

Role of Parent-Teacher Partnership in Learners' Academic Performance

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Abstract

This study was purposely conducted to develop a parent-teacher partnership program to improve learners' academic performance in English 4 by determining learners' academic performance, perception of the parent-child relationship, and on parental involvement in six categories as to parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. Descriptive research design was utilized through survey method wherein 24 Grade IV learners under modular distance learning modality were purposively selected as respondents. Learners' perception on parent-child relationship showed positive relationship, while learners' perception on parental involvement in six categories indicated high involvement. Results showed a significant relationship between the parent-child relationship and parental involvement. However, there is no significant relationship between academic performance in English on their perception of the parent-child relationship and parental involvement. The study suggested that Parent-Teacher Association officers along with teachers may conduct a classroom-based program to assist learners at risk in English. Teachers may also review the parent-teacher partnership program so that it will be aligned with the learning needs of their students.

Keywords: *Academic Performance, Parental Involvement, Parent-Child Relationship, Parent-Teacher Partnership Program*

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1. Introduction

Parental involvement includes what they believe that they are supposed to do concerning their children's education. This defines the activities that parents feel important, necessary, and permissible to be involved in on behalf of their children. In line with parental involvement, Batas Pambansa Blg. 232 Chapter 3, Section 14, an act providing for the establishment and maintenance of an integrated system of education in the Philippines, defines parents' duties and obligations individually or collectively, through the school systems, shall help carry out the educational objectives by the national goals. Under this section, parents shall be obliged to enable their children to obtain elementary education and shall strive to enable them to obtain secondary and higher education in the pursuance of the right formation of the youth. Furthermore, parents shall cooperate with the school in the implementation of the school program, curricular and co-curricular.

In the local context, the present study which is situated in Dolores District, parental involvement is very limited especially in some school activities which require their participation and collaboration. According to Aquino (2013), parent involvement practices in the Philippines are limited; hence, policies regarding home-collaboration at national, regional, division, and school levels must still be developed. Limited parental involvement in school especially in English learning happened, probably because they do not realize that it is part of parents' duties and obligations to be involved in all aspects of their child's learning. According to Jafarov (2015), there are many factors affecting the level of parental involvement including lack of time, beliefs about parental duty, parenting style, and lack of knowledge about curriculum. These issues were some of the reasons behind limited involvement of parents in schools. Due to pandemic, parental involvement becomes more crucial. Learners in all parts of the community are facing different challenges that can affect the way they learn while their parents also having a hard time communicating to school's issues and concerns effectively.

Given these premises, the study needs to acquire information about the learners' view on parent-child relationship and their view on the parental involvement to develop a parent-teacher partnership program. Primarily, the program focuses on academic achievement of Grade IV learners in English through incorporating different activities that facilitate learning. Furthermore, this program will increase the involvement of parents and their awareness on the

importance of parent-teacher partnership in supporting the studies of their children while on modular distance learning.

2. Literature review

2.1. Parent-Child Relationship

According to Dawson and Ashman (2010), positive parent-child relationships provide the foundation for children's learning. With parents' sensitive, responsive, and predictable care, young children develop the skills they need to succeed in life. Early parent-child relationships have powerful effects on children's emotional well-being, their basic coping and problem-solving abilities, and future capacity for relationships (Lerner & Castellino, 2012). Through positive parent-child relationship, children learn the skills they need to engage with others and to succeed in different environments. They learn how to manage their emotions and behaviours and establish healthy relationships with adults and peers (Rogoff, 2013). They also learn how to adjust to new situations and resolve conflicts. Families of all types can raise thriving children. This includes two-parent families, single parents, and families with multiple family members involved in care giving. It also includes parents of the same and different genders, fathers, or grandparents as primary caregivers. It is the nature and the quality of the relationships in each family that are most important for children's healthy development.

According to Bornstein (2015), early adolescence marks an important turning point in the parent-child relationship. As the child enters adolescence, the biological, cognitive, and emotional changes of the period spark transformations in the parent-child relationship. In many families, the transition into adolescence coincides with the parent's transition into mid-life, and this, too, may introduce additional challenges into the family system that spill over into the parent-child relationship. It is a time during which the child's urges for independence may challenge parents' authority, as the young adolescent strives to establish a sense of emotional autonomy or individuation. Much like with toddlerhood, many parents find early adolescence to be a difficult period requiring a fair amount of adaptation. Same case with toddlerhood, Bornstein (2015) also mentions that most families can cope with this demands successfully.

