

# ENHANCING ACADEMIC ACHIEVEMENT THROUGH PARENTAL INVOLVEMENT OF GRADE IV PUPILS OF MAINIT ELEMENTARY SCHOOL

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## ABSTRACT

*This study aim to determine the academic achievement of Grade Four pupils. The purpose of this study was to focus on the role of parental involvement towards student academic achievement. This study pursue to answer the level of parental involvement, 2 level of student achievement, the significant difference on the level of parental involvement and student achievement, the significant relationship between parental involvement and student achievement, and the proposed intervention. This research study utilized a descriptive-correlational design. The instrument that the researcher used was an adapted survey questionnaire from Conducting the Parent and Family Involvement Survey for your school : Instructions and Guidelines (2009) and the raw scores of the pupils periodical results in Mathematics, Physical Education and Values Education. The result shows that the level of parental involvement is very high. The level of student achievement is satisfactory. The indicators of parental involvement that have a significant difference are : Parenting & Communicating, and Communicating and Collaborating with the Community. The indicators of student achievement that have a significant difference are: Mathematics & PE, Mathematics & Values Education, and PE & Values Education. Based on the results, there is no significant relationship between parental involvement and student achievement in mathematics, physical education and values education. The intervention was called Heart – Mind Well-Being, a Parent Advisory Council program for schools to establish.*

**KEYWORDS:** *Parental Involvement, Student Achievement, Academic Achievement*

## 1.INTRODUCTION

The importance of parental involvement on their children's learning not only focuses on enhancing a child's morale, attitude and academic achievement across all subject areas, but it also encourages better conduct and social adjustment (Sapunga and Sapungan, 2014). They added that it is important that parents get involved in their children's education to bring changed and development on students. According to Centre for Child Well-Being (2010), parental involvement in education helps children to grow into responsible and productive members of community. Nihat, and company (2013) stated that positive effect of parental involvement in their child's education includes increasing of attendance, student satisfaction, better academic achievement, motivation, school attachments, responsibility and better social adaptation.

The role of parental involvement in student's achievement doesn't just focus on their child's academics or by just getting the child safely to school and from school (Grand Rapids Public School District, 2019). Hill and Tyson (2009) stated that the parents role also starts on being present and active at school when needed, parents must show interest on their child's education and achievement. Parents must build connections with their children and parents should keep positive attitude towards education (National Coalition for Parent Involvement Education, 2019). Parental Involvement on student's achievement is the most powerful part in a child's life. According to LaRocque and company (2011), collaborating with children helps improve the learning of the pupils, as well as emotional barriers, cultural differences, physical hurdles and linguistic barriers. They added that the process of parental involvement starts at early stage and not a one-time event.

Although parents engagement contribute essentially to student's achievement, there are also challenges and barriers that affect students achievement. According to Baker et al. (2016), language and communication is one of the present challenges encountered by parents. Hornby and Lafaele (2016) stated that another challenge is the difficulty to be involved in school matters due to hectic and conflicting schedules of work. Another barrier is hands-off approach, this is the beliefs of parents that teachers are responsible for their child's learning and them as parents only provide for their children at home ( Lima and Kuusisto, 2019). Hamper-Thompson and Galindo (2017) added that families with low socioeconomic status is also one of the barriers why parents are not involved on their child's education and school achievement.

This study aims to determine the academic achievement of the pupils. The researcher found out that most of the program in addressing the problem on student's achievement were solely focus improving teacher-parent relationships, attendance, parental confidence and parental interest in their own education (Pomerantz, 2007; Hornby & Lafaele, With this, the researcher is interested to look into the role of parental involvement in the context of Epstein Model of Parental Involvement towards student's achievement specifically in Mathematics, Physical Education and Values Education.

## **2. REVIEW OF RELATED LITERATURE**

This chapter provides knowledge of what is the precise definition of the independent variable and dependent variable. The Parental Involvement is the independent variable with its indicators, the Parenting, Communicating, Volunteering, Learning at Home, Decision making and Collaborating with the Community. The dependent variable is the student achievement under of it are the three subjects mainly Mathematics, Physical Education and Values Education.

### **2.1 Importance of Parental Involvement**

Educators agree that parent involvement is essential to the academic development of students. However, definitions of parental involvement vary. A traditional definition of parental involvement includes involvement in school and family activities, such as volunteering at school; communication with teachers; homework help ; and attending open houses, back-to-school parties and parent-teacher meetings (Bower & Griffin, 2011).

