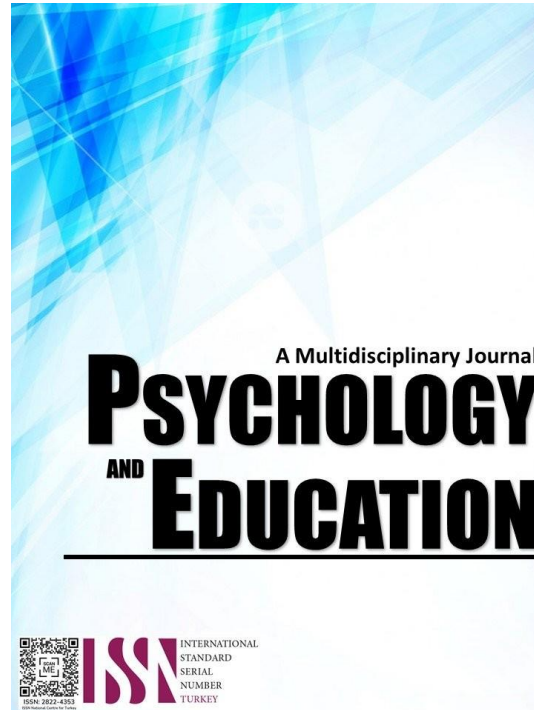


THE IMPACT OF PARENTAL INVOLVEMENT IN THE ACADEMIC PERFORMANCE OF THE SELECTED GRADE 8 STUDENTS IN MATHEMATICS



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The Impact of Parental Involvement in the Academic Performance of the Selected Grade 8 Students in Mathematics

Mary Anne T. Domalanta*, Janes F. Dulay, Jaigie B. Lardizabal

For affiliations and correspondence, see the last page.

Abstract

The threat of public health issues on COVID-19 is one of the problems that need to be addressed in Education nowadays. The Department of Education mandated that distance learning be implemented in schools all over the country. The classroom will be their own home, parents or guardians of the students should be the learning partners in education. In line with this, the researchers would like to find the impact of this parental involvement on 50 students having difficulty in Mathematics in the new normal. This study utilized the mixed method research design, the instrument of the study underwent validity through the panel of experts and it was tested for its reliability via Google Forms. The researchers got the mathematical performance of the students by computing their average for the two semesters, from 82.13% to 87.17% with a difference of 5.04%. This was proven by getting the significance using t-test correlation-dependent samples where the computed T value of 20.90 was greater than the tabular T value of 2.009 at a 0.05 level of significance. The computed value is outside the acceptance area so that the null hypothesis is rejected, which means that there is a significant difference after the involvement of parents in terms of assisting, helping, and guiding their children in lessons or competencies of the subject matter of their child; attending PTA meeting, communication with the teachers and getting the report card; academic requirements, assessments or activities needed to submit by their child. Thus, the result was further supported by the follow-up interview with the students wherein they cited the importance of parental involvement in their studies in Distance Education.

Keywords: *Parental involvement, Academic Performance, Distance Education*

Introduction

In 2018, the Philippines received the second lowest average in Mathematics in the Program for International Student Assessment (PISA) when the country scored 353 compared to the Organization for Economic Cooperation and Development (OECD) average of 489. The below-par result highlights the poor quality of education in the Philippines in general. Also, it underscores the mediocre academic performance of students in Mathematics in particular. These scenarios bring to the front the need for a thorough look at the factors that resulted in the dismal performance of the country in such international assessments as PISA.

Such a reality can be seen also in Rizal High School, Pasig City. Based on interviews with other Mathematics teachers and our observations, there were several evidence that point to the poor performance of the students in Mathematics such as (1) the number of failures in the concerned subject area every grading period; (2) the number of dropouts each year due to poor grades specifically in Mathematics; (3) and most of all, the poor performance of students in Mathematics in the National Achievement Test (NAT). For many years, we have observed that most of the student's performance in Mathematics has been poor. This problem is evident every year. According to the school report last school year 2020 – 2021, there were 1608 or 83 % promoted out of 1931. Out of this number, 80 students who failed in Mathematics 8 which is 323 are retained in the same level. The 80 students underwent the Sagip Mag-aaral program of the school.

