

Parent's Involvement Towards the Studies of Their Learners

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Abstract- Parents are one of the essential elements to a child's achievements. In accordance to the studies of development of a child's personality, the child-parent relationship has a major influence on most aspects of child's development. The study is titled "Parents Involvement towards the Studies of their Learners" this is on Quantitative design; it aims to know the level of parent's involvement and relationship between their students' performance in school. The respondent of this study was all Grade 12 students in Jagobiao National High School. Result indicated that student's performance has No Significant Relationship with parent's involvement. In addition, a learner Co-curricular activity has shown a significant relationship with parent's involvement. Moreover learners Extra-curricular activities also showed a significant relationship. Other factors, such as the number of respondents, are addressed for suggestion for the future researchers.

Index Terms- Parent's Attitude, Parents Involvement, Students Performance, Co-Curricular Activities, Extra-Curricular Activities

I. INTRODUCTION

Parents are one of the essential elements to a child's achievements. In accordance to the studies of development of child's personality, the child-parent relationship has a major influence on most aspects of child development. An optimal parenting skills and behavior of a parent to their children may lead to a positive impact on child's self-esteem, school achievement, cognitive development and behavior. In different circumstances when parental attitude have poor to constructive method of a child development, the impact of its behavior may lead to negative effect of their child's development. Therefore, parent's attitude really matters in their child's education.

Bordhan (2014) stated that the parental attitude can be negative and positive, negative attitudes of a parent towards to their child's education and schooling can prevent their children from getting education. Less parental support in school work, low level of motivation and poor self-esteem of children are the indicators of having negative parental attitude. Thus, it will lead their children to have a poor educational performance. On the other hand positive attitude of the parents can be beneficial to their children in many cases and can be reflected in improvement of their children academic performance. Parent's involvement and attitude really matter in child's learning.

Likewise Hesseinpour, Yazdani, and Yarahmadi (2015), concluded that most of the parents are not involved in their child's learning programs. Thus, a parent who does not take part to their child's learning is not responsible enough in having a positive attitudes and high level of involvement in the child's learning. Which proved that parent's involvement and attitude really significant in their child's learning meaning the more they get involved in, the more positive attitude they have toward their child's learning.

Borak, Kawser & Sharmin (2016), said that parent's attitude has an important role on student's academic activities. Eventually, this current study intends to assess the relation of parent's involvement towards the student's academic performance, correlate parent's attitudes with student academic performance.

II. IDENTIFY, RESEARCH AND COLLECT IDEA

Parents have an essential role in making their child's academic performance better but they have different ways in promoting the academic performance of their child (Ding, 2014). A healthy and effective way for child's development is when parents have been involved since the early education of their children (Mahamood, Tapsir, Saat, Ahmad, & Wahad, 2012). Furthermore, students perform better in academic work and extra curriculum activities if parents are involved in their child's education, student's background and income level of parents. Academic success of a student can be increase if parents involvement is present (Mante, Awareh & Kumea, 2016; Ogunsola, Osulale & Ojo, 2004). Home learning activities are the learning process of students which parents should be involved (Mahamood, Tapsir, Saat, Ahmad, & Wahad, 2012) to enhance the academic outcomes of children (Jaiswal & Choudhuri, 2017). A study shows (Tapor & Shelton, 2010) Students who get higher level of academic performance

most likely have parents that are involved in their studies. On the other hand, students who have lesser level of performance have less performance in academic.

A study confirmed that the perception of parents focusing on the learning process has a positive and negative effect on academic. The positive effects are: self-concept, humbleness, performs better and organizes, while the negative effects are: work avoidance, orientation and self-defeating ego orientation (Peixoto & Cavalho, 2009). Parents should give motivation and confidence to their learners by being involved in the adolescent's life, supporting and providing assistance when it comes to school (Schmuck, 2011) thus, this result in bridging the space between parents and school (Kaukab, 2016). Zehadani, Yazdani, Bagheri & Nabebeie (2016) Identifying child's talent and guiding them can have a big impact on the student's achievement through a mutual understanding and a close relationship between parents and students. Various studies have shown that successful children who came from sustaining, wholesome relationship are successful and have accomplished things in life (Noah, Aromolaran & Benson, 2015). As mentioned by Zahedani, Yazdani, Bagheri & Nabebeie (2016) children are more influence by their family.

