

Teachers' Perception of Parents' Involvement and Students' Performance in English in Rural Schools in Nakhonratchasima, Thailand.

McWinner Yawman^{1*}, Justice Appiah-Kubi², Rachele M. Gavino³, Jopet G. Solis⁴

^{1,3,4}Joji Ilagan College of Business and Tourism, Davao City, Philippines

²Asia Graduate School of Intercultural Studies, Davao Philippines

Abstract:

The involvement of parents in education within the past decade has been found to positively influence students' performance. However, the relationships among variables involved are not well understood yet. This present study was conducted out to find the correlation between the extent of parents' involvement in their children's education and their level of satisfaction with students' proficiency in English as a second language. Data were gathered with questionnaires. This study showed that when parents of ESL students are 'often involved' in their children's education, they are likely to be 'moderately satisfied' with their children's proficiency in English as a second language. For schools teaching ESL to improve students' proficiency in English, one way to accomplish that is to ensure that parents are at least moderately involved in their children's education.

Keywords: teachers' perception of parents' involvement, correlation, level of satisfaction, students' competence in English

1. Introduction

Students' competences in language acquisition are influenced by factors such as people, processes and institutions. Parents, the extended family, peer groups, neighborhood influences, schools and other bodies like churches contribute in determining students' competencies in language learning [1].

Over the past decade, parents' involvement has shown to positively influence students' performance in spite of family income or background. It's been perceived that students whose parents are more involved in their studies are more likely to earn higher grades and test scores, enroll in higher-level programs, be promoted, pass their classes, earn credits, attend school regularly, have better social skills, show improved behavior, adapt well to school and graduate to postsecondary education [2].

In this study, the multidimensional nature of parental involvement and its implications within the context of Epstein's model was explored. The Epstein's theory explains parental involvement based on how parent-child interactions affect students' schooling and motivation. Parental involvement, according to this theory, affects

student achievement because the interactions involved affect students' motivation, their sense of competence, and the belief that they have control over their success in school.

Thus, it is not clear whether parents' involvement will affect students' ability to learn a second language. Furthermore, although the facets of parental involvement are antecedents of students' achievement, they have not been examined concurrently in previous research. Further effort is needed to clarify whether they will exert the same effect. Then parents will better understand whether they should emphasize their messages or personally get involved in literacy activities or both. As [3] argued, there are over 750 million learners of English as a foreign language (EFL), but they have seldom been the focus of previous studies, let alone those young children who are learning English as a second language.

One of the major problems facing Thai students is poor performance in learning the English language. It is reported that among South East Asian countries, Thailand is one of the least when it comes to their ability to use the English language [4]. Thai parents, school practitioners, and policymakers agree that one of the nation's greatest challenges is

developing the capacity of school graduates to meet the demands of the information age. Many parents feel their children are not doing well in English language learning and this is reflected in the results of their examinations. Some parents feel uninformed about current educational practices and how they can be more involved with their children's learning. A number of initiatives have been implemented by the Thai government to encourage English language learning, but they have not yielded the expected outcome yet. A child's education is dependent on what he brings to the classroom [5].

What children bring to the classroom is dependent on what their parents choose to provide at home. Therefore, parents are known as their children's first teachers and responsible for laying the foundation for their future in education. It is therefore questionable if parents may or may not affect their children's competence in English as a second language or other second languages. The bulk of literature as noted above just focus on parents' involvement and child outcomes in school. The relationships involved are not well understood yet. It is also under question in the case of effect, which parenting factors have more effect on students' ability to acquire a second language or the ability to excel in other subjects in school. The following hypotheses were formulated and tested: 1) There is no significant difference on the dimensions of involvement of parents in the education of their children; 2) There is no significant difference on the level of students' competence in English in kindergarten, elementary and high school; 3) There is no significant relationship between the degree of involvement of parents and students' competence in English in schools.

2. Methodology

This study was conducted using the Descriptive Survey Method [6]. The study also made use of both quantitative and qualitative research methods and employed correlation to compare the relationship between variables. The model redefines the relationship between schools, families, and communities as one of the overlapping spheres of influence that share a concern about the success of the child. As a framework for increasing parental participation in education, the model recognizes six types of educational involvement and encourages schools to develop activities that engage schools, families and communities within the six types.

This study was conducted in 10 private schools in Nakhonratchasima City, Thailand. The study population consisted of three Kindergarten schools,

four Elementary schools and three High Schools. All the sample population was based in Nakhonratchasima city. The study population consisted of 19,490 parents and 1,114 teachers from the 10 private schools in Nakhonratchasima City. Schools selected had a population of at least 50 students. In order to make a valid decision on the sample size for this study, the researcher made use of the sample size determination table by [7]. Taking the population into consideration, the sample consisted of 375 parents of students from the selected schools and 285 of their teachers from same schools during the 2016-2017 school year.

Data were gathered using questionnaires. For validity and reliability of the questionnaire, the researcher adapted a more recent and tested parent involvement questionnaire for this study. Simple random sampling was used for this study [8]; [9]. The questionnaire used for this study was close-ended types, carefully designed for Thais. Responses were ranged on a Likert scale from 1 = never, 2 = seldom, 3 = sometimes, 4 = often to 5 = always for question 1-30, and 1 = not satisfied at all, 2 = slightly satisfied, 3 = moderately satisfied, 4 = very satisfied, to 5 = completely satisfied for questions 31-34.

