

PARENTAL INVOLVEMENT TO GRADE 11 AND GRADE 12 STUDENTS TO THEIR ACADEMIC ACHIEVEMENTS

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ABSTRACT

The purpose of this research is to investigate the influence of parents Grade 11 and Grade 12 Students to the latter's academic success. The study used descriptive quantitative survey research design. There are respondents involved are 30 students, 10 teachers, and 30 parents. The locale of the study are the private and public schools in Naval, Biliran namely: Biliran Province State University- Laboratory High School, Naval School of Fisheries, Naval National High School and the Cathedral School of La Naval.

KEYWORDS: *Academic Achievement, Parent, Student, Education Level, Education*

INTRODUCTION

Parental education has an important impact on children's educational outcomes. This is true for both parents' education. In particular, having parents who hold a higher education degree seems to particularly favor educational projections. This may be because children growing up in families where the education level of the parents is high inherit to some extent the learning ability. School plays a key role in the intellectual, physical, social and emotional development of a child and his well-being. But for 6.2 million Filipino children, there are major barriers such as geographic location, and poor socio-economic status that make school attendance quite difficult. For scholars alike, the idea of education is one of the key factors to escaping the cycle of the family hardships. In addition, parents played a huge factor is that motivates student and influences his/her drive to be successful in the future. In addition, Parents' educational level is an important predictor of children's educational and behavioral outcomes (Davis-Kean, 2005; Dearing, McCartney, & Taylor, 2001; Duncan, Brooks-Gunn, & Klebanov, 1994; Haveman & Wolfe, 1995; Nagin & Tremblay, 2001; Smith, Brooks-Gunn, & Klebanov, 1997). According to Young & Smith (1997), children of well-educated and well-off parents do better in academic assessments than children of high school or secondary level educated parents. Education has an important role in the nation's improvement as well as developing one's character, it is considered to be a life line for any a nation and society in general, the competence of learners not only requires great effort, but it greatly depends to quality of schools, educators, and most importantly the support and guidance of parents this solidifies the supposed learning processes. It is worth noted that attending parents' deep value of education greatly influence the way parents perceived and value in education, and this can be reflected to the way and manner parents' guide their children. Thompson et. al. (1988) noted that parents' level of education influences adolescent's educational outcome. Parental involvement in the education of their children include a wide range of behaviors including investment of resources to education with the intention of improving their children's learning. Meanwhile, Jacquelyn (2005) strongly points out that there is a relationship between the parents' level of

education to their children's academic achievements. Another stereotype, Karshen (2003) says that students whose parents are well educated get higher positions than those whose parents are not educated. Hence, there is a huge propensity that educated parents help their children in school work activities and can financially sustain their children education needs. Dave and Dave (1971) found that high achievers belong to homes with parent's higher education level while low academic students belong to those with parent's low education level. Moula (2010) strongly argues the importance of parent's participation for the success of their children and even it is considered to be an unalterable conclusion. Hence, parent's extreme involvement solidifies the latter's conclusion and had showed positive correlation between this variable and students. Conger et al., 2002 and McLoyd, 1989, presents parent education, would predict the quality of family interactions and child behavior and attitudes towards education.

On the other hand, Guerra & Huesmann, 2004; Huesmann, 1998; Huesmann, Eron, & Yarmel, 1987, strongly claim that parental education status and the quality of family interactions at home greatly influences children behavior that would eventually shape, by late adolescence, educational achievement and aspirations for future education and occupational success.

However, several researchers never come to a mutual agreement. They argue that children's academic achievements in most case do not necessarily depend on parent's educational level. Hawkes (1995) in his research on parents' educational attainments concluded that it does not affect students' academic achievements. Thus, it is possible that low socioeconomic status (including low parental educational levels) could affect family's perception toward education and subsequent interaction patterns and most likely influence child behavior problems especially attitude toward education (measured in our study by aggression), and worst would result to lowered academic and achievement-oriented attitudes over time (Dubow, E. F., Boxer, P., & Hussmann, L. R. 2009).

