

# Extent of Parental Support: Its Relationship to Students' Extracurricular Activities and Academic Performance

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**Abstract**— This descriptive-correlation study was intended to establish the level of parental support and its correlation with the learner's extracurricular activities and performance of the Freshmen Teacher Education students. Forty-eight (48) Freshmen Teacher Education students were randomly selected to respond to the validated researchers-made instrument to find out the level of support of the parents to the learner's school and extracurricular activities. The performance was measured using the general average of the students of the Freshmen Teacher Education. Frequency distribution, mean, and Pearson r were the statistical tools utilized in interpreting the data. The findings of the research indicated that the level of parental support felt by the first year of study was "high". There is the average level of extracurricular activities participation and good performance in school. In addition, there was a strongly significant and apparent correlation between the level of parental support and students' involvement in extra-curricular activities. Nonetheless, the level of parental support was not statistically correlated with students' academic achievement.

**Keywords**— Parental support, Extracurricular activities, Academic performance.

## I. INTRODUCTION

Engaging parents in their children's education has a significant impact on their academic success. When parents take an active interest in their children's schooling, the children's academic performance improves, school attendance becomes more regular, and standardized test scores increase (Castillo et al., 2020). Parents are able to support their children's educational growth in many different ways, including homework completion, participation in school functions, involvement in school governance, and effective communication with teachers (Cusinato et al., 2020). The positive impact of parental involvement in education is quite significant but perhaps the most striking one is homework completion (Romero et al., 2020). Furthermore, parents who engage in their children's homework may be able to identify problematic areas which could lead to academic underperformance and help their children improve (Xu et al., 2020).

Going to parent-teacher conferences, school plays, and other school activities is also an excellent way for parents to demonstrate support for their child's education (Casillas et al., 2020). Parents can demonstrate support for the school and their child's education by showing up for these activities, and they can also gain knowledge of their child's progress in school and any problems that can arise (Duxbury et al., 2021). Parental involvement

also involves being listened to and taken into account during decision-making. Parents can actively participate in their child's schooling by engaging in activities such as helping choose a proper school or educational program, taking part in the development of an IEP (if an IEP is necessary), and advocating for their child's special needs (Kaden, 2020). Including parents in decision-making is significant because it enables them to ensure that their child gets an education tailored to his or her needs and that the child gets the resources needed to succeed.

Finally, an essential aspect of parental engagement is the establishment of open lines of communication with teachers (Valverde-Berrocoso et al., 2020). This enables parents to stay informed about the academic progress of their child and any difficulties that arise (Seabra et al., 2021). Further, parents can work together with teachers to enable their children to learn and overcome challenges (Sandoval-Reyes et al., 2021). The level of parental involvement is a strong predictor of students' academic achievement. When parents are involved in their children's schooling, they are more likely to be able to offer the guidance, assistance, and resources that are necessary to their children's academic achievement.

### *Statement of the Problem*

The research intended to determine if there is any association between how much parental support

contributed and the two factors, academic performance and participation in extracurricular activities, of Freshmen Teacher Education students.

The specific inquiries of the study are as follows:

1. What is the extent of parental support granted to Freshmen Teacher Education students?
2. What is the extent of participation among Freshmen Teacher Education students in extracurricular activities?
3. What is the academic performance of the Freshmen Teacher Education students?
4. Is there a significant relationship between the extent of parental support and the academic performance of the Freshmen Teacher Education students?
5. Does the level of participation in extracurricular activities relate significantly to the extent of parental support of the Freshmen Teacher Education students?

## II. REVIEW OF RELATED LITERATURE

### *Parental Support*

Parental support is an important factor in the schooling of a child and is one of the most influential factors in the education of a child that has positive correlation with the child's academic performance and his/her participation in extracurricular activities. (M. A. Llego, September 4, 2022)

Parental involvement emphasizes the tremendous advantages of parents being engaged with matters to do with their kids' education, such as greater academic performance like better grades, test scores, and graduations.

In addition, according to the study "Experiences of Parental Involvement in Privileged and Underprivileged Schools" conducted by Manilal & Jairam (2023), additionally, results indicated that parents in privileged and underprivileged schools are interested in and employ various approaches to be a part of their children education, in both academic and social areas. Even though parents were active when it came to interschool events, privileged lucky ones had more involvement than the underprivileged ones.

