

Parental Involvement as Predictor of Student Academic Performance

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Abstract: Parental involvement is known to be important in the learning and schooling of students. The study aimed to examine parental involvement as predictor of students academic performance. The researcher used the tool of Epstein in Parental Involvement. There are 332 students in Masantol High School who were chosen as respondents using random sampling technique. Frequency, percentage, weighted mean, and multiple regression were used to interpret the collected data. Findings reveal that parental involvement has significant relationship with students academic performance in terms of Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community. The researcher suggested that schools should conduct activities that will involve the parents on the implementation of the said activities including family day. Furthermore, researcher also suggested that the school should establish a strong relationship with parents in the community.

Introduction

A great number of research shows that parental involvement has influence on the achievement of students in school (Epstein et al., 2009; Henderson & Mapp, 2002; Shumow & Miller, 2001).

Epstein et al. (2009) cited the six major types of parental involvement including Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community.

Teachers and parents play salient roles in the in the academic performance of students.. Students need support, motivation, and quality instruction that can be given by teachers and parents.. The demand for parental involvement in the education of students is increasing and many families face conflicts in their time. Furthermore, in a study conducted by Emeagwali, (2009), he encapsulated that parental involvement is most effective when viewed as a partnership between teachers and parents. Through examination of the level of parental involvement, parents and teachers will have a better understanding

regarding the predictors of students' academic performance.

However, students' academic performance may not only depend on the teacher, rather parental involvement has significant role in the academic performance of students. The focus of this study is to examine a relationship between the extent of parental involvement in academic performance of the students in Masantol High School.

Framework

The study is anchored in the theory of Epstein, et.al. (2009) that the parental involvement is divided into six categories including Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community.

The study is delimited on the Parental Involvement as Predictor of Student Academic Performance.

Statement of the Problem

Specifically, the researcher sought to answer the following questions:

1. What is the socio-demographic profile of the students in terms of:
 - a. age
 - b. sex, and
 - c. birth order?
2. How may the level of parental involvement in Masantol High School be described in terms of:
 - a. Parenting,
 - b. Communicating,
 - c. Volunteering,
 - d. Learning at Home,
 - e. Decision Making, and
 - f. Collaborating with the Community?
3. What is the average academic performance of students in Masantol High School?
4. Is there a significant relationship between the students' academic performance and level of parental involvement?
5. Based on the findings, what can be proposed?

Hypothesis

There is no significant relationship between the students’ academic performance and level of parental involvement.

Methodology

The researcher utilized the descriptive evaluation method. Descriptive survey of research is usually used to analyze, interpret and report the present state of a subject matter and problem (Ariola 2006). Descriptive research is structured and specifically designed to measure the data presented in a research question. The participant’s world is discovered and interpreted through research. This method of investigation involves the collection of data in order to answer questions concerning the current status of the subject of the study. It aims to describe the nature of situation at the time of the study and explore the causes of the particular phenomenon.

Respondents

The researcher used random sampling technique and Slovin’s Formula with 5% margin of error in order to get the sample size for the study as shown in

Table 1. Sample Size

Population	Sample
1952	332

Instruments

The researcher used the instrument of Epstein to collect data for parental involvement. Epstein’s model has been reviewed already extensively by the research community and has been approved by numerous practitioners (Jordan et al., 2002). Epstein’s work is used by schools across the country as a framework in order to develop a school-parent partnership.

Data Analysis

The data gathered through the questionnaire were classified, organized, tallied and tabulated. These were treated with the use of frequency distribution and weighted mean. The data to answer specific problems were treated as follows:

1. In determining the socio-demographic profile of the students in terms of age, sex, birth order, and family income, frequency distribution and percentage was used.

2. In assessing the parental involvement, norms of interpretation and weighted mean was used:

Descriptive Rating Weight Point Scale

Strongly Agree	4.21 – 5.00
Agree	3.41 – 4.20
Partially Agree/Partially Disagree	2.61 – 3.40
Disagree	1.81 – 2.60
Strongly Disagree	1.00 – 1.80

3. Pearson Moment Correlation and Multiple Regression were employed to determine whether or not the parental involvement is correlated with the students’ academic performance. On the other hand, Regression Analysis, using Analysis of Variance (ANOVA), was employed to determine the extent of influence of the factors or variables on students’ academic performance.

