

Parental Involvement And Academic Performance Of Grade 12 Students

ABSTRACT-

As COVID-19 pandemic creates a devastating effect throughout the world, Philippines become innovative on how they will able to adapt and continue the classes with the use of parents as the molder of their children. The main objective of the study is to determine the relationship of parental involvement and academic performance of the Grade 12 students in Mariano Peralta National High School. A sample size of two hundred sixteen (216) respondents was from Grade 12 Senior High School Academic Track Students (ABM, HUMMS, STEM, GAS) of Mariano Peralta National High School. The researchers obtained the list of enrollees of students in the school year 2021-2022 and the sample size is computed using Slovene formula. Proper encryption and verification of data was done to derive a certain result. Results shown that parents' involvement have no significant relationship towards the performance of the student. The proponents suggested continuing the wider scope of the same study with having larger samples in expanding the range to both Junior High School and Senior High School in order to show various results may add to the body of knowledge in parent's involvement and student's performance.

Keywords: Parental Involvement, Academic Performance, Grade 12 Students

1. INTRODUCTION

Education is one of the greatly affected sectors in the occurrence of COVID-19 pandemic. As approximately 1.6 billion learners worldwide are affected by this pandemic, countries continuously seek to provide solutions in order to cope up with the current situation of education in this public health crisis (United Nations 2020). With the increasing cases of COVID-19 in the Philippines, shifting of instructional modalities from traditional face-to-face to blended learning is suggested to assure that learning continues and remains unhampered. The utilization of online platforms such as Zoom, Google Meet, Facebook, among others to deliver webinars and classes becomes a trend a new landscape in the Philippine Education System (Tria, J.,2020).

Parents involvement shown once more as the frontline for education because traditional classroom will not be longer used but instead learning process will done through every houses of the learner (Assefa & Sintaheyu, 2019). Appositely, parents who are involved in the education of their children provide a safe and healthy environment; appropriate learning experiences, support, and a positive attitude about learning (Tria, J. et al., 2021). With the limitations of online learning, the bulk of teaching and facilitating students is passed on to the parents. Parental involvement plays a key role in the students' education as it helps them achieve better performances in school. Having an effective parent-child communication will result to positive outlook in school, better attainment of skills, and more academic successes (Fernandez Alonso et al., 2017). In addition, because the country does not predict that a certain pandemic can thrive the lives of everybody especially the learners, there is no basis or evidence that can help to explain what will be the outcome of adapting distance learning during this times of crises. As what other previous researchers suggest in their study to

begin a much-needed examination on how unique settings can contribute to the student academic success (Black et. al., 2018).

This study explored the relationship between parental involvement and academic performance of students. Furthermore, the researchers also stressed the bases in which does support the roles of parents in educating their children most especially in this times of pandemic it is includes the reason behind emphasizing their roles in connection to the learning modalities employed this school year.

However, there are only few researchers conducted this study in Davao region particularly in Mariano Peralta National High School (MPNHS). That is why the researchers are very eager to conduct this study to determine the relationship between parental involvement and academic performance of the students.

This study focused on determining the relationship of parents' involvement and academic performance of the Grade 12 Senior High School Academic Track Students of Mariano Peralta National High School (MPNHS) for school year 2021-2022. With regards to the parent's involvement the respondents were asked to rate as to how they have been helped by their parents. The academic performance of the respondents was based on their general weighted average in first semester school year 2021-2022.

METHODOLOGY

Research Design

Descriptive correlational research design was used in this study since the researchers wanted to determine the relationship between parental involvement and academic performance of the respondents. In gathering the data, descriptive survey was employed which utilized questionnaires to find out the level of parental involvement. The data were subjected to observation and statistical processes to determine if there will be emerging trends and patterns.

The main respondents of the study came from Grade 12 Senior High School Academic Track Students (ABM, HUMMS, STEM, GAS) of Mariano Peralta National High School. The researchers obtained the list of enrollees of students in the school year 2021-2022 and the sample size was computed using Slovic formula. Therefore, there are 15 respondents from ABM strand, 98 respondents from HUMMS strand, 78 respondents from GAS strand and 25 from STEM strand a total of 216 respondents.