Although the significance of peer relationships grows during adolescence, the parent-child relationship maintains its importance for the psychological development of the child. As in previous eras, authoritative parenting—parenting that combines warmth and firmness—seems to have the most positive impact on the youngster's development. The study of

Bornstein (2015) also showed that adolescents who have been reared authoritatively continue to show more success in school, better psychological development, and fewer behaviour problems than their counterparts from other types of homes. Youngsters whose parents are disengaged continue to show the most difficulty.

According to the study of Steinberg (2015), the conflict between parents and children is an inherent feature of family life in adolescence, but systematic research on the so called “generation gap” indicates that the phenomenon has been exaggerated in the popular media. Early adolescence may be a time of heightened bickering and somewhat diminished closeness in the parent-child relationship, but most disagreements between parents and young teenagers are over fairly mundane matters, and most teenagers and parents agree on the essentials. Nevertheless, the increased frequency with which these squabbles occur may take its toll on parents’ mental health, especially on the mothers. This period appears to be temporary. However, most parents and adolescents can establish a comfortable working relationship by the beginning of high school. Indeed, by late adolescence, most children report feeling as close to their parents as they did during elementary school (Steinberg, 2015).

Bruch et al. (2010) conducted a study about the positive parent-child relationship. The participants were in Grade 7-12 and used clustered, school-based sampling design and were administered through the use of a survey. The findings showed that students performed better in high school when they had a positive relationship with their parents. Their findings also showed that there was an advantage and disadvantage of a parent-child relationship. However, they found little evidence that the parent-child relationship has a positive direct effect on college enrolment.

Scharp and Thomas (2016) conducted a study about a parent-child relationship in estrange narrative. The participants were 52 women with varied educational backgrounds. A narrative interview was done among the participants. The finding showed the dominant belief that parent-child relationships have no possibility of ending because they were bound by blood. The result of their study challenged the biological definition of family. The finding also showed that the idea of family relationships was non-voluntary and the relationships did not require maintenance. The authors suggested that researchers might explore and complicates the way individuals and discourses of the law pertain to constituting a family.

Parkin and Kuczynski (2012) conducted a study about adolescent perspective within the parent-child relationship. The participants of the study were 32 adolescents, ages between

13-19 years old in a semi-structured interview. The sample was homogeneous concerning the socio-economic status and cultural background. The findings were an indication that the form of resistance may reflect relational concerns. Adolescents reported that withholding information was not the same as outright deception which might be harmful to the relationship or their sense of loyalty to parents.

2.2. Parental Involvement and Academic Performance

According to Aquino (2013), parental involvement practices in the Philippines are limited and these practices may be different from culture and society to society. Parental involvement may have different types, which might have a differential influence on the academic performance of their children. Parents' expectations have a greater impact on students' educational outcomes. Parental involvement may include activities like helping children in reading, encouraging them to do their homework independently, monitoring their activities inside the house and outside the four walls of their house, and providing coaching services for improving their learning in different subjects (Singh et al., 2015).

Parents play a crucial role in both the home and school environments. In general, parental involvement is associated with children's higher achievements in language and Mathematics, enrolment in more challenging programs, greater academic persistence, better behaviour, better social skills and adaptation to school, better attendance, and lower drop-out rates (Henderson & Mapp, 2012). There are many reasons for developing school, family, and community partnerships. They can improve school programs and school climate, provide family services and support and increase parents' skills and leadership, and connect families with others in the school and the community and help teachers with their work. However, the main reason to create such partnership is to help youngsters in school and later life (Epstein, 2015).

Parental Involvement is categorized into four broad strands; parental involvement in children's school-based activities, parental involvement in children's home-based activities, direct parental involvement in academic activities of children, and indirect parental involvement in academic activities of children. Parental involvement levels vary among parents. For example, mother of young children, educated or uneducated parents, father's involvement, academic status, family background, and social environment. It is observed that parental involvement with children from early age has been found to equate with better outcomes especially in building their personalities parents are primary guides to them, children

try to copy them, and considered them that they are always written so parents can shape their lives as they can. Their involvement has a positive impact on children academic achievement even when the background factor of such as social class, family size, has been taken into account (Deslorges & Abouchar, 2013).

Parental involvement may have very essential in the school-based activities of their children. These activities may involve contacts with teachers, checking the attendance of children in school, monitoring their activities in school, checking their periodical academic progress reports. All these things might be very helpful in the higher-level academic achievements of children. Parents become more concerned about the learning opportunities that secondary schools provide. As children move from the middle grades to secondary school, parents also crystallize their educational expectations for their children. As students complete school education, parents become increasingly concerned about their teen's further education and the effects of secondary school programs on postsecondary opportunities (Catsambis & Garland, 2017).