Results and Discussion

The researcher utilized the descriptive evaluation method to assess the parental involvement as predictor of student academic performance.

Respondents’ Socio-demographic Profile

Table 2. Age of the Respondents

Age	Frequency	Valid Percent
12	53	15.96
13	59	17.77
14	81	24.40
15	63	18.98
16	68	20.48
17	8	2.41
Total	332	100

As reflected in Table 2, the dominant age is 14 garnering 24.40% of the total population.

Table 3. Sex of the Respondents

Male	Frequency	Valid Percent
Male	153	46.08
Female	179	53.92
Total	332	100

There are 53.92% female students in Masantol High School, which is bigger compare with 46.08% male students.

Table 4. Birth Order of the Respondents

Age	Frequency	Valid Percent
1 st	50	15.06
2 nd	49	14.76
3 rd	98	29.52
4 th	56	16.87
5 th	64	19.28
6 th	15	4.52
Total	332	100

Majority of the students are third in their birth order as reflected in table 4, while the least birth order is 6th with 4.52%.

Respondents' Parental Involvement

Parental involvement is measured using weighted mean and in terms of Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community.

Table 5. Parental Involvement

Indicator	Mean	Interpretation
Parenting	4.03	Agree
Communicating	4.22	Strongly Agree
Volunteering	3.52	Agree
Learning at Home	4.17	Agree
Decision Making	3.65	Agree
Collaborating with Community	4.32	Strongly Agree
General Weighted Mean	3.98	Agree

It is glaring from table 5 that the students "Agree" that their parents are involved in their schooling which is reflected on the general weighted mean of 3.98. Moreover, "Collaborating with Community" accumulated the highest mean of 4.32 which is interpreted as "Strongly Agree". While the least mean of 3.52 or "Agree" is given to "Volunteering". It shows that in terms of volunteerisms in school related activities, parents are having hard time to participate.

Students' Academic Performance

Table 6. Academic Performance

Grades	Frequency
71-75	36
76-80	92
81-85	125
86-90	49
91-95	21
96-100	9
Mean	82.31

The biggest frequency comes from 81-85 when it comes to academic performance. As shown in the table, 82.31 is the mean of academic performance of students which is approaching proficiency level.

Relationship between Parental Involvement and Students' Academic Performance

Table 7. Regression

Variable	P-value	Interpretation
Parenting	0,000	Highly Significant
Communicating	0,002	Highly Significant
Volunteering	0,004	Highly Significant
Learning at Home	0,000	Highly Significant
Decision Making	0,001	Highly Significant
Collaborating with Community	0,003	Highly Significant

Table 7 reflects the relationship between students academic performance and parental involvement in terms of Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community.

Findings reveal that parental involvement has significant relationship in terms of Parenting ($p < .000$), Communicating ($p < .002$), Volunteering ($p < .004$), Learning at Home ($p < .000$), Decision Making ($p < .001$), and Collaborating with Community ($p < .003$) with students' academic performance.

Therefore, the null hypothesis is rejected.

Conclusions and Recommendations

The study reveals that dominant age in Masantol High School is 14 years old, and females dominate the student population. It also shows that third birth children are attracted to enroll in Masantol High School.

In addition, it is evident that the students of Masantol High are meeting the standards by Department of Education to pass the next grade level as reflected in their academic performance.

It also reveals that parental involvement has significant relationship with students academic performance.

Based on the findings, the following recommendations are formulated:

1. Masantol High School should continue conducting research regarding factors affecting students' academic performance.
2. A strong partnership with the parents of the students is encouraged to monitor the progress of the students in terms of their performance in school.
3. Activities that will involve the parents (i.e. family day) are highly recommended
4. Further research for this study should be conducted.

References

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