This study examines the influence of parents to the academic achievements of their children primarily focused on Grade 11 and Grade 12 Senior High School students.

Objectives of the Study

This study aims to investigate the influence of parents to the academic achievements of their children currently enrolled in the Grade 11 and Grade 12 Senior high school students.

Specifically, it answers the following questions.

- Determine the level of education of parents;
- Students least and favorable course subjects; and
- The frequency of involvement of parents to the educational activities of their children.

Theoretical Background and Framework

This theory is anchored on the theory of Educational Attainment Theory; Parental Involvement Theory and Social Capital Theory. Educational Attainment Theory which is embedded in the Human Capital Theory. The principle of this model is that there is a finite number of possible educational alternatives. Each individual alternative yields a certain utility to the individual. The net utility of an educational alternative is expressed in terms of the difference between the "returns" and the "costs" associated with these alternatives for any individual with specific characteristics and constraints (Lauer, 2001).

The second theory is focused on the Parental Involvement Theory which is associated and conceptualized in three dimensions based on how parent-child interactions affect students' schooling and motivation; behavioral involvement which refers to parents' public actions representing their interest in their child's education, such as attending an open house or volunteering at the school. Personal involvement includes parent-child interactions that communicate positive attitudes about school and the importance of education to the child. Lastly, Cognitive/ intellectual involvement refers to behaviors that promote children's skill development and knowledge, such as reading books and going to places of learning. Parental Involvement, according to this theory, affect student achievement because these interactions affect students' motivation, their sense of competence, and the belief that they have control over their success in school (Grolnick, et.al., 1994-1997)

Lastly, Social Capital Theory which contends that social relationships are resources that can lead to the development and accumulation of human capital. For instance, a stable family environment can support educational attainment and support the development of highly valued and rewarded skills and credentials. In evolutionary terms, social capital can be defined as any feature of a social relationship that yields reproductive benefits (Richard Machalek and Michael W. Martin, 2015).

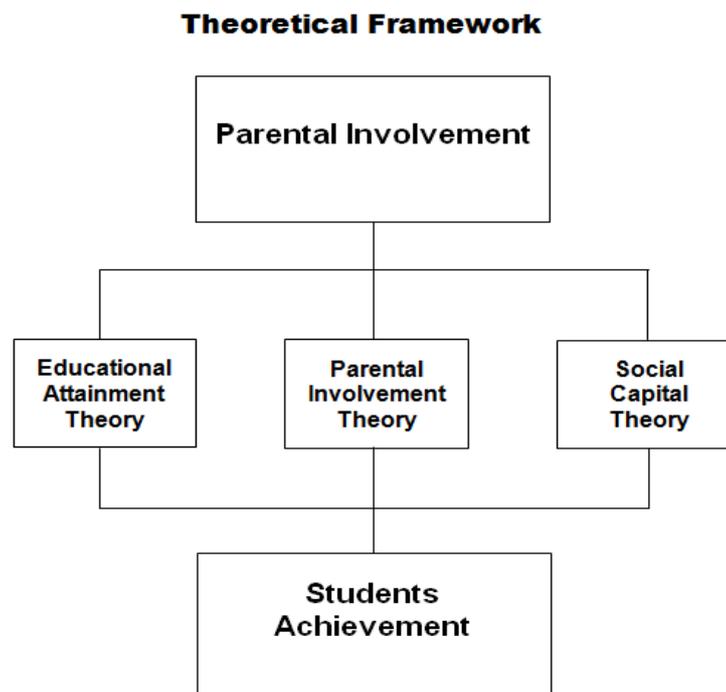


Figure 1

LITERATURE REVIEW

The Educators and Parents

Parents want their children to be healthy, happy, and most importantly successful by providing their children with food, clothing, and life learning principles with this comes good education. Parents considered to be the first preceptors greatly valued the importance of education with this parents enroll their children in a school that shares the same philosophy and promotes life-long learning and skills. In addition, parents education and family interaction patterns during childhood can also be linked more directly to the child's development and aspiration for academic success and attitudes. In the general social learning and social cognitive framework (Bandura, 1986; and Anderson & Huesmann, 2003; Huesmann, 1998).), the

