



Parental Involvement and Its Influence to Academic Performance Among Junior High School Students during the Pandemic

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Received 10-01-2023	Abstract: Parental involvement has been recognized in the literature as an influential factor to students' academic performance. However, few studies have been published regarding the involvement of parents during the Covid-19 pandemic where educational crisis was so evident. Hence, this study aims to investigate the influence of parents' involvement towards the students' scholastic performance during health crisis. A total of 80 students of Malapong National High School from Grade 7 to grade 10 were surveyed using a standardized questionnaire.	Keywords: Parental' Involvement, Academic Performance, Educational Crisis
Accepted 25-01-2023	Results showed that moral support from parents is highly evident which contributed to the development of students' learning and studies. Financial and parent-teacher collaborations were also evident. The positive influence of parental involvement is further manifested in the academic performance of the students in terms of grades. Majority or 51% recorded very satisfactory and 18% with outstanding level of academic performance.	
Published 11-02-2023	The significant findings presented supplement to the existing body of knowledge regarding the essential role of parents towards the betterment of students' academic performance. It is also recommended that schools may invest on efforts that will promote high involvement among parents and other stakeholders.	

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INTRODUCTION

During the escalating coronavirus disease-2019 (COVID-19) pandemic, attempting to contain its spread, a large number of educational institutions shut down face-to-face teaching and learning activities. Efforts to minimize the spread of the Covid-19 virus indirectly force parents to be able to become teachers as well as form teachers for their children. Many teachers, families and learners have been unprepared for this sudden shift, bringing some of the hardships an issues of increased parental involvement to the surface while engaging and trying to assist their children in various level and types of distance learning. The implementation of teaching and learning activities from school to home changes part of the schedule of activities of parents at home and also makes parents look solutions to continue to be able to carry out optimal educational practices at home. The home learning encompasses the beliefs and attitudes that parents hold about children's learning, as well as their practices for helping children learn at home (Dearing & Tang, 2009). The parents are the partner of the teacher to continue the education despite the critical situation.

Based on the data of Malapong National High School on its retrieval and distribution logbook, it has found out that majority of the

parents supported their children by way of getting & returning modules and weekly learning activity sheets (WLAS). Accordingly, during the random evaluation and visitation, it has confirmed that parent's involvement in answering the modules and weekly learning activity sheets(WLAS) is evident. However, there is atleast 5% of the students did not received any support from parents due to parents lack of education, occupation & job, belong to broken homes while some parents are reluctant to help.

Education begins at home. The responsibility to educate children is a shared obligation between parents and schools. The parents must be involved and participate in the educational process so that student can reach academic achievement. The more parental involvement the more students are likely to become productive members of society as well as excel in academics. According Boonk et al., (2018), children excel in academics when their parents actively participate educational process.

Parental involvement could affect negatively or positively the student ability to succeed in school. According to Tus (2020), treating children negatively, like physical abuse, yelling, and other punishments, negatively impacts the children's academic performance and

outputs. On the other hand, those students having an active parenting involvement in their education that increased their motivation, self-esteem, and self-reliance, which may lead to academic success regardless of economic background. Research affirmed that inadequate or no parental involvement contributes to low student's achievement and engagement (Thrill, 2018).

Thus, students' academic work supervision may increase students' concerns about the student's image but not their academic performance. School achievement varies directly and positively on the parent's expectations and children's performance and negatively on the parent's contribution in tasks and orientation about goals and objectives (Thompson and Galindo, 2017).

Studies about parental involvement in the literature are definitely vast already. However, the same knowledge is not yet much explored during the advent of Covid-19 pandemic where the Department of Education (DepEd) has doubled the encouragement and appeal for parent's assistance in the implementation of Modular Distance Learning (MDL). Hence, this study provides another supplemental and relevant insights on the expedient role of parents in promoting quality of education amidst crisis.

METHODS

A descriptive correlational research design was employed in this study. The respondents were the eighty (80) junior high school students from the Malapong National High School (MNHS) who were enrolled for the school year 2021 - 2022 under the Modular Distance Learning or MDL modality. The survey questionnaire that is in four-point likert scale, was piloted tested and subjected to reliability test. A Cronbach's alpha of 0.92 was obtained. This value also supports for the high internal consistency of the instrument. Furthermore, collected data were analyzed using appropriate statistical tools. In particular, mean and standard deviation were used to quantify the extent of manifestation of parental involvement and the academic performance of the students. Pearson correlation coefficient was utilized to determine significant relationship between parental involvement indicators and the students' academic performance.

RESULTS AND DISCUSSIONS

Tables 1, 2, and 3 display the empirical evidences that are supplemented with discussions based on the related literature. Descriptive statistics and Pearson correlation coefficient results are showcased to answer the research objectives.

