

## Epstein Model of Parental Involvement and Academic Performance of Learners

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### Abstract

Children do better in school when parents are involved in their academic lives. Parental involvement has a big influence on the academic performance of the learners. This involvement does not only focus on the learners' academe but also on the learners' proper behavior at home and schools, learners' safety and social life, parents and school's relations, parent-child communication and even financial support. Results revealed that all indicators, namely: learning at home; decision making; school-community involvement; and communicating, had a grand median of 5.00, verbally interpreted as "usually." It is recommended that teachers and parents' motivation and positive reinforcement on learning activities should be enhanced and intensified for higher academic performance. Parents should sustain their support and efforts in setting home conditions in child's learning. Adopt-a-neighbor child program can help in achieving the goals of the department. A teacher can tutor the learners nearby who lack knowledge provider at home. The school can maximize the use of community through strengthening barangay partnership to ensure that quality learning still takes place in the new normal.

**Keywords:** Polytechnic University of the Philippines, Parental Involvement, Academic Performance, learning at home, decision-making, school-community, communicating

### Introduction

The term parental involvement is not new to all. Parental involvement has already been around since schooling started. But not everyone is conscious of how parental support or involvement in many ways affects the success of the child in his or her education. Parental involvement has many varieties of techniques which lead to every pupil's success. Most schools promote a healthy presence of the parents through school programs. Families also get the chance to volunteer to be part of various school activities. Generally, it refers to the relationship between parents and children at home and in school which helps each pupil to achieve high academic performance.

Laws and programs are being introduced now a day. One example is the No Child Left Behind Act of 2001 in America. This law is built on the four principles that give a framework for households, instructors and societies to collaborate to improve the classroom instruction. Transparency of outcomes, local control and adaptability, improved individual liberty, and efficient and productive research-based initiatives are examples of such principles.

In the Philippines, the House Bill No. 5243, known as Nanay-Teacher Parenting Program Act of Congressman Win Gatchalian which encourages parental interest in education. This program teaches every parent to be a daughter or son's mentor. The Congressman launches this initiative in different provinces to provide adequate information to parents on how to bring up their child well. It also provides training which equips parents to be familiar with the education of their children.

The Parents for Education Foundation (PAREF), founded by a group of parents, is a foundation in the Philippines that seriously believes the role of family in their children's formal schooling.

There are currently PAREF-accredited schools in Metro Manila, Cebu, and Iloilo as well as one in Cagayan De Oro. Parents are heavily involved in the funding, marketing, and management of these institutions. They are mentored or coached by experienced and senior parents as well as school personnel.

Cabiao is a first-class municipality in the province of Nueva Ecija, Philippines. It has 20 public elementary schools, 4 private schools offering both elementary and secondary, 6 public high schools, and 2 colleges and universities. Although most learners participate actively during classroom discussion and school events, some learners were having trouble in their studies. During lessons, learners lost attention and some had difficulty reading. Thus, based on the record of attendance during the Parents – Teacher Conference, not all parents are exerting effort to attend such activity. Mostly same faces of parents are attending the regular quarterly meeting. There are some parents who don't appear at all. Parents seem to be neglectful to attend to the needs of their children.

The Epstein Theory of Parental Involvement by Joyce Epstein and the Ecological Systems Theory of Urie Bronfenbrenner served basis of the researchers to determine the association between parental participation and grade 2 students' academic success. The specific problems of the study are fitted to Epstein Theory of Parental Involvement in relation to learning at home, decision making, school-community involvement and communicating.

To determine the relationship between parental involvement and academic performance of Grade 2 learners, the researchers arrived on identifying the following:

1. learners' academic performance in Grade 1;
2. extent of parental involvement in terms of the following aspects;
  - a. Learning at home
  - b. Decision making
  - c. School-community involvement; and
  - d. Communicating
3. significant relationship between parental involvement and learners' academic performance.

The results of this study maybe beneficial and serve as baseline data for Department of Education, School Administrators, Teachers, Parents and Community in organizing school programs and activities enhancing the harmonious relationship between the school and external stakeholders and most specially to learners.