Parental involvement in the education of their children has been significantly linked with the quality of education and academic achievement of children. It may further contribute to mitigating the mass level failure of students in examinations that may indirectly cause wastage of parents; resources as well as the public expenditures for imparting formal education in schools. For example, 50 percent of students fail in secondary level education examinations means a loss of half of the public budget spent on educating the students and parents' expenditures for purchasing books and other allied expenses for educating their children (Epstein, 2015).

Epstein's framework of six types of parental involvement is among the most useful tools developed by the field thus far for defining parental involvement practices and linking them with certain type's outcomes. This widely accepted framework guides to help educators to develop comprehensive family-school partnerships. The six types of parental involvement include parenting (helping families with childrearing and parenting skills), communicating (developing effective home-school communication), volunteering (creating ways that families can become involved in activities at the school), learning at home (supporting learning activities in the home that reinforce school curricula), decision-making (including families as decision-makers through school-sites councils and committees), and collaborating with community (matching community services with family needs and serving the community),

(Epstein, 2015). Each type of involvement encompasses a variety of practices to be undertaken by teachers, parents, and students and is theoretically linked with a variety of distinct outcomes for pupils, teachers, and parents as well.

Educators, along with parents, are encouraged to select those practices likely to produce the types of outcomes that coincide most closely with their needs, goals, and capacities. Epstein emphasizes that not all parental involvement leads to improve student achievement. The selected results (produced by each of six types) that should help correct the misperception that any practice involves families will raise children's achievement test scores (Epstein, 2015). She further notes that while certain practices are likely to influence student's test scores, others are designed to produce outcomes related to attitude and behaviours. Epstein notes that many of the possible secondary or indirect effects of a particular parental involvement practice are not yet understood. For example, parental involvement in type three (Volunteering) or type five (Decision-making) activities may result first in parents' feeling more connected with their children's schools, which may, in turn, lead to other types of involvement that will eventually produce outcomes related to student achievement.

Epstein (2015) defines parental involvement as families and communities who take an active role in creating a caring educational environment. She further asserts that parents who are involved with their children's education are those who consistently demonstrate good parenting skills, communicate with the school staff, volunteer their time in the school, help their children learn at home, take an active role in school-related decision making, and who regularly collaborate with the school community. Epstein's extensive work on school-family-community partnerships outlines schools' responsibilities to each of the six types of involvement established in her framework. A few sample practices are mentioned for each type of involvement. There are, however, many more practices corresponding to each type of involvement.

According to Epstein (2015) school must help families create home environment that support learning by providing them with information about such issues as children's health, nutrition, discipline, adolescents' needs, and parenting approaches. At the same time, schools must seek to understand and incorporate aspects of their students' family life into what is taught in the classroom. Schools are challenged to ensure that all families who need this type of information receive it in appropriate ways.

Outcomes associated with type one activities include improvement in students; behaviour, school attendance, time management skills, and awareness of the importance of school. Parent outcomes encompass improved confidence in, and understanding of, parenting practices, awareness of the challenges in parenting, and a sense of support from schools and others. Teacher-related outcomes include foremost a better understanding of, and respect for their student's families (Epstein, 2015).

Outcomes associated with type two activities include students' improved awareness of their academic progress, more informed decisions about courses, and an understanding of school policies related to their conduct. Parents are likely to grow in their understanding of school programs and policies. They will develop familiarity in interacting with teachers and a great capacity for monitoring their children's progress and responding to their problems. Teachers are expected to develop diverse mechanisms for communicating with parents and an ability to tap the parent network to elicit family views on children's progress (Epstein, 2015).

Epstein (2015) also mentioned that school enhance their connection to families by encouraging them to volunteer in school activities and attend school events. Families who are volunteers grow more familiar and comfortable with their children's schools and teachers. Volunteering efforts that tap parental talents enrich school programs and, particularly in upper grades, facilitate individualized learning. The use of a volunteer coordinator is advised especially at secondary school levels, where coordination of volunteer talents and time with the teacher and students needs becomes increasingly complex. Schools are challenged to define the term volunteer broadly enough to accommodate a wide range of parental talents and schedules. They are also challenged to encourage pupils to volunteer in their community as part of the learning process.

