

Parental Involvement: Its Effect to Academic Performance of Grade 1 Pupils

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Abstract

The study aimed to find out how parents' involvement affected the academic performance of the first-grade pupils during the school year 2021-2022 using correlational method. The modified version of Leander and Fabella's (2020) Family Participation Questionnaire was used to quickly, easily, and accurately measure how involved parents are in their child's schooling. Spearman's Rank Correlation was used to find out how important the link was between parental involvement and pupils' academic performance. The result of the study showed that the first graders were doing adequately well academically. The parents were also involved to a moderately high degree in their children's academic lives, both at home and in the classroom. However, the parental involvement does not affect academic performance as there is no significant relationship recorded between parental involvement and academic performance. Since academic performance is weighted through written works, performance tasks, and quarterly assessment, it follows that effort by schools to increase parental involvement will have only a small effect on how well the pupils perform in school and how efficiently the school operates. It is still essential to improve parental participation in schools because families from higher socio-economic backgrounds are more likely to be actively engaged in their children's education when given the opportunity to make their own choices. A program for teachers and parents was created to better prepare them to include parents in their pupils' learning processes. In addition, parents and teachers may work together to assist a child's education by holding regular meetings, exchanging information, and even visiting each other's home.

Keywords: *Parents' Involvement, Academic Performance, Family Participation Questionnaire, Spearman's Rank Correlation*

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Introduction

Parental involvement is parents' voluntary work at school or home to enhance their children's education according to Bower & Griffin (2011). Parental involvement in education has long been recognized as a crucial factor in a child's academic success and overall development. Research consistently indicates that when parents actively engage in their child's education, it leads to positive outcomes, including improved academic performance, increased motivation, enhanced self-esteem, and better social skills (Martinez, 2015). It has been established by Bartolome (2017) that when parents are interested in their children's education, pupils have the information and support at home to develop love of learning. On the other hand, attending Homeroom and PTA meetings are insufficient for parental involvement in schools. Research affirms that inadequate or no parental involvement contributes to low student achievement and engagement (Bower & Griffin, 2011). Therefore, parents without involvement in their children's education process are merely considered to demotivate and demoralize their children through negligence (Naite, 2021). This, in turn, has a negative effect on their achievements.

Currently, public elementary schools in the Philippines are facing difficulty in increasing learners' academic performance. As modular distance learning was implemented, schools found out that the academic performance of learners decreases. For instance, based on their GWA, only few of whom attained a bracket grade average of 90-94 categorized as 'With Honors'. This observation has a significant difference compare to the previous school year where number of students are awarded with the said academic distinction. Also, the number of non-readers is growing. Thus, it is in this study to open the hearts and the minds of the parents of their responsibility to get involved in the education of their children. Due to the current situation in the new normal education, parents become the foremost facilitators of learning. The impact size of parental participation is greatest when characterized as parental expectations, according to a meta-analysis. As children tend to share their parents' attitudes and ideas towards their education (Wilder, 2014), parental expectations have a significant impact on their academic progress.

Methodology

This descriptive-correlational research was conducted to determine the level of parental involvement and level of academic performance of Grade 1 pupils of Alimbo Baybay Primary

School in the Division of Aklan for School Year 2021-2022. The researcher used the family involvement questionnaire to assess the level of parental involvement in terms of academic support, volunteering, collaboration, decision-making, and communication. Additionally, the researcher used the weighted grade average of grade 1 pupils to determine the level of academic performance. The study also examined the relationship between parental involvement and academic performance.

Findings

Findings revealed a moderately high level of parental involvement, indicating that parents actively engaged in various aspects of their children's education. The academic performance of Grade 1 pupils was found to be very satisfactory, indicating positive achievement levels among the students. In addition, the study identified that there is no significant relationship between the level of parental involvement and academic performance of Grade 1 pupils. To address this issue, the study introduced the PEACE (Parental Engagement for Academic Excellence) Program as a parental support initiative aimed at improving both parental involvement and the academic performance of Grade 1 pupils. The program was designed to enhance collaboration, communication, and active participation between parents, teachers, and the school community.

Conclusions

The findings of the study reveal several important aspects related to parental involvement and academic performance in the context of grade 1 pupils. The study indicates a moderately high level of parental involvement across various aspects such as academic support, volunteering, collaborating, decision making, and communicating. This suggests that parents are actively engaged in their child's education and are willing to contribute to their academic success.

Based on the research's findings, it is recommended to sustain and further strengthen parental involvement efforts, recognize the satisfactory academic performance of Grade 1 pupils, explore other factors that may influence academic achievement, evaluate and refine the PEACE Program, expand parental support programs to other grade levels, foster collaboration and communication among stakeholders, and conduct longitudinal research to track the long-term effects of parental involvement on academic performance.

By implementing these recommendations, Alimbo Baybay Primary School and similar educational institutions can continue to enhance parental involvement, support academic excellence, and strive for continuous improvement in student achievement.

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