

Parent Involvement And The Academic Achievement, Attitudes And Behavior Of First Year Associate In Office Administration Students For A.Y. 2017-2018

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Abstract— This research focused on the parent involvement and the academic achievement, attitudes and behavior of First Year Associate in Office Administration (AOA) students of AY 2017-2018. The descriptive method of research was used in this study to gather the necessary data and information on the Parent Involvement to the academic achievement, attitudes and behavior of First Year Associate in Office Administration students. The goal of the researchers is to know the level of parent involvement in terms of parenting, learning at home, school volunteering, decision making, community involvement and communicating to the academic achievements of the AOA students. The purpose of this study was to examine the relationship between parent involvement in academic activities of their children and academic achievement of tertiary school students. The information obtained by completing this study will be beneficial to parents, students and educators. If parents are aware of how their involvement and learning activities with their children affect their children's learning ability and future, they may be more actively participate in their child's education. The results demonstrated that parent involvement has high importance in terms of the academic achievement of the Associate in Office Administration students. The Associate in Office Administration students of the College of Business Management and Accountancy are the recipients of this study

Index Terms— parent involvement, academic achievement, learning at home, school volunteering, decision making

1 INTRODUCTION

Parent's involvement is important in the Philippine society because family is viewed as a center to one's social world. Children's learning is increasingly moving toward a broader vision of the 21st century learning. As children's educations increasingly occur across a range of settings, parents are uniquely positioned to help ensure that these settings best support their children's specific learning needs. Thus, parental involvement researches remain misrepresentative of parents and the involvement that they have with their children's education.

Experienced educators assert that students whose parents value education are usually more successful than students whose parents do not. A large body of research supports the view that a parent's attitude, behavior and activities related to his or her children's education influences the student's behavior as well.

In accordance to the Millennium Development Goals is the birth of Education for All (EFA) one of its overall policies and strategies is "Strengthening the partnership between school, home and community and local government" the full involvement of the parents shall be solicited to ensure that their children maximize the benefits derived from home, school and community learning experiences. Parents shall also take an active part in the management of education programs in school through the parents.

Academic success is important because it is strongly linked to the positive outcomes we value [7]. Adults who are academically successful and with high levels of education are more likely to be employed, have stable employment, have more employment opportunities than those with less educa-

tion and earn higher salaries, are more likely to have health insurance, are less dependent on social assistance, are less likely to engage in criminal activity, are more active as citizens and charitable volunteers and are healthier and happier.

Attitude is a predisposition or tendency to respond positively or negatively towards a certain idea, object, person and situation. It influences an individual's choice and responses to challenges, incentives and rewards as stated by [1].

In many instances this is the opportunity for the school leaders to have involved parents in the educational process. Effective school leaders and parents collaborate on many other school and community activities that involve their children. When schools and parents communicate, everyone knows and understands the vision of the school thereby increasing the chances of the students being successful.

Each individual brings with him or her different life experiences and values to the classroom. The study will look at the family - school relationship. The guiding research problem of the present study is parent involvement partially significant to positive academic achievement, attitudes and behavior of the students.

In the light of these, views researchers took this study significant to be conducted to see the factors influencing the academic achievement of students. After going through various studies on sociology of education, researchers have assumed that parental involvement in the study of their children might be a significant factor which enhances the academic achievement of children

The findings of this research may also be beneficial to educational institutions. The results can be utilized to develop school programs associated with parental involvement in

school activities, decisions and home works. Programs such as these can be implemented to be bridge the gap between home and school while improving students' academic achievement. The findings of this study might be useful for the policy planners of Laguna State Polytechnic University and other State Universities and Colleges.

2 OBJECTIVES

The aim of this project is to know the level of parental involvement in student's academic achievement, attitude and behavior of the Associate in Office Administration Students for AY 2017-2018.

Specifically, this research aims to know the level of parent involvement in terms of parenting, learning at home, school volunteering, decision making, community involvement and communicating, the level of academic achievement, attitudes and behavior of First year Office administration students and to know if there is a significant relationship between parental involvement in the academic achievement, attitudes and behavior of First year Office administration students.

3 METHODOLOGY

The descriptive research was used in this research. According to Shield (2013), is used to describe characteristics of a population or phenomenon being studied. The characteristics used to describe the situation or populations are usually some kind of categorical scheme also known as descriptive categories.

The instrument used in the collection of the data was questionnaire which focused to determine the level of parent's involvement and the academic achievement, attitudes and behavior of First Year office Administration student. In the mentioned questionnaire, a five-point rating scale was used to describe the level of parent involvement to the academic achievement, attitudes and behavior of First year students.

