

 ISSN NO. 2320-5407	Journal Homepage: -www.journalijar.com INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR) Article DOI:10.21474/IJAR01/12297 DOI URL: http://dx.doi.org/10.21474/IJAR01/12297	 INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR) ISSN 2320-5407 Journal Homepage: http://www.journalijar.com Article DOI:10.21474/IJAR01/12297
---	---	---

RESEARCH ARTICLE

SCHOOL – HOME PARENTING EFFECTS TO SCHOLASTIC PERFORMANCE OF INTERMEDIATE PUPILS IN THE DISTRICT OF LOS BAÑOS, DIVISION OF LAGUNA SCHOOL YEAR 2019 - 2020

Rogel Barcenas, Ed. D.

Faculty, Laguna State Polytechnic University.

Manuscript Info

Manuscript History

Received: 05 November 2020

Final Accepted: 10 December 2020

Published: January 2021

Abstract

This study was conducted with an aim to determine the effects of school-home parenting to scholastic performance of intermediate pupils in the District of Los Baños, Division of Laguna for school year 2019-2020. Specifically, it sought to answer the following questions: 1. What is the extent of the teacher's role in improving the scholastic performance of their pupils through: a. Remedial Reading b. Interpersonal relationship with the child c. Recognizing pupils potential d. Guidance counselling 2. What is the degree of participation of parents in the following activities towards improving the scholastic performance of pupils as perceived by teachers and parents themselves: a. Monitoring school activities b. Coordinating with teachers on pupils performances in school c. Giving financial support d. Helping develop good traits e. Cooperating in school projects 3. What is the level of performance of intermediate pupils in the following district achievement tests? 4. Is there a significant effect of school and home parenting to scholastics performance of intermediate pupils as to district and division achievement tests? This study used descriptive method of research to analyze the data systematically. The research instruments used in the study were researcher-made questionnaires checklist. Two sets of questionnaires were used one for the teacher-respondents and the other for parent-respondents. The questionnaires consisted of roles perform by teachers and parents to improve scholastic performance of pupils. The data gathered were treated using average weighted mean for the descriptive statistics. The chi-square was used to determine the effects of school-home parenting to scholastic performance of intermediate pupils. The findings of the study are the following: 1. The average weighted mean of 4.55 shows that the extent of teacher's role in improving the scholastic performance of the pupils such as remedial teaching, interpersonal relationship with the child, recognizing pupils' potentials and guidance and counselling were performed with the great extent by the teacher. 2.a. The degree of participation of parents in the activities such as monitoring school activities, coordinating with teachers in pupils' performance in school, giving financial support, helping develop good traits and cooperating in school projects, are roles performed by parents towards improving the scholastic performance of pupils as perceived by teachers' gained on average weighted mean of 3.30 interpreted as

Corresponding Author:- Rogel Barcenas

Address:- Faculty, Laguna State Polytechnic University.

occasionally done by parents. 2.b. The weighted average mean of 3.76 shows that the degree of participation of parents with the activities towards improving the scholastic performance of pupils as perceived by themselves was done $\square$ aminsan-minsan $\square$ or occasionally. 3. Ten (10) or 12.5% of pupils fall within the range of 85.89. Forty (40) or 50% reach the average level and within the range 80.84. Thirty-one (31) or 38.75% fall within the level of 75-79 which is below average. The computed average weighted mean of 81.89 shows that the level of performance of intermediate pupils is average. 4.a. The computed chi-square value of 35.62 exceeds the critical value of 9.488 with a degree of freedom of 4. Thus, it reveals the school parenting has a significant effect to scholastic performance of intermediate pupils. 4.b. With the 17.749 computed chi-square value which also exceeds the 9.488 critical values signifies that home parenting is of great value to pupils in enhancing their scholastics performance. Based on the findings, the following conclusions were drawn: 1. Teacher's role done in great extent to improve scholastic performance of pupils by exerting effort in developing the knowledge, skills and attitudes through the proper guidance and close teacher-pupil relationship, remedial teaching and recognizing potentials, 2. Parents help improve the scholastic performance by monitoring and observing close coordination with the teacher regarding the intellectual and physical development of their children. 3. The level of performance of intermediate pupils in Los Baños district in the District Mid-Year Achievement test is average level. 4. The roles performed by both the teachers and the parents significantly relate to scholastic achievement of the pupils.