Table 1 Students' distribution across academic performance in terms of the General Weighted Average (GWA)

Numerical Performance	Rating	Qualitative Equivalent	Frequency	Percentage
90 - 100		Outstanding	14	18%
85 - 89		Very Satisfactory	41	51%
80 - 84		Satisfactory	25	31%
75 - 79		Fairly Satisfactory	0	0%
Below 75		Did not meet the expectation	0	0%
Total			80	100%

Table 1 shows the frequency and percentage distribution of the students across the General Weighted Average (GWA) during the School Year 2021-2022. It can be observed that majority or 51% of the respondents displayed very satisfactory performance while only 31% (25) performed satisfactorily. Remarkably, 18% (14)

students showcased an outstanding performance during the Modular Distance Learning (MDL) modality. Accordingly, parents of the surveyed respondents were so supportive of their studies inspite of the educational crisis that happened unexpectedly. In spite of the very challenging situation, parents have been the sources of support

of the learners as evidenced by the actual presence of parents at schools fetching the modules including the submission of the necessary requirements. These observations were also emphasized in the study of Shao et al., (2021), which highlighted the essential role of parents in pursuing quality of education during crisis.

Particularly during the Covid-19 pandemic, parents' role has been highly acknowledged by the Department of Education (DepEd). The impressive marks showed by the students are some of the positive implications of strong and positive parental involvement (Milledzi, 2018; Miguel et al., 2021; Lanozo et al., 2021).

Table 2: Extent of parental involvement during the Modular Distance Learning (MDL) modality

Parental Indicators	Involvement	Mean	Standard Deviation	Extent of Manifestation
Financial Support		3.00	0.76	Evident
Moral Support		3.30	0.87	Highly Evident
Parents-Teacher Collaboration		3.02	0.65	Evident
Overall Mean		3.11	0.76	Evident

Note: Mean scores 1.00-1.75: Strongly Disagree, 1.76-2.50: Disagree, 2.51-3.25: Agree, 3.26-4.00: Strongly Agree

Table 2 posits the extent to which parental involvement is manifested during the MDL modality. The largest mean score of 3.30 (SD= 0.87) indicates for the highly evident moral support of parents towards the studies of their students. In a more detailed sense, majority of the students strongly agreed on the item "My parents are keeping in touch with me during the pure distance learning" which substantiates the remarkable moral support of parents. On another note, both financial support and parent-teacher collaboration are evident among parents as supported by the respective mean scores of 3.00 and 3.02. Consequently, the overall mean rating of 3.11 empirically implies for the evident involvement of parents towards the studies of their children.

Definitely, the active involvement or engagement of parents during the Modular Distance Learning (MDL) is a manifestation of their positive views towards the importance of education for the future of their children (Gevero, 2021). In another study of Enteria and Tagyam (2020), most Filipino parents, no matter how challenging, have really spent time and effort to assist their children while learning at home. The extend assistance from parents have significantly contributed to the notable academic performance of the students as reflected in the GWA during the school year 2021-2022.

Table 3 Pearson Correlation Analysis Results on the Relationship Between Parental Involvement and Academic Performance

Variables for Correlation	Statistics	Computed	Remarks
Financial Support and Academic Performance	Pearson R	0.65	Not Significant
	P-value	0.01	
Moral Support and Academic Performance	Pearson R	0.45	Not Significant
	P-value	0.02	
Parent-Teacher Collaboration and Academic Performance	Pearson R	0.32	Not Significant
	P-value	0.04	

Table 3 presents the correlation analysis results on the relationship between the parental involvement indicators and the students' academic performance. As shown in similar table, all p-values are lesser than 0.05 (level of significance). It further implies that a significant relationship exists between each of the indicators of the parental involvement against the level of students' academic performance. In specific, financial support carries a Pearson R value of 0.65, 0.45 for moral support, and 0.32 for parent-teacher collaboration against the students' academic performance. It can be further noted that all coefficients are positive. It statistically implies that with positive parental involvement, students are more likely to perform better at school.

The findings presented in table 3 show coherence in the study of Dereli & Türk-Kurtça (2022) which asserted that parental involvement is very instrumental to students' learning and performance in school. With sufficient financial and moral support, students become highly motivated to face study pressures and challenges (Lawrence & Fakuade, 2021). Even during the pandemic, the physical presence of parents at schools just to secure modules and submit necessary submissions is a significant manifestation of parental involvement which resulted to better performance of the learners (Miguel et al., 2021).

CONCLUSIONS

Considering the significant findings presented above, this study reaches with the conclusion that confirms to existing body of knowledge regarding the important role of parents towards quality education. Specifically, during the Covid-19 pandemic where schools were forcibly closed and distance learning was the only choice, the involvement of parents is deemed inevitable. Hence, the study provides supplemental evidences to the literature regarding the positive and significant influence of parental involvement to the academic performance of the students.

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