
PARENTAL SUPPORT AND MATHEMATICS PERFORMANCE: CUTS BOTH WAYS

Jisa D. Logaos

Eugenio V. Amores Memorial High School ,Canmano, Sagbayan, Bohol

Maria Salud Medida delos Santos

Cebu Technological University ,Cebu City, Philippines

ABSTRACT

This research investigated the relationship between parental support and mathematics performance among Grade 8 students of Eugenio V. Amores Memorial High School, Canmano, Sagbayan, Bohol during the 2nd quarter of the School Year 2019 – 2020. The study utilized the quantitative research method using a descriptive-correlational design. Weighted means on a Likert scale instrument was used to determine the level of parental support; frequencies, percentages, means and standard deviations for the mathematics performance of the students; and multiple regression analysis for the relationship between parental support and mathematics performance, respectively. Findings revealed that parents were moderately supportive in the academic and emotional aspects of their children but were very supportive in terms of financial and moral aspects. Generally, the respondents perceived their parents as moderately supportive towards them. Most (46.67%) of the respondents attained a satisfactory rating in Mathematics. It emerged that a significant positive moderate relationship existed between parental support and mathematics performance which was tested at 0.05 level of significance. Hence, parental support was a contributing factor towards the mathematics performance of the students. It is recommended that parents should always give their support to their children. Moreover, parental enhancement programs should be implemented and enforced to strengthen family relationship and contribute to a better performance among the students

Key Words: Parental support, Math performance, moral, emotional, financial, academic, parental enhancement.

1. INTRODUCTION

One's parents are the most significant people in one's life. It is at home that a person finds warmth, love, encouragement and support, a sense of belongingness and solace. If there is a breakdown in the home front, this likely would cause a psychological disturbance which could lead to lesser motivation and weakened determination to achieve academic goals.

Parental support plays essential role in the schooling of a child and considered as one of the most powerful factors in a child's education. It is closely associated with financial, emotional and educational support provided by parents and other family members at home.

In the study of Shahzad et. al (2015) in Pakistan, it revealed that students exhibited higher academic performance whose parents were more supportive and involved in academic activities as compared to those whose parents were less supportive. By monitoring, supporting and

advocating, parents can be engaged in ways that ensure that their children have every opportunity for success (Garcia and Thornton, 2014).

Back in June of 2016, the staff of the International Bank for Reconstruction and Development/ The World Bank produced a report on Basic Education in the Philippines. It presented that schools with higher NAT scores have more parental participation and receive more of their funding from DepEd Division Offices. Moreover, Resurreccion (2008) reported that the Philippines, however, ranked third and fourth—to the last—among the countries which participated in the 1999 and 2003 Third International Mathematics and Science Study (TIMSS), respectively.

Furthermore, results of the Programme for International Student Assessment (PISA) by the Organization for Economic Cooperation and Development (OECD) showed that Filipino students fared worst among 79 countries in reading comprehension and second-lowest in both mathematical and scientific literacy (Galvez, 2019).

In Bohol, particularly in Eugenio V. Amores Memorial High School, Canmano, Sagbayan, it was observed that 100% of parents' attendance during PTA meetings and other school-related activities was not attained as reflected in the attendance sheet. Moreover, about 51% of the entire Grade 8 students did not achieve the Satisfactory rating in Mathematics as per record from their Math teacher.

It is with this thought that the researcher would like to find out if there is a significant relationship between parental support and performance in Mathematics. In so doing, an appropriate parental support intervention program could be crafted to guide our dear parents in the way they bring up their children and to strengthen students' performance in Mathematics.

2. LITERATURE REVIEW

It is known that family is the basic unit which nurtures a child from infancy to other higher stages of human development. In the same way, school is considered as an institution responsible for augmenting cognitive development, learning, socialization and molding an individual who fits in the community. Finally, community is perceived as the universe where all individuals come together, notwithstanding of their character or past experience. To build a healthy and peaceful society, human interactions at various stages of human development are inexcusable (Mahuro & Hungi, 2016)

One of the most important support in a child's life is their relationship within the family, especially the parents. These relationships can be characterized in terms of two broad dimensions: care and support, sometimes referred to as responsiveness, and discipline and monitoring of activities, or demandingness. Each of these dimensions of families has been found to be related to healthy development (Cobb, 2001).

