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Impacts of Parental Guidance in Academic Performance of Grade12 HUMSS and Gas Stand in ST. Theresa's School of Novaliches

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Abstract

Parental Guidance is very important part of our lives, especially nowadays that the number of children who are involved in crime are increasing.

Parental Guidance in the child's academic performance has been proclaimed for yea as being very important predictor of student's achievement, it also consistently found to be positively associated with child's academic performance.

The study employed descriptive method of research. This tried to describe the perceptions of the Senior High school Students of St. Theresa's School of Novaliches with a total population of 162 students the Slovenes formula was used to calculate the needed respondents to represent the whole population got 115 populations as of applying the said formula was used to calculate the respondents needed to respondents the whole population, applying the formula, we've got 115 respondents.

After the data gathering processes, it was revealed that most students were female and 18 years of age. It was found that Parental Guidance towards their academic performance has a positive impact. Children whose parents are much more involved to their academic performance was found to be more active in school rather than children whose parents are uninvolved to their academic performance.

We recommend that schools should find more ways to get the attention of parents and also to have parental Counseling Program, that will teach the parents of good parenting styles and to avoid the numbers of treats and punishments to their child, lastly to make them realize the importance of their children lives.

Keywords: Parental Guidance, Academic Performance, Philippines

1. The Problem and its Background

The Child physical and moral health are developed within the help of the parents, such as developing the development of the child in his behaviour and personality it's should be grow in the family environment, the child's emotional and intellectual capacity must be developed, in an atmosphere of happiness, love and understanding, Should be afforded the right to survival; the protection from harmful influences; and to participate fully in family, cultural and social life.

Parental Guidance is a relationship between a family and their children; we believe that parents are playing a very important vital role in raising their children. The way their children's act is just a reflection of their parenting.

Children's act of 1989 stated that "the Childs intellectual development for the capacity to reason is based on their own understanding in making decisions" this statement proves that parents are their children's first teacher, the single most important factor in child's success in school and in life is their family background.

Parental Guidance is very important essential part of our lives, especially nowadays, that the children involvement in crime are interesting. Parent involvement in their children academic performance has been proclaimed for years as being very important predictor of students' achievement, it is also consistently found to be positively associated with a child's academic performance, however it is also have a negative impact.

Parents need a parental involvement in their children's performace,to encourage them to participate fully in school activities, also to bust their communication skills towards school and other people lastly, to let them appreciate their parent's advice on learning a friendly home environment.
The purposed of this study is to discussed the impact of Parental Guidance in their children's academic performance and to caught the attention of the parents that their child might needs their immediate support and attention, also this study establishing what positive solutions and recommendations that we could give in order to improve their parenting style towards their children.

Statement of the Problem
This study aims to determine the effects and significance of parental guidance in academic performance of senior high school students in St. Theresa's school of Novaliches, we the researchers seek the great impact of parent involvement towards the academic excellence of the student.
Specifically, it will seek to answer the following questions:
1. What is the demographic profile of the respondents in terms of?
1.1 Gender
1.2 Age
1.3 Strand and Section
2. How parental guidance affect the student academic performance?
3. What are the parent's strategies in guiding you to achieve your success?
4. How often your parents are engage in your school activities?
5. What do the respondents think would be the best recommendation to enhance their academic performance based on their parents' parenting styles and strategies?

Significance of the Study
This research study will serve as guidelines in the effect of parental guidance in the students, in addition, the researchers want to share and serve as a bridge to the following beneficiaries and it will benefit the following entities:
This study provides research and recommendations on how parents can assists in improving their child academic performance. This study is beneficial to:
Students: Will be more knowledgeable and aware in terms of the impacts of their parents involvement in their academic performance, encourage them to initiate their own study had taken an action in order to deal with the parental guidance.
Parents: This study is also beneficial to parents in learning how their parenting styles influence their child academic performance and behaviour and to asses and action to improve their strategies
Teacher: They will be informed of what parenting strategies should they adopt, to help their students improve their performance and to avoid students failure.
School Management: Will be made aware of importance on learning the parenting styles that a student are going through, to avoid poor academic performance.
Future Researcher: Lastly it will also help the future researchers in the same field, in order to support their arguments and to improved and gain knowledge in it.

Scope and Delimitation of the Study
This study limits it's coverage to the students of grade 12 HUMSS and GAS Strand in Senior High School of St. Theresa's School of Novaliches. The information is limited on the effect and significance of parent's guidance towards the academic performance. Each student will be part of the research and survey and they will be given same sets of questionnaire.

