FAMILY STRUCTURE AND PARENTAL INVOLVEMENT VIS-A-VIS SCIENCE PERFORMANCE OF GRADE 7 STUDENTS OF SAMAR NATIONAL SCHOOL

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Requirements for the Degree

Master of Arts in Teaching

Major in Chemistry

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APPROVAL SHEET

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The Researcher

Dedication

To God,
for giving good health and wisdom from start the
until my last struggle...

To my Family,
for their deepest love and support...

To my Mentors,
for sharing their expertise...

To the Respondents,
for their inspiration...

To the Teachers,
for their philanthropy...

To all of you, the researcher humbly dedicates this
academic masterpiece.

-Mafe

ABSTRACT

This study assessed the family structure and parental involvement vis-à-vis Science performance of Grade 7 students of Samar National School during the school year 2014-2015. This study employed a descriptive-correlational design with comparative analyses in order to come up with its objective which was the determination of the family structure and parental involvement vis-à-vis science performance of Grade 7 students of Samar National School in Catbalogan City. All the eight indicators, have weighted means ranges 3.51 – 4.50 provided a grand weighted mean of 3.51; thus, the student-respondents rated their mother as "highly involved" in terms of learning/tutoring at home. The student perceived their father and mother as moderately involved in school-related activities while their guardian is highly involved in the said parameter, in terms of learning/tutoring at home, the student-respondents rated their father as moderately involved and their mother and guardian as highly involved in the said aspect, and in terms of school performance monitoring, the student-respondents rated their father as moderately involved while their mother and guardian is highly involved for this aspect. In comparison to the extent of parental involvement of father, mother and guardian of the student-respondents along parameter school-related activities, the guardian is more involved than the mother, and the mother is more involved than the father. It is all true in the two remaining parameters: learning/tutoring at home and school performance monitoring.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

Science is one of the major subjects in secondary schools which has the highest units when it comes to grading system comparing to English, Mathematics and Filipino. However, learning science is relatively difficult for both successful and unsuccessful students for it is dogmatic and its content has an abstractness that makes it tough.

A considerable body of evidence now exist that, compared to other school subjects, science is failing to engage young people. Yet, students' interest in science at age 10 has shown to be high. Research has shown that the point of decline begins in the final year of elementary school or at the age of 13 (Murphy & Beggs, 2008:23).

In the Philippines Constitution, Article XIV sections 10 to 13 emphasized that science and technology are essential for national development and progress, that the Congress provides incentives, scholarship grants and protect and secure the exclusive rights of citizens with special interests in science. But, it is a sad note that, up to this time despite the various programs and projects implemented in all levels of education for academic improvement, performance record of students' academic achievement particularly in Science reveals to be very poor as

measured by the National Achievement Test (NAT) given every year by the National Educational Testing and Research Center (NETRC).

As such, Samar National School as one of the mother secondary schools in Catbalogan City is experiencing an abrupt declination of their NAT results insubject Science subject over the past three years. In school year 2010-2011 NAT Mean Performance Score (MPS) of the school pegged at 49.97, for school year 2011-2012 it diminished by 12.47 points which resulted to 37.50, and for the school year 2012-2013 it decreased to 34.48.One of the factors thatcould affect this result is the involvement of parents in school and the family structure the students' belonged. Last school year 2013-2014, parents' attendance in general PTA meeting was only 2.54 percent of students' population, 29.09 percent in general PTA assembly, and 54.89 percent in homeroom PTA meeting (BEIS).

Spiral progression approach could be one of the issues that affect the science performance of the students. K to 12 Basic Education Curriculum adopted this kind of approach in science education in which the basic facts of the subject are learned without worrying about the details. In other words, as learning progresses, more detailed about the basic facts are introduced and reemphasized many times for a long term memory. This is very different from the Revised Basic Education Curriculum approach where the lower years had the general concepts before having the higher sciences, many teachers may be engaging and creative but lack the skills to handle complex topics (Corpuz, 2014).

Similarly, parental involvement in school could also be one of the factors. Parental involvement actually declines as students grow older. One of the reasons concerns the lack of understanding of nontraditional families on the part of the school system. The nontraditional family is struggling to deal with many factors that affect every member of the family. These can definitely affect the way the family is able to be involved in student's education. Parents often do not feel welcomed at school, what they may have to offer is unimportant and unappreciated. This is especially true when the parent may not have a great deal of education. It is also possible that the parent does not have a great deal of interest in the school or his child's education. Another reason for lack of involvement is embarrassment. The parents may be illiterate or unable to speak English. This could make communication difficult if not impossible. (Dixon, 2012:33).

Parental involvement in education and, its related term, family school relationships, have been conceptualized through multiple disciplinary lenses and through educational agency, as well as from local, state, and federal policy perspectives. Parental involvement in education and family school relations are terms that have been used interchangeably. However, there are subtle distinctions. Family-school relations are often conceptualized as the interactions, especially the communication, between families and schools pertaining to academic progress of students, academic or behavioral problems, and expectations for home engagement, which defines parental involvement in

education as the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities (Hill & Tyson, 2007:44).

In addition, family structure could be one of the significant factors in student achievement, studies done all over the world attest to a variety of best practices ranging from parental involvement in school to various enrichment activities. There are no shortcuts or magic formulas, or easy ways out in education. Constant presence, communication, and guidance are essential, and this applies not just to dual-career families but to single parents as well (Chua & Dionisio, 2009:3).

Moreover, most parents want their children to succeed in school but are often unaware that family life itself has significant impact on their children's academic capacity. The children of single-parent families or step families reported to have lower expectations in their children, they less like to monitor schoolwork and supervised activities less than the children in intact biological families on the other hand children with intact biological families reported to have parents who participated more in school which knew more of their friends than those in single-parent and step families (Youngmin and Yuanzhang, 2008:456).

The National Science Teachers Association (NSTA) believes that involvement of parents and other caregivers in their children's learning is crucial to their children's interest in and ability to learn science. When parents play an

active role, their children achieve greater success as learners regardless of socioeconomic status, ethnic/racial background, or the parents' own level of education (Pate & Andrews, 2006:23).

With the aforecited information and ideas, the researcher comes up with this problem to explore relationship among parental involvement, family structure and science performance of students.

Statement of the Problem

This study assessed the family structure and parental involvement vis-a-vis Science performance of Grade 7 students of Samar National School during the school year 2014-2015.

Specifically, it sought answers to the following questions:

1. What is the profile of the student-respondents in terms of:
    - 1.1 age and sex;
    - 1.2 birth order;
    - 1.3 perceived most influential member of the family, and
    - 1.4 academic self-concept in Science?
2. What is the science performance of the student-respondents?
3. What is the family structure of the student-respondents in terms of:
    - 3.1 type of family;
    - 3.2 size of the family, and
    - 3.3 head of the family?

4. What is the extent of parental involvement of father, mother, or guardian as perceived by the student-respondents along parameters:

4.1 school-related activities;

4.2 learning/tutoring at home, and

4.3 school performance monitoring?

5. Are there significant differences in the extent of parental involvement of father, mother, or guardian as perceived by the student-respondents along parameters:

5.1 school-related activities;

5.2 learning/tutoring at home, and

5.3 school performance monitoring?

6. Is there a significant relationship between the science performance of the student-respondents and their:

6.1 profile;

6.2 family structure, and

6.3 perceived extent parental involvement of their father, mother and guardian?

7. What implications may be derived based from the findings of the study?

Hypotheses

The following hypotheses were tested in the study:

1. There are no significant differences in the extent of parental involvement of father, mother, or guardian as perceived by the student-respondents along parameters:

1.1 school-related activities;

1.2 learning/tutoring at home, and

1.3 school performance monitoring.

2. There is no significant relationship between the science performance of the student-respondents and their:

2.1 profile;

2.2 family structure, and

2.3 perceived extent parental involvement of their father, mother and guardian.

Theoretical Framework

This study centered on the Social Learning Theory of Albert Bandura (1997:27). Albert Bandura discusses the principles of the theory as regard that people learn by observing the behavior of others and the outcomes of those behaviors. Learning can occur without change in behavior. In addition, he mentioned that modeling has great effects in behavior and learning. Modeling parents changes learning behavior and influences the frequency of previously learned behaviors.

People learn through observing outcomes of those behaviors. Most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action. Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences.

Epstein's Topology Theory of Parental Involvement supported the idea of Bandura which states that parenting involves several dimensions that affects academic achievement of their children (Epstein 1992:45).Epstein recognizes the important role of parents in nurturing their children, from providing them with at least their basic needs in order to survive and to make sure that each child receives proper care, guidance, discipline and values that are important factors in keeping the child's well-being. These roles stretch to the point of the parents acting as first teachers to their children to prepare and equip them with the most basic knowledge or foundation for their formal education. It is also the parents who would teach the child the proper values and attitudes for him to be able to deal properly with other learners. Another is the theory on "Emergent Literacy" that stresses that children's development is strongly influenced by many factors, including the environment in which they are reared.

These theories point to the influence of the environment, the type of people the child is dealing with and the type of living the child is exposed to andto the total upbringing of the child. It is a common intimation that a child

that is reared in a wholesome and child-friendly environment tends to grow up with confidence and exudes refinement of attitude and interest in learning in general compared to children from the opposite environment. In this regard, children raised in a favorable environment are more likely to adopt even in a faster-paced learning procedure compared to children from a chaotic environment.

The aforecited theories explained further the presence of parents which exert the desire of students to learn. Seeing their parents and teachers unite in an organization may prove that children are encouraged to perform well.

Conceptual Framework

The conceptual framework found in figure 1 of the succeeding page illustrates the totality of how the study is conducted.

At the base of the schematic diagram is the research environment which is the Samar National School under the supervision of Catbalogan City Division, the research target is composed of Grade 7 students enrolled during the school year 2014-2015.

The next circular frames enclosed by a big box are the main variates of this study, the upper circular frame is the profile of the student-respondents in terms of age and sex, birth order, perceived most influential member of the family and academic self-concept in Science. The middle circular frame presented the science

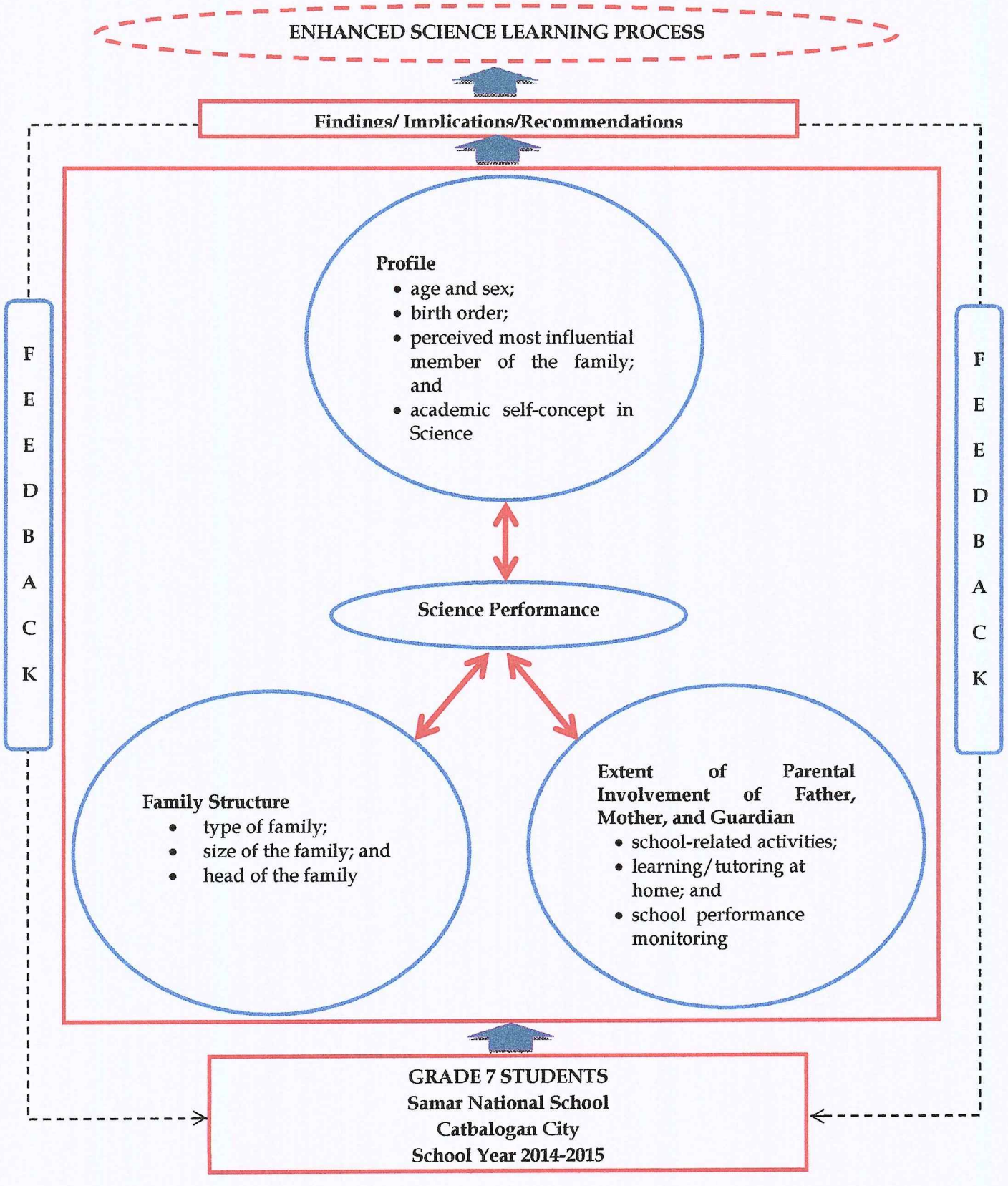

Figure 1. The Conceptual Framework of the Study

performance of the study which was taken from their grades in the second quarter. The lower left circular frame posted the family structure of the student-respondents in terms of type of family, size of the family, and head of the family while the lower right frame is the extent of parental involvement of father, mother and guardian as assessed by the student-respondents along the following parameters: school-related activities, learning/tutoring at home, and school performance monitoring.

The next upper blocks at the middle connected by the two-headed arrow and enclosed by a big frame represent the possible statistical analyses which was obtained on the data gathered, especially on the interactions between and among variables involved in the study, such as the degree of relationship of student-respondents' science performance to their following variates: profile, family structure and extent of parental involvement of father, mother and guardian.

Likewise, the conceptual framework answered the extent of parental involvement of father, mother and guardian as perceived by the student-respondents.

The next upper box represents the results of the study and the possible recommendations that were drawn based from the findings. The researcher would provide the necessary impetus to enhance science learning of the students as well as the school especially that science is one of the subject areas testedin the National Achievement Test (NAT). This entails that the very objective of the

study for the above-mentioned respondents is to be properly guided that whatever family structure they have, parents should be involved.

