

PARENTAL INVOLVEMENT ON PUPILS' PERFORMANCE: EPSTEIN'S FRAMEWORK

Kathlene Joy Caño, Mary Grace Cape, Jacient Mar Cardoso,
Carolyn Miot, Gee Rianne Pitogo, Cherrie Mae Quinio
Jewish Merin (Co-Author)
jewishmerin@yahoo.com
Cebu Normal University

Abstract: Parental connection capitulate pupils enhanced performance in school; thus families must ascertain a supportive home environment for their children as learners. This study surveyed the influences of parent-supported using Epstein's framework on the different parenting styles and on its effect on bridging the gap between parents, pupils and school routine. It also viewed on parents' socioeconomic status and educational attainment to verify if these could affect the parental involvement. The study utilized the naturalistic paradigm along with varied instruments which constituted the qualitative-explanatory approach to cross check the data gathered. The results revealed that parent involvement for high and low performing pupils' on socioeconomic status and parents' educational attainment do not have any bearing on the type of parental involvement. And parenting type has a moderately substantial relationship with higher academic performance. These pointed out to the conclusion that parental involvement has a positive impact on pupils' academic performance. It is suggested that both the nurturing and supportive school and home environment should work mutually in offering successful pupils; consequently, the research output, is the implementation of Parenting Education in the chosen community as extension program in the university.

Keywords: naturalistic paradigm, (PI) parental involvement, Epstein's framework

INTRODUCTION

Parent involvement in schools is more than attending homeroom and PTCA meetings. Learners of all groups and levels yield when their supportive parents are implicated in their education. One facet of parent involvement that has large impact on pupil's achievement is parental expectations. Pupils accomplish more when their parents anticipate more. Learning environment must create an effective partnership by providing an open and communicative milieu with its wider community, bridging the gap between the classroom and the home, and the school and the family.

Both pupils and schools benefit when parents or guardians are concerned in education. Reflect of yourself as the teacher's partner in managing your child's instruction. The parents are the most prominent factors on the lives of the children (Zedan, 2011). Hence it is significantly key in to hit upon out the parents feelings or reactions about school involvement and their perception on their roles in such interaction (Radu, 2011). The parents also play a part in the scheming of all aspects of education hand in hand with the neighborhood. The participation of parents is multi-dimensional, and is composed of an assortment of types of behavior, attitudes, and parental prospect (Toran-Kaplan, 2004). (Rahman, 2001) When parents get caught up with their children's studies, pupils carry out better. While doing research also shows that parental contribution is necessary in the education of the children and leads to academic gains (Wright, 2009). The academic profits for the learners with their parents concerned include advanced grades and examination scores and constructive attitudes about schooling. Learning milieu must do their part to encourage parental involvement in educational undertakings.

Parental attachment is likening to a perception in social sciences which is a charge loaded term parent involvement. It is distinct as having a responsiveness of and interest in learning, understanding of the interface between parenting skills and student sensation in schooling, and a commitment to unswerving communication with educators about student development (Pate and Andrews 2006).

THE STUDY

There are researchers on parent involvement and its positive effects to education for many years. However, the relevance of this cram is catered on strong partnership between educators to the identified parents in the chosen community. The work of Dr. Joyce Epstein has supported the meaning of parent involvement and identified the premise stating that parent involvement should go beyond school and home, inviting a partnership between homes, schools and communities (Wright, 2009). In the six types of Parental Involvement framework, Epstein implied that guardians who were informed and engrossed in their children's trainings can bring sanguinely impact their child's attitude and performance.

The six types of involvement interactions take action as a framework for classifying behaviors, responsibilities, and deeds performed by school personnel and family and community members, working hand in hand to augment involvement and student achievement that activate within the theory of overlapping spheres (Epstein et al., 2002). The six types of involvement are delineated in the chase conduct. First is the Parenting-helping where parents and extended family members are aware and conversant about child maturity, and offering possessions that permit them to ascertain home environments that can enhance learning. Second is Communicating-effective, suitable two-way contact about school events and student academic or personal development and progress, and/or insight within the home environment. Third is Volunteering-organizing and participating in activities initiated by school personnel like parent- teacher and community association or generated by community members aimed at supporting students and school programs, such as service-learning projects, violence reduction assemblies. Fourth is the Learning at home wherein it is providing information to parents and families about school procedures like homework opportunities, grading rubrics in order to help them supplement their children's academic activities. Fifth is the Decision-making in which this includes the parents and family members from all backgrounds as representatives and leaders on school committees agreed upon the educational events. Finally is the Collaborating with the community-identifying and integrating funds, services, and other assets from the community to lend a hand and meet the needs of school personnel, students, and their families.

