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Parental Involvement, Teacher-Student Relationship and the Scholastic Status of Pre-Calculus Students of Suzhou North America High School

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Abstract

This study aimed at determining the scholastic status of the Pre-Calculus high school students. It also focused on determining the levels of parental involvement and teacher-student relationship as perceived by the students who passed and failed in Pre-Calculus subject during the school year 2016 - 2017, and in designing action plan for parents to help improve the scholastic status of high school students. This study used descriptive method / design. The respondents of the study involved 120 and 15 students who passed and failed respectively in Pre-Calculus subject. The research instrument used in this study was adopted from the authors in [4]. However, questions which the researcher thought not suited or relevant to this study were revised accordingly and were submitted to the experts for comments and verification. The 4th quarter Pre-Calculus grades of the respondents were used as basis for their scholastic status as to whether they passed or failed. The analysis was limited to the parental involvement in terms of parents' implicit and explicit behavior, parents' reinforcement and encouragement, and the teacher-student relationship. The study output was an action plan for parents' activities based on the findings. The data were treated using the percentage distribution for the scholastic status and weighted mean for the levels of parental involvement and teacher-student relationship.

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The weighted mean was interpreted as follows:

4.21 – 5.00	outstanding	2.61 – 3.40	good
3.41 – 4.20	very good	1.81 – 2.60	fair
1.01 – 1.80	poor		

From the analysis of the data, the researcher concludes that:

1. Respondents who passed Pre-Calculus had high level perceptions on their parental involvement compared to the respondents who failed in Pre-Calculus subject.
2. Parents' implicit and reinforcement behaviors were very good as perceived by the students who passed, while good only as perceived by the respondents who failed in Pre-Calculus.
3. Parents' explicit and encouragement behaviors were perceived good by the students who passed in Pre-Calculus, but fair only by the respondents who failed in such subject.
4. Teacher-student relationship is very good as perceived by the two groups of respondents.
5. Respondents whose perception on their parental involvement is very high tend to have better scholastic performance.

Keywords: human relations; parental involvement; scholastic status; pre-calculus.

1. Introduction

As an academic learning institution, Suzhou North America High School (SNA) is determined to deliver quality education to its students. The present researcher believes that no teacher can claim to be effective in teaching unless he/she takes into serious consideration the actual situation and needs of his/her students. She further believes that to be an effective in teaching, a teacher should know the nature of his/her students, where the students are, and should consider who may have influenced the students. It is in line with this thought that this study is conducted to determine the parental involvement, teacher-student relationship, and the scholastic status of Pre-Calculus high school students at SNA for the School Year 2016 – 2017.

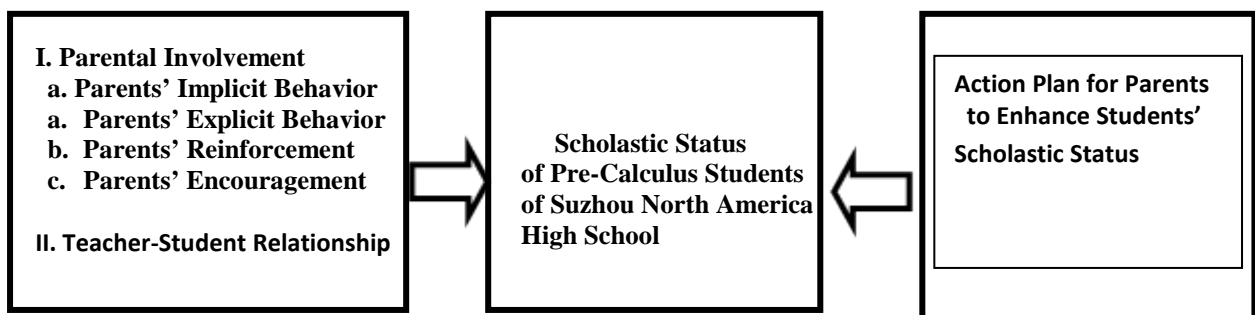
It has been greatly acknowledged that parents are the primary teachers of their children, while teachers are the second parents once the students are in the school. Both parents and teachers are believed to have significant impacts on students' learning and developmental process. According to the authors in [9], the capacity of students to perform can be improved through how their parents get involved in their studies. They further emphasized that parental involvement will tend to develop high performance of their students through the following behaviors: parents' implicit behavior, parents' explicit behavior, parents' reinforcement, and parents' encouragement. In the same vein [11], stressed that the way parents demonstrate their emotions and relate with

