**Parents’ Involvement In Multi Grade Pupils’ Achievement In Conner District**

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ABSTRACT

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| --- |
| This study investigated the extent of parental involvement and its relationship to the academic achievement of multi-grade pupils in Conner District, Apayao. Employing a descriptive research design, the study involved 721 respondents—368 pupils and 353 parents—selected through stratified sampling using Slovin’s formula. Data were collected through a researcher-made questionnaire that assessed the frequency and type of academic-related activities parents engaged in, such as helping with homework, reading, and subject-specific tasks. Pupils' academic performance was determined based on official school records, specifically School Form 5 (SF5), indicating proficiency levels. Results showed that parents were "often times" involved in their children’s academic activities, with an overall weighted mean of 3.45. Despite this, the general academic performance of multi-grade pupils was rated as “Satisfactory” (84%). Statistical analysis using a t-test revealed no significant relationship between the extent of parental involvement and academic achievement (computed t = 1.3298 < critical t = 1.695 at 0.05 level of significance), thereby accepting the null hypothesis. The findings suggest that while parental involvement is frequent and valuable, it does not significantly affect measurable academic outcomes. The study recommends reinforcing school-home collaboration, revitalizing Parent-Teacher Associations, and implementing strategies to make parental participation more impactful in multi-grade learning environments. |

*Keywords:* *Parental Involvement, Multi-Grade Pupils, Academic Performance, Conner District, Home-Based Learning Support, Parent-Teacher Association (PTA), Descriptive Research Design*

1. INTRODUCTION

Schools exist as an institution of learning to develop people in many ways. It is therefore, important that parents, community officials and members should work cooperatively in partnership with the school for the success of their children while in school.

The School, as postulated by Locke (2011), supports the government goal to preserve the individual’s right to life, liberty, property and pursuit to happiness.

These rights were fully supported in the organization of Parents-Teachers Association (PTA), originally founded in 1897 by Phoebe Epperson of America, with the following original objectives of promoting the welfare of children and youth in school, home and community; raising the standard of home life, security, care and protection of children while in school; bringing closer relation between home, school and community so that parents and teachers may cooperate intelligently in the educational endeavor of their children; involving parents, community members to work cooperatively to ensure highest quality care, protection and guidance and the PTA members and officials to regularly hold meeting, conferences and other assemblies to discuss needs and concerns, and to carry out responsibilities in effecting schools’ rules and policies.

Communities also become more watchful of the expense of public education, while local schools become concerned with continuous provision of high-quality teaching and other services. Additionally, parents wanted assurance that their children are adequately prepared to lead rewarding adult lives or parental involvement, in almost any form, produces measurable gains in student achievement (Dixon, 1992)

Research shows that there seems to be a consensus that parents want to help their children at school but may not know how best to do this (Weinberger, 1996). One way to increase parent involvement is to train parents to tutor/help their children and implement effective reading interventions. In schools that are situated in areas of economic and social disadvantage, one of the best ways to structure parental partnership is through involving parents in their children’s homework. While all forms of parent involvement play significant roles in the health of the school and the community, home learning activities are perhaps the wisest investment of school to produce long-lasting academic gains through many parents may feel unable to become actively involved due to their own lack of reading confidence and/or reading competence.

Most children have two main sources of education in their lives – their parents and their teachers. Parents are the prime educators until the child attends an early years setting or starts school and they remain a major influence on their children’s learning throughout school and beyond. The school and parents both have crucial roles to play. There is no universal agreement on what parental involvement is, it can take many forms, from involvement at the school (as a convener, helping in the classroom or during lunch breaks) through reading to the child at home, teaching songs or nursery rhymes and assist them with their homework.

2. STATEMENT OF THE PROBLEM

This study was conducted to assess the parents’ involvement in multi-grade pupils’ achievement in Conner District.

Specifically, the study aimed to answer the following questions:

1.What are the academic-related activities that parents are involved in their children?

2.What is the extent of Parents’ involvement to the academic – related activities of their children?

3.What are the achievement of multi-grade Pupils?