behavior is shaped in part by observational and direct learning experiences. Those experiences lead to the formation of internalized cognitive scripts, values, and beliefs that guide and maintain behavior over time. According to Eccles, 1993; Eccles, Vida, & Barber, 2004; Eccles, Wigfield, & Schiefele, 1998, argued that cognitive process accounts for the emergence and persistence of achievement-related behaviors and ultimately to successful achievement. Eccles's framework emphasizes, in particular, the importance of children's expectations for success, with parents assuming the role of "expectancy socializers" (Frome & Eccles, 1998, p. 437).

On the other hand, the study was guided by the family deficit model by June 2017 and the risk and protective theory by (Seifer, 2016). According to this principle, the family deficit model views the nuclear family or a two-parent family's structure. According to this model, single-parents have most likely had negative impact on children simply because they do not have a nuclear family June (2017). The risk protective factor theory was developed early 2017 and does not regard single parents as irregular (Seifer 2016) because the foundation for the model is that all families have both strengths and weakness.

Studies Suggest that Parental Involvement in Education

Is dependent on the parental level of education. The level of parent's education is part of a larger constellation of psychological and sociological variables influencing children's motivation toward education. This stems from the fact that parents' high educational attainment access to resources, such as considerable income, time, energy, and community contacts, which allow for greater parental involvement in a child's education. In addition, parental level of education influences children's knowledge, beliefs, values, and goals about childrearing, so that a variety of parental behaviors are directly related to children's school achievement. In this regard, parents' involvement to their children education greatly facilitates involvement in their children's education and also enable parents to acquire and model social skills and problem-solving strategies conducive to children's school success.

The Evidence about the Beliefs of Parents

Being involved in their children's education in general and their literacy in activities, in particular, is overwhelming and shows greater impact. Research shows that parental involvement in their children's learning positively affects the child's academic achievement in both basic and higher education (Fan and Chen 2001). Hence, these leads to higher academic achievement, greater cognitive competence, greater cognitive competence, greater school enjoyment better school attendance and fewer behavioral problems at school (Feinstein and Symons 1999). Similar impacts have also been identified with regards to literacy practices. For instance, early reading experiences with parents prepare children for the benefit of formal literacy instruction. Indeed parental involvement in their children's reading has been found to be the most important determinant in language and emergent literacy. Although parental involvement has the greatest effect in the early years, its importance to children's educational and literacy outcomes continues into the teenage and even adult years (Desforges and Abouchaar, 2003). For example, Feinstein and Symons (1999) found that parental interest in their child's education was the single most powerful predictor of achievement.

The Positive Relations between Parents' Levels of Education

Parents' expectations for their children's success (Davis-Kean, 2005), suggests that more highly educated parents actively encourage their children to develop high expectations of their own particularly more aspirations leading to unprecedented achievements.

METHODOLOGY

Research Design and Instrument

The study employed a data design strategy to collect 30 Students, 30 parents, and 10 teachers for statistical analysis of the population sample. The researchers also employed a questionnaire created by the research department and validated by both the research department and the graduate school.

Research Locale

The study is conducted in the selected public and private schools all situated in Naval Biliran namely: Biliran Province State University- Laboratory High School; Naval School of Fisheries; Naval National High School; and the Cathedral School of La Naval.

Research Respondents

Respondents include selected Grade 11 and Grade 12 Senior High School Students, parents, and teachers.

Data Procedure and Collection

Letter of consent are given to the research respondents asking permission to gather pertinent information of the study. Results of the study were tallied and analyzed to providing clearer perspective of the study.

