

Parental Involvement and Academic Performance of Grade 12 Students

ABSTRACT-

Due to the widespread impact of the COVID-19 pandemic, the Philippines has demonstrated innovation by finding ways to adapt and ensure continued education through the involvement of parents in shaping their children's learning experiences. 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. The data was carefully encrypted and verified to obtain a specific outcome. The findings indicated that there was no significant correlation between parental involvement and student performance. The researchers recommend further expanding the scope of the study by including larger samples from both Junior High School and Senior High School levels. This broader range of participants may yield different results and contribute to the existing knowledge on the relationship between parental involvement and student performance.

Keywords: Parental Involvement, Academic Performance, Grade 12 Students, learning experiences

1. INTRODUCTION

Education was greatly affected by the COVID-19 pandemic, prompting countries to seek solutions for the continuity of education amidst the crisis (United Nations, 2020). In the Philippines, as COVID-19 cases increased, a shift from traditional face-to-face instruction to blended learning was suggested to ensure uninterrupted learning (Tria, 2020). This new landscape of education involved the use of online platforms like Zoom, Google Meet, and Facebook for webinars and classes.

Parental involvement emerged as a crucial element in this educational transformation, as the traditional classroom setting was no longer viable, and learning shifted to students' homes (Assefa&Sintaheyu, 2019). Parents who actively participated in their children's education provided a safe and conducive environment, appropriate learning experiences, support, and a positive attitude towards learning (Tria et al., 2021). With the limitations of online learning, parents assumed a significant role in teaching and facilitating their children's education. Parental involvement played a key role in students' academic success, fostering effective communication, skill development, and positive academic outcomes (Fernandez Alonso et al., 2017).

However, there is limited research conducted in the Davao region, particularly at Mariano Peralta National High School (MPNHS), regarding the relationship between parental involvement and academic performance. Therefore, this study aims to determine the

connection between parental involvement and the academic performance of Grade 12 Senior High School Academic Track Students at MPNHS for the school year 2021-2022.

2. METHODOLOGY

A descriptive correlational research design was employed, using a descriptive survey and questionnaires to gather data on parental involvement levels. The main respondents were Grade 12 students from different academic tracks (ABM, HUMMS, STEM, and GAS) at MPNHS. The sample size was determined using the Slovene formula, resulting in 15 respondents from ABM, 98 from HUMMS, 78 from GAS, and 25 from STEM, making a total of 216 respondents.

Stratified random sampling was utilized to ensure equal representation of variables, dividing the population into sub-groups based on shared attributes. An adopted research questionnaire by Chavez (2016) was used as the research instrument, employing a five-point Likert scale to measure parental involvement levels.

The gathered data were then tabulated, coded, and analyzed using descriptive statistical tools such as percentages and means to describe the distribution and levels of parental involvement and academic performance. Spearman correlation analysis was conducted to determine the relationship between parental involvement and academic performance, using the correlation coefficient (r) to analyze the connection between 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 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 COVID-19 pandemic has had a significant impact on the education system, forcing a shift from traditional classroom settings to distance learning. Despite the challenges faced, education has proven resilient in adapting to these changes and continuing to provide opportunities for student success.

Parents have played a crucial role in supporting their children's education during the pandemic, actively participating in the learning process. Their involvement has been instrumental in creating a conducive environment and providing necessary support. This partnership between parents and the education system has been essential in ensuring continued learning and academic progress.

As children grow older and become teenagers, they will increasingly assert their independence and make decisions about their future career goals. While parental involvement remains important, it is necessary to strike a balance between guidance and allowing children to explore and develop their own interests and aspirations. This transition phase requires open communication and a supportive environment to empower students in making informed decisions about their educational and career paths.

ETHICAL APPROVAL:

As per international standard or university standard guideline participant consent and ethical approval has been collected and preserved by the authors.

CONSENT

As per international standard or university standard, participants' written consent has been collected and preserved by the author(s).