According to Centre for Child Well-Being (2010), parental involvement in their children's learning not only enhances a child's morale, attitude and academic achievement across all subject areas, but it also encourages better conduct and social adjustment. It goes on to argue that parental involvement in education helps children grow into productive, responsible adult members of the society. This only means that if the parents are involve in educating their children, it is the same as saying the school is proactive in bringing about improvements or development among the children. As parent's involvement increased, teachers and school administrators have a better likelihood of achieving effective education reform.

Parents should be seen as an essential and constant component of the curriculum, (Nihat Şad & Gürbüzürk, 2013). They add that academic success is guaranteed if education at school is supported by parental involvement at home. Parental involvement in education has been reported to have positive outcomes in many ways, including increased attendance and student satisfaction in school, better academic achievement, motivation , school attachment, responsibility and trust, better social adaptation and fewer discipline problems.

According to Sapungan and Sapunga (2014), if parents are involved in their children's education, this means that the school actively brings about changes or development in students. As parental involvement increases, so do teachers and school administrators increase the likelihood of quality reform in education.

### **2.2 Role of Parental Involvement in Student's Education**

The role of Parental Involvement on improving Student's Achievement has many positive effects on students other than academics , this includes motivation , interest , memory , self-reliance , regardless of the status. But the role of parents in education involves more than just getting the child safely to and from school. Research shows that parental involvement in education leads to greater student success and increased confidence, according to the National Coalition for Parent Involvement Education (2019). The role of parents shall start on being present at school when possible and needed. Parents who make an effort to visit their children in school shows that they value their child's education and that it is important enough to warrant their attention. Parents must show interest in child's schoolwork. Parents who are genuinely interested in their child's education provide support and help if they notice a child is struggling. It also build connections with their children as they share excitement over their successes and help them work through disappointments. Parents should keep positive attitude towards education. Parents who keep a positive attitude about education are more likely to pass that positive outlook onto their children (National Coalition for Parent Involvement Education, 2019).

### 2.3 Parental Involvement on Student's Achievement

According to the Michigan Department of Education (MDE), early participation is the most powerful time in a child's life and has the following positive outcomes these includes better grades, test scores, and graduation, pupils go to school better, increases motivation, have self-esteem and low morbidity.

There is also evidence that families and schools work together to support learning , these includes, better success in school and in life , empowering parents, enhancing teacher morale, schools are getting stronger, better communities are being built (National Alliance for Parent Involvement in Education )

Sad and Gurbuzturk (2013) studied the extent to which parents' involvement in their children's learning. They found based on the parental involvement scale, high parental involvement in communication with children, creating a supportive family environment, supporting children's personality development and help with homework . Another all-time low rates are volunteering at children's schools.

Many options for narrowing the achievement gap are discussed in LaRocque, Kleinman and Darling (2011), by collaborating with students, students' learning will improve. Emotional barriers, cultural differences, physical hurdles, and linguistic barriers are all ways utilized to overcome these obstacles. These researchers concluded that increasing parental involvement should be viewed as a process rather than a one-time event in order to help parents improve their abilities to help their children receive the best education possible.

The National Parent Teacher Association (PTA) has established the following national standards for parental involvement in students achieve school. These are, Welcoming all families into the school community. Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class. Communicating effectively, families and school staff engage in regular, two-way, meaningful communication about student learning. Supporting student success, families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively. Speaking up for every child, families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success. Sharing power, families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs. Collaborating with community, families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

Parental Involvement on Student's Achievement in Mathematics. Parental attitudes and behaviors influence their children's scholastic well-being (Vukovic, Roberts & Wright, 2013). Documents like Principles and Standards for School Mathematics, emphasize the importance of acknowledging parents as partners to transform mathematics education. Voorhis (2011) reported that there is a positive relationship between parental involvement and student achievement in math, science, and language arts. Dumont et al. (2012) indicated that student outcomes depend on the nature of parental involvement. Although the impact of supporting autonomy is expected to differ from the control parents have over decisions about children's homework time. Vukovic et al. (2013) investigated whether children's math anxiety acts as a bridge between parental involvement and children's achievement. The results indicate that parents influence children's achievement in math by reducing math-related anxiety, and they highlight that the policy targets parental involvement in math should focus on exercises at home. Jay, Rose and Simmons (2017) encouraged parents to work with their children to "find the math" in everyday life and activities. The results indicate that as parents become more and more confident in their ability to analyze math in life, they will develop new strategies for sharing their thoughts and perceptions with their children.