### *Impact of Parental Support on the Pupils*

Parental involvement in schools has been found to positively affect the academic performance of students. In a study by Yang et al. (2023), it was discovered that parental involvement is one of the most important

factors of social support for students' school engagement and achievement.

Comparatively, a research paper titled "Student Self-Esteem and Parental Involvement in Students Academic Performances" by Moneva, J. C., Villaro, M. R. A., & Malbas, M. H. (2020) was implemented within a high school environment to understand parental involvement and its impact on students' self-esteem. According to the findings, the self-esteem of students plays a key role in influencing their academic performance, with those having higher self-esteem exhibiting more confidence than individuals with lower self-esteem. Additionally, the research set up a link between the self-esteem of students and the extent of parental engagement. Parents who engage actively with their children and encourage them are likely to support greater levels of self-esteem in their children.

### *Extracurricular Activities*

As per DepEd Order 21, S. 2019, Policy Guidelines on the K to 12 Basic Education Program, curricular activities are the experience and chances availed by the learners in the homes, workshop, laboratories, and classroom, in addition to school-based and out-of-school activities carried out in order to ensure learners' achievement of K to 12 learning standards and 21st - century skills.

Additionally, DepEd Order No. 003, s. 2023, permits the implementation of in-person activities in schools, such as curricular, co-curricular, and extra-curricular activities, with emphasis on the health, safety, and well-being of learners and teachers. This order gives the basis for schools to reopen in-person extracurricular activities to ensure that they are done effectively and safely.

### *Parental Support and Academic Performance*

Parental involvement in school has been found to positively affect students' academic performance. Yang et al. (2023) established that parental involvement is one of the most important elements of social support for students' school participation and attainment. School engagement is the degree to which students are engaged and committed to academic and school activities, and it is widely regarded as a major predictor of academic success. The literature on parental involvement and student engagement is lacking, but research has established parental involvement in school to be associated with academic success through the promotion of students' motivation, self-regulation, and self-efficacy.

Additionally, Schmidt (2021) posits that parents are capable of offering diverse types of support in relation to their participation in their students' learning. The importance of acknowledging the individual support needs of each student and the particular resources available to a diverse group of parents. Teachers who help parents realize different ways of supporting their students academically can improve inclusive school-home collaboration, engaging parents from diverse backgrounds. This can allow parents to become active contributors to their students' learning, thereby increasing students' school success.

### ***Parental Support and Extracurricular Activities***

Extracurricular activities have been termed as school-sponsored. It is recognized that the definition may differ from that employed by other writers. Extracurricular activities are concerned with activities that are "external to the core curriculum" (Shulruf, 2010, p. 594). Bartkus, Nemelka, and Gardner (2012) described extracurricular activities as "academic or nonacademic activities that are carried out under the auspices of the school but outside regular classroom time and are not part of the curriculum.

### **III. METHODOLOGY**

Descriptive-correlational research design was used in this research. A descriptive study was among the best ways through which information that would illustrate relationships and explain the world as it is (Bickman and Rog (1998).

Such a study was usually conducted prior to conducting an experiment to know what certain things were to be manipulated and placed in an experiment.

With the use of Slovin's formula the respondents of the research were the forty-eight (48) Teacher Education freshmen students.

The sampling design employed is the probability sampling through the proportionate random sampling method (Cheung, A.K.L. (2014)). It provides to all members of the population to be chosen as respondents of the study. Selection of individual respondents was carried out through the fishbowl technique.

### ***Data Collection Procedure***

The researchers requested permission from the Campus Administrator to carry out the study. On the scheduled date, the researchers oriented the respondents about what the study was all about. Instructions were

discussed to explain areas where the respondents have difficulty understanding.

The researchers made sure that the responses of the respondents were handled with utmost confidentiality, and in complete compliance with the Philippine Data Privacy Act of 2012, under RA 10173. The researchers collected all the questionnaire and verified them to make sure that the items were answered correctly.

The average grade of the respondents was taken from the registrar's office. The data collected were recorded, statistically processed, analyzed, and interpreted.

The registrar's office took the respondents' average grade. The gathered data were enumerated, statistically treated, analyzed, and interpreted.

### **IV. RESULTS AND DISCUSSION**

#### ***Extent of Parental Support to Freshmen Teacher Education Students***

The finding indicates that overall, the assistance provided by parents to the forty-eight (48) freshmen Teacher education students is "high" with a general mean of 3.72.