2. Theoretical Framework
This chapter contains other researchers and literatures from foreign and local studies that are related to the topic. This chapter also provides insights and background information about the issue regarding the impact of Parental Guidance in Academic Performance of selected academic track of St. Theresa's School of Novaliches.

Relevant Theories
Baumrind (1967), parenting style is one of the most important factor that affects the children's perception towards their academic performance.
Baumrind proposes a theory of parenting styles which is the authoritarian, authoritative and permissive parenting style. Based on his theory there are positive and negative effect of parenting style in their children.
In authoritarian, parents are demanding and strict. They are the parents who always say 'no' and ' I said so' to their children, they are the parents use such a term to discipline and evaluate their child, they give the punishment. According to him 80% children of authoritarian parents become successful in life.
This authoritarian parenting style have a great impact in their children towards his attitude to his academic performance, Authoritarian parents force their child to study well to avoid shame to their family. Children are forcedly study and aim high grades to avoid punishment. Children of authoritarian parents are unhappy and have tendencies to commit suicide and rebellion.
In authoritative parenting style reflects a balance between two valves which is freedom and responsibility.
Authoritative parents, encourage their kids to be independent, they want their children to have faster self-discipline, maturity and having respects on others. This aspects of authoritative parenting style children defiant behavior problems induce because of what their parents show them that may affect their academic performance in school. They set rules and limitation for the sake of the child care, they are much open to have discussion using reasoning discussion and advices, they are the parents who have affectionate, continue to encourage and support their child. This style is also known as Democratic Parenting styles. Children of authoritative Parents are much happy and contented develop a system and it exhibit less violent tendencies.
This child are not force to study, they have a balance perception towards academic performance and social life, based on Baumrind theory Children of Authoritative have much possibility to be successful and establish a good relationship toward others.
Authoritative parents are caring and being open minded to their child's opinions. This parent provide and support their child, while in Permissive parenting style according to Baumrind. Parents are lack of discipline towards their children, they are undemanding to their children, their child are the one who make decision for their own life without consulting their parents.

Permissive parents are highly unresponsive and enactive to their children status. According to Siegmal (1999) parents in permissive set few rules and few boundaries, this parents are warm and indulgent they don't say "no" to their children's demands as to impress and give a satisfaction. Children in permissive have a sign of rebellion when ask to do something that complicated with what they want to do, and some children are demanding and dependent, most of permissive behaviour are boys.

We all know that the students with high academic performance are important assets to any country, while low academic may cause negative consequences such as stress, hopeless. Delinquency and substance abuse Fateme (2006).

Parental guidance is one of the most factors that influence the academic achievement among the several factors that can affect the academic performance is the parenting styles because of the relationship between the students and the parents highlighted that parenting styles help their academic performance, and also develop their young children especially the school related outcomes. Being a role model parents play a significant role in the child development Nancy and Laurence (1999).

In this theory, it explores the positive and negative outcome of different parenting styles, it only shows that in every different parenting styles used in nurturing their child have a great effect on them.

In relevance to the present study this theory about the different parenting styles are both showing the different effects of it toward academic performance of the students. It also shows what parental strategies results to positive and negative outcome.

Jessie (1986) stated that "Parents are the children's first teacher, the single most important actor in child achievements in school and life is their family background."

Buber explains that one cannot prepare students for every situation, but one can guide them to general understanding of their positions and then prepare them to confront every situation with courage and maturity.

This is the character or whole person education. One educates for courage by nourishing trust through worthiness of the educator. Hence the presence and character of the educator is more important than the content of what is actually taught.

It only proves that parents can highly influence their children by being a role model. In order to prepare for common in life, parents must educate their children in such a way that community are advanced.

Related Literature

According to IIlaring and Steinberg (1993) parenting style is a kind of basic climate in the family including a set of attributes and values rather than a set of specific parenting behaviors. This literature is closely related to the present study, it shows that the children are much positive if their parents are there to support them.

Though the present study will prove that there is negative and positive results in parental involvement towards academic performance. Parent's involvement in a child early education is consistently found to be positively associated with a child's academic performance.

Holten (*et al*., 1987). Specially children whose parents are more involved in their Educations have higher levels of academic performance than children whose parents are involved to a lesser degree. The influence of parent involvement on academic success has not only been noted among researchers, but also among policy makers who have integrated efforts aimed at increasing parent involvement into broader educational policy initiatives. Coupled with these findings of the importance of early academic success, a child's academic success has been found to be relatively stable after elementary school.

Epstein (*et al*. 1987) Therefore it is important to examine factors that contribute to early academic success and that are amenable to change.