Significance of the Study

This study basically contribute some inputs to students, parents, secondary school teachers, secondary school principals, superintendent, guidance counselor and future researchers with regards to the family structure and parental involvement that may greatly influence the science performance of Grade 7 students of Samar National School.

Students. The findings of this study would be of help to the Grade 7 studentsto evaluate their science performance. Through this, students would be given opportunity to properly reflect the effect of family structure and parental involvement in their science performance. Likewise, this study gives more conclusive and stronger baseline on how to handle situations if family structure changes and parents lack support in school performances.

Parents. This study would give a deeper understanding for their parents as to what reinforcement and proper guidance should be given to their children. The findings of the study would surely help concerned parents to send their children in a tutorial session or to have private tutors that would improve child's science performance in school. Furthermore, the knowledge that they may gain from the study can be a good input to develop and improve their parental involvement and adopt parental styles that would benefit their child.

Secondary Schools Science Teachers. This would be of great help to the secondary school science teachers to fully comprehend the degree of influence of family structure and extent of parental involvement assessed by their students. Being the second parent to the students, they could have the opportunity to play a more active and significant role of shaping the right kind of mindset, level of sense of belongingness and responsibilities that would improve science performance despite the family structure their students have.

Secondary School Principal. The results generated from this study could be included in the crafting of access and quality of governance for the improvement of Science performances among learners. They would be able to supervise teachers to deeply monitor their students' science performances and provide essential needs of each learner up to the range of their helping hands.

Division Superintendent. The results of this study may increase the awareness of administrators to conduct seminars and training relative to problems faced by students in having such kind of family structure and poor parental involvement of their parents by which teachers could be trained on dealing this factorial existence in the science performance of the students. Furthermore, as administrators who would potentially handle different schools with different kind of family background, they could have the opportunity in correcting or suggesting appropriate activities that couldstimulate the interests of students which could be adopted by their successors.

Guidance Counselors. The findings of this study would give sufficient bits of information to the guidance counselors on how they could improve the student development program specifically in the science area. Through the findings of the study, they might also be given knowledge and technical skills to properly assess the family background of students enrolled in a specific school year. Furthermore, this study could be a good input for them to develop and improved assessment tools suited to the varied behavioral tendencies and inclinations of the students.

Future Researchers. From the findings of the study, future researchers would be guided on developing their own studies designed to determine varied factors that may affect science performance of students aside from the family structure and parental involvement in other research environment or localities. In addition, the result of the study might further drive them as to the kind of research methodology they could apply as an approach to their own studies.

Scope and Delimitation

This study assessed the family structure and parental involvement vis-a-vis science performance of Grade 7 students of Samar National School. Along the areas that were assessed are (1) correlation between science performance and the following variates: profile of the respondents, family structure and extent of parental involvement of father, mother and guardian as perceived of the student-respondents. Likely, the differences on the extent of parental involvement of

father, mother, and guardian as perceived by the student-respondents were also considered. The student-respondents involved in this study are 303 from Grade 7 students, with the help of the survey questionnaires as the main instrument the data needed for the study were tallied, tabulated and interpreted using descriptive and inferential statistical tools. Finally, the study was conducted during the school year 2014-2015.

Definition of Terms

For common frame of reference between the readers and the researcher, the following terms in the study are conceptually and operationally defined:

Birth Order. This term refers to the rank of siblings by age and it is often believe to have a profound and lasting effect on psychological development (Sulloway, 2007:38). In this study it is one of the variables which will be correlated to the main variates which refer to birth sequence.

Blended Family. This term refers to a family built with children who join the family through any combination of birth, adoption, and/or step-relationships (Lancaster, 2009: 184). In this study, this term is use similarly which referring to a family consist of father/mother living with step father/mother and children; combination of birth or adoption.

Extended Family. Conceptually, is a family that extends beyond the immediate family, consisting of grandparents, aunts, uncles, and cousins all living nearby or in the same household (Andersen & Taylor,

2007:396).Operationally, it consists of two or more families who are related either by blood or marriage.

Father. This term refers to a male parent who has raised a child, supplied the sperm through sexual intercourse or sperm donation which grew into a child, and/or donated a body cell which resulted in a clone (Bjomholt, 2014:295). Same context is used in this study.

Grade 7 Students. Conceptually, this is the seventh school year after kindergarten. Students are usually 12–13 years old. Traditionally, seventh grade was the next-to-last year of grade school (Standard Course of Study, 2014). Operationally, this term refers to the first level in secondary school education under the K to 12 basic education program in Samar National School.

Grandparent Family. Conceptually, it refers to a grandmother or grandfather, the oldest file in a grandparent, parent, and son back-up system in the family (Geddes &Grosset, 2004:109). Operationally, consist of grandfather or grandmother or both raising child/children due to the absence of biological parents.

Guardian. This pertains to someone legally appointed to manage the affairs of a person incapable of acting for himself, as minor or person of unsound mind (Collins English Dictionary, 2012:456). In this study, it refers to the person who attends in school in lieu with the absence of the biological father or mother, they can be brother or sister, aunties or uncles, grandmother or grandfather, or in-laws.

Learning/Tutoring at Home. This term is define as very different to different people, most recognize that a tutor has excelled in a particular area of study which is done at home (Kim, 2010:302). As used in this study, this term evaluated by respondents as to what extent their father, mother, and guardian assists them in school assignments, projects, and other school matters.

Mother. Conceptually refers to women who inhabit or perform the role of bearing some relation to their children, who may or may not be their biological offspring (Mezey, 2008). Same context is used in this study.

National Achievement Test (NAT). This is a standardized test administered nationwide among elementary pupils and secondary students by the National Educational Testing and Research Center (NETRC) which aims to measure the extent of their learning and performance in school in the different subject areas.

Nuclear Family. This term refers to the most popular and universal form. It consists of the father, the mother, and their natural-born children (Panopio&Rolda, 2000:166). As used in this study, it refers to the family structure where a child lives with his or her biological mother and mother together with his or her siblings.

Parental Involvement. This term refers to the amount of participation a parent has when it comes to schooling and her child's life (www.livestrong.com). In this study, it is construed as one of the so-called

external factors that may possibly affect science performance of the student-respondents.

School-Related Activities. Define as those that fall outside the realm of the normal curriculum of school or university education, performed by students (Baldwin, 2002). In this study it is use as one of the parameters in the parental involvement of father, mother, and guardian which were evaluated by the respondents.

Science Performance. This term refers to the result of education in science subject, the extent to which a student, teacher or institution has achieved their educational goals (Magnuson, 2007:1497). This refers to the performance of the Grade 7 and which is translated into scores and ratings.

School Performance Monitoring. Conceptually, it pertains to shaping attitude and behavior in perspective on discipline and policies in school (Douglas, 2003). Operationally, this refers to the things that father, mother, and guardian follow up in school in terms

Single-Parent Family. This term refers to the family composition not living with a spouse or partner, who has most of the day-to-day responsibilities in raising the child or children (Bankston & Caldas, 2008:715). In this study, it refers to a family consist of a mother or father living with their children because of separation.

Size of the Family. This term refers to a group of a people compose of the parents and children (Ehrlich, 1980:312). Size means, the measurement or

extent of something. As used in this study, this term refers to the number of member or members in the family of the student-respondent.

Type of the Family. This term defined as a wide variety of settings of people with their specific functions and meanings which depend largely on their relationship to other social institutions depend largely on their relationship to other social institutions (Forbes,2005). In this study it refers to the different families the students belonged, it can be grandparent, blended, extended, nuclear, and single-parent family.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the related literature and studies taken from the published and unpublished materials conducted locally and in abroad to highlight significant results. Discussed here also are the similarities and differences of the present study and the previous studies.

Related Literature

In this era of globalization, quality education centers much on Science which later being considered as a powerful tool for economic development and progress. As Zaidi (2005:15) has said, we depend upon scientific knowledge and understanding for economic and material advancement. It has provided so many aids for the "good life", from bicycles to aircrafts, antibiotics to heart surgery, radar to color televisions, and fertilizers for the planthormonal growth. And as such, all educational efforts are directed towards attaining science excellence.

Today, as science evolved, family structure and parenting role is also a typically confliction with the working role. Hours for fulltime work seldom coincide with hours when children are in school, so that employed parents often leave home in the morning before children leave for school and return after the children do. Moreover, today parents are probably judged by higher standard than in the past having children's teeth straightened, for instance, or

pronouncing offspring who can succeed in college is often an expectation rather than option (Macarena, 2010:12).

Family structure has changed dramatically over the last 50 years. The family set up in the 21st century has adopted with technological changes. Basically, there are six types of family structures identified by the society today: nuclear family which consists of two parents and children; single-parent family consist of one parent raising one or more children on his or her own; extended family structure consist of two or more adults who are related, either by blood or by marriage, living in the same home, it includes cousins, aunts or uncles, and grandparents living together; childless family consist of a husband and wife living and working together; blended family consist of a new husband or wife and their children from previous marriages or relationships; and the grandparent family, children is raised by his or her grandparents and the parent is not present in the child life (Fagan, 2011:23).

Weiss & Willis (2007:69) discuss the type of relationship arrangement an individual enters and the way it progresses may also reflect the quality of the match. Couples that face a good relationship prospects are more likely to enter and continue the relationship prospects are more likely to enter and continue the relationship than those who do not. Hence, an evolving relationship may signal that the partners form a good match that, in turn, may boost parenting resources allocated to children. A greater involvement between the biological parents

could also reflect factors that are unrelated to child wellbeing or perhaps even detrimental.

Coley & Meideros (2007:48) show evidence of the possible beneficial effects of a step-parent in the home is not conclusive, while the presence of a step-parent in the house may alleviate some of the structural deficiencies of single-parent household the role ambiguity experienced by many step-parents and strained relations between step-parents and stepchildren may seriously undermine such benefits. Relations between non-residential fathers and their children also tend to deteriorate over time, in particular when either the residential mother or the non-residential father remarries.

Likewise, Jablonska & Lindberg (2007:52) children living in single mother are more likely to suffer from economic deprivation and less effective guardianship, although the involvement of the non-residential fathers may influence the level of financial support of their children, poor emotional adjustment and more involvement in risk behaviors. The effect of alternative family structures on children's educational and occupational success has been constant over the past 30 years. Higher rates of unemployment and lower-status occupational positions could account for the negative effect of single-mother families on children's attainment throughout the period. Children from single-father families and stepfamilies have consistently had lower attainments than children from both two-biological-parent and single- mother families.

According to Cueto (2012:61), majority of parents in the Philippines longed to give whatever is best for their children. However, parents and educators often focus mainly on the cognitive skills necessary for academic competence. They must also be concerned about students' social, emotional, and moral development as the world nowadays is more complex and filled with contradictions.He further stressed that it is primordial role of parents to get involved in teaching of the school. The positive values should be practiced right there and out there at the student's home. The disparity between what is being taught and what is being practiced should wither. If every home will have parent and understandings, the academic problems of the students will turn into air.

Vaughan (2013:14) supported this idea that for secondary schools especially for the middle level, there is additional concern derive much of academic motivation from perceived support of parents or families, and often seek out and rely on meaningful relationships when parents are stressed, students often irritable, impatient, and easily frustrated and thus, unable to provide the necessary support to help students succeed. He added that secondary school environment varies significantly from elementary to high school settings because of student's physical, emotional and developmental needs derive from their homes. Secondary school students are becoming more independent and pond of experimentation which inheritably affects school achievement.

Teh (2007:116) pointed out that a supportive home environment and the quality of the parent-child relationship which two-parent families are better able to provide for as compare to single-parent families, may impact positively the psychological well-being of the child. A supportive response from family members may cushion the blow of academic failure, while a hostile or negative response may worsen the situation. To rebuild a renewed sense of control, self-esteem and self-respect, the survivor needs the support of others.

Corollarily, Carpio (2012:287) seconded to this idea, an important factor that contributes effective learning outcomes to the effective learning outcomes of students is the family structure and parents' factor. If parents in every home would do their part in considering parenthood as a sacred thrust to the best of their abilities, it would definitely provide for their children's spiritual materials and moral needs, along with the everyday comfort of food, shelter, and clothing. If only they would not leave education of their children entirely to the school, then the schools would definitely succeed in realizing important objective of improving quality education.

Fernandez (2008:14) agreed to this claim that primarily influenced the creation and maintenance of a young person's motivational framework. Child interactions played significant role in setting different motivational patterns for children. Specifically, it was found that certain kinds of judgment and criticisms resulted in different motivation. A parent's global judgment of saying that their children are smartcould be a permanent traitwhich was carriedin the present

performance. Hence, having such a pronouncement made a child aimed a high performance in order to validate his or her traits while this may sound encouraging, such children are also found to fall into the trap of giving up easily if they found on a certain tasks, or choose only easy tasks so as to justify their labels.

Related Studies

This portion of the chapter presents some significant findings of the researchers that were related to the present investigation.

Mondido (2004) conducted a study entitled "Level of Support Among Parents, Community and School in Relation to the Academic Achievements of Third Year Students in Selected Public Secondary Schools in Biliran Division." Results showed that the level if parents' support in general as perceived both by the students and parents was moderately high. The findings revealed that parents' support was a substantial predictor to the academic achievement of the students, on the other hand, both the community and school supports showed a low relationshipwhen it comes to students' achievement. This meant that the support of the community and school had no positive impact on the academic achievement of the students.

The study of Mondido is related to the present study for it considered into the possible relationship of certain identified variables on the academic performance of students in school although the current investigation focus only

on science performance, however, the two studies differed in terms of the other type of variables, the type of respondents involved and the area covered of the studies.

Llarinas (2004) studied on "Home Environment Factors: Their Relationship to Pupils Academic Achievement", the study focused on pupils' home environment factors in terms of: (a) educational attainment of parents or guardian, (b) occupation of parents or guardian, (c) family income, (d) type of house, (e) location of the home, (f) adequacy of educational materials, (g) home relationship, and (h) attitude of parents towards schooling.

The findings revealed that most parents and guardians were college graduates, most fathers are skilled workers, majority of the mothers are unemployed, and majority of the guardians are professionals; a large number of pupils' families have low monthly family income; the type of house of most respondents were semi-permanent; most of the pupils' homes are located in urban areas, the pupil-respondents have slightly adequate educational materials, the pupil-respondents have moderately satisfactory home relationship; and majority of the parents have a very favorable attitude towards schooling of their children. It also shows that there is a significant relationship between the home environment factors involved in the said duty and pupils' academic achievement except for educational attainment of parents or guardian is found to be not significant.

The study of Llarinas is relevant to the current study for the reason that they have the same target in terms of parental involvement except on the research environment, respondents, and the specified factors that might affect performance of learners.