their sons and daughters play an important role in the educational process. Moreover, the authors in [4], believed that academic performance of students also depends on the behaviors of parents displayed when their children arrived from school. This is supported by the person in [5] who pointed out that students whose parents asked questions to their children regarding school-related activities tend to have high grades. In his part, [6], stressed that the most critical role of teachers is to make a difference in the lives of their students. This is corroborated by the author in [8] who said that a teacher who does not know how to relate with his/her students, to lead by example, and to communicate or discuss problems will never be an effective teacher.

The foregoing opinions and ideas provided this present study with some important concepts and thoughts as to which components of the subject need further inquiry. This study is different from those studies cited above in the sense that while their studies focused only on one variable, involved elementary respondents, and did not elaborate the specific parental behaviors, this present study used college students as the respondents and at the same time provide information as to which parental activities and teachers' behaviors that contribute to promoting and shaping the development of students' scholastic status. Moreover, this present study would design an action plan based on the findings for parents. Hence, it can be deduced then that this study is not a duplication of any previous investigation.

1.1. Structure

In this study as shown in Figure 1 below, the teacher-student relationship, and the four areas of parental involvement, namely: parents' implicit behavior, parents' explicit behavior, parents' reinforcement, and parents' encouragement. The action plan for parents is the output variable.



1.2. Research Design and Methodology

This study aimed at determining the levels of parental involvement, teacher-student relationship, and the scholastic status high school Pre-Calculus students officially enrolled at Suzhou North America High School, China during the school year 2016-2017. It also focused on designing action plan for parents based on the findings.

This study used a descriptive method / design. The respondents of the study involved 120 and 15 students who passed and failed respectively in Pre-Calculus subject. The analysis was limited to the parental involvement in terms of parents' implicit and explicit behavior, parents' reinforcement and encouragement, and the teacher-student relationship.. The research instrument used in this study was adopted from the authors in [4]. However, questions which the researcher thought not suited or relevant to this study were revised accordingly and were submitted to the experts for comments and verification. The researcher personally sought the permission of the teachers concerned and the respondents to administer the questionnaires during their Mathematics classes. Moreover, to make sure that the respondents responded honestly to the question items, the researcher explained to them that their answers have no bearing upon their grades, and that their responses will be treated with strict confidentiality. The 4th quarter grades of the respondents were used as basis for their scholastic status as to whether they passed or failed. The researcher listed separately all the names of students who passed and failed in Pre-Calculus subject. Two boxes were prepared and labeled: box A is intended for students who passed while box B is for students who failed in such subject. Using lottery technique, the researcher took 120 and 15 names from each box respectively as the respondents of the study. The researcher found no difficulty in administering and retrieving the questionnaires due to the fact that the respondents were students officially enrolled at SNA where the researcher is currently teaching.

Questions on parental involvement were answered by the respondents using the following scales:

5 – always 4 – usually 3 – sometimes 2 – seldom 1 - never

Questions on the teacher-student relationship were answered using the following scales:

5 – excellent 4– very good 3 – good 2 – fair 1 – poor

To arrive at a qualitative level interpretation, the means of their weighted scores were rated as follows:

4.21 – 5.00	outstanding	2.61 – 3.40	good		
3.41 – 4.20	very good	1.81 – 2.60	fair	1.01 – 1.80	poor

The weighted mean was used to determine the levels of the parental involvement and the teacher-student relationship, while percentage distribution was used to determine the scholastic status of respondents.

Limitations of the Study

The data of this study were collected from the parents' students, and students themselves who were officially enrolled at Suzhou North America High School during the school year 2016 – 2017. Therefore, the findings of this study may not generalize to schools in other districts around the country.

1.3. Results and Discussion

This chapter deals with the analysis and interpretation of the gathered data. The data found in this chapter are presented according to problems treated in this study.

Problem No. 1. What is the profile of the respondents in terms of their Pre-Calculus scholastic status?

The researcher used the 4th quarter grades in Pre-Calculus subject to determine the scholastic status of the respondents. The scholastic status is categorized as passed or failed.

Table 1 presents the respondents' profile in terms of their Pre-Calculus scholastic status.