Researchers have reported that parent child interactions, specially stimulating and responsive parenting practices, are important influences on a child's academic development (Morrison and Bryant 1998). By examining specific parenting practices that are amenable to change such as parent involvement, and the mechanisms by which these practices influence academic performance. While parent involvement has been fund to be related to increased academic performance are not yet fully understood (Hill and Craft, 2003). Understanding these mechanisms would inform further research and policy initiatives and may lead to the development of more effective intervention programs designed to increase children's academic performance.

Baumrind delineated three modes of family interaction. The three parenting styles identified by Baumrind are "authoritarian". "authoritative" and "permissive".

These three family types differ in the values, behaviors, and standards which children are expected to adopt, in the ways these values, behaviors, and standards are transmitted, and in parental expectation of the behaviourof children. Baumrind's view it widely accepted and has been reformulated for use by Dornbush (1987). In the study of adolescents and their parents. Their study has rate it clear that Baumrind's typology of parenting styles can be successfully applied to adolescents and is related to their academic performance.

This is extensive literate linking parenting behaviors and academic achievement of children. Thus, the discipline and control strategies adopted by parents are found to be an important factor that explains the role of family on the academic achievement of children.

Hess and Holloway (1984) analyzed the results from studies of pre-school, primary, and middle school children and identified five processes, discipline and control strategies appeared to have a major influence or school achievement,

Baumrind found that authoritarian parenting style in which parents stress obedience and respect for authority is associated with children who are less socially competent relative to children whose parents have an authoritative parenting style.

Lupton (1984) Found that parents of high achievers are often socially higher than the parents of average achievers and they frequently provide richer learning environments and appear to exert subtle but effective pressure on their children Schaefer and Edgerton (1985) Found that parents who view their children as being active and independent agents tend to have children who score higher in ability tests.

Filipino parents place tremendous values on their children (Medina, 2001) and go to great lengths to ensure their positive growth. In the Philippines parents expect obedience to their child yet also provide them tremendous affection, love, care, and nurturance (Alminl 1985). In relationship to other Asian culture, the culture in the Philippines is often

unique reflective of its long history of occupationand contact with foreign nations.

As the result of a unique history of the Philippines.It's educational system is directly modeled after that of the united states (U.S) currently the system consist of elementary school with grades one to six, followed by four years in high school and ultimately in college schooling is mandatory in the Philippines. In order to provide their child a comfortable and good quality of education, parental contributions, in terms of time spent with children and assisting the school through volunteerism. Have been all shown to enhance children's academic success.

In general, parental involvement is regarded as the interaction and assistance which parents provide to their children and to their children's school. In order to somehow enhance or benefit their children's success in the classroom. Hara (1998) argues that higher levels of parental involvement can bring about substantial improvement over time, but with the full support and help of the parents, it can boost the self-esteem and motivation of their child.

Parenting styles, according to Fogel and Melson (1988) is the tendency to behave in consistent fashion in disciplining or relating to the child.

As mentioned by *Ilarling and Steinberg (1993)* have differentiated parenting style from parenting behavior. According to them parenting style is a kind of basic climate in the family including a set of attitudes and values rather than a set of specific: parenting behaviors?

According to *Baumrind* in a series of studies of pre-school children and their families (Baumrind and Black, 1967) and in later studies with somewhat older children (Baumrind, 1971; 1973; 1978) delineated three modes of family interaction. The three parenting styles identified by Baumrind are "authoritarian", "authoritative" and "permissive". These three family types differ in the values, behaviors, and standards which children are expected to adopt, in the ways these values, behaviors, and standards are transmitted, and in parental expectation of the behavior of children. Baumrind's view it, widely accepted and has been reformulated for use by Dornbusch *et al*. (1987) in the study of adolescents and their parents. Their study has rate it clear that Baumrind's typology of parenting styles can be successfully applied to adolescents and is related to their academic performance. There is extensive literature linking parenting behaviors and academic achievement of children. Thus, the discipline and control strategies adopted by parents are found to be an important factor that explains the role of family on the academic achievement of children.

As stated by *Hess and Holloway (1084)*analyzed the results from studies of pre-school, primary and middle school children and identified five processes linking family and school achievement. Among these various processes, discipline and control strategies appeared to have a major influence on school achievement. (Baumrind, 1973; Marjoriebanks, 1979; Hess and McDevitt, 1984).

Baumrind (1971, 1979) found that an authoritarian parenting style in which parents stress obedience and respect for authority is associated with children who are less socially competent relative to children whose parents have an authoritative parenting style.