### **Materials and Methods**

The researchers used correlational descriptive method using survey as the instrument to find the correlation of parental involvement and academic performance of the learners. The study was conducted in the selected public elementary schools in Cabiao, District.

The simple random sampling technique, especially fish bowl technique, was used in the research study with the total of 248 grade 2 parents from four selected schools.

Survey questionnaire was used as the main tool in gathering the needed data. The questionnaire is divided into four parts: Part one (1) refers to the child's learning at home. Part two (2) is about the parent's decision making. Part three (3) is the parent's school-community involvement. Part four (4) is parent's communicating with the child and the school.

After the data were retrieved, tabulation, interpretation and analysis were administered by the researchers. The statistical tools used in the study were Median and Pearson r Formula for the significant relationship.

Below is Table 1 of six-point likert scale to distinguish the weight of responses and its verbal interpretation.

**Table 1. Likert Scale in Distinguishing the Weight of Responses**

Scale	Level of Agreement	Abstraction
6	Strongly Agree	Parents <b>always</b> put high regard on their involvement
5	Agree	Parents <b>usually</b> put high regard on their involvement
4	Slightly Agree	Parent <b>often</b> put high regard on their involvement
3	Slightly disagree	Parent <b>sometimes</b> put high regard on their involvement
2	Disagree	Parent <b>seldom</b> put high regard on their involvement
1	Strongly disagree	Parent <b>never</b> put high regard on their involvement

Below is Table 2 of Descriptors of Learner's Progress as reference on the academic performance of the learners.

**Table 2. Descriptors of Learner's Progress**

Descriptor	Grading Scale	Remark
Outstanding	90 - 100	Passed
Very Satisfactory	85 - 89	Passed
Satisfactory	80 - 84	Passed
Fairly Satisfactory	75 - 79	Passed
Did not meet expectations	Below 75	Failed

## Results and Discussion

### *Learners' Academic Performance*

Out of 248 learners, 163 or 65.7% of them obtain a grade ranging from 86-90. On the other hand, there are 8 or 3.2% of the learners have a grade from 76-80. According to Steinmayr et. al (2017) academic performance represents performance outcomes that indicate the extent to which a person has achieved specific goals that were the focus of activities in educational environments, specifically in school, college, and university. Academic performance plays an important role in the life of each individual within developed societies.

### *Extent of Parental Involvement in Terms of Learning at Home*

The statement "I ensure that my child has school supplies like pencil and paper" got the highest median of 6.00, verbally interpreted as always.

The rest of the statements on learning at home got the same median of 5.00, verbally interpreted as usually which leads to a grand mean of 5.00. As relevant to the result, Amponsah, et. al (2018) revealed in their study that parents encourage and track their children's studies at home that are at the top of the line. Furthermore, according to Ocampo (2015) young students whose parents read to them tend to have better language acquisition, literacy progress, later reading comprehension

performance and higher overall success in school programs thus involving parents in their children's education were also shown to increase the academic performance of the students. In the same manner, Kiser (2020) said that children's imagination and critical-thinking skills are enhanced when their parents are involved.

#### ***Extent of Parental Involvement in Terms of Decision Making***

The statements “I ensure that my child attends school regularly” and “I choose the best school for my child” obtained the highest median of 6.00, verbally interpreted as Always. While majority of the statements in terms of Decision Making got a median of 5.00, verbally interpreted as Usually.

Decision Making got a grand median of 5.00, verbally interpreted as Usually. Supported by Yaseen, et. al. (2017) parents' decision-making process about their children's education and children's participation in such processes offers a lot of the children's success and better academic performance. In addition, Nanay-Teacher Program (2018) helped in improving School-Based Management (SBM), a technique for decentralizing learning management and decision-making in school activities with the goal of bringing together school officials, students and parents to facilitate quality education.

#### ***Extent of Parental Involvement in Terms of School-Community Involvement***

School-Community Involvement obtained a grand median of 5.00, interpreted as Usually. All of the statements obtained a median of 5.00, verbally interpreted as Usually.

