

## Parental Support and Pupils' Observed Values

Alynn G. de Leon<sup>1</sup>, Richard M. Oco<sup>2</sup>

<sup>1,2</sup> Southern de Oro Philippines College, Cagayan de Oro City, Philippines



**ABSTRACT:** Parental support helps in developing children's observed values, moral guidance, social behaviors, and general character development. This study was undertaken to determine the level of parental support to pupils' classroom performance in terms of attendance, behavior, and reading; to determine the level of pupils' observed values in terms of makatao, maka-Diyos, makakalikahan, at makabansa; and find the significant relationship between the levels of parental support to pupils' observed values. The study was conducted in three schools of Alubijid West District, Division of Misamis Oriental with one hundred thirty-seven (137) Grade 5 pupils as actual respondents selected through purposive universal sampling. The study used a descriptive correlational research design with documentary analysis which incorporated a quantitative approach in gathering numerical data through a questionnaire. It also used Mean and Standard Deviation and Pearson Product-Moment Correlation Coefficient ( $r$ ). Results showed that in the level of parental support to pupil's classroom performance, Behavior got the highest at Very High Support Level. On the level of pupils' observed values, Makabansa got the highest at Always Observed Level. Moderate positive correlation between the two variables was evident and it shows that there was a significant relationship between the level of parental support in terms of attendance, behavior, and reading to pupils' observed values. Thus, parental support to pupils' classroom performance is essential not only for increased academic performance but more importantly the improved core values which are necessary for the holistic development of a child. It is recommended that parents may support their children's classroom performance by creating regular study time at home and maintaining open communication with children and with their teachers.

**KEYWORDS:** attendance, behavior, observed values, parental support

### I. INTRODUCTION

The school's duties extend beyond only educating the pupils. The neighborhood, school, and family all work together on it. A child's education begins at home. Families teach their children morals, language, and basic life skills. Socialization and education of children are joint responsibilities between parents and schools. Parents need to be supportive in the educational process in order for their child to attain academic success. Pupils are more likely to realize their full potential and contribute positively to society when their parents are more supportive and involved.

Additionally, a number of variables, including the quality of the instruction, parental support, and the pupils own drive, might have an impact. In order to shape the pupils' future possibilities and success, monitoring and enhancing not just the academic performance but also their values of life is an essential educational goal. A child's values, nevertheless, could be affected by a variety of contemporary issues. One of these is the family's parental support.

Children are more affected by their families than by society or their peers. It has been demonstrated that the family has a significant and important impact on a child's creativity, cultural, social, and moral development. It has also been found that communication between parents and children is one of the most crucial and fundamental aspects of the many other factors that influence a child's development of a positive character, particularly in terms of their school performance. Support from parents is crucial in determining a child's educational path and overall school performance. In order to create an atmosphere where students can succeed academically and personally, cooperation between parents and schools is crucial. The importance of parental involvement cannot be stressed in this era of ever-changing educational approaches and difficulties (Llego, 2018).

Parental support is a significant and active contribution to the education of their children. Numerous contexts, such as early learning and childcare facilities, schools, the community, family learning, and home learning, can support this kind of learning. Moreover, it signifies an increased dedication and sense of responsibility in educational environments like childcare centers and early learning centers or classrooms (National Improvement Hub, 2021).

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According to Ateş (2021), parental support is a vital factor influencing a child's school performance. It involves the active involvement of parents in their child's educational journey. This support can take various forms, including assisting with homework, attending parent-teacher conferences, fostering a conducive learning environment at home, and engaging in open communication with teachers and school staff. When parents are actively engaged in their child's education, it tends to have a positive impact on their academic success, motivation, and overall well-being. The collaborative efforts of parents and educators can create a nurturing and stimulating environment that maximizes a pupil's potential. It was seen that parental involvement affects academic achievement. In addition, it was observed that the relationship between parental involvement and academic achievement did not differ significantly according to course areas, school levels and geographical areas (Ateş,2021).

Moreover, Naite (2021) recommended that parents should take an active role in assisting their children's education at school and at home since they are the first teachers of their children. In this stage, the researcher aimed to conduct a study to investigate how a parental support will affect a pupil's performance at school and towards their values formation.

Lev Vygotsky's sociocultural theory served as the foundation for this study. He thought that the development of higher-order functions is a product of peers, parents, and the larger culture. He claimed that social interaction is the foundation of learning. Following this, the data is subsequently included at the individual level.

