

Parenting and Communicating: Its Role in the Development of Learners as a Family Involvement in School

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Abstract -The purpose of this study was to investigate the level of family involvement in parenting for the development of learners. When parents and family members participate in their children's learning and development, they benefit. Decades of research support this conclusion, which suggests that family engagement is positively related to learners's outcomes. Schools must form partnerships with parents and develop mutual responsibility for their students' success in the educational system in order to comply with the system of integrated support for their students. As a result, parental involvement is increased, parents' efforts to support schools are encouraged, and they directly contribute to a successful educational system.

Key Words: Parenting, Family Involvement, Development, Communicating, School

INTRODUCTION

Every aspect of a learner's development – social, mental, emotional, and even physical – is undeniably influenced by a variety of internal and external factors. Needless to say, parents, as the primary family figure or caregivers, play a critical role in each child's growth and development. To some extent, the type and quality of parenting and family support provided to learners during their formative years determines the type of personality that they will eventually develop.

Family influences each child's or individual's personality in a wide range of ways. Several studies have found that children's emotional and social functioning, eating habits, spiritual beliefs, mathematical and musical ability, physical activity, and even behavior and conduct are all influenced by their parents and families (Edwardson & Gorely, 2010).

MATERIALS AND METHODOLOGY

This study is limited to determining family involvement in a learner's academic achievement. Its findings apply only to parents and their respective students enrolled at Mataas Na Kahoy National Highschool for the 2016 – 2017 school year.

Respondents included 239 parents/guardians of students enrolled in grades 7–11 at the study site. A random method was used to select the respondents. First, the school administrators provided a general list of students. The students included in the study were chosen at random from the list, and their parents/guardians were notified via a letter with an attached questionnaire. The study included those who gave their consent and completed the questionnaires.

A self-administered questionnaire survey was used to determine the level of family involvement.

RESULTS AND DISCUSSION

Parenting

The table below shows that the overall mean score of parental involvement in the 10 subscales is 3.67, with a corresponding verbal description “Often”.

**Table 1:
Level of Family Involvement in terms of Parenting**

Areas of Involvement	Weighted Mean	Verbal Description
1. Ensures learner’s health and nutrition	4.38	Always
2. Talks to the learner about own experiences in school	3.91	Often
3. Keeps regular schedules	3.91	Often
4. Talks about love of learning	4.15	Often
5. Maintains clear rules at home	4.17	Often
6. Limits TV/Video/Computer use	3.87	Often
7. Takes learner to school in the morning	3.65	Often
8. Picks learner in the afternoon	3.33	Sometimes
9. Takes learner to the library	2.04	Rarely
10. Takes learner to recreational activities to help the child relax and have a breather from school concerns once in a while	3.27	Sometimes
OVERALL INVOLVEMENT	3.67	Often

Legend:

1.00 to 1.79 – Never; 1.80 to 2.59 – Rarely; 2.60 to 3.39 – Sometimes; 3.40 to 4.19 – Often; 4.20 to 5.00 – Always

The item with the highest involvement was Item 1 (4.37 or verbal description, Always), which is about ensuring the learners' health and nutrition. This is followed by Items 4 and 5, both with 4.16 scores, indicating that respondents were frequently involved in sharing with their children their eagerness and passion for learning, as well as in enforcing rules at home. Item 9 had the lowest level of family involvement, with a weighted mean of 2.03. (verbal description - Rarely). This item discusses the family's efforts to bring or accompany the child to the library for research or reading.

With a verbal description of "Sometimes," two items (Items 8 and 10) were scored 3.34 and 3.28, respectively. These items concerned picking up the child after school and transporting the child to recreational locations in order to promote a balance of learning and fun. The remaining items were scored with mean averages ranging from 3.40 to 4.19 and a verbal description of "Frequently." According to Hornby and Lafaele (2011), how parents perceive their role in their children's education is critical. If they believe that their only responsibility is to get the child to school and that the school will take over responsibility for the child's learning from that point forward, they will be unwilling to be actively involved in either school-based or home-based learning. In other words, if a parent believes that his or her responsibilities extend beyond enrolling the child in school and ensuring that the child attends his or her classes, the parent's attitude toward involvement will change. Parents will now perceive themselves as active partners in their child's learning journey and will be more attentive in carrying out their part or responsibilities in this regard.

Positively, the majority of parents in the study ensure that their learner's health and nutritional needs are attended to or met. Many studies have shown that there is a strong correlation between good nutrition and good academic performance. This is true not only for students, but also for people of all ages.

Researchers have discovered that learners and adolescents who consume a nutritious diet and engage in a high level of physical activity perform better on various measures of cognitive performance and academic achievement (Sigfsdóttir et al., 2007). According to one study by Chomitz et al. (2009), the odds of passing both the Mathematics and English tests increased as the number of fitness tests passed increased among students.