Table 1: Respondents' Profile in Terms of their Pre-Calculus Scholastic Status

Pre-Calculus Students' 4 th Quarter Grades	Scholastic Status	No. of Respondents	Percentage
75 - 100	Passed	120	89%
50 - 74	Failed	15	11%

As shown in Table 1, one hundred twenty respondents or (89%) out of one hundred thirty five students passed Pre-Calculus, while fifteen or (11%) failed. The respondents were from different grade 10 classes.

Problem No. 2. What is the level of parental involvement as perceived by the respondents who:

a) passed b) failed Pre-Calculus in terms of:

- Parents' Implicit Behavior
- Parents' Explicit Behavior
- Parents' Reinforcement
- Parents' Encouragement

In the growth and development process, the parents are considered as significant persons in the personality and character of their children. Parents' actions, words, and thoughts influence much the development of the well-being of their children [9]. In order to have positive influence on the academic development, it is important that parents act in ways that are favorable to the development of a desirable personality in their children.

According to the author in [6], the capacity of students to perform can be improved through how their parents get involved in their studies. They further emphasized that parental involvement will tend to develop high performance of their students through the following behaviors: parents' implicit behavior, parents' explicit behavior, parents' reinforcement, and parents' encouragement.

Table 2 on the next page presents the level of parental involvement in terms of parents' implicit behavior,

parents' explicit behavior, parents' reinforcement, and parents' encouragement as perceived by students who passed and failed in Pre-Calculus during the school year 2016 – 2017?

It is clearly seen in the table that those students who passed in Pre-Calculus subject had **Very Good** perception on their parents implicit and parents' reinforcement behavior. However, the students who failed in Pre-Calculus subject had the perception that their parents' implicit and reinforcement behaviors were **Good** only. These two ratings imply that it is essential for parents to first become aware of their inner strength and weakness so that they can also understand their children's experiences. It is also very important for parents to develop positive self-concept so that they can handle and relate well with their children's attitudes.

Table 2: Respondents' Distribution on Parental Involvement in Terms of Parents' Implicit, Explicit, Reinforcement, and Encouragement Behaviors

Parental Involvement in the Academic Performance of Students	Weighted Mean Students who Passed	Verbal Interpretation	Weighted Mean Students who Failed	Verbal Interpretation
1) Parents' Implicit Behavior	4.40	Very Good	3.09	Good
2) Parents' Reinforcement	3.79	Very Good	3.21	Good
3) Parents' Explicit Behavior	3.19	Good	2.45	Fair
4) Parents' Encouragement	3.40	Good	2.74	Fair
Over All	3.70	Very Good	2.87	Good

4.21 – 5.00 Outstanding 3.41 – 4.20 Very Good 2.61 – 3.40 Good 1.81 - 2.60 Fair 1.01 – 1.80 Poor

Table 2 further reflects that parents' explicit behavior and encouragement were rated **Good** by students who passed in Pre-Calculus, while those students who failed in this subject perceived their parents to be **Fair** in these two variables. This finding implies that respondents' parents were not quite expressive of what and how they feel towards their children's achievement or performance. It is important to note that based on the citing of the author in [8], students will have greater academic success if parents take time to encourage their children to learn even if on the process of learning children may encounter failure. In addition to this, [3] said that the way parents supervise or don't supervise how their children even in college spend time out of school is linked to academic achievement. Moreover, according to the author in [7], if parents have high expectations and encourage their children to work hard, then students perform better in school.

However, in an informal interview, there are parents who are often eager to support and reinforce their children's learning but do not always know how to help or why their involvement is important. In view with this parents' answer, it is important that parents should be encouraged to contact the teacher if they have questions about students' activity, homework and school events. It is most helpful if parents have opportunities to review the ideas with the teacher, ideally during an orientation offering ample opportunity for questions and responses.

The data shown in Table 2 are corroborated by the author in [3] who pointed out that the way parents relate with

their sons and daughters play an important role in the educational process. Moreover, parents' encouragement can contribute to the effectiveness of students' learning.

In addition to the foregoing ideas, the authors in [4] believed that academic performance of students also depends on the behaviors of parents displayed when their children arrived from school. Furthermore, Epstein and Sanders in [9] believed that parents who asked questions to their children regarding school-related activities tend to have high grades, and Shearer in [14] stressed that the ability of the parents to get involve with their children's school work influences students to perform better.