Parental involvement, from an economist's perspective, can also be defined as direct effort, provided by the parent, in order to increase educational outcomes of their children. This definition implicitly refers to an education production function, and makes parental involvement one of its arguments (Avvisati et. al., 2010). Altschul(2012) cited that according to Sirin (2005), children's academic performance can be predicted by the family's socioeconomic status. Researchers, Goldberger, (1991) and Goldring, (1993) also recognize that there is a strong direct relationship between socioeconomic status and parent involvement (Zedan, 2011). Parents with stable financial status contribute to the schools (Hodtuv, 2001). A positive correspondence between the level of education of the parents and the degree of their participation was established.

High-achieving pupils are set with higher expectations and standards than low-achieving pupils (Michigan Department of Education 2001). Parent-supported students yield better performance in school. If there is a lack of parental involvement, the educational development and success of the performance of the students is affected. The students are struggling if there is no support from parents. (Wanke, 2008). According to Angion (2009), parental involvement connects to the child's cognition, verbal communication, and socio-emotional intensification and increases children's attainment. Georgiou (2010) found out that child's achievement in school is related to the attributing behavior of parents. Desforges with Abouchaar (2003) stated that there would be a high level of achievement if there is parental involvement.

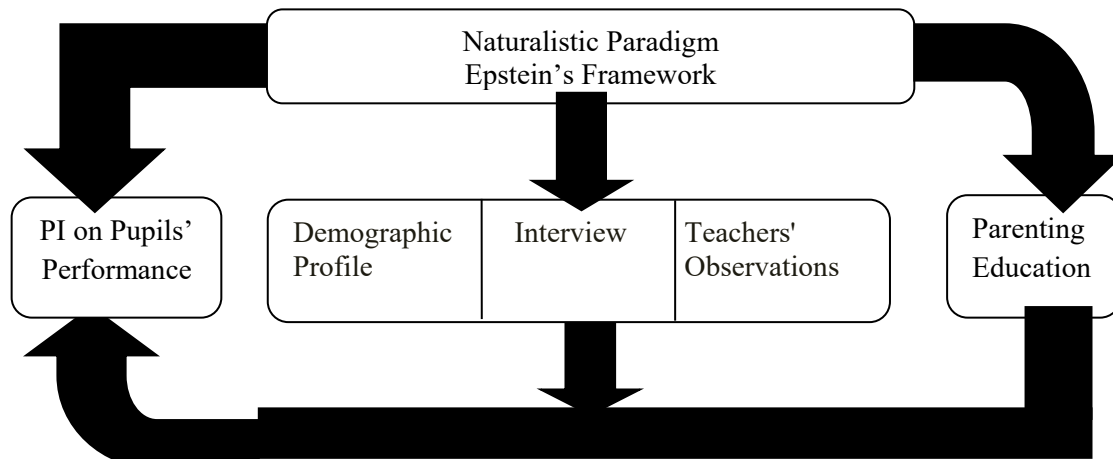


Figure 1. Conceptual Framework of the Study

Learning is complex; it begins at birth and continues throughout life. Parents have a well-built influence on the learning of their children and are labeled as the first teachers and role models for their children. Parental involvement is an accumulation of definitions from a myriad of research, and the many definitions can make researching involvement more challenging (Wright, 2009). Connection implies the bind of resources by parents for the assistance of the child, and the total number of dealings in which the parents assisted in order to add either straightforwardly or in a roundabout way in the learners educational undertakings. While there are varying models of parental involvement, Epstein's is the only one that has undergone extensive review by the research community. Furthermore, according to Wright (2009), Epstein's model provides well defined and useful guidelines for others to follow.

This widely accepted framework has six types of parental involvement mentioned are Parenting, Communicating, Volunteering, Learning at home, Decision- making, Collaborating with the community to identify and integrate resources and services from within the community to improve student learning by strengthening the institutions' programs and family applications and scenarios.

