

Initiating Parental Involvement: Strategies Towards Children's Academic Success.

Angie B. Laoyan^a, Leo Patrick E. Niñalga^{b*}

angie.laoyan@deped.gov.ph / leninalga@uc-bcf.edu.ph

^aIrisan, Baguio City 2600, Philippines

^bPinesville Subdivision, Fort Del Pilar, Baguio City 2600, Philippines

Abstract

Parental involvement in the achievement of the learner's academic success is always crucial. This study aimed to find out how parents and guardians get involved in their children's academic tasks, the most challenging part of guiding their children, and the advice they can give to struggling parents on guiding their children. Qualitative-phenomenological design was used using interview guide questions and the results of the interviews were analyzed through thematization. The study was conducted in Pinsao Elementary School. It is a public elementary school situated at Pinsao Pilot Project, Baguio City. The researchers used random sampling coded among twenty (20) parents and guardians as participants of the almost five hundred (500) parents or guardians of the mentioned school. The study revealed five good practices of the key informants identified as 5 Es that can be useful in guiding their children in their academic endeavors. This strategy includes, extending assistance in academic tasks, effective communication with the teachers, effective communication with the child, and emotional guidance. It is therefore suggested that Parents and teachers must work collaboratively in guiding the students. They must identify the academic needs of students in school and at home to provide supplementary assistance and guidance. The patience and effort of both parties would guarantee quality results in the performance of the student. Teachers and school staff should come up with a bridge program among parents and provide parent forums with providers who will craft and enhance the parent guidebook, concentrating on the problems encountered in the implementation of parental involvement or learning support from parents or guardians.

Keywords: Parental involvemen; strategies; *children's academic success*; supplementary assistance; guidance

Introduction

The purpose of this study is to identify key strategies in involving parents in the academic success and achievements of students in elementary school. It is presumed based on previous research that parents who shows academic involvement will make their child perform better in school. The researchers aim to provide recommendations that will increase the participation of parents that will result to positive outcome on student's academic performance.

Parents play an important role in the development of a child. Their involvement serves as a support to build their child's character and attitude in different circumstances. They serve as an inspiration and role model to the extent that their actions at home are also manifested in their child's behavior. Parents' active involvement in their children's education has a positive and noteworthy impact on children's lives, including their development, behavior, motivation, and academic performance (Naite, 2021).

Considering that children are naturally attached to their parents at a young age, the connection between parental involvement and academic performance may be manifested in elementary school. It is important for the child to have a transition of being with their parents at home to going to school with their teacher and classmates. At this stage, parents supervise the learning process and gives necessary support to boost their

child's interest in going to school. Parental involvement in the education of students begins at home with the parents providing a safe and healthy environment, appropriate learning experiences, support, and a positive attitude about school (Durisic & Bunijevac, 2017).

Parental involvement comprised parental attitudes, actions, style, events that happen inside or outside the school environment to support children's academic or behavioral success in their presently enrolled school (Abdul-Adil et al., 2006, cited by Naite, 2021). Their active involvement conveys an idea that school is very essential and significant to their child's life.

In a recent blog post on Positive Action (2023), it was mentioned that there is a challenge for many schools getting parents to participate actively in their children's education. It was cited that it is very important to study what are the strategies that can be initiated by parents in order to engage themselves in their children's academic success.

Epstein's Framework of Six types of involvement

Joyce Epstein along with her collaborators developed a model of parental involvement which is called Framework of Six types of involvement. This framework enumerates the essential dimensions of youth, family, community, and school partnership that can positively influence the student's holistic development.