4.Is there a significant relationship between the involvement of parents in the achievements of pupils?

* 1. **Hypothesis**

There is no significant relationship between the Parents’ involvement and the academic-achievement of pupils.

3. METHODOLOGY

3.1 Research Design

This study made used of the descriptive method of research in determining the level on extent of parents’ involvement in multi-grade pupils’ achievement.

**3.2 Locale of the Study**

This study was conducted in nineteen (19) Multi-Grade Schools of Conner District, Municipality of Conner, Apayao

**3.3 Respondents of the Study**

The respondents of the study were the three hundred sixty-eight (368) pupils and three hundred fifty-three (353) parents of Conner District. These total number of sample sizes was derived employing the Stratified Sampling for allocation with the use of the Slovin’s formula. Hence, the frequency distribution of the sum total pupils and parents’ respondents are indicated in table 1 below:

**Table 1. Distribution of the Pupils and Parents Respondents Per Multi-Grade School**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Multi-grade Schools | Pupils | | Parents | |
| Conner District | N | n | N | n |
| 1. Apaya ES | 21 | 11 | 20 | 11 |
| 2. Allangigan ES | 40 | 21 | 38 | 21 |
| 3. Dangguinan ES | 68 | 36 | 64 | 35 |
| 4. Gassud ES | 54 | 29 | 51 | 28 |
| 5. Guedeged ES | 50 | 26 | 48 | 26 |
| 6. Mabiga ES | 30 | 16 | 30 | 16 |
| 7. Mawigue ES | 59 | 31 | 58 | 32 |
| 8. Turayok PS | 33 | 17 | 30 | 16 |
| 9. Buguit ES | 32 | 18 | 31 | 18 |
| 10. Bubog ES | 12 | 7 | 11 | 6 |
| 11. Buneg ES | 29 | 16 | 26 | 15 |
| 12. Lower Katablangan ES | 22 | 12 | 22 | 13 |
| 13. Upper Katablangan ES | 12 | 7 | 12 | 7 |
| 14. Catub ES | 63 | 46 | 59 | 34 |
| 15. Cupiz PS | 16 | 9 | 15 | 9 |
| 16. Guinamgaman ES | 18 | 10 | 18 | 10 |
| 17. Liwan ES | 17 | 9 | 17 | 10 |
| 18. Mabaguio ES | 47 | 26 | 45 | 26 |
| 19. Nabuangan ES | 38 | 21 | 35 | 20 |
| Total | 690 | 368 | 630 | 353 |

*Source: District Office, Conner District, 2016*

Stratified Sampling Techniques used in the allocation of sample sizes, the Slovin’s formula. n1

**3.4 Research Instrument**

The Researcher made used of questionnaire which was utilized as the mean tool in gathering the needed data. The questionnaire consisted of two parts: The profile of respondents as Part 1 and the Extent of Parent’s Involvement on pupils’ academic related activities as the second part.

**3.5 Data Gathering Procedures**

Prior to the distribution of the questionnaires, letters of request were sent to the Public Schools District Supervisors and Principals of Northern and Southern Conner District for the conduct of the study. The Questionnaire was personally floated and retrieved by the researcher of the study. The Data gathered were consolidated, organized, tabulated, analyzed and interpreted of its final form

**3.6 Statistical Analysis**

The data collected were quantified data analyzed and interpret with the used of the following statistical tools to treat the Data:

Frequency and Percentage Distribution was used to described to the personal profiles of the respondents.

F=Fi ÷ TF (100)

Weighted mean will be computed to determine the extent of involvement of parents in the academic-related activities of their children.

WX=Ʃ WiXi / Wi

Criterion Likert Scale will be employed to interpret the computed results of the item means, category means and weighted means in the extent of involvement of parents in academic-related activities.