In this study, the number of respondents, their gender, age, income, and education were reported using descriptive statistics. The data gathered were processed using frequencies and percentages. Distribution was used to interpret the results. Means and standard deviation were computed for variables. To further analyze the results of the study, an Analysis of Variance (ANOVA) was used to analyze the data collected from the teachers' and parents' surveys. One-way ANOVA was used to test the hypothesis for significant differences among variables. Pearson correlation (r) coefficient was also utilized. This method helped the researcher to investigate the relationship between parent involvement and parents' satisfaction of students' competence in English [10].

3. Results and Discussions

This chapter analyses, interprets and discusses the research findings of this study. The primary aim of this study was to examine the correlation that exists between parents' involvement and their level of satisfaction of students' competence in English in private schools in Nakhonratchasima City, Thailand.

3.1. Degree of Involvement as Perceived by Teachers

The degree of involvement consisted of 6 dimensions as follows: information to and from school, dialogue and participation, support from parents, parents-teachers meeting, learning and development, and learning situation at school. The average degree of involvement for all the 6 dimensions was “often” (i.e. an average mean of 3.89 and a standard deviation of 0.395). This means that from the teachers’ perspective, communication between school and parents was often done. In the same way, parents regularly participated and supported school activities and attended meetings at the school. Teachers also reported that parents “often” contributed to learning and development and liked the learning situation at the school. Table 1 below points out the degree of involvement of parents in their children’s education. In the work of [11], the researchers depicted that students whose parents are often involved in checking their homework showed higher achievement than students whose parents are not involved in checking homework. Good assignments completed successfully, can help children develop wholesome habits and attitudes. Moreover, homework can help parents learn about their children's education. This can encourage a lifelong love for learning [12].

Table 1 Means and SDs of the Degree of Involvement of Parents in the Education of their Children as Perceived by the Teachers

| Parents' Involvement | n | Mean | Description | SD |
|--------------------------------|-----|------|-------------|------|
| Information to and from School | 204 | 4.04 | Often | .643 |
| Dialogue and Participation | 204 | 3.65 | Often | .624 |
| Support from Parents | 204 | 3.86 | Often | .571 |
| Parents Teachers' Meeting | 204 | 3.92 | Often | .558 |
| Learning and Development | 204 | 4.32 | Often | .534 |
| Learning Situation at School | 204 | 4.09 | Often | .502 |
| Overall Level of Involvement | 204 | 3.98 | Often | .395 |

3.2. Difference in the Degree of Involvement

3.2.1. According to Dimensions

Analysis of Variance was used to determine whether there was any significant difference in the dimensions of parents’ involvement in their children’s education. Table 2 shows that there is no significant difference in the dimensions of parents’ involvement in students’ education at 0.05. The average F-value was 1.200 and p value was 0.34. Therefore the hypothesis is hereby accepted. This

means that parents were “often” involved in their children’s education in all the dimensions indicated in Table 7.

This was contrary to the findings of the research conducted by the Department for Education and Skills (DfES) commissioned research with parents in 2011 in order to identify whether parents were involved, to what level and discovered the perceived barriers to involvement [13]. Approximately 1 in 3 parents (29%) felt very involved in their children’s school life. Primary school parents more likely felt this way than secondary school parents. Mothers more likely said that they were ‘very involved’ than fathers, 72% of all parents agreed that they wanted more involvement, 58% of parents believed they had an equal responsibility as the school for their child's education; when asked about barriers to becoming involved, parents cited the competing demands in their lives such as work commitments, demand of other children, childcare difficulties and lack of time generally.

Table 2 Result of the ANOVA between the Dimensions of Involvement of Parents

| Dimensions | Mean | F-value | P | Interpretation Decision |
|--------------------------|-------------|---------|------|-------------------------|
| Information | 4.04 | 1.200 | .347 | Not significant |
| Dialogue | 3.65 | | | Accept Ho |
| Support | 3.86 | | | |
| PT Meeting | 3.92 | | | |
| Learning and Development | 4.32 | | | |
| Learning Situation | 4.09 | | | |
| Overall | 3.98 | | | |

3.2.2. According to Profile of Teachers

Gender

In table 3, the perception of teachers on the involvement of parents was analyzed by gender. The following t-values obtained were 1.183, 1.817, 2.712, 0.255, 1.128, and 1.466 for Information to and from School, Dialogue and Participation, Support from Parents, Parents- Teachers meeting, Learning and Development and Learning Situation respectively. The average t-value was 2.082 and p value was 0.39.

It could be seen from Table 3 that there were no significant differences in the degree of involvement of parents in the education of their children in the individual dimensions according to

the gender of teacher respondents except for support from parents. The overall t-value was 2.082 and *p* value of 0.39. This implies that there was a significant difference in the perception of parents on how they supported their children's education as reported by teacher respondents. The perception of male teachers didn't differ from that of female teachers at 0.05 significant level. This means both male and female teachers had the same perception on the degree of involvement of parents in children's education for all the dimensions.