Parental Involvement on Student's Achievement in Physical Education. Parental views are a small part of what researchers know about the inclusion of children in physical education (Wilhelmsen & Sørensen, 2017). Sports cooperation in schools is not a goal but a tool to establish sport environments that support the learning and development of all students. Previous studies of parental involvement in sports have highlighted several challenges, including underdeveloped family-school partnerships characterized by conflict and non-listening experiences, (Svendby and Dowling, 2013). Successful collaboration, on the other hand, is characterized by open, continuous and frequent two-way communication between home and school (Chaapel et al., 2012; Perkins et al., 2013; Svendby, 2017).

Parental Involvement on Student's Achievement in Values Education. Studies on socio-emotional intelligence have a link between this intellect and academic performance, and emotional intellect is highly associated with increased prosocial behavior and decreased antisocial behavior in elementary school students, (Mavroveli & Sánchez-Ruiz, 2011). There are multiple views on the impact of parental involvement on a child's academic

performance, but in this article, includes the impact of family socio-economic status (SES), cultural background, and children's social indicators. Review existing literature on the topic. / features that can contribute to emotional skills, especially the child's academic performance. The literature also states that those with social / emotional skills can result in social / emotional abilities, "self-sense, respect for others, and positive goals and responsible decisions. It explains that it develops "emotional understanding and management" (Redding, 2014).

#### **2.4 Challenges of Parental Involvement on Student's Achievement**

As parents engagement contribute substantially to students achievement, it is also inevitable to encounter challenges and barriers that create impact on parent's participation and the children's proper education.

Baker et al. (2016) stated that parents identified language and communication as barrier which include insufficient notice of school events. He also stated that parents received contacts only when their child was showing negative behaviors, rather than sharing positive information.

According to Hornby and Lafaele (2016), another barrier of parental involvement on student's education is the difficulty to be involved due to their work schedules that causes them to not participate in school activities with their children. In other words, parents who work typically have less time for school activities because the job itself doesn't allow much time.

Other barriers found to be a hands-off approach, parents believe that teachers have the sole responsibility to teach, and their role as parents is to provide for children at home. This set up is not a partnership, parents disagree with what the educator and school is teaching because they are not on the same page due to lack of partnership and communication (Fan, Li and Sandoval, 2011). Along with these, lack of interest in school activities and on child's education is also a factor why parents doesn't exert much effort to be involved. Hamper-Thompson and Galindo (2017) added that families with low socioeconomic status is one of the barriers why parents are not involved on school activities due to lack of resources to provide for their child's needs.

#### **2.5 Addressing the Challenges on Student's Achievement**

As these challenges were discussed, there are recommended solutions to address the challenges on student's achievement encounter. Stufft and Brogadir (2011) stated that staff development programs are needed to focus on effective instruction for pupils who came from different race and cultures. Furthermore, parent involvement needs to be at the center of improvement for pupils academic development and success. Peterson and Ladky (2007) coincide with this view making clear that principals and teachers need cultural awareness trainings.

According to Parent Advisory Council (2021), school must provide opportunities to educate and inform parents about the school, as well as involvement of parents in volunteer activities and discussions of parents and student's concerns to improve engagement of parents in their child's education. Parents Advisory Council (PAC) serves as collective voice of parents of the school. The purpose of PAC is to advise the school principal and staffs on parent's views and feedback about school in order to support children with their education. It also organize activities, events and endeavours to provide parent education, encourage parental involvement and promote co-operation between the home and the school in providing support for the education of children especially on academic achievement.

### **3. METHODOLOGY**

#### **3.1 Research Design**

The researcher used a descriptive - correlational research design in this study. Descriptive – correlational design aims to provide a snapchat of situations as well as establish the relationship between variables (McBurney and White, 2009). The researcher utilized this design to determine the relationship between parental involvement and student achievement.

#### **3.2 Research Instrument**

To process the data, the main instrument that the researcher used was the raw scores of the pupils periodical result and adapted survey questionnaires from Conducting the Parent and Family Involvement Survey for your school(s): Instructions and Guidelines (2009).

#### **3.3 Research Respondents**

The respondents of this research were the Grade 4 pupils of Mainit Elementary School. The researcher used a complete enumeration, there were 9 boys and 16 girls.

#### 4. RESULTS AND DISCUSSION

The data was gathered from the respondents on their level of parental involvement as well as the student achievement. Results of the study were presented and critically analyzed in this chapter. Furthermore, this chapter presents results and discussions of the study. The findings are presented based on the research objectives of the study with supported review of related literature.

