

COMPLETION REPORT

Comparative Study on Parental Involvement in the Philippines and Japan: Impacts on Elementary Students' Outcomes

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This is a comparative study on parental involvement in the Philippines and Japan. It both utilized the qualitative and quantitative research design. For the survey, a total of 393 parents of elementary students coming from two public elementary schools in the Philippines were involved. In Japan, only twenty Japanese parents were willing to involve in the survey. For the qualitative part, four Japanese elementary school teachers were interviewed. In the Philippines, a focus group discussion was conducted with 7 elementary school teachers.

In the Philippines, teachers reported that there are a number of ways parents can involve in their children's education through PTA meetings, home visitation, and school activities. Bringing the child to school, preparing child's snacks, giving child allowance, teaching lessons, helping accomplish homework, checking the child's notebook, communicating and motivating the child to study harder, and working hard to earn were the parental involvement strategies that many Filipino parents would do for their children. In Japan, the teachers mentioned entertaining teachers during home visit, attending PTA meetings, volunteering/attending in school activities (undoukai), communicating with teachers through contact notebook, preparing child's packed meal (obentou) checking child's assignment, and bringing the child to school.

Although parental involvement strategies in Japan and the Philippines are almost similar, there are specific modalities that would make the difference. For example, home visit in the Philippines is usually done only when necessary and when a school child is having a problem at school. On the contrary, home visit in Japan is done for all the students. Activities engaged by Filipino parents at school include the school's celebration of the United Nations and Nutrition Months. In one particular school, parents are asked to join the graduating class in a day of recollection. This is a spiritual activity where participants are able to strengthen their religious faith specifically Catholicism.

Both the Japanese and Filipino teachers recognized the vital role of parental involvement in children's education. One Japanese teacher explained that parents should supplement the learning of their children especially those that cannot be covered by the school. According to the Japanese teachers, parental involvement can somehow influence the performance of their children at school. Similarly, Filipino teachers also believe in parental involvement as crucial to children's education.

There were issues highlighted as regard to parental participation in children's schooling. Both Japanese and Filipino teachers are struggling how to actually entice some parents who are neglectful of their children's needs. They mentioned that some parents are not just there for their children. Work according to the teachers would inhibit parents to actually attend school activities. The Filipino teachers mentioned that there are some parents who are not just interested in their children's school performance.

For the survey component of the study, four variables were used, namely, school based parental involvement, home based parental involvement, parenting for education, and a teacher's self-administered student academic performance rating. Using regression analysis, the results of the surveys conducted in the two schools in the Philippines reveal that school-based and parenting for education were crucial in influencing academic performance. Home-based parental involvement was not statistically significant.

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