Article 194 of the Family Code of the Philippines states that support is everything indispensable for sustenance, dwelling, clothing, medical attendance, education and transportation, in keeping with the financial capacity of the family. Under the Family Code of the Philippines, parents and their children whether their relationship is legitimate or otherwise are obliged to give support to each other.

Parental support is commonly defined as being emotionally present and constantly reliable for the child in times of need. It is a key dimension of effective parenting, incorporating

constructs such as nurturing, attachment, acceptance, cohesion and love (Jacob and Leonard, as cited by Essau and Hutchinson, 2008). Barnes, et al. (2000) defined parental support as “parental behaviors toward the child, such as praising, encouraging and giving physical affection, which indicate to the child that he or she is accepted and loved”.

Felson (1989) as cited by Ruholt, et. al (2015) stated that parental support is also important to an adolescent’s well-being; it has positive effects on children’s self-efficacy. In contrast, low parental support results in low self-esteem and depressive symptoms among adolescents. Also, parental support fosters motivation and diligence in academics, which in turn leads to improved academic performance (Mih, 2013).

Academic performance is measured by the final grade earned in the course. It is defined by students’ reporting of past semester CGPA/GPA and their expected GPA for the current semester. The grade point average or GPA is now used by most of the tertiary institutions as a convenient summary measure of the academic performance of their students (igi-global.com). Sharrock (2018) described academic performance as how well you perform in school courses like social studies, history, english/ ELA, sciences, and maths, but can also include the “specials” or elective courses in the Arts, music, health, business, and others.

Shahzad (2015) asserted that parental support is used to observe its impact on academic performance of students; it is closely associated with financial, emotional and educational support provided by parents and other family members at home. In an article published at Sun.star Pampanga (2017), parental support gives the learners the power of knowledge that helps them cope up with the different steps in their lives. Lack of support may have a negative impact on learners’ performance in and out of the classroom and ultimately affect their continuing educational development and success (Wanke, 2008).

Academic support is defined as the provision of the facilities needed by the child and the resources needed for their socialization. Emotional support in the form of encouragement and assistance in homework of the child is also a part of academic support (Birch and Ladd 1996 as cited by Shahzad, et al., 2015). Financial support is the provision of monetary resources while moral support is the act of helping someone by giving love, encouragement, among others (Meriam-Dictionary). When parents are financially capacitated, and also give moral support to the children by guiding their reading at home, the students perform better than their counterparts (Machebe, et al, 2017).

Blenkin and Kelly (1996) stressed that parents’ support for their children’s learning whether in the classroom or at home is welcomed. Research suggests that classroom emotional support benefits children’s academic and behavioral outcomes. Emotional support predicted increased math and reading achievement and decreased behavior problems across school year (Barnes, 2019). In addition, a recent study finds that young people who get financial support from their parents have greater professional success, highlighting one-way social inequality is transmitted from one generation to the next (Shipman, 2018).

However, the number of parents’ participation changes from yearly but it never reaches 100%. In 2016, 79 percent of students had a parent who attended a school or class event and 43 percent had a parent who volunteered in school or served on a committee, compared with 67 and 39 percent, respectively, in 1996 (Childtrends, 2013)

Desforges & Abouchar (2003) mentioned that parental participation is significantly linked with higher evaluations (Hill & Craft, 2003; Tan & Goldberg, 2009), greater academic

enthusiasm (Grolnick & Slowiaczek, 1994; Simons-Morton & Chen, 2009), higher graduation rates (Fan & Chen, 2001; Sanders & Herting, 2000), and better school attendance (Jeynes, 2007). In short, parental support especially the involvement of parents in their children's schooling gives a positive effect on their learning outcomes.