Copy Right, IJAR, 2021,. All rights reserved.

..... **Introduction:-**

If one looks at Philippine society today, he observes a lot of problems such as declining morality, vices and addiction, criminality, delinquency and preferences to hedonistic life among the youth. The home and school should complement one another to lead the young generation towards productive, peaceful and bountiful life.

It is important to strengthen the link of cooperation between the home and the school to benefit of individuals and society. It is more so today when teachers and parents re aware of the strong character of society in the transition of life from adolescence to adulthood.

The home and the school are institutions which should properly mold the habits, industry, goals and objectives of learners including their moral, social, economic and political concerns in life. It cannot be denied that the parents and teachers play a major role in shaping a promising life and future of the youth. The home, under the government thrust has the social responsibility to join hands with the school in the task of teaching the youth many skills in preparation for adult life and assumptions of civic duties and responsibilities as members of society.

Family is a fundamental factor that contributes to the development of the child, since it is the first social and educational environment that he or she encounters. Parental connection capitulate pupils enhanced performance in school; thus families must ascertain a supportive home environment for their children as learners. This study surveyed the influences of parent-supported using Epstein's framework on the different parenting styles and on its effect on bridging the gap between parents, pupils and school routine. It also viewed on parents' socioeconomic status and educational attainment to verify if these could affect the parental involvement

Therefore, a conducive environment is beneficial as students start to learn.(Porumbu, & Necsoi, 2013). This also touches on the fact that educational influences from the parents may manifest through the child's performance at school, through the behaviors that they have modeled at home or through their guidance. Direct or indirectly, parental involvement is a fundamental force that shapes the not only the personality, emotional capacity of children, but also their academic acumen that usually translate to their school performance. (Khajehpour, & Ghazvini, 2011).

Being so, this study is an attempt to investigate the effects of school-home parenting to scholastics performance of intermediate pupils in the District of Los Baños, Laguna S.Y. 2019-2020.

Objectives of the Study:-

This study aimed to determine the school-home parenting effects to scholastics performance of intermediate pupils in the District of Los Baños, Division of Laguna for School Year 2019-2020.

Specifically it sought to answer the following questions:

What is the extent of the teacher's role in improving the scholastic performance of their pupils through:

1. Remedial Reading
2. Interpersonal relationship with the child
3. Recognizing pupils potential
4. Guidance counselling

What is the degree of participation of parents in the following activities towards improving the scholastic performance of pupils as perceived by teachers and parents' themselves:

1. Monitoring school activities
2. Coordinating with teachers on pupils performances in school
3. Giving financial support
4. Helping develop good traits
5. Cooperating in school projects

What us the level of performance of intermediate pupils in the following district achievement tests?

Is there a significant effect of school and home parenting to scholastics performance of intermediate pupils as to district and division achievement tests?

Methodology:-

This study is primarily concerned with school-home parenting and scholastic performance of intermediate pupils of Los Baños District in the Division of Laguna during the school year 2019-2020. This study also sought to determine whether there is a significant effect between each of the factors of the school-home parenting and scholastic performance of school children. The data in the scholastic performance of pupils were limited to the results of District Mid-Year Achievement Test.

The respondents of this study involved thirty (30) intermediate teachers teaching in four selected public elementary schools and eighty (80) parents of intermediate pupils that are randomly chosen in central and non-central public elementary schools in the district.

The descriptive method of research was employed in this study to determine the school-home parenting effects to scholastic performance on intermediate pupils. The data were gathered by means of questionnaire on school home-parenting. The questionnaire consists of two parts. Part I deals with the level of scholastic performance if intermediate pupils in terms of District Mid-Year Achievement Test for School Year 2019-2020.