Mean Range Scale Description

4.21 – 5.00 5 – Always

3.41- 4.20 4 – Often times

2.61 - 3.40 3- Sometimes

1.81 – 2.60 2- Rarely

1.0 – 1.80 1-Never

To test the hypothesis between Parents’ Involvement and the related academic achievement of pupils, we use the t-test.

t = ƩD /

**4. RESULTS AND DISCUSSION**

**4.1 Profile of the Pupils and Parents Respondents Per Multi-Grade School**

**Table 2. Distribution of the Pupils and Parents Respondents Per Multi-Grade School**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Multi-grade Schools | Pupils | | Parents | |
| Conner District | N | N | N | n |
| 1. Apaya ES | **21** | **11** | **20** | **11** |
| 2. Allangigan ES | **40** | **21** | **38** | **21** |
| 3. Dangguinan ES | **68** | **36** | **64** | **35** |
| 4. Gassud ES | **54** | **29** | **51** | **28** |
| 5. Guedeged ES | **50** | **26** | **48** | **26** |
| 6. Mabiga ES | **30** | **16** | **30** | **16** |
| 7. Mawigue ES | **59** | **31** | **58** | **32** |
| 8. Turayok PS | **33** | **17** | **30** | **16** |
| 9. Buguit ES | **32** | **18** | **31** | **18** |
| 10. Bubog ES | **12** | **7** | **11** | **6** |
| 11. Buneg ES | **29** | **16** | **26** | **15** |
| 12. Lower Katablangan ES | **22** | **12** | **22** | **13** |
| 13. Upper Katablangan ES | **12** | **7** | **12** | **7** |
| 14. Catub PS | **63** | **46** | **59** | **34** |
| 15. Cupiz PS | **16** | **9** | **15** | **9** |
| 16. Guinamgamman ES | **18** | **10** | **18** | **10** |
| 17. Liwan ES | **17** | **9** | **17** | **10** |
| 18. Mabaguio ES | **47** | **26** | **45** | **26** |
| 19. Nabuangan ES | **38** | **21** | **35** | **20** |
| Total | **690** | **368** | **630** | **353** |

*Source: District Office, Conner District, 2016*

The table 2 shows the sum total of the Parents and Pupils Respondents. Out of six hundred ninety (690) pupils, there were three hundred sixty-eight (368) selected. On the other hand, there were six hundred thirty (630) parents of which, three hundred fifty-three (353) were sampled and involved in the Multi - Grade School, Conner District.

**4.2** **Parents’ Involvement in Academic- Related Activities Per School**

**Table 3. Weighted Mean of the Respondents on the Extent of Parents’ Involvement to the Academic-Related Activities of their Children.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ***Academic-Related Activities*** | Extent of Parents' Involvement | | | | | | |
| Southern Conner District | | | Northern Conner District | | |
| X | Adjectival Description | X | | Adjectival Description |
| ***ENGLISH*** |  |  |  | |  |
| 1.I help my child in developing literary skills. | 3.44 | O | 3.39 | | S |
| 2.I help my child in developing speaking skills. | 3.24 | S | 3.45 | | O |
| 3.I help my child in developing language reading skills | 3.48 | O | 3.43 | | O |
| 4.I help my child in developing writing skills. | 3.61 | O | 3.47 | | O |
| 5.I help my child answering questions about the text. | 3.49 | O | 3.42 | | O |
| 6.I help my child complete assignment in English. | 3.50 | O | 3.55 | | O |
| 7.I help my child to do the requirements in English. | 3.45 | O | 3.54 | | O |
| ***MATHEMATICS*** |  |  |  | |  |
| 1.I help my child in the fundamental operations in Mathematics; |  |  |  | |  |
| 1.1Addition | 3.61 | O | 3.45 | | O |
| 1.2Subtraction | 3.66 | O | 3.69 | | O |
| 1.3Multiplication | 3.50 | O | 3.41 | | O |
| 1.4Division | 2.93 | S | 3.19 | | S |
| 2. I assist my child in applying simple number concepts | 3.26 | S | 3.42 | | O |
| 3.I help my child in answering problem solving. | 3.26 | S | 3.38 | | S |
| 4.I assist my child in comprehending fundamental arithmetic. | 3.35 | S | 3.31 | | S |
| 5.I help my child make assignment in Math. | 3.56 | O | 3.56 | | O |
| 6.I help my child to do the requirements in Math | 3.29 | S | 3.51 | | O |
| ***OTHER SUBJECTS:*** |  |  |  | |  |
| 1.I help my child make assignment in Filipino. | 3.44 | O | 3.34 | | S |
| 2.I help my child make assignment in Mother Tongue. | 3.19 | S | 3.30 | | S |
| 3.I help my child make assignment in Science. | 3.39 | S | 3.42 | | O |
| 4.I help my child make assignment in Araling Panlipunan/HEKASI | 3.47 | O | 3.28 | | S |
| 5. I help my child to do the requirements in Filipino | 3.57 | O | 3.55 | | O |
| 6.I help my child to do the requirements in Mother Tongue | 3.38 | S | 3.63 | | S |
| 7.I help my child to do the requirements in Science | 3.63 | O | 3.36 | | S |
| 8.I help my child to do the requirements in Araling Panlipunan/HEKASI | 3.41 | O | 3.62 | | S |
| WM | 3.44 | O | 3.45 | | S |