The zone of proximal development is a crucial idea in sociocultural theory. As children are allowed to stretch their skills and knowledge, often by observing someone who is slightly more advanced than they are. They can progressively extend this zone. Vygotsky defined this as "the distance between the actual development level of the learner as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers." In other words, it includes all the knowledge and skills that a person cannot yet understand or perform on their own but is capable of learning with guidance.

Furthermore, the school, the family, and the community are all partners in the children's education. To ensure that their children fulfill their potential, parents' involvement in their education is crucial. Parental involvement is defined as a situation in which parents actively participate in their children's education, both on their own and through the school and teachers, and they carry out their parental responsibilities by ensuring that their children receive as much support as possible in their learning process (Ntekane, 2018).

This study was further anchored on DepEd Order number 58, series of 2017 or the Adoption of New School Forms for Kindergarten, Senior High School, Alternative Learning System, Health and Nutrition and Standardization of Permanent Records, and DepEd Order number 11, series of 2018 or the Guidelines on the Checking and Preparation of the School Forms. The report card is a multifaceted communication tool for parents.

A report card's objective is to provide an overview of a pupil's year-long academic performance, life skills, and social and emotional development. Teachers' assessments of students' performance serve as the basis for grading. Report cards use symbols, such as letters to indicate observed values or numbers to indicate subject-specific grades.

According the Grengs (2022), schools use several reporting schedules and systems. Evaluations, state standards, assignments, essays, projects, examinations, quizzes, and classwork are a few examples of possible criteria. To condense these things into a letter or number grade, teachers employ criteria. Report cards have a variety of uses, but they should primarily be used to inform the child's family and friends about their development and learning. Always be sure to get in touch with the child's teacher or school if there are any questions about the report card. There is more to learning than simply a child's "grade," therefore it needs to check for more resources to learn about subjects your child might be studying in school.

Moreover, Llego (2018) stated that a report card's main function is to update a child's parents on their academic standing during the academic year. It is regarded by many parents as the most significant document they receive from the school. Consequently, the information on the report card frequently influences parents' perceptions of the school's concern for their child. Therefore, it is essential that a pupil's performance be appropriately reflected on their quarterly report card. While grades give parents information about their child's development in a particular topic, parents mostly rely on conferences, talks, and comments on report cards for information and direction about their child's education. A summary of a pupil's performance across all domains should be included in the comments. For all subject areas, but particularly if a pupil is having difficulty with a particular subject or skill, as well as if there are any unique situations or accommodations that could impact a pupil's learning, comments should be made.

## II. METHODOLOGY

Descriptive-correlational research design with content analysis was used in this study. Descriptive correlation studies characterize the variables and the correlations that naturally arise between them, according to Katzukov (2020). Moreover, researcher use the correlational study design to describe and measure the strength of the relationship between two or more

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variables or sets of scores. In order to determine whether there is a relationship, the procedure involves measuring the individuals' scores on two variables without changing any other variables.

The study's variables were characterized by the application of descriptive statistics including mean, and standard deviation for problems 1 and 2. Furthermore, the significant relationship between the dependent and independent variables was determined using the Pearson Product Moment Correlation Coefficient ( $r$ ) for problem 3.

### III. RESULTS AND DISCUSSION

**Problem 1.** What is the level of parental support to pupils' classroom performance in terms of:

- 1.1 Attendance;
- 1.2 Behavior; and
- 1.3 Reading?

**Table 1: Overall Parental Support to Pupil's Classroom Performance**

Variables	Mean	SD	Description	Interpretation
Attendance	3.34	0.57	Strongly Agree	Very High Support
Behavior	3.50	0.58	Strongly Agree	Very High Support
Reading	3.42	0.62	Strongly Agree	Very High Support
<b>Overall Mean</b>	<b>3.42</b>	<b>0.59</b>	<b>Strongly Agree</b>	<b>Very High Support</b>

**Note:** 3.26 - 4.00 Very High Support    2.51 - 3.25 High Support    1.76 - 2.50 Less Support    1.00 - 1.75 Least Support