Respondents and Sampling

The researchers used the stratified random sampling, which means a method of sampling that involves the division of a population into smaller sub-groups known as strata. In stratified random sampling, or stratification, the strata were formed based on members' shared attributes or characteristics. This technique was employed to ensure an equal representation of the variables for the study.

Research Instruments

The instrument that the researcher used in this study was an adopted research questionnaire made by Chavez (2016), which indicated the level of involvement exerted by the parents. The questionnaire was answerable using a five-point Likert scale with the following response: Strongly Agree, Agree, Moderately Agree, Disagree and Strongly Disagree.

Data Analysis

The data that was gathered were tabulated, coded, analyzed and interpreted using descriptive statistical tool as follows:

Percentage. This tool was employed in describing the distribution of the respondents. This will also be used in defining the students' academic performance.

Mean. This was employed to determine the level of parental involvement and academic performance of the respondents.

Spearman Correlation Analysis. This tool was used to determine the relationship of parental involvement and academic performance of the respondents. The correlation coefficient (r) was used to analyze the relationship of the two variables.

3. RESULTS AND DISCUSSION

The population consists of 216 student-respondents. As indicated in table 1, 153 respondents or 70.83% of the total population are 17-18 years old and 63 or 29.17% are 19-20 years old. The mean average in terms of age is 18.25 this implies that most of the respondents were at ages 17-18 years old. One Thirty Eight (138) of the respondents or 63.89% of the population are female while the rest of the seventy-eight (78) respondents or 36.11% of the total populations are male. In the number of enrollees under the Academic Track students Female has a total population of 317 while male has a total population of 148, since female has a largest population it implies that majority of the respondents in this study are female (63.89%). Women tend to be highly engaged participants. It is supported also by Smith 2018, which is women tend to be more likely to self-select to participate in online surveys than men.

Table 1. Demographic Profile of the Respondents

PARTICULARS	Frequency (f)	Percentage (%)
Age		
17-18	153	70.83
19-20	63	29.17
Total	216	100%
Gender		
Female	138	63.89
Male	78	36.11
Total	216	100%

Level of Parental Involvement

The results of the survey presented in Table 2 indicated that the respondents' parents showed slightly high involvement when it comes to encouraging the learners to: develop good study habits (item #1); get good grades (item #2); and to stay focused in school (item #14). The same level of parental involvement is also found in terms of: being strict when it comes to school (item #3); school events (item #7) and; getting good or high grades (items

#8 and #12). This means that the relationship between parental involvement and academic performance of the student is slightly high.

Parents showed moderate involvement in: monitoring the learner's exercise book and homework (items #4 and #18); attending parent-teacher conferences (item #5); punishing and getting disappointed when the learner gets bad grades (items #6 and #13); helping the learner with school requirements and activities (items #10, #11, #16 and #17); encouraging the learner that education is the only way to get ahead (item #15) and; in dictating the learner what to do (items #19 and #20). This means that the relationship between parental involvement and academic performance of the student is moderate. In item #9, not noticing when the learner gets good grades, showed only slightly low parental involvement. This means that the relationship between parental involvement and academic performance of the student is slightly low.

Table 2. The level of Parental involvement of the respondents

Indicators	Mean	Std. Deviation	Description
1. My parents helped me develop good study habits.	3.468	1.0735	Slightly High Involvement
2. My parents encouraged me to get good grades.	3.616	1.1104	Slightly High Involvement
3. My parents were strict when it came to school.	3.477	1.0519	Slightly High Involvement
4. My parents checked to see if I had homework.	3.301	1.0509	Moderate Involvement
5. My parents attended parent-teacher conferences.	3.301	1.1522	Moderate Involvement
6. My parents punished me (e.g., took away my TV privileges) if I received bad grades.	2.889	1.4131	Moderate Involvement
7. My parents attended school events.	3.468	1.2571	Slightly High Involvement
8. My parent(s) gave me rewards if I have high grades.	3.417	1.3338	Slightly High Involvement
9. My parents did not notice when I received good grades.	2.139	1.1570	Slightly Low Involvement
10. My parents demonstrated support for my extracurricular activities.	2.843	1.2952	Moderate Involvement