Participation is actively encouraged, including two-way communication about the child's experiences. Parents offer ideas and suggestions to support the child's experiences. Parents offer ideas and suggestions to support child's learning and development and contribute their skills to the setting (Wood & Attfield, 2005).

Anthony and Pollock (1985) as cited by Hendrick (1992) stated that parents should be included as part of the life of the school. Cooperative schools have long demonstrated the feasibility of including the family in the school experience, but today we can also point to mounting research that confirms the inclusion of the parent in the educational process, whether in home tutoring programs or the school itself, results in lasting educational gains for the child.

Moreover, Griffiore & Bubolz (1986) as cited by Kostelnik, et. al (1993) mentioned that collaborative relations between early childhood personnel and parents yield fruitful results for both parties as well as for children. Children's education is enhanced when home and school see them as distinct entities, performing complementary, interconnected functions.

As cited by Shahzad (2015), numerous studies have been conducted which explain that both educational performance of child widely depend on outside factors (Sheldon and Epstein 2005). The engagement of parents in educational activities and some financial matters significantly affect the educational development of the student. If the parents don't take part on their children's educational matters, the students don't perform well.

The pivotal role of parents still continues as it has been recognized by the teachers and parents themselves that they are essential for complete development of the personality and career of their children. Gonzalez- Pienda, et al., (2002) indicated that "without the children's parental support, it is hard for teachers to devise academic experiences to help students learn meaningful content". In home settings, the learning processes occur explicitly or consciously, often in an informal way. Parents teach and train children early in their lives, the fundamental skills, attitudes and values necessary for day-to-day living (UNESCO, 1992). The unwritten knowledge being conveyed by parents to their children, is specific and to a certain degree, specialized, i.e. that which would enable the children to cope successfully with the requirements of the immediate confines of homes and the community.

Chohan, B. & Khan, R. (2010) cited that research studies have indicated that parental support factors have significant contribution in the development of positive self-regard that is statistically related to academic achievement of the students (Franco and Levitt, 1998; Mahaffy, 2004; Gonzalez-Pienda et al., 2002). Similarly, McMartin, (1995) indicated that failure in school plays a significant role in formation of child's negative self-image.

On the other hand, a lack of parenting in the home is likely to have a detrimental effect on a child's academic progress. Tools learned in early childhood are essential for a student to be successful in school. Parents who fail to provide an environment that promotes education and encourages good grades will keep their child from working to his highest abilities.

In the same manner, a lack of parenting at home will give a child a little or no encouragement toward excelling at school or support when the child is having difficulties. Visiting the school, attending school functions, meeting with teachers all show a state of concern

for a child's academic success. A parent who fails to do such tasks gives the child the message that school isn't important and grades and attendance don't matter. According to a Michigan Department of Education article titled, "What Research Says About Parental Involvement in Children's Education", the more parents get involved in "advocacy, decision-making and oversight roles, as fund-raisers and boosters, as volunteers and para-professionals, and as home teachers – the better for student achievement."

To synthesize, as shown in the previous researches and literature from various authors, parental support contributes significantly to the academic achievement of the students. Therefore, it is in the light of this research to determine the relationship of parental support and mathematics performance of Grade 8 students so that appropriate intervention program can be crafted for the enhancement of parent and child relationship.

Statement of the Problem

The main purpose of this study was to investigate the relationship between parental support and students' Math performance among Grade 8 students of Eugenio V. Amores Memorial High School enrolled in the school year 2019 - 2020. The findings of the study will be made bases for proposing enhancement program for parental support among the students. Specifically, the study sought to answer the following objectives: describe the respondents' demographic profile in terms of age, and sex; identify the level of support given by the parents to their children in terms of academic, financial, emotional and moral aspects; determine the Math performance (average grade in the 2nd quarter) of the Grade 8 students; and investigate the relationship between parental support and Math performance of the students.

Statement of the Null Hypothesis

The following null hypothesis shall be tested at 0.05 level of significance:

H_0 : There is no significant relationship between parental support and Math performance among Grade 8 students.