Physical and mental healths are factors in influencing the correct and balance relationship between parents and their children (Zahedani, Yazdani, Bagheri & Nabebeie 2016). Family environment is also a factor that supports the learning capacity of students (Kashaku, Dibra & Priku, 2014) they also revealed that financial investments of parents increase the learning resources of children. Improving the child's academic performance varies in which parents, adult family members and siblings help to contribute to improve the academic performance (Chohan & Khan, 2010) motivations and home literary practices should be implemented in families in order for children to have great results in academic (Hosseinsppur, Sherkatolabbasi & Yarahmadi, 2015). In addition, a key of transforming students approach has been identified as student engagement which seeks in leading success (Wara, Aloka, & Odongo, 2018). The attitude of parents are strongly molded based on their background and environment (Avvisati, Besbas & Guyon, 2010) thus, they try to influence the learners in order for them to follow (McIntosh, 2008). Chandramuki, & Vrandana (2012) shows that family attitude contributes in forecasting the child's future. A study indicated that family characteristics (e.g. parents' educational level, parents' social economic status, family size, family structure, the place of the children within the family) can be factors in achieving academic success (Porumbu & Necroi, 2013) furthermore, helping and guiding their children are important factors in the child's success (McIntosh, 2008). In fact, environmental, social and economic factors greatly affect the lives of the students (Mante, Awareh & Kumea, 2016).

However, it has been noticed that parents ignore the physical health of their child by putting a lot of emphasis on learning (Kaukab, 2016). As stated on a law, when parents do not succeed in being part of their children's education, it is considered as parental negligence (Oundo, 2014). Study shows that authoritative parenting can be cause in low academic performance, creating negative consequences for the academic achievement of students (Borak, Kawser, & Sharmin 2016). On the other hand, study shows that parents are willing to make sacrifices for their child's education. It also shows that parents have high expectation on the academic performance of their children (Mahamood, Tapsir, Saat, Ahmad, & Wahad, 2012).

Adolescents who have positive and esteemed attitude on school has supportive parents and had less home stress (Schmuck, 2011). A study shows that parents who support their child's academic performance have a higher chance in pursuing higher education (Oundo, Poipoi & Were, 2014). In addition, when students are satisfied by the way they are living at home; they mostly end up becoming better in school life (Schmuck, 2011).

Therefore, parents have a great impact in a student's academic performance. Students perform better when parents show that they care about the studies of their children.

III. WRITE DOWN YOUR STUDIES AND FINDINGS

The researchers made an effort in presenting the data collected through a table.

The data were collected, appropriately analyzed and keenly interpreted on the basis of the respondents' answer.

Table 1
Students Performance in terms of Academic Activities

Content	Weighted Mean	Interpretation
1. I do my school activities every time my teachers give us.	3.55	Agree
2. When our teachers give us a group performance I make sure to do my part.	3.90	Agree
3. My attitude affects my performance in school.	3.66	Agree
4. I pass my project on time.	3.34	Agree
5. I do my best to make my academic performance better.	3.82	Agree
Overall Weighted Mean	6.65	Agree

Legend: Strongly Agree (5.00-4.01), Agree (4.00-3.26), Neutral (3.25-2.51), Disagree (2.50-1.76), Strongly Disagree (1.75-1.00) N=92

The table above shows the weighted mean of **student's performance in terms in their academic activities**. In terms of content, the statement "I do my school activities every time my teachers give to us" has 3.55 weighted mean and interpreted as agree. It indicates

that they are doing the entire task that teachers give to them on time. The statement “When our teachers give us a group performance I make sure to do my part” has 3.90 weighted mean which interpreted as agree. It shows that every time teachers give a group performance, practically students do their part. Along with the statement “My attitude affects my performance in school”, has 3.66 weighted mean interpreted as agree as well. Point out that when the students possess the attitudes of having good and bad performance, it will affect in their performance in school on how they will handle their attitude. Furthermore, the statement “I pass my project on time” evinces that students pass their project on the deadline period. Together with the statement “I do my best to make my academic performance better”, has 3.82 which interpreted as agree. The statement implies that students do all their most excellent performance in order to them to have a better academic attainment. The overall weighted mean of students’ academic performance has 6.65 which interpreted as agree, which indicates that students do their task well.

Table 2
Students Performance in terms of Co-curricular Activities

Content	Weighted Mean	Interpretation
1. I like to participate on quiz bees.	2.55	Neutral
2. I like to join Math Sayaw/Math Jingle contest and other contests in other subjects.	3.40	Agree
3. I like to join poem making essays and other literary contest in school.	2.79	Neutral
4. I like to participate in Science Quiz and other Quiz Competition.	2.48	Neutral
5. I like to participate in answering Math, Science, Social Studies and other Trivia Contest.	2.49	Neutral
Overall Weighted Mean	2.73	Neutral

Legend: Strongly Agree (5.00-4.01), Agree (4.00-3.26), Neutral (3.25-2.51), Disagree (2.50-1.76), Strongly Disagree (1.75-1.00) N=92

The table above shows the weighted mean of **student’s co-curricular activities in school**. In terms of content, the statement “I like to join Math Sayaw/Math Jingle contest and other contests in other subjects” got the highest weighted men which 3.40 and solely interpreted as agree. Evince that students like to participate in terms in their academic performance like joining contest. The entire statement of student’s performance in their co-curricular activities interpreted as neutral. This implies that there are several students that have less participation on joining their other academic contest in school. It shown above that the overall weighted mean of student’s co-curricular activities has 2.73 which interpreted neutral. Thereby, students depend on what kind of activity they will join in.

Table 3
Student’s Performance in terms of Extra-curricular Activities.

Content	Weighted Mean	Interpretation
1. I participate in school clubs.	2.78	Neutral
2. I join sports team in school.	2.82	Neutral
3. I sleep late to finish my club activities.	2.61	Neutral
4. I am present on our club meetings.	2.59	Neutral
5. I can manage between studying and being part of the school club.	2.70	Neutral
Overall Weighted Mean	2.68	Neutral

Legend: Strongly Agree (5.00-4.01), Agree (4.00-3.26), Neutral (3.25-2.51), Disagree (2.50-1.76), Strongly Disagree (1.75-1.00) N=92

It clearly shown above that the **students extra-curricular activities** weighted mean has 2.68 and it generally interpreted as neutral. The table above reveals that student’s join extra-curricular activities for the reason that it only depends on how they manage to make time allotment in school and other activities they perform whether it could affect their studies or not.

Table 4
Parents Involvement in terms of Learners Academic Performance

Content	Weighted Mean	Interpretation
1. My Parents have high expectations of my grade.	3.70	Agree
2. My Parents support me in my academic performance.	3.79	Agree
3. My Parents remind me of my assignments.	2.76	Neutral
4. My Parents help me to do my academic performance when they know I have difficulties of it.	2.84	Neutral
5. My Parents give me pieces of advice about how I will work my academic performance.	3.25	Neutral
Overall Weighted Mean	3.65	Agree

Legend: Strongly Agree (5.00-4.01), Agree (4.00-3.26), Neutral (3.25-2.51), Disagree (2.50-1.76), Strongly Disagree (1.75-1.00) N=92

In terms of content, the statement “My Parents have high expectation on my grade” has a weighted mean of 3.70 that tells under the interpretation of agree. This means that the students agree that the parents have high expectation when it comes to grade related. Together with the statement “My Parents supports me in my academic performance has a weighted mean of 3.79 in which it falls under the interpretation of agree. This indicates that the students` parents have supported their learners in academic performance. As well as to the statement “My Parents give me a piece of advice about how I will work my academic performance” has a weighted mean of 3.25 that belongs to neutral. This means that the learner’s parents sometimes give them advice on how to work on their academic performances. Generally, the weighted mean has 3.65 which interpreted as agree. Evince that parents give vital support in their student’s academic performance.

Table 5
Parent’s Involvement in terms of Learner’s Co-curricular Activities

Content	Weighted Mean	Interpretation
1. My Parents are supportive of me in participating quiz bees.	2.86	Neutral
2. My Parents encourage me to participate on literature contest like poems & essays.	2.61	Neutral
3. My Parents inspire me in making a poster.	2.61	Neutral
4. My Parents help me study when I join school academic contest.	2.42	Neutral
5. My Parents boost my confidence in joining school academic contest.	2.74	Neutral
Overall Weighted Mean	2.65	Neutral

Legend: Strongly Agree (5.00-4.01), Agree (4.00-3.26), Neutral (3.25-2.51), Disagree (2.50-1.76), Strongly Disagree (1.75-1.00) N=92

The table above shows that the statement “My Parents are supportive of me in participating quiz bees” has a weighted mean of 2.86 that belongs under the interpretation of neutral. This means that parents are unsupportive to their child when it comes to quiz bees. The statement “My Parents inspire me in making in making a poster” has a weighted mean 2.61 and interpreted as neutral. It means that the parents do not inspire nor inspire their children in making posters. Furthermore, the statement “My Parent’s boost my confidence in joining school academic contest” that has weighted mean of 2.74, which interpreted as neutral. It means that a parent does not boost their child’s confidence in joining academic contest.

Table 6
Parent’s Involvement in terms of Learner’s Extra-curricular Activities

Content	Weighted Mean	Interpretation
1. My Parents are always there to watch me on my stage performance.	2.24	Neutral
2. My Parents are very supportive to my extra-curricular activities like joining sports or school organization.	3.35	Agree
3. When I have a bad time balancing my studies and school clubs, my parents are there to help me.	2.78	Neutral
4. When it comes to my school gathering for my school performance, my parents are there.	2.71	Neutral
5. My parents encourage me to perform better in school.	2.45	Neutral
Overall Weighted Mean	2.9	Neutral

Legend: Strongly Agree (5.00-4.01), Agree (4.00-3.26), Neutral (3.25-2.51), Disagree (2.50-1.76), Strongly Disagree (1.75-1.00) N=92

In terms of content, the statement “My Parents are always there to watch me on my stage performance” has a weighted mean of 2.24 that falls under the interpretation neutral. This means that parents are sometimes present in a child’s stage performance. The statement “When I have a bad time balancing my studies and school clubs, my parents are there to help me” has a weighted mean of 2.78 that is interpreted as neutral. This means that parents sometimes help their learners in balancing their studies and school clubs. Furthermore, the statement “My Parents encourage me to perform better in school” has a weighted mean of 2.45 and falls under the interpretation of neutral. This means that parents could not always encourage their children to perform better in school.

Table 7
Parent’s Involvement and Areas of Learning of the Learners

Factors	X ²	Df	X ² (0.5)	Decision	Interpretation
Academic Task & Parent's Involvement	12.11	6	12.6	Failed to Reject	Not Significant
Learners Co-curricular & Parents Involvement	22.86	4	9.49	Reject	Significant
Learners Extra-Curricular Performance & Parents Involvement	20.97	6	12.6	Reject	Significant

The table above shows the value of computed chi-square in terms in student's academic task and their parent's involvement. It shows above the computed value of 12.1123 and a critical value of 12.6. Thus, the decision is failed to reject. There is no significant relationship between the academic task and parent's involvement towards their learners. Factors that influence the academic achievement of students traced back to how parents motivate their learners (Ogunsola, Osyolate & Ojo, 2016). When parents attitude is contrary to what student's need in their studies it absolutely adverse to student's performance in school.

The table above shows a computed value of 22.86 and a critical value of 9.49. The decision is to reject the hypothesis. This indicates that there is a significant relationship between the learners co-curricular and parent involvement. In other words, parent's involvement in their learner's co-curricular activities in school would lead to positive outcomes in students learning. Zanedani, Tazdani & Bagneri (2016), indicates that parental involvement and warmth in their child's learning are significant predictors for academic achievement. Furthermore the study of Chowa, Masa and Tucker (2013), implies that the parental involvement in a child's education is consistently found to be positively associated in a child's academic performance.

The table above shows a computed value of 20.97 and a critical value of 12.6. Which entails that decision is to reject the hypothesis. It reveals that there is a significant relationship between learner's extra-curricular performance and parent's involvement. Parental school involvement activities such as communication with the school and participation in school activities were significantly associated with high educational background of students (Jaiswal & Choudhuri, 2017). Point out that there are parents who give inflate support in their learner's extra-curricular activities.

IV. GET PEER REVIEWED

Here comes the most crucial step for your research publication. Ensure the drafted journal is critically reviewed by your peers or any subject matter experts. Always try to get maximum review comments even if you are well confident about your paper.

For peer review send you research paper in IJSRP format to editor@ijsrp.org.

V. IMPROVEMENT AS PER REVIEWER COMMENTS

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VI. CONCLUSION

The aim of this research was to evaluate the parent's involvement of their students' performance in school. As a result revealed, researchers found out that there was poor involvement of parents towards to their students' academic performance. In one hand, it shows that when it comes to the student's co-curricular and extra-curricular activities parents has high level of involvement. Therefore, there are parents that give less effort in helping their child's academic task however they give more support in co-curricular and extra-curricular activities in their child's performance.

APPENDIX

Research Instrument

Name: _____ Age: _____ Sex: _____ Strand: _____

Academic Average (1st Quarter): _____

Instruction: Please check (✓) and rate honestly based in what you actually feel about the given statements and use the following scales:

5 -- Strongly Agree 4 -- Agree 3 -- Neutral 2 -- Disagree 1 -- Strongly Disagree

Part I. Student's Performance	(5)	(4)	(3)	(2)	(1)
A. Student's Academic Performance					
1. I do my school activities every time my teachers give us.					
2. When our teachers give us a group performance I make sure to do my part.					
3. My attitude affects my performance in school.					
4. I pass my project on time.					
5. I do my best to make my academic performance better.					
B. Student's Co-curricular Performance					
1. I like to participate on quiz bees.					
2. I like to join Math sayaw/Math jingle contest and other contests in other subjects.					
3. I like to join poem making essays and other literary contest in school.					
4. I like to participate in Science quiz and other school quiz competition.					
5. I like to participate in answering Math, Science, Social studies and other trivia contest.					
C. Student's Extra-Curricular Performance					
1. I participate in school clubs.					
2. I join sports team in school.					
3. I sleep late to finish my club activities.					
4. I am present on our club meetings.					
5. I can manage between studying and being part of school club.					
Part II. Parent's behavior and attitude towards the studies of their learners in terms of:					
A. Students' Academic Performance					
1. My Parents have high expectations of my grades.					
2. My Parents support me in my academic performances.					
3. My Parents remind me of my assignments.					
4. My Parents help me to do i my academic performance when they know I have difficulties of it.					
5. My Parents give me pieces of advice about how I will work my academic performance.					
B. Student's Co-curricularlar performance					
1. My parents are supportive of me in participating quiz bees.					
2. My Parents encourage me to participate on literature contest like poems & essays.					
3. My Parents inspire me in making a poster					
4. My Parents help me study when I join school academic contest.					
5. My Parents boost my confidence in joining school academic contest.					
C. Student's extra-curricular performance					
1. My parents are always there to watch me on my stage performance.					
2. My parents are very supportive to my extra-curricular activities like joining sports or school organization.					
3. When I have a bad time balancing my studies and school clubs, my parents are there to help me.					
4. When it comes to my school gatherings for my school performance, my parents are there.					
5. My parents encourage me to perform better in school.					

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