Type three activities are designed to enhance students' skills in communicating with adults; provide them with exposure to a wide variety of adult skills, occupations, etc. and help them develop their skills with the support of volunteer tutors and mentors. Parents are likely to develop a greater appreciation for the works of teachers, develop their skills, and grow increasingly comfortable in working with their children and interacting with others at school. Finally, teachers will be able to pay more attention to individual pupils as a result of volunteer help. They are also likely to become more open to involving parents in varied ways and develop an appreciation for the parental talent base (Epstein, 2015).

Alonso (2017) conducted a study about parental involvement and academic performance. His research explored the relationship between styles of parental involvement at home and academic performance. The participants were Spanish students who were randomly selected. Different three-level hierarchical-linear models were fitted in his studies, such as student, school, and region. The findings were consistent in the hypothesis that parents' involvement in children's education was associated with differential effects in academic performance. The authors suggested that the more evidence would be needed to confirm whether the difference produced by parental styles on achievement were independent of socioeconomic level, gender, nationality repeating school years, motivation, or school type at the student, school, and autonomous community level or region.

Chowa et al. (2012) conducted a study about parental involvement and academic performance in children in children's schooling and how socio-demographic factors were associated with parental involvement. The participants were 60 students from different schools in Ghana. They were randomly selected and completed a baseline survey. The findings were still generally low about parental but becoming more prevalent, especially parents' involvement within the school environment. Finding also revealed that only one measure of parental involvement like talking to children about what they learn from school was significantly and positively associated with academic performance.

2.3 Parental Involvement in English

Several research studies have deemed English language proficiency as an important factor to international students' academic success in institutions where the medium of instruction is in English (Cloate, 2016). He mentioned that as much as parents involve themselves in the education of their children, more academic progress will achieve.

According to Kalayci (2018), parental involvement is a significant factor influencing students' educational development. His study explores Turkish parents' perceptions of involvement in their children's learning English in terms of their demographic characteristics. The participants in his research include the parents of the students studying in the 1st to 4th grades of a private primary school in Ankara. The research was designed as a sequential explanatory study in which a 29-item survey used along with a semi-structures interview. The findings in his study suggest that parents have a positive attitude towards parental involvement and they are generally aware of the academic and psychological aspects of education. He also mentioned that if parents have a good relationship with the teachers they are more likely to get

involved in their children's English language education directly and indirectly. His findings also indicated that such demographic characteristics as gender, age, occupation, or level of education, generally, make no significant difference on parents' perceptions about parental involvement.

2.4. Academic Performance in English

According to the study of Talab (2013), academic performance in English is significantly related to a child's learning style. Students are different based on their ability in motivation levels, and how they respond to instructional practices. The more the student understands the differences, the better the chance they have to meet their different learning needs. Talab (2013) investigated the relationship between learning styles and the academic performance of students who attend an English class to learn English as a second language in Iran. A randomly selected group of 488 high school students (248 male and 240 female) participated in his study.

Talab (2013) used Kolb's leaning Styles Inventory to identify four basic learning types: Accommodating, Diverging, Assimilating, and Converging, Academic performance is evaluated by achievement tests in the English language. The survey results indicated significant relationships between the different learning styles and the performance in an English test, and the performance resulted differently in four groups with preferred learning styles. The results of his study indicated gender differences in the performance in English test and lead to his conclusion that learning styles can be considered as good predictor of any second language academic performance, and it should be taken into account to enhance students' performance specifically in learning and teaching the second language, and also showed that individual differences in learning styles play an important role.

According to Kunle (2018), the academic performance of students has been the focus of educational researchers for a long period and different aspects of it have been investigated so far in the world. In his study, he examined factors affecting the academic performance of students by considering GPA as an indicator of academic performance. His study aimed to investigate the influence of gender, age, employment status, learning style preference, time management skills, test anxiety, and English communication skills. His research study concentrated on the students of the University of Burao who were selected from 6 different faculties by using stratified sampling and 323 questionnaires were distributed among the students. The response rate was 71% and for that reason, the study analyzed data obtained from

230 of these 323 students through ANOVA, Chi-square, and Cochran-Armitage test with the help of SPSS 21. The result of this study indicated that age, gender, employment status, and time management skills have no significant effect on the student's GPA while learning style, test anxiety, and English communication skills have a significant effect on the student's GPA.