Parental involvement in children's education is a crucial factor for the child's continuing educational development and success in school. If there would be deficient in parental involvement, the educational improvement and accomplishment of the pupils' performance is greatly affected.

Distinguishing the parenting styles and its impact of parental involvement and the rarity at the parent involvement for high and low performing elementary pupils, this paper explored the persuade parental involvement across demographics socioeconomic condition and parents' educational locale, and apt university support of parent involvement project, involving parents in decision making and implementing programs to provide information about parenting skills and community resources.

RESEARCH METHODOLOGY

This research study made use the naturalistic paradigm, a descriptive case-study type that interprets and analyses the response of the purposively chosen respondents. Ten (10) selected parents, of which are five (5) parents of High-Performing (HP) elementary pupils from Science Class and five (5) parents of Low-Performing (LP) elementary pupils from Regular Class as respondents were chosen accordingly. They are the parents of the said pupils studying in Barrio Luz Elementary School located at Archbishop Reyes Avenue, Barrio Luz, Cebu City. The two faction of respondents were chosen in order to see how the facilitation skills of the parenting connections differs. The top five (5) HP pupils were the one identified by the Science Class adviser and the five (5) LP pupils were also identified by the Regular Class adviser based on the pupils' grades and class standing. The researchers utilized discourse analysis which normally identified texts with wide-range of probable information sources including transcripts of documented interviews, teachers' observation documents and in-depth analysis of a few excerpts as the ten parents shared and communicated shift of information. It is the investigation of what lingo does or what their parenting styles do through the parents' accomplishment.

Instruments used in the study were: a) Demographic Profile Questionnaire b) an interview given to the pupils regarding the support given by their parents and c) the teachers' observations on the parental involvement

(PI). The respondents were given formulated guide questions from Epstein's Framework of Parental Involvement which constituted the qualitative-explanatory approach. Parent-Teacher Community Association (PTCA), general and classroom meeting participation of the parents were also asked to the teachers to gain information needed to support on how much the parents are involved in school.

The instruments were personally administered by the researchers to the respective parents. Promising criteria used to evaluate the robustness of naturalistic inquiry such as integrity and responsibility of the respondents. It is naturalistic that the field researchers used inductive reasoning, their line of questioning depending on the respondents parenting styles and his/her response. The respondents were given formulated divergent (open-ended) questions based on Epstein's Framework on Six Types of Parental Involvement. The focus group (FG) constituted their children's feedback and the teachers' observations. The PTCA, general and classroom meeting participation based on the interview given to the teacher advisers and the interview questionnaire given to the pupils served as validations of the PI in school. The socioeconomic status and the parents' educational background were also asked through demographic questionnaires.

To ensure validity and reliability, the same questions raised to parents who have high and low performing children. Revisions on the questioning technique was the change made as the "triangulation state of mind", which allows for vast variety of angles. A major focus is on the observation of the parenting styles of the high and low performing pupils across demographics. For the conformability and totality of guaranteed acceptability athwart paradigms, validating the results and providing the perceptive of the involvement of the parents which affects pupils' performance triangulation has been employed.

RESULTS AND DISCUSSIONS

Personal and Demographic Profile

The academic performance of pupils in rapport to the parental socio-economic background and educational background were not statistically significant. However, the parents of the high-performing pupils' mean income and educational background were observed to be higher compared with the parents of the low-performing pupils. It could generally be inferred that in spite of the none significance of the effect of the two factors being considered in the ongoing discussion, it is apparent that the variables still play slight role in the pupils' academic performance.

The study involved ten (10) parents of Grade V pupils of Bo. Luz Elementary School, five (5) of them were parents of high-performing (HP) pupils from Science class. They were 37 to 53 years old with an average 43 years of age. It is found out on the parents' educational backgrounds, one (1) or 20% of them reached elementary level, two (2) of them or 40% of them were college level, two or 40% of them were degree holders. Three (3) or 60% of them were married and two (2) or 40% of them were never married. Based on the monetary comings and goings One (1) or 20% of them had a monthly revenue of one thousand pesos, five hundred pesos (P 1,500), one (1) or 20% of them had a monthly income range of three thousand, one hundred pesos (P 3,100) to six thousand pesos (P 6,000), one or 20% of them had a monthly income range of six thousand, one hundred (P 6,100) to twelve thousand pesos (P 12,000), two (2) or 40% of them had a monthly income range of twenty thousand, one hundred pesos (P 20,000) to forty thousand pesos (P 40,000).