In the research study of Zhou [14], teachers and parents had different ratings on parental involvement. Both teachers and parents agreed highly that parents should be involved in children's

academic learning outside of school. But both teachers and parents disagreed that the extended family/community support does not influence children's learning. A further analysis revealed there was a significant difference between parents as well. Third-grade level parents had the highest rating on parental involvement. The researcher explains that the reason could be that third grade is the grade level when students take high stakes tests and face high stakes decisions on grade retention and promotion. Parents could have increased involvement due to the nature of the high stakes of their children's academic performance in third grade.

Table 3: Perceptions on the Involvement of Parents by Teachers when Grouped according to their Gender

| Gender | | Information From School | Dialogue and Participation | Support from Parents | Parents Teachers meeting | Learning and Development | Learning Situation | Overall |
|----------------|------|-------------------------|----------------------------|----------------------|--------------------------|--------------------------|--------------------|-------------|
| Male | Mean | 3.9468 | 3.5106 | 3.6723 | 3.9106 | 4.2500 | 4.0053 | 3.8834 |
| | N | 47 | 47 | 47 | 47 | 47 | 47 | 47 |
| | SD | .66947 | .67348 | .71314 | .62667 | .58977 | .54296 | .43658 |
| Female | Mean | 4.0732 | 3.6981 | 3.9261 | 3.9344 | 4.3503 | 4.1274 | 4.0192 |
| | N | 157 | 157 | 157 | 157 | 157 | 157 | 157 |
| | SD | .63502 | .60410 | .51005 | .53789 | .51722 | .48752 | .37808 |
| Overall | Mean | 4.0441 | 3.6549 | 3.8676 | 3.9289 | 4.3272 | 4.0993 | 3.9879 |
| | N | 204 | 204 | 204 | 204 | 204 | 204 | 204 |
| | SD | .64366 | .62409 | .57152 | .55806 | .53497 | .50210 | .39538 |
| t-value | | 1.183 | 1.817 | 2.712 | .255 | 1.128 | 1.466 | 2.082 |
| p-value | | .338 | .071 | .007 | .798 | .260 | .144 | .039 |
| Interpretation | | Not Significant | Not Significant | Significant | Not Significant | Not Significant | Not Significant | Significant |
| Decision | | Accept Ho | Accept Ho | Reject Ho | Accept Ho | Accept Ho | Accept Ho | Reject Ho |

Age

Observing Table 4, it's very evident that there were no significant differences between the dimensions parents got involved in their children's education as indicated by all the age groups. The overall average *F* and *p* values were 0.982 and 0.402 respectively. Irrespective of the age difference of the teacher respondents, they all held the same view on the degree to which parents get involved in their children education for all the dimensions. All age groups agreed that parents were often involved in the school life of students.

On the other hand, the study of [15] revealed that parents and teachers differed in the area of

motivation such as the use of rewards and incentives, parental expectations, and decision making for children. Teachers tended to embrace rewards and incentives more than parents. Parents did not seem to think high expectations and decision making for children's education correlated with children's academic success as much as Teachers did. The difference in the perceptions on motivation factors between teachers and parents could be caused by parents' lack of knowledge and training. Research supports that higher expectations lead to increased motivation and a higher level of academic achievement [16].

Table 4: Perceptions on the Involvement of Parents by Teachers when Grouped according to their Age

| Age | | Information From School | Dialogue and Participation | Support from Parents | Parents Teacher Meeting | Learning Development | Learning Situation | Overall |
|-------|------|-------------------------|----------------------------|----------------------|-------------------------|----------------------|--------------------|---------|
| 20-30 | Mean | 4.0536 | 3.8036 | 3.9964 | 4.028 | 4.3527 | 4.1027 | 4.0571 |

| | | | | | | | | |
|-----------------------|------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | N | 56 | 56 | 56 | 56 | 56 | 56 | 56 |
| | SD | .66523 | .60722 | .46318 | .5193 | .56363 | .42581 | .35437 |
| 31-40 | Mean | 4.0878 | 3.5838 | 3.8676 | 3.943 | 4.2905 | 4.1351 | 3.9855 |
| | N | 74 | 74 | 74 | 74 | 74 | 74 | 74 |
| | SD | .59310 | .63398 | .60071 | .5767 | .53319 | .53505 | .39696 |
| 41-50 | Mean | 3.9000 | 3.6000 | 3.7689 | 3.891 | 4.3500 | 4.1556 | 3.9453 |
| | N | 45 | 45 | 45 | 45 | 45 | 45 | 45 |
| | SD | .63604 | .64385 | .62662 | .5728 | .50114 | .51204 | .42411 |
| 51-60 | Mean | 4.1379 | 3.6345 | 3.7724 | 3.758 | 4.3362 | 3.9138 | 3.9262 |
| | N | 29 | 29 | 29 | 29 | 29 | 29 | 29 |
| | SD | .73066 | .58081 | .57501 | .5408 | .55612 | .51874 | .42042 |
| Overall | Mean | 4.0441 | 3.6549 | 3.8676 | 3.928 | 4.3272 | 4.0993 | 3.9879 |
| | N | 204 | 204 | 204 | 204 | 204 | 204 | 204 |
| | SD | .64366 | .62409 | .57152 | .5580 | .53497 | .50210 | .39538 |
| F-value | | 1.076 | 1.518 | 1.681 | 1.594 | .186 | 1.650 | .982 |
| p-value | | .360 | .311 | .172 | .192 | .906 | .170 | .402 |
| Interpretation | | NS | NS | NS | NS | NS | NS | NS |
| Decision | | Accept Ho | Accept Ho | Accept Ho | Accept Ho | Accept Ho | Accept Ho | Accept Ho |

Level of Education

On grouping teacher respondents based on their levels of education to determine their perception of on the degree of involvement of parents in their children's education, these findings were arrived at. There were no significant differences between the degrees of involvement of parents according to the teachers. The F-value was 2.42 and the p - value was 0.61. The overall mean was 3.99, meaning teachers of the different educational levels believed parents are often involved in their children's education.