3. METHODOLOGY

Research Design

This study employed a quantitative research method particularly the descriptive-correlational design with the aid of a researcher-made questionnaire as the major data gathering instrument to attain the important details or the purpose of the study. The descriptive - correlational design was used because this study aimed to investigate the relationship between parental support and students' math performance.

Research Environment

The locale of the study was in Eugenio V. Amores Memorial High School. It is located in Canmano, Sagbayan, Bohol approximately 4 kilometers from the town proper. The institution is composed of Junior High School and Senior High School offering General Academic Strand (GAS), Humanities and Social Sciences (HUMSS) and Technical Vocational Livelihood – Home

Economics Strand (TVL – HE). The school was established in the year 1996 and is now 23 years old.

Research Respondents

The respondents of this study were the Grade 8 students of Eugenio V. Amores Memorial High School of Sagbayan, Bohol and were officially enrolled for the school year 2019 – 2020. Ten students each from the three sections of Grade 8 were randomly selected to prevent bias and to get objective perceptions. All the 30 students willingly give their consent as research respondents.

Research Instrument

A researcher-made instrument was utilized to determine the level of parental support of the respondents. In the construction of the questionnaire, absolute care was seriously considered that only questions which were relevant and pertinent to the study were used. The content of the instrument was validated by an expert. Cronbach's coefficient α was also used to calculate the internal consistency coefficients of the items included in the questionnaire through a pilot study of 10 students and 10 parents. Results of the reliability analysis showed that the items in the four scales had a satisfactory discriminating power as it gained a coefficient of 0.75.

Sampling Procedure

In quantitative research, a target population (or sampling frame) is a group of individuals with some defining characteristics that the researcher can identify and study (Creswell, 2012). In determining the sample, the researcher employ probability or non-probability sampling approaches. In this research, the probability sampling with stratified random sampling was employed. In this form, the researcher stratified the population into stratum which is the section of the Grade 8 students. Stratified random sampling ensures that each subgroup of a given population is adequately represented within the whole sample of a research study.

Regarding the number of respondents, there were some arguments from experts. Creswell (2012) as cited by Hayyi (2014) explained that there should be at least 30 participants in correlation method to establish relationship. Fraenkel and Wallen (2009) also claimed that the minimum acceptable sample size for correlation study is no less than 30. Based on the arguments from the two experts above, the researcher selected 30 students, thus, the study has fulfilled the requirement of the minimum number of participants that should be assigned in a correlational study.

Data Gathering Procedures

A letter was sent to the school principal of Eugenio V. Amores Memorial High School to conduct a study. Parental consent was secured from the research respondents. Upon the approval of the school principal and the parents, the distribution of the questionnaires to the respondents followed. Questionnaires were collected right after answering. After gathering the data, it was computed, tabulated, analyzed and interpreted that served as bases for the formation of conclusion and recommendations of the study.

Statistical Treatment

The data were treated using simple percentage for the demographic profile of the respondents. Weighted mean was utilized in determining the level of parental support as perceived by the students. Multiple regression analysis tested with a 5% level of significance was utilized to determine the relationship between parental support and math performance.

Ethical Considerations

Participants were assured about confidentiality of their responses. The purpose of the study was explained verbally and informed consent were obtained from all participants. The documents the respondents fulfilled – informed consent and research instruments – were kept highly confidential. All the data gathered from the respondents were utilized to address the purpose specific to this research study only. Should the respondent seek for the results of the research questionnaires, it was made available directly to the respondent.

4. RESULTS AND DISCUSSION

Table 1. Profile of the Respondents as to Age and Sex

Age \ Sex	Male		Female		Total	
	f	%	f	%	f	%
15	2	15.38	1	5.88	3	10.00
14	3	23.08	2	11.76	5	16.67
13	8	61.54	14	82.35	22	73.33
Total	13	100.00	17	100.00	30	100.00
Mean Age	14		13		13	

Table 1 presented the profile of the respondents’ ages and sex. The respondents’ ages ranged from 13 to 15 implied that they belonged all to the adolescent age category, which Piaget characterized with high level of abstraction of information (Delgado, et al., 2017). Majority (73.33%) of the respondents were 13 years old. Female respondents were also more dominant than males in this study as they comprised 56.67% of the total respondents.