As mentioned by *Lupton (1984)* found that parents of high achievers are often socially higher than the parents of average achievers and they frequently provide richer learning environments and appear to exert subtle but effective pressure on their children. Schaefer and Edgerton (1985) found that parents who have more progressive parenting styles and who view their children as being active and independent agents tend to have children who score higher in ability tests.

Filipino parents place a tremendous values on their children *(Medina, 2001)*, and go to great lengths to ensure their positive growth. In the Philippines parents expect obedience to their child yet also provide them tremendous affection, love care and nurturance *(Almirol, 1985*).Relative to other Asian cultures,the cultures in the Philippines is often unique reflective of its long history of occupation and contact with foreign nations.

As a result of the unique history of the Philippines, it's educational system is directly modeled after that of the United States (USA).currently the system consist of elementary school, with grades one to six, followed by four years in high school and ultimately in college. Schooling is mandatory and the Philippine Government. In conjunction with external entities such as the World bank(WB)United Nations (UN) and foreign governments has made great efforts to provide elementary education to all children *(Tan et al.1997)*.schools throughout the Philippines are often subjected to a variety of challenges, ranging from overcrowded classrooms, under-staffed faculty, and a lack of adequate resources *(Peterson, 1991).*

In relation to the present study this excerpt of article from the *"Filipino parental involvement and children's educational performance*" it shows how Filipino parents support and provides the needs of their children in order to provide them a comfortable and good quality of education. Parental contributions, in terms of time spent with children and assisting the school through volunteerism. Have been all shown to enhance children's academic success.

In general, parental involvement is regarded as the interaction and assistance which parents provide to their children and to their children's school in order to somehow enhance or benefit their children's success in the classroom. *Hara (1998)* argues that higher levels of parental involvement can bring about substantial improvement over time, although such influence can vary by the age and grade level of a child.

Related Studies

The primary question is if parental involvement really affects their child's academic performance? Research has been supporting this notion. There has been an enormous amount of research done on this topic. Epstien (2001) has doing as a result of his research that there is a significant effect of parental involvement on their child's academic achievement. Epstien conducted parent's interviews and teacher's response interviews to find the correlation between the parental involvement and its effects on students achievement Based on teacher's feedback. The teacher's reported in this study that students whose parents are involved in their academic performance more likely to participate in the class than that student whose parents are not involved in their children. Jaynes conducted a study of investigate the effects of parental involvement on children's academic achievement and found out that the effect was significant in the case of elementary school children. Jaynes (2005) did a meta- analysis of 41 prior studies to determine the impact of overall parental involvement. Parental involvement positively correlated with the children's

academic achievement.

In other study conducted by Jaynes (2007) has found positive correlation between parental involvement and academic performance of the study. The study analyzed 52 studies to investigate the impact of parental involvement on the academic achievement of their child. Four measures of assessment of student's performance including grades, standardized tests, teacher's rating scale and academic attitude and behavioural indicates are used. A significant impact of the parental involvement was found for secondary school children.

Ryan *et al*. (2005) stated that parental involvement in a child's education is consistently found to be in positive associated with a child's academic performance; however the present studies investigated the effect of parental guidance towards child's academic performance. In contrast to this study, there is also a negative impact of parental involvement towards academic performance depending on which aspects of parental involvement were investigated and which academic outcomes were studies, this combination of findings might because in part lack of clear definition of parental involvement.

Despite the research support for the impact of parental involvement on academic success, the present research also fleshing out the relationship between parental involvement and student's achievement motivation has conducted less.

Merchant *et al*. (2001) raised the point parental involvement at home and school differentially related to student motivation and suggested investigation of more relational aspects such as parental guidance in academic and non-academic activities. This study support the present study in terms of child motivation and how effective the parental involvement in their academic performance, the researchers identify an individual's parenting style and observe how parents and kids get along in the real world.

Holden (2010) [6] stated that the way child turns out can be determined in large part by the day to day decision made by the parents to guide the child's growth in his model effective parents observe, recognize and assess their child individuals genetic characteristics, then cultivate their child's strength. Holden describe and explain his theory and research in the article Child-rearing and development trajectories: journal child development perspective.