This can be an indication that parents are supportive of their child's academic and extracurricular activities. Parents always rectify their children's conduct, value their achievements, enhance their confidence in whatever activity they engage, meet their basic needs, and have a positive attitude toward the children's studies with a mean which vary from 4.20- 5.00.

This suggests that the parents know how to offer guidance and information throughout the journey so that their children remain on track and are not swayed or deterred from fulfilling their extra-curricular potential.

Nevertheless, parents rarely offer outside tutorial support on their children's studies and transport them to locations of educational interest like museums, libraries, and art galleries.

The enrolled freshmen Teacher Education students are residents of urban areas; hence parents were not able to support their children attending tutorial because they were going through financial difficulties.

Besides, parents cannot compel their children to go to some educational sites, since they believe it is too far from their locations.

## A. Figures and Tables

*Table 1. Mean Result on the Extent of Parental Support to the Freshmen Teacher Education Students.*

Statement	Mean	Description
1. Correct my misbehavior.	4.48	Very High
2. Appreciate my accomplishments.	4.31	Very High
3. Boost my moral confidence in whatever activities I may join.	4.23	Very High
4. Openly discuss things that I need to learn about life.	4.08	High
5. Provide my basic needs.	4.53	Very High
6. Report to school to monitor my performance.	3.17	Average
7. Give extra money for my other expenses in school.	3.90	High
8. Attend my performance in school.	3.44	High
9. Attend the school meetings.	3.75	High
10. Help me with my requirements in school.	3.69	High
11. Listen to my problems regarding my studies.	4.10	High
12. Help me reinforce what the teacher has taught me in school.	3.40	High
13. Provide me with outside tutorial assistance on my studies.	2.54	Low
14. Take me to places of educational interest such as museums, libraries, and art galleries.	2.40	Low
15. Encourage me to study every night.	3.79	High
16. Show a positive attitude towards my studies.	4.44	Very High
17. Encourage me to talk about my studies when I go home.	3.67	High
18. Allow me to work overnight with my classmates regarding our projects.	2.81	Average
19. Give me some techniques and strategies on how to increase my performance in school.	3.48	High
20. Provide materials needed for my studies.	4.21	High
<b>Overall- the Mean</b>	<b>3.72</b>	<b>High</b>

### *Level of Participation of the Freshmen Teacher Education Students in Extracurricular Activities*

The results revealed that freshmen Teacher Education students had an "average" level of participation in extracurricular activities as reflected in the mean of 3.33.

This implies that freshmen Teacher Education students consider the value of extracurricular activities and they often participate in them. Outcomes also indicate that students always join the intramural meet and cleanliness program but rarely join in literary musicals, quiz bees, chorale, and singing contests.

In addition, freshmen Teacher Education student participate in religious activities at school, attend leadership seminars and workshops, participate in organizations or clubs, serve on committees during school events, participate in the student council, and volunteer in school service-related activities provided to the community frequently.

In contrast, students participate in monthly mass, engage in sports activities, participate in wellness and health-

related activities, are actively engaged in culminating activities, engage in student elections, and actively engage in a committee to enhance the school climate and physical improvement.

Having the outcome in mind, it is extremely crucial to provide value to the extracurricular activities since recent studies indicate that students who engage in extracurricular activities show a higher sense of belongingness and connection towards their school.

This heightened engagement and sense of belongingness can result in enhanced academic performance and decreased dropout risk.

The research also identified that extracurricular activities can contribute to students' social-emotional growth and well-being (Corr et al. (2023).

If, in fact, participation in extracurricular activities contributes to school success, then the accessibility of these activities to students from all backgrounds is a critical issue of equity.