However, [17] identified that parents with low levels of education more frequently volunteer in

different types of activities at schools than those with high levels of education. The researcher stated that the problem for parents with low levels of education, as reported by the parents themselves, is that they cannot help their children with homework or other school-related issues because their knowledge is limited. Interestingly, when it comes to parents with a university degree, they show a lack of time as the main reason for not getting involved [18] A more detail presentation of the perceptions on the involvement of parents by teachers when grouped according to their level of education shown in Table 5.

Table 5: Perceptions on the Involvement of Parents by Teachers when grouped According to their Level of Education

| Level of Education | | Information From School | Dialogue and Participation | Support from Parents | Parents Teachers meeting | Learning and Development | Learning Situation in School | Overall |
|---------------------|------|-------------------------|----------------------------|----------------------|--------------------------|--------------------------|------------------------------|---------|
| No Formal Education | Mean | 3.7500 | 4.1000 | 3.9000 | 4.0000 | 4.3750 | 4.2500 | 4.0600 |
| | N | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| | SD | 1.06066 | .14142 | .98995 | .56569 | .53033 | .70711 | .66468 |
| Certificate | Mean | 4.0714 | 3.8571 | 3.9714 | 4.1143 | 4.1786 | 4.1786 | 4.0629 |
| | N | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| | SD | .73193 | .67047 | .50897 | .53984 | .47246 | .51467 | .44150 |
| Diploma | Mean | 4.0705 | 3.6987 | 3.9000 | 3.9686 | 4.3590 | 4.1298 | 4.0219 |
| | N | 156 | 156 | 156 | 156 | 156 | 156 | 156 |
| | SD | .62074 | .60599 | .56271 | .55843 | .52990 | .49552 | .38613 |
| Bachelor's | Mean | 3.9487 | 3.4205 | 3.7179 | 3.7333 | 4.2244 | 3.9551 | 3.8349 |
| | N | 39 | 39 | 39 | 39 | 39 | 39 | 39 |
| | SD | .71446 | .65501 | .59775 | .53377 | .56718 | .51258 | .39304 |
| Overall | Mean | 4.0441 | 3.6549 | 3.8676 | 3.9289 | 4.3272 | 4.0993 | 3.9879 |
| | N | 204 | 204 | 204 | 204 | 204 | 204 | 204 |

| | | | | | | | | |
|-----------------------|----|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | SD | .64366 | .62409 | .57152 | .55806 | .53497 | .50210 | .39538 |
| F-value | | .513 | 2.743 | 1.140 | 2.165 | .847 | 1.390 | 2.481 |
| p-value | | .674 | .044 | .334 | .093 | .469 | .247 | .061 |
| Interpretation | | NS | NS | NS | NS | NS | NS | NS |
| Decision | | Accept Ho | Accept Ho | Accept Ho | Accept Ho | Accept Ho | Accept Ho | Accept Ho |

Position in School

Table 6 displays the perceptions of teachers on the involvement of parents in their children's education according to their positions in school. From the analysis, there were no significant differences between the dimensions of involvement of parents as perceived by the teachers grouped by their position in school. The F- value was 0.865 and the p-value was 0.492. This is to say that teachers, class teacher, teaching assistants and principals all held the same view that dimensions that parents were

often involved in the school life of their children in all dimensions.

Conversely, [19] explained that one problem with parent involvement is that teachers and parents have different views or perceptions on what parent involvement is; and culture is a variable that can change ideas on parent involvement [20] Because of the conflicting views on parent involvement, teachers may feel that parents are not involved in their children's schooling, but if you talk to the parents, they would say they were involved because of what they do for their children that the teachers are not aware of or do not personally consider as parent involvement.

Table 6: Perceptions on the Involvement of Parents by Teachers when grouped According to their Position in School