11. My parents volunteered to help with my extracurricular activities (e.g., coach baseball team).	2.866	1.1716	Moderate Involvement
12. My parents seemed to be proud of me when I received good grades in school.	3.713	1.2944	Slightly High Involvement
13. My parents seemed disappointed when I received bad grades.	3.120	1.3310	Moderate Involvement
14. I believe my parents' encouragement helped me stay focused on my education.	3.782	1.2882	Slightly High Involvement
15. My parents think education is the only way to get ahead.	2.931	1.4910	Moderate Involvement
16. I knew that if I ever needed help with school, my parents were there for me.	3.000	1.3572	Moderate Involvement
17. My parents helped me with my homework.	3.181	1.1492	Moderate Involvement
18. My parents regularly check my exercise books.	3.37	3.603	Moderate Involvement
19. My parents always choose what I'll do in school.	3.25	1.365	Moderate Involvement
20. As I growing up, my parents dictate what I'm going to do.	3.278	1.21	Moderate Involvement
Parental Involvement (Overall)	3.2206	.59845	Moderate Involvement

Academic performance of the respondents

Among the 216 total respondents, as shown in Table 3, 139 of the respondents (64.35%) performed outstanding in their academics; 71 respondents (32.87%) performed very satisfactory; 5 respondents (2.31%) performed satisfactory and 1 respondent (0.46%) got fairly satisfactory. This implies that majority of the respondents' academic performance level exceeds the core requirement in terms of knowledge and understandings. Studies have shown that parental involvement in learning has a positive impact on their children's

achievements (Castro et al., 2015), although the size of the effect depends primarily on the quality of this involvement (Moroni et al., 2015). The style with which parents engage in supporting their children's education is also important. Pomerantz et al. (2007) indicated that autonomy support, process focus, positive affect, and positive beliefs about children's potential are positively correlated with student's educational success.

Table 3. The Academic Performance of the respondents

RANGE	DESCRIPTION	Frequency (f)	Percentage (%)
90-100	Outstanding	139	64.35
85-89	Very Satisfactory	71	32.87
80-84	Satisfactory	5	2.31
75-79	Fairly Satisfactory	1	0.46
74 and below	Did Not Meet	0	0.00

The relationship between parental involvement and academic performance of the respondents

Parental involvement and academic performance of the respondents have an r-value of -0.094, which means that the variables have only slight correlation or are only slightly correlated, and a p-value of 0.167 which is interpreted as not significant. This implies that the parental involvement and academic performance of the respondents have no significant relationship therefore; the null hypothesis cannot be rejected.

Table 4. The relationship between parental involvement and academic performance of the respondents.

Variables	r-value	description	p-value	interpretation
parental involvement academic performance	-0.094	Slight correlation	0.167	Not Significant

4. CONCLUSION

Education can truly prove that even there are trials and difficulties that faced by people, still its torch shines towards the brighter success. As COVID-19 pandemic creates a devastating effect on the system of education in the country that change traditional classes into Distance Learning. Parents become the part of the learning process of the student whatever may happen. However, time will come that a child will start their teenage life and begin to act and decide independently on their career goals in their future.

The study investigates the Relationship between parental involvement and the academic performance of the students. The following conclusions were derived: The parents were still in the process of developing their involvement in school, specifically, in this challenging time. Also, the level of academic performance showed that the mean score of the respondents' academic performance was very satisfactory. This revealed that the students performed well in class during online learning modalities. Parental involvement does not affects students'

academic performance based on the results and findings of this study which is the overall total of the mean is 3.2206 and interpreted as moderate involvement. Also, since the respondents came from the Grade 12 Academic Track Strands, it means that most of the students got high grades because they are all highly competitive one's.

Moreover, it is suggested that even though there is no significance between the variables, the parents must be responsible for providing guidance and supervising the children, especially during the online learning modalities.

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