According to Lee-Chua (2012) parents should attend school meetings and events, meet with teachers, and speak to the child about what they're doing and what they're learning at school. Moreover, Hilton (2014) said find time to have lunch at school with your elementary-aged children, take part in field trips, attend extracurricular activities such as athletic events and musical performances, and join and become involved in the PTA. Kemp (2017) stated that schools and the community are one unit, and collaboration with all sectors of the community is critical to assisting children in reaching their full potential. Collaboration between the community and schools enhances and strengthens the values, culture, and learning experiences that schools should have for their students. Furthermore, Gary et. al. (2011) said that as teachers, parents, families, and communities work together to promote learning, students tend to earn higher grades, go to school more frequently, stay longer in school, and participate in programs at higher levels.

#### ***Extent of Parental Involvement in Terms of Communicating***

Communicating got a grand median of 5.00, interpreted as Usually. The statements “I discuss with my child the importance or value of education” and “I see to it that my child takes courses to prepare him for a chosen career path” obtained a median of 6.00, verbally interpreted as Always.

The findings conform to the survey conducted by Shellenbarger (2018), the participation of sixth grade parents at school events, such as open houses, parent-teacher conferences or athletic events, is related to the development of stronger, more supportive friendships in the 7th and 8th grades. Moreover, Hawkins (2016) said that communication and trust help to lay the foundation for successful students. In addition, Scharton (2019) said that the value of clear and consistent communication is threaded through each of those parent behaviors. Open communication lines between parents and teachers are crucial to the success of the students. Furthermore, Nucum (2018) said hold contact steady. Whether your child is living in a dorm or staying with the family, keeping in touch is one of the best ways to let them know that they are not alone.

#### ***Test of Significant Relationship***

All indicators of Parental Involvement obtained a p-value of  $>0.000$  which is less than the assumed level of significance of 0.05. However, they differ in Pearson r. First, communicating got a

Pearson  $r$  of 0.689. Next, school-community involvement obtained a level of 0.666. While, Learning at Home, acquired a Pearson  $r$  of 0.591. Lastly, decision making gained a 0.575 Pearson  $r$ . All these indicators had a positive strong correlation to academic performance. With this result, the null hypothesis is rejected. There is a significant relationship between parental involvement and learners' academic achievement.

Result of this study conforms with many researches and studies being conducted. In learning at home and communicating, the more intense the participation of parents, the greater the positive impact on academic performance. Reading increases considerably when parents and children read together at home. Reading aloud with a kid makes a significant difference to the child's ability to communicate. (Chen, 2018) In the same manner, Erol et. al (2018) found that the commitment of parents to the education and support of their children enhances the participation of students at school level. Parent's visiting his child in his school and making him feel that he is interested in his child increases the commitment to the student's school level.

Studies supporting learning at home and school-community involvement, Mahuro, et. al., (2016) showed in their findings that consistent form of parental involvement contact, such as providing a supportive home environment, reviewing progress records for students and occasional school visits, significantly increases the numeracy and literacy scores for students. Thus, Mapigano (2018) said that coordination between home and school fosters good academic outcomes.

According to the Academic Development Institute cited by Dream Box Learning (2013) parents who engage in their child's education appear to demonstrate good parenting skills, volunteer their time at school, interact with the faculty and play an active role in school-related decision-making. Schools provide opportunities for volunteers. This could range from giving parents the opportunity to come and visit their child's school and find ways to help them out, whether in the classroom or on a field trip to school. These findings provided support on decision making, school-community involvement and communicating.

Furthermore, Chepsiror et.al (2014) found in their study that parents have critical roles which are instrumental in children's academic success. As supported by the Lara, et. al (2019) study which showed differences in academic performance scores between parent involvement profiles, where parents with high and medium involvement had children with higher academic performance than parents with low involvement.

### Conclusions

From the summarized findings, the following conclusions were drawn:

1. The majority of the learners had very satisfactory and outstanding grade.
2. Respondents' parental involvement in all indicators showed that parents usually put high regard on the studies of their children.
3. The parental involvement in learning at home, decision making, school-community involvement and communicating has significant relationship with the academic performance of the learners.

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