

PARENTAL SUPERVISION AND ACADEMIC PERFORMANCE
OF ELEMENTARY PUPILS

A Master's Thesis
Presented to
The Faculty of the Graduate School
Samar State Polytechnic College
Catbalogan, Samar

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education
(Administration and Supervision)


ALFREDO M. MARCO
March, 1997

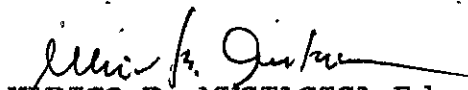
APPROVAL SHEET

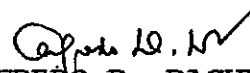
In partial fulfillment of the requirements for the degree, Master of Arts, this thesis entitled "PARENTAL SUPERVISION AND ACADEMIC PERFORMANCE OF ELEMENTARY PUPILS" has been prepared and submitted by Alfredo Mabait Marco, who having passed the comprehensive examination is hereby recommended for oral examination.



DEBORAH T. MARCO, Ph.D.
Adviser

Approved by the Committee on Oral Examination with a rating of PASSED


RIZALINA M. URBIZTONDO, Ed. D.
Chairperson



ULRICO B. MUSTACISA, Ed. D.
Member


ALFREDO D. DACURO, Ph. D
Member


MARILYN D. CARDOSO, Ph. D.
Member

Accepted in partial fulfillment of the requirements for the degree, Master of Arts in Education, major in Administration, and Supervision.

Date of Oral Examination:
February 28, 1997


RIZALINA M. URBIZTONDO, Ed. D.
Dean, Graduate School

ACKNOWLEDGMENT

A

I thank the Lord Jesus Christ for His faithfulness which kept me through bringing to fulfillment His promise in Proverbs 3:5 which says: "Trust in the Lord with all thine heart; and lean not unto thine own understanding."

Thanks to Dr. Tersito A. Aliposa, my professor in Philippine Value System, who did the pushing to finish my work, "Parental Supervision and Academic Performance of Elementary Pupils."

To my competent and honored panelists headed by Dr. Rizalina M. Urbiztondo, Dean of the Graduate and Post Graduate Studies of the Samar State Polytechnic College, Dr. Marilyn D. Cardoso, Head of the EMIS, Samar State Polytechnic College, Dr. Ulrico B. Mustacisa, Filipino Supervisor of the Division of Samar, and Dr. Alfredo D. Dacuro, English Supervisor of the Division of Samar who to the fullest degree gave his "yes" to take the place of Dr. Tersito A. Aliposa, to all of them, I say, "Thank you and may this work be a humble token to the commitment you have taught your disciples in making education a dynamic force that makes a significant contribution to nation building."

To my very talented and helpful statistician,

Dr. Marilyn D. Cardoso goes my sincere gratitude for helping me a lot in the mathematical computations I encountered.

To the Schools Division Superintendent of Samar, Dr. Jesusita L. Arteche, for approving the use of the 1996 NEAT as my test instrument, please accept my thanks for your grand assistance.

To the District Supervisors of the four school Districts of Catbalogan, Mr. Antonio Placiente, Sr., Mrs. Florfina Daradal, Mr. Emilio Fructouso and Miss Nora Perez, for indorsing my questionnaires to the school in their respective District, my heartfelt gratitude.

Special acknowledgment goes to the school administrators of San Andres Elementary School, Mrs. Guadalupe Cinco, Mr. Cristito Codoy of Mercedes Elementary School, Mrs. Luz Refuncion of the BLISS Community School and Mr. Alejandro Albos of the Silanga Elementary School without whose effort greater problem in retrieving the fielded instruments could have been encountered, a million thanks for your kind assistance.

Giving herself unselfishly in all aspect in this endeavor my adviser and partner, Dr. Deborah T. Marco goes my utmost feelings of love and gratitude.

To Miss Vivian Tenedero of the Sangguniang Bayan of Catbalogan who did tirelessly the production of this book and Dr. Deogracias Malinao of TTMIST, Calbayog City, for the sustained inspiration and prodding, my sincerest gratitude for everything that you have done.

° Finally, to my family - Iday, Mimi, Albie and Ahd - for the love, the understanding and the faith you have in what I can do which led to an abiding inspiration bringing to reality this book, my everlasting gratitude.

A. M. M.

△

DEDICATION

This work is dedicated to:

- the woman in my life, Deborah
- the jewels of my life: Almirah,
Albie and Ahd
- my parents, Mr. & Mrs. Federico
P. Marco, Sr. who did their
best for my education

- all those who believe in
parenting as a trust and a
partnership with the Lord
above for the full development
of His creation beginning with
their children and

- all who believe that there is
something beautiful in the
evolution of quality education
for which they can make a
novel contribution.

ABSTRACT

The effect of Parental Supervision on the Academic Performance of Grade VI Elementary Pupils in the School Districts of Catbalogan, Samar. This study used the descriptive method of research basically using the questionnaire-checklist as the data gathering instrument which was validated by research expert and non-respondents and was piloted in Bunu-anan Elementary School, Bunu-anan, Catbalogan, Samar, using both the Grade VI pupils and one of their parents for readability, validity and ease of answering. The data were gathered in the second semester of the School Year 1996-1997. The findings established that there was significant difference in the perception of the respondents in the study on the extent of supervision extended and, therefore, rejected the first null hypothesis of the study. To them, parental supervision significantly affects their academic performance. This implies a higher level of understanding of the role of parents to their children's success as generally established by studies. The researcher recommends encouraging the teachers to uplift and upgrade their teaching competencies for efficient and effective learning among their pupils.