##### 4.1 Level of Parental Involvement of Grade 4 pupils

Table 1 shows the descriptive analysis of the level of Parental Involvement of Grade 4 pupils through the following indicators: parenting, communicating, volunteering, learning at home, decision making and collaborating with the community. Overall result yielded a mean rating of (4.22) or Very high. This means that the level of Parental Involvement is established all the time. It is very high because the parents of Grade 4 pupils exerts parenting skills, communicates with their child and school, volunteer at school, establish learning at home, active in decision making and collaborates with the community.

Table 1. Level of parental involvement

FACTORS	STANDARD DEVIATION	MEAN	REMARKS
Parenting	0.51	4.32	Very High
Communicating	0.82	3.87	High
Volunteering	0.61	4.22	Very High
Learning at Home	0.45	4.24	Very High
Decision Making	0.75	4.15	High
Collaborating with the Community	0.41	4.51	Very High
PARENTAL INVOLVEMENT	0.34	4.22	Very High

According to Nihat Şad & Gürbüztürk,(2013), Parents should be seen as an essential and constant component of the curriculum . They add that academic success is guaranteed if education at school is supported by parental involvement at home. Parental involvement in education has been reported to have positive outcomes in many ways, including increased attendance and student satisfaction in school, better academic achievement, motivation , school attachment, responsibility and trust, better social adaptation and fewer discipline problems.

Table 2. Level of parenting

Description	Standard Deviation	Mean	Remarks
A. Parenting	0.51	4.32	Very High
1. Provide comfort and understanding.	0.58	4.60	Very High
2. Responsive to my feelings and needs.	1.01	4.24	Very High
3. Motivates me in my schooling.	0.65	4.44	Very High
4. Supportive on my interest and hobbies.	4.00	4.00	High

In terms of Parenting, the indicator yielded a mean of very high. This means that this indicator is manifested all the time. This is very high because, the parents of Grade 4 pupils provide comfort and understanding to their children, they are also responsive to their child's feelings and needs, continuously motivates their children with their education, and parents are supportive to their child's interests in life. Presented on table 1, parenting had a standard variation of (0.51), which is closer to zero, this means that the responses of respondents are clustered around the mean. In addition, among the descriptions, "Provide comfort and understanding " had the highest mean while " Supportive on my interest and hobbies" is the least.

According to Sapungan and Sapunga (2014), if parents are involved in their child's education, this means that there is no barrier between school and family, and that the school brings development in students.

Table 3. Level of communicating

Description	Standard Deviation	Mean	Remarks
B. Communicating	0.82	3.87	High
1. Encouraged me to talk about my problems.	1.02	4.28	Very High
2. Communicates important information about me to my teacher.	1.46	3.24	Moderate
3. Interact with my teacher in school.	1.04	4.08	High

In terms of Communicating, the indicator yielded a mean of high. This means that communicating is established most of the time. Presented on table 5, communicating had a standard deviation of 0.82, which is closer to zero, this means that the responses are clustered around the mean. Additionally, among the descriptions, “Encouraged me to talk about my problems” had the highest mean and “Communicates important information about me to my teacher “ is the least.

According to Mapp & Henderson (2013), communicating is designing effective forms of school-to-home and home-to-school communications about school programs and children's progress . This is high because the parents of Grade 4 pupils encourage their children to talk about their child's problems, although moderate, but parents somehow or occasionally share important information about their children to their teachers, and parents interact with their child's teachers in school. Baker et al. (2016) stated that parents identified communication as barrier which include insufficient notice of school events and activities. Although communication garnered a mean of high, of all the indicators, communicating is the only indicator that has yielded a moderate remark on a specific area.

Table 4. Level of volunteering

Description	Standard Deviation	Mean	Remarks
C. Volunteering	0.61	4.22	Very High
1. Volunteer whenever parents are called at school for work matters.	0.94	4.04	High
2. Show support at school matters.	0.90	4.32	Very High
3. Participates on school related matters.	0.95	4.32	Very High

Volunteering yielded a mean of very high. This means that volunteering is manifested all the time. Volunteering had a standard deviation of 0.61, closer to zero. This means that the responses of the respondents are clustered around the mean. In addition, among the descriptions, “Show support at school matters “ and “Participates on school related matters “ had an equal mean which is also the highest among the descriptions, while “Volunteer whenever parents are called at school for work matters “ had the least mean. However, the indicator still had a very high remark overall.