According to Cole (2017), education begins at home. The responsibility to socialize and educate children is a shared obligation between parents and schools. For a child to reach academic achievement, parents must be involved and participate in the educational process. The more parental involvement, the more students are likely to become productive members of society as well as excel in academics. Parental involvement impacts student academics. In addition, based on Sanlad (2019), he said that parental involvement is associated with a wide range of positive child outcomes in schools, such as good academic skills, positive attitudes, and social competence. Parental involvement includes different forms of participation in education like supporting their children's schooling by attending school functions and responding to school obligations (parent-teacher conferences). Parental involvement is also manifested in helping their children improve their academic performance by arranging appropriate study time and space, monitoring homework, actively tutoring their children at home and frequent communication with the teacher and the

parent. As such, parental involvement is expressed in many ways, but its goal is only one: to help the students improve their personal and academic performances most especially amidst pandemics.

This study was to understand the impact of parental involvement in the academic performance of students on distance education with the intention of using the findings in our educational system to further improve the standing of academic areas especially in Mathematics. It aims to present to all stockholders of the school the foremost importance of parental involvement in the holistic formation of students.

Research Questions

The study would like to find out the impact of parental involvement in the academic performance of the Grade 8 students at Rizal High School. This study aims to answer the following questions:

1. What is the level of involvement of parents in terms of:
 - 1.1 lesson or competencies of the subject matter of their child;
 - 1.2 attending PTA meetings, communication with the teachers, and getting the report card; and
 - 1.3 academic requirements, assessments, or activities needed to submit by their child?
2. What is the Mathematical performance of the students in their grades for two semesters (First and Second Semester)?
3. Is there a significant difference in the performance of students in Mathematics 8 with parental involvement for the two periods?

Literature Review

Parental Involvement

Parents' participation and involvement in school activities are important. They analyze the positive effects of parental involvement, summarize leading principles for the successful partnership of parents and school, and present six factors (Parenting, Communicating, Volunteering, learning at home, Decision-making, and Collaborating with the community) and six models (Protective Model, Expert Model, Transmission Model, Curriculum-Enrichment Model, Consumer Model, and Partnership Model) of parental involvement. (Durisic & Bunijevac, 2017).

The results indicate that academic achievement is rooted in a school-supportive home climate, and often created by the mother. However, when it comes to math performance and grade retention, it is better that both parents unduly interfere with school. We also find that parents with low socio-economic status and from immigrant families are as much involved in the education of their children as the average Dutch family, but their involvement is less effective in terms of children's learning outcomes.

According to the results of the study Hussain (2018), revealed that there was a strong positive and significant relationship between parental involvement and academic performance of students. But according to this study, the association between parental involvement and academic achievement is not the same for all ethnic/racial groups. Parental involvement variables that show promises according to their correlations with academic achievement are: (a) reading at home, (b) parents that hold high expectations/aspirations for their children's academic achievement and schooling, (c) communication between parents and children regarding school, (d) parental encouragement and support for learning on distance education.

Given the above-mentioned issues and problems, this study examined the impact of parental involvement to the academic performance of the students in Mathematics was very much needed at all times. So, the researchers were eager to find the impact of this parental involvement on Distance Learning.

Methodology

The descriptive correlation method was employed in this study. This design was simply a way to describe individual variables' characteristics as they occur in the natural setting (Gravetter et al., 2009).

Participants

The subjects of the study were Grade 8 parents or guardians of the students in Rizal High School with difficulty coping with the new norm. The researchers identified they were scholars of the City government of Pasig which required them to have a grade of at least 85% per quarter. The academic year 2020-2021 was the first year of distance learning. So, the researchers explored the impact of parental involvement to improve and enhance the performance of Grade 8 students in mathematics.

Instrument

The parent involvement is measured in terms of the survey-questionnaire method.