| Position in School | | Information From School | Dialogue and Participation | Support from Parents | Parents Teacher's meeting | Learning and Development | Learning Situation in School | Overall |
|-----------------------|------|-------------------------|----------------------------|----------------------|---------------------------|--------------------------|------------------------------|-----------|
| Teacher | Mean | 4.0429 | 3.5410 | 3.8114 | 3.9362 | 4.3000 | 4.0524 | 3.9482 |
| | N | 105 | 105 | 105 | 105 | 105 | 105 | 105 |
| Class Teacher | Mean | 4.0747 | 3.7471 | 3.9241 | 3.9080 | 4.3448 | 4.1408 | 4.0243 |
| | N | 87 | 87 | 87 | 87 | 87 | 87 | 87 |
| Head Teacher | Mean | 3.5000 | 3.6000 | 3.6000 | 4.2010 | 3.7500 | 3.7500 | 3.7300 |
| | N | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Teaching Assistant | Mean | 3.9000 | 4.0800 | 4.0800 | 3.9200 | 4.6500 | 4.4000 | 4.1720 |
| | N | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Principal | Mean | 3.8333 | 3.9667 | 3.9000 | 4.0667 | 4.3750 | 4.1250 | 4.0450 |
| | N | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| Overall | Mean | 4.0441 | 3.6549 | 3.8676 | 3.9289 | 4.3272 | 4.0993 | 3.9879 |
| | N | 204 | 204 | 204 | 204 | 204 | 204 | 204 |
| F-value | | .446 | 2.369 | .694 | .183 | .847 | .950 | .865 |
| p-value | | .775 | .054 | .597 | .847 | .497 | .436 | .492 |
| Interpretation | | NS | NS | NS | NS | NS | NS | NS |
| Decision | | Accept Ho | Accept Ho | Accept Ho | Accept Ho | Accept Ho | Accept Ho | Accept Ho |

3.3.3. According to School Types

Teachers

Contrary to findings in an earlier study [21], this study didn't find any significant differences in the perception of teachers on parents' involvement in children's education for school groupings. Earlier studies indicated that parents tend to be more involved in kindergarten than in elementary and high schools. [22] pointed out that Parents'

involvement in home learning activities makes an important difference to children's attainment (and social behavior) at age three plus through to the age of 10, when the influence of other background factors have been taken into account (such as family socioeconomic status, mothers' education, income and ethnicity).

The averages for kinder, elementary and high schools were 4.11, 4.02 and 3.93 respectively. The descriptive representation of all the three means is

“often”. This could be due to the culture of Thailand. Some cultures, especially in South East Asia tend to be very protective and are usually very involved in their children’s school life till they graduate from college [23]. Table 7 shows the

perceptions of teachers on the involvement of parents in their children’s education according to school type. The overall mean was 3.99 and the standard deviation was 0.395.

Table 7: Perceptions on the Involvement of Parents as Perceived by Teachers when Grouped According to School Type

| School type | | Information From School | Dialogue and Participation | Support from Parents | Parents Teacher meetings | Learning and Devt | Learning Situation in School | Overall |
|----------------|------|-------------------------|----------------------------|----------------------|--------------------------|-------------------|------------------------------|---------|
| Kindergarten | Mean | 4.2059 | 4.0118 | 4.0941 | 3.9765 | 4.3529 | 4.0588 | 4.1176 |
| | N | 17 | 17 | 17 | 17 | 17 | 17 | 17 |
| | SD | .56066 | .33519 | .44225 | .33825 | .46820 | .48031 | .29482 |
| Elementary | Mean | 4.0389 | 3.7222 | 3.8644 | 3.9367 | 4.3528 | 4.2139 | 4.0223 |
| | N | 90 | 90 | 90 | 90 | 90 | 90 | 90 |
| | SD | .63700 | .60611 | .55512 | .57091 | .50125 | .49087 | .38188 |
| High School | Mean | 4.0206 | 3.5299 | 3.8309 | 3.9134 | 4.2990 | 4.0000 | 3.9332 |
| | N | 97 | 97 | 97 | 97 | 97 | 97 | 97 |
| | SD | .66504 | .64939 | .60162 | .58016 | .57807 | .49870 | .41685 |
| Overall | Mean | 4.0441 | 3.6549 | 3.8676 | 3.9289 | 4.3272 | 4.0993 | 3.9879 |
| | N | 204 | 204 | 204 | 204 | 204 | 204 | 204 |
| | SD | .64366 | .62409 | .57152 | .55806 | .53497 | .50210 | .39538 |
| F-value | | | | | | | | 2.211 |
| p-value | | | | | | | | .112 |
| Interpretation | | | | | | | Not significant | |
| Decision | | | | | | | Accept Ho | |

3.3. Perception Teachers on the Level of Parents’ Satisfaction with Students’ Competence in English

Table 8 reveals the perception of teachers and parents on the extent to which parents are satisfied with the competence of students in English considering parents level of involvement. The means of teachers and parents on their level of satisfaction were nearly the same; 3.367 for teachers and 3.221 for parents. The descriptive representation for both respondents was “moderately satisfied”. This means that both teacher and parent respondents perceive that parents are moderately satisfied with students’

competence in English. Table 8 provides the means and standard deviations.

The question is whether parents' involvement has any correlation with the level of satisfaction. The growing body of literature suggests that increasing involvement of parents in their children's education has a positive correlation on their level of satisfaction, yet the correlation is not well understood and that further research will be needed in this area to explain the correlation [24]. This current study revealed that when parents are often involved in their children's education, they are likely to be moderately satisfied with their children's competence in English, especially for Thai students.

Table 8: Level of Satisfaction as Perceived by Teachers

| Variables | N | Mean | Description | SD |
|-----------------------------------|-----|-------|-------------|--------|
| Level of Satisfaction by Teachers | 205 | 3.369 | Moderate | .58966 |

3.4. Level of Parents’ Satisfaction and English Competence of Students by Schools

The level of satisfaction according to teachers and parents are provided in Table 9. Both parents and teachers in Anuban Lan Yamo and

Sarasas Witaed Korat were very satisfied with student’s competence in English. On the other hand parents and teachers in Assumption College, Bandokwan School, Kids Academy, Suranari Withaya and Ubonrat School were moderately satisfied with students’ competence in English. The

overall F-value was found to be 2.95 and 0.003 for the *p* value. There was a significant difference between the level of satisfaction in the various schools as perceived by both parents and teachers.