REFERENCES

- Agarwal, A. (2020, June 9). Blended Learning Is The 'New Normal' And Here's Why. <https://www.linkedin.com/pulse/blended-learning-new-normal-heres-why-anant-agarwal/>
- Abuhammad, S., Donga, C.; Bhamani, S.; 2020. Barriers To Distance Learning During The Covid-19 Outbreak: A Quantitative Review From Parents' Perspective. Heliyon 2020,
- Almeqdad, Q., Al-Hamouri, F., Zghoul, R. A., Al-Rousan, A., And Whitebread, D. (2016). Cross Cultural Indicators Of Independent Learning In Young Children: A Jordanian Case. *Span. J. Psychol.* 19:E34. Doi: 10.1017/Sjp.2016.35
- Arens, A. K., And Jude, N. (2017). Parental Involvement And Student Achievement In Two Language Domains: Indirect Relations And Generalizability Across Migration Status. *Learn. Individ. Differ.* 53, 145–155. Doi: 10.1016/J.Lindie.2016.12.001
- Assefa & Sintaheyu (2019). Relationship Between Parental Involvement And Student's Academic Achievement In Model Primary And Secondary School And Secondary Of Haramaya University, East Hararghe Zone, Oromia Regional State, Ethiopia. *International Journal Of Education & Literacy Studies.*
- Basilaia, G., & Kvavadze, D. (2020). Transition To Online Education In Schools During A Sars-Cov-2 Coronavirus (Covid-19) Pandemic In Georgia. *Pedagogical Research*, 5(4), Em0060. <https://doi.org/10.29333/Pr/7937>
- Becker, S.P.; Breaux, R.; Cusick, C.N.; Dvorsky, M.R.; Marsh, N.P.; Sciberras, E.; Langberg, J.M. Remote Learning During Covid-19: Examining School Practices, Service Continuation, And Difficulties For Adolescents With And Without Attention Deficit/Hyperactivity Disorder. *J. Adolesc. Health* 2020, 67, 769–777. [Crossref] [PubMed]
- Bozkurt, A., & Sharma, R. C. (2020). Education In Normal, New Normal, And Next Normal: Observations From The Past, Insights From The Present And Projections For The Future. *Asian Journal Of Distance Education*, 15(2), 1-X. <https://doi.org/10.5281/Zenodo.4362664>
- Bubb, S.; Jones, M. Learning From The Covid-19 Home-Schooling Experience: Listening To Pupils, Parents/Carers And Teachers. *Improv. Sch.* 2020, 23, 209–222.

- Buchari, &Matondang, Nazaruddin. (2017, Jun.). "The Impact Of Noise Level On Students' Learning Performance At State Elementary School In Medan." Aip Conference Proceedings.[Online]. Available: <https://doi.org/10.1063/1.4985498>. [Mar. 15, 2021].
- Camargo, C.P.; Tempski, P.Z.; Busnardo, F.F.; Martins, M.D.A.; Gemperli, R. Online Learning And Covid-19: A Meta-Synthesis Analysis. *Clinics* 2020, 75, E2286.
- Carlson, (2020) Context and Regulation Of Homeschooling: Issues, Evidence, And Assessment Practices; Publications Of The BurosCenter Professional Staff: Lincoln, Ne, Usa, 2020.
- Chtourou, H.; Trabelsi, K. (2020) Staying Physically Active During The Quarantine And Self-Isolation Period For Controlling And Mitigating The Covid-19 Pandemic: A Systematic Overview Of The Literature. *Front. Psychol.* 2020, 11, 1708.
- Dennen, V. (2020, March 16). People First. Content Second.Technology Third. <https://vanessadennen.com/2020/03/16/people-first-content-second-technology-third/>
- Donga, C.; Caob, S.; Lia, H. Young Children's Online Learning During Covid-19 Pandemic: Chinese Parents' Beliefs And Attitudes. *Child. Youth Serv. Rev.* 2020, 118, 2–9. [Google Scholar] [Crossref] [Pubmed]
- Dziubanet Et Al., 2018. Expanding Knowledge Of Parental Involvement In Children's Secondary Education: Connections With High School Seniors' Academic Success. *Social Psychology Of Education*
- E. Dorn, B. Hancock, J. Sarakatsannis, And E. Viruleg.2020 "Covid-19 And Student Learning In The United States The Hurt Could Last A Lifetime," Mckinsey Company.
- E.M. Edmonds & L.R. Smith. "The Effects Of Classroom Noise On Student Performance." [Online]. Available: <https://eric.ed.gov/?id=Ed244381>. [May 12, 2021].
- Franca, G. C. (2019). Conflict Resolution Skills and Team Building Competence of School Heads: A Model for Effective School Management. *SPAMAST Research Journal*, 7(1), 39-43
- Franca, Glenford C. Et Al., (2022). Teachers' Resiliency And The Schools' Readiness To Distance Education. *Epra International Journal Of Environmental Economics, Commerce And Educational Management*.
- Franca, Glenford C. Et Al., (2022). School Heads' Leadership Practices And Teachers' Perception On Schools Redadiness To Distance Education. *Epra International Journal Of Environmental Economics, Commerce And Educational Management*.
- Hanson, A. R. (2020, December 8). In A Post-Covid World, Will Online Learning Become The New Normal?