The survey questionnaires were divided into three parts. Part 1 and 2 are the personal background of the parent and their involvement in terms of parenting, learning at home, school volunteering, decision making, community involvement and communicating; Part 3 is the student's response.

For problem 1 & 2, the weighted mean and standard deviation was used to of parental involvement in student's academic achievement, attitudes and behavior.

To find if there is a significant relationship between the variables a regression analysis was used.

4 LITERATURE REVIEW

According to [6], children's development is basically influenced by the way parents get themselves involved. School must work hard to establish partnership with parents.

Supportive and encouraging parental involvement such as rewarding learning – related behaviors with encour-

agement and praise typically associated with higher school achievement in children. Parent Involvement is very essential because it contributes to the success of children in academics and extra- curricular aspects [11].

By contrast, pressure from parents through the use of commands, punishment or coercive interactions is negatively associated with children's school outcome. Parental punishment, intrusion and criticisms in reaction to children's grade and homework are related to lower academic performance [3].

The role of parental involvement in children's education has become a central issue in educational policy and research. Research findings support the existence of a positive relationship between parental involvement educational successes, especially in the secondary school years [2]. However, current knowledge regarding the nature and magnitude of the effects of parental involvement in secondary is inconsistent and limited in scope [4].

Revealed on the study made by Wagner and Ruch, parents play a crucial role in both home and school environments [10]. In general, parental involvement is associated with children's higher achievements in language and mathematics, enrolment in more challenging programs, greater academic persistence, better behavior, better social skills and adaption to school, better attendance and lower drop – out rates.

According to [3], on the study conducted by the Southwest Educational Development Laboratory, analyzed several different pieces of existing research on parent involvement in education. Results of the study, released in a report titled A New Wave of Evidence, found that students whose parents are actively involved in their education are more likely to attend school regularly, adapt well to school, take advanced classes and excel academically. These students also tend to have better social skills, and they are more likely to graduate from high school and attend post-secondary school.

The recommendation of [8], strengthening the provision of Republic Act 9155 the concept of "Shared Responsibility" between families; school and community to help the younger generations succeed in school and later in life. The following activities may be taken into consideration (a.) communicate to parents and community people that their involvement and support makes a great deal of difference in child's performance, (b.) provide orientation and training for external stake holders, remember that intensive long – lasting training is neither necessary nor feasible. Continue to emphasize that parents and community is needed and valued.

5 DISCUSSION

Table 1. Findings Level of Parental Involvement at Home and at School

Indicators	SD	Mean	Verbal Interpretation
At home			

Parenting	0.998	3.84	High Parental Involvement
Learning at Home	0.835	4.20	Very high Parental Involvement
At school			
School Volunteering	1.359	3.17	Moderately High Parental Involvement
Decision Making	1.189	2.96	Moderately High Parental Involvement
Community Involvement	1.065	2.61	Moderate High Parental Involvement
Communicating	1.066	3.69	Moderately High Parental Involvement

To measure the level of Parental Involvement weighted mean and standard deviation was used. "Parenting" revealed a verbal interpretation of "High Parental Involvement" means that the families create home environment that supports learning. "Learning at home" indicating that parents give the students activities at home to reinforce what is being taught in the school, it reveals a "High Parental Involvement" School Volunteering, decision making and communicating revealed a "Moderately High Parental Involvement" it was attributed to the activities that involves parents in school governance. "Community involvement" got "Moderately high Parental Involvement" verbal interpretation and communicating indicates Moderately high Parental Involvement

Table 2. Level of Progress and Achievement

Level	Rating	F	%
Outstanding	90-100	14	16.47
Very Satisfactory	85-89	50	41.18
Satisfactory	80-84	17	20.00
Fairly Satisfactory	75-79	19	22.35
Did not meet expectations	74- below	0	0.00

To measure the Level of Academic Achievement of the one hundred (100) First year Office Administration students a frequency distribution was utilized. Among all the student respondents fourteen (14) got an "Outstanding Performance" with 90 – 100 General Weighted Average. Another group with fifty (50) students had an 85-89 General Weighted Average they received a "Very Satisfactory Performance" seventeen (17) student respondents got a General Weighted Average of 80-84 with a "Satisfactory" performance. While a "Fairly Satisfactory" performance was given to nineteen (19)

First year Office Administration students with a General Weighted Average of 75-79 respectively.