**Table 4 Parents’ Involvement to the Academic-Related Activities of their Children.**

|  |  |  |
| --- | --- | --- |
| Multi- Grade School | Category Mean | Scale Description |
| 1. Apaya ES | 3.99 | O |
| 2. Allangigan ES | 3.47 | O |
| 3. Dangguinan ES | 3.57 | O |
| 4. Gassud ES | 3 | S |
| 5. Guedeged ES | 3.34 | S |
| 6. Mabiga ES | 3.52 | O |
| 7. Mawigue ES | 3.33 | S |
| 8. Turayok PS | 3.28 | S |
| 9. Buguit ES | 3.34 | S |
| 10. Bubog ES | 4.27 | A |
| 11.Buneg ES | 3.06 | S |
| 12.Lower Katablangan ES | 3.35 | S |
| 13.Upper Katablangan ES | 3.90 | O |
| 14.Catub ES | 3.37 | S |
| 15.Cupis PS | 3.2 | S |
| 16.Guinamgaman ES | 3.86 | O |
| 17.Liwan ES | 2.89 | S |
| 18. Mabaguio ES | 3.34 | S |
| 19. Nabuangan ES | 3.39 | S |
| Weighted Mean | 3.45 | O |

*Legend:*

*SD - Scale Description*

*4.21 – 5.00 - Always*

*3.41- 4.20 - Often times*

*2.61 - 3.40 - Sometimes*

*1.81 – 2.60 - Rarely*

*1.0 – 1.80 - Never*

The findings disclosed that parents are “often times” involved in their children academic-related activities. This was rated with an overall mean of 3.45, “often times” which imply that parents’ involvement greatly contributed to the achievement of their children academic-related activities. This relates to what Soliven Preciosa (2008), mentioned that “learning to know,” “learning to do,” “learning to live together” and “learning to be” are pillars of knowledge which parents must have to undertake with their children.

**4.3 Mean Performance of multi-grade pupils Per Multi-Grade School, Conner District (based on School Form 5 (SF5), Report on promotion and level of proficiency and achievement).**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Conner District  Schools: | Outstanding (90-100) | Very Satisfactory  (85-89) | Satisfactory  (84-80) | Fairly Satisfactory  (75-79) | Did not Meet Expectacion  (70-74) | Xi Performance | Adjectival Description |
| 1. Apaya | 0 | 3 | 5 | 3 | 0 | 82 | S |
| 2. Allangigan | 0 | 2 | 12 | 7 | 0 | 81 | S |
| 3. Dangguinan | 15 | 6 | 10 | 4 | 1 | 87 | VS |
| 4. Gassud | 12 | 7 | 5 | 4 | 1 | 88 | VS |
| 5. Guedeged | 6 | 8 | 7 | 4 | 1 | 85 | VS |
| 6. Mabiga | 3 | 3 | 3 | 6 | 1 | 83 | S |
| 7. Mawigue | 5 | 4 | 15 | 4 | 3 | 83 | S |
| 8. Turayok | 6 | 4 | 5 | 2 | 0 | 87 | VS |
| 9. Buguit | 0 | 7 | 5 | 5 | 1 | 82 | S |
| 10. Bubog | 2 | 4 | 1 | 0 | 0 | 89 | VS |
| 11. Buneg | 2 | 4 | 3 | 7 | 0 | 83 | S |
| 12. Lower Katablangan | 0 | 0 | 8 | 4 | 0 | 82 | S |
| 13. Upper Katablangan | 2 | 5 | 0 | 0 | 0 | 89 | VS |
| 14. Catub | 0 | 10 | 22 | 10 | 1 | 76 | FS |
| 15. Cupiz | 4 | 3 | 2 | 0 | 0 | 89 | VS |
| 16. Guinamgamman | 0 | 1 | 4 | 4 | 0 | 80 | S |
| 17. Liwan | 3 | 2 | 4 | 0 | 0 | 87 | VS |
| 18. Mabaguio | 2 | 6 | 12 | 6 | 0 | 83 | S |
| 19. Nabuangan | 3 | 8 | 5 | 5 | 0 | 85 | VS |
| Total |  |  |  |  |  | 84 | S |

