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## Research Article

### Parental Involvement in Follow – Up Learning Activities Relates to the Children's English Language Skills Among Grade III pupils in the District of Castillejos, Division of Zambales, SY 2015 – 2016

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## ABSTRACT

The objective of the study was to ascertain the relationship between Grade III students' English language proficiency and parental participation in follow-up learning activities in the District of Castillejos, Division of Zambales, during the school year 2015–2016. The questionnaire was the primary tool used to collect data from 150 parent respondents in this study, which used a descriptive research design. According to the survey, the average parent-respondent is a housekeeper, a high school graduate with an income below the poverty line, and a member of a household consisting of three to five people. It is determined that parental participation in follow-up learning activities is "sometimes practiced." According to the pre-test results, the students' English language proficiency "does not meet the 75% DepEd expectation." The post-test findings were excellent. Additionally, the results indicated that there was no significant difference in parental participation when parent responses were categorized by profile, nor was there any difference in English language proficiency. Additionally, a strong correlation between academic achievement and parental participation was discovered. However, there is significant difference on the pre- and post – test performance of the students. Based on the summary of the investigation and conclusions arrived at, the researcher offered the following recommendations as to, have better academic performance, parents are encouraged to actively involved in making follow – up on the progress of their children; that the school should commit parents involvement especially those with children who are performing low in school; that the development of a parental intervention program for those children with deficiency and are slow in learning is recommended; to motivate parents to develop a sense of responsibility together with teachers in the educational development of their children and finally, to replicate this study in order to validate the findings obtained by the study.

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**Keywords:** Parental Involvement, Follow-up Learning Activities, English Language Skills, Academic Performance, Grade III Pupils, Castillejos District, Zambales

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## Background

Parent participation in their children's education is crucial for attaining academic achievement. When schools collaborate with families to enhance learning, children usually thrive not only academically but also in their overall lives. A method to verify whether learners are gaining new skills and competencies from the lessons, as well as to determine if they encounter difficulties in applying the knowledge acquired, is by implementing follow-up learning activities that promote improved academic performance.

Parent Engagement refers to the involvement of parents in school events. It is the dedication of time, effort, and positive intent to foster achievement for learners. Parental engagement in the school means that the parent has indicated participation at least once during the academic year by attending a general school meeting; meeting with their child's teacher; joining a school event; or volunteering at the school or being part of a school committee. Additionally, children excel academically when they have chances to learn from both their home and school environments. Therefore, a child's education is affected by occurrences at home, by situations at school, and by the connections between home and school settings. Parents, teachers, and administrators can enhance the child's learning successfully when they work together effectively. This broadens the role of parents in engaging with the child's education by being involved both at home and in school. Students whose parents engage in their school usually exhibit fewer behavioral issues and achieve higher academic success, and they are more likely to graduate from high school compared to those whose parents do not participate in their school. The benefits of parental involvement have been shown at both the elementary and secondary levels, with the most significant effects frequently found at the elementary level. A recent meta-analysis indicated that parental engagement in school activities had a greater correlation with strong

academic achievement for middle students than assistance with homework.

Engagement enables parents to oversee school and classroom events and align their initiatives with teachers to promote appropriate classroom conduct and guarantee that the child finishes assignments. Educators of students with very engaged parents often pay more attention to those learners and are more inclined to recognize potential issues that could hinder student learning at earlier stages. Engagement of parents in education, along with constructive interactions between parents and teachers, has been shown to enhance teachers' self-esteem and job contentment.