Many factors could account for the differences in the level of satisfaction on the competency of students in English in the different respondent schools. Factors such as parents and

teachers' educational background, curricula used in school, parents' lack of time, school staffs attitude toward parents, parent and teachers beliefs, income level of parents, family structure, parenting style, age and gender of students and parents, culture and others [25] could bring about the differences between the levels of satisfaction in the different schools.

Table 9: Result of ANOVA between the Levels of Satisfaction by Schools

| School | | Description | Teachers | Description |
|-----------------------|------|----------------|----------|----------------|
| Anuban | Mean | Very Satisfied | 3.85 | Very Satisfied |
| | N | | 10 | |
| | SD | | .555 | |
| Assumption | Mean | Moderately | 3.306 | Moderate |
| | N | | 40 | |
| | SD | | ..250 | |
| Bandokwan | Mean | Moderately | 3.125 | Moderate |
| | N | | 4 | |
| | SD | | .898 | |
| Bankunu | Mean | Very Satisfied | 3.187 | Moderate |
| | N | | 4 | |
| | SD | | .288 | |
| Kids | Mean | Moderately | 3.083 | Moderate |
| | N | | 3 | |
| | SD | | .622 | |
| Marie Withaya | Mean | Moderately | 3.48 | Very Satisfied |
| | N | | 64 | |
| | SD | | .516 | |
| Plookanya | Mean | Moderate | 3.525 | Very Satisfied |
| | N | | 10 | |
| | SD | | .577 | |
| Sarasas | Mean | Very Satisfied | 3.632 | Very Satisfied |
| | N | | 17 | |
| | SD | | .443 | |
| Suranari | Mean | Moderate | 3.131 | Moderate |
| | N | | 40 | |
| | SD | | .58951 | |
| Ubonrat | Mean | Moderate | 3.083 | Moderate |
| | N | | 12 | |
| | SD | | .443 | |
| Overall | Mean | Moderate | 3.368 | Moderate |
| | N | | 204 | |
| | SD | | .59111 | |
| F-value | | | 2.952 | |
| Sig | | | .003 | |
| Interpretation | | | | Significant |
| Decision | | | | Reject Ho |

Since significant differences existed between the means of the perceptions of teachers on the level of satisfaction of parents on students' competence in English, Multiple Comparison Test was run using Least Significant Difference (LSD) to show which pairs are significantly different.

Comparing Anuban Lan Yamo with the other nine schools, there were significant differences in the perception of teachers on the level of

satisfaction in Assumption, Bandokwan, Bankunu, Kids Academy, Suranari and Ubonrat. The hypothesis was therefore rejected. Conversely, the perception of teachers on the level of satisfaction of parents in Marie, Plookanya and Sarasas didn't differ. No significant differences were noticed from the analysis, therefore the hypothesis was accepted.

No significant differences were observed when Assumption College was compared with the

other schools so the hypothesis was accepted except for Sarasas School. A significant difference was found between the perception of teachers on parents' level of satisfaction for Assumption College and Sarasas School. Other significant differences are as follows: Bandokwan compared with Kids' Academy, Marie Withaya compare with Suranai and Ubonrat, and Sarasas compare with Sranai and Ubonrat.

Teachers in these schools seemed to have a different perception on parents' satisfaction of students' competence in English so the hypothesis was rejected. For all other comparisons, no significant differences were noticed among teachers on their perceptions. This proved the hypothesis to be true and therefore accepted.

Researchers have discussed the different factors that affect students' academic performance

and satisfaction in schools [26]. They can be internal and external classroom factors. Internal classroom factors include students learning ability, class schedules, class size, English text books, class test results, learning facilities, homework, the environment of the class, the complexity of the course material, teacher's role in the class, the technology used in the class and exam systems. External classroom factors may include extracurricular activities, family problems, work and finance of family, social and other problems [27]. All these factors vary from school to school. Together they determine the level of satisfaction in various schools. Table 10 tells more about the result of the multiple comparison tests between the levels of satisfaction by schools.

Table 10: Result of Multiple Comparison Tests between the Levels of Satisfaction by Schools