Table 1 presents the overall level of parental support to pupil's classroom performance. It has an overall Mean of 3.42 with  $SD=0.59$  described as Strongly Agree, interpreted as Very High Support. This shows that a parent's degree of commitment and support in their child's education is so strong that it is indicated by a Very High Support rating for the pupils' achievement in the classroom. This high degree of parental participation promotes a positive learning environment at home and in the classroom, which in turn helps students succeed and feel good about themselves. Active involvement in homework, regular communication with teachers, and the giving of materials and encouragement are likely all part of this complete assistance, which can have a big impact on the pupils' academic performance and overall experience. This implies that strong collaboration between parents and teachers is essential to the success of their children. This emphasizes how important it is for parents and teachers to work together to create a nurturing learning environment that promotes both academic success and general well-being. The success of the learners still lie from the support of their parents and from the community. According to Boonk et al. (2018) there is a favorable correlation between students' academic progress and parental involvement, namely in reading at home, setting high standards, communicating, and supporting learning.

In the same table, *Behavior* has the highest Mean of 3.50 with  $SD=0.58$ , described as Strongly Agree, which is interpreted as Very High Support. This shows that there is a very high level of parental participation along with guidance in influencing their child's behavior. Parents are presumably actively involved in their children's education, offering direction, establishing basic guidelines, and setting an example of proper conduct. Furthermore, the interpretation of "Very High Support" emphasizes how important it is for parents to have a positive influence on their children's behavior. This implies that parental support has a major role in influencing children's positive conduct. In the end, this contributes to a favorable learning environment by emphasizing the importance of developing strong parent-child interactions and putting techniques in place to increase parental engagement in encouraging desirable behavior. Parents actively participate in shaping their children's behavior to a considerable degree. Regardless of background or money, students with supportive parents are more likely to achieve academically and have fewer behavioral issues (Peters, 2012).

Meanwhile, *Attendance* has the lowest Mean of 3.34 with  $SD=0.57$  described as Strongly Agree and interpreted as Very High Support. The learners' attendance is rated as Very High Support, however the parental support for keeping an eye on their attendance is rated as the lowest. This gap can indicate that although parents want to make sure their child goes to school on a regular basis, they may not be actively supervising or monitoring their attendance. It is possible that this gap results from things like uneven communication with the school or difficulties enforcing attendance standards. This implies a positive correlation between parental involvement and student attendance rates. This underscores the significance of parental engagement in promoting regular school attendance, which is crucial for academic success and overall well-being. Reducing the gap could increase parental support and involvement and guarantee that learners receive all the help they need to sustain. Parents that are interested in their child's education are more likely to make sure that their children attend classes regularly (Rashid, 2023).

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**Problem 2.** What is the level of pupils' observed values in terms of:

- 2.1 Makatao;
- 2.2 Maka-Diyos;
- 2.3 Maka-kalikasan; and
- 2.4 Makabansa?

Table 2 shows the level of pupils' observed core values in terms of Makatao, Maka-Diyos, Maka-Kalikasan and Makabansa, Makatao has an overall mean of 3.64 with SD=0.57, described as Always Observed. It indicates that learners continuously show a high devotion to the ideals of kindness, empathy, and care for others. Learners have a strong commitment to these principles. This commitment points to a supportive educational environment that values compassion and empathy, which may be promoted by both formal education and larger cultural influences. Learners have an admirable degree of moral and social awareness, which enhances the welcoming and good school climate. This implies that there should be an emphasis on compassion and humanitarianism in the classroom. This emphasizes how important it is to uphold moral principles that place a high emphasis on empathy and social responsibility in order to help learners grow into well-rounded, socially conscious one. Furthermore, consistently high ratings for a variety of indicators pertaining to these values suggest that pupils actively demonstrate kindness, empathy, and caring for others in a variety of contexts in addition to being aware of these qualities. When defining the common good, which might define as "the good of all," people need to look beyond what is evident (Legaspi, 2022).

In the same table, Makatao indicator 2, *Demonstrates contributions toward solidarity*, has the highest Mean of 3.65 with SD= 0.56, described as Always Observed. This shows that pupils regularly show significant contributions toward solidarity which demonstrates a strong dedication to harmony, cooperation, and support within their community or organization. This high ranking indicates that people are remarkably connected and cooperative, which promotes a feeling of community and overall wellbeing. Pupils regularly display behaviors that foster harmony, collaboration, and support within their group or community. The findings imply that fostering a culture of solidarity can lead to a more harmonious and cohesive community. It indicates a strong agreement among respondents regarding the consistent demonstration of contributions toward solidarity. It also imply that pupils prioritize collective well-being and actively engage in behaviors that foster teamwork and mutual support.

