
PARENTS AS TEACHER AIDS AND LEARNERS' ACADEMIC PERFORMANCE IN SCHOOL

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ABSTRACT

This study was conducted to find the relationship between parents as teacher-aides and learners' academic performance in District III, Division of Valencia City, SY 2023-2024. Specifically, this study tried to describe the profile of respondents. It determined the extent of the function of the parents as teacher-aides. It tried to find out the significant relationship between the extent of the function of the parents as teacher-aides and the learners' academic performance in school.

This study yielded the following results: The majority of the respondents are between 31 to 40 years old, mothers, and have completed high school; the most significant segment consists of individuals engaged in other occupations in District III, Division of Valencia City, SY 2023-2024. Most learners fall within the grade range of 85 to 89, denoting a very satisfactory level of performance. There was a significant relationship between the extent of the function of the parents as teacher-aides in and the learners' academic performance in school.

Based on the findings and conclusions, the following recommendations are now in effect: Parents are urged to embrace their varied occupational responsibilities and experiences, acknowledging the valuable abilities they may pass on to their children. Parents are praised for their substantial participation as teacher aids in multiple facets of their children's education. Teachers may recognize and commemorate most students who have attained a very satisfactory level of performance. School heads may actively include and encourage parents to participate in supporting their children's education.

KEYWORDS: Parents as Teacher Aids, Learners' Academic Performance, School

INTRODUCTION

Due to the shutdown of schools due to the COVID-19 pandemic, educational institutions and districts have come to depend on parents to facilitate educational activities within the confines of their households. However, it should be noted that the current body of research does not explicitly address the role of parents as educators of school-age children in this novel societal context. Nevertheless, the simultaneous efforts in tutoring and parenting support programs might provide valuable insights into effective strategies.

The majority of individuals would express a preference for students to get instruction from certified educators within an educational institution. Research findings have demonstrated that qualified teachers are more effective in providing tutoring services than individuals who lack formal certification. However, many students currently need more in-person access to these educators. Fortunately, empirical investigations on volunteer tutoring initiatives demonstrate that given appropriate resources, persons lacking formal teaching certification can effectively enhance student academic outcomes.

Tutoring, indeed, has some advantages in comparison to conventional classroom settings. Specifically, it enables individual or small group interactions, a form of learning seldom feasible in a traditional classroom setting. Tutors can adapt their instructional approach to accommodate pupils' needs, considering their existing knowledge and personal interests and facilitating customized growth opportunities for each learner. In contrast to teachers and traditional tutors who often devote their undivided attention to teaching throughout their interactions with students, parents often find themselves engaged in multitasking activities such as tutoring, fulfilling their non-teaching employment responsibilities, and attending to the needs of other family members.

Given parents' many responsibilities and little exposure to formal pedagogical instruction, it is anticipated that many parents may encounter challenges when confronted with Research conducted with parents of young children has demonstrated that parents can be highly proficient educators when provided with easily executable and captivating activities. Materials distributed to parents are most effective when the accompanying instructions are characterized by readability and comprehensibility.

The findings derived from reviews of family literacy programs exhibit notable similarities. These programs assist parents in facilitating their children's acquisition of alphabet knowledge,

Respondents of the Study

lengthy and intricate instructions about facilitating their children's educational development.

honics skills, and reading comprehension abilities. Once more, it is observed that good programs often offer uncomplicated support structures for parents. For example, a particular reading program instructed parents to engage in shared reading activities with their children and employ a set of standard comprehension questions. Additionally, parents were advised to establish a brief routine to encourage their children to provide more detailed explanations in response to these questions.

Parents can also contribute to the development of mathematical abilities. In a particular study, the personnel responsible for the program administered word problems to parents and children nightly, to be completed before bedtime. Families that consistently utilized the curriculum observed an average increase in their child's mathematical proficiency, like three months of in-school study.

In addition, the attribute of flexibility holds significance. It is often understood that providing parental support while enabling them to nurture their child's interests is a sensible approach. In the context of composing a persuasive essay at the 5th-grade level within a home setting, it is suggested that educational institutions offer resources to facilitate the structuring of ideas, such as exemplar essays and potential thematic suggestions. However, the ultimate decision regarding the essay's subject matter should be left to the discretion of the kid and their parents. Similarly, this principle applies to reading, science, and art domains.