Procedure

The collected data was tabulated and processed using the 4-Point Nominal Scale in quantifying the involvement of parents in terms of the following indicators in which the parents were asked to assess the level by choosing Always, Sometimes, Rarely, and Never: 1.1 lesson or competencies of the subject matter of their child; (a) I help my child study his/her lesson in Mathematics; (b) I help my child review his/her lesson before a test; (c) I communicate with my child about his/her studies; (d) I am aware about the learning competencies of each subject in a week given by their teacher.; 1.2 attending PTA meetings, communicating with the teachers, and getting the report card; (a) I attend Parent – Teacher Conference, (b) I get the report card of my child every quarter, (c) I communicate with the subject teachers regarding the academic performance of my child in a month, (d) I communicate with the adviser regarding the academic performance of my child in a month; 1.3 academic requirements, assessments or activities needed to submit by their child; (a) I guide my child make his/her Integrative assessments and other school projects, (b) I remind my child about the deadlines of submission of the academic requirements, (c) I am mindful of the results of the summative tests of my child, (d) I monitor my child's daily attendance in the class, (e) I help my child in answering the activities in the module, (f) I prepare all the necessities of my child in his/her studies, (g) I support my child in every school programs/activities.

To check the parallelism of the study the students were asked to answer a short interview about parental involvement. The questions were the following:

1. Sa iyong palagay, makakatulong ba ang pag-gabay ng iyong magulang sa iyong mga aralin sa asignaturang Mathematics sa panahon ng pandemiya, pagdalo ng magulang sa PTA meeting, pakikipag usap ng magulang sa mga guro, pagkuha ng Report Card at pagpapaalala ng magulang tungkol sa mga kinakailangang ipasa mo sa paaralan? Bakit?
2. Sa paanong paraan ka tinutulungan ng magulang mo sa pag-aaral ngayong may pandemya na nararanasan ang ating bansa?
3. Ano pa ang kinakailangan mong tulong na galing sa iyong magulang na sa tingin mo ay makakatulong sa iyong pag-aaral.

Ethical Considerations

The researchers secured a letter of permission to conduct the study to the school head and punished the school research committee. Then, have sent consent to parents and rest assured that all the information was kept confidential. To ensure the privacy and confidentiality of the respondents' information, we allowed them to write their names on an optional basis. We secured the data records of the respondents through password-protected files.

Results and Discussion

This section presents the findings according to the study's research questions. To compare the mean and find out the significance between variables, multiple linear regression was computed using IBM SPSS 26.0.

Parents' Assessment on the Impact of Parental Involvement

The parents rated the level of assessment in "Impact of Parental Involvement in the Academic Performance of the Selected Grade 8 Students in Mathematics on Distance Education" via Google form with 3 questions using a nominal scale according to indicators.

Table 1. *Lesson or competencies of the subject matter of their child*

<i>Lesson or Competence of the Subject</i>	<i>Always</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
I help my child study his/her lesson in Mathematics.	15.80%	54.40%	24.60%	7%
I help my child review his/her lesson before a test.	15.80%	42.10%	26.30%	15.80%
I communicate with my child about his/her studies.	82.50%	15.80%	1.80%	0%
I am aware about the learning competencies of each subject in a week given by their teacher.	36.80%	49.10%	8.80%	5.30%

Table 2. *Attending PTA meetings, communicating with the teachers, and getting a report card*

<i>Attending PTA meetings, communicating with the teachers, and getting a report card</i>	<i>Always</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
I attend Parent-Teacher Conference	61.40%	35.10%	1.80%	1.80%
I get the report card of my child every quarter.	96.50%	3.50%	1.80%	0%
I communicate with the subject teachers regarding the academic performance of my child in a month.	14.00%	54.40%	21.10%	10.50%
I communicate with the adviser regarding the academic performance of my child in a month.	26.30%	45.60%	22.80%	7%

Table 3. *Attending PTA meetings, communicating with the teachers, and getting a report card*

<i>Academic Requirements, Assessments, or Activities</i>	<i>Always</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
I guide my child make his/her Integrative assessments and other school projects.	36.80%	50.90%	8.80%	3.50%
I remind my child about the deadlines for submission of the academic requirements.	80.70%	14.00%	5.30%	0%
I am mindful of the results of the summative tests of my child.	66.70%	26.30%	3.50%	3.50%
I monitor my child's daily attendance in the class.	78.90%	17.50%	3.50%	0%
I help my child in answering the activities in the module.	15.80%	42.10%	31.60%	10.50%
I prepare all the necessities for my child in his/her studies.	80.70%	12.30%	7.00%	1.80%
I support my child in every school program/activity.	84.20%	17.50%	1.80%	0%