In the study of Café (2005) on "Correlates of Performance of the Grade VI Pupils in Science and Health in the District of Maydolong", she found out that in terms of extent of parent assistance to their children, parents always assist their children in their studies particularly in the subject science. Conversely, in correlating pupils' achievement and parent-related variates which include the parental assistance, a negligible correlation was found, meaning parental assistance has nothing to do with the pupils' achievement in Science.

The study of Café is linked in this study since both are concerned in science performance and its relationship to the parental involvement in school. Nevertheless, it differs in terms of terminologies used instead of parental involvement the previous study uses parental assistance. It also differs in terms of the involved respondents and research environment.

Cuabot (2007) investigated the "Correlates Academic Performance of Students in Philippine Science High School-Eastern Visayas Campers (PSHS-EVC): Inputs to Intervention Activities in Science", from the findings of his study, he pointed out that the non-academic factors such as parental profile (i.e. the education and occupation of parents), the elementary school background (i.e. whether private or public and whether it is within or away from a city), the

academic preparation (i.e. whether or not for the PSHS-NCE), and the exposure of the students to ICT is not correlated significantly with the academic performance (i.e. the grades obtained and achievement test score in Biology, Chemistry, Earth Science, Introductory Science and Physics) of the students at PSHS-EVS. These factors do not predict the academic performance of the students at PSHS-EVC.

The study of Cuabot is closely related to the research at hand since it emphasized parental involvement in the academic performance of students in the different science subjects, it stressed that parental involvement do not affect students' academic performance in science, however the previous study differ in terms of the locale and research respondents.

Inghug (2007) in her study "Status of Science Education in the Teacher Education Curriculum of State Technological Universities of Region VIII" involved variables such as student characteristics, status of science education and academic performance of students in science, the result of the study revealed that science education students had a favorable attitude and had a good/moderate performance in science. In addition, it claimed that student characteristics had something to do with their performances in science.

The aforementioned study is related to the current study since it highlighted students' academic performance in science and factors that may affects on the said area, however it differs in terms of the curricula involved, the

prior one was conducted in teacher education curriculum while the present one is under the K to 12 Basic Education Program Curriculum.

The study of Marco (2007) entitled "Parental Supervision and Academic Performance of Secondary Students in Araling Panlipunan", concluded that the extent of parental supervision provided by the parents influenced significantly the performance of the second year students in Araling Panlipunan. Moreover, parental guidance and supervision is exigent among second year secondary students in order to boost their academic performance.He also found out that student-related factors influenced the perceptions of the students on the extent of parental supervision provided by their parents while parent-related variates influenced the extent of supervision they provided for their children.

The study of Marco is related to the present investigation, for it focuses on the extent of parental supervision which is the primarily focus of the current investigation, as such it provides ample findings that were compared to the present conductance though it differ in the subject area but it can be grounds for perception comparisons.

Another study is of Jeynes (2007) entitled "The Relationship between Parental Involvement and Urban Secondary School Student Academic Achievement". A meta-analysis concluded that parenting promotes supportive parent-youth relationships and is characterized by a high level of child monitoring which is correlated to positive adolescent outcomes including social competence and good grades. And when parents take responsibility for the

young learning outcomes by managing homework, maintaining high academic expectations and encouraging youth save a higher esteem. Likewise, students' healthy adjustment across transitions and higher educational expectations is associated with parental involvement.

The study of Jeynes is related to the current study in a manner that it focuses on parental involvement which is one of the correlated variate to the performance of the child, nonetheless the two studies differs in terms of the highlighted subject areas, the previous one is in general while the current investigation is in science performance.

Alcober (2008) conducted a study entitled "Teacher-Pupil Selected Factors and the Academic Achievement in Science 2007 NAT of Grade Six Pupils in Palo I and Palo II Districts", based from the findings of his study, the general academic performance of the Grade Six pupils when they were in Grade V was fair or moderately satisfactory which seems to hold true with their performance in Grade V Science. The attitude of the Grade Six pupils towards science is neutral which indicates a neither favorable nor unfavorable attitude towards the subject. The pupil factors that highly influence or relate with their performance in the 2007 NAT Science are as follows: (1) GPA in Grade V, (2) Average Grade in Science, and (3) study habit. Attitude towards science do not seem significantly correlate with their NAT achievement.

Alcober's study is relevant to the current investigation in as much it discusses factors affect the science performance of pupils which is one of the

main variates of this study, however, it differs since it do not involved family structure and parental aspect, as such the previous study focus on elementary level while the current one is on secondary level.

Gonda (2009) study about "Parental Support and Oral Reading Performance of Children with Learning Disabilities of Naval SPED Center", the findings indicated that parents of children with learning disability at Naval SPED Center are mostly high school level/graduates with majority having an inadequate income and more than half are self-employed, with a family size between 4-6 children and with favorable attitude towards oral reading performance. The extent of support structures for children with learning disability was moderately extensive along homework/home study children with learning disability are low dependent readers and are at risk in their oral reading performance, moreover family support has no significant association in the oral reading performance of the child. Mother educational attainment and attitude towards reading is associated with children's oral reading performance.

The study of Gonda is significantly related to the current study for it cited similar variates of parents which associated or affects performance of students in school whatever is the subject areas involved, however differ in terms of focus and goal of the study.

Galias (2010) entitled "Parental Support for the Improvement of Academic Performance of Grade VI Pupils", he found out that the parents assessed themselves as "sometimes" providing parental support to their children while

the teacher assessed the parents as "frequently" providing parental support to their children. In addition, the findings of his study revealed a low relationship between parental support provided to their children and the academic performance of their children. To ascertain the significance of the computed value, the Fisher's t was employed as post ad hoc test. This suggested that the correlation existing between the extent of parental supervision provided by the parents and the pupils' academic performance was significant. Meaning, the former significantly influence the latter.

The present study is related to the study of Galias in as much as both studies are designed to ascertain parental involvement or the degree of influence of parents on the academic performance of their children in school. However, this study deviated from the previous study on the types of variables, kinds of respondents and locale of the study which are taken into consideration.

Another study from Ginther, et. al. (2004) could be added here entitled "Family Structure and Child Outcomes in the United States and Sweden", the findings revealed the educational differences in the two countries, whereas average earnings differentials by childhood family type were smaller in Sweden. While this is as expected, it may suggest that differences in wage formation systems are be more important than differences in educational policy in shaping the income distribution. When only family structure, age, and sex are included in the regression, nearly all non-intact family structure variables are negatively associated with years of schooling and annual earnings. However, when sibling

composition and parents' education are included in the model, the estimated coefficients for family structure are reduced. In particular, our findings show that the number of full and half siblings, and the time lived with them, tend to be negatively related to educational attainment and earnings as adult in both countries.

The afore cited study indicated that variables such as age and sex, number of full and half siblings, and the time lived with them to together has nothing to do with the age and sex of the respondents of the study. The previous study is closely related to the current research at hand for some of the variables were used in the presently conducted study. However, it differs since the present study correlate family structure to science performance and parental involvement of their father, mother and guardian.

Falci (2007) conducted similar study entitled "The Effects of Family Structure and Family Process on the Psychological Well-Being of Children: From the Children's Point of View", her findings reflected that after controlling for family processes and background variables majority of the effects of family structure on children's psychological well-being disappeared. Only children from stepfamilies had significantly lower levels of psychological well-being than children from intact home. However, children from divorced homes did not have significantly lower levels of psychological well-being even before the family processes and background variables were controlled.

The study of Falci leads highlight to this study wherein family structure and psychological well-being are correlated, as such this differ in other variates correlated in the family structure, also the two studies vary in terms of research respondents and environment.

The foregoing review of literature and studies played salient role which made the present study successful. The ideas and information taken from the previous studies served as foundations as well as input to further improve and contribute to the accomplishment of this study.

Chapter 3

METHODOLOGY

This chapter presents the methods and procedure used in this study which includes research design, instrumentation, validation of instrument, sampling procedure, data gathering procedure, and statistical treatment of data.

Research Design

This study employed a descriptive-correlational design with comparative analyses in order to come up with its objective which was the determination of the family structure and parental involvement vis-a-vis science performance of Grade 7 students of Samar National School in Catbalogan City. In fact, to properly resolve the statistical requirements, two statistical analyses were conducted. First, the researcher determined the science performance of the student-respondents and correlated it to their profile, family structure and extent of parental involvement of their father, mother, and guardian as perceived by them. Second, the researcher compared the extent of parental involvement of father, mother and guardian in terms of school-related activities, learning/tutoring at home and school performance monitoring as perceived by the student-respondents.

The main instrument employed in this study was a survey questionnaire which was supplemented by the used of documentary analysis to elicit certain

data that cannot be collected using the first instrument, as well as the cross-referencing of certain data entered by the student-respondents using the survey questionnaire.

The data gathered in this study were subjected to two types of statistical analyses: (1) using descriptive statistics, like frequency counts, conversion of percentages, weighted mean, arithmetic mean, and standard deviation; and (2) using inferential statistics like Pearson Product-Moment Correlation Coefficient or Pearson r and Fisher's t-test, for the determination of the level of significance of r values, One-way analysis of variance for comparison purposes, and multiple regression in predicting variations on the science performance with regards to the involvement of father, mother, and guardian.

Instrumentation

As stated before-hand, this study employed the survey questionnaire as the main data collection tool which was augmented by the application of documentary analysis in order to accurately gathered the desired data. The possible use of the said data collection instrument and method is discussed below:

Survey Questionnaire. This survey questionnaire was intended to gather the needed data directly from the respondents themselves, the Grade 7 students under the Revise Basic Education Curriculum of Samar National School in Catbalogan City Division. Part of its design is to contain three major parts. Part I

was designed to gather the profile of the student-respondents such as: age, sex, birth order, perceived most influential member of the family and academic self-concept in Science. Part II was intended to collate data from the student-respondents on their family structure in terms of type of family, size of the family, and head of the family. Part III was designed expected to gather data on the parental involvement of father, mother and guardian rated as perceived by the student-respondents categorized into the following: (1) school-related activities (2) learning/ tutoring at home, and (3) school performance monitoring.

In rating the academic self-concept in science the five-point Likert scale was employed. For the possible options of the first part of the survey questionnaire, the following categories were utilized: Five (5) Strongly Agree (SA), Four (4) Agree (A), Three (3) neither or Nor Disagree (N), Two (2) Disagree (D), and One (1) for Strongly Disagree (SD).

Finally for the possible option for the third part of the survey questionnaire, the following categories were used: Five (5) Extremely Involved (EI), Four (4) Highly Involved (HI), Three (3) Moderately Involved (MI), Two (2) Slightly Involved (SI), and One (1) for Not Involved (NI).

The Used of Form 138-A (Report Card)/Grade Sheets. This was used to gather some quantified data, in this case this was neededin the collection ofsecond quarter gradesin Science of student-respondents, and these was taken from the report card which was asked from the records of the class adviser or from the grade sheet of their science teacher.

Validation of Instrument

The research instrument utilized in this study was validated using two types of validation procedures: (1) through expert validation, and (2) test-retest.

First, the drafted survey questionnaire by the researcher was submitted to her adviser for expert validation focusing on the very content of the instrument. After which, the survey questionnaire was re-drafted by integrating all the suggestions provided by the researcher's adviser in preparation for the second validation procedure, the try-out.

Second, the survey questionnaire was administered twice to at least ten (10) randomly identified Grade 7 students of Silanga National High School in Catbalogan City with the permission of the Schools Division Superintendent and the School Principal. The test was administered last December 12, 2014 and the re-test was on December 19, 2014 to the same students. The purpose of this procedure is to check the clarity of the instructions, neatness, and to identify ambiguous questions or statements in the research instrument constructed by the researcher. The results of the validation made was the basis of the final rephrasing, omitting, and even constructing of additional information necessary for a more reliable research output.

To ascertain the consistency of responses derived from the respondents and to determine reliability and validity of the questionnaire, the coefficient of correlation using Pearson- Product Moment Coefficient of Correlation (r) was employed. The result showed a high reliable result with r value at 0.804.

Upon attaining a valid and reliable instrument through expert validation and test-retest, the instrument were administered to the main respondents of the study, the randomly selected grade 7 students of Samar National School, Catbalogan City, during the school year 2014-2015.

Sampling Procedure

The respondents of this study are Grade 7 students under the Revised Basic Education Curriculum of Samar National School in Catbalogan City Division during the School Year 2014-2015.

In as much as the population of Grade 7 students is large, a sample of respondents was identified using Slovin's Formula. From 1,271 population size, the actual student-respondents for this study was computed and resulted to 303, simple random sampling, specifically Fishbowl technique, was utilized. Under this method, names of the students with section they belong were written in small, rolled pieces of paper placed in a fishbowl. Later, these rolled pieces of paper were drawn, one after another, until the desired sample size based on the computation of the Slovin's formula had been reached.

Data Gathering Procedure

In this study, the researcher sought first the approval of a request-letter addressed to the City Schools Division Superintendent. Later, another request-letter, together with the Letter of Endorsement from the City Schools Division

Superintendent addressed to the Secondary School Principal of Samar National School which is the research environment of the study.

Upon approval of the said request-letters, the list of names of all grade 7 students were sought from the concerned personnel of the school for the determination of the sample size. After which, the developed survey questionnaire was administered to the actual student-respondents. This was done during their science period and asks the assistance of their science teacher for the science grade in second grading. Any response from the identified student-respondents was treated with certain degree of confidentiality by the researcher.

When all the copies of the survey questionnaire had been answered by the student-respondents, the data gathered was then tallied using the excel program, tabulated, and analyzed using specified and appropriate statistical tools in order to come up with the desired findings and conclusions of the study.

Statistical Treatment of Data

The data gathered through the use of the survey questionnaire were organized, tallied, tabulated, analyzed, and interpreted using appropriate statistical measures and procedures.

The following statistical tools that were used in answering specific and inferential questions of the study:

Frequency count and conversion of percentages. This was used to determine the student-respondents' profile in terms of age, sex, birth order, and perceived most influential member of the family.

Mode. This was employed for the most frequently appeared data for birth order, perceived most influential member of the family, type of family, size of the family, and head of the family.

Arithmetic mean. This was used to express the average of science performance of the student-respondents and some of the identified characteristics, especially, academic self-concept in science, and parental involvement of their father, mother, and guardian.

Weighted mean. This statistic was used to ascertain the group response of the respondents relative to the foregoing variables using the five-point Likert-scale, as follows:(1) for the determination of the weighted average of the student-respondents' academic self-concept in science the following categories was applied;

Range	Description	
4.51 – 5.00	Extremely Favorable	(EF)
3.51 – 4.50	Highly Favorable	(HF)
2.51 – 3.50	Moderately Favorable	(MF)
1.51 – 2.50	Slightly Favorable	(SF)
1.00 – 1.50	Not Favorable	(NF)

(2) for the determination of the weighted average of the extent of parental involvement of their father, mother and guardian as perceived by the student-respondents, these ranges and descriptions was employed:

Range	Description	
4.51 – 5.00	Extremely Involved	(EI)
3.51 – 4.50	Highly Involved	(HI)
2.51 – 3.50	Moderately Involved	(MI)
1.51 – 2.50	Slightly Involved	(SI)
1.00 – 1.50	Not Involved	(NI)

One-way Analysis of Variance (ANOVA). This statistical tool was employed to determine whether or not there are differences among parental involvement in terms of school-related activities, learning/tutoring at home, and school performance monitoring of student-respondents' father, mother and guardian as perceived by the student-respondents.