- H. Feng And J. Li. "Head Teachers, Peer Effects, And Student Achievement." China: University Huangzhou (Journal), 2016.
- Kong, Q. Practical Exploration Of Home Study Guidance For Students During The Covid-19 Pandemic: A Case Study Of Hangzhou Liuxia Elementary School In Zhejiang Province, China. *Sci. InsigtEdu. Front.* 2020, 5, 557–561. [Google Scholar] [Crossref]
- Kraaykamp, G., AndEijck, K. V. (2011). The Intergenerational Reproduction Of Cultural Capital: A Threefold Perspective. *Soc. Forces* 89, 209–231. Doi: 10.1353/Sof.2010.0087
- Lambert, S. (2018). Changing Our (Dis)Course: A Distinctive Social Justice Aligned Definition Of Open Education. *Journal Of Learning For Development*, 5(3), 225–244. <https://Jl4d.Org/Index.Php/Ejl4d/Article/View/290>
- Olcott, D., Jr.; Et Al., (2020). Why Parent Involvement Is So Important In Early Childhood Education: <https://Blog.Himama.Com/Why-Parent-Involvement-Is-Important-In-Preschool>
- Oyinloye, O. M. (2020). The Possible Impact Of Covid-19 On Senior Secondary School Students' Performance In Science Education In Nigeria. *Journal Of Pedagogical Sociology And Psychology*, 2(2), 80–85. <https://Doi.Org/10.33902/Jpsp.2020263901>
- ÖmerFarukTavşanlı&MizrapBulunuz (2017, Jun.). "An Evaluation Of Primary School Students' Views About Noise Levels In School". *International Electronic Journal Of Elementary Education*, [Online]. 9(4), 725-740.
- Pei, L., & Wu, H. (2019). Does Online Learning Work Better Than Offline Learning In Undergraduate Medical Education? A Systematic Review And Meta-Analysis. *Medical Education Online*, 24(1), 1666538. <https://Doi.Org/10.1080/10872981.2019.1666538>
- Pokhrel, S.; Chhetri, R. A Literature Review On Impact Of Covid-19 Pandemic On Teaching And Learning. *High. Educ. Future* 2021, 8, 133–141.
- Uilter-Pinner, H., & Ambrose, A. (2020). The 'New Normal': The Future Of Education After Covid–19, *lppr*. [Http://Www.lppr.Org/Research/Publications/The-New-Normal](http://Www.lppr.Org/Research/Publications/The-New-Normal)
- S. A. Agathangelou, C. Y. Charalambous, And M. Koutselini. (2016, Jul.). "Reconsidering The Contribution Of Teacher Knowledge To Student Learning: Linear Or Curvilinear Effects.," *Teaching And Teacher Education*. [Online]. Volume 57 ,Pages 125-138.

- Spinelli, M.; Lionetti, F.; Setti, A.; Fasolo, M. Parenting Stress During The Covid-19 Outbreak: Socioeconomic And Environmental Risk Factors And Implications For Children Emotion Regulation. *Fam. Process* 2020, 2–15.
- Stavridou, A.; Stergiopoulou, A.-A.; Panagouli, E.; Mesiris, G.; Thirios, A.; Mougialkos, T.; Troupis, T.; Psaltopoulou, T.; Tsofia, M.; Sergentanis, T.N.; Et Al. Psychosocial Consequences Of Covid-19 In Children, Adolescents And Young Adults: A Systematic Review. *Psychiatry Clin.Neurosci.* 2020, 74, 615–616. [Crossref] [Pubmed]
- Stelitano, L.; Doan, S. The Digital Divide And Covid-19: Teachers' Perceptions Of Inequities In Students' Internet Access And Participation In Remote Learning; Rand Corporation: Santa Monica, Ca, Usa, 2020;
- Tria, J., "The Covid-19 Pandemic Through The Lens Of Philippines: The New Normal", *International Journal Of Pedagogical Development And Lifelong Learning*", Vol 1, No. 1, Ep2001, 2020. Doi: 10.30935/ljpdll/8311.
- United Nations. (2020). Education During Covid-19 And Beyond. Policy Brief. https://www.un.org/development/desa/dspd/wpcontent/uploads/sites/22/2020/08/Sg_Policy_Brief_Covid-19_And_Education_August_2020.pdf
- United Nations, "Policy Brief: Education During Covid-19 And Beyond", 2020.
- Wang, G.; Zhang, Y.; Zhao, J.; Zhang, J.; Jiang, F. Mitigate The Effects Of Home Confinement On Children During The Covid-19 Outbreak. *Lancet* 2020, 395, 945–947. [Crossref]
- World Health Organization.Covid-19 Sprp Monitoring Framework-Global Overview.World Health Organization.
- Xiao (2021). From Equality To Equity To Justice: Should Online Education Be The New Normal In Education? In A. Bozkurt. (Ed.), *Handbook Of Research On Emerging Pedagogies For The Future Of Education: Trauma-Informed, Care, And Pandemic Pedagogy* (Pp. 1-15). Igi Global. <http://doi:10.4018/978-1-7998-7275-7.Ch001>
- Zhang, Q.; Zhou, L.; Xia, J. Impact Of Covid-19 On Emotional Resilience And Learning Management Of Middle School Students. *Med. Sci. Monit.* 2020, 26, E924994-1. [Crossref] [Pubmed]
- Zhao, Y.; Guo, Y.; Xiao, Y.; Zhu, R.; Sun, W.; Huang, W.; Liang, D.; Tang, L.; Zhang, F.; Zhu, D.; Et Al. The Effects Of Online Homeschooling On Children, Parents, And Teachers Of Grades 1–9 During The Covid-19 Pandemic. *Med. Sci. Monit.* 2020, 26, E925591. [Crossref] [Pubmed]