**Table 2: Pupils' Observed Core Values**

Core Values	Behavior Statement	Mean	SD	Description
Makatao	1. Is sensitive to individual, social, and cultural differences	3.63	0.57	Always Observed
	2. Demonstrates contributions toward solidarity	3.65	0.56	Always Observed
	<b>Overall</b>	<b>3.64</b>	<b>0.57</b>	<b>Always Observed</b>
Maka-Diyos	1. Expresses one's spiritual beliefs while respecting the spiritual beliefs of others.	3.60	0.55	Always Observed
	2. Shows adherence to ethical principles by upholding truth	3.69	0.58	Always Observed
	<b>Overall Mean</b>	<b>3.65</b>	<b>0.57</b>	<b>Always Observed</b>
Maka-Kalikasan	3. Cares for the environment and utilizes resources wisely, judiciously, and economically	3.71	0.54	Always Observed
	<b>Overall Mean</b>	<b>3.71</b>	<b>0.54</b>	<b>Always Observed</b>
Makabansa	1. Demonstrates pride in being a Filipino; exercises the rights and responsibilities of a Filipino citizen	3.86	0.51	Always Observed
	2. Demonstrates appropriate behavior in carrying out activities in the school, community, and country	3.80	0.53	Always Observed
	<b>Overall Mean</b>	<b>3.83</b>	<b>0.52</b>	<b>Always Observed</b>

**Note:** 3.26-4.00 Very Highly Observed    2.51-3.25 Highly Observed    1.76-2.50 Less Observed  
1.00-1.75 Least Observed

Meanwhile, Makatao indicator 1, *Is sensitive to individual, social, and cultural differences*, has the lowest Mean of 3.63 with SD=0.57, described as Always Observed. It shows that sensitivity to individual, societal, and cultural differences is the lowest indication, even though it is ranked as "Very Highly Observed," apparently. As evidenced by this, even while people show a great knowledge of and respect for diversity, there can still be room for development when it comes to comprehending and recognizing distinct points of view and societal backgrounds. The continuous observation of this behavior highlights the importance of the indicator in fostering understanding and acceptance of individual variations among members, even though it may be rated lower

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overall. This implies a persistent dedication to acknowledging and appreciating diversity within the group or company. The lower rating relative to other indicators, however, suggests that improving and increasing the emphasis on promoting inclusivity may be necessary. With the goal of continuously advancing toward a more diverse and inclusive environment, these insights emphasize the significance of continual efforts to improve sensitivity and knowledge of individual, societal, and cultural diversity. Overall, even if the indication may not be as highly rated as it may be, the fact that this behavior is consistently observed highlights how important it is to encouraging members to accept and value diversity.

For Maka-Diyos, it has an overall Mean of 3.65 with  $SD=0.57$  described as Always Observed. This indicates a strong commitment to embodying values related to spirituality and faith. These high ratings indicate that learners consistently demonstrate these values within the community or organization. This emphasizes the significance of spiritual principles and reflects a deeply ingrained ethos of reverence and devotion. This implies that there should be a greater focus on spirituality and reverence in the classroom. This emphasizes how important it is to uphold moral principles that provide pupils a strong sense of faith and moral foundation in order to support their overall growth. A strong basis for moral and ethical development is implied by the high degree of adherence to Maka-Diyos ideals, which fosters a peaceful and purpose-driven society or organization. Being "maka-Diyos" implies a personal believe in God as well as how Filipinos should carry out their faith though actions and values (Oco, 2023).

In the same table, the Maka-Diyos indicator 2, *Shows adherence to ethical principles by upholding truth*, has the highest Mean of 3.69 with  $SD=0.58$ , described as Always Observed. It shows that learners continuously show a strong commitment to moral values, especially truthfulness and they have a commendable level of integrity and honesty, which promote dependability and trustworthiness in their relationships and decision-making processes. Pupils have a strong sense of morality and behave ethically, which not only improve their personal integrity but also helps to create a transparent and honest culture in the community. All things considered, the information offers a strong defense of the claim, emphasizing the admirable degree of integrity exhibited by the students. This implies that a strong dedication to honesty and ethics in the classroom. This emphasizes how critical it is to support moral behavior and cultivate an environment of trust and accountability among students, as these are important to their moral growth and character development. Learners within the community or organization have a consistent commitment to honesty and integrity. Such a commitment to moral principles creates a climate in which people value telling the truth, which encourages consistency and reliability in interpersonal interactions and decision-making.