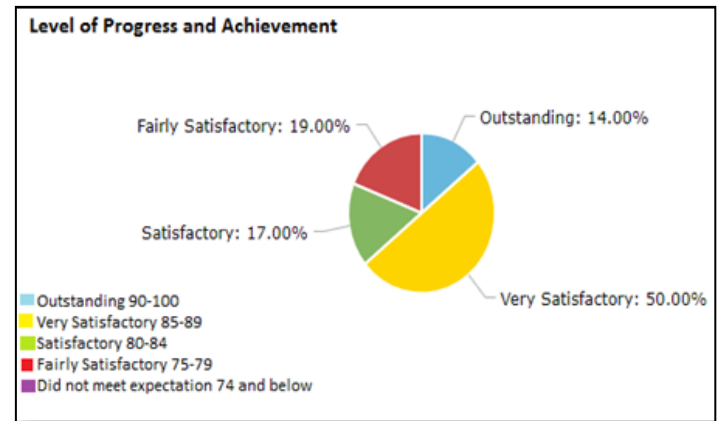


Figure 1. Level of Progress and Achievement

To measure the attitude and behavior of the students an observation – interview was conducted. The observation proved that students who have parents that are involved in their education achieved higher in school.

The interview among the First year Office Administration students agreed of the findings of Wagner and Ruch (2016) stated that good character at school, positive classroom behavior mediates the link between character strength and school achievements.

Table 3. Regression Analysis of Parental Involvement at Home and at School

IV	DV	Coefficient	t-value	p-value	VI
At home					
Parenting	Academic Achievement	-0.20059	-1.74214	0.08518	S
	Attitudes	0.12403	1.126331	0.26327	NS
	Behavior	-0.13496	-1.14699	0.25468	NS
Learning at Home	Academic Achievement	-0.14834	-1.26535	0.20928	NS
	Attitudes	0.216583	1.978464	0.05119	NS
	Behavior	0.025705	0.21475	0.83048	S
At School					
School Volunteering	Academic Achievement	0.1080	0.9685	0.3355	NS
	Attitudes	0.0056	0.0533	0.9575	S
	Behavior	-0.0290	-0.2563	0.7983	S
Decision Making	Academic Achievement	0.1296	1.2753	0.2057	NS
	Attitudes	0.2109	2.2361	0.0280	NS
	Behavior	0.0274	0.2646	0.7919	S
Community Involvement	Academic Achievement	-0.1097	-1.0399	0.3013	NS
	Attitudes	0.1562	1.57762	0.1184	NS
	Behavior	-0.039	-0.3719	0.7108	S
Communicating	Academic	-0.0169	-0.15557	0.8767	S

	Achievement				
	Attitudes	0.19927	1.982234	0.0507	NS
	Behavior	-0.07451	-0.67951	0.4987	NS

α -0.05 level of significance

To find if there is a significant relationship between the variables a regression analysis was used the factor analysis revealed that among all the variables there was a significant and partially significant verbal interpretation.

In terms of "Parenting" it registered a significant verbal interpretation it implies that setting home conditions for children as students partially attributed to school outcomes. "Learning at Home" wherein parents reinforce what is taught in the school only behavior had a significant correlation it can be attributed to the reason that a tertiary student mostly not seeking their parent's knowledge regarding their home works and school projects. "School Volunteering" had a significant correlation to attitudes and behavior of the Office Administration students. This can be attributed that school programs and other school activities only develops students inter - personal aspect and not the cognitive aspect. "Decision Making" type of involvement registered a positive correlation for behavioral aspect of the students. It can be manifested by their parent's involvement school governance wherein it can minimize juvenile delinquency. "Collaborating with the community" shows a same result with the two above mentioned indicator it also gained the same reason that their parents were indeed involve in the community services. Lastly, in terms of "Communicating" academic achievement reveals a significant verbal interpretation it can be attributed to the fact that a constant and effective communication between parents and teachers prevent student's failure.

6 CONCLUSION

In the light of the findings and analysis of the study, the following conclusions were drawn:

The respondents describe parent involvement in terms of parenting, school volunteering, learning at home, decision making, community involvement, communicating was of great importance. Parental involvement has a positive influence on students' academic achievement and intuitively appealing to acquire a passing grade of eighty-five (85%) and above.

The proposed projects will intensify more the involvement of parents, school and community to the academic performance of Associate in Office Administration.

7 RECOMMENDATION

In the light of the conclusions stated, the following recommendations were forwarded. Here are some ways that school can engage parent, school and community to have a strong partnership with the students:

1. Mobile Home Access

Getting access to academic resources and professors. This will serve as an extension of what is happening to the

University. Research shows that the more parents are involved the higher achievement the student has and the more likely they are to graduate.

2. Parents Involvement in our Extension Projects and College Activities

Develop committee to plan and implement the events to meet the focus. Plan of logistics – location, materials needed person in charge of each activity.

3. College Support of Parent Involvement

College must do their part to encourage parents' involvement in education. Key activities include making parents feel welcome at school, involving parents in decision making, and implementing programs to provide information about parenting skills and community resources.

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