The other five (5) respondents constituted the parents of low-performing (LP) pupils from a Regular Class of the same school. They were 25-53 years old with an average of 40 years of age. Two (2) or 40% of them were elementary graduates, one (1) or twenty percent of them was a high school graduate and two (2) or 40% of them were college level, three (3) or 60% of them were married and two (2) or 40% of them were never married. Two (2) or 40% of them had a monthly income of one thousand, five hundred pesos (P 1,500), one (1) or 20% of them had a monthly income range of three thousand, one hundred pesos (P 3,100) to six thousand pesos (P 6,000), one (1) or 20% of them had a monthly income range of six thousand, one hundred pesos (P 6,100) to twelve thousand pesos (P 12,000) and one (1) or 20% of them had a monthly income range of twenty thousand, one hundred pesos (P 20,100) to forty thousand pesos (P 40,000).

The Six Types of Parental Involvement

There is a moderate difference between the responses of the parents of high-performing pupils and those of the low-performing pupils. Findings include that parents of low-performing pupils tend to shift their attention away from school. It is found out that less educated parents feel inadequate to help their children with

homework. This also implies that parents offer support to their children in means and ways that are capable of providing of or what is available to them.

Table1. Comparison of Parental Involvement: Epstein’s Framework

PARENTING STYLES	SIMILARITIES	DIFFERENCES
PARENTING	Both provide a conducive and silent environment. They gave encouragements to their children.	Parents of HP pupils have homework strategies whereas the parents of LP pupils don’t have.
COMMUNICATING	The two groups approach their child’s teachers every time they have problems. They are also informed with regards to PTCA meetings.	Parents of HP pupils take time to attend the meetings while some parents of LP pupils prefer work over attending meetings.
VOLUNTEERING	Parents of PH pupils and parents of LP pupils are informed through PTCA meetings.	The parents of HP pupils are more active in participating to community activities. Parents of LP pupils believe that socioeconomic status cannot affect their kind of help they can give. On the contrary, the parents of HP pupils consider socioeconomic status as a factor that affects their volunteering.
LEARNING AT HOME	The two groups are aware of how they can help or assist their children at home.	The parents of HP pupils induce learning or use the reward system. Whereas the parents of LP pupils gave advices about the importance of education.
DECISION-MAKING	Both parents are not active members of PTCA and other parent organizations.	The parents of LP pupils gave a lesser rating than parents of HP pupils in terms of decision-making of the parents and school.
COLLABORATING WITH THE COMMUNITY	The parents of HP and LP extend their help to the community.	The parents of HP pupils gave their support to the community whereas the parents of LP pupils only gave help when necessary.

As seen in the table, it shows the similarities and differences of how the parents of HP and LP facilitated each type of parental involvement. It is incumbent upon schools and communities to play a role in helping parents to embellish what they were doing and enhance the skill on shaping, nurturing and developing young minds in their educational endeavor in universal. Despite the evidence about the value of parental involvement, far too many parents continue to lack sufficient information about their children's schools. Many educators also fail to understand their students' families and many communities are not closely linked with their local schools. The cost in terms of student outcomes not achieved is incalculable.

PARENTS OF HIGH-PERFORMING PUPILS

In parenting, the parents provide a silent and conducive environment for learning. All parents were expectant their children in doing the teachers’ assigned homework. Parents let their children do their task independently and only give assistance when necessary. This evidence is manifested when PH1 said

“I’ll let my child to do his homework by himself. In this way, I could encourage independence and it is also a good opportunity to build my son’s self-esteem. Moreover, I can find educational resources to help him with his math, science, reading and writing assignments. I will also encourage my son to do time management and be organized in doing his homework.”