The six types of involvement include 1) Parenting: This involvement occurs when the family provides home environment that provides guidance, safety, care and the educational needs of the child. The parent would be involved in the child's activities in school and at home. Parents would share educational goals at home visits. In addition, the parent would be willing to take course or trainings needed to assist their child (Durisic&Bunijevac, 2017, cited by Myers-Young, 2018). 2) Communicating: This involvement occurs when educators and families provide reports regarding student's performance at school and how student's work on their homework. The communications would come in various stances of shape and form to provide a sense of consistency and creativity in alerting parents of academic events. This would include memos, notices, bulletins, phone calls, parent conferences, etc. (Myers-Young, 2018). This type of open communication between educators and families would provide details regarding the factors that affects the students' performance in school and at home that will serve as a guide on the things that needs to be worked out by the students. 3)Volunteering: This involvement occurs when parents involve themselves in supporting student's performance and taking part during special events of the school. Success at this level involves the school encouraging parents' participation. This can be accomplished by making parents feel welcome and providing training, so the parents feel more efficient and useful during their volunteer time (Myers-Young, 2018). 4) Learning at Home: This involvement occurs when parents provide assistance in their children's homework and curricular activities. Parents helping their children with homework or taking them to a museum, are examples of this type of involvement. These activities produce a school-oriented family and encourage parents to interact with the school curriculum. Activities to encourage learning at home provide parents with information on what children are doing in the classroom and how to help them with homework (Durisic&Bunijevac, 2017). 5) Decision Making: In a recent blog on Organizing Engagement (2023), states that this involvement occurs when schools "include parents in school decisions" and "develop parent leaders and representatives". This includes assembly such as parent and teachers conference that will involve parents in planning and helping the schools develop programs and activities for the benefit of the students. 6) Collaborating with the Community: According to a blog on Organizing Engagement (2023), it occurs when community services, resources, and partners are integrated into the educational process to "strengthen school programs, family practices, and student learning and development." It refers to partnership between public offices and school rearing towards the development of the school and services. This includes services such as health and fitness activities, culture promotion, recreational and leadership activities and other community

events that will enhance the learning, the skills and talents of the students and the school's curriculum and programs.

This framework identifies ways to consider in involving parents to the academic performance of their child. It serves as a foundation to determine strategies and positive implication of parental involvement in the success of students. Moreover, it provides a pattern of engagement for the benefit of the school-family-community partnership.

METHODOLOGY

Research Design

The design of this study is qualitative phenomenological research. An interview guide questions were used to selected participants by purposive random sampling.

Participants and Sources of Data

The study was conducted in Pinsao Elementary School. It is a public elementary school situated at Pinsao Pilot Project, Baguio City. The researchers used random sampling coded among twenty (20) parents and guardians as participants of the almost five hundred (500) parents or guardians of the mentioned school.

Data Gathering Method

The researchers gathered the necessary information from the respondents of this study by administering a face-to-face interview and floating questionnaires in which several questions were asked. The interviews centered on the strategies of the parents that will help them in guiding their child toward academic success. The respondents were asked about how they get involved in their children's academic tasks, the most challenging part in guiding their children, and the advice they can give to struggling parents on guiding their children.

Data Analysis

The data were presented and analyzed using codes to identify the common themes and were given interpretations based on the outcome of the interview questionnaires.

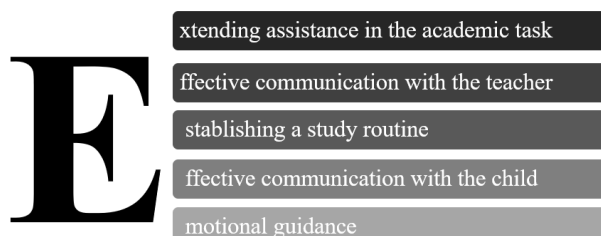
Ethical Issues

To ensure the quality and integrity of the study, the researchers asked for approval from the School Principal concerned before conducting the research and the parent's willingness to be a part of the study. The researchers explained through approval letters the main features and objectives of the research. The participants may withdraw from the study at any time without having to give an explanation. Moreover, all confidential information is not disclosed in the study.