The study's respondents were the parents of the learners in District III, Division of Valencia City, SY 2023-2024. They were the parents who send their children to Dalit Elementary School, Lumbayao Elementary School, Araneta Integrated School, Batangan Integrated School, San Isidro Integrated School, Sinabuagan Integrated School, and Vintar Integrated School. Table 1 presents the distribution of respondents by school.

Table 1. Distribution of Respondents by School.

School	Number of Respondents
Dalit Elementary School	10
Lumbayao Elementary School	75
Araneta Integrated School	20
Batangan Integrated School	60
San Isidro Integrated School	75
Sinabuagan Integrated School	35
Vintar Integrated School	25
Total	300

Table 2 Profile of the Respondents in terms of Age.

Age	f	%
21–30 years old	17	5.7
31–40 years old	162	54.0
41–50 years old	91	30.3
51 Years Old and Above	30	10.0
Total	300	100.0

Table 3 Profile of the Respondents in Terms of Relationship.

Relationship	f	%
Mother	120	40.0
Father	90	30.0
Guardian	90	30.0
Total	300	100.0

Table 4 Profile of the Respondents in terms of Highest Educational Attainment.

Highest Educational Attainment	f	%
Elementary Level	1	0.3
Elementary Graduate	17	5.7
High School Level	24	8.0
High School Graduate	129	43.0
College Level	87	29.0
College Graduate	42	14.0
Total	300	100.0

Table 5 Profile of the Respondents in terms of Occupation.

Occupation	f	%
Farming	5	1.7
Business	36	12.0
Farm Labor	16	5.3
Driving	2	.7
Self-Employed	95	31.7
Others	146	48.7
Total	300	100.0

METHODOLOGY

This study followed the descriptive-correlation design. It investigated the relationship between the parents as teacher-aides and learners' academic performance in District III, Division of Valencia City, SY 2023-2024.

The profile of respondents in terms of age, sex, highest educational attainment, and occupation and the extent of the function of the parents as teacher-aides and the learners' academic performance in terms of reinforcing learning at home, creating a supportive learning environment, assisting with project work and assignments, supporting, communication with

teachers, encouraging a love for reading, and promoting critical thinking and problem-solving skills were determined by using a researcher-made survey questionnaire to gather the data.

FINDINGS

Most respondents were mothers 31 to 40 years old and have completed high school. The largest segment comprises individuals engaged in 'Others,' indicating a broad spectrum of occupational roles beyond the specified categories in District III, Division of Valencia City, SY 2023-2024.

The parents' function as teacher aides was very extensive in terms of reinforcing learning at home, creating a supportive learning environment, assisting with project work and assignments, supporting communication with teachers, encouraging a love for reading, and promoting critical thinking and problem-solving skills in District III, Division of Valencia City, SY 2023-2024.

Most learners fall within the grade range of 85 to 89, denoting a Very Satisfactory level of performance.

There was a significant relationship between how the parents functioned as teacher aides in reinforcing learning at home, creating a supportive learning environment, and encouraging a love for reading and the learners' academic performance in school.

CONCLUSIONS

In the School Year 2023-2024, the predominant demographic in District III, Division of Valencia City, consisted of women between the ages of 31 and 40 who had completed high school. The various occupational positions encompassed by the 'Others' category exemplify the extensive array of professions and responsibilities within the community, which contribute to its socio-economic variety.

The results reveal significant parental engagement as teacher-aides in District III, Division of Valencia City, throughout the academic year 2023-2024. Parents played a pivotal role in enhancing learning at home by establishing a nurturing learning environment, providing assistance with projects and assignments, facilitating communication with teachers, instilling a passion for reading, and fostering the development of critical thinking and problem-solving abilities in their children. This underscores parents' proactive involvement and dedication in bolstering their children's education and holistic growth.

Most learners attained a "Very Satisfactory" level of performance, as evidenced by their grades falling between 85 and 89. This indicates a praiseworthy degree of academic accomplishment

among the students. However, additional examination and contemplation of other variables are required to comprehend the total effectiveness and potential areas for enhancement thoroughly.

The upshot of this study indicates a strong correlation between parental engagement as teacher aides in reinforcing learning at home, fostering a supportive learning environment, and promoting a passion for reading and students' academic achievement in school. This emphasizes parents' pivotal role in bolstering their children's academic achievement by actively engaging and cultivating a favorable learning environment at home.

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