They regularly check the assigned school task of the child through asking the child and checking their assignment notebook. Most of their partners help their child in their homework. They spend one to two (1-2) hours per day in helping their child with the assignments. Majority of the parents have homework strategies that they use to make their child do their task such as giving rewards and restraining interruptions in home. In Communicating, a greater number of the parents approach their child’s teacher when they meet problems regarding their child’s behavior and attitude. During the distribution of report cards and PTCA meetings, the parents are informed of their child’s progress and are satisfied after the meetings.

A greater part of the parents volunteer help in school activities like participating in the Brigada Eskwela, Coastal Clean Up, Tree Planting activities and contributing financial assistance. A greater number of the parents believed that socioeconomic status can affect their volunteering or the kind of help they give. However, PH1 said

“No, I don’t believe that economic status will matter when it comes to giving help. In my case I always volunteer myself in any school activities without spending a peso in my pocket.”

The schools organized parent help and support through PTCA meetings. Nearly all of the parents of high performing pupils were aware on how they can assist their child at home. With the use of modern technology such as laptops, other learning gadgets and guidance can help their child to foster learning regardless of the economic status. The community also reached the parents by disseminating information of community programs like clean and green programs and health programs. Nearly all took part in the community programs by joining the livelihood services and check the proper segregation of trashes.

PARENTS OF LOW-PERFORMING PUPILS

The parents of low performing students share the same responses with the parents of the high performing students. Most of them don’t have homework strategies but they tried to encourage their children. PL5 said

“Pugsonon, because of his behavior. Dilikalaagog di kabuhat sa homework.” (“I force him because of his behavior. He cannot go anywhere if his homework is not yet done.”)

Almost all of the parents approach their children’s teacher when they meet problems regarding their child. They are aware that there are PTCA meetings through their children’s communication notebooks but there are times that they cannot attend meetings because of their work. In knowing their child’s progress they check their child’s scores in exams and grades. PL3 said

“...human sapag follow-up ug pagpakigestorya sa teachers kon unsay progress sabata. Kinahanglan makahibalo ang bata nga maoni iyang mga accomplishment in school progress.” (“...after the follow-up and talking to the teachers about the child’s progress. It is important for the child to know his accomplishments in school.”)

Few of them take part in the school activities. They help in feeding programs and give financial support for projects. Majority of them think that the economic status does not affect the kind of help they can give. Through PTCA meetings they are provided with the needed information on how they can help and support the school. They have varied ways in inducing learning to their children. Parents observed different strategies in dealing with learning at home. Some of them teach their child about everything in life and importance of education.

Parenting Education

All of the parents were asked on how the community reaches for families and schools. They need Parenting program as an extension project and a service to proffer in the community. The five faculty of the College of Teacher Education had an extension project which is “PARENTING EDUCATION” to answer the need of enlightening the parents in the community. It is a University funded on-going project in the midst of forty parents. The professors made use of Modules to facilitate the extension works and their participation in the community.

CONCLUSION

Learners respond very well to parents participating in their schooling – whether that’s presently being aware of their progress and accepting their achievements, or whether it’s when parents decide to take a more active role and become engross in the school life. It is consequently concluded that parental involvement has positive effects on pupils’ performance. These findings correspond with other research findings that suggest that successful pupils come from a nurturing and supportive home environment. In addition, it does not appear to matter greatly what socioeconomic and educational background the parents have. Both the school and home background should effort mutually in offering successful pupils in their academic activities because education is a vital determinant in country’s development. The paper cited three key points to improve the school-home partnership: providing parents with information on the types of parental involvement; giving parents a voice on the views on parent involvement; and encouraging partnerships with schools through the implementation of

extension program - the research output fills the knowledge gaps in step by step, stage by stage – engaging families in the learning process.

RECOMMENDATIONS

It is recommended to have an aid in parental involvement; thus educators in any schools are encouraged to serve and implement extension program akin to Parenting Education in a chosen community as a mission in the institution.

This study have its strengths, however limitations were also met during the study. The research was also solely focused on a certain area of elementary pupils, parents and teachers. For further study, include an in-depth qualitative study to consider the thoughts of teachers and parents of other schools and places. The researchers would also recommend that the programs designed for parent-teacher and parent-community interaction should be more emphasized with the aim of improving the parent and child relationship. It would be very beneficial for the parents, teachers, school and community to have more inputs from each other’s insights on how to improve opportunities on parental involvement for all learners.

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