Table 2. Level of Parental Support

Aspects of Parental Support	Weighted Mean	Interpretation
Academic	2.56	Moderately Supportive
Financial	3.25	Very Supportive
Emotional	2.95	Moderately Supportive
Moral	3.43	Very Supportive
Average Weighted Mean	3.05	Moderately Supportive

Table 2 showed the level of parental support as perceived by the respondents. Based on the data, it was found out that parents were moderately supportive in the academic and emotional aspects of their children but were very supportive in terms of financial and moral aspects. Generally, the respondents perceived their parents as moderately supportive towards them.

**Table 3. Mathematics Performance of Grade 8 Students
n=30**

Rating	Category	f	%
90 – Above	Outstanding	2	6.67
85 – 89	Very Satisfactory	6	20.00
80 – 84	Satisfactory	14	46.67
75 – 79	Fairly Satisfactory	8	26.67
74 – below	Unsatisfactory	0	0.00
Total		30	100.00
Mean Math Performance	82.13 (Satisfactory)		

Table 3 reflected the frequency and percentage distribution of the respondents' mathematics performance in the second grading period. Out of 30 respondents, two (6.67%) obtained an average of 90 percent and above, which is classified as outstanding; six (20.00%), Very Satisfactory; 14 (46.67%), Satisfactory; eight (26.67%), Fairly Satisfactory; and zero (0.00%), Unsatisfactory, respectively. The mean math performance of the respondents in the second quarter was 82.13%. It could be drawn from the data that the respondents attained a satisfactory performance in Mathematics.

Table 4. Relationship Between Parental Support and Mathematics Performance

SUMMARY OUTPUT								
<i>Regression Statistics</i>								
Multiple R	0.7545287							
R Square	0.56931356							
Adjusted R Square	0.50040373							
Standard Error	3.37570568							
Observations	30							
ANOVA								
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>			
Regression	4	376.5819	94.14549	8.261718	0.000217*			
Residual	25	284.8847	11.39539					
Total	29	661.4667						
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	54.3471855	4.993437	10.88372	5.65E-11	44.06301	64.63136	44.06301	64.63136
Academic	2.2092626	1.287512	1.715916	0.098547	-0.44242	4.860944	-0.44242	4.860944
Financial	4.01435676	1.629643	2.463335	0.020998*	0.658043	7.37067	0.658043	7.37067
Emotional	-1.0953019	1.351432	-0.81048	0.425315	-3.87863	1.688024	-3.87863	1.688024
Moral	3.58403492	1.718111	2.086032	0.047337*	0.045519	7.122551	0.045519	7.122551

*significant at $p < 0.05$

Table 4 presented the relationship between parental support and Mathematics performance. Using multiple regression analysis, it was found out that parental support has a moderately significant positive relationship with mathematics performance at 0.05 level of significance. Fifty-seven percent (57%) was due to the independent variable which was the parental support. Among the aspects, financial and moral aspects were significantly correlated with the dependent variable which is the math performance.

Research studies cited by Chohan, B. & Khan, R. (2010) have indicated that parental support factors have significant contribution in the development of positive self-regard that is statistically related to academic achievement of the students (Franco and Levitt, 1998; Mahaffy, 2004; Gonzalez-Pienda et al., 2002). Moreover, young people who get financial support from their parents have greater professional success, highlighting one-way social inequality is transmitted from one generation to the next (Shipman, 2018).

5. CONCLUSION

Parental support has moderately significant positive relationship with math performance. This means that parental support is a contributing factor towards the math performance of the students. Mathematics, as the most abstract subject in the curriculum, needs the collaboration between the support of the parents and the unfolding of expert teachers both in content and pedagogical knowledge.