Meanwhile, Maka-Diyos indicator 1, *Expresses one's spiritual beliefs while respecting the spiritual beliefs of others* with a Mean of 3.60 with  $SD=0.55$  described as Always Observed. This indicate that even learners show a strong commitment to this ideal, there could still be space for the community to grow or improve in its comprehension of and ability to accept a variety of spiritual beliefs. Although this indicates that students have a strong commitment to spiritual ideas, it also says that there may be more opportunity for the community to understand and accept a wider range of spiritual beliefs. Even while students show a strong dedication to their own spiritual principles, there might be room for the community to improve its participation and increase its knowledge of many spiritual philosophies. This implies that the existence of an equal and understanding school community. This emphasizes how important it is to develop respect for different kinds of spiritual beliefs because it creates a peaceful, encouraging learning atmosphere that is beneficial to kids' overall growth. It shows the importance of constant efforts that promote acceptance and understanding of different spiritual beliefs within the community, cultivating an inclusive and respectful society. Living a meaningful and morally upright life, treating people with respect, and making positive contributions to our community are all part of being "maka-Diyos" (Garcia and Bual, 2022).

For Maka-kalikasan, it has an overall Mean of 3.71 with  $SD=0.54$ , described as Always Observed. According to the result, learners' observed values for "Makakalikasan" (environmental consciousness) are demonstrating a constant and persistent commitment to environmental care and sustainable activities on the part of the learners. This indicates to admirable attitudes and deeds toward upholding and protecting the environment, fostering a community that is more environmentally conscious and responsible. Learners continuously participate in sustainable activities and environmental care, demonstrating a strong commitment to maintaining and safeguarding the environment. This implies that a strong dedication on the part of the school community to sustainability and environmental care. This emphasizes how important it is to instill values in children that place a high priority on protecting the environment because doing so helps them become more responsible and environmentally sensitive. The data offers strong support for the statement highlighting the pupils' unwavering dedication to environmental awareness and their function as positive agents of change in advancing sustainability within their group or community. According to Oco et al, teachers can instill in children the need to be aware of their surroundings and to start small, personal efforts to protect the environment by guiding them through experiences such as tree planting, rehabilitation, and clean-up drives.

Meanwhile, Makabansa has an overall Mean of 3.83 with  $SD=0.52$ , described as Always Observed. It indicates that students regularly and strongly show their love, loyalty, and pride for their country. Learners participate in activities that show



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their love, loyalty, and respect for their country on a frequent basis. It is the result of admirable attitudes and actions that support the school community's efforts to promote national identity, civic engagement, and unity. This implies that there is a strong focus on national identity and patriotism within the school community. This emphasizes how important it is to spread ideals that make people feel proud of their nation, since doing so encourages civic engagement and active involvement in efforts to build a nation. The data offers strong support for the idea that learners frequently and passionately demonstrate their love, loyalty, and pride for their country. Human values are fundamental to education because they influence how individuals behave in society (Musa, 2019).

Makabansa indicator 1, *Demonstrates pride in being a Filipino; exercises the rights and responsibilities of a Filipino citizen*, has the highest Mean of 3.86 with SD=0.51, described as Always Observed. It shows a strong and consistent display of patriotism, civic engagement, and active participation in upholding the rights and duties associated with Filipino citizenship, fostering a sense of national pride and unity within the community. It suggest a strong and consistent show of patriotism, civic engagement, and active participation among students in preserving the rights and obligations connected with Filipino citizenship. Pupils who are actively involved in the community are more likely to feel united and proud of their country as they work together to make positive contributions to society. This implies that a strong dedication to encouraging civic involvement and patriotism within the school community. Students should routinely take part in civic engagement-promoting activities including volunteering, supporting social causes, and attending local events. In order to foster the growth of responsible and involved citizens, it is essential to promote ideals that foster a sense of national identity and encourage active engagement in society activities.

On the other hand, Makabansa indicator 2, *Demonstrates appropriate behavior in carrying out activities in the school, community, and country*, has the lowest Mean of 3.80 with SD=0.53, described as Always Observed. It exhibits appropriate behavior when participating in school, community, and national events. This suggests that even in situations where people behave well, there may be space for development in terms of making sure that actions are consistent with the standards and norms that are anticipated in different situations. Learners participate in such activities with proper behavior, respect, and involvement, demonstrating a feeling of maturity and responsibility. This implies that the school community should place a high priority on fostering values of responsibility and respect for social standards. This emphasizes how essential it is to encourage conduct that benefits the school community, the larger community, and the country as a whole, instilling in children a sense of civic duty and social responsibility. Students who consistently act appropriately demonstrate that they understand their duties and responsibilities in many circumstances, which improves their reputation and helps the events in which they participate succeed.