According to Epstein and Sanders (2000), parents who volunteers on school matters helps teachers, administrators especially their children and be hands on, on their child's education. This indicator is very high because the parents of Grade 4 pupils volunteer whenever they are called at school, they support school activities and participates in school related matters and render services. This result is supported by the National Parent Teacher Association (2019), they emphasized standards which families are active participants in the life of the school and what pupils are learning and doing in class.

Table 5. Level of learning at home

Description	Standard Deviation	Mean	Remarks
D. Learning at Home	0.45	4.24	Very High
1. Whenever I am confused about my lessons, they are always ready to help me.	0.76	4.36	Very High
2. Read with me and corrected me when I am wrong.	0.87	4.20	Very High
3. Review my homeworks.	0.76	4.36	Very High
4. Help me with my studies.	1.06	4.04	High

In terms of Learning at home, the indicator posted a mean of very high. This means that learning at home is established all the time. This indicator had a standard deviation of 0.45, which is closer to zero, this means that the responses are clustered around the mean. Additionally, among the descriptions, “Whenever I am confused about my lessons, they are always ready to help me” and “Review my homeworks” had an equal mean or had the highest mean among the descriptions while “Read with me and corrected me when I am wrong” is the least.

Epstein (2009) stated that learning at home means providing information and ideas to families about how to help their children in learning activities at home or in the community. This is very high because the parents of Grade 4 pupils help their children with their lessons when having difficulty in understanding the lessons, parents also allotted time to read with their children and corrected them if there are mistakes, and parents review their child’s homework and monitor their studies. Nihat, Sad and Gurbuzturk (2013) stated that parents involve themselves on the child’s learning through high communication at home, creating supportive family environment, supporting child’s personality development and being hands on with their child’s homeworks.

Table 6. Level of decision making

Description	Standard Deviation	Mean	Remarks
E. Decision Making	0.75	4.15	High
1. When making decisions, my parents always guide me.	0.90	4.32	Very High
2. If I decide something, I ask my parents about it and they always respond.	0.83	4.12	High
3. My opinion matters to my parents.	1.04	4.00	High

Decision Making yielded a mean of high. This means that Decision making is established most of the time. This indicator had a standard deviation of 0.75, which is closer to zero, this means that the responses of the students are clustered around the mean. In addition, among the descriptions, “When making decisions, my parents always guide me” had the highest mean while “My opinion matters to my parents” is the least.

According to Callison (2004), this type Include parents in school decisions, developing parent leaders and representatives. This indicator is high because the parents of Grade 4 pupils makes sure that they guide their child’s decision making, they are also responsive on their child’s preferences and decisions, and the opinion of their child matter to them. The National Parent Teacher Association (2019) supported this result through their standards in parental involvement. It goes to show that speaking up for every child and sharing decisions that affect children and families ensure that pupils are provided opportunities, guidance and support for their success.

Table 7. Level of collaborating with the community

Description	Standard Deviation	Mean	Remarks
F. Collaborating with the Community	0.41	4.51	Very High
1. During meetings, my parents makes sure to attend.	0.80	4.32	Very High
2. My parents are aware of schools efforts in order to support my education	0.87	4.64	Very High
3. My parents fulfil their duties in school.	0.66	4.56	Very High

This indicator posted a mean of very high. This simply means that collaborating with the community is manifested all the time. The indicator had a standard deviation of 0.41 which is closer to zero. This means that the responses of the respondents are clustered around the mean. Looking at the descriptions, “My parents are aware of schools efforts in order to support my education” had the highest mean, on the other hand, “During meetings, my parents makes sure to attend” had the least mean.

According to Smith (2011), collaborating with community identifies and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development. This indicator is very high because the parents of Grade 4 pupils attend if there are meetings and continuously collaborate with the school to ensure their child’s education, and parents fulfil their duties as parents of their children both in school and at home. According to the National Coalition for Parent Involvement Education (2015), families amd schools work together to support learning more specifically on empowering parents,

enhancing teachers morale, making schools stronger, better communities and building strong relationship of families and school.

#### 4.2 Level of Student's Achievement of Grade 4 pupils

Table 8 shows the descriptive analysis of the level of student's achievement of Grade 4 pupils through the following indicators : Mathematics, Physical Education and Values Education.

