

Seaweed farmers' parental involvement towards the education and recreational Activities of their children

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ABSTRACT

Brgy. Tiabas, San Dionisio, Iloilo is a coastal barangay in the northern part of Iloilo Province. The main source of living of the residents is seaweed farming. Most of them belong to the low-income family; hence they worked hard to sustain their basic needs. So, even if they have the eagerness to send their children to school and provide wholesome recreational activities to their children but still they could not achieve because of their socio-economic status. This paper sought to determine seaweed farmers' parental involvement towards the education and recreational activities of their children in Brgy. Tiabas, San Dionisio, Iloilo. The respondents of the study composed of fifty (50) parents. Responses from the researcher-made questionnaire were used to gather data during the period October 2016 – December 2017. The study revealed that level of involvement of seaweed farmers in the education of their children was very high whereas in the recreational activities was high. Educational background and family income of seaweed farmers do not influence their involvement in the educational endeavor and recreational activities of their children. It means that seaweed farmers are very supportive and helpful in providing education and recreational activities of their children regardless of their educational background and meager income from seaweed farming. High and significant relationship was observed between the level of involvement of seaweed farmers towards the education and recreational activities of their children. Thus, it may be inferred that seaweed farmers give the same level of involvement in providing better education and wholesome recreational activities to their children.

Keywords

parental involvement, education, recreational activities, seaweed farming.

Introduction

It has been said that the youth are the conscience of the nation. In the hands of these younger generations lies the future of the country, for the youth of today are the hopes of tomorrow. Thus, the school, the home and community have a great responsibility for the education and personality development of the youth to become worthwhile citizens of the country.

Article XIV of the 1987 Constitution of the Philippines states that the State shall protect and promote the right of all citizens to quality education at all levels and all educational institutions shall aim to inculcate love of country, teach the rights and duties of citizenship, strengthen ethical and spiritual values and develop moral character, personal discipline, critical and creative thinking and scientific, technological and vocational efficiency. In this respect, the school which is considered the place of molding the youth and other institutions should work hand in hand for the betterment of Filipino citizenry.

The school is the formal agency for weaning children from home and introducing them into the

society. In school, children get their formal education and develop their emotional, social and intellectual growth to prepare them to take various roles in society by being given equipment they need like knowledge, discipline, training and recreational experiences on their responsibilities. In school, children are afforded a glance into their cultural heritage which can guide their behavior.

On the other hand, the family is the main link between the child and society. It acts as a social laboratory which prepares the child for life in the bigger society. Parents should be a guide and partners in children's activities. As Turtenwald (2017) points out, the legal rights of parents to their children's education are the right to visit and observe in school, right to see any record that relates to his child, right to have written communications and parent meetings, the right to participate in the classroom, right to request an individualized education program (IEP) through the public schools in his area, and the right to review the plan, as well as appeal any part of it that he feels is incorrect.

The family is a primary regulatory agency. It provides a model of the larger society. It teaches

children the habits and attitudes necessary for harmonious life in culture. It is society's most basic educational institution. Parents teach what they know. They pass on their children their views of the world, share what they experienced and explain things as they understand them. These primary impressions are lasting and very difficult to modify, a fact of immense significance to education.

Another way of exploring the family as an educational agency is how children behave out the home --- in schools, marketplace, workplace, and in the social arena of the real world. Parents are not only the child's first teachers, but they are the teachers who have greatest potential for exerting a positive influence on the total scope of learning for the young child.

Thus, parenting is a very significant role of parents in the child's life. Parenting is a process that includes nourishing, protecting and guiding the child through the course of development. Parents have the responsibility to influence and guide the physical, social, emotional and intellectual development of their children. Their involvement is a crucial factor in children's success in life.

In Brgy. Tiabas, San Dionisio, Iloilo, a coastal barangay in the northern part of Iloilo Province, the main source of livelihood of the parents is seaweed farming. Most of them belong to the low-income family; hence they worked hard to sustain the basic needs of the family members while performing their parenting responsibility. So, even if they have the eagerness to send their children to school and provide wholesome recreational activities for their children, still they could not achieve this goal because of their socio-economic status.

With the preceding situations, the researcher is motivated to conduct this study.

Objectives of the Study

This study attempted to ascertain the seaweed farmers' parental involvement towards the education and recreational activities of their children.

Specifically, this study aimed to answer the following questions:

1. What is the level of seaweed farmers' parental involvement towards the education of their children when taken as an entire group and when classified as to educational background and family income?