Problem No. 3. What is the level of the teacher-student relationship as perceived by students who passed and failed in Pre-Calculus at SNA?

Teachers are the most important group in effecting change. They influence the life, the thinking, and the future of the students. A friendly cooperative classroom atmosphere and harmonious relationship favorably affect students' work and achievements, the authors in [3] said. It is necessary then that each teacher does his/her share in making the relations between him/her and his/her students congenial. Table 3 presents the data on teacher-student relationship as perceived by students who passed and failed in Pre-Calculus subject.

Table 3: Respondents' Distribution on Parental Involvement in Terms of Parents' Implicit, Explicit, Reinforcement, and Encouragement Behaviors

Respondents' Perception	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
	Students who Passed		Students who Failed	
Teacher-Student Relationship	3.82	Very Good	3.79	Very Good

4.21 – 5.00 Outstanding 3.41 – 4.20 Very Good 2.61 –3.40 Good 1.81 - 2.60 Fair 1.01 – 1.80 Poor

As shown in the table, the interpersonal relationship between teacher and students as perceived by the two groups of respondents is Very Good. This indicates that the teachers who handled Pre-Calculus subject are friendly and approachable to the students, yet professional in their dealings. This further shows that a positive relationship exists between the teacher and the class. This is commendable because, according to the author in [13], when positive relationship exists between the teacher and the class, learning takes place. She further stressed that the teacher's role is to provide a healthy classroom atmosphere where learning takes place.

However, in a friendly conversation with the students, they revealed that there were instances that teachers embarrassed and insulted them. The educational implication of this in a teaching-learning process is that the teachers' way of relating to their students affects students' academic performance. It is important to remember that a teacher may make or unmake students learn depending on his/her influence and attitude towards them

[12].

Problem No. 4. What action plan can be designed for parents to help improve the scholastic status of high school students enrolled in Pre-Calculus subject?

A close linkage between the school and the parents and the school’s involvement in community service has become indispensable features of an institution’s formation process [12].

Table 4 on the next page presents the Action Plan for Parents.

Table 4: Action Plan for Parents

<i>Suggested Formation Activities for Parents</i>	<i>Plan of Action</i>
1. Parenting. Conducting home visits, and using contracts to commit parents to high rates of students’ school attendance.	A. Coordinate with the following units: 1. Academic Principal 2. Chairman of the school department 3. Community Extension Services 4. Student Counseling / Homeroom Teacher 5. Student Affairs Office B. After the fundamental action, schools then are well positioned to design workshops and other activities so that families have information to help their children. Educators can seek parent input in this process since they have useful ideas on strategies that help their children learn.
2. Parent-Teacher Conferences. These are a good time to share information, develop personal relationships and welcome families into their child’s school life, to explain policies and expectations, sending newsletter to give families information about their students’ positive and negative behaviors in school.	
3. Learning at home. Schools and educators share ideas to promote at-home learning through high expectations and strategies so parents can monitor and help with school related activities	
4. Community Collaboration. A two-way outreach strategy in which community or business groups are involved in education and schools encourage family participation in the community.	

1.4. Conclusions

From the analysis of the data, the researcher concludes that:

- Respondents who passed Pre-Calculus had high level perceptions on their parental involvement compared to the respondents who failed in college Algebra subject.
- Parents’ implicit and reinforcement behaviors were **very good** as perceived by the students who passed, while **good** only as perceived by the respondents who failed in such subject.
- Parents’ explicit and encouragement behaviors were perceived **good** by the students who passed, but

fair only by the respondents who failed in such subject.

- Teacher-student relationship is very good as perceived by the two groups of respondents.
- Respondents whose perception on their parental involvement is very high tend to have better scholastic performance.

1.5. Recommendations

- Parents should get more involved in their children's school work related activities so that when children go to school at any level will tend to perform high in their academic.
- Teachers should continue or maintain very good relationship with the students.
- In-charged for community extension services should provide education and training programs that help parents with parenting and communicating skills.
- Follow-up studies that measure the impact of parent involvement education and training programs maybe be conducted.
- Module on making Parent-Teacher Conferences more meaningful and productive should be developed.

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Lastly, I offer my regards and blessings to all of those who supported me in any respect during the completion of the project.

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