Pearson Product-Moment Correlation Coefficient. This was used to determine the relationship between science performance of student-respondents and their profile variates; science performance and their family structure; and science performance and student-respondents' perceived parental involvement of their father, mother, and guardian.

The ranges shown in the succeeding pageguided the researcher in interpreting the computed r-value (Calmorin, 1994:256).

Ranges	Degree of Relationship
±1.00	Perfect Correlation
±0.71 to ±0.99	High Relationship
±0.41 to ±0.70	Marked or Moderate Correlation
±0.21 to ±0.40	Low or Slight Correlation
±0.00 to ±0.20	Negligible Correlation

Fisher's t-test. This statistical tool was used to test the significance of the coefficient of correlation (Pearson r) between a set of paired variables for this study.

Multiple regression. This was used to predict the percent of variations in the science performance of the student-respondents with regards to the extent of parental involvement of their father, mother, and guardian as perceived by them.

Finally, hypotheses testing was done using α=0.05 and two-tailed test with the aid of the Excel Tool Pack Analysis Program.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings of the study with the corresponding analysis and interpretation of the data. Included herein are the following sub-topics: profile of the student-respondents; science performance of the student-respondents; family structure of the student-respondents; difference among the extent of parental involvement of the father and mother or guardian of the student-respondents; and relationship of science performance of the student-respondents to their profile, family structure, and extent parental involvement of their father, mother, and guardian as perceived by them.

Profile of the Student-Respondents

Tables 1 to 4 present the profile of the student-respondents in terms of their age and sex, birth order, perceived most influential member of the family, and academic self-concept in science.

Age and sex. Table 1 reveals the age and sex distribution of the student-respondents.

It is revealed from the afore-cited table that majority of the student-respondents were at aged of 13 years old, accounting for 106 or 34.99 percent while 104 or 34.32 percent were at aged of 12 years old, 56 or 18.48 were 14 years

old, 28 or 9.24 claimed to have ages above 14 years old and the remaining nine or 2.97 percent were at aged of below 12 years old.

Table 1

Age and Sex Distribution of Student-Respondents

Age Distribution	Sex				f	%
	Male	%	Female	%		
Below 12 years old	5	1.65	4	1.32	9	2.97
12 years old	47	15.51	57	18.81	104	34.32
13 years old	54	17.82	52	17.16	106	34.98
14 years old	27	8.91	29	9.57	56	18.48
Above 14 years old	16	5.28	12	3.96	28	9.24
Total	**149**	**49.17**	**154**	**50.83**	**303**	**100.00**
Mean	13.04 years old					
SD	1.11 year					

The mean age of the student-respondents was pegged at 13.04 years old with a standard deviation (SD) of 1.11 year.

Furthermore, majority of the student-respondents were female, accounting for 154 or 50.83 percent while the male counterpart was composed of 149 or 49.17 percent.

The foregoing data signified that the student-respondents were on their right age fitted for the grade level they are enrolled in who are dominated by the female sex, a usual observation in the rooster of enrolment in almost all educational institution in different levels.

Birth Order. Table 2 shows the birth order of the student-respondents.

Table 2

Birth Order of Student-Respondents

Birth Order	f	%
First child	58	19.14
Second Child	63	20.79
Third Child	55	18.15
Fourth Child	71	23.43
Fifth Child	30	9.90
Sixth Child	8	2.65
Seventh Child	9	2.97
Eight Child	5	1.65
Ninth Child	3	0.99
Tenth	1	0.33
Total	303	100.00
Modal Birth Order	**Fourth Child**	

From the table, majority of the student-respondents is at fourth child accounting to 71 or 23.43 percent while 63 or 20.79 percent were second child, 58 or 19.14 percent were first child, 55 or 18.15 percent were third child, 30 or 9.90 percent were fifth child, the remaining numbered claimed to be at sixth to tenth birth order.

Most influential member of the family. Table 3 depicts the data on the most influential member of the family of the student-respondents.

It can be depicted in the table that out of 303 student-respondents 103 or 33.99% of the student-respondents claimed that they perceived their mother as the most influential member of their family while 72 or 23.77% were influenced by their grandmother, 61 or 20.13% said that their grandfather influenced them the most, 37 or 12.21% influenced by their father, 14 or 4.62 by their uncle, nine or

2.97% by their sister, four or 1.32% by their sister and the remaining three or 0.99% were influenced by their auntie.

Table 3

Perceived Most Influential Member of the Family of Student-Respondents

Most Influential Member of the Family	f	%
Father	37	12.21
Mother	103	33.99
Grandfather	61	20.13
Grandmother	72	23.77
Uncle	14	4.62
Auntie	3	0.99
Brother	4	1.32
Sister	9	2.97
Total	303	100
Modal Most Influential Member of the Family	**Mother**	

The data implied that mother has great affection to their children as many psychologists proved that mother has great impact to their children comparing to other family members.

Academic self-concept in Science. Table 4 appraises the academic self-concept in science of student-respondents.

There are 20 indicators included in this study whereby the student-respondents assessed themselves using the five-point Likert scale of Liu & Wang (2005:115).

Table 4

Academic Self-Concept in Science of Student-Respondents

Indicators	Weighted Mean	Inter-pretation
1. I can follow science lectures easily.	3.75	HF
2. I became imaginative in science class.	3.55	HF
3. I am able to connect the subject into different school works.	3.25	MF
4. I do science work without too much thinking.	3.25	MF
5. If I work hard, I think I can get better grades.	3.65	HF
6. I pay attention to science lessons during class hours.	3.65	HF
7. Most of my classmates are smarter than I am when it comes to Science.	3.60	HF
8. I study hard for my science tests.	3.82	HF
9. I have a poor performance in Science.	3.34	MF
10. I am usually interested in Science.	3.74	HF
11. I forget what I learned in Science.	3.35	HF
12. I am doing my best to pass in the Science subject.	3.75	HF
13. I get frightened when I am asked a question during Science class.	3.28	MF
14. I feel like quitting in the Science subject.	3.19	MF
15. I am good in Science.	3.66	HF
16. I am always waiting to finish Science lecture and go home.	3.35	MF
17. I always do my assignments and projects for my Science class.	3.57	HF
18. I give up easily when I faced difficult questions in Science.	3.50	MF
19. I am able to perform well than my classmates in Science areas.	3.69	HF
20. I am willing to put in more effort in my science lessons.	3.64	HF
Grand Weighted Mean	**3.53**	**HF**

Legend:	4.51 – 5.00	Extremely Favorable	(EF)
	3.51 – 4.50	Highly Favorable	(HF)
	2.51 – 3.50	Moderately Favorable	(MF)
	1.51 – 2.50	Slightly Favorable	(SF)
	1.00 – 1.50	Not Favorable	(NF)

It can be gleaned from the table that indicators 1 and 12 saying "I can follow science lectures easily" and "I am doing my best to pass in the Science subject" has the highest weighted mean of 3.75 interpreted as "highly favorable" academic self-concept. It is followed by indicator by indicator ten saying "I am usually interested in Science" with a weighted mean of 3.74 interpreted as "highly favorable" academic self-concept in science.

Moreover, indicator number 14 saying "I feel like quitting in the Science subject" has the lowest weighted mean of 3.19 interpreted as "moderately favorable" academic self-concept in science.

Out of the 20 indicators, 13 indicators have weighted mean of 3.51 – 4.50 which interpreted as "highly favorable" academic self-concept in Science and resulted to a grand weighted mean of 3.53.

The data further implied that student-respondents of this study has highly favorable academic self-concept in science meaning they are interested and have enthusiasm in dealing with the science subject.

Science Performance in Second Quarter of the Student-Respondents

Table 5 shows the academic performance in Science in the second quarter of the student-respondents.

It can be shown in the table that 103 or 33.99% of the student-respondents have grades of 80 – 84 while 78 or 25.74% have grades from 75 to 79, 76 or 25.09%

have grades of 85 – 89, 27 or 8.91% with grades of 90 and above, and 19 or 6.27% have failing grades.

Table 5

Science Performance in Second Quarter of Student-Respondents

Rating	f	%
90 and above	27	8.91
85 – 89	76	25.09
80 – 84	103	33.99
75 – 79	78	25.74
74 and below	19	6.27
Total	303	100
SD	5.48	
Mean	82.07 (Proficient)	

(DepEd Form 138-A) Legend:	Equivalent Numerical Value	Level of Proficiency
	74 and below	Beginning (B)
	75 – 79	Developing (D)
	80 – 84	Approaching Proficiency (AP)
	85 – 89	Proficient (P)
	90 and above	Advanced (A)

The mean rating of science performance of the student-respondents pegged at 82.07 which is in between 80 – 84 and interpreted as "proficient" science performance.

This can be an indication that the student-respondents exhibit competence and skills in science and that they take science neither easy nor difficult.

Family Structure of the Student-Respondents

Tables 6 to 8 reflects the family structure of the student-respondents in terms of type of family, size of the family and head of the family.

Type of Family. Table 6 presents the type of family of the student-respondents.

Table 6

Type of Family of Student-Respondents

Type of Family	f	%
Single Parent	66	21.78
Grandparent	58	19.14
Nuclear	106	34.98
Blended	42	13.87
Extended	31	10.23
Total	303	100
Modal Type of Family	**Nuclear Family**	

It is presented in the table that of the 303 student-respondents 106 or 34.98 percent of them claimed to have nuclear family while 66 or 21.78 percent claimed to have a single parent family, 58 or 19.14 percent have grandparent family, 42 or 13.87 percent with blended family, and the remaining 31 or 10.23 percent have extended family.

The data further implied that majority of the student-respondents live with their father and mother as the modal type of family was reflected, this means that they both have their mother and father in sustaining their needs in school and give them formal education.

Size of the family. Table 7 shows the size of the family of the student-respondents.

Table 7

Size of the Family of Student-Respondents

Size of the Family	F	%
More than 10 siblings	26	8.58
8 to 10 siblings	80	26.40
5 to 7 siblings	78	25.74
2 to 4 siblings	87	28.72
Only child	32	10.56
Total	**303**	**100.00**
Modal Size of the Family	**2 to 4 siblings**	

It is shown in the table that 87 or 28.72 percent of the student-respondents claimed to have 2 to 4 siblings in the family, 80 or 26.40 percent of the student-respondents have 8 to 10 siblings in the family, 78 or 25.74 percent have 5 to 7 members in the family, 32 or 10.56 percent were only child and 26 or 8.58 percent have more than 10 siblings.

The modal size of the family depicted at 2 to 4 siblings which indicated that the families of student-respondents were at the ideal number of children set by the government which is four only.

Head of the family. Table 8 presents the head of the family of the student-respondents.

Table 8 discloses that a greater number of the student-respondents, that is, 84 or 27.72 percent were headed by their father, while 72 or 23.76 percent were headed by their grandfather in their family, 71 or 23.43 percent were headed by their mother, 36 or 11.88 percent headed in the family by their grandmother, 34 or 11.23 percent were headed by their uncle, the remaining three or 0.99 percent claimed to be headed by their brother, two or 0.66 percent by their sister and one or 0.33 percent by their auntie.

Table 8

Head of the Family of Student-Respondents

Head of the Family	f	%
Father	84	27.72
Mother	71	23.43
Grandfather	72	23.76
Grandmother	36	11.88
Uncle	34	11.23
Auntie	1	0.33
Brother	3	0.99
Sister	2	0.66
Total	**303**	**100.00**
Modal Head of the Family	**Father**	

The modal head of the family is their father, which indicated that even in the present time; father is still the dominated head of the family as patterned in the traditional type of family.

Parental Involvement of Father as Perceived by the Student-Respondents

Tables 9 to 11 reflect the parental involvement of father in terms of school related activities, learning/tutoring at home, and school performance monitoring as perceived by the student-respondents.

School related activities. Table 9 shows the parental involvement of father in school-related activities as perceived by the student-respondents.

Table 9

Parental Involvement of Father in School-Related Activities as Perceived by the Student-Respondents

Indicators	Weighted Mean	Inter-pretation
1. Monitor your study habits at least twice or more in a week.	3.49	MI
2. Ensuring that you are attending the class regularly.	3.29	MI
3. Support and reinforce the school's discipline plan.	3.41	MI
4. Visit your school at least once or twice in every grading to personally talk to your teachers if you have any problems in school.	3.39	MI
5. Actively attends classroom and general meeting in school.	3.38	MI
6. Approval in your participation in school activities like programs, field trip or educational trip, encampment, etc.	3.44	MI
7. Encourage you to voluntarily participate in all school-related activities.	3.46	MI
8. Familiarized grading system in your school and other related services.	3.48	MI
Grand Weighted Mean	**3.42**	**MI**

Legend:			
	4.51 – 5.00	Extremely Involved	(EI)
	3.51 – 4.50	Highly Involved	(HI)
	2.51 – 3.50	Moderately Involved	(MI)
	1.51 – 2.50	Slightly Involved	(SI)
	1.00 – 1.50	Not Involved At All	(NIA)

There were eight indicators along parameter school-related activities. From the table, it can be gleaned that the highest weighted mean of 3.49 rated by the student-respondents was given to indicator one with the statement "monitor your study habits at least twice or more in a week" while the lowest weighted mean of 3.29 was given to indicator two with the statement "ensuring that you are attending the class regularly."

In this aspect, all the indicators have weighted means ranging 2.50 – 3.50, thus, the student-respondents rated their father's parental involvement in school-related activities as "moderately involved" supported by the grand weighted mean of 3.50.

Learning/tutoring at home. Table 10 raised the parental involvement of father in learning/tutoring at home as perceived by the student-respondents.

From the table, it is shown that two of the indicators for parental involvement of father along parameter learning/tutoring at home rated by student-respondents as "highly involved" given to statements: "provides information how to monitor and discuss school work at home" and "identified a regular time and place in your home to do homework and projects" with weighted means of 3.53 and 3.56 respectively.

Taken as a whole six of the indicators have weighted means ranges 2.51 – 3.50 which resulted to grand weighted mean of 3.42 which indicating that student-respondents perceived their father as "moderately involved" in terms of learning/tutoring at home.

