

CENTRAL PHILIPPINE UNIVERSITY, ILOILO CITY

A STUDY OF THE RELATIONSHIP BETWEEN PARENTS'
PARTICIPATION IN PUPILS' LEARNING
ACTIVITIES TO ACADEMIC
PERFORMANCE

A Thesis

Presented to

the Faculty of the School of Graduate Studies

Central Philippine University

In Partial Fulfillment

of the Requirements for the Degree

MASTER OF ARTS IN EDUCATION

by

Ramie Soberano Espolong

March 1990

CHAPTER I

INTRODUCTION

The country's elementary educational system has been plagued with problems for quite some time now: low achievement, low survival and low participation rates. One often hears college instructors complaining about the unpreparedness of college freshmen to tackle college work. The same complaint is aired by high school teachers.

After more than five years of testing pupils from the highest to the lowest section Viray made this observation, "It did not surprise me any more to find scores of pupils in the intermediate who could hardly read or write sensible English, much less do their arithmetic meaningfully."¹

Parents too are puzzled why their children in the elementary grades can hardly comprehend what they read.

The Survey of the Outcomes of Elementary Education (Soutele), conducted in 1974, revealed that sixth graders

¹Uldarico Viray, "Uninterested, Uncaring Parents and Guardians," *Philippine Journal of Education*, XLVIII (October, 1969), p. 341.

across the nation are deficient in skills which are basic to success to learning in the different areas commonly referred to as the three R's.²

According to the late Assemblyman, Dr. Waldo S. Perfecto, as reported by NDFIAP people in the Capiz Education Review, out of every one hundred pupils starting in grade one in the school year 1967-68, 1968-69, and 1969-70, only forty-one, forty-three, and forty-five respectively, reached grade six.³

As pointed out by the above surveys of sixth graders underachievement, low survival, and participation rate call for diligent efforts on the part of those who are concerned with developing approaches for improving academic achievement, survival, and participation rate of our elementary school pupils.

As attempts are made to develop such approaches, it would seem that efforts should focus on identifying those variables that can be controlled by teachers, parents,

²Philippines (Republic) Civil Service Commission--Ministry of Education and Culture, "Curricular Reforms," Educational Reforms (Manila: CSC-MEC JET Continuing Program, 1977), pp. 3-4, cited by Alma V. Patricio, "The Validation of an Instrument for Measuring Study Habits and Attitudes of High School Students in Capiz Agricultural and Fishery School" (unpublished Master's thesis, Central Philippine University, Iloilo, 1981), p. 1.

³Ibid., p. 4.

and pupils. Recent research has begun to delineate such variables more clearly. Bloom's research pointed out parental involvement in student's academic and social lives as one variable that would seem likely to have important potential for promoting student academic achievement.⁴

Child education is, first and foremost, the responsibility of parents. However, on account of personal and professional limitations, parents may entrust a share of this responsibility to professional educators in the school. The Philippine Panorama cited that the effectiveness of child education depends to a large extent on the unity of goals and criteria between the home and the school.⁵

Laya reported that there was a favorable consensus among teachers in Abucay, Bataan on the important role that parents play at home by setting up a good place for children to study, by providing more favorable conditions for home study, and by giving help and guidance in school work brought

⁴B. S. Bloom, "The Search for Methods of Group Instruction as Effective as one-to-one Tutoring," Educational Leadership, XII (1984), p. 4, as cited by Paul G. Fehrmann, Timothy E. Keith and Thomas M. Reimers, "Home Influence on School Learning: Direct and Indirect Effects of Parental Involvement on High School Grades," Journal of Educational Research, LXXIX (July/August, 1987), p. 330.

⁵Ben F. Rodriguez, ed. "A school for Girls and Parents, Too," Philippine Panorama, XVII (December 4, 1988), p. 48.

home by the pupils.⁶

The setting up of a better home study atmosphere and the involvement of parents in the learning activities of the pupils were established through mutual understanding between parents and teachers for the benefits of the child. The result of parents' involvement was very satisfactory. Research shows how helpful the involvement of parents was in their children's education programs, particularly for children from families with low incomes. Reginald Clark⁷ studied the development of literacy among Hispanic black and white fourth graders. He confirmed the critical influence of the family on the school achievement of children. These findings were further corroborated by recent researches. Keith⁸ in his investigation found out that parental involvement effects on achievements seem especially positive and significant at the elementary level. Positive effects have been shown of parental involvement on achievement tests

⁶Juan C. Laya, New Schools for Little Democracies (Manila: Inang Wika Publishing, 1952), p. 69.

⁷Reginald Clark, Family Interaction, Community Structure and Children's Cognitive Development (Claremont: Claremont Graduate School, 1982), p. 4.