TABLE OF CONTENTS

TITLE PAGE	-	-	-	-	-	-	-	-	i
APPROVAL SHEET	-	-	-	-	-	-	-	-	ii
ACKNOWLEDGMENT	-	-	-	-	-	-	-	-	iii
DEDICATION	-	-	-	-	-	-	-	-	vi
ABSTRACT	-	-	-	-	-	-	-	-	vii
TABLE OF CONTENTS	-	-	-	-	-	-	-	-	viii

<u>Chapter</u>								<u>Page</u>
I.	THE PROBLEM	-	-	-	-	-	-	1
	Introduction	-	-	-	-	-	-	1
	Statement of Problem	-	-	-	-	-	-	8
	Null Hypotheses	-	-	-	-	-	-	10
	Theoritical Framework	-	-	-	-	-	-	10
	Conceptual Framewok	-	-	-	-	-	-	14
	Significance of the Study	-	-	-	-	-	-	18
	Scope and Delimitation of the Study	-	-	-	-	-	-	26
	Defination of Terms	-	-	-	-	-	-	28
II.	REVIEW OF RELATED LITERATURE	-	-	-	-	-	-	32
	Related Literature	-	-	-	-	-	-	32
	Related Studies	-	-	-	-	-	-	42
III.	METHODOLOGY	-	-	-	-	-	-	54
	Research Design	-	-	-	-	-	-	54

TABLE OF CONTENTS
(Cont'd.)

<u>Chapter</u>		<u>Page</u>
	Instrumentation - - - - -	54
	Validation of the Instrument - - -	57
	Sampling Procedure - - - - -	58
	Data Gathering Procedure - - - -	60
	Treatment of Data - - - - -	62
IV	PRESENTATION AND INTERPRETATION OF DATA -	67
	Profile of the Pupil Respondents - -	69
	Profile of the Parent Respondent - -	70
	Academic Performance of Pupil Respondents on the NEAT - - -	76
	Extent of Parental supervision as Perceived by the Pupils - - -	81
	Extent of Parental Supervision as Perceived by the parents - - -	86
	Comparison of the Perceptions of the Pupils and the Parents - -	91
	Relationship of Pupils' Performance in NEAT and Extent of Parental Supervision Provided by Parents - -	97
	Implications - - - - -	105
V	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS -	112
	Findings - - - - -	112
	Conclusions - - - - -	118
	Implications - - - - -	119

TABLE OF CONTENTS
(Cont'd.)

<u>Chapter</u>							<u>Page</u>
Recommendations	-	-	-	-	-	-	120
BIBLIOGRAPHY	-	-	-	-	-	-	125
Books	-	-	-	-	-	-	125
Periodicals and Magazines				-	-	-	126
Unpublished Materials			-	-	-	-	127
Documents	-	-	-	-	-	-	129
APPENDICES	-	-	-	-	-	-	130
Application for Masteral Title					-	-	131
Approval Sheet	-	-	-	-	-	-	132
Letter to the DEC's Superintendent					-	-	133
Indorsement from the Superintendent						-	134
Letter to the District supervisors						-	135
Questionnaire	-	-	-	-	-	-	139
For Parent Respondents				-	-	-	140
For Pupil Respondents				-	-	-	144
NEAT	-	-	-	-	-	-	148
Set A (Mathematics and Hekasi)					-	-	149
Set B (Science and English)					-	-	165
CURRICULUM VITAE	-	-	-	-	-	-	180
LIST OF TABLES	-	-	-	-			

CHAPTER I

THE PROBLEM: ITS BACKGROUND

Introduction

The academic performance of the learners are said to be influenced by several factors. Some say that it is the teacher, others say it is the learner himself, but still others say it is the parents and the supervision in terms of love and concern that they provide that spells the greatest difference.

The mandate for the education sector for quality education is consistently pursued to make each Filipino develop his full potentials for self-actualization and productivity effectively contributing to the improvement of the family, the community and the bigger society. Yet, what parents, elders and leaders of the land do is continue to bemoan the deterioration of quality in education. The researcher, however, finds inspiration in what the late Senator Jose W. Diokno said in one occasion saying: "If we can but release the creative energy of our people, then we can have a nation full of hope and full of joy; full of life and full of love - a nation that may not be a nation for our children, but which will be a nation of our children" (Sutaria et al. 1989 :1) From this perspective, there is left plenty of room for creative energy that makes education

in the Philippines bobbling with hope for its quality that seems illusive to be realized at an early time than expected through the various efforts it is in today, research work included.

The New Elementary School Curriculum (NESC) is expected to develop basic literacy, numeracy, thinking and work skills that will not only enhance learning capabilities but will develop values that will enable Filipinos to become productive, self-reliant, versatile, civic-minded, physically fit and consequently, developed citizens (Gonzales, 1989 :39). As can be gleaned, the order is quite tall for all elementary educators, thus corroborating the idea of Gonzales, Sutaria (1984:20-21) stated that if educators are serious about achieving the goal of making elementary education provide a more substantial contribution to development, then there is a need to upgrade educational standards that would lead to the attainment of excellence in education and in life.

The revelations of the Survey of Outcomes of Elementary Education (SOUTELE) in 1976 under the aegis of the Educational Development Project Implementing Task Force (EDPITAF) (Sutaria, et. al. 1989:26 -27), the Program for Decentralized Educational Development (PRODED) (Sutaria,

et. al.,1989 :139-149) and later the Household and School Matching Survey (MSMS) (Sutaria, et. al., 1989 :) have led to greater efforts not only to the education sector of our country but our country itself so much so that no less than the **Philippine Constitution of 1986** specifically provides in its Declaration of Principles and State Policies, Section 17 saying: " The State shall give priority to education ... to foster patriotism and nationalism, accelerate social progress, and promote