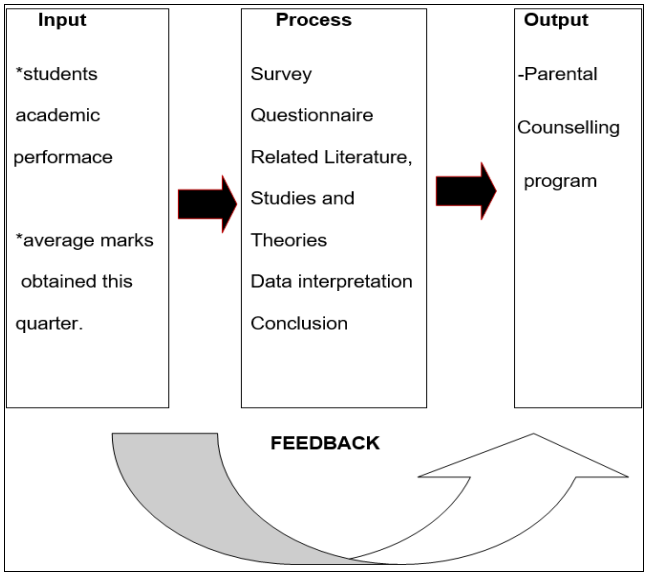
Fantuzzost *et al* (2004) did a multidimensional study involving 1444 turban head start children to examine the various dimensions of family involvement in early childhood education and children outcomes. The study was conducted with the use of a multidimensional survey questionnaire to collect data from parents on family involvement. The study found that home based involvement alone was stronger predictor of low conduct problems and better achievement scores and learning motivation. The study also investigates the impact of home based involvement on various dimensions of students' outcomes. There was not significant relationship in the letter case.

Parental involvement has been found to affect their children's academic achievement of various levels. Henderson (1987) conducted did a literature review study based on the findings of 49 prior researchers. The results from these studies suggested that parental involvement in their children's academic performance not only improves their academic test performance but also their language skills and school behaviour.

The gathered studies are helpful to support the present study by showing that the parental involvement is playing a vital role in academic performance, the present study will prove that parental guidance can help students achieving their success, the researchers believes that parental guidance can enhance child's attitude towards other people, because child's attitude were reflecting what kind of parenting does their parents are using them.

Conceptual Framework

The focus of this study was undertaken by the following conceptual framework shown below which has three parts: the input, Process and Output



In the Input, we gather the problems by analyzing variables after that, we are about to gather data in order to know the students perception regarding the impact of Parental Guidance in their performance, though data gathering process such as survey questionnaires, literate review, data interpretation and investigation.

Lastly we conclude our findings and formulate recommendation that will serve as an output for a parental counselling program, that might help everyone understand the problem, answer the question and clarify some disambiguation, so that everyone would come up with a solution to the problem.

Definition of Variables

For better understanding, the following terms are operationally and conceptually defined:

Academic define as **relating** to education and scholarship.

Achievement define as something that has been done or achieve through effort; a result of a hard work.

Attitude is a settled way of thinking or feeling about someone or something, typically one that is reflected in a person's behaviour

Authoritarian: Type of Parental Guidance in techniques that expecting and requiring people to obey rules or laws; not allowing personal freedom

Authoritative.Types of parentar having the confident quality of someone who is respected or obeyed by other people.

HUMSS. humanities and social science

GAS General Academic Strand

3. Methods of Research

This chapter is a presentation of the methods and procedures used to complete the analysis it includes discussion of the methods of research a description of population, sampling procedures that are used for analysis is provided, research instruments, data gathering procedures, and the different statistical methods used for interpretation and the analysis of the gathered data.

Methods and Techniques of the Study

In this study purposive will be used where in a researcher selects a sample base on their knowledge about the study and population.

The goal in conducting quantitative research study is to determine the relationship between parent and their child. Quantitative research design is either descriptive. Descriptive research describes and interprets "what is". It refers the condition or relationship that exists or do not exist practices that are held or not held; Processes that are going on or otherwise effects theatre being filter trends that are developing. It attempted to describe the student's perception of St. Theresa School of Novaliches towards parental guidance in their academic performance.

Population and Sample of the study

The total population of the Senior High school Academic track is comprised of 162 students, In computing the number of the respondents the researcher used the Slovins Formula which presented below.

$$n = \frac{N}{1} + Ne2$$

Where:

n= Number of respondents

N=total number of population

e= margin of error

The number of respondents was determined using the 5% or 0.05 Margin of Error. Applying Slovin's Formula:

$$n = \frac{N}{1} + Ne2$$

$$n = \frac{162}{1} + 162(0.05)^2$$

$$n = \frac{N}{1} + 162(0.025)^2$$

$$n = \frac{162}{1} + 0.4$$

$$n = \frac{162}{1.4}$$

n= 115.41 or 115

To get the proportional allocation of the percentage, the researchers used the proportional allocation formula which is presented.