⁸Timothy Z. Keith, "Time Spent on Homework and High School Grades: A Large-sample Path Analysis," Journal of Educational Psychology, LXXIV (1982), p. 248, as cited by Fehrmann, Keith and Reimers, op. cit. p. 331.

scores as reported by Marjoribanks⁹ as well as on class achievement criteria, including grades as confirmed by the researches of Farraker;¹⁰ and National Center for Education Statistics (NCES). The effect of parental involvement on elementary students' achievement is well documented by the study of Epstein.¹¹

The participation of parents in early childhood education is important because preparation for readiness begins long before the child enters school as cited by Casareno.¹² He further stated that the formation of the mind, attitude and value of the child from conception to the age of six is considered the most critical for all aspects of later development.

The results of longitudinal studies of intervention

⁹Kevin Marjoribanks, "The Evaluation of a Family Learning Model," Studies in Educational Evaluation, IX (1983), p. 343, as cited by Wehrmann, Keith and Reimers, ibid.

¹⁰R. J. Farraker, "Increasing Academic Performance Through Home-managed Contingency Programs," Journal of School Psychology, X (1972), p. 173, as cited by Wehrmann, Keith and Reimers, ibid.

¹¹J. I. Epstein, "Effects of Teacher Practices of Parent Involvement for Change in Student Achievement in Reading and Math," Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, (April, 1984), as cited by Wehrmann, Keith and Reimers, ibid.

¹²Alejandro B. Casareno, "The Role of Parents in the Reading Readiness of Their Child," The Filipino Teacher, XLVI (March, 1987), p. 343.

models developed for Head Start preschoolers and follow-through programs provide support for teacher-parent intervention strategies. It appears that parent participation not only restores among parents trust in and mutual respect for teachers and schools, but also decreases conflict and apathy in school.

What is deplorable to note is, despite such evidence on the effects of parental involvement on academic achievement, it is a common observation that many Filipino parents find it hard to spend a little time for sitting with their child and tutoring them on subjects in which they are weak or improving their performance in subjects wherein they are proficient, attending PTA meetings and conferring with teachers regarding their children's progress in school work. Many PTA meetings were scheduled and rescheduled because the majority of the parents were absent.

The following situation is common among public schools as perceived by Viray.

The Filipino parent takes the education of their children for granted. Once the child is enrolled the parent feels that the proper education of the child is the concern only of the teachers who are hired by the government to teach the children, and who are duty bound to take full charge of them and that it is not the concern of parents, much less their duty to help the teachers in the job.¹³

¹³Viray, loc. cit.

This observation is also shared by educators from other countries. So many parents seem to want the school to handle all responsibility for the child, not only his learning but also his discipline and moral upbringing.¹⁴

In a Gallup Poll¹⁵ teachers were asked what the biggest problem facing the public schools was. They ranked "lack of parental involvement" very high or first. And when one of the most widely-read national magazines for elementary teachers asked its subscribers to identify the single thing that would raise student achievement, the most popular answer was "more parent involvement."

It appears, then that parental involvement can have an important positive and direct effect on student academic achievement. Since most of the studies were conducted in other countries and among preschoolers and primary school pupils, there is a need to ascertain the effect of parents' participation in pupils' learning activities on pupils' academic performance in the Philippine setting.

¹⁴I. H. Berlin, "The Atomic Age: The Non-Learning Child, The Parent," Educational Leadership, XXI (April, 1964), p. 444.

¹⁵David H. Ost, "Teacher - Parent Interactions: An Effective School-Community Environment," The Educational Forum, LII (Winter, 1988), p. 168.

THE PROBLEM

Statement of the Problem

The study attempted to find out the relationship of parents' participation in pupils learning activities on academic performance; considering other characteristics of pupils such as their intelligence, household income, educational attainment of the father, and educational attainment of the mother among the Grade VI pupils in the District of Jaro, Division of Iloilo City for the school year 1988-1989.

Specifically the study aims:

1. To determine the extent of parents' participation in pupils' learning activities.
2. To determine the first order relationship between parents' participation in pupils' learning activities and academic performance, controlling for each of the following factors:
 - a. intelligence
 - b. household income
 - c. educational attainment of the father
 - d. educational attainment of the mother
3. To determine the second order relationship between parents' participation and academic performance controlling for intelligence and household income.

4. To determine the third order relationship between parents' participation and academic performance controlling for intelligence, household income, and educational attainment of the father.
5. To determine the fourth order relationship between parents' participation and academic performance controlling for all the four variables, namely: intelligence, household income, educational attainment of the father and the educational attainment of the mother.

¹⁶Urie Bronfenbrenner, The Ecology of Human Development: Experiments by Nature and Design (Cambridge, Mass.: Harvard University Press, 1979), as cited by Ost, ibid., p. 166.