Table 10

Parental Involvement of Father in Learning/Tutoring at Home as Perceived by the Student-Respondents

Indicators	Weighted Mean	Inter-pretation
1. Provides information how to monitor and discuss school work at home.	3.53	HI
2. Provides ongoing and specific answers to assists you with skills that you need.	3.38	MI
3. Aware of the importance of reading at home and practiced you at least once or twice a week.	3.42	MI
4. Assists you to set your academic goals.	3.37	MI
5. Schedules regular interactive homework that requires you to demonstrate and discuss what you learned from school.	3.41	MI
6. Give suggestions of materials that should be used in your projects.	3.39	MI
7. Develops your skills and talents that should be shown in school.	3.34	MI
8. Identified a regular time and place in your home to do homework and projects.	3.56	HI
Grand Weighted Mean	3.42	MI

Legend:			
	4.51 – 5.00	Extremely Involved	(EI)
	3.51 – 4.50	Highly Involved	(HI)
	2.51 – 3.50	Moderately Involved	(MI)
	1.51 – 2.50	Slightly Involved	(SI)
	1.00 – 1.50	Not Involved At All	(NIA)

School Performance Monitoring. Table 11 reflects the parental involvement of father in school performance monitoring as perceived by the student-respondents.

It is presented in the table that three of the eight indicators in terms of involvement in school performance monitoring of father as perceived by the

student-respondents were rated as "highly involved", these were given to indicators 2, 4 and 5 with weighted means 3.51, 3.62 and 3.53 and with the following statements: "give the teacher your contact information and convenient times to get in touch with you"; "read and respond, if needed to all notices and letters from your teacher/s"; and "work with the teacher to clarify your academic performance and behavior in school".

Table 11

Parental Involvement of Father in School Performance Monitoring as Perceived by the Student-Respondents

Indicators	Weighted Mean	Inter-pretation
1. Ask your teacher's contact information.	3.38	MI
2. Give the teacher your contact information and convenient times to get in touch with you.	3.51	HI
3. Ask your teacher your strengths and weaknesses in the class.	3.50	MI
4. Read and respond, if needed to all notices and letters from your teacher/s.	3.62	HI
5. Work with the teacher to clarify your academic performance and behavior in school.	3.53	HI
6. Communicate with your teachers when there is question, concern to improve your performance.	3.45	MI
7. Share information to your teachers about your accomplishments at home or in extracurricular activities.	3.39	MI
8. Mark your calendar with special school activities and events so that you are prepared in every activity in school.	3.14	MI
Grand Weighted Mean	**3.44**	**MI**

Legend:			
	4.51 – 5.00	Extremely Involved	(EI)
	3.51 – 4.50	Highly Involved	(HI)
	2.51 – 3.50	Moderately Involved	(MI)
	1.51 – 2.50	Slightly Involved	(SI)
	1.00 – 1.50	Not Involved At All	(NIA)

However, five out of the eight indicators have weighted means ranges from 2.51-3.50 which resulted to a grand weighted mean of 3.44 meaning, student-respondents perceived their father as "moderately involved" in school performance monitoring.

Parental Involvement of Mother as Perceived by the Student-Respondents

Tables 12 to 14 present the parental involvement of mother in terms of school related activities, learning/tutoring at home, and school performance monitoring as perceived by the student-respondents.

School related activities. Table 12 shows the parental involvement of mother in school-related activities as perceived by the student-respondents.

Table 12

Parental Involvement of Mother in School Related Activities As Perceived by the Student-Respondents

Indicators	Weighted Mean	Inter-pretation
1. Monitor your study habits at least twice or more in a week.	3.50	MI
2. Ensuring that you are attending the class regularly.	3.64	HI
3. Support and reinforce the school's discipline plan.	3.50	MI
4. Visit your school at least once or twice in every grading to personally talk to your teachers if you have any problems in school.	3.23	MI
5. Actively attends classroom and general meeting in school.	3.43	MI
6. Approval in your participation in school activities like programs, field trip or educational trip, encampment, etc.	3.44	MI
7. Encourage you to voluntarily participate in all school-related activities.	3.46	MI
8. Familiarized grading system in your school and other related services.	3.47	MI
Grand Weighted Mean	3.46	MI

Legend: 4.51 – 5.00 Extremely Involved (EI)
3.51 – 4.50 Highly Involved (HI)
2.51 – 3.50 Moderately Involved (MI)
1.51 – 2.50 Slightly Involved (SI)
1.00 – 1.50 Not Involved At All (NIA)

As gleaned from the table 12, indicator number two was given the highest rating of 3.64 with the statement "ensuring that you are attending the class regularly" and interpreted as "highly involved".

Seven out of eight indicators has weighted means ranges from 2.51-3.50 which depicted a grand weighted mean of 3.46, indicating that student-respondents rated their mother as "moderately involved" in terms of their school related activities.

Learning/tutoring at home. Table 13 shows the parental involvement of mother in learning/tutoring at home as perceived by the student-respondents.

Table 13

Parental Involvement of Mother in Learning/Tutoring at Home as Perceived by the Student-Respondents

Indicators	Weighted Mean	Inter-pretation
1. Provides information how to monitor and discuss school work at home.	3.53	HI
2. Provides ongoing and specific answers to assists you with skills that you need.	3.52	HI
3. Aware of the importance of reading at home and practiced you at least once or twice a week.	3.44	MI
4. Assists you to set your academic goals.	3.45	MI
5. Schedules regular interactive homework that requires you to demonstrate and discuss what you learned from school.	3.55	HI
6. Give suggestions of materials that should be used in your projects.	3.41	MI
7. Develops your skills and talents that should be shown in school.	3.55	HI
8. Identified a regular time and place in your home to do homework and projects.	3.63	HI
Grand Weighted Mean	3.51	HI

Legend:			
	4.51 – 5.00	Extremely Involved	(EI)
	3.51 – 4.50	Highly Involved	(HI)
	2.51 – 3.50	Moderately Involved	(MI)
	1.51 – 2.50	Slightly Involved	(SI)
	1.00 – 1.50	Not Involved At All	(NIA)

As showed from the table, the highest weighted mean of 3.63 was given to statement number eight saying "identified a regular time and place in your home to do homework and projects", which mean that mother is "moderately involved" to this aspect as perceived by the student-respondents.

Of the eight indicators, five have weighted means ranges 3.51 – 4.50 which provided a grand weighted mean of 3.51; thus, the student-respondents rated their mother as "highly involved" in terms learning/tutoring at home.

School performance monitoring. Table 14 depicts the rating of student-respondents on the parental involvement of their mother in terms of school performance monitoring.

Table 14

Parental Involvement of Mother in School Performance Monitoring as Perceived by the Student-Respondents

Indicators	Weighted Mean	Inter-pretation
1. Ask your teacher's contact information.	3.51	HI
2. Give the teacher your contact information and convenient times to get in touch with you.	3.59	HI
3. Ask your teacher your strengths and weaknesses in the class.	3.60	HI
4. Read and respond, if needed to all notices and letters from your teacher/s.	3.83	HI
5. Work with the teacher to clarify your academic performance and behavior in school.	3.81	HI
6. Communicate with your teachers when there is question, concern to improve your performance.	3.59	HI
7. Share information to your teachers about your accomplishments at home or in extracurricular activities.	3.64	HI
8. Mark your calendar with special school activities and events so that you are prepared in every activity in school.	3.68	HI
Grand Weighted Mean	3.66	HI

Legend:			
	4.51 – 5.00	Extremely Involved	(EI)
	3.51 – 4.50	Highly Involved	(HI)
	2.51 – 3.50	Moderately Involved	(MI)
	1.51 – 2.50	Slightly Involved	(SI)
	1.00 – 1.50	Not Involved At All	(NIA)

As can be gleaned from the table, the highest weighted mean of 3.83 was given to statement number four saying "read and respond, if needed to all notices and letters from your teacher/s", it is followed by a weighted mean of 3.81 given to statement five indicating "work with the teacher to clarify your academic performance and behavior in school." However, the lowest weighted mean was given to statement number one with a weighted mean of 3.51 saying "ask your teacher's contact information".

All the eight indicators, have weighted means ranges 3.51 – 4.50 provided a grand weighted mean of 3.51; thus, the student-respondents rated their mother as "highly involved" in terms learning/tutoring at home.

Parental Involvement of Guardian as Perceived by the Student-Respondents

Tables 15 to 17 depict the parental involvement of guardian in terms of school related activities, learning/tutoring at home, and school performance monitoring as perceived by the student-respondents.

School related activities. Table 15 shows the parental involvement of guardian in school-related activities as perceived by the student-respondents.

From the table, it is noted that indicator number seven has the highest weighted mean of 3.74 stating "encourage you to voluntarily participate in all school-related activities", followed by indicator number three with a weighted mean of 3.73 saying "support and reinforce the school's discipline plans". In

these aspects the student-respondents perceived their guardian as "highly involved".

All the eight indicators for school related activities of guardian have weighted means ranges 3.51 – 4.50 which resulted to grand weighted mean 3.68. Meaning guardian is "highly involved" in school-related activities as perceived by the student-respondents.

Table 15

Parental Involvement of Guardian in School-Related Activities as Perceived by the Student-Respondents

Indicators	Weighted Mean	Inter-pretation
1. Monitor your study habits at least twice or more in a week.	3.72	HI
2. Ensuring that you are attending the class regularly.	3.72	HI
3. Support and reinforce the school's discipline plan.	3.73	HI
4. Visit your school at least once or twice in every grading to personally talk to your teachers if you have any problems in school.	3.51	HI
5. Actively attends classroom and general meeting in school.	3.68	HI
6. Approval in your participation in school activities like programs, field trip or educational trip, encampment, etc.	3.67	HI
7. Encourage you to voluntarily participate in all school-related activities.	3.74	HI
8. Familiarized grading system in your school and other related services.	3.67	HI
Grand Weighted Mean	**3.68**	**HI**

Legend:	4.51 – 5.00	Extremely Involved	(EI)
	3.51 – 4.50	Highly Involved	(HI)
	2.51 – 3.50	Moderately Involved	(MI)
	1.51 – 2.50	Slightly Involved	(SI)
	1.00 – 1.50	Not Involved At All	(NIA)

Learning/tutoring at home. Table 16 presents the parental involvement of guardian in their learning/tutoring at home as perceived by the student-respondents.

It is presented in the table that the highest weighted mean of 3.90 was given to statement number seven stating "develops your skills and talents that should be shown in school", followed by statement number five saying "schedules regular interactive homework that requires you to demonstrate and discuss what you learned from school" with a weighted mean of 3.80.

Table 16

Parental Involvement of Student-Respondents' Guardian in Learning/Tutoring at Home

Indicators	Weighted Mean	Inter-pretation
1. Provides information how to monitor and discuss school work at home.	3.68	HI
2. Provides ongoing and specific answers to assists you with skills that you need.	3.70	HI
3. Aware of the importance of reading at home and practiced you at least once or twice a week.	3.69	HI
4. Assists you to set your academic goals.	3.71	HI
5. Schedules regular interactive homework that requires you to demonstrate and discuss what you learned from school	3.80	HI
6. Give suggestions of materials that should be used in your projects.	3.77	HI
7. Develops your skills and talents that should be shown in school	3.90	HI
8. Identified a regular time and place in your home to do homework and projects.	3.71	HI
Grand Weighted Mean	3.75	HI

Legend:			
	4.51 – 5.00	Extremely Involved	(EI)
	3.51 – 4.50	Highly Involved	(HI)
	2.51 – 3.50	Moderately Involved	(MI)
	1.51 – 2.50	Slightly Involved	(SI)
	1.00 – 1.50	Not Involved At All	(NIA)

Furthermore, all the eight indicators have weighted means depicted from 3.51 – 4.50 which means guardian is "highly involved" in learning/tutoring at home as perceived by the student-respondents. It is supported of the obtained weighted mean of 3.75.

School performance monitoring. Table 17 depicts the parental involvement of guardian in school performance monitoring as perceived by the student-respondents.

Table 17

Parental Involvement of Guardian in School Performance Monitoring of Student-Respondents

Indicators	Weighted Mean	Inter-pretation
1. Ask your teacher's contact information.	3.71	HI
2. Give the teacher your contact information and convenient times to get in touch with you	3.75	HI
3. Ask your teacher your strengths and weaknesses in the class.	3.70	HI
4. Read and respond, if needed to all notices and letters from your teacher/s.	3.75	HI
5. Work with the teacher to clarify your academic performance and behavior in school	3.82	HI
6. Communicate with your teachers when there is question, concern to improve your performance.	3.79	HI
7. Share information to your teachers about your accomplishments at home or in extracurricular activities.	3.71	HI
8. Mark your calendar with special school activities and events so that you are prepared in every activity in school	3.84	HI
Grand Weighted Mean	**3.76**	**HI**

Legend:			
	4.51 – 5.00	Extremely Involved	(EI)
	3.51 – 4.50	Highly Involved	(HI)
	2.51 – 3.50	Moderately Involved	(MI)
	1.51 – 2.50	Slightly Involved	(SI)
	1.00 – 1.50	Not Involved At All	(NIA)

It is presented in the table that the highest weighted mean of 3.84 was given to statement number eight indicating "mark your calendar with special school activities and events so that you are prepared in every activity in school", followed by statement number six saying "communicate with your teachers when there is question, concern to improve your performance", student-respondents perceived their guardian as "highly involved" in these indicators.

Moreover, all the eight indicators have weighted means depicted from 3.51 – 4.50 which meant that guardian is "highly involved" in learning/tutoring at home as perceived by the student-respondents. It is supported by the obtained weighted mean of 3.76.

Differences in the Parental Involvement of Father, Mother, and Guardian as Perceived by the Student-Respondents

Tables 18 to 20 present the test of differences in the extent of parental involvement of father, mother and guardian along parameter school related activities, learning/tutoring at home, and school performance monitoring as perceived by the student-respondents.

School-Related Activities. Table 18 shows the test of differences in the parental involvement father, mother, and guardian in school related activities as perceived by the student-respondents.

It is presented in table 20 the result of One-way Analysis of Variance (ANOVA) with a level of significance at 0.05 and a degree of freedom between

two (2) groups and 906 within groups which obtained F-value of 14.019 which is found to be greater than the critical F-value of 3.00566.

Table 18

Differences in the Parental Involvement of Father, Mother and Guardian in School Related Activities as Perceived by the Student-Respondents

Summary

Groups	Count	Sum	Mean	Var.
Father	303	1034.875	3.42	0.50
Mother	303	1047.375	3.46	0.49
Guardian	303	1115.482	3.68	0.34

ANOVA

Source of Variation	SS	df	MS	F	F-crit.	Evaluation/ Decision
Between Groups	12.423	2	6.211	14.019	3.00566	S/Reject Ho
Within Groups	401.435	906	0.443			
Total	**413.857**	**908**				

Posteriori Using Tukey Analysis

Pairs	Absolute Difference in Mean	Computed t-value	Critical t-value	Evaluation/ Decision
Mother and Father	0.04	0.72	1.96	NS/Accept Ho
Guardian and Father	0.26	5.07	1.96	S/Reject Ho
Guardian and Mother	0.22	4.29	1.96	S/Reject Ho

Thus, the hypothesis "there are no significant differences in the parental involvement of father, mother and guardian in terms of school-related activitiesas perceived by the student-respondents" was rejected. With the

Posterioi test using Tukey analysis it was proved that student-respondents evaluated their guardian as more involved in school-related activities than their father and mother.