Table 8. Level student's achievement of grade 4 pupils

Subject Areas	Standard Deviation	Mean	Remarks
Mathematics	5.65	81.56	Satisfactory
Physical Education	5.14	77.04	Fairly Satisfaction
Values Education	7.22	85.64	Very Satisfactory

Mathematics yielded a mean of satisfactory. This means Satisfactory, or minimally satisfactory. This is satisfactory because, the Grade 4 pupils met the grading scale of 80-84. This grade indicate a satisfactory performance and knowledge of the subject matter. Satisfactory grade means the students consistently meets expectations and occasionally exceeds expectations about the subject matter. The indicator had a standard deviation of 5.65, this means that values are generally far from the mean. Although the standard deviation is far from the mean, the indicator had a satisfactory remark overall.

Given these realities, it is relevant that approaches for improving math success be thoroughly investigated so that students will be much prepared to fulfill the demands of our increasingly technology world (Jay, Rose and Simmons, 2017).

Physical Education yielded a remark of fairly satisfactory, this means marginal performance. This indicator is fairly satisfactory because, the Grade 4 pupils met the grading scale of 75-79. A student receiving this grade demonstrated a superficial grasp of the subject matter. The indicator had a standard deviation of 5.14, which is the least among the indicators, this means that values are generally far from the mean. However, the indicator still had a fairly satisfactory remark. According to Svendby and Dowling (2013), there are difficulties in student's academic achievement in physical activities because of underdeveloped family-school partnerships which is characterized by conflict and non-listening experiences. Wilhelmsen & Sørensen (2017), stated that sports cooperation in schools is not a goal but a tool to establish sport environments that support the learning and development of all students.

Values Education posted a remark of very satisfactory. This means very good, good and solid performance. Normally achieved by the largest number of students. This is very high because the Grade 4 pupils met the grading scale of 85-89. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area. Values Education had a standard deviation of 7.22, which is the highest among the standard deviation results. This means that values are generally far from the mean. Although the standard deviation is far from the mean, the indicator had a very satisfactory remark.

Studies on socio-emotional intelligence have a link between this intellect and academic performance, and emotional intellect is highly associated with increased prosocial behavior and decreased antisocial behavior in elementary school students, (Mavroveli & Sánchez-Ruiz, 2011).

#### 4.3 Difference among Parental Involvement

Table 9 shows the descriptive analysis of the significant difference on the level of Parental Involvement. The level of factors on parental involvement highly differs significantly. Post hoc test reveals that the following pairs are the ones having differences.



Table 9. Level of difference among parental involvement

FACTORS	F-value	P-value	Remarks
Parenting Communicating Volunteering Learning at Home Decision Making Collaborating with the Community	2.990	0.013	Level of factors on parental involvement highly differs significantly. Post hoc test reveals that the following pairs are the one having differences. <input type="checkbox"/> Parenting & Communicating <input type="checkbox"/> Communicating & Collaborating with the Community

The descriptive analysis shows that there is a significant difference on Parenting and Communicating. Parenting yielded a mean of very high and Communicating is high. This means that there is a significant difference on Parenting and Communicating. The six factors had an F-value of 2.990, F-value is used to determine whether the test have a variance between the means. A high F-value indicates that there is a variation among the group mean. The indicator also had a P-value of 0.013, if P-value is less than .05, the null hypothesis must be rejected, therefore, there is a statistically significant difference between the indicators Parenting and Communicating. There is a significant difference because if communicating is compared to parenting they have a measure of probability of 0.013. If parents are involved in their child's education, this means that there is no barrier between school and family, and that the school brings development in students (Sapungan and Sapunga (2014). Moreover, Baker et al. (2016) stated that parents identified communication as barrier which include insufficient notice of school events and activities. Increasing parental involvement especially collaboration, should be viewed as a process rather than a one-time event in order to help parents improve their abilities to help their children receive the best education possible (LaRocque and company, 2011).

On the other hand, the analysis result stated that there is a significant difference on Communicating & Collaborating with the Community. Communicating yielded a mean of high and Collaborating with the Community yielded a mean of very high. This means that there is a significant difference on Communicating and Collaborating with the Community. The six factors had an F-value of 2.990, F-value is used to determine whether the test have a variance between the means. A high F-value indicates that there is a variation among the group mean. The indicator also had a P-value of 0.013, if P-value is less than .05, the null hypothesis must be rejected, therefore, there is a significant difference because communicating is far from collaborating with the community and has a p-value of 0.013.

Based on the parental involvement scale, high parental involvement in communication with children, create a supportive family environment, supporting children's personality development and help with homework (Sad and Gurbuzturk, 2013). Increasing parental involvement especially collaboration, should be viewed as a process rather than a one-time event in order to help parents improve their abilities to help their children receive the best education possible (LaRocque and company, 2011).