Results And Discussion

Based on the findings, the researchers came up with the 5 Es of strategies utilized in involving parents in the academic tasks of their child. These strategies were extracted from the themes created based on the responses of the key informants. The themes include, extending assistance in the academic task, effective communication with the teacher, establishing a study routine, effective communication with the child and emotional guidance.

Figure 1. The 5 E's of Parental Involvement



1. Extending assistance in the academic task

The theme with the highest frequency among the responses of the informants in their involvement in the academic task of their child is extending assistance in academic task. This reveals that students perform better with the aid of their parents in their academic tasks.

Parent involvement in the homework of the students has a positive impact on their child's academic achievement. The child will feel at ease in doing these tasks knowing that someone is available to provide assistance apart from their teacher at school. Parents may give clarification on when their child are confused with the instructions from the activity. They can also simplify questions or items in the homework for their child to easily understand the task specially on difficult subjects. Just like some of the responses from the parents, *"What I usually do is let my child do the tasks while asking help from the ones that he doesn't know."*, *"By helping them to read books and their notebooks, help them to study their lessons and help them to answer their assignments"*. These responses affirmed that parents provide necessary assistance to help their children in doing their activities and train them to regularly study their lessons.

It coincides with Mahuro et. al (cited by Durisic&Bunijevac, 2017), 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.

It is indeed learning really starts from home, where parents provide guidance and motivation for their child to do school tasks at home. This form of support bridge the gap of learning from school and at home. This result also concurs with Dettmers et al., (2019) that high-quality parental homework involvement positively associated with students' well-being at school and at home. They would even seek for assistance from the teachers on how to help their child in doing their homework. Therefore, parents' effort and involvement in doing the academic tasks of students provides motivation, competence and ensure quality outcomes.

2. Effective Communication with the Teacher

Based on the responses effective communication with the teacher was one of the key strategies in parents' involvement in the academic achievement of their child. This theme implies that teaching is a shared responsibility between parents and teachers. One of the parents said, *"Ask teacher how they would like to communicate for each teacher, find out whether phone calls, texts, emails are the best way to stay up to date on progress and communicate if a problem arises"*.

Based on the statement, getting updates from teachers would give parents an idea on how to assist their child in their academic tasks at home. This can be achievable through practical and accessible ways such as phone calls, texts and emails rather than scheduled in person conferences. It corroborates with Jacques&Villegas (2018), that families communicate and engage in a variety of different ways; for some schools, there may be significant differences between typical State Support Network Equitable Family Engagement (e.g., families preferring texting rather than after-school calls or informal conversations rather than formal conferences).

Even though teachers are the one responsible for the learning of the child, parents must also take part in filling the gaps of learning that are not catered in the school. Each party must be aware on the progress of students specially on their strengths and weaknesses. Just like one of the parents said, *"I always make sure to ask the teacher after class how my child is doing. I also make sure to check his notebook in the afternoon to help his teacher with his least learned lessons."*

Therefore, good communication between parents and teachers provides a foundation in students achievement and success. It coincides with Salac & Florida (2022), that open communication lines between parents and teachers are crucial to the success of the students.

3. Establishing a study routine

Among the top responses of the parents includes establishing a study routine. Here are some suggestions mentioned by the parents, *"Set a routine-establish a regular study routine and a quiet, well-lit study-space."*, *"Reminding them to read and review their lessons."*

These statements imply that parents believe that establishing a study routine has a positive effect on the academic performance of their child. It coincides with Jafari et al., (2019), that academic achievement and achieving educational goals require the existence of several factors, the most important of which is the study habits of individuals, since the use of various and effective methods of study improves the academic performance of students.

In addition, one of the parents said, “Start training your child in good study habit early. The younger they start to develop a good studying habit the better.” Therefore, training them young would instill initiative and commitment to studying. Developing good study habit is very crucial for every student irrespective of their level of education; as it boosts students’ ability to be self-disciplined, self-directed, and ultimately successful in their degree programs (Mark, 2011, cited by Ebele & Olofu 2017). As a result, regular reminder to read and review lessons everyday will develop the child’s initiative to set study routine, have self-discipline, come up with strategies in studying and keep track of their daily lesson.