This could be an implication that parents nowadays maybe focus more in building bright future of their children that is why they work hard instead of focusing or assisting their children in school-related activities.

Learning/Tutoring at Home. Table 19 shows the difference in the parental involvement of father, mother, or guardian along parameter learning/tutoring at home as perceived by the student-respondents.

It is raised in table 20 the result of One-way Analysis of Variance (ANOVA) with a level of significance at 0.05 and a degree of freedom between two (2) groups and 906 within groups which resulted an F-value of 19.218 which was greater than the critical F-value of 3.00566.

Thus, the hypothesis "there are no significant differences in the parental involvement of father, mother and guardian in terms of learning/tutoring at home as perceived by the student-respondents" was rejected. With the Posteriori test using Tukey analysis it was depicted that student-respondents assessed their father as less involved in terms of learning/tutoring at home than their mother and guardian.

This could be an implication that father nowadays asks the assistance of other members of the family to guide their children in making assignments in school in lieu of their absence at home.

Table 19

Differences in the Parental Involvement of Father, Mother and Guardian in Learning/Tutoring at Home as Perceived by the Student-Respondents

Summary

Groups	Count	Sum	Mean	Var.
Father	303	1042.500	3.44	0.41
Mother	303	1108.125	3.66	0.43
Guardian	303	1138.750	3.76	0.40

ANOVA

Source of Variation	SS	df	MS	F	F-crit.	Evaluation/ Decision
Between Groups	15.961	2	7.980	19.218	3.00566	S/Reject Ho
Within Groups	376.221	906	0.415			
Total	**392.182**	**908**				

Posteriori Using Tukey Analysis

Pairs	Absolute Difference in Mean	Computed t-value	Critical t-value	Evaluation/ Decision
Mother and Father	0.22	4.11	1.96	S/Reject Ho
Guardian and Father	0.32	6.14	1.96	S/Reject Ho
Guardian and Mother	0.10	1.92	1.96	NS/ Accept Ho

School performance monitoring. Table 20 raises the difference in the parental involvement of father, mother, and guardian along parameter school performance monitoring as perceived by the student-respondents.

Table 20

Differences in the Parental Involvement of Father, Mother and Guardian in School Performance Monitoring as Perceived by the Student-Respondents

Summary

Groups	Count	Sum	Mean	Var.
Father	303	1037.500	3.42	0.40
Mother	303	1063.500	3.51	0.44
Guardian	303	1134.750	3.75	0.37

ANOVA

Source of Variation	SS	df	MS	F	F-crit.	Evaluation/ Decision
Between Groups	16.73	2	8.37	20.610	3.00566	S/Reject Ho
Within Groups	367.78	906	0.41			
Total	**384.51**	**908**				

Posteriori Using Tukey Analysis

Pairs	Absolute Difference in Mean	Computed t-value	Critical t-value	Evaluation/ Decision
Mother and Father	0.09	1.62	1.96	NS/ Accept Ho
Guardian and Father	0.33	6.34	1.96	S/Reject Ho
Guardian and Mother	0.24	4.54	1.96	S/Reject Ho

It is raised in table 20 the result of One-way Analysis of Variance (ANOVA) with a level of significance at 0.05 and a degree of freedom between two (2) groups and 906 within groups which depicted an F-value of 20.610 which happened to be greater than the critical F-value of 3.00566. Thus, the hypothesis

"There are no significant differences in the parental involvement of father, mother and guardian in terms of school performance monitoring as perceived by the student-respondents" was rejected. With the Posterioi test using Tukey analysis it was found that student-respondents evaluated their guardian as more involved in their school performance monitoring than their father and mother.

This could be an implication that parentsin our timeentreaties the grandparents, uncles, aunties, brothers or sisters to monitor school performance of their children.

Relationship Between Science Performance of Student- Respondents and Their Profile

Table 21 specifically presents the result of correlation analysis between the science performance of the student-respondents and their profile in terms of age, sex, birth order, perceived most influential member of the family and academic self-concept in science.

In associating science performance of student-respondents and their profile in terms of age, sex, birth order, perceived most influential member of the family, and academic self-concept in science, the following coefficient of correlation (r) and Fisher's t-values were obtained: for age r= -0.060 (negligible) and Fisher's t =1.043; for sex r= -0.003 (negligible) and Fisher's t=0.052; birth order r=0.011 (negligible) and Fisher's t=0.191; for perceived most influential member of the family r=0.041 (negligible) and Fisher's t=0.712; and for academic self-concept in Science r=0.008 (negligible) and Fisher's t=0.139.

Table 21

Result of Correlation Analysis Between Science Performance of Student-Respondents and Their Profile

Variate	Coefficient of Correlation (r)	Fisher's t-value	Evaluation / Decision
Age	-0.060	1.043	NS / Accept Ho
Sex	-0.003	0.052	NS / Accept Ho
Birth Order	0.011	0.191	NS / Accept Ho
Perceived Most Influential Member of the Family	0.041	0.712	NS / Accept Ho
Academic Self-Concept in Science	0.008	0.139	NS / Accept Ho

Legend: Fisher's t-critical Value ± 1.960 df= 301 ; α=0.05
S = Significant Computed > Critical Values
NS = Not Significant Computed < Critical Values

The computed Fisher's t-values for the profile age, sex, birth order, academic self-concept and perceived most influential member of the family turned lower than the critical value, which mean that the hypothesis "there is no significant relationship between science performance of student-respondents and their profile in terms of age, sex, birth order, academic self-concept and most influential member of the family" was accepted, which means age, sex, birth order, academic self-concept and perceived most influential member of the family of the student-respondents has nothing to do with their science performance.

Relationship Between Science Performance of Student- Respondents and Their Family Structure

Table 22 presents the result of correlation between science performance of student-respondents and their family structure in terms type of family, size of the family and head of the family.

Table 22

Result of the Correlation Analysis BetweenScience Performance of Student-Respondents and Their Family Structure

Variate	Coefficient of Correlation	Fisher's t-value	Evaluation / Decision
Type of Family	0.157	2.757	S / Reject Ho
Size of the Family	0.033	0.573	NS / Accept Ho
Head of the Family	0.143	2.506	S / Reject Ho

Legend: Fisher's t-critical Value ±1.960 df= 301 ; α=0.05
S = Significant Computed > Critical Values
NS = Not Significant Computed < Critical Values

In associating science performance of student-respondents and their family structure in terms of type of family, a coefficient of correlation of 0.157 was obtained indicating a positive negligible correlation and a computed Fisher's t-value of 2.757 which seemed higher than the critical value of 1.960, thus, the hypothesis "there is no significant relationship between science performance of student-respondents and their family structure in terms of type of family" isrejected.This meant that the student-respondents who belong to extended family tend to have a higher science performance maybe because there are many

people who stay at home which could help them in making their assignments and other school related works.

In associating science performance of student-respondents and their family structure in terms of size of family, a coefficient of correlation of 0.033 was obtained indicating a positive negligible correlation and a computed Fisher's t-value of 0.573 which seemed lower than the critical value, thus, the hypothesis "there is no significant relationship between science performance of student-respondents and their family structure in terms of size of the family" is accepted. This meant that the size of the family of student-respondents has nothing to do with their science performance.

In associating science performance of student-respondents and their family structure in terms of head of the, a coefficient of correlation of 0.143 was obtained indicating a positive negligible correlation and a computed Fisher's t-value of 2.506 which seemed higher than the critical value, thus, the hypothesis "there is no significant relationship between science performance of student-respondents and their family structure in terms of head of the family" is accepted. This meant that student-respondents who belong to a family headed by their father seem to perform well in science performance maybe for a reason that father have a strict leadership that made his son or daughter to perform well in school.

Result of Regression Analysis of Student-Respondents' Science Performance and their Perceived Parental Involvement of their Father, Mother, and Guardian

Tables 23 to 25 presents the result of regression analysis of student-respondents science performance and their perceived parental involvement of their father, mother, and guardian along parameters school related-activities, learning/tutoring at home, and school performance monitoring.

Parental involvement of father. Table 23 depicts the result of regression analysis of student-respondents' science performance and their perceived parental involvement of their father along parameters school related-activities, learning/tutoring at home, and school performance monitoring.

From the table, multiple R value resulted to 0.13 indicating a negligible correlation supported with a significance F value of 0.15 which turned higher than the level of significance value of 0.05, thus the null hypothesis "there is no significant relationship between science performance of student-respondents and their perceived father's parental involvement along parameters school related activities, learning/tutoring at home, and school performance monitoring "is accepted. This meant that their perceived father's parental involvement along parameters school related activities, learning/tutoring at home, and school performance monitoring has nothing to do with their science performance.

However, it is also shown in the regression table that the obtained R squared value of 2% meant that student-respondents' perceived parental

involvement of their father along school related activities, learning tutoring at home explains about one-fiftieth of the variation of their science performance.

Table 23

Result of Regression Analysis of Student-Respondents' Science Performance and Their Perceived Parental Involvement of Their Father

Regression Statistics	
Multiple R	0.13
R Square	0.02
Adjusted R Square	0.01
Standard Error	1.08
Observations	303

ANOVA

	Df	*SS*	*MS*	*F*	*Significance F*
Regression	3	6.26	2.09	1.790	0.15
Residual	299	348.71	1.17		
Total	302	354.97			

Result of Correlational Analyses

	Coefficients	*Standard Error*	*t Stat*	*P-value*	*Decision/Interpretation*
Intercept	2.07	0.40	5.14	0.00	
School Related Activities	0.04	0.11	0.38	0.71	NS/ Accept Ho
Learning/Tutoring at Home	0.13	0.13	0.95	0.34	NS/ Accept Ho
School Performance Monitoring	0.10	0.11	0.88	0.38	NS/ Accept Ho

This is a prediction or a model that in case the student-respondents' father will be involved in school related activities their science performance will increase by 4 percent per quarter. For learning tutoring at home, if the student-respondents' father will be involved in this aspect their science performance will

increase by 13 percent per quarter, and for school performance monitoring if student-respondents' father will be involved to this aspect their science performance will increase by 10 percent.

Parental Involvement of Mother. Table 24 presents the result of regression analysis of student-respondents' science performance and their perceived parental involvement of their mother along parameters school related-activities, learning/tutoring at home, and school performance monitoring.

From the table, multiple R value resulted to 0.14 indicating a negligible correlation supported with a significance F value of 0.11 which turned higher than the level of significance value of 0.05, of the three parameters only parameter school related activities obtained a p-value lower than the set level of significance, thus the null hypothesis "there is no significant relationship between science performance of student-respondents and their perceived parental involvement of their mother along parameters learning/tutoring at home, and school performance monitoring "is accepted. On the other hand, null hypothesis "there is no significant relationship between science performance of student-respondents and their perceived parental involvement of their mother in school-related activities" is rejected.

This meant that parental involvement of mother along parameter school-related activities as perceived by the student-respondents has something to do with their science performance while parameters learning/tutoring at home, and school performance monitoring has nothing to do with it.

Table 24

Result of Regression Analysis of Student-Respondents' Science Performance and Their Perceived Parental Involvement of Their Mother

Regression Statistics	
Multiple R	0.14
R Square	0.02
Adjusted R Square	0.01
Standard Error	1.08
Observations	303

ANOVA

	Df	*SS*	*MS*	*F*	*Significance F*
Regression	3	7.09	2.36	2.03	0.11
Residual	299	347.88	1.16		
Total	302	354.97			

Result of Correlational Analyses

	Coeffi-cients	*Standard Error*	*t Stat*	*P-value*	*Decision/Interpre-tation*
Intercept	2.46	0.41	6.02	0.00	
School Related Activities	0.28	0.12	2.29	0.02	S/ Accept Ho
Learning/Tutoring at Home	-0.11	0.14	-0.79	0.43	NS/Reject Ho
School Performance Monitoring	-0.01	0.11	-0.12	0.91	NS/Reject Ho

However, it is also shown in the regression table that the obtained R square value of 2 percent meant that student-respondents' perceived parental involvement of their mother along school related activities, learning tutoring at home explains about one-fiftieth of the variation of their science performance. This is a prediction or a model that in case the student-respondents' mother will

be involved in school related activities their science performance will increase by 28 percent per quarter. For learning tutoring at home, if the student-respondents' mother will be involved in this aspect their science performance will decrease by 11 percent per quarter, and for school performance monitoring if student-respondents' mother will be involved to this aspect their science performance will decrease by 1 percent.

Parental involvement of guardian. Table 25 raises the result of regression analysis of student-respondents' science performance and their perceived parental involvement of their guardian along parameters school related-activities, learning/tutoring at home, and school performance monitoring.

From the table, multiple R value resulted to 0.09 indicating a negligible correlation supported with a significance F value of 0.54 which turned higher than the level of significance value of 0.05, thus the null hypothesis "there is no significant relationship between science performance of student-respondents and their perceived mother's parental involvement along parameters school-related activities, learning/tutoring at home, and school performance monitoring "is accepted.

However, it is also shown in the regression table that the obtained R square value of 1 percent meant that student-respondents' perceived parental involvement of their mother along school related activities, learning tutoring at home explains about one-tenth of the variation of their science performance.

Table 25

Result of Regression Analysis of Student-Respondents' Science Performance and Their Perceived Parental Involvement of Their Guardian

Regression Statistics	
Multiple R	0.09
R Square	0.01
Adjusted R Square	0.00
Standard Error	1.09
Observations	303

ANOVA

	Df	*SS*	*MS*	*F*	*Significance F*
Regression	3	2.57	0.86	0.73	0.54
Residual	299	352.40	1.18		
Total	302	354.97			

Result of Correlational Analyses

	Coefficients	*Standard Error*	*t Stat*	*P-value*	*Decision/Interpretation*
Intercept	2.32	0.49	4.74	0.00	
School Related Activities	0.05	0.12	0.40	0.69	NS/Reject Ho
Learning/Tutoring at Home	0.02	0.14	0.16	0.87	NS/Reject Ho
School Performance Monitoring	0.11	0.12	0.92	0.36	NS/Reject Ho

This is a prediction or a model that in case the student-respondents' guardian will be involved in school related activities their science performance will increase by 5% per quarter. For learning tutoring at home, if the student-respondents' guardian will be involved in this aspect their science performance will increase by 2% per quarter, and for school performance monitoring if

student-respondents' guardian will be involved to this aspect their science performance will increase by 11 percent.

