

# Parental Involvement and the Pupils' Social and Emotional Skills

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### 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. Questionnairechecklist 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.

	Weighted	Interpretation	
Variables	Average Mean		
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 1**. Parental Involvement as Perceived by the Pupils



5. Volunteering at school		3.26	Average
6. Limiting going out		3.44	High
7. Talking with parents		3.50	High
8. Discussing school programs or activities		3.72	High
Overall Mean		3.61	High
Legend: 4.21 – 5.00 Very High (VH)		3.41 - 4.20	High (H)
2.61 – 3.40 Average (A) 1.00 – 1.80 Very Low (VL)	1.81 - 2.60	Low (L)	

Among the skills pointed out by the self-perceived social and emotional skills of the pupils were related to social skills, self-regulation and motivation. The pupils have generally high level of social and emotional skills or intelligence. Research shows that social and emotional learning not only improves achievement but also increases prosocial behaviors such as kindness, sharing and empathy, improves student attitudes toward school and reduces depression and stress among students (Durlak, et al.) [8]. Effective social and emotional learning programming involves coordinated classroom, schoolwide, family, and community practices that help students develop their self-awareness, self-management, responsible decision-making, relationship skills and social awareness.

There has been an increased interest in the role of emotional skills in the academic success of students as well as in their emotional adjustment in and beyond the school environment. The promotion of social and emotional skills to enhance pupils' academic performance finds an ally in the level and style of parental involvement if it considers that effective, lasting academic learning and social-emotional learning are built on caring relationships (Elias) [9]. Goleman [3] noted that the processing of social and emotional information, as well as the ability to problem-solve and engage in leadership activities that demand interpersonal interactions, are facilitated by what he termed as individual's socio-emotional intelligence.

Redding [10] elaborated that individual's social and emotional skills develop their sense of selfworth, regard for others, and emotional understanding and management to set positive goals and make responsible decisions.

	We	eighted	Interpretation
1. Variables	Average Mean		
2. Self-Awareness		3.45	High
3. Self-Regulation		3.60	High
4. Social Skills		3.71	High
5. Empathy		3.20	Average
6. Motivation		3.55	High
Overall Mean		3.50	High
Legend: 4.21 – 5.00 Very High (VH) 2.61 – 3.40 Average (A)	1.81 – 2.60	3.41 – 4.20 Low (L)	High (H)
1.00 – 1.80 Very Low (VL)			

 Table 2. Social and Emotional Skills of the Pupils



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

Variables	Spearman rho 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.



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