Part II deals with the roles performed by school and home to improve the scholastic performance of school children consisting of two parts; II.A questions for the factor related ro school parenting and II.B questions for the factor to home parenting.

This study used descriptive method of research to analyze the data systematically. The data gathered were treated using average weighted mean for the descriptive statistics. The chi-square was used to determine the effects of school-home parenting to scholastic performance of intermediate pupils.

Review of Literature and Studies:**Scholastic Performance:**

It shall be the policy of the Department of Education to have a grading system which will place a greater emphasis on student scholastic performance through its Department Order No. 8 s. 2015 or the Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program. It had been based on the theory of Zone of Proximal Development of Vygotsky in 1978. It uses a standards – and competency-based grading system that is based on three components named as the Written Works that covers thirty (30) percent in Languages, AP and ESP, forty (40) percent in Science and Math, and twenty (20) percent in MAPEH and EPP, the Performance Tasks that provides fifty (50) percent in Languages, AP and ESP, forty (40) percent in Science and Math, and sixty (60) percent in MAPEH and EPP, and lastly the Quarterly Assessment that weighs twenty (20) percent in all learning areas. Moreover D.O. No. 8, s. 2015 further stated that the learners shall only be promoted if has a final grade of seventy-five (75) in all learning areas. Remedial classes shall be done if the learners did not meet the expected grades in not more than two subjects. And to promote and develop good scholastic performance of the child, close monitoring and healthy teacher-parent relations are required.

Churchill, et al (2011) emphasized that teacher as an educational professional are in need to be able to correctly use the language and concepts of the profession. They are not only expected to know the language of content areas they are teaching but also the language and concepts of education itself. One aspect of this professional knowledge is the terminology and concepts associated with assessment and reporting. In line with this, teachers must reflect, analyze and report the student's achievement in a precise and analytical in the sense of grading system provided by the department.

School Home Parenting:

Parental involvement refers to the quantity of participation a parent has once it involves the schooling of his/her youngsters. Some colleges foster healthy parental involvement, however generally parents have hesitations if they will involve themselves with their children's education; it has been advocated in Western countries.

Parenting is very important within the Philippine society as a result of family is viewed as a center to one's social world. But, social contexts within which Filipino families are embedded have modified apace over the past 10 years. Children's learning is progressively moving toward a broader vision of the 21st century learning. (Ochoa & Torre, n.d) As children's educations progressively occur across a spread of settings, parents are clearly positioned to assist make sure that these settings best support their children's specific learning desires. Thus, parental involvement researches stay misrepresentative of parents and also the involvement that they need with their children's education (Jackson, 2010).

Studies tend to differentiate between two varieties of parental involvement, counting on the context within which parents became concerned (Nguon, 2012). The primary variety of parental involvement represents what parents do at home to strengthen their own children's education, as well as parental superintendence of children's school assignment and parent-child discussion. The opposite variety of parental involvement refers to activities folks neutralize faculty like attending faculty events, attending parent-teacher meeting or contacting teacher and speak. Home and school area the two most significant places for children's education. Home-based and school-based parental involvement constitution is the key varieties of parental involvement in Western and Asian countries.

Parental involvement at home possibly includes activities such as discussing about school, helping with homework and reading with children. (Rain and William, 2011) Involvement at school may include parents-teacher association active participation and the like. Tokac and Ercan (2012) state how parents' collaboration with the school and student affect students' mathematics performance, and how this effect varies across schools.

Parental involvement is also affected by larger contexts such as district and/or state policies on education (Trumbull et al., 2003). Government mandates and educational policies, such as the "No Children Left Behind" program in the U.S., promotes greater parental involvement (Dumont et al., 2014). Similar trends were also found in other countries. For instance, all Thailand schools are now required to include parents and community members in the school board (Daungkaew & Glascock, 2005). Government programs in Australia were also put in place to promote parent-school engagement to help reduce the achievement gap among the indigenous population (Lea et al., 2011). Recently, with a mandate from the Education Law of Magnolia, more efforts are put into getting parents to be more involved and teaching parents how to help their children academically (Sukhbaatar, 2014). This is also similar to the

case of Gambia where the government has a mandate on establishing strong community ties to promote parental involvement (Colley, 2014). To date, there is no program or policy in the Philippines that specifically advocates parental involvement.