Matirosyan et al. (2015) conducted a study about English proficiency on the academic performance of international students. The participants were 59 students enrolled in a four-year university in the United States. His researches use an ex-post-facto, a non-experimental approach. Statistical analyses revealed significant difference in language proficiency and multilingualism concerning academic performance. A standardized self-reported questionnaire was developed and utilized by the researchers in the collection of data. Students were asked to rate their English language proficiency through the use of a 4-point Likert Scale. Students were also asked if they had experienced difficulties in understanding English specifically in reading, writing, listening, and speaking. The finding has implicated the role of English proficiency on the academic achievement of international students. Also, the finding of multilingualism has the highest mean GPA. The author suggested that the study needs further research involving a larger sample size, to conclude the effect of multilingualism on academic performance. A study conducted by Fakeye (2014) on Nigerian students also showed a significant performance.

Weda and Sakti (2018) conducted a study about the relationship between study anxiety and academic performance among English students at the Faculty of Language and Literature in Indonesia. The participants were 116 students. Two types of the instrument were used such as questionnaire and a test to measure the students' performance. The findings were revealed that there was a significant correlation between high-level anxiety and low academic performance among English students. The author suggested that further studies in a wide variety of setting with students who have a different socio-economic background, gender, motivation, achievement, and other discipline with students' study anxiety.

The importance of the English language for enhancing educational attainment through improved communication ability can never be emphasized. Students who have so much difficulty with their communication skills in English may not function effectively not only in the English language but also in their academic performance (Olanipekun, 2013). When students' proficiency is high, it will affect and improve the academic performance of such students. Nevertheless, when proficiency in English is lacking in any academic setting, it will lower the child's academic performance.

Pinantoan (2013) pointed out in his study the influence of parental involvement on a student's academic success should not be underestimated. The study stresses the important support system that a student gets from home is equally important as his brain power, work ethics, and genetics which all work in the accomplishment of his goal in life. Furthermore, students with two parents operating in supportive roles are 52% more likely to enjoy school and get straight A's than students whose parents are disengaged with what's going on at school. This is especially the case during the earliest years of schooling, in Kindergarten through the 5th grade, when students with active parents are almost twice as likely to succeed. Once students enter middle school, the effect diminishes slightly-possibly because they are maturing during this time- but there still a 22% difference.

Sapungan et al. (2014) explicate the importance, barriers, and benefits of parental involvement in a child's education. The authors exemplify the fact that parents' involvement in their child's learning process offers many opportunities for success-improvements on child's morale, attitude, and academic achievement across all subject areas, behaviour, and social adjustment. The study underscores that the most common obstacle to parental participation is the parents' pessimistic attitude towards supporting the school where their children are enrolled, and the "we-don't-care-attitude" among parents.

Parental involvement in a child's education is consistently found to be positively associated with a child's academic performance. Another research associates academic performance not only in English but to other subjects as well. In the study of Olanipekun (2013), he mentioned that poor performance in English contributes to poor performance in Mathematics and this he linked to poor reading ability. Mastery of the English language is very important even in students' academic performance.

Now that the pandemic is affecting the educational system, wherein there are no face-to-face classes, learning English is difficult. Parental involvement in teaching English language is very important in this new normal setup. Parental involvement is a significant factor influencing students' educational development (Kalayci, 2018).

2.5. Theoretical framework

This study is anchored on the theory proposed by Joyce Epstein (2011) which is the framework of six types of involvement which emphasize that each type of involvement is a two-way partnership and ideally a partnership that is co-developed by educators and families

working together. The six types of involvement are parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community.

Outcomes associated with Parenting include improvements in students' behaviour, school attendance, time management skills, and awareness of the importance of school. Parent outcomes encompass improved confidence in understanding parenting practices, awareness of the challenges of parenting, and a sense of support from schools and others. While the outcomes associated with Communicating include students' improved awareness of their academic progress, more informed decisions about courses, and an understanding of school policies related to their conduct. Parents will develop familiarity in interacting with teachers and a greater capacity for monitoring children's progress and responding to their problems.

Volunteering, is a designed to enhance students' skills in communicating with adults; provide them with exposure to a wide variety of adult skills, occupation, and help them develop their skills with the support of volunteer tutors and mentors. Parents are likely to develop a greater appreciation for the work of teachers, develop their skills, and grow increasingly comfortable in working with children and interacting with others in the school.

Learning at home is design for students to gain skills, abilities, and test scores linked with homework, positive attitudes toward school work, view their parents as more similar to teacher and of home as more similar to school, and their ability of self-concept as a learner. Results for parents include support, encouragement, and help children studying at home, awareness of child as a learner, and appreciation of teaching skills.

Decision-making is another type of involvement which is designed for students' awareness of representation of families in school decisions, understanding that students' right are protected, benefits linked to policies enacted by parent organizations are experienced by students. Results for parents include awareness of parents' voices in school decisions, shared experiences with other parents, and input policies that affect a child's education.