6. RECOMMENDATIONS

Based on the findings and conclusion, the following courses of actions are recommended:

1. Parental enhancement program designed based on the salient findings of the study may serve as a guiding instrument for the improvement of increased parental support to the students.
2. Parents are to be given orientation and seminars on their crucial roles in the academic lives of their children. By strengthening Parent-Teachers Association (PTA) in school, clear feed backing as to school-related parenting activities can be exercised
3. Constant and clear communication should be established between the school and the parents to inform them of their children's academic standing and to improve students' performance in Mathematics.
4. Replication of this study in other research environment and research respondents (parents) is recommended. Further studies on the other factors that affect students' performance and design of more intervention programs that provide necessary resources and techniques to accomplish school-related parenting and involvement are necessary.

PROPOSED PARENTAL ENHANCEMENT PROGRAM

Purpose: Increase the level of parental support

Area/s of Concern	Program Objectives	Specific Innovative Strategies	Focal Person	Financial Allocations and Structure	Time Frame	Success Indicators
Research results dissemination	To disseminate awareness on the relationship between parental support and math performance	Conduct orientation to the parents and students regarding the importance of parental support towards academic activities	-School administrator -Teacher researcher	None	Beginning of the school year (1 st General PTA Meeting)	Conducted an orientation to the parents and children regarding the importance of parental support in the academic activities
Moderate support from the parents	To enhance the level of parental support from the parents	Initiation of the following activities -Family Day (see details in the next page) -	-School administrator -Teachers -Parents -Students -Other stakeholders in the school	PTA funds	Annual	Conducted Family Day as scheduled with 90-100% parents' and students' attendance

Intervention Program: FAMILY DAY

Rationale

Education entails learning while having fun. Plato strongly supported on this notion that students should not be limited to the four walls of the classroom. They must be exposed to the outside world and have some fun. Family Day is one of the manifestations of Plato's ideology in education where students along with their respective families, especially their parents, can have some fun. It aims to improve communication throughout the entire school community by bringing students, parents and staff together in an informal setting. The emphasis of Family Day is not on competition, but on community interaction through participation in sporting games and enjoyable physical activities in a fun and friendly atmosphere.

Moreover, Family Day gives family members and their children a chance to celebrate the meaning of being a family and to spend quality time with their loved ones.

At the schools, Family Day provides an opportunity to share information such as details of incoming staff as well as forthcoming developments, projects and improvements. In addition, this allows the students with their respective families to share time together and learn positive messages for family life, how to preserve their families, and the importance of team work within the family. In many of the games and activities, children are active participants that guide their parents or guardians in learning helpful and meaningful family values and positive messages about family unity, while also feeling their protection and care.

Five Benefits of Family Time (Morck-Davidchuck, 2018)

1. Children feel important and loved.
2. They have an opportunity to model their parents' behavior.
3. Parents can observe and learn about their child's strengths and weaknesses, which helps them to better guide them.
4. Children have a chance to voice their thoughts and feelings.
5. Parents and children develop a stronger bond.

Program Objectives:

1. Identify the roles of parents to their children's educational activities
2. Increase the participation of parents in school activities
3. Strengthen parental support to their children by conducting family day
4. Appreciate the importance of parental participation and support towards attaining a good performance in school

Proposed Schedule and Flow of Activities of Family Day in School
Program of Activities (3rd Monday of October)

07:00 – 07:30	Arrival and Registration
07:31 – 08:30	Holy Eucharistic Mass
08:31 – 09:00	Opening Program
09:01 – 09:45	Tree Planting
09:45 – 10:00	Health Break
10:01 – 12:00	Games (Tug of War, Sack Race, Minute to Win-It Games)
12:01 – 01:30	Lunch Break
01:31 – 02:45	Parenting Roles and Responsibilities (<i>Parents and Guardians</i>)

Children at Home and in School
(*for the students*)

Parent Involvement = Student's Success
(*information dissemination of the research conducted*)

02:46 – 03:00	Health Break
03:01 – 04:30	Family Team Sports (Basketball, Volleyball, Badminton)

Alternative or Simultaneous with *Laro ng Lahi Games*

04:31 – 5:00	Awarding Ceremony and Closing Program
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