2. Is there a significant difference in the level of seaweed farmers' parental involvement towards the education of their children when they were classified as to educational background and family income?

3. What is the level of seaweed farmers' parental involvement towards the recreational activities of their children when taken as an entire group and when classified as to educational background and family income?

4. Is there a significant difference in the level of seaweed farmers' parental involvement towards the recreational activities of their children when taken as an entire group and when classified as to educational background and family income?

5. Is there a significant relationship in the level of parental involvement towards education and recreational activities of children?

Theoretical Framework

This study was anchored on Erikson's theory of psychosocial development, specifically on the fourth crisis which is industry VS inferiority. School-age children during this stage preoccupy themselves with the development of their skills, knowledge and attitudes, which will prepare them for future adult roles (Lucas and Corpuz, 2007).

Along this line, this study points out that how a person develops a positive attitude and become academically competent depends on how he handles the inner and outer conflicts, and how he resolves the crisis that he encountered during the period of psychosocial development.

This study was also linked on Vygotsky's theory which states that social interaction plays a very important role in cognitive development. Vygotsky believed that individual development could be understood without looking into the social and cultural context within which development happens. He emphasized the stage of proximal development where children can learn or

perform a task with the help of others such as teachers, parents and other students. It is known as scaffolding which is the appropriate assistance given by the teacher to assist the learner accomplish a task (Lucas and Corpuz, 2014).

It means that children need the assistance or support of adult persons such as teachers and parents to have better intellectual and social development.

Methodology

The descriptive research design was used to ascertain the seaweed farmers' parental involvement towards the education and recreational activities of their children in Brgy. Tiabas, San Dionisio, Iloilo.

The participants of this study were 50 purposively selected seaweed farmers of Brgy. Tiabas, San Dionisio, Iloilo. Purposive sampling was used in determining the number of samples. This study was conducted during the period of October 2016 – December 2017.

The research instrument used to gather data was the researcher-made questionnaire composed of three parts: Part I- Personal Profile of the Respondents, Part II- Questionnaire on Parental Involvement towards Education, and Part III- Questionnaire on Parental Involvement towards Recreational Activities. There were thirty (30) items for Education and twenty-five (25) items for Recreational Activities based on the readings on books and internet sources about education and recreational activities. The instrument was submitted to three experts for content validation. After the questionnaire had been validated, the researcher secured a permit to conduct the study from the Barangay Captain of Brgy. Tiabas, San Dionisio, Iloilo. Copies of the questionnaire were reproduced.

The researcher personally conducted the study using a questionnaire and interviewed the respondents in their homes and in school where they are presently conducting bayanihan in constructing the project of the school of their children. The respondents were also assured that

their responses would be treated with confidentiality.

After gathering the copies of the questionnaire, the scores were tallied, tabulated, analyzed and interpreted. The frequency count, mean and standard deviation were used in determining the level of parental involvement towards education and recreational activities of the children when the respondents were taken as a whole and when classified according to educational background and family income. The mean, standard deviation and F-test (ANOVA) set at .05 level of significance were used to test the significant differences in the education and recreational activities when the respondents were classified according to educational background and family income. The Pearson Product Moment Correlation Coefficient set at .05 level of significance was used to find out the relationship between parental involvement towards education and recreational activities of children.

Results and Discussion

Table 1 presents the level of parental involvement towards the education of their children.

The following are the results of the study:

Table 1 Level of Parental Involvement towards the Education of their Children

	N	SD	Mean	Description
A. Entire Group	50	11.72	135.86	Very High
B. Educational Background				
Elementary	18	11.19	135.56	Very High
Secondary	27	12.65	135.56	Very High
College	5	10.0	138.6	Very High
C. Family Income				
Below 5,000	23	12.76	135.91	Very High
5,001-10,000	19	11.18	134.95	Very High
10,001 above	8	11.0	137.9	Very High

As shown in Table 1, the level of involvement of seaweed farmers in the education of their children when taken as a whole was very high with mean of 135.86 and standard deviation of 11.72. When classified as to educational background, farmers who obtained elementary, secondary and college level had very high involvement in the education of their children with means of 135.56, 135.56 and 138.6, respectively. When classified as to family income, farmers with income of below 5000, 5001-10,000, and 10,001 and above had very high involvement in the education of their children with means of 135.91, 134.95 and 137.9, respectively.

