

Parental Involvement and the Pupils' Social and Emotional Skills

Carolyn Mae M. Olivar, Ed.D.

Faculty Member, Graduate School, Medina College, Ozamiz City

ABSTRACT

It was objective of the study to determine the level of parental involvement as well as the social and emotional skills of the Grade 6 pupils in the public elementary schools in Bonifacio District during the school year 2022-2023. The study was quantitative-correlational in design. Questionnaire-checklist was utilized to provide the data pertaining to the subject areas under investigation. The collected data were analyzed and treated with weighted average mean, and Spearman rho correlation for the test of inference. Parental participation affects children's conduct and helps them be ready for the difficulties they'll face in a variety of social situations. The majority of parents were quite involved in helping their kids get ready for and handle the demands of their daily learning assignments and activities. To help promote a successful school environment and the development of the students' social and emotional abilities, it is advised that parents continually expand their parental participation activities. The administration of the schools may improve its activities and programs in order to develop the partnership and make sure that parents consistently support the educational objectives of their children.

KEYWORDS: *Parental Involvement, Social and Emotional Skills, Grade 6 Pupils*

INTRODUCTION

In the technologically advanced world of today, every country must compete with one another in order to advance economically and technologically in the global information economy. Parents must support and promote not only the pursuit of academic excellence but also the development of a healthy personality in order to bring the youth of a country in line with international standards of education and employment (Partnership for 21st Century Skills) [1] and prepare them to compete in a global economy. To encourage the growth of children's intellectual, social, and emotional skills, parents and the school community must both work diligently and deliberately.

Parental participation refers to actions taken by parents in both the home and at school to help their kids develop their social and emotional skills and advance their education (El Nokali, Bachman & Votruba-Drzal) [2]. In order for students to solve problems and exercise leadership in settings where they must engage with others and, as a result, cope with a range of emotions in social situations, they need to have social and emotional skills (Goleman) [3]. Redding [4] and Taylor et al. [5] highlighted the significance of parents as support systems for children's social and emotional learning, understood as a process through which children acquire and apply the knowledge, attitudes, and abilities that will help them understand and manage emotions, set goals, and embrace empathy for others, and make responsible decisions.

The research holds that in order for children to achieve to the best levels, both in school and in all other facets of their life, parent-supported development of social and emotional skills should be fostered in their lives.

Statement of the Problem

It was objective of the study to determine the level of parental involvement as well as the social and emotional skills of the Grade 6 pupils in the public elementary schools in Bonifacio District during the school year 2022-2023.

METHODOLOGY

The study was quantitative-correlational in design. Questionnaire-checklist was utilized to provide the data pertaining to the subject areas under investigation. The study was conducted among Grade 6 pupils in the public elementary schools in Bonifacio District during the school year 2022-2023. The collected data were analyzed and treated with weighted average mean, and Spearman rho correlation for the test of inference.

RESULTS AND DISCUSSIONS

The data in Table 1 shows that most of the parents have generally high level of parental involvement as evident by the overall mean of 3.61. Foremost of their manifestations was to ensure that their children stay at home after school as noted by the weighted average mean of 4.10, the highest value. Although, the pupils were generally staying at home after their school hours, their parents ensure that their exposures to TV was also limited. This is to guarantee that pupils either study, prepare their homework and assignments and do their projects or assist their parents in doing household chores. Actually, having the pupils helped their parents and siblings do the household chores does not only prepare them to become responsible members of the society but as well as disciplining and developing to acquire lifelong learning skills.

Ingram and Associates [6] found that two of the six types (parenting and learning at home) were very apparent in high performing schools attended by low-income students, while the other four types did not seem to be in operation or linked to students' academic success. Hiatt-Michael [7] explains that parental involvement is remarkable for the educational communities and the geographical communities they serve. An effective involvement in the promotion of children's social, emotional, and academic growth.