Table 5- **The data on the above table, presented the mean performance of Multi-Grade pupils per Multi-Grade School, Conner District.**

The data on the above table, presented the mean performance of Multi-Grade pupils per Multi-Grade School, Conner District. Out of nineteen (19) Multi-Grade schools, only eight achieved “very satisfactory” from the overall average of the five (5) scales of grading based on School Form 5 (SF5), (Report on Promotion and levels of Proficiency and Achievement). On the other hand, there were nine (9) schools that achieved “Satisfactory”, while only one school, achieved “Fair Satisfaction”. However, taken on the basis of single scale from the five (5): (Outstanding, Very Satisfactory, Satisfactory, Fair Satisfactory and Did-Not-Meet Expectation), thirteen (13) schools have their pupils achieved “Outstanding”: (numbers 3,4,5,6,7,8,10,11,13,15,17,18,19 schools); while seven (7) schools got extreme scale of “Did-Not-Meet Expectation” (DNME). However, the general mean performance is “Satisfactory” or 84%. This Implies that the Multi-Grade Pupils in all Multi-Grade schools of Conner District achieved “Satisfactory Expectation” as gleaned from Teachers report and parents’ involvement.

**4.4. Answer the research hypothesis**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | X | Df | ₻ | c.t.v | t t v | Decision | interpretation |
| Parents’ Involvement | 3.45 | 353 | .05 | 1.3298 | 1.695 | Accept | No significant |
| Academic Achievement of Pupils (84) | 2.25 | 368 | Ho |
| 721 |

Table 6- **Hypothesis of the research**

The hypothesis raised in this study was tested at .05 level of significant relation with 721 as the weighted mean. The findings showed that the computed t 1.3298 is lesser than the critical tabular value 1.695 which means the null hypothesis is Ho, an indication that there is no significant relationship between the parents’ involvement and the academic – related activities. Confirmed that the parents’ involvement in academic-related activities is not related to the performance of their children.

1. CONCLUSION

This study concludes the following: that the majority of parents oftentimes involved themselves in academic-related activities, that nine (9) Multi-Grade schools in Conner District actually obtained “Very Satisfactory” (VS) performance ratings with mean scores ranging from 85–89%, that the null hypothesis is accepted indicating no significant relationship between parents’ involvement and their children’s academic-related activities, and that Multi-Grade schools in Conner District are indeed performing “Very Satisfactorily,” while eight (8) schools are performing “Satisfactorily,” further concluding that both categories of schools have soundly met the expectations of the community.

Consent (where ever applicable)

I affirm that the respondents voluntarily agreed to participate after being fully informed about the purpose, nature, and potential implications of the study, and their responses have been collected with utmost respect for their privacy and confidentiality.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

I acknowledge that I have used ChatGPT only for refining some of the sections in the document.

Ethical approval (where ever applicable)

The study was conducted with the approval and in accordance with the standards of the college. No ethical approval was required, as the research followed all applicable ethical guidelines, ensuring respect for the respondents’ privacy and confidentiality.

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