In contrast, Florence et al. (2008) discovered that students with lower overall diet quality were significantly more likely to perform poorly on school assessments. Furthermore, poor cognitive and educational performance was observed in a study conducted by Grantham-

McGregor et al., (2007) among learners in developing countries who were stunted or malnourished.

In essence, the level of family involvement in parenting, specifically ensuring the learner's nutrition and health, is a sure contributor to the type of academic performance each learner may have. In fact, it could be one of the most important factors influencing this learner's educational outcome.

Parental involvement in students' education starts at home, with parents providing a safe and healthy environment, appropriate learning experiences, support, and a positive attitude toward school. Several studies have found that students who have involved their parents perform better academically (Epstein, 2009; Whitaker & Fiore, 2001). According to research, parental involvement is most effective when viewed as a collaboration between educators and parents (Emeagwali, 2009; Epstein, 2009). Educators and parents should have a better understanding of effective parental involvement practices in promoting student achievement after examining parents' and teachers' perceptions.

Communicating

According to the table below, the overall general weighted mean for this aspect of family involvement is 3.02. (verbal description - Sometimes). Item 3 (4.00 – verbal description, Often) about attendance at conferences or meetings between teachers and parents had the highest mean. Items 4 and 6 received 3.46 (verbal description - Often) and 3.40 (verbal description - Often) scores, respectively. Item 4 discusses receiving and responding to notices sent by the child's teacher, whereas Item 6 discusses the parent or guardian's method of checking the child's opinion in terms of his/her own progress at school.

Meanwhile, Item 8 and Item 2 had the lowest mean, with scores of 1.94 and 2.45, indicating a verbal description of "Rarely." Item 8 inquires whether or not the parents invite educators into their homes to discuss the child's learning curve, whereas Item 2 inquires about the parents'

efforts in contacting or communicating with teachers via telephone to discuss the child's school performance.

According to the Child Trends Data Bank (2013), the trend in parental involvement as measured by attendance at general meetings, meetings with teachers, or school events has risen significantly since 1997. The data specifically revealed that when their child is in primary school, parents are more likely to attend school meetings or volunteer at their child's school.

Table 2:
Level of Family Involvement in terms of Communicating

Areas of Involvement	Weighted Mean	Verbal Description
1. Talks personally to teachers about the learner	3.37	Sometimes
2. Talks to teachers over the phone	2.44	Rarely
3. Attends parent-teachers meeting	4.01	Often
4. Receives and responds to communication letters sent by the teacher/school	3.45	Often
5. Attends workshops for parents provided by the school	2.96	Sometimes
6. Talks to the learner and asks personal opinion about his/her own progress in school	3.41	Often
7. Talks to school administrators about rules and regulations of the school	2.77	Sometimes
8. Invites teachers at home to discuss or seek opinion about the learner's learning progress	1.93	Rarely
9. Communicates with the teachers the expectations on how the learner will be treated at school	2.66	Sometimes
10. Talks and maintains communication line with the learner's classmates/friends to check on his/her behavior and attitude at school	3.26	Sometimes
OVERALL INVOLVEMENT	3.02	Sometimes

Legend:

1.00 to 1.79 – Never; 1.80 to 2.59 – Rarely; 2.60 to 3.39 – Sometimes; 3.40 to 4.19 – Often; 4.20 to 5.00 – Always

In terms of the low scores for inviting teachers to their homes or communicating via phone calls, the natural tendency of Filipino parents to be intimidated by the presence of teachers may explain this.

Also, they may be attempting to avoid a misunderstanding that may arise, which could indicate that they are attempting to influence the child's grades by being socially connected with the educators. As a result, it is more about following ethical rules than a lack of interest in participating. The types of support provided by parents to their learner affect their confidence level, which in turn affects the child's performance at school. This is true regardless of the family's socioeconomic status.

In a study of 282 learners conducted by Elias and Haynes (2008), it was discovered that despite living in disadvantaged urban communities experiencing social and economic hardships, many students emerged with positive academic outcomes. The underlying factors identified among these students were social-emotional competence and social support, which were hypothesized to have had a significant impact on their academic trajectories during the critical period of academic skill acquisition. Low parental and peer support, on the other hand, were linked to a lower likelihood of being active at school on a regular basis (Hohepa, et al., 2007).

CONCLUSION AND RECOMMENDATION

The level of support provided by parents influences the learner's level of confidence, which in turn influences their academic performance. Learners who receive a high level of support may have a better psychological state, which may motivate them to study better and thus earn higher grades and marks. The majority of parents are frequently involved in their learner's home-based and school-based learning experiences. They frequently ensure that their learner's nutritional and health needs are met, and they are constantly sharing their own learning experiences with them.

Parents, on the other hand, are not always able to transport their children to educational facilities such as libraries and the like. There is a need to strengthen the relationship between parents and school administrators/teachers in order to maintain or even improve relations, which will result in open communication systems and collaboration that will automatically benefit the students.

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