In all, Filipino parents represented to be nurturing and accessory (De la Cruz, Protacio-Marcelino, 20 Balanon, Yacat, & Francisco, 2001), and one in all the Filipino family's primary and necessary functions is to teach the kids (Reyes & Resurreccion, 2015). Parents viewed education not solely as associate degree investment for his or her youngsters, however conjointly for the whole family (Blair, 2014; Medina, 2001; Ying & dynasty, 2008). Correspondingly, a study among Filipino school students showed that they viewed education as fulfilling familial obligations (Reyes & Galang, 2009). Pablo Neruda and Galang (2009) conjointly maintained that parents and family contribute absolutely to students' motivation in class.

Schools and teachers can also contribute to low parental involvement (Gonzalez-DeHass, Willems, & Holbein, 2005; Eccles & Harold, 1996; Kelley-Laine, 1998). In a multi-ethnic sample within the U.S., researchers found that when schools do not contest genuine efforts to make parents feel that they are partners (Park & Holloway, 2013), parents are less inclined to be involved. According to Sukhbaatar (2014), when teachers possess negative attitudes and show discrimination toward children from deprived backgrounds, parents are less likely to interact in school-based involvement.

Challenges on the teachers' part can also impede parental involvement. Teachers and school staff are often burdened with teaching and administrative tasks (Colley, 2014; Duch, 2005; Kabir & Akter, 2014), leaving them with little to no time to reach out and communicate with parents. Although teachers are expected to initiate to report students' academic performance between the school and the home, their overloaded work responsibilities limit their time and ability to encourage parental involvement and partnership (Park & Holloway, 2013). A news article reported that teachers in public schools in the Philippines are bombarded not just administrative tasks but the repetitive seminars and trainings (Arcangel, 2015), that possibly limits their intention and efforts to invite involvement from parents.

The low quality of education in Philippine public schools reveals in the students' poor performance in national and international assessment tests. For example, in the National Achievement Tests, the students only scored 68% in school year 2009 – 2010. The Philippines was also one of the poorest participating countries in the Trends in International Mathematics and Science Study (Yap, 2011). In the hope of addressing this problem, the Philippines had transitioned from a 10-year basic education curriculum to a 12-year cycle (K-12 program). However, many educators believe that the country is not well equipped for this change to be successful. In fact, the current secretary of the Department of Social Welfare and Development (DSWD) commented that many public schools still do not have enough classrooms, teachers, chairs, and books (Ibon Foundation, 2016).

Results and Discussion:-

Table 1:- The Extent of Teachers' Role in Improving the Scholastic Performance of the Pupils.

Teachers' Role	X	SD	Interpretation
A. Remedial Teaching	4.45	.44	Great
B. Interpersonal Relationship with Child	4.59	.37	Great
C. Recognizing Potentials	4.52	.38	Great
D. Guidance and Counselling	4.63	.26	Great
Average W $\bar{x}$	4.55	.36	Great

The table shows that the weighted mean of remedial teaching is 4.45 which is interpreted as great, interpersonal relationship with the child received a weighted mean of 4.59 described as great recognizing potentials 4.5 done also in great extent and in guidance and counselling given an average mean of 4.63 which performed by teacher great. Among the four (4) factors under teachers' role guidance and counselling given a great emphasis and was ranked first, interpersonal relationship with the child was second, recognizing potentials ranked first and the fourth is remedial teaching.

The over-all average weighted mean score, which is 4.55 with a standard deviation of .36 described as great. This further shows that the intermediate teachers in the district of Los Baños know their obligations and roles and religiously performed their duties to the great extent in improving scholastic performance of the pupils.

Table 2:- Degree of Participation of Parents in the Activities towards Improving the Scholastic Performance of Pupils as Perceived by Teachers.