#### 4.4 Difference among Student's Achievement

Table 10 shows the Level of students' achievement among different subject areas highly differs significantly. Post hoc test reveals that the following pairs are the ones having the difference.

Table 10. Level of difference among student's achievement

FACTORS	F-value	P-value	Remarks
Mathematics Physical Education Values Education	12.566	0.000	Level of students performance among different subject areas highly differs significantly . Post hoc test reveals that the following pairs are the one having differences. <input type="checkbox"/> Math & PE <input type="checkbox"/> Math & Values Ed. <input type="checkbox"/> PE & Values Ed.

The descriptive analysis shows that there is a significant difference on Mathematics and Physical Education. Mathematics had a mean of satisfactory while Physical Education had a mean of fairly satisfactory. The three factors had an F-value of 12.566, which is high, a high F-value indicates that there is a variation among the group mean. In addition, this indicator also had a computed P-value of 0.000 which is less than .05, the null hypothesis must be rejected, therefore, there is a statistically significant difference between the indicators Mathematics and Physical Education respectively. There is a significant difference because these indicators have a measure of probability of 0.000.

Vukovic et al. (2013) investigated whether children's math anxiety acts as a bridge between parental involvement and children's achievement. The results indicate that parents influence children's achievement in math by reducing math-related anxiety, and they highlight that the policy targets parental involvement in math should focus on exercises at home. There are several challenges in sports education, including underdeveloped family-school partnerships characterized by conflict and non-listening experiences, which causes the parents not to be involved in pupil's education. (Svendby and Dowling, 2013).

The analysis shows that there is a significant difference on Mathematics and Values Education. Mathematics had a mean of satisfactory while Values Education had a very satisfactory mean remark. The factors had an F-value of 12.566, which is high, a high F-value indicates that there is a variation among the group mean. The indicator also had a P-value of 0.000, which is less than .05. This means the null hypothesis must be rejected, therefore, there is a statistically significant difference between the indicators Mathematics and Values Education. There is a significant difference because these indicators have a measure of probability of 0.000.

Student outcomes depend on the nature of parental involvement. Although the impact of supporting autonomy is expected to differ from the control, parents have over decisions about children's homework time especially in Mathematics (Dumont and company, 2012). Studies on socio-emotional intelligence have a link between this intellect and academic performance, and emotional intellect is highly associated with increased prosocial behavior and decreased antisocial behavior in elementary school students, (Mavroveli & Sánchez-Ruiz, 2011).

The descriptive analysis shows that there is a significant difference on Physical Education and Values Education. Physical Education had a remark of fairly satisfactory while Values Education had a mean of very satisfactory. The factors had an F-value of 12.566, which is high, a high F-value indicates that there is a variation among the group mean. The indicator also had a P-value of 0.000, which is less than .05. This means the null hypothesis must be rejected, therefore, there is a statistically significant difference between the indicators Physical Education and Values Education respectively. There is a significant difference because Physical Education and Values Education have a measure of probability of 0.000.

Sports cooperation in schools is not a goal but a tool to establish sport environments that support the learning and development of all students (Wilhelmsen & Sørensen, 2017). There are multiple views on the impact of parental involvement on a child's academic performance, but in this article, includes the impact of family socio-economic status (SES), cultural background, and children's social indicators. It explains that it develops emotional understanding and management (Redding, 2014).

#### 4.5 Relationship between Parental Involvement and Student's Achievement

Table 11 shows the correlational analysis of the significance of relationship between the Parental Involvement and Student's Achievement. Result shows that the P-value of Parental Involvement on Student's achievement in Mathematics is 0.676 which is above the tabular value of 0.05. This means that there is no significant relationship and it is a negligible relationship.