Furthermore, parental engagement benefits both parents and educators. Working with educators gives parents a sense of assistance in managing the challenging duties of raising children. Having an additional adult who is concerned for their child, who participates in the daily care of him, and who pays attention to parents with empathy helps reduce the stress of parenting. Teachers, by utilizing their understanding of child development principles and teaching methods, along with their experiences interacting with children from diverse backgrounds and personalities, can assist parents in gaining the essential knowledge and skills needed to support their child's learning. When parents interact with, hear from, watch, and collaborate with teachers in the classroom, they gain more insights and become more competent parents. Moreover, parental involvement in their child's education enhances their self-worth. Recognizing their significance in their child's life both at home and school, parents cultivate a sense of competence. A further beneficial source of increased self-esteem is the constructive feedback from teachers on the guardians. Parents view teachers as "experts" in child development, so gaining the teacher's endorsement regarding their parenting skills holds significance for them. Because they perceive appreciation from the teachers, they view themselves as more able to support those educators and to aid their children at home.

The researcher asserts that parental participation in post-learning activities significantly influences student attitudes, attendance, and academic performance. When parents engage in their children's education, students usually perform better and remain in school for a longer period. Engaging in reading, listening to children as they read, and conversing about the material, discussing daily events at dinner, sharing stories and issues, composing letters, lists, and messages are various activities that enhance the English language, where parents demonstrate effective listening, speaking, reading, and writing while providing suitable assistance with their children's homework. To enhance student success and outcomes, engaging parents in organizing events and activities that invite families into the school, maintaining regular communication with parents through diverse methods, fostering a welcoming and respectful school atmosphere; offering them flexibility, supplying various resources for parents, and assisting parents in supporting their children at home are several strategies for boosting parental and family participation in the school. As teachers, we must explore a variety of learning activities that will meet the needs and interests of students in the English language. This research aims to comprehend the engagement of parents in supplemental learning activities and will investigate the proficiency level of Grade III students in English

Language Skills within the District of Castillejos. This research will help pinpoint home and regular follow-up activities in English and assess how these influence their children's English language skills. The results of this research would offer parents a reference point to participate in diverse school activities that encourage them to take responsibility for improving their children's academic achievements. Therefore, the reasoning behind this research.

## Methods

This study was conducted to know the children's level in English language skills by means of modified English Language Skills test as well the extent of parental involvement .

in follow- up activities. This study made use of the descriptive survey method of research, which intended to describe present conditions and events. Mirzaee (2014) describes descriptive research as conclusive in nature, as opposed to exploratory. This means that descriptive research gathers quantifiable information that can be used for statistical inference on target audience through data analysis. The method was be appropriate for the study on the parental involvement in follow-up activities and English language skills of 150 Grade III pupils and 150 parents in Castillejos District, Division of Zambales, SY 2015-2016. [2].

## Result and Discussion

Table 1. Distribution of the Respondents of the Study

Schools	Grade III Pupils		Parents	
	Frequency	Percentage	Frequency	Percentage
<b>A</b>	50	33.33	50	33.33
<b>B</b>	50	33.33	50	33.33
<b>C</b>	50	33.33	50	33.33
<b>Total</b>	150	100	150	100

**Table 2**  
**Parental Involvement in Follow – up Learning Activities**

Table 2 shows the Parental Involvement in follow-up learning activities

**Table 2**  
**N=150**

<b>Parental Involvement</b>	<b>Statement Indicator</b>	<b>WM</b>	<b>QI</b>
Reading time	3 and 14	<b>6.83</b>	<b>AP</b>
Reading and listening to children read	6 and 16	<b>6.68</b>	<b>AP</b>
Doing Homework/Project	1, 2 and 4	<b>3.25</b>	<b>SP</b>
Discussing day over dinner	5, 9, 15 and 17	<b>3.40</b>	<b>SP</b>
Telling stories and sharing problems	18	<b>3.31</b>	<b>SP</b>
Writing Letters	8, 10 and 19	<b>3.22</b>	<b>SP</b>
Attending PTA Meetings	7, 11, 12, 13 and 20	<b>3.37</b>	<b>SP</b>
<b>Overall Weighted Mean</b>		<b>4.29</b>	<b>AAP</b>