Activities	X	SD	Interpretation
A. Monitoring School Activities	3.3	.08	Occasionally
B. Coordinating with Teacher on Pupils Performance in School	3.51	1.19	Occasionally
C. Giving Financial Support	2.72	.18	Once
D. Helping Develop Good Traits	4.18	.13	Frequently
E. Cooperating in School Projects	2.8	.39	Once
Average W $\bar{x}$	3.30	.59	Occasionally

As shown in table 2, the weighted average mean gained by helping develop good traits is 4.18 interpreted as performed frequently ranked first, coordinating with teacher on pupils' performance in school ranked second with an average mean of 3.51 interpreted as occasionally participated by parents, the third is monitoring school activities which received a score of 3.3 done also occasionally, fourth is cooperating in school projects with an average score of 2.8 interpreted as once and ranked fifth in giving financial support that gives an average score of 2.72 interpreted as once. The total average weighted mean score of 3.30 and have a standard deviation of .59 described the participation of parents in school activities in improving the scholastic performance of their school children was occasionally done.

Table 2:- Degree of Participation of Parents in the Activities Towards Improving the Scholastics Performance of Pupils as Perceived by Parents Themselves.

Mga Gawain	X	SD	Interpretation
A. Pagsubaybay sa Gawaing Pampaaralan	41.1	.14	Madalas
B. Pakikipag-ugnayan sa Guro	4.48	.16	Madala
C. Pagbibigay ng Pinansyal na Suporta	2.83	.57	Minsan
D. Pagpapaunlad ng Mabuting Asal	4.63	.06	Madalas
E. Pakikipagtulungan sa mga Proyekto sa Paaralan	2.77	.51	Minsan
Average W $\bar{x}$	3.76	.29	Paminsan-minsan

This table strongly supported the perception of teachers that they are really concern on nurturing their child with good values, and the school activities that involve money earn a few support by them. But monitoring school activities and coordinating with teachers was given a higher response by parents compared to the perception of teachers shown on table 3 wherein they said that parents did those activities occasionally but in reality as parents said they performed it frequently.

Table 3:- Level of Performance of Intermediate Pupils in the District Mid-Year Achievement Test.

Achievement	P	%	Interpretation
90 – above	0	0	Outstanding
85 – 89	10	12.5	Above Average
80 – 84	40	50	Average
75 – 79	31	38.75	Below Average
74 – below	0	0	Poor
Total	80	100	
Average W $\bar{x}$	81.59	SD=3.18	Average

Table 3 presents that the mean score of 81.59 which describes the learners as average is not quite good because it is still near the range of below average which is 75-79. The number of pupils that fall along the line of below average that reached for about 31 pupils or 38.75 percent, this maybe because the parents occasionally performed their role and not giving their full cooperation to the activities that lead to a better scholastic performance of their children. This finding was supported by Arellano saying that the best way to improve education is to strengthen parents' role

in it by enforcing their own critical job of teaching the young. Not all teachers are parents but all parents are teachers.

Table 4:- Significant Effects of School and Home Parenting to Scholastic Performance of Intermediate Pupils.

Teachers' Role	χ^2 VALUE	df	Critical Value	Remarks
A. Remedial Teaching	115.44	4	9.488	Significant
B. Interpersonal Relationship	12.761	4	9.488	Significant
C. Recognizing Potentials	5.2988	4	9.488	Not Significant
D. Guidance Counselling	8.9806	4	9.488	Not Significant
Average χ^2 value	35.62	4	9.488	Significant

Table 5 indicates the computed Chi-square value of 35.62 which exceeds the critical value of 9.488 and with a degree of freedom of 4. It reveals that the school parenting has a great effect to scholastic performance of intermediate pupils. It further implies that remedial teaching and interpersonal relationship with the child must be sustained because they directly motivate pupils to perform better to receive good grades. Recognizing pupils; potentials and giving guidance and counselling appeared not significant although performed by teachers though not given more importance maybe because of giving enough time to do the burden of works brought by the strict implementation of Revised Elementary Curriculum and apparently the study involved intermediate pupils and teachers and so they knew already pupils who have potentials and have capabilities in co-curricular and extra-curricular activities.