The data further implied that the percentage of the variations for the science performance of student-respondents and their perceived parental involvement of father, mother, and guardian are attributed with other factors, may be things to be considered include personal variates of the student-respondents' parents and guardian such as educational background and occupation. In the part of science performance the K to 12 Basic Education Curriculum could also be one of the issues that may be assessed for it changes the approach in teaching science, teacher preparedness could be one since the training in their undergrad specifies a certain science field and the current approach is in spiral or general.

Implications

The following implications were derived based from the conducted analyses of data:

1. The student-respondents were on their right age fitted for the grade level they are enrolled in who are dominated by the female sex, a usual observation in the rooster of enrolment in almost all educational institution in different levels.

2. Mother played great affection to their children as many psychologists proved that mother has great impact to their children comparing to other family members.

3. The student-respondents of this study have highly favorable academic self-concept in science meaning they are interested and have enthusiasm in dealing with the science subject.

4. The student-respondents took science as neither easy nor difficult though it is one of the major subjects.

5. Majority of the student-respondents lives with their father and mother as the modal type of family was reflected, this means that they both have their mother and father in sustaining their needs in school and give them formal education.

6. In nowadays, father is still the dominated head of the family as patterned in the traditional type of family in the Philippines.

7. Parents at present maybe focus more in building bright future of their children that is why they work hard instead of focusing or assisting their children in school-related activities.

8. At the present time, father asks the assistance of other members of the family to guide their children in making assignments in school in lieu of their absence at home.

9. In present time, the monitoring of school performance is entrusts by the parents to the grandparents, uncles, aunties, brothers or sisters of their child.

10. The percentage of variations for the science performance of student-respondents and their perceived parental involvement of father, mother, and guardian are attributed with other factors.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings with the corresponding conclusions drawn and recommendations from the drawn conclusions from the findings of the study.

Summary of Findings

The following are the major findings of the study:

1. The mean age of the student-respondents was pegged at 13.04 years old with a standard deviation (SD) of 1.11 year. Moreover, majority of the student-respondents were female, accounting for 154 or 50.83 percent while the male counterpart was composed of 149 or 49.17 percent.

2. The modal birth order of the student-respondents is at fourth child accounting to 71 or 23.43 percent.

3. Out of 303 student-respondents 103 or 33.99 percent of the student-respondents perceived their mother as the most influential member of their family.

4. The student-respondents considered their selves as person with highly favorable self-concept in science being indicated by the grand weighted mean of 3.53.

5. The mean rating of science performance of the student-respondents was pegged at 82.07 which is in between 80 – 84 and interpreted as "proficient" in their science performance.

6. Of the 303 student-respondents 106 or 34.98 percent of them claimed to have nuclear family while 66 or 21.78 percent claimed to have a single parent family.

7. The modal size of the family depicted at 2 to 4 siblings accounting to 87 or 28.72 percent.

8. A great number of the student-respondents, that is, 84 or 27.72 percent were headed by their father.

9. The father is moderately involved in school-related activities as perceived by the student-respondent supported by the grand weighted mean of 3.50.

10. Taken as a whole six out of the eight indicators have weighted means ranges 2.51 – 3.50 which resulted to grand weighted mean of 3.42 which indicating that father is moderately involved in terms of learning/tutoring at home as perceived by the student-respondents.

11. Five out of the eight indicators have weighted means ranges from 2.51-3.50 which resulted to a grand weighted mean of 3.44 meaning, father is "moderately involved" in terms of school performance monitoring as perceived by the student-respondents.

12. Seven out of eight indicators has weighted means ranges from 2.51-3.50 which depicted a grand weighted mean of 3.46, indicating that student-respondents rated their mother as "moderately involved" in terms of their school related activities.

13. Of the eight indicators, five have weighted means ranges 3.51 – 4.50 provided a grand weighted mean of 3.51; thus, the student-respondents rated their mother as "highly involved" in terms learning/tutoring at home.

14. All the eight indicators, have weighted means ranges 3.51 – 4.50 provided a grand weighted mean of 3.51; thus, the student-respondents rated their mother as "highly involved" in terms learning/tutoring at home.

15. All the indicators for school related activities of guardian were rated by the student-respondents as "highly involved" with weighted means ranges 3.51 – 4.50 which resulted to grand weighted mean 3.68. Meaning, guardian is "highly involved" in school-related activities as perceived by the student-respondents.

16. All the eight indicators have weighted means depicted from 3.51 – 4.50 which means that guardian is "highly involved" in learning/tutoring at home as perceived by the student-respondents. It can be supported by the obtained weighted mean of 3.75.

17. All the eight indicators have weighted means depicted from 3.51 – 4.50 which means that guardian is "highly involved" in learning/tutoring at

home as perceived by the student-respondents. It can be supported by the obtained weighted mean of 3.76.

18. The result of One-way Analysis of Variance (ANOVA) with a level of significance at 0.05 and a degree of freedom between two (2) groups and 906 within groups which obtained F-value of 14.019 which is found to be greater than the critical F-value of 3.00566. Thus, the hypothesis "there are no significant differences in the parental involvement of father, mother and guardian in terms of school-related activities as perceived by the student-respondents" was rejected. With the Posteriori test using Tukey analysis it was proved that student-respondents evaluated their guardian as more involved in school-related activities than their father and mother.

19. The result of One-way Analysis of Variance (ANOVA) with a level of significance at 0.05 and a degree of freedom between two (2) groups and 906 within groups which resulted an F-value of 19.218 which was greater than the critical F-value of 3.00566. Thus, the hypothesis "there are no significant differences in the parental involvement of father, mother and guardian in terms of learning/tutoring at home as perceived by the student-respondents" was rejected. With the Posteriori test using Tukey analysis it was depicted that student-respondents assessed their father as less involved in terms of learning/tutoring at home than their mother and guardian.

20. It is raised in table 20 the result of One-way Analysis of Variance (ANOVA) with a level of significance at 0.05 and a degree of freedom between

two (2) groups and 906 within groups which depicted an F-value of 20.610 which happened to be greater than the critical F-value of 3.00566. Thus, the hypothesis "There are no significant differences in the parental involvement of father, mother and guardian in terms of school performance monitoring as perceived by the student-respondents" was rejected. With the Posteriori test using Tukey analysis it was found that student-respondents evaluated their guardian as more involved in their school performance monitoring than their father and mother.

21. In associating science performance of student-respondents and their profile in terms of age, sex, birth order, most influential member of the family, and academic self-concept in science, the following coefficient of correlation (r) and Fisher's t-values were obtained: for age r= -0.060 (negligible) and Fisher's t =1.043; for sex r= -0.003 (negligible) and Fisher's t=0.052; birth order r=0.011 (negligible) and Fisher's t=0.191; for most influential member of the family r=0.041 (negligible) and Fisher's t=0.712; and for academic self-concept in Science r=0.008 (negligible) and Fisher's t=0.139.

22. In associating science performance of student-respondent and their family structure, the following coefficient values were arrived at: type of family-0.157(negligible) with Fiher's t = 2.757(significant); size of the family0.033(negligible) with Fisher's t= 0.573(not significant); and head of the family 0.143(negligible) with Fisher's t=2.506(significant).

23. Multiple R value resulted to 0.13 indicating a negligible correlation supported with a significance F value of 0.15 which turned higher than the level

of significance value of 0.05, thus the null hypothesis "there is no significant relationship between science performance of student-respondents and their perceived father's parental involvement along parameters school related activities, learning/tutoring at home, and school performance monitoring "is accepted. The obtained R squared value of 2 percent meant that student-respondents' perceived parental involvement of their father along school related activities, learning tutoring at home explains about one-fiftieth of the variation of their science performance. A prediction or a model that in case the student-respondents' father will be involved in school related activities their science performance will increase by 4 percent per quarter. For learning tutoring at home, if the student-respondents' father will be involved in this aspect their science performance will increase by 13 percent per quarter, and for school performance monitoring if student-respondents' father will be involved to this aspect their science performance will increase by 10 percent.

24. Multiple R value resulted to 0.14 indicating a negligible correlation supported with a significance F value of 0.11 which turned higher than the level of significance value of 0.05, of the three parameters only parameter school related activities obtained a p-value lower than the set level of significance, thus the null hypothesis "there is no significant relationship between science performance of student-respondents and their perceived parental involvement of their mother along parameters learning/tutoring at home, and school performance monitoring "is accepted. On the other hand, null hypothesis "there

is no significant relationship between science performance of student-respondents and their perceived parental involvement of their mother in school-related activities" is rejected. The obtained R square value of 2 percent meant that student-respondents' perceived parental involvement of their mother along school related activities, learning tutoring at home explains about one-fiftieth of the variation of their science performance. A prediction or a model that in case the student-respondents' mother will be involved in school related activities their science performance will increase by 28 percent per quarter. For learning tutoring at home, if the student-respondents' mother will be involved in this aspect their science performance will decrease by 11 percent per quarter, and for school performance monitoring if student-respondents' mother will be involved to this aspect their science performance will decrease by 1 percent.

25. Multiple R value resulted to 0.09 indicating a negligible correlation supported with a significance F value of 0.54 which turned higher than the level of significance value of 0.05, thus the null hypothesis "there is no significant relationship between science performance of student-respondents and their perceived mother's parental involvement along parameters school-related activities, learning/tutoring at home, and school performance monitoring "is accepted. The obtained R square value of 1 percent meant that student-respondents' perceived parental involvement of their mother along school related activities, learning tutoring at home explains about one-tenth of the variation of their science performance. A prediction or a model that in case the

student-respondents' guardian will be involved in school related activities their science performance will increase by 5 percent per quarter. For learning tutoring at home, if the student-respondents' guardian will be involved in this aspect their science performance will increase by 2 percent per quarter, and for school performance monitoring if student-respondents' guardian will be involved to this aspect their science performance will increase by 11 percent.

Conclusions

From the findings of the study, the following conclusions were drawn:

1. The student-respondents were on their right age fitted for the year level they are enrolled in and are dominated by the female sex, a usual observation in the rooster of enrolment in almost all educational institution in different levels, most of them are fourth child and perceived their mother is the most influential member of the family. They have a highly favorable self-concept in science.

2. The student-respondents showed a proficient science performance from their previous grading referring to second quarter.

3. The student-respondents family structure is dominated by a nuclear type of family which is composed of father, mother and children which is the traditional type of family in the Philippines; the student-respondents have 2 to 4 siblings which mean that they meet the standard number of children for

Filipino family which is headed or dominated by father as the traditional family patterned.

4. The student-respondents perceived their father and mother as moderately involved in school-related activities while their guardian is highly involved in the said parameter; in terms of learning/tutoring at home, the student-respondents rated their father as moderately involved and their mother and guardian as highly involved in the said aspect; and in terms of school performance monitoring, the student-respondents rated their father as moderately involved while their mother and guardian is highly involved for this aspect.

5. In comparison to the extent of parental involvement of father, mother and guardian of the student-respondents along parameter school-related activities, the guardian is more involved than the mother, and the mother is more involved than the father. It is all true in the two remaining parameters learning/tutoring at home and school performance monitoring.

6. In associating relationship between science performance and student-respondents, age, sex, most influential member of the family and academic self-concept in science has nothing to do with their science performance same with the family structure in terms of size of the family, on the contrary family structure in terms of type of family and head of the family, the student-respondents who belong to extended family headed by their father tend to perform well in science. For parental involvement 2 percent of the science

performance of the student-respondents will increase if father and mother will be involved in school-related activities, learning/tutoring at home and school performance monitoring while 1 percent increased will be added to science performance of the student-respondents if their guardian will be involved in the three cited parameters.

Recommendations

Based on the conclusions drawn from the findings of the study, the researcher recommends the following:

1. Inasmuch the father, mother, and guardian significantly differ in terms of involvement in science performance of the child, the researcher proposes that parents must a lot time in meeting and communicating with the teacher in order to achieve accumulative performance of the said subject.

2. Considering that type of family affects science performance of the students, science teachers are advice to classify his or her students according to the type of family they have to compare who performs well and this may be a good source of something to tackle during the PTA meeting.

3. Likewise, the family headed by the father tends to perform well in science, it is recommended that science teacher should asked both of the parents to discuss things that may happened if there is a father at home, explained to children that they have a complete family though their father are working

abroad or afar places. There must be a harmonious relationship between father and child so that a child could be motivated to perform well in school.

4. As career paths of the students are planned and not by chance, parents should assist and monitor the science of their students so they could qualify to pursue the career they preferred that required minimum academic performance.

5. Another study should be conducted among high schools in other divisions to validate the findings of the study. Other factors must be considered to include personal variates of the student-respondents' parents and guardian such as educational background and occupation. In the part of science performance the K to 12 Basic Education Curriculum could also be one of the issues that may be assessed for it changes the approach in teaching science, teacher preparedness or readiness could be one since the training in their undergrad specifies a certain science field and the current is in spiral or general approach.

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APPENDICES

Appendix A

Letter Request for Approval of Research Title

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City, Samar

January 20, 2014

DR. MARILYN D. CARDOSO
Dean, College of Graduate Studies
This University
Catbalogan City, Samar

Dear Madam:

I have the honor to submit the following titles for my thesis proposal, preferably number one:

1. Utilization of Improvised Laboratory Apparatus of Grade 7 Science Teachers in Samar National School and Academic Performance of Their Students.
2. Factors Affecting the Science Performance of Grade 7 and 8 Students in Samar National School: Basis for an Intervention Scheme
3. Family Structure and Parental Involvement in Science Performance of Grades 7 and 8 Students of Samar National School

Anticipating for your favorable actions on thismatter.

Respectfully yours,

(Sgd.) MARIFE M. MUSTACISA
Researcher

Recommended Title No.	Evaluators
1	**(Sgd.) Dr. Jose S. Labro**
3	**(Sgd.) Dr. Esteban E. Malindog**
3	**(Sgd.) Dr. Lanie M. Pacadaljen**

Appendix B

Letter Request for Assignment of Adviser

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City, Samar

January 22, 2014

DR. FELISA E. GOMBA
Vice President for Planning,
Research and Extension
This University
Catbalogan City, Samar

Dear Madam:

Please be informed that you have been designated of MS. MARIFE M. MUSTACISA candidate for the degree Master of Arts in Teaching (MAT) major in Chemistry who proposes to write a thesis entitled "FAMILY STRUCTURE AND PARENTAL INVOLVEMENT IN SCIENCE PERFORMANCE OF GRADES 7 AND 8 STUDENTS OF SAMAR NATIONAL SCHOOL".

Thank you for your cooperation.

Very truly yours,

(Sgd.) MARILYN D. CARDOSO, Ph.D.
Dean, College of Graduate Studies

CONFORME:

(Sgd.) FELISA E. GOMBA, Ph.D.
Adviser

Appendix C

Letter for the Student-Respondents

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR STATE UNIVERSITY
GRADUATE SCHOOL
Catbalogan City

Date: _____

Dear Respondents:

Good day!