Table 11. Relationship between parental involvement and student's achievement

FACTORS	Mathematics		Physical Education		Values Education	
	Pearson r	Remark	Pearson - r	Remark	Pearson - r	Remark
Parenting	0.116 p-value 0.579	Not significant, negligible relationship	0.382 p-value 0.060	Significant low positive relationship	0.183 p-value 0.380	Not significant, negligible relationship
Communicating	-0.013 p-value 0.951	Not significant, negligible relationship	0.135 p-value 0.520	Not significant, negligible relationship	0.183 p-value 0.380	Not significant, negligible relationship
Volunteering	-0.306 p-value 0.137	Significant low, negligible relationship	-0.422 p-value 0.036	Significant low, negligible relationship	-0.333 p-value 0.947	Not significant, negligible relationship
Learning at Home	-0.134 p-value 0.524	Significant low, negligible relationship	0.054 p-value 0.796	Not significant, negligible relationship	-0.014 p-value 0.947	Not significant, negligible relationship
Decision Making	-0.162 p-value 0.439	Not significant, negligible relationship	-0.117 p-value 0.576	Not significant, negligible relationship	-0.088 p-value 0.676	Not significant, negligible relationship
Collaborating with the Community	0.334 p-value 0.102	Not significant, negligible relationship	0.128 p-value 0.541	Not significant, negligible relationship	0.238 p-value 0.252	Not significant, negligible relationship
Overall	-0.088 p-value 0.676	Not significant, negligible relationship	0.019 p-value 0.928	Not significant, negligible relationship	-0.015 p-value 0.944	Not significant, negligible relationship

Result shows that the P-value of Parental Involvement on Student's achievement in Mathematics is 0.676, which is above the tabular value of 0.05. This factor also has a Pearson-r of -0.088. This means that there is no significant relationship and it is a negligible relationship. Among the factors, communicating has the highest P-value, while collaborating with the community is least. In addition, looking at the remarks, volunteering and learning at home got a remark of significant low, yet a negligible relationship. The rest of the factors have a remark of not significant and a negligible relationship.

Understanding the paths in which parental participation affects mathematics achievement is critical. Gonzalez and Wolters, (2006) discovered that parental participation predicts a child's mathematical achievement. However, the precise correlations between these constructs and various levels of parental participation, are still unknown or lucid. El Nokali et al. (2010) measured parental participation and found no link between academic achievement and any type of parental involvement (i.e., vocabulary skills, mathematics, behaviour). As a result, these disparate results show that El Nokali et al. (2010)'s non-significant findings were the result of parental involvement in response to their child's math achievement.

Another result shows that the P-value of Parental Involvement on Student's achievement in Physical Education is 0.928 which is above 0.05. This factor also has a Pearson - r of 0.019. This means that there is no significant relationship and it is a negligible relationship. Among the factors, learning at home has the highest p-value

while volunteering is the least. Looking at the remarks, parenting and volunteering has a remark of significant low and negligible relationship, the rest of the factors indicates not significant and negligible relationship.

Bentley et al. (2012) stated that higher amounts of daily physical activity may improve not only physical health but also academic performance in children by enhancing cognitive skills, classroom behavior, and academic accomplishment. However, no theoretical model linking parental participation and support, physical exercise, and academic performance has yet to be established. Unfortunately, these interrelationships lack a clear conceptual order, making it difficult to match testable hypotheses with a theoretical framework.

Result shows that the P-value of Parental Involvement on Student's achievement in Values Education is 0.944, while the Pearson-r is  $-0.015$ . This means that there is no significant relationship and it is a negligible relationship. Among the factors, volunteering and learning at home has an equal or the same p-value of 0.947 while the least factor is collaborating with the community. On their respective remarks, all factors have a remark of not significant and negligible relationship.

According to Green et al. (2012), there is currently a knowledge gap about Parents that are interested in their children's education have found that when their children are in school, their actions alter significantly from when they are at home. The parenting style demonstrates a lack of parental warmth, involvement and sensitivity to their child and a strong desire to exert control. This means that there are still areas where parental involvement has been found to have a negative impact on the scholastic and behavioral advancement of young children.

## 5. CONCLUSION

On the basis of the findings, it can be concluded that:

- 1 The result shows that the level of Parental Involvement generally is very high, yet the least of all the indicators is Communicating.
- 2 Based on the results, the level of Students Academic Achievement is satisfactory, however, the least of all the indicators is Physical Education.
- 3 Level of factors on parental involvement highly differs significantly. Post hoc test reveals that the following pairs are the one having differences: Parenting & Communicating, and Communicating & Collaborating with the Community.
- 4 Level of students performance among different subject areas highly differs significantly. Post hoc test reveals that the following pairs are the one having differences: Math & PE, Math & Values Education, and PE & Values Ed.
- 5 Based on the result, there is no significant relationship between Parental Involvement and Student Achievement in Mathematics, Physical Education and Values Education.
- 6 The proposed intervention is Parent Advisory Council. The intervention is a program of family engagement in education that has a positive effect on student achievement and is an important strategy to close achievement gaps. Parent Advisory Council, wishes to promote respectful partnerships between educators, administrators and families in order to support student learning and positive child/youth development at home, in school, and in the community.

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