$$\% = \frac{n}{N}(100)$$

Where:

n= number of respondents

N= total number of population

%= Percentage

Applying the allocation formula get the percentage:

$$\% = \frac{115\ (100)}{162}$$

%= 70.98

Table 1: Demographic Profile in terms of Respondents

Class	Population	Percent	Sample Size
GAS 1	34	70.98%	24
GAS 2	27	70.98%	20
HUMSS 1	36	70.98%	25
HUMSS 2	36	70.98%	25
HUMSS 3	29	70.98%	21
	162		115

Table 1 shows the population of senior high school in St. Theresa School of Novaliches. The researcher used the probability sampling specifically the sample Random Techniques; this type of sampling is one which everyone in the population of the inquiry has an equal chance of being selected and be included in the study.

Description of the Respondents:

The respondents for this research were selected from Academic-Strand which is the GAS and HUMSS Strand.

Research Instrument

The major tool and instrument we used in the collection of data is a questionnaire, we designed in acquiring the important information needed for the study. Before conducting the survey we have consulted a market research Executive before distributing the questionnaire for testing and validated by the 4 professors, who have specialization in the field of Psychology, Education Major in English and Mathematics and have enough and qualified experience in teaching and in validating the research instruments.

Data Processing and Statistical Treatment

Prior to the administrative of the instrument, the questionnaire used and disseminated to the students of St, Theresa's School of Novaliches, the key to know their perception about the Impact of Parental Guidance in Academic Performance of Grade 12 HUMSS and GAS strands.

The researchers used the following procedures:

1. The researcher conducted the survey to the respondents upon the professors and the principal approval.
2. The researchers administered the survey questionnaire to the respondents during they free time. The researchers made sure that no questionnaire are let unanswered.
3. The answered questionnaires were gathered as soon as the respondents finished answering.

Statistical Treatment of Data

After gathering the data, the researchers used the statistical treatments such as descriptive statistics such as frequently, percentage and weighted mean to interpret and quantify the findings:

1. Frequency and percentage was used to present the profile of the respondents.

The formula is:

$$n = \frac{N}{1} + Ne2$$

Where:
n= number of respondents
N= total number of population
e= margin of error

4. Results

This chapter presents the data in tabular and in textual form to summarize the findings, analysis, and interpretation of data gathered.

Table 2: Demographic Profile of the Respondents In terms of Age

Age Group:	Frequency:	Percentage:
16-below	1	0.87%
17	50	43.48%
18-above	64	55.65%
Total	115	100%

The Table 2 shows the demographic profile of the respondents in terms of age. It revealed that most of respondents are 18 years of age with a total number of 64 and with a total percentage of 55.65%
On the contrary, only 50 out of 115 respondents are at least 17 years of age with a total percentage of 43.48%, on the other hand there is 1 out of 115 Respondents that is 16 years of age.with a total percentage of 0.87% making it the age group with the lowest frequency of respondents.

Table 3: Demographic Profile of Respondents in terms of Gender

Gender	Frequency	Percentage
Male	31	26.96%
Female	84	73.04%
Total	Total 115	100%

Table 3 presents the demographic profile of the respondents in terms of their gender. Statistics revealed that 31 of the participants are male with a total percentage of 26.96% while the remaining 84 participants belong to the female sex with a total percentage of 73.84%.

Table 4: Demographic Profile of the Respondents in terms of their Strand and Section

Strand & Section	Frequency	Percentage
GAS 1	24	20.87%
GAS2	20	17.39%
HUMSS1	25	21.74%
HUMSS2	25	21.74%
HUMSS3	21	18.26%
Total	**115**	**100%**

Table 4 shows that both HUMSS 1 and HUMSS 2 are the classes with the most number of participants, each comprised of 25 students making up 21.74% of the total percentage.
Meanwhile, the GAS 2 is the class with the least number of participants with a total number of 20 students, and with a total percentage of 17.39 %.