| (I) School | (J) School | Mean Difference (I-J) | p | Interpretation | Decision |
|---------------|---------------|-----------------------|-------------|-----------------|-----------|
| Anuban | Assumption | .54375* | .007 | Significant | Reject Ho |
| | Bandokwan | .72500* | .032 | Significant | Reject Ho |
| | Bankunu | .66250* | .050 | Significant | Reject Ho |
| | Kids | .76667* | .041 | Significant | Reject Ho |
| | Marie Withaya | .36953 | .057 | Not Significant | Accept Ho |
| | Plookanya | .32500 | .202 | Not Significant | Accept Ho |
| | Sarasas | .21765 | .337 | Not Significant | Accept Ho |
| | Suranaran | .71875* | .000 | Significant | Reject Ho |
| Ubonrat | .76667* | .002 | Significant | Reject Ho | |
| Assumption | Bandokwan | .18125 | .543 | Not Significant | Accept Ho |
| | Bankunu | .11875 | .690 | Not Significant | Accept Ho |
| | Kids | .22292 | .512 | Not Significant | Accept Ho |
| | Marie Withaya | -.17422 | .129 | Not Significant | Accept Ho |
| | Plookanya | -.21875 | .277 | Not Significant | Accept Ho |
| | Sarasas | -.32610* | .048 | Significant | Reject Ho |
| | Suranaran | .17500 | .169 | Not Significant | Accept Ho |
| | Ubonrat | .22292 | .234 | Not Significant | Accept Ho |
| Bandokwan | Bankunu | -.06250 | .876 | Not Significant | Accept Ho |
| | Kids | .04167 | .923 | Significant | Reject Ho |
| | Marie Withaya | -.35547 | .225 | Not Significant | Accept Ho |
| | Plookanya | -.40000 | .235 | Not Significant | Accept Ho |
| | Sarasas | -.50735 | .109 | Not Significant | Accept Ho |
| | Suranari | -.00625 | .983 | Not Significant | Accept Ho |
| | Ubonrat | .04167 | .899 | Not Significant | Accept Ho |
| Bankunu | Kids | .10417 | .810 | Not Significant | Accept Ho |
| | Marie Withaya | -.29297 | .317 | Not Significant | Accept Ho |
| | Plookanya | -.33750 | .316 | Not Significant | Accept Ho |
| | Sarasas | -.44485 | .160 | Not Significant | Accept Ho |
| | Suranari | .05625 | .850 | Not Significant | Accept Ho |
| | Ubonrat | .10417 | .751 | Not Significant | Accept Ho |
| Kids | Marie Withaya | -.39714 | .237 | Not Significant | Accept Ho |
| | Plookanya | -.44167 | .238 | Not Significant | Accept Ho |
| | Sarasas | -.54902 | .124 | Not Significant | Accept Ho |
| | Suranari | -.04792 | .888 | Not Significant | Accept Ho |
| | Ubonrat | .00000 | 1.000 | Not Significant | Accept Ho |
| Marie Withaya | Plookanya | -.04453 | .818 | Not Significant | Accept Ho |
| | Sarasas | -.15188 | .328 | Not Significant | Accept Ho |
| | Suranari | .34922* | .003 | Significant | Reject Ho |
| | Ubonrat | .39714* | .027 | Significant | Reject Ho |
| Plookanya | Sarasas | -.10735 | .635 | Not Significant | Accept Ho |
| | Suranari | .39375 | .051 | Not Significant | Accept Ho |

| | | | | | |
|----------|-----------|---------|------|-----------------|-----------|
| | Ubonrat | .44167 | .070 | Not Significant | Accept Ho |
| Sarasas | Plookanya | .10735 | .635 | Not Significant | Accept Ho |
| | Suranari | .50110* | .003 | Significant | Reject Ho |
| | Ubonrat | .54902* | .011 | Significant | Reject Ho |
| Suranari | Ubonrat | .04792 | .798 | Not Significant | Accept Ho |

3.5. Involvement of Parents and Satisfaction with Students' Competence in English

Pearson's correlation was run to analyze the results of parents' involvement and their satisfaction with students' competence in English (See Table 11). The following results were found: moderate correlation ($r = 0.42$) exists between the level of involvement of parents and their level of satisfaction with students' competence in English. Interpreting this finding, a significant relationship exists between the degree of involvement by parents and their level of satisfaction. Likewise, moderate correlation ($r = 0.414$) was found to exist between the degree of involvement of parents as perceived by teachers and the level of satisfaction by teachers. It could be said that significant relationship exists between the degree of involvement of parents as perceived by teachers and their level of satisfaction with the competence of students in English.

Contrarily, weak correlations (0.21, 0.23, and 0.25) were found between these variables: degree of involvement by parents and level of involvement as perceived by teachers, the levels of satisfaction by parents and by the teachers, and the level of satisfaction by parents and the level of involvement of parents as perceived by teachers respectively. No significant relationships were seen between these variables, and therefore the hypothesis was accepted. Interestingly, a very weak correlation was found between degree of involvement of parents and level of satisfaction of teachers and no significant relationship was noticed.

Explicitly increase or decrease in parents' degree of involvement will have some kind of influence on the students' competence in English and therefore parent's level of satisfaction of parents.

[28] performed a meta-analysis of the quantitative literature available on parental involvement. Their study found a meaningful relationship between parent involvement and academic achievement and therefore satisfaction, but they found the strongest relationship existed between parental expectations and satisfaction. The study of [29] mirrored the findings of [30] that parental aspirations and expectations have a stronger relationship with achievement and satisfaction than other indicators normally associated with parental involvement such as supervision at home. However, researchers emphasize these expectations must be communicated [31]

The results of the study of [32] showed that while there were differences in degree of involvement, the overall big picture showed parents and teachers agree that the seven involvement categories (parenting, communication, volunteering, learning at home, decision making, collaborating with the community, and high expectations) were effective forms of involvement. Parents tended to think of themselves as being more effective than teachers. Every parent has a different schedule, a different background, and a different belief about how they can best be involved in their children's school life [30] Schools must recognize this and meet parents where they are, not expect parents to come to them.