Table 4:- Significant Effects of Home Parenting to Scholastic Performance of Intermediate Pupils.

ROLES	TEACHERS				PARENTS			
	χ^2	df	Critical Value	Remarks	χ^2	df	Critical Value	Remarks
A. Monitoring the School Activities	20.550	4	9.488	Significant	14.54	4	9.488	Significant
B. Coordinating with Teacher on Pupils	12.783	4	9.488	Significant	46.6	4	9.488	Significant
C. Giving Financial Support	42.222	4	9.488	Significant	54.569	4	9.488	Significant
D. Helping Develop Good Traits	6.711	4	9.488	Not Significant	46.63	4	9.488	Significant
E. Cooperating in School Projects	44.48	4	9.488	Significant	37.91	4	9.488	Significant
Average χ^2 value	17.749	4	9.488	Significant	40.05	4	9.488	Significant

In summary, the school-home parenting is remarkably significant and greatly affects the scholastic performance of intermediate pupils. The result also signifies that the school and the home parenting complement and existing in the district. Learning goes better in school if parents understand what is being thought, as well as how and why. Teachers and parents must be a teaching team with similar goals and purposes in education so that the scholastic achievement is enhanced.

Findings:

Based on the findings, the results are summarized as follows:

1. The average weighted mean of 4.55 shows that the extent of the teacher's role in improving the scholastic performance of the pupils such as remedial teaching, interpersonal relationship with the child, recognizing pupils' potentials and guidance and counselling performed with great extent by teachers.
2. The degree of participation of parents in the activities such as monitoring school activities, coordinating with teachers on pupils performance in school, giving financial support, helping develop good traits and cooperating in school projects, are roles performed by parents towards improving the scholastic performance of pupils as perceived by teachers' gained on average weighted mean of 3.30 interpreted as occasionally done by parents.
3. The weighted average mean of 3.76 shows that the degree of participation of parents with the activities towards improving the scholastic performance of pupils as perceived by parents themselves done "paminsan-minsan" or occasionally.

4. Ten (10) or 12.5% of the pupils fall within the range of 85-89. Forty (40) or 50% reach the average level and within the range of 80-84. Thirty one (31) or 38.75% fall within the level of 75-79 computed average weighted mean in 81.59 shows that the level of performance of intermediate pupil is average.
5. The computed chi-square value which exceed to the critical level of 9.488 with degrees of freedom of 4. Thus, it reveals that school parenting have a significant effect to scholastic performance of intermediate pupils.
6. With the 40.05 computed chi-square value which also exceeds to 9.488 critical value signifies that the home parenting is of great value to pupils in enhancing their scholastic performance.

Conclusions:-

The following conclusions were gathered based on the findings:

1. Teacher's role done in great extent in great extent to improve scholastic performance of pupils by exerting great effort in developing the knowledge, skills and attitudes through proper guidance, close teacher-pupil relationships, remedial teaching and recognizing pupils potentials.
2. Parents help improve the scholastic performance by monitoring school activities and observing close coordination with the teacher regarding the intellectual and physical development of their children.
3. The level of performance of intermediate pupils in Los Baños District in the District Mid-Year Achievement Test is average.
4. The roles performed both by teachers and the parents significantly affect to scholastic achievement of pupils. Hypothesis is accepted.