Table 5: Effects of Parental Guidance

S. No	Indicators	Weighted Mean	Verbal Interpretation	Rank
1	I perform well in school because my parents are there to support me	3.94	**Agree**	2
2	I show positive development at school	3.94	**Agree**	1
3	I am actively in participating our school activities because my parents encourages me	3.4	**Agree**	5
4	I am motivated to study hard because of the rewards that I received from my parents	3.2	**Sometimes**	4
5	I can easily communicate with others because my parents inspire me.	3.37	**Sometimes**	3
6	I got achievements at school because my parents are beating me if I got failing grades	2.42	**Strongly Disagree**	8
7	I am losing my confidence because my parents discouraging me.	2.29	**Strongly Disagree**	9
8	I got failing grades because my parents had no time in checking my academic status.	2.06	**Strongly Disagree**	10
9	I prefer to have fun with my friends rather than to do my paperworks	2.55	**Disagree**	7
10	I spent a lot of time in browsing the internet rather than to study.	2.90	**Disagree**	6

Table 5 enumerates how parental guidance affect the student's performance. Almost of the statements were agreed by the respondents except Friday the number 4,5 with a total weighted mean of 3.2 and 3.27 and a verbal interpretation of "SOMETIMES", the numbers 9 and 10 has a total weighted mean of 2.90 and 2.55 with a verbal interpretation of "DISAGREE". Meanwhile, the most agreed statements were statements number 1&2 both are having the weighted mean of 3.94 with a verbal interpretation of "AGREE".
This supports Hara's claim that parental involvement in a child's education is consistently found to be positive associated with a child's academic performance. Because most of the respondents agreed that they perform well in school because their parents are there to support them.

Table 6: Parents Strategies in Guiding Students to Achieve their Achieve

S. No	Indicators	Weighted Mean	Verbal Interpretation	Rank
1	They allow me to make decisions in my own life.	3.62	**Agree**	2
2	They punish me if I got failing grades by taking away my prerogatives in life (eg.watching television l,using gadgets, and visiting friends)	2.6	**Disagree**	10
3	They use verbal punishments to punish me.	2.96	**Sometimes**	7
4	They just ignored my bad habits and behavior	2.55	**Disagree**	8
5	They explain the reason behind their expectations	3.31	**Sometimes**	4
6	They use physical punishments to punish me.	2.30	**Strongly Disagree**	9
7	They always check my academic status.	3.21	**Sometimes**	5
8	They encourages me to talk about my feelings and problem	3.49	**Agree**	3
9	They always reminds me that they are my	3.6	**Agree**	6
10	They gave me rewards when I got achievements.	3.66	**Agree**	1

Table 6 shows the parent's strategies in guiding students to achieve their success. It was discovered that respondents are receiving awards if they got achievements in school based on the weighted mean of 3.66 with a verbal interpretation of "AGREE" On the other hand, it has been revealed that the second statement is least effective strategies of all based on the weighted mean of 2.6 with a verbal interpretation of "DISAGREE".

The results we found are interesting since they seem to contradict the harmful strategy of parents in guiding them to achieve success.

Table 7: Parents Engage in School Activities

S. No	Indicators	Weighted Mean	Verbal Interpretation	Rank
1	theyreceive information on what I am doing at school	3.36	**Sometimes**	3
2	They receive circular information about our school activities.	4.36	**Strongly Agree**	1
3	They are always invited to meetings so that they will be aware about what's going on to school	3.43	**Agree**	2
4	They are provided by the school with the opportunities to discuss teaching techniques with teachers.	3.25	**Sometimes**	4
5	They check the school facilities and securities.	2.99	**Sometimes**	5

Table 7 shows the statements on how often parents are engage in school activities, the result revealed that the school provides circular information for the parents about the the school's activities based on weighted mean of 4.36 with a verbal interpretation of "STRONGLY AGREE".

However, the study also made a surprising discovery. That the parents are checking the school facilities and securities based on the weighted mean of 2.99 with a verbal interpretation of "SOMETIMES".

The result support the study of Merchant (2001) that Parental involvement at home and at school differentially related to student motivation and suggested investigations of more relational aspects such as parental guidance in academic and non-academic activities. although Merchant study and present study are different from each other, but found the same results in which school should find a ways to encourage parents to participate in school activities.

Table 8: Parenting Styles and Strategies

S. No	Indicators	Weighted Mean	Verbal Interpretation	Rank
1	Identify a regular time and place in your home to do your homework with your parents.	3.6	**Agree**	10
2	Discuss the importance of good education towards children.	3.85	**Strongly Agree**	9
3	Support the child's learning by providing a nutritious meals and adequate time of sleep	4.02	**Strongly Agree**	5
4	Encourage the child in reading by paying attention on what do they read.	3.96	**Agree**	6
5	Decrease the use of threats as punishments for the child.	3.49	**Strongly Agree**	8
6	Avoid punishing the child by withholding emotional Expressions. (Eg. Kisses and cuddles)	4.47	**Agree**	1
7	Treat your child as equal member of the family.	4.35	**Strongly Agree**	2
8	Have warm and intimate times together with the child.	4.27	**Strongly Agree**	3
9	Take the child's wishes before asking him/her something to do	3.84	**Agree**	7
10	Respects the child's opinion and encourage them to express their thoughts.	4.16	**Strongly Agree**	4

Table 8 shows the respondent's possible solutions and recommendation that offered to enhance student's academic performance based on their parent's parenting style and strategies. The results revealed that avoidance of punishment the child by withholding
emotional expressions such as (kisses, and cuddles) has the highest effectiveness rating with a total weighted mean of 4.47 and a verbal interpretation of "AGREE", while the statement number 1 which is identifying a regular time and place in home to do homework with parents has the lowest effectiveness ranking based on the weighted mean of 3.6 and a verbal interpretation of "AGREE".