4. Effective communication with the child

From among the responses, communication with the child was one of the advice the informants can give to their co-parents. As one parent remarked, “Talk each day with your child about his or her activities. Promote literacy by reading to your child.”

This suggest that positive relationship and communication between parent and child provide a great impact on how the child perform in their school. Studies on the quality aspect of parent–child communication have consistently suggested that parent–child communication involving parents’ understanding and support of their children is associated with the children’s better academic performance (Vukovic et al.; Camacho-Thompson et al., cited by Zhang, 2020).

The parent also added that reading along with their child would help them in studying their notes. In a recent blog on Children’s Bureau (2023), it suggests that reading to young children is proven to improve cognitive skills and help along the process of cognitive development. Reading along with the child would give an opportunity for them to widen their vocabulary and listening skills that takes a vital part in their academic achievement.

To substantiate the result above, according to the social cognitive theory of Bandura (cited by Zhang, 2020), interactions between parents and their children can influence their self-evaluations of how capable they are in doing a given task. Additionally, Zhang (2020) found that high-quality parent–child communication had a significantly positive effect on children’s academic performance. As a result, children tend to perform better when they are guided by their parents along the learning process.

5. Emotional Guidance

Emotional guidance in the academic pursuit of children reflects as one of the top responses of the informants. Parents plays significant role in guiding children not only in education but also in life. Some of the parents said, “Giving advice to them that guiding our children is not easy so they must be patient to their children and most important of all is praying always.”, “I advise struggling parents on guiding their children to provide their needs”.

Based on the statement, it takes time and patience to guide a child. A parent must be consistent in supporting their children mentally and emotionally to guarantee positive attitude towards academic and life goals. According to Aziz et al. (2022) parental guidance also impacts children's cognitive, emotional, and social development.

Guidance also relates to providing emotional needs of a child for their peace and security during the academic process. Just like one of the parents said, “Guide them with love.”

To support the statement above, according to Gadzden et al. (2016), parents and other caregivers are essential resources for children in managing emotional arousal, coping, and managing behavior.

Therefore, proper guidance of parents will keep their children on track in achieving their academic goals and lessen the chances of getting distracted mentally and emotionally.

Conclusions

This study concluded that parent's involvement plays a crucial role towards their children's success. The study revealed five good practices of the key informants identified as 5 Es that can be useful in guiding their child in their academic endeavors. This strategy includes, extending assistance in academic tasks, effective communication with the teachers, effective communication with the child, and emotional guidance. Learning support from parents to attain the success of the school in achieving educational outcomes is necessary in order to provide and respond appropriately to the needs of the learners.

Recommendations

From the conclusion stated above, the researchers recommend that parents and teachers must work collaboratively in guiding the students. They must identify the academic needs of students in school and at home to provide supplementary assistance and guidance. The patience and effort of both parties would guarantee quality results in the performance of the students.

Acknowledgements

We would like to express our sincerest appreciation to our supportive and dedicated professors from University of the Cordilleras, Mr. Jonathan Iglesias, MAEd; Dr. Marcelino M. Agnawa, PhD; and Dr. Donna Marie A. Oyam, PhD. Their proficiency in the subject and guidance helped us in understanding the research process and enhanced the quality of our work. We are grateful for all the insights and supervision they had given us. Their commitment and excellence in training aspiring researchers inspired us to do our best in this field. We would also like to express our gratitude to our college dean Dr. Ramir S. Austria PhD. for granting our request in conducting this research in the community. His encouragement and support strengthened us and kept us on track towards the success of this research endeavor. Lastly, we would like to recognize the efforts of all our professors, past and present, who partake in our overall educational attainment. Their dedication and commitment to academic excellence made a significant impact to our success personally and academically.

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