Recommendations:-

Based on the findings and conclusion of this study, the following recommendations are offered:

1. Teacher's role in improving the scholastic performance must be sustained especially the giving of remedial teaching on lessons that are not fully mastered by pupils as a result of their formative test. Supervise study must also be strengthened to reinforce concepts, principles and theories learned for the improvement of scholastic performance of pupils.
2. School administrators should conduct seminars and invite knowledgeable resource persons to talk on teacher competence and commitment to develop in them the genuine desire to relate themselves effectively with pupils especially in the area of teacher pupil relationship.
3. Budgeted activities, programs and projects for the whole year must be presented and discussed to parents' right after the opening of classes during the Parent – Teachers Conference meeting to give them enough time to be ready in cooperating and participating in school projects.
4. Include school-home parenting as one of the areas to be discussed during the district meeting to maximize teacher contributions to improve scholastic performance of school children.
5. Although the level of performance of intermediate pupils is average, teachers together with the parents should exert extra effort to further raise the level of performance of school-children because the computed average mean is near the range of 75-79 which is below average,
6. Further research relevant to school-home parenting is recommended to continuously monitor the good effect of it to pupils' scholastic performance.

References:-

1. Arcangel, X. (2015, May 21). Classroom, teacher shortages to welcome new school year, lawmaker warns. GMA News Online. Retrieved from <http://www.gmanetwork.com/news/story/491038/news/nation/classroom-teachershortages-to-welcome-new-school-year-lawmaker-warns#sthash.MCbqq7i.dpuf>
2. Blair, S. L. (2014). Parental involvement and children's educational performance: A comparison of Filipino and US parents. *Journal of Comparative Family Studies*, 45(3), 351-366.
3. Colley, B. M. (2014). Voices from the Gambia: Parents' perspectives on their involvement in their children's education. *Childhood Education*, 90(3), 212–218. <https://doi.org/10.1080/00094056.2014.910977>
4. De la Cruz, T., Protacio-Marcelino, E., Balanon, F., Yacat, J., & Francisco, C. (2001). Trust and power: Child abuse in the eyes of the child and the parent. Manila: UPCIDS-Psychosocial Trauma and Human Rights Program.
5. Department of Education Order No. 8, series of 2015, Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program

6. Dumont, H., Trautwein, U., Nagy, G., & Nagengast, B. (2014). Quality of parental homework involvement: Predictors and reciprocal relations with academic functioning in the reading domain. *Journal of Educational Psychology*, 106(1), 144–161. <https://doi.org/10.1037/a0034100>
7. Gonzalez-DeHass, A.R., Willems, P.P., & Holbein, M.F. (2005). Examining the relationship between parental involvement and student motivation. *Educational Psychology Review*, 17,. 99–123.
8. Ibon Foundation (2016, May 16). On strengthening public education system: Review Kto-12, educators challenge Duterte. Retrieved from <http://ibon.org/2016/05/oneight-point-agenda-educ-thrust-strengthen-public-school-system-dutertechallenged/>
9. Khajehpour, M., & Ghazvini, S. D. (2011). The role of parental involvement affect in children's academic performance. *Procedia-Social and Behavioral Sciences*, 15, 1204-1208.
10. Park, S., & Holloway, S. D. (2013). No Parent Left Behind: Predicting parental involvement in adolescents' education within a sociodemographically diverse population. *Journal of Educational Research*, 106(2), 105–119. <https://doi.org/10.1080/00220671.2012.667012>
11. Porumbu, D., & Necşoi, D. V. (2013). Relationship between parental involvement/attitude and children's school achievements. *Procedia-Social and Behavioral Sciences*, 76, 706-710.
12. Reyes, M. L., & Galang, A. J. R. (2009). Motivational and social aspects of the Filipino college experience, 42(2), 213–235. *Philippine Journal of Psychology*, 42(2),213- 235
13. Reyes, M. L., & Resurreccion, K. F. (2015). The self in family coexistence: developing youth's agency and prosociality. *Contemporary Social Science*, 10(1), 52–69. <https://doi.org/10.1080/21582041.2014.980841>
14. Sukhbaatar, B. (2014). Study on parental involvement preparation at a preservice institution in Mongolia. *School Community Journal*, 24(2), 189–218.
15. Trumbull, E., Rohstein-Fisch, C., & Hernandez, E. (2003). Parent involvement in schooling--According to whose values? *The School Community Journal*, 13(2), 45–72
16. Yap, R. D. (2011). K to 12: The key to quality education? Policy Brief No. PB-11-02. Senate Economic Planning Office, Senate of the Philippines.