35 (Sometimes)			

Table3. Observe and Identify the Need of the Learners

Statement	Weighted Mean	Verbal Interpretation	Rank
1. Observing the child's behavior	2.2	Sometimes	5
2. Assessing the child's, formally or informally, to determine their current knowledge, skills, and attitudes.	2.5	Always	4

3.	Discussing issues with the child and asking him questions.	2.87	Always	2
4.	Discussing the child's needs with their parents.	3.0	Always	1
5.	Talking to the child's previous teachers and reading the information they have provided about the learner's learning achievements.	2.8	Always	3
Over-All Weighted Mean : 2.7 (Always)				

Table4. Help Learners in Seeking Knowledge for their Lesson

Statement	Weighted Mean	Verbal Interpretation	Rank
1. Parents should help their children build knowledge by providing opportunities to develop concepts by exploring and working with familiar classroom equipment and materials in a variety of ways.	2.5	Always	2
2. Parents should share informational materials.	2.3	Sometimes	4
3. Parents should teach the children new words and concepts. Explain new vocabulary in the books.	2.3	Sometimes	4
4. Parents should give activities to their children write, draw, build, and engage in dramatic play.	2.3	Sometimes	4
5. Parents should provide a variety of materials for their children to explore.	2.9	Always	1
Over-All Weighted Mean : 2.5 (Always)			

The findings revealed that the parental involvement on supervising child's homework, encourage the child to do their homework, observed and identify the need of the children, help child in seeking knowledge for their lesson, and participate in their children's literacy process was absolutely affecting the child's academic performance. For instance, on "encourage the learners to do their homework", obtained an over-all weighted Mean of 2.35 or descriptively defined "Sometimes", observed and identify the need of learners resulted to 2.70 or "Always", Participate in their Learners' literacy process resulted to a 2.60 or "Always". This implied that there are still rooms for improvement. Learners with lack of parental involvement on their studies have negative attitude in the classroom and more troublesome because of lack of parents' supervision. This is supported from the study of Mingzhi Mao, et.als. (2020) that parental absence is negatively associated with the development of left-behind children. Left-behind children have lower cognitive test score.

In terms of observing and identifying the need of the children gained weighted mean of 2.7, and it revealed that the respondents believe that the parents should always observe and identify the needs of their children. Parents should know the needs of the child because it reflects on children's learning and important not only because it provides them with richer and more accurate information but also because it helps parents understand the role of those needs that can play in student learning and motivation; on the other hand On problem in *Observing the child's behavior* was assessed to "sometimes", conceivably, the parents based on the output of their children.

Table5. Participate in their Child's Literacy Process

Statement	Weighted Mean	Verbal Interpretation	Rank
1. Parents ask their child's teacher how they would like to communicate.	2.0	Sometimes	5
2. Parents demonstrate a positive view of education at home.	2.9	Always	2
3. Parents should read stories and informational text to their children.	2.6	Always	4
4. Parent also should let their child read words and give spelling after.	2.7	Always	3
5. Parents must ensure that children have ample opportunity to apply practices and strategies.	3.0	Always	1
Over-All Weighted Mean : 2.64 (Always)			

Parental involvement can make a pragmatic difference at all age levels. Parental participation tends to be the substantial influenced on learners' achievement. This study has shown, however, that the participation of parent's encouragement can influence whether a child stays in school or drops out.

Similarly, a child may consider going to college more seriously when parents show interest in the child's academic achievements and talk with the child about the benefits of higher education into their lives.

4. Conclusion

The researchers concluded that becoming involved in their children's education, parents get the contentment of contributing to their children's academic achievements. They have a better understanding of the school curriculum and activities and can be more comfortable with the quality of education their child is receiving and the progress of their child with their involvement especially on their homework. They spend more time with their children and become able to communicate better with them. Some studies show that a parent's participation in a child's education may inspire the parents to further their children's education. Moreover, parental involvement not only magnify academic performance, but it also has a positive influence on learners' attitude and behavior as it was perceived by the teachers in Junior High School, Mindanao State University-Lanao National College of Arts and Trades.

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