Lastly, collaborating with the community involves activities that increased skills and talents for students through curricular and extracurricular experiences, awareness of careers and options for future education and work, and specific benefits linked to programs, services, resources, and opportunities that connect students with the community. While the results for parents involve knowledge and use of local resources by family and child to increase skills and talents, interactions with others in the community, and awareness of schools' role in the community and community's contribution to the school.

Figure 1

Epstein's Theory of parental Involvement, Epstein (2011)



3. Methodology

3.1. Research Design

The study utilized the descriptive research method through the survey technique, chosen on the appropriateness of the problem. The descriptive research aims to accurately and systematically describe a population, situation, or phenomenon. It is an appropriate choice when the research aim is to identify characteristics, frequencies trends, and categories (McCombes, 2019).

3.2. Participants

The respondents of the study were purposively selected the total enumeration of 24 Grade IV learners under modular distance learning modality of a public elementary school in the Philippines during School Year 2020-2021. There were 15 males and 9 females in all and ages between 9 to 10 years old. The respondents of the study were also come from low, middle, and high income background. Parents of the respondents gave consent to the participation of their children. The researcher purposively selected the Grade IV learners since they are the researcher's class advisory.

3.3. Instrument

The variables used in the questionnaire were adapted from Epstein's framework of parental involvement (Epstein, 2011) with modification to fit the requirements and

presentation of the study. Epstein's framework was widely accepted framework and used by many researchers in the field of education in order to determine the extent of parental involvement in child's academic learning. To further ensure the validity of the items used in the instrument, the survey questionnaires have been validated by the school principal and adviser, two English Master Teachers, and Filipino Head Teacher. Upon validation, revisions were made to assess the content validity of the instrument. The respondents were also provided with clear instructions which were appropriate for their grade level to gather the data which showed reliability and consistent results.

The survey questionnaire consists of two parts: Part I was about respondents' perception of the parent-child relationship. The respondents answered 10 items using a 4-point Likert Scale. Part II was about the respondent's perception of parental involvement in school associated with English learning. It was grouped into six major categories: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. Each of the six categories consists of 5 items answered using a 4-point Likert Scale. The questionnaire was written in English with Tagalog translation for easier comprehensibility by the learners' respondents.

3.4. Data Gathering Process

The permission to conduct the study served to the principal where the study was conducted. Before the questionnaire was distributed, the researcher ensured that respondents' parents were given orientation and were asked for consent. Upon approval of the principal to conduct the study, the survey questionnaire was distributed personally by the researcher and was given during parents' orientation, following the safety protocols of the school to gather the data needed in the research study. The survey was done in a week. The data has been collected from the respondents' parents during the submission of their weekly modules. After collecting all the questionnaires, results were counted, tallied, analyzed, and interpreted.

3.5. Data Analysis

The statistical treatment of data used in the study are as follows: frequency count and percentage were used to determine the academic performance of Grade IV learners in English during their first quarterly summative test. Mean and standard deviation, to determine the learners' views on parent-child relationship and their views on parental involvement in terms

of parenting, communicating, volunteering, learning at home, decision-making, and collaborating with community. Pearson Product-Moment Correlation of Coefficient (Pearson's-r) was also utilized to determine the significant relationship between the learners' view of the parent-child relationship and parental involvement. The same statistical tool was used to determine the relationship between learners' academic performance in English and their views on the parent-child relationship and parental involvement.

3.6. Research Ethics

Parents collaboration in this study was necessary and therefore proper orientation on the importance of their collaboration were discussed. The learners who take part in the study were given consent by their parents for their participation. The survey questionnaires used in the study contain the information which is to be answered honestly by the learners' respondents. All their responses treated and kept in strict confidentiality.

4. Findings and Discussion

Table 1

Academic Performance of Grade IV Learners in English

First Quarterly Summative Test Score	Frequency (f)	Percentage (%)	Interpretation
25-30	4	17.00%	Excellent
19-24	8	33.00%	Good
13-18	4	17.00%	Average
7-12	8	33.00%	Poor
1-6	0	0.00%	Very poor
Total	24	100.00%	

Legend: 25 – 30 Excellent 7 – 12 Poor
 19 – 24 Good 1 – 6 Very Poor
 13 – 18 Average

Table 1 showed the academic performance of Grade IV learners in English during their first quarterly summative test. The results show that only 17% were excellent who got the score ranges from 25 to 30 which clearly showed that out of 24 students only 4 got the highest score during the test. While 33% were interpreted as good ranges from 19-24 respectively. The test score ranges from 13 to 18 were only 17% and interpreted as an average result. However, the test score ranges from 7 to 12 were 33% and interpreted as poor. It means that many students

got the lowest score during their summative test in English. There was 0% interpreted as very poor which shows that none of the students got a test score ranges from 1 to 6 respectively.