5. Summary, Findings, Conclusions and Recommendations

This chapter is composed of the summary, findings,conclusions,and the recommendations formulated based from these findings and conclusions.

Summary
The main objectives of the study is to determine the impacts of parental guidance in student's academic performance of St. Theresa's School of Novaliches, also to caught the attention of the parents that their child might needs their immediate support and attention.
Researchers, uses Baumrind's theory to support the study, theory reveals the 3 parenting styles that Baumrind formulated the three parenting styles which are AUTHORITATIVE, AUTHORITHARIAN AND NEGLECTFUL parenting styles.
Hence, the method that was used to present the study was the descriptive method, and uses the questionnaire as a major tool to acquire data from the respondents, in addition to this, sample random technique was used in order to select the respondents. The respondents are from GRADE 12 Senior High School from HUMSS and GAS strand.

Findings

1. Majority of the senior high school students who participated in this study were 18 years of age with a frequency of 64. And a total percentage of 55.65%. And 84 of those respondents were female with a total percentage of 73.04%.=
   In addition, most of the participants were students from HUMSS 1 and HUMSS 2 both having a frequency of 25 and a total percentage of 21.73%.
   However, the minority in terms of age consists of only 1 person making up only 0.87 %, aside from that 31 people make up the minority in terms of sex. These males are estimated to be the remaining 26.90%; the strand that has the least number of respondents is GAS 2, with a total frequency of 20 and a total percentage of 17.39%
2. In terms of how parental guidance affects the student's academic performance, 57 out of 115 respondents **AGREE** that their parents are efficient in guiding them towards their academic performance; the students revealed that they show positive development at school, with a total weighted mean of 3.94.
3. When it comes on parent's strategies in guiding them to achieve their success, 31 out of 115 respondents with an average weighted mean of 3.49, revealed that their parents are encourages them to talk about their feelings and problems, which can help them to build a good relationship with their children.
4. In terms on how parents are engage in their school activities, students revealed that parents are only receive circular information about their school activities with a total weighted mean of 4.36.Also, 38 out of 115 respondents are **AGREE** that their parents are only receiving circular rather than having a meeting with the school administrators.
5. Lastly in terms of what do the respondents think would be the best recommendation to enhance their academic performance based on their parent's parenting styles and strategies, 42 out of 115 respondents are **AGREE** to the recommendation of avoiding punishments to children by withholding emotional expressions like kisses and cuddles with a total weighted mean of 4.47,

Conclusions
By the help of the findings of the studyabove, the following conclusions were drawn;

1. A large percentage of respondents are 18 years of age, most are female and a large number of respondents are from HUMSS 1 and HUMSS 2.
2. Based on how Parental guidance affect student's academic performance, it was found that students perform well if their parents are there to support them.
3. The parent's strategies in guiding students to achieve their success are effective to enhance their academic performance.
4. This Research found that the respondent's parents are only receiving circular information about the school activities.
5. The result shows that avoidance of punishment the child by withholding emotional expressions has the highest effectiveness of rating with a verbal interpretation of "AGREE"

Recommendations
Based on findings and conclusions, the researchers offer the following relevant recommendations

1. The study may be conducted in other school/s and/or other courses to see if the researches have the same results.
2. The students should be encouraged to know the relevance of the impacts of parental guidance in student's academic performance and dig deeper into the issue.
3. The Department of Education should design programs that would promote the parenting style growth of the parents (workshop, seminars etc.)
4. Schools should find a ways to influence the students to study hard and not only depend entirely on the lessons to be discussed.
5. School should find a ways to encourage parents to participate in school activities of their children.
6. Students should be taught the importance of family relationship and the importance ofeducation, not only the lessons itself.
7. The administrators should promote better PARENTS-TEACHER ASSOCIATION, to ensure their student's performance, also to establish a good relationship with parents.
8. Parents are encouraged to plan wisely and make actions that would greatly help their children achieve the best learning experience they could possibly get.

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