The undersigned is a student of the Master of Arts in Teaching (MAT), Major in Chemistry. As part of the requirements for graduation from the said degree, she is conducting a study entitled, "**FAMILY STRUCTURE AND PARENTAL INVOLVEMENT VIS-À-VIS SCIENCE PERFORMANCE OF GRADE 7 STUDENTS OF SAMAR NATIONAL SCHOOL.**"

In this regard, the undersigned would like to ask favor from you to provide information relative to you and your choice of a career in the attached survey questionnaire especially designed for this purpose. Rest assured that your responses will be treated with utmost confidentiality.

Thank you very much and God bless.

Respectfully yours,

(Sgd.)MARIFE M. MUSTACISA
Researcher

Appendix D

Survey Questionnaire for Student-Respondents

Part I. Personal Profile of the Respondents

DIRECTION: Please supply the needed information through checking the appropriate parentheses (/) or filling out the space provided in each item.

Name (Optional): _____

1.Age: ( ) Below 12 years old
( ) 12 years old
( ) 13 years old
( ) 14 years old
( ) Above 14 years old

Sex: ( ) Male
( ) Female

2.Birth Order:
( ) First child ( ) Second child
( ) Third child ( ) Fourth child
( ) Ninth child ( ) Fifth child
( ) Others please specify: _____

3. Perceived Most Influential Member of the Family:

( ) Father ( ) Mother
( ) Grandfather ( ) Grandmother
( ) Uncle ( ) Auntie
( ) Brother ( ) Sister
( ) Others please specify: _____

4. Academic Self-Concept in Science

Direction: Below are statements of how you evaluate your academic self-concept in Science. Choose your answer by checking the opposite side of each indicator using the following Liu & Wang (2005:115) academic self-concept scale:

5- Strongly Agree (SA)
4- Agree (A)
3- Neither Agree Nor Disagree (N)
2- Disagree (D)
1- Strongly Disagree (SD)

Indicators	5 (SA)	4 (A)	3 (N)	2 (D)	1 (SD)
1. I can follow science lectures easily.					
2. I became imaginative in science class.					
3. I am able to connect the subject into different school works.					
4. I do science work without too much thinking.					
5. If I work hard, I think I can get better grades.					
6. I pay attention to science lessons during class hours.					
7. Most of my classmates are smarter than I am when it comes to Science.					
8. I study hard for my science tests.					
9. I have a poor performance in Science.					
10. I am usually interested in Science.					
11. I forget what I learned in Science.					
12. I am doing my best to pass in the Science subject.					
13. I get frightened when I am asked a question during Science class.					
14. I feel like quitting in the Science subject.					
15. I am good in Science.					
16. I am always waiting to finish Science lecture and go home.					
17. I always do my assignments and projects for my Science class.					
18. I give up easily when I faced difficult questions in Science.					
19. I am able to perform well than my classmates in Science areas.					
20. I am willing to put in more effort in my science lessons.					

Part II. Science Performance

Direction: Please right on the space provided your grade in Science during the previous quarter (second grading).

Science Performance: _____

Part III. Family Structure

Direction: Please supply the needed information regarding your family structure through checking the appropriate parentheses (/).

1. Type of Family

( ) Single Parent Family (*consist of one parent either father or mother raising one or more children of his/her own*)

( ) Grandparent Family (*consist of grandfather or grandmother or both raising child/children due to the absence of biological parents*)

( ) Nuclear Family (*consist of father, mother and children*)

( ) Blended Family (*consist of father/mother living with step father/ mother andchildren; combination of birth or adoption*)

( ) Extended Family (*consist of two or more families who are related either by blood or marriage*)

2. Size of the Family

( )Above 10 siblings
( ) 8 to 10 siblings
( ) 5 to 7 siblings
( ) 2 to 4 siblings
( ) only child

3. Head of the Family

( )Father
( ) Mother
( ) Grandfather
( ) Grandmother
( ) Others please specify: _____

( ) Uncle
( ) Auntie
( ) Brother
( ) Mother

III. PARENTAL INVOLVEMENT OF FATHER, MOTHER, AND GUARDIAN BASED FROM THE STUDENT-RESPONDENTS

Direction: Below are the indicators of the extent of parental involvement based from your observations. Kindly determine to what extents is the involvement of your father, mother and guardian in terms of. Choose your answer by checking the opposite side of each indicator using the following guidelines:

5- Extremely Involved (EI)
4- Highly Involved (HI)
3- Moderately Involved (MI)
2- Slightly Involved (SI)
1- Not Involved at All (NIA)

III-A. Parental Involvement of Father

Indicators	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NIA)
A. School Related Activities					
1. Monitor your study habits at least twice or more in a week.					
2. Ensuring that you are attending the class regularly.					
3. Support and reinforce the school's discipline plan.					
4. Visit your school at least once or twice in every grading to personally talk to your teachers if you have any problems in school.					
5. Actively attends classroom and general meeting in school.					
6. Approval in your participation in school activities like programs, field trip or educational trip, encampment, etc.					
7. Encourage you to voluntarily participate in all school-related activities.					
8. Familiarized grading system in your school and other related services.					
Others please specify. _____					
B. Learning/Tutoring at Home	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NIA)
1. Provides information how to monitor and discuss school work at home.					
2. Provides ongoing and specific answers to assists you with skills that you need.					
3. Aware of the importance of reading at home and practiced you at least once or twice a week.					
4. Assists you to set your academic goals.					
5. Schedules regular interactive homework that requires you to demonstrate and discuss what you learned from school.					
6. Give suggestions of materials that should be used in your projects.					
7. Develops your skills and talents that should be shown in school.					
8. Identified a regular time and place in your					

home to do homework and projects.					
Others please specify: _____					
C. School Performance Monitoring	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NIA)
1. Ask your teacher's contact information.					
2. Give the teacher your contact information and convenient times to get in touch with you.					
3. Ask your teacher your strengths and weaknesses in the class.					
4. Read and respond, if needed to all notices and letters from your teacher/s.					
5. Work with the teacher to clarify your academic performance and behavior in school.					
6. Communicate with your teachers when there is question, concern to improve your performance.					
7. Share information to your teachers about your accomplishments at home or in extracurricular activities.					
8. Mark your calendar with special school activities and events so that you are prepared in every activity in school.					
Others please specify: _____					

III- B. Parental Involvement of Mother

Indicators	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NIA)
A. School Related Activities					
1. Monitor your study habits at least twice or more in a week.					
2. Ensuring that you are attending the class regularly.					
3. Support and reinforce the school's discipline plan.					
4. Visit your school at least once or twice in every grading to personally talk to your teachers if you have any problems in school.					

5. Actively attends classroom and general meeting in school.					
6. Approval in your participation in school activities like programs, field trip or educational trip, encampment, etc.					
7. Encourage you to voluntarily participate in all school-related activities.					
8. Familiarized grading system in your school and other related services.					
Others please specify: _____					
B. Learning/Tutoring at Home	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NIA)
1. Provides information how to monitor and discuss school work at home.					
2. Provides ongoing and specific answers to assists you with skills that you need.					
3. Aware of the importance of reading at home and practiced you at least once or twice a week.					
4. Assists you to set your academic goals.					
5. Schedules regular interactive homework that requires you to demonstrate and discuss what you learned from school.					
6. Give suggestions of materials that should be used in your projects.					
7. Develops your skills and talents that should be shown in school.					
8. Identified a regular time and place in your home to do homework and projects.					
Others please specify: _____					
C. School Performance Monitoring	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NIA)
2. Ask your teacher's contact information.					
2. Give the teacher your contact information and convenient times to get in touch with you.					
3. Ask your teacher your strengths and weaknesses in the class.					
4. Read and respond, if needed to all notices and letters from your teacher/s.					
5. Work with the teacher to clarify your					

academic performance and behavior in school.					
6. Communicate with your teachers when there is question, concern to improve your performance.					
7. Share information to your teachers about your accomplishments at home or in extracurricular activities.					
8. Mark your calendar with special school activities and events so that you are prepared in every activity in school.					
Others please specify: _____					

III- C. Parental Involvement of Guardian

Indicators	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NIA)
A. School Related Activities					
1. Monitor your study habits at least twice or more in a week.					
2. Ensuring that you are attending the class regularly.					
3. Support and reinforce the school's discipline plan.					
4. Visit your school at least once or twice in every grading to personally talk to your teachers if you have any problems in school.					
5. Actively attends classroom and general meeting in school.					
6. Approval in your participation in school activities like programs, field trip or educational trip, encampment, etc.					
7. Encourage you to voluntarily participate in all school-related activities.					
8. Familiarized grading system in your school and other related services.					
Others please specify: _____					
B. Learning/Tutoring at Home	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NIA)
1. Provides information how to monitor and discuss school work at home.					

2. Provides ongoing and specific answers to assists you with skills that you need.					
3. Aware of the importance of reading at home and practiced you at least once or twice a week.					
4. Assists you to set your academic goals.					
5. Schedules regular interactive homework that requires you to demonstrate and discuss what you learned from school.					
6. Give suggestions of materials that should be used in your projects.					
7. Develops your skills and talents that should be shown in school.					
8. Identified a regular time and place in your home to do homework and projects.					
Others please specify: _____					
C. School Performance Monitoring	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NIA)
3. Ask your teacher's contact information.					
2. Give the teacher your contact information and convenient times to get in touch with you.					
3. Ask your teacher your strengths and weaknesses in the class.					
4. Read and respond, if needed to all notices and letters from your teacher/s.					
5. Work with the teacher to clarify your academic performance and behavior in school.					
6. Communicate with your teachers when there is question, concern to improve your performance.					
7. Share information to your teachers about your accomplishments at home or in extracurricular activities.					
8. Mark your calendar with special school activities and events so that you are prepared in every activity in school.					
Others please specify: _____					

Thank you for your cooperation!

Appendix E

Letter for Validation of Instrument

Republic of the Philippines
Department of Education
Region VIII
CATBALOGAN CITY DIVISION
Catbalogan City

December 10, 2014

MARISSA L. TAN
Principal I
Silanga National High School
Catbalogan City

Dear Madam:

Good day!

I have the honor ask permission from your good office to administer the attached survey questionnaire on December 12 and 18, 2014 to the Grade 7 students of your school for validation purposes.

This request is made in connection with the study I am undertaking entitled "**FAMILY STRUCTURE AND PARENTAL INVOLVEMENT VIS-A-VIS SCIENCE PERFORMANCE OF GRADE 7 STUDENTS OF SAMAR NATIONAL SCHOOL**", in partial fulfillment of the requirements for the degree in Master of Arts in Teaching, major in Chemistry at Samar State University, Catbalogan City.

Anticipating for your favorable actions in this request.

Very truly yours,

(Sgd.) MARIFE M. MUSTACISA
Researcher

Approved by:

(Sgd.) MARISSA L. TAN
Principal I

Appendix F

Letter Request from the School Division Superintendent to Field Survey Questionnaire

Republic of the Philippines
Department of Education
Region VIII
CATBALOGAN CITY DIVISION
Catbalogan City

January 5, 2015

DR. EDITA S. DE VEYRA
OIC-Schools Division Superintendent
Catbalogan City Division

Dear Madam:

Greetings!

I have the honor to request permission from your good office to administer my survey questionnaires in Samar National School on January 6-9, 2015.

This request is made in connection with the study I am undertaking entitled, **"FAMILY STRUCTURE AND PARENTAL INVOLVEMENT VIS-À-VIS SCIENCE PERFORMANCE OF GRADE 7 STUDENTS OF SAMAR NATIONAL SCHOOL"**, in partial Fulfillment of the requirements for the degree, in Master of Arts in Teaching, major in Chemistry at Samar State University, Catbalogan City.

Anticipating for your favorable actions in this request

Very truly yours,

(Sgd.) MARIFE M. MUSTACISA
Researcher

Noted:
(Sgd.) FELISA E.GOMBA, Ph.D.
Adviser

Recommending Approval:
(Sgd.) MARILYN D. CARDOSO, Ph.D.
Dean, College of Graduate Studies

Approved:
(Sgd.) EDITA S. DE VEYRA
OIC-Schools Division Superintendent

Appendix G

Letter Request for Permission from the School Principal to Field Questionnaire

Republic of the Philippines
Department of Education
Region VIII
CATBALOGAN CITY DIVISION
Catbalogan City

January 12, 2015

DR. LUZ C. MACAIRAN
Principal IV
Samar National School
Catbalogan City

Dear Madam:

Good day!

May I have the honor to request permission from your good office to administer my survey questionnaires to Grade 7 students of your school.

This request is made in connection with the study I am undertaking entitled "FAMILY STRUCTURE AND PARENTAL INVOLVEMENT VIS-A-VIS SCIENCE PERFORMANCE OF GRADE 7 STUDENTS OF SAMAR NATIONAL SCHOOL", in partial fulfillment of the requirements for the degree in Master of Arts in Teaching, major in Chemistry at Samar State University, Catbalogan City.

Anticipating for your favorable actions in this request.

Very truly yours,

(Sgd.) MARIFE M. MUSTACISA
Researcher

Approved by:

(Sgd.) LUZ C. MACAIRAN, Ed.D.
Principal IV

CURRICULUM VITAE

CURRICULUM VITAE

PERSONAL DATA

NAME	:	Marife Matic Mustacisa
DATE OF BIRTH	:	July 17, 1990
ADDRESS	:	P-3 Brgy. Guindapunan Catbalogan City
CIVIL STATUS	:	Single
FATHER	:	Felipe Honrales Mustacisa
MOTHER	:	Merlina Cabarles Matic-Mustacisa
SIBLINGS	:	Maricris Mustacisa-Ediza Mary Joy M. Mustacisa Mildred M. Mustacisa

EDUCATIONAL ATTAINMENT

KINDER	:	Malhacan Elementary School Iba Mecauayan Bulacan (1996-1997) Highest Honors
ELEMENTARY	:	Rizal Elementary School Daram, Samar (1997-1998) Highest Honors
		Catbalogan I Central Elementary School, Catbalogan City (1998-2003) With Honors
SECONDARY	:	Samar National School Catbalogan City (2003-2007)

Pres. Gloria Macapagal Arroyo (PGMA)
Athletic Excellence Awardee

COLLEGE : Bachelor of Secondary Education,
Major in Chemistry
Samar State University
Catbalogan City
(2007-2011)
Cum Laude
Mayor Tekwa Academic Excellence Awardee

GRADUATE : Master of Arts in Teaching
Major in Chemistry
Samar State University
Catbalogan City
2012-2015

ELIGIBILITY : Civil Service P.D. 907
(Honor Graduate)

Professional Teacher
January 1, 2012

WORK EXPERIENCE: High School Teacher
Samar College
Catbalogan City
June 2011-March 2013

:Secondary School Teacher I
Samar National School
Catbalogan City
June 2013-Present

Part-time Instructor
Calbiga Western Samar College
Calbiga, Samar
June 2015- present

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