**Table 3: Overall Pupils' Observed Values**

Core Values	Mean	SD	Description
Makatao	3.64	0.57	Always Observed
Maka-Diyos	3.65	0.57	Always Observed
Maka-kalikasan	3.71	0.54	Always Observed
Makabansa	3.83	0.52	Always Observed
<b>Overall Mean</b>	<b>3.71</b>	<b>0.55</b>	<b>Always Observed</b>

**Note:** 3.26-4.00 Very Highly Observed      2.51-3.25 Highly Observed      1.76-2.50 Less Observed  
1.00-1.75 Least Observed

Table 3 presents the overall level of pupils' observed values. It has an overall Mean of 3.71 with SD=0.55 described as Always Observed. This indicates a commendable level of consistency and dedication to upholding moral, social, and cultural values within the school community, which positively contributes to the harmonious environment. Learners continuously prioritize and maintain these principles in their interactions and conduct, creating a peaceful atmosphere marked by understanding and respect for one another. A good and inclusive culture within the school community has been greatly aided by the students' remarkable consistency, which highlights their unwavering dedication to ethical conduct and respect for diverse opinions. This implies that a strong dedication to moral development and character education among the school community. This emphasizes how important it is to provide a supportive school environment that upholds moral principles like kindness, responsibility, respect, and civic involvement in order to support students' overall growth. When parents participate in their child's education, they are able to keep an eye on their conduct and take appropriate action when needed. This can assist in preventing bad conduct, like bullying or skipping class, and encouraging good behavior, like respect to authority and responsibility (Rashid, 2023).

In the same table, *Makabansa* has the highest Mean of 3.83 with SD=0.52, described as Always Observed. This indicates that learners have consistently and firmly shown their love, loyalty, and pride for their country. This indicates a commendable

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commitment to fostering national identity and unity within the school community. Learners consistently and resolutely show their love, devotion, and respect for their nation. This implies that developing patriotism and national pride throughout the educational community is highly valued. This emphasizes how important it is to spread ideals that foster a sense of identity and encourage active involvement in nation-building initiatives in order to foster the growth of responsible and involved citizens. The pupils' unwavering and resolute expression of these feelings highlights their deep attachment to their nation and their dedication to preserving its principles and values. Teaching only cognitive and psychomotor skills in the school is insufficient; it needs to be paired with principles that will encourage the growth of ethically committed and responsible citizens (Musa, 2019).

Meanwhile, the *Makatao* has the lowest Mean of 3.64 with SD=0.57, described as Always Observed. This shows that while "Makatao" (humanity or compassion) is the lowest rated observed value among learners, it is still considered "Always Observed," indicating a strong overall commitment to kindness and empathy within the school community. Though there may be areas for improvement, there is still a commendable level of adherence to values promoting social responsibility and compassion among the learners. Pupils constantly place a high value on empathy and social responsibility in their interactions and behaviors. This implies that a potential domain where empathic and compassionate teaching in the school community might receive more attention. This emphasizes the significance of fostering values that put humanity and social responsibility first, supporting kids' overall growth. In general, the evidence presents a convincing rationale for the assertion, highlighting the commendable endeavors undertaken by learners to maintain principles that foster empathy and social accountability. The study of Santos and Cruz (2018) shows how social-emotional learning initiatives help people develop empathy, compassion, and a feeling of social responsibility.