Table 4. *Difference in the Mathematical Performance of Students in Two Semesters*

<i>Tests</i>	<i>Mean</i>	<i>Mean Difference</i>	<i>T-test score</i>	<i>T-Tabular Value</i>	<i>Decision</i>	<i>Remarks</i>
First Semester	82.13	5.04	20.10	2.009	Reject Ho	Significant
Second Semester	87.17					

Discussion

Table 1 reveals the parents' responses to the conducted survey using a table with 4 questions. For research question #1, most of the parents answered always to item, "I communicate with my child about his/her studies" (82.50%), while sometimes to questions, "I help my child study his/her lesson in Mathematics"(54.40%), "I help my child review his/her lesson before a test"(42.20%), and "I am aware of the learning competencies of each subject in a week given by their teacher"(49.10%).

This implies that the parent's involvement in the awareness of competencies greatly helped improve the performance of the students.

Table 2 shows the parents' responses to the conducted survey using a table with 4 questions. For research question #2, most of the parents answered always on items "I attend Parent-Teacher Conference"(61.40%) and "I get the report card of my child every quarter"(96.50%), while sometimes on items "I communicate with the subject teachers regarding the academic performance of my child in a month"(54.40%) and "I communicate with the adviser regarding the academic performance of my child in a month". This concluded that the presence of the parents in different

activities of their children helped to improve their performance in school.

Table 3 reveals the parents' responses to the conducted survey using a table with 7 questions. For research question #3, most of the parents answered always the following items "I remind my child about the deadlines of submission of the academic requirements"(80.70%), "I am mindful of the result of the summative test of my child"(66.70%), "I monitor my child daily attendance in the class"(78.90%), "I prepare all the necessities of my child in his/her studies"(80.70%), and "I support my child in every school programs/activities"(84.20%), while sometimes to the questions "I guide my child make his/her integrative assessment and other school projects"(50.90%) and "I help my child in answering the activities in the module"(42.10%). It shows that constant monitoring and guiding their children in the academic requirements enhanced the performance of students in Mathematics.

For research question #2, the researchers were able to get a mean of 82.13 for the 1st and 2nd quarter (First semester) Mathematics grades of the 50 students who responded to this study. A mean of 87.17 for the 3rd and 4th quarter (Second Semester) Mathematics grades of the students (see appendix G). This data clearly showed that there was an increase or improvement in the grades of the students who responded in the survey after the intensified parental involvement.

After getting the mean scores of the first and second semesters, the researchers found out that there was an increase of 4 indicating that there was a difference before and after the constant communication with the parents.

Lastly, table 4 addresses research question #4, using a t-test to examine if the difference between the two means is significant, the computed t-value was 20.10 which is greater than the tabular value of 2.009 at 0.05 level of significance. The computed value is outside the acceptance area so the null hypothesis is rejected, which means that there is a significant difference in the two semesters. To check the congruency of the data, the researchers gave an interview questionnaire to students with 3 questions, the responses were copied verbatim (see Appendix F). The result was evidence that parental involvement is needed to their studies through guiding and monitoring by their parents.

The above data revealed that parental involvement of grade 8 was able to prove that there was an impact to their academic performance in the lesson or competencies of the subject matter of their child, attending PTA meetings, communicating with the teachers, and getting the report card, academic requirements, assessments, or activities needed to submit by their child.

Conclusion

This study found that there was a greater impact on students whose parents are helping their child in reviewing, studying the lesson before the test, communicating about studies, aware of the learning competencies, attending PTC, getting the report card every quarter, communicating with the subject teacher and adviser about the performance of their child, guiding their child in Integrative Assessments and another school project, reminding about the deadline of submission of academic requirements, mindful of the result of the summative test, monitoring about daily attendance, helping in answering the activity in the module, prepare all the necessity and support their children in school activities during a pandemic.

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Affiliations and Corresponding Information

Mary Anne T. Domalanta

Rizal High School

Department of Education – Philippines

Janes F. Dulay

Rizal High School

Department of Education – Philippines

Jaigie B. Lardizabal

Rizal High School

Department of Education – Philippines