This implies that the parents are very supportive with the education of their children. As observed during the gathering of this study, the seaweed farmers were in school conducting clean-up drive and constructing school projects. However, they can only afford to send their children in elementary and high school level. So based on the interview, most of their children only finished high school level, few proceeded to college level.

This is supported by the idea of Brown (1989) which states that when parents are involved in their children's education, both children and parents are likely to benefit. Researchers report

that parent participation in their children's schooling frequently: enhances children's self-esteem, improves children's academic achievement, improves parent-child relationships, and helps parents develop positive attitudes towards school and a better understanding of the schooling process. Despite these advantages, it is not always easy for parents to find time and energy to become involved or to coordinate with schedules for school events. For some parents, a visit to school is perceived as an uncomfortable experience, perhaps a holdover from their own school days. Others may have their hands full with a job and other children. The availability and cost of babysitters are other factors. Recently, teachers and other school staff have made special efforts to increase communication with parents and encourage involvement in children's learning experiences.

Table 2 presents the level of parental involvement towards the recreational activities of their children.

Table 2 Level of Parental Involvement in the Recreational Activities of their Children

	N	SD	Mean	Description
D. Entire Group	50	17.46	96.76	High
E. Educational Background				
Elementary	18	16.09	100.89	High
Secondary	27	18.18	93.78	High
College	5	18.83	98	High
F. Family Income				
Below 5,000	23	19.0	94.39	High
5,001-10,000	19	15.96	96.63	High
10,001 above	8	16.42	103.88	Very High

As shown in Table 2, the level of involvement of seaweed farmers in the recreational activities of their children when taken as a whole was high with mean of 96.76 and standard deviation of 17.46. When classified as to educational background, farmers who obtained elementary, secondary and college had high involvement in recreational activities of their children with means of 100.89, 93.78 and 98, respectively.

In terms of family income, farmers with income of below 5000, and 5001-10,000 had high involvement in the recreational activities of their children with means of 94.39 and 96.63, respectively, those with income 10,001 and above have very high involvement with mean of 103.88. This implies that the parents are providing recreational activities to their children that requires minimal amount of expenses. As a result of interview, they said that they have that eagerness to provide recreational activities to their children but because of budget constraint they only provide activities that require less expense.

This is in consonance with the idea of Sidi et al. (2017) which states that providing recreational activities to children is very important. The students involvement in the outdoor recreation program improves their self confidence, positive thinking and more perfectness. Outdoor recreation has been proven useful in promoting academic achievement, work commitment, critical thinking and in preventing delinquency. It is also a channel to gain the recreational experience and also enjoying the outdoors activities in the natural settings. Over the last 20 years, participation in outdoor recreational activities has increased and that involves a large population and categories of population from the elders, adults, adolescent and also the children. In fact, many people realize the benefits of participating in outdoor recreation such as maintaining their physical health and also getting physiological fitness.

Table 3 presents the difference in parental involvement towards the education of their children as to educational background and family income.

Table 3 Difference in the Parental Involvement in Education as to Educational Background and Family

Category	Income				
	SS	df	MS	F-value	table value
Educational Background					
B/group	41.71	2	20.85	0.146 <	3.195
W/group	6688.31	47	142.30		
Total	6730.02	49			
Family Income					
B/group	48.37	2	24.19	0.17 <	3.195
W/group	6681.65	47	142.16		
Total	6730.02	49			

As shown in Table 3, when classified as to educational background, the computed F-value of 0.146 was less than the tabular value of 3.195. The null hypothesis was accepted. Hence, no significant difference existed in the level of parental involvement towards the education of children when classified as to educational background. In terms of family income, the computed F-value of 0.17 was less than the tabular value of 3.195. The null hypothesis was accepted. Therefore, no significant difference existed in the level of parental involvement towards the education of children when classified as to family income. It means that educational background and family income of seaweed farmers do not influence their involvement in the educational endeavor of their children. It implies that seaweed farmers are very supportive and helpful in providing education to their children regardless of their educational background and meager income from seaweed farming.

This contradicts to the study of Ryan (2015) which states that parents have greater involvement at the elementary level, according to "Education Week" published by Editorial Projects in Education, an independent, nonprofit publisher of products on K-12 education. As children grow, parents of students involved in extracurricular activities continue to show interest in school activities, but many parents reduce the amount of time spent volunteering at school and attending parent activities sponsored by the district or school. The level of parent education also plays a

role in parental involvement. Parents with college and professional degrees also typically have greater involvement in school activities and understand the importance of encouraging children to do well academically.