Table 11: Pearson r Result between Involvement of Parents and their Satisfaction with Students' Competence

| Variables Compared | r | Strength of Correlation | Sig | Interpretation Decision |
|---|------|-------------------------|------|------------------------------|
| Degree of Involvement by Teachers and Level of Satisfaction by Teachers | .414 | Moderate | .000 | Significant Reject Ho |
| Degree of Involvement by Parents and Degree of Involvement by Teachers | .021 | Weak | .766 | Not Significant Accept Ho |
| Level of Satisfaction by Parents and Level of Satisfaction by Teachers | .225 | Weak | .025 | Significant Reject Ho |
| Degree of involvement of parents and level of satisfaction of teachers | .081 | Very Weak | .248 | Not Significant Accept Ho |
| Level of Satisfaction by Parents and Degree of Involvement by Teachers | .025 | Weak | .726 | Not Significant Accept Ho |

4. Conclusions and Recommendations

Conclusions

In attempts to answer the research questions the following conclusions were arrived at: Teacher respondents reported that parents “often” contributed to learning and development and liked the learning situation at the school. The average degree of involvement for all the 6 dimensions was “often” (i.e. an average mean of 3.89 and a standard deviation of 0.395. There was no significant difference in the dimensions of parents' involvement in the students'

The average means of teachers and parents on their level of satisfaction were nearly the same; 3.367 for teachers and 3.221 for parents. The descriptive representation for both respondents was “moderately satisfied”. There was a significant difference between the level of satisfaction in the various schools as perceived by both parents and teachers. The overall F-value was found to be 2.95 and 0.003 for the p value. Significant differences existed between the means of the perceptions of teachers on the level of satisfaction of parents on students' competence in English. Teachers in some schools seemed to have a different perception on parents' satisfaction of students' competence in English so the hypothesis was rejected. For all other comparisons, no significant differences were noticed among teachers on their perceptions. This proved the hypothesis to be true and therefore accepted.

Pearson's correlation was run to analyze the results of parents' involvement and their satisfaction of students' competence in English: moderate correlation ($r = 0.42$) exist between the level of involvement of parents and their level of satisfaction with students' competence in English; moderate correlation ($r = 0.414$) was found to exist between the degree of involvement by teachers and the level of satisfaction by teachers; weak correlations (0.21, 0.23, and 0.25) were found between these variables: degree of involvement by parents and level of involvement by teachers, level of satisfaction by parents and the satisfaction by teachers, and the level of satisfaction by parents and the level of involvement by teachers respectively. A very weak correlation was found between degree of involvement of parents and level of satisfaction of teachers.

Recommendation

It is recommended that parents be made more aware that taking a direct interest in what happens at school provides an effective learning environment for their children and leads to improved academic performance later in life. It's also fun! Expanding engagement activities to include school governance participation, volunteering during school classes and special projects, and regular feedback sessions will encourage parents to take a more active involvement in the education of their children.

In addition, teachers should be offered the opportunity (scholarships, study leave or some incentives) to take up advanced courses in teaching or education. This will equip them with the modern teaching technologies and methodologies to competent and effective in their positions.

Suggestions for Further Studies

While the specific relationships that undergird the outcomes of parents' involvement in education are not yet well understood, it is suggested that future research tackle similar specific subject area to help lay the foundation to unveil the patterns in parents' involvement and students' achievement relationships.

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Authors Profile

Dr. McWinner Yawman

He received his Bachelor of Science degree in Agriculture, and his Master Degree in Agronomy. He presently holds Doctor of Philosophy in Education and a Doctor of Christian Education. He is presently pursuing his Ph.D. in Agronomy.

For 3 years he worked with the Institute of Research and Development, Rajamangala University of Technology Isan as Research and Publication Expert. He is presently serving as Director of Research for the Joji Ilagan College Business and Tourism, Davao City Philippines.

Dr. Justice Appiah-Kubi

He took his Bachelor Degree in Theology, at the International Christian College, Baguio City,

Philippines. He pursued his Master Degree in Ministry major in Missiology, at the Covenant University, California, United States of America. He had his PhD in Rural Development at the Benget State University, La Trinidad, Benguet, Philippines.

He was the Director of Rural Education Project at Regent University College of Science and Technology, Accra, Ghana; and eventually became the Head of Department of the Divinity Department of the University.

Currently, Dr. Appiah-Kubi is the dean of the students and a senior lecturer at Dominion University College, Ghana

Ms. Rachele M. Gavino

She is a graduate in Bachelor of Science in Secondary Education, major in English at the University of Mindanao, Davao City. She worked as an ESL teacher at English Knowledge Academy. In June 2013 – March 2017, she worked as a college professor at the University of Mindanao – Tagum Campus. Presently she is working in Joji Ilagan International Schools as an English Instructor. She believes that education is a learning process; thus, her master's degree is still ongoing. She's currently taking up Masters of Arts in Education major in English.

Mr. Jopet G. Solis

He graduated his Bachelor degree in Secondary Education Major in Music, Arts and Physical Education. Currently, he is taking up Master in Education Degree. He is a Physical Education Instructor at the Joji Ilagan International Schools.