**Table 2.** Mean result on the level of participation of the Freshmen Teacher Education students in extracurricular activities

No.	Statement	Mean	Description
1	Participate in literary musical competition.	2.42	Low
2	Takes part in intramural meet.	4.50	Very High
3	Participates in religious life in school.	3.71	Average
4	Attend monthly mass.	3.96	High
5	Takes part in sports activities.	3.50	High
6	Take part in cleanliness program.	4.29	Very High
7	Attend leadership seminars, training, and workshops.	2.94	Average
8	Take part in chorale or other singing competition.	2.27	Low
9	Join the students' organizations or clubs.	3.08	Average
10	Serve on committees during the school activity.	3.23	Average
11	Promote gender and development advocacies.	2.96	Average
12	Attend wellness and health-related activities.	3.25	Average
13	Get involved in school activities that serve others.	3.73	High
14	Get involved in a religious group.	3.50	High
15	Join the quiz bee.	2.50	Low
16	Fully engaged in the culminating activity.	3.58	High
17	Joined student elections.	3.75	High
18	Fully engaged in a committee that enhanced the school climate and physical enhancement.	3.52	High
19	Getting engaged in student council.	2.69	Average
20	Volunteer in school service-related activities rendered to the community.	3.25	Average
	<b>Overall- all Mean</b>	<b>3.33</b>	<b>Average</b>

### Academic Performance of the Freshmen Teacher Education Students

Results indicate that 65% of the respondents have "very good" academic performance. The group mean is 88.96

which is equivalent to "very good". The data indicated that the students achieved well in their subjects.

**Table 3.** Academic Performance of the Freshmen Teacher Education Students

Mean	Frequency	Percentage	Description
92- 94	3	6	Outstanding
89- 91	31	65	Very Good
86- 88	9	19	Good
83- 85	5	10	Very Satisfactory
<b>Average Grade</b>	88.96		Very Good

### Correlation between the Degree of Parental Support and Academic Achievement of Freshmen Teacher Education Students

A not significant ( $p=.278$ ) and negligible correlation ( $r=.160$ ) was seen between the level of parental support and the academic achievement of the Freshmen Teacher Education students.

The null hypothesis that there is no significant relationship between the level of parental support and the academic achievement of Freshmen Teacher

Education students was not rejected. Hence, this indicates that the parental support given to the Freshmen Teacher Education students influences their performance academically.

This contradicts Naite's (2021) research findings where it was shown that children whose parents were more involved in their studies performed better and scored better marks on all the subjects taken by them.

Pinatil, et. al., (2022) also found a large correlation between the level of parental involvement and the

achievement of the student referring to the fact that higher the level of parental involvement in school life, better is the academic accomplishment. Self-regard

statistically- correlates with the students' academic achievement.

**Table 4.** Pearson's *r* values on the relationship between level of parental support and academic performance of the freshman Teacher Education students

Items Correlated	R	Sig (2-tailed)	Interpretation
Parental Support Vs. Extracurricular Activities	.160	.278ns	Not Significant Negligible Correlation

### Correlation between the Level of Parental Support and Degree of Participation in the Extracurricular Activities of Freshmen Teacher Education Students

There was a very strong ( $p < .001$ ) and intense correlation ( $r = .500$ ) between the level of parental support and the degree of participation in extracurricular activities of the freshmen Teacher Education students.

Therefore, the null hypothesis that there is no significant relationship between the degree of parental support and rate of participation in extracurricular activities of Teacher Education freshmen was disproven. This would mean that the extracurricular activities of the grades do not influence Teacher Education freshmen with the support of the parents.

**Table 5:** Pearson's *r* outcome on the correlation between degree of support from parents and participation in the freshmen Teacher Education students' extracurricular activities

	( r )	Sig ( 2- tailed )	Description
Parental Support Vs. Extracurricular Activities	.500	<0.001 **	Highly Significant Marked Correlation

## V. CONCLUSIONS AND RECOMMENDATIONS

According to the findings, the following are concluded, parents "very often" are assisting their children in extracurricular and academic activities. Furthermore, the teacher education freshmen students engage a lot in the extracurricular school activities. The data indicates that the Freshmen teacher education students exhibited "very good" academic performance. Though, the level of parental support fails to reveal statistical association with students' academic achievement, but level of participation by students in extracurricular activities are associated significantly with each other. The researchers thus recommend that parents are required to facilitate perpetually students' needs for academic and extracurricular activities.

They should also motivate their children to engage in literary musicals, quiz bees, chorale, and other singing competitions. The school must also engage the parents in planning for the progress and developments of the students. Teachers must engage the parents freely in order to tackle any issues of performance early. Students must return appreciation to their parents through outstanding academic and extracurricular performances. Administrators should ensure quality physical education where students have at least half of the class period

participating in vigorous- or moderate-intensity physical activity. Lastly, a validation study is recommended to further bolster the findings of the present research.

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