Table 4 presents the difference in parental involvement towards the recreational activities of

their children as to educational background and family income.

Table 4 *Difference in the Recreational Involvement as to Educational Background and Family Income*

Category	SS	df	MS	F-value	table value
Educational Background					
B/group	554.68	2	277.34	0.91 < 3.195	
W/group	14390.44	47	306.18		
Total	14945.12	49			
Family Income					
B/group	534.35	2	267.17	0.87 < 3.195	
W/group	14410.77	47	306.61		
Total	14945.12	49			

As shown in Table 4, when classified as to educational background, the computed F-value of 0.91 was less than the tabular value of 3.195. The null hypothesis was accepted. Hence, no significant difference existed in the level of parental involvement towards recreational activities of children when classified as to educational background. In terms of family income, the computed F-value of 0.87 was less than the tabular value of 3.195. The null hypothesis was accepted. Hence, no significant difference existed in the level of parental involvement towards recreational activities of children when classified as to family income.

It means that educational background and family income of seaweed farmers do not influence their involvement in the recreational activities of their children. It implies that seaweed farmers are very accommodating and encouraging in providing

recreational activities to their children regardless of their educational background and meager income from seaweed farming.

This is in contrary to the study of Surujlal and Dhurup (2009) which showed that despite the many incentives and opportunities to get involved, many parents did not take advantage of those opportunities which provide the platform to create a symbiotic relationship between educators and parents. It is imperative that educators at the school create opportunities for them and parents to consult regularly in order to develop innovative ideas to improve the quality of the lives of the children through the medium of recreation. It was recommended that parents be involved with educators and children in all aspects of recreation activities – from the planning to the implementation.

Table 5 *Relationship between Parental Involvement towards Education and Recreational Activities*

	r-value	coe.R		Table value
Parental Involvement	0.72	10.36	>	1.697
Recreational Activities				

As shown in Table 5, the obtained r-value of 0.72 according to Punsalan (2000) indicates a high positive correlation between parental involvement towards education and recreational activities of children.

The table also shows that the computed coefficient r-value of 10.36 was greater than the tabular value of 1.697. Thus, the null hypothesis which states that there is no significant relationship in parental involvement in education and recreational activities was rejected. Therefore, high and significant relationship was observed between the level of involvement of seaweed farmers towards the education and recreational activities of their children. Thus, it may be inferred that seaweed farmers give the same level of involvement in providing better education and wholesome recreational activities to their children.

This conforms to the study of Slade and Keis (2015) which showed that the use of recreation facilities by first-year medical students was highly skewed. They found that changes in recreation use before an exam were positively associated with changes in exam performance, and vice versa. Students who make large decreases in their recreation use are likely to decrease their exam scores, rather than increase them. Students, who make decreases in their recreation, on average, are likely to decrease their exam scores. These findings suggest that medical students may be able to boost their achievement through wellness interventions, even if they are struggling with exams. They find no evidence that decreasing wellness activities will help improve exam performance.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. It is concluded that seaweed farmers are very supportive with the education of their children. They were able to send their children in elementary and high school level but because of meager income they could hardly send their children to college.
2. Seaweed farmers are providing recreational activities to their children that requires minimal amount of expenses.

3. Educational background and family income of seaweed farmers do not influence their involvement in the educational endeavor and recreational activities of their children.
4. Finally, it may be inferred that seaweed farmers give the same level of involvement in providing better education and wholesome recreational activities to their children.

Recommendations

In the light of the findings and conclusions given, the following recommendations were made:

1. It is strongly recommended that seaweed farmers should strive hard to be able to send their children to college. They may apply to government institutions in availing scholarship grants for their children.
2. Government agencies and non-governmental agencies should introduce programs and projects that will give additional income to seaweed farmers in order that they have budget for the education and recreational activities of their children.
3. The ISAT U System who is the sponsor of this study may provide additional extension programs to help uplift the standard of living of seaweed farmers.
4. Children of seaweed farmers should have a positive outlook in life, always be serious towards studies, dedicated, active, responsible, focused and determined when it comes to their studies. They should value education and try to seek support from their parents to be able to finish a degree.
5. Teachers should inject to the minds of students the knowledge they most need and the importance of the education in their life and future.
6. Replication of this study using other population as well as other variables in order to determine the consistency of these findings should be done.

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