**Pre – Test Post Test Results**

**Table 3**

<b>Result of Pre-Test and Post Test Evaluation</b>						
		<b>Frequency (f)</b>		<b>MPS</b>		
<b>Pre - Test</b>	<b>Post Test</b>	<b>Pre - Test</b>	<b>Post Test</b>	<b>Pre - Test</b>	<b>Post Test</b>	
28-31	36-39	5	74	147.50	2775	
24-27	32-35	45	58	1147.5	1943	
20-23	28-31	54	14	1161	413	
16-19	24-27	38	4	665	102	
12-15		8		108		
<b>Total</b>		<b>150</b>	<b>150</b>	<b>3229</b>	<b>5233</b>	
<b>Mean</b>				<b>21.53</b>	<b>34.89</b>	
<b>MPS</b>				<b>53.82</b>	<b>87.22</b>	
<b>Interpretation</b>				Not meeting the 75% DepEd expectation	Very Satisfactory	

**Table 4**

**Frequency Distribution of Pupils in the four Language Skills during the Pre – Test and Post Test.**

<b>Range Category</b>	<b>Listening</b>				<b>Speaking</b>			
	<b>Pre - Test</b>	<b>%</b>	<b>Post Test</b>	<b>%</b>	<b>Pre - Test</b>	<b>%</b>	<b>Post Test</b>	<b>%</b>
<b>High</b>	60	40	105	70	84	56	118	78.67
<b>Moderate</b>	54	36	31	20.67	25	16.67	24	16
<b>Low</b>	36	24	14	9.33	41	27.33	8	5.33
	150				150			

Range Category	Reading				Writing			
	Pre - Test	%	Post Test	%	Pre - Test	%	Post Test	%
<b>High</b>	74	49.33	89	59.33	85	56.67	109	72.67
<b>Moderate</b>	43	28.67	42	28.00	40	26.67	26	17.33
<b>Low</b>	33	22.00	19	12.67	25	16.67	15	10.00
	150				150			

**Table 5**  
**Analysis of Variance to test differences in parental involvement**

Sources of Variations		SS	df	MS	F	Sig.	Decision
Family Size	Between Groups	2.647	3	.882	1.209	0.309	Accept Ho
	Within Groups	106.561	146	.730			Not Significant
	Total	109.208	149				
Educational	Between Groups	.801	4	.200	0.268	0.898	Accept Ho
	Attainment	108.407	145	.748			Not Significant
Monthly Income	Between Groups	2.852	3	.951	1.305	0.275	Accept Ho
	Within Groups	106.356	146	.728			Not Significant
	Total	109.208	149				
Employment Status	Between Groups	5.481	5	1.096	1.522	0.187	Accept Ho
	Within Groups	103.727	144	.720			Not Significant
	Total	109.208	149				

**Table 6**  
**Correlation between the Parental Involvement in Follow – up Learning Activities and Pupils' English Language**

Sources of Correlation		Parental Involvement in Follow – up Learning Activities	Pupils' English Language Skills
Parental Involvement in Follow – up Activities	Pearson Correlation	1	.117
	Sig. (2-tailed)	.	.024
	N	150	150
Pupils' English Language Skills	Pearson Correlation	.117	1
	Sig. (2-tailed)	.024	.
	N	150	150

## Conclusion

Based on the summary of the investigations, the researcher has concluded that: A typical parent-respondent is a female, comes from a family with seven (7) member is high school graduate, housekeeper with monthly income below poverty level. The parents were found to be moderately (almost always practiced) involved in follow – up learning Activities. The pre – test which was found to be below the 75% DepEd expectation was significantly lower than the post test which was found to be very satisfactory. It is very evident that after the intervention of the total 150 pupil respondents in grade 3, there were only less than 20 pupils who were categorized as low range in all four Language Skill with a great emphasis on Speaking which shows only 8 out of 150 pupil respondents who belong to low range category. There is no significant difference in parental involvement when grouped according to family size, educational attainment, family income and status of employment. There is no significant difference in parental involvement in follow – up learning activities when grouped according to profile variables. There is a positive relationship however, though weak between the parental involvement in follow – up learning activities and the pupils' English Language Skills.

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