**Problem 3.** Is there a significant relationship between the levels of parental support to pupils' observed values?

**Table 4: Test for Relationship between Parental Support and Pupils' Core values**

Variable	r-value	p-value	Level of Correlation	Decision	Interpretation
Attendance	0.533	0.001	Moderate Positive Correlation	Reject Ho	Significant
Behavior	0.550	0.000	Moderate Positive Correlation	Reject Ho	Significant
Reading	0.442	0.001	Moderate Positive Correlation	Reject Ho	Significant

**Note:** Significant when computed  $p$ -value  $< 0.05$ .

Table 4 shows the test for relationship between parental support and pupils' core values. It shows the analysis on the variables parental support in terms of attendance, behavior and reading as well as the dependent variable which is the pupils' core values. The Reading variable, showed a significant relationship towards the levels of parental support to pupils' observed values, wherein Reading showed an  $r$ -value of 0.442 ( $p$ -value= 0.001). Data showed that there was a moderate positive correlation between parental support in terms of reading and pupils' observed values. Thus, the null hypothesis of significant relationship is rejected. This shows that parental involvement in reading activities may have an impact on how values are developed and reinforced to pupils. This shows that learners' moral, social, and cultural perspectives may be shaped by their involvement in reading at home, underscoring the significance of literacy-related activities in promoting positive values. This implies that reading activities for children at home are associated on their formation of values. This research emphasizes how important it is to incorporate reading activities into the family relationship in order to develop moral and ethical values. As what Boonk et al. (2018) said, academic achievement of pupils is positively correlated with parental participation, namely reading aloud to children, establishing high expectations, communicating, and providing learning support.

Nevertheless, the variable Attendance showed a significant relationship towards the levels of parental support to pupils' observed values, wherein Attendance showed an  $r$ -value of 0.533 ( $p$ -value= 0.001). According to data, there was a moderate positive correlation between parental support in terms of attendance and pupils' observed values. Thus, the null hypothesis of significant relationship is rejected. It means that parental engagement in maintaining regular attendance have an effect on the formation and strengthening of values in learners. A parent's active involvement in making sure their child attends school regularly is typically a sign of a larger commitment to their education and overall wellbeing. Consistent attendance habits foster a supportive environment where qualities like commitment, discipline, and responsibility are reinforced. Parents who actively encourage their children's frequent attendance at school have an impact on how they view the world on a moral, social, and cultural level, highlighting the importance of parental guidance in instilling moral principles. This implies that a child's formation of values may be improved by regular attendance at school. When parents model the significance of attendance, they also subtly teach their children the importance of hard work and honoring commitments. This research emphasizes how essential regular attendance is for promoting moral and ethical values in the classroom. The study of Turner et al. (2021) shows how relationships with others, mental health, and socioeconomic level affect attendance patterns.

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The variable Behavior showed a significant relationship towards the levels of parental support to pupils' observed values, wherein Behavior showed an  $r$ -value of 0.550 ( $p$ -value= 0.000). The result showed that there is a moderate positive correlation between parental support in terms of behavior and pupils' observed values. Thus, the null hypothesis of significant relationship is rejected. It means that parental engagement in behavior management have an impact on learners' growth and reinforcement of values. It also shows an important relationship between the variable "Behavior" and the levels of parental support towards the observed values of the students. This suggests that parental support and direction in molding positive behavior help learners develop a moral, social, and cultural perspective that is in line with desirable ideals, highlighting the critical role that parents play in encouraging moral behavior. This implies that a child's level of parental support is also associated on their positive behavior. This research emphasizes how important parental support is in forming kids' morals and encouraging positive conduct. Adams and Brown (2022), looks into how having supportive relationships affects students' behavior, engagement, and general wellbeing.

## IV. CONCLUSIONS

The following conclusions are formulated based on the findings of this study:

1. Pupils' behavior can be greatly improved by extremely high levels of parental support and involvement.
2. Strong support and reinforcement from parents and teachers can be an effective way to help students develop a strong sense of national identity and civic responsibility.
3. A positive moderate correlation between parental support and pupils' observed values was shown. Thus, the null hypothesis is rejected.

## V. RECOMMENDATIONS

Based on the findings and conclusion of the study, it is recommended that the:

1. Parents may support their child's classroom performance by creating regular study time at home and maintaining open communication with teachers to address any issues or concerns early on. Additionally, fostering a positive attitude towards learning and providing emotional support can greatly motivate and encourage academic success.
2. Teachers and parents may encourage the cultivation of a supportive and respectful classroom environment as well as in their home. Praise children for exhibiting positive values like responsibility, kindness, and respect. Give them the chance to consider and talk about these values. Providing opportunities for students to reflect on and discuss these values reinforces their importance and fosters a sense of community and empathy among peers.
3. Parents may make an important contribution to their children's formation of good character and values by their active involvement in the development and reinforcement of values and ethical concepts. Through modeling behaviors, rewarding good deeds, and offering constant advice and encouragement, parental support is essential in forming the observed values of students.

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