The results pointed out that most of the learners were not able to get the highest score during their first quarterly summative test in English. Most of them got the lowest test scores in English, and few shows average results. The study of Mosha (2014) revealed that students' performance was affected by the shortage of English teachers and the absence of teaching and learning materials. She also mentioned that limited home support environment and poverty were contributing factors for poor performance in English. Due to different factors affecting the way students learn from a different locality, we cannot disregard the possibility that each factor was also present in each of the learners were the study was conducted.

Table 2

Perception of the respondents on Parent-Child Relationship

	Indicators	Mean	Std. Deviation	Interpretation
1	Tinuturuan ako ng aking mga magulang ng pananampalataya at mga kaugalian (<i>My parents impart religious beliefs and values to me</i>)	3.88	0.34	Strongly Agree
2	Hinahayaan ako ng aking mga magulang na ipahayag ang aking mga saloobin at opinion (<i>My parents allow me to express my feelings and opinions</i>)	3.58	0.46	Strongly Agree
3	Hinahayaan ako ng aking mga magulang sa solusyunan ang aking mga problema na may tamang gabay (<i>My parents allow me to solve problems on my own</i>)	3.38	0.34	Strongly Agree
4	Iginagalang ko ang aking mga magulang sa lahat ng oras (<i>I always respect my parents</i>)	3.88	0.34	Strongly Agree
5	Dinidisciplina ako ng aking mga magulang upang itama ang mga maling gawain (<i>My parents discipline me for my misconduct</i>)	3.92	0.28	Strongly Agree
6	Sinusunod ko ang aking mga magulang na may paggalang (<i>I always obey my parents' rule</i>)	3.71	0.46	Strongly Agree
7	Ang aking mga magulang ang nagbibigay ng mga pangunahing pangangailangan ng pamilya (<i>My parents provide basic needs for our family</i>)	3.83	0.48	Strongly Agree
8	Itinuturo ng aking mga magulang ang paraan upang maging matagumpay sa buhay (<i>My parents taught me the foundation for success</i>)	3.75	0.44	Strongly Agree
9	Inihahayag ng aking mga magulang ang kanilang pagmamahal at pagmamalasakit sa akin (<i>My parents express their love and concern for me</i>)	3.88	0.34	Strongly Agree
10	Ang aking mga magulang ang pinakamahalagang tao sa aking buhay (<i>My parents are the most important people in my life</i>)	3.88	0.34	Strongly Agree
	Total Mean	3.77	0.28	Strongly Agree
<i>Legend: 3.25 – 3.99</i>		<i>Strongly Agree</i>	<i>1.75 – 2.49</i>	<i>Disagree</i>
<i>2.50 – 3.24</i>		<i>Agree</i>	<i>1.00 – 1.74</i>	<i>Strongly Disagree</i>

Table 2 showed the learners' perception of their relationship with parents. A total mean of 3.77 and indicated strong agreement. The results pointed out that the perception of each learner on the parent-child relationship showed that they had a positive relationship with their parents at home. The learners knew that their parents were doing their responsibilities for the family's welfare. Learners also strongly agree that their parents are important in their educational success. This corresponds to the findings of Bruchet et al. (2010) that students performed better in school when they had a positive relationship with their parents.

While according to the Australian Parenting Website (2018), positive relationship between parents and children were very important because they can learn and develop best when they have a strong, loving, positive relationships with parents, and other careers. They also mentioned that there is a formula for getting the parent-child relationship right, but if the relationship with a child is built on warm, loving, and responsive interaction the child will feel loved and secure.

Based on the results, the respondents personally had an idea of what a positive parent-child relationship should be, and the good things it can contribute to their academic success particularly in English learning. Respondents have probably experienced the love and support of their parents at home. They knew the worth of having a positive relationship with parents throughout their lives.