Table 1. *Parental Involvement as Perceived by the Pupils*

Variables	Weighted Average Mean	Interpretation
1. Limiting TV time	3.88	High
2. Limiting smartphone and social media time or use	3.51	High
3. School dialoguing with parents	3.49	High
4. Being home after school	4.10	High

Table 3. Tests for Significant Relationship Between the Parental Involvement and Social and Emotional Intelligence of the Pupils

Variables	<i>Spearman rho</i> Correlation Coefficient	t-value of r	CV	Decision
Parental Involvement and Social and Emotional Skills of Pupils	0.352	4.575	1.984	Significant

The Spearman rho correlation coefficient determination yielded the r_s value of 0.352 which was significant. The comparison of the t-values of r (4.575) and the critical t-value of 1.984 at 148 degrees of freedom strengthens the significance of r coefficients. Hence, there is a significant relationship between the parental involvement and the pupils' social and emotional skills.

The effect of parental involvement in terms of providing support and nurturing home learning environment promotes sorts of social and emotional skills of pupils. Melhuish et al [11] concluded that "higher learning environment was associated with increased levels of cooperation and conformity, peer social ability and confidence, and higher cognitive development scores. Further, parental involvement characterized by a closer interaction between parent and child and the impact of that interaction on academic achievement as well as on peer social ability as an indicator of social and emotional skills. Melhuish et al [12] asserted that home learning environment has been strongly associated with improved cognitive and social development such as self-regulation. There is a clear connection between an optimal home learning environment created by parents and the cognitive and social gains children experience.

CONCLUSIONS AND RECOMMENDATIONS

Parental participation affects children's conduct and helps them be ready for the difficulties they'll face in a variety of social situations. The majority of parents were quite involved in helping their kids get ready for and handle the demands of their daily learning assignments and activities. To help promote a successful school environment and the development of the students' social and emotional abilities, it is advised that parents continually expand their parental participation activities. The administration of the schools may improve its activities and programs in order to develop the partnership and make sure that parents consistently support the educational objectives of their children.

REFERENCES

- i. Partnership for 21st Century Skills. (2007). *Framework for 21st century learning*. Retrieved from <http://www.p21.org/our-work/p21-framework>
- ii. El Nokali, N. E., Bachman, H. J., & Votruba-Drzal, E. (2010). Parent involvement and children's academic and social development in elementary school. *Child Development, 81*(3), 988–1005.
- iii. Goleman, D. (1998). *Working with emotional intelligence*. New York, NY: Bantam Books.
- iv. Redding, S. (2014). *The "something other": Personal competencies for learning and life*. Philadelphia, PA: Temple University, Center on Innovations in Learning. Retrieved from http://www.adi.org/downloads/TheSomethingOther_rev03.10.15.pdf
- v. Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development, 88*(4), 1156–1171.
- vi. Ingram, M., Wolfe, R. B., & Lieberman, J. M. (2007). The role of parents in high-achieving schools serving low-income, at-risk populations. *Education and Urban Society, 39*(4), 479–497.
- vii. Hiatt-Michael, D. B. (2001). *Promising practices for family involvement in schools: Family, school, community, partnership issues, Vol. 1*. Greenwich, CT: Information Age.
- viii. Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K.B. (2011). "The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions." *Child Development, 82*, pp.405-432.
- ix. Elias, M. J. (2006). The connection between academic and social–emotional learning. In M. J. Elias & H. Arnold (Eds.), *The educator's guide to emotional intelligence and academic achievement* (pp. 4–14). Thousand Oaks, CA: Corwin Press. Retrieved from http://www.corwin.com/upm-data/8299_Ch_1.pdf
- x. Redding, S. (2014). *The "something other": Personal competencies for learning and life*. Philadelphia, PA: Temple University, Center on Innovations in Learning. Retrieved from http://www.adi.org/downloads/TheSomethingOther_rev03.10.15.pdf
- xi. Melhuish, E. (2010). Why children, parents, and home learning are important. In K. Sylva, E. Melhuish, P. Sammons, I. Siraj-Blatchford, & B. Taggart (Eds.), *Early childhood matters: Evidence from the effective preschool and primary education project* (pp. 44–59). Abingdon, UK: Routledge.
- xii. Melhuish, E. C., Phan, M. B., Sylva, K., Sammons, P., Siraj-Blatchford, I., & Taggart, B. (2008). Effects of the home learning environment and preschool center experience upon literacy and numeracy development in early primary school. *Journal of Social Issues, 64*(1), 95–114.