RESULTS AND DISCUSSION

This section presents the results and discussion of the study. The conclusion and recommendation of the study are also presented to give a viable reflection and description of the study.

Table shows that seventy three percent (73%) of the respondents are College Graduates while ranked second are High School Graduates, while last on the rank is three percent with three percent (3%).

Table 1: Educational Level of the Respondents

Level of Education	Educational Attainment	Percentage
Doctorate	1	3%
Master	0	0
College Graduate	21	73%
College Level	1	3%
Vocational	0	0
High school graduate	6	21%
Total	29	100%

Table 2 shows the overall data of the Students on their Academic performance of the identified public and private schools.

The results of studies in Academic performances of students who participated, majority of the students highly topics in Social Sciences with fifteen (15) a very satisfactory its followed by Science Activities with fourteen (14) very satisfactory then language with twelve (12) satisfactory and mathematics twelve (12) satisfactory, drawing with eleven (11) satisfactory and only physical education have a rating of eight (8) which is outstanding. Data showed based on a study of the performance of the students included in the study.

Table 2: Students Course Subject Preference

Course Subjects	Poor 1	Unsatisfactory 2	Satisfactory 3	Very Satisfactory 4	Outstanding 5
Science Activities	0	1	10	14	2
Mathematics	0	3	12	8	5
Language	0	3	9	12	4
Drawing	2	5	11	6	2
Physical Education	1	4	5	8	8
Social Science	1	1	5	15	3
Total	4	17	52	63	24

RATING-EQUIVALENT

Naval State University

There are 10 Respondents are expected to participate in the survey questionnaires given to the Adviser but only 9 questionnaires will return.

Table 2(a)

Name of Students Grade 11	Academic Achievements	Name of Parents	Educational Attainment
1. Mark Vincent sCarbo	3-1 4-2 5-3 Total=12-6	Levita S. Carbo	College Level
2. Rhen M. Ameril	3-2 4-2 5-2 Total=12-6	Noron Ameril	College Graduate
3. VictorJohn P. Abegoria	3-1 4-4 5-1 Total=12-6	Luisa P. Abegoria	College Graduate
4. Gilla May Evardone	3-1 4-3 5-2 Total=12-6	Miramar Serrion	College Graduate
5. Christine Joy B. Noquera	3-2 4-1 5-3 Total=12-6	Jedelyn C. Bayo-on	College Graduate
Total= 5			
Name of Students Grade 12	Academic Achievements	Name of Parents	Educational Attainment
1. Dan Russel C. Madija	3-1 4-4 5-1 Total=12-6	1. Danelo V. Madija	College Graduate
2. Monah Rosaupan	2-2 3-2 4-1 5-1 Total=14-6	2.Nanay L. Rosaupan	College Graduate
3. Arve S. Capales	3-1 4-3 5-2 Total=12-6	3.Martha Adelina S. Capales	College Graduate
4. Sheena Carinne C. Moncada		4. Narciso R. Moncada	College Graduate
Total=4			

Cathedral School of La Naval

Out of Teen respondents only six questionnaires will return.

Table 2(b)

Name of Students Grade 11	Academic Achievement	Name of Parents	Educational Attainment
1. Ramises Bongabongjr	4-4 5-2 Total=9-6	Ramises V. Bongabong	College Graduate
2. Eunice Gecera	2-2 3-2 4-2 Total=9-6	Lilibeth Gecera	College graduate
3. Ayessa Joy E. Verdán	3-1 4-4 5-1 Total=12-6	Maribel E. Verdán	College Level
Total=3			
Name of Students Grade 12	Academic Achievement	Name of Parents	Educational Attainment
1. Manito MamzBaco	1-1 3-2 4-3 Total=8-6	Marvel SocuanoBaco	College Graduate
2. Jay Majait	2-1 3-2 4-3 Total=9-6	Romelia C. Majait	CollegeLevel
3. Marielle Nierras	1-3 2-1 3-2 Total=6-6	Mario C. Nierras	Doctor of Philosophy
4. Almabella A. Gecole	3-3 4-3 Total=7-6	Arlyn A. Gecole	College Graduate
5. Anne Gawil C. Dacer	1-1 3-3 4-2 Total=8-6	Gemma C. Dacer	College Graduate
Total=5			

Naval School of Fisheries

Out of ten Respondents given Questionnaire's five for grade 11 and five for grades 12 the return questionnaires are only 6.

Table 2(c)

Name of Students Grades 12	Academic Achievement	Name of Parents	Educational Attainment
1. Sharlyn Yuonne Senining	2-1 3-5 Total=5-6	Mannelyn S. Senining	College Graduate
2. Barte Mane Rose A.	3-1 4-5 Total=7-6	Ruthie L. Abenido	College Graduate
3. Lynie Ma Cabaltierra	2-2 3-4 Total=5-6	Lydia Caballtierra	High School Graduate

4. Dianne Pearl Abeniedo	3-4 4-2 Total=7-6	Teddy M. Abenido	College Graduate
5. Shevawn Pearl L. Lorenio	3-3 4-3 Total=7-6	Marvel L. Lorenzo	College Graduate
Total=5			
Name of Students in Grades 11	Academic Achievement	Name of Parents	Educational Attainment
1. Lourine Abilar	2-3	Lucy Abilar	First-year high school
	3-3 Total=5-6		
Total=1			

Naval National High School

The respondents of Grades 12 are only 3 and 2 for Grades 11

Table 2(d)

Name of Students in Grades 12	Academic Achievement	Name of parents	Educational Attainment
1. Medger B. Saul	3-2 4-3 5-1 Total=12-6	Estela B. Saul	College Graduate
2. Altoneth P. Cabaniero	2-2 3-3 4-1 Total=9-6	Antonio C. Cabaniero	High School Level
3. Christian U. Montes	2-3 3-1 4-1 5-1 Total=14-6	Julian Vaporoso Montes	High School Level
Total=3	35=		
Name of Students in Grades 11	Academic Achievement	Name of Parents	Educational Attainment
1. Gatele Cathy A.	3-2 4-4 Total=7-6	Ruben Gatela /Evelyn Aldonza	High school Level
2. Marlon Brando Compasano	3-2 4-2 5-2 Total=12-6	Marlon Roble Leyte/ Juanita Cruz Compasano	College Graduate
Total=2			

Table 3 shows the frequency of parents' involvement in their children academic performance. Data shows that sixty four percent (64%) of the parents are involved in their children academic activities while only thirty two percent (32%) of the parents are consistently involved and lastly only four percent (4%) projects no involvement.

Table 3: Parents Involvement

Parents Involvement	Frequency	Percent
Always	9	32%
Sometimes	18	64%
Not At All	1	4%
Total	28	100%

CONCLUSION

Based on the findings of the study, the following conclusions were drawn:

It is manifested in the study that majority of the parents are involved in their children's academic endeavors. The result of the study highly manifests the importance of the involvement of parents, it only shows that parents in general highly values the education of their children.

It is reflected in the study, that the parents with high educational attainment clearly guides their children in whatever academic aspirations of their children. This can be manifested in the literature Lauer (2001) which states that parental education has a significant impact on children's educational outcomes and with parents who hold higher education degree seems to particularly favor educational prospects.

RECOMMENDATION

Based on the findings and conclusion of the study, the following are the recommendations:

- Further and comprehensive follow-up study should be conducted on Parental Involvement and their children's academic achievements.
- There should be a proposed framework that supports parents and children that is "out of the grid" that may help improve the academic status of the learners.
- It is highly recommended that the institution of learning must devise a program or framework that help students and parents to adapt and help adapting the challenges of the present academic environment through strengthening students-parents and school partnerships.

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