Table 3

Perception of the Respondents on the Involvement of their Parents

	Indicators	Mean	Std. Deviation	Interpretation
1	Parenting	3.45	0.37	Highly Involved
2	Communicating	3.43	0.53	Highly Involved
3	Volunteering	3.24	0.48	Moderately Involved
4	Learning at home	3.46	0.52	Highly Involved
5	Decision-making	3.33	0.54	Highly Involved
6	Collaborating with the community	3.32	0.54	Highly Involved
	Total Mean	3.37	0.43	Highly Involved
Legend:	3.25 – 3.99	Highly Involved	1.75 – 2.49	Less Involved
	2.50 – 3.24	Moderately Involved	1.00 – 1.74	Not Involved

Table 3 shows that the respondents have parents who were highly involved with a total mean of 3.37 and a standard deviation of 0.43. The results pointed out that the perception of learners on parental involvement in six categories such as parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community indicated a highly engaged parent in helping their child succeed in school by supporting them in all aspects of learning especially in English subject. Children believed that the involvement of their parents in school especially in English learning plays important role in their education.

According to Kwatubana and Makhalemele (2015), seeing parents involved in the education of their children is a good thing because it improves academic performance. Learners become more focused on their school work. This was supported by the study of Sapungan (2014) that learners whose parents are involved are active and are ready to learn, and become persistent as their parents continuously inquiring about their progress in school. Based on the results, parental involvement in six categories can bring success to a child's academic progress in English because learners knew how important the involvement of their parents is in their education.

Table 4

Correlation of Learners' Perception on Parent-Child Relationship and Parental Involvement

Indicator	Parent- Child Relationship		
	r – value	Degree of Correlation	p – value
Parental Involvement	0.520	Moderate Positive	0.0092*

**Significant at 0.05 significant level*

Table 4 shows a significant, strong, and positive correlation between learners' perception of the parent-child relationship and parental involvement ($p = 0.0092$, $p < 0.05$). An r-value of 0.520 further reinforces the relatively strong relationship between the variable. This correlation indicated that the more positive the learner's perception is towards relationship between parent and children, the higher the involvement of the parents.

The finding implied that the relationship between the learners' perception of the parent-child relationship and parental involvement indicates a significant correlation. The results showed that there is a strong relationship between the variables. This correlation indicates that the more positive the learners' perception is towards the relationship between parent and child, the higher the involvement of the parents in the child's education. This supports the study of

Mo (2008) that parents' relationship and involvement, nurturing and conveying higher educational aspiration with their children had the strongest effect on student's performance in school.

Table 5

Correlation of Learners' Academic Performance in English on Parent-Child Relationship and Parental Involvement

Indicator	Academic Performance in English		
	r – value	Degree of Correlation	p – value
Parent-Child Relationship	0.240	Negligible	0.2586
Parental Involvement	0.336	Low Positive	0.1084

**Significant at 0.05 significant level*

Table 5 shows the correlation of learners' academic performance in English on learners' perception of the parent-child relationship and parental involvement ($p = 0.2586$, $p = 0.1084$ respectively, $p > 0.05$) which shows that there is no significant relationship between the variables. An r-value of 0.240 further shows a negligible correlation between learners' academic performance in English and their perception of parent-child relationship while an r-value of 0.336 shows a low positive correlation between learners' academic performance in English and parental involvement. This correlation indicates that the learners' perception of the relationship between their parents and their involvement is not significant.

The results pointed out that the learners' perception of the parent-child relationship and parental involvement towards their academic performance in English indicate having no significant correlation. Based on the results, the respondents believe that parents have a vital role in their education, but that doesn't mean it can affect their test score. The result in academic performance in English clearly showed that students have different abilities to communicate and comprehend effectively in English instructions during examinations. As a result, poor performance in English occurs. This supported the study of Olanipekun (2013) that students who have so much difficulty with their communication skills in English may not function effectively not only in English but also in their academic performance.

5. Conclusion

The study proved that parents had a positive relationship with their children and that strong foundation can motivate a child to learn English even better. Parental involvement in six categories such as parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community is very important to improve academic performance in English. However, the hypothesis stating that there is no significant relationship between learners' view on the parent-child relationship and their perception of parental involvement is rejected at a 0.05 level of significance. While, the hypothesis stating that there is no significant relationship between learners' view on the parent-child relationship and parental involvement in their academic performance in English is accepted. There is no statistical relationship between the variables.

To further ensure that learning happens while on modular distance learning, a program should be developed. In addition, similar studies may be conducted as a follow-up study including variables not incorporated in the present study for future research. The study also suggested that PTA officers along with teachers may develop a classroom-based program that will assist learners at risk in English learning. Teachers may also review the parent-teacher partnership program for learners' improvement in English learning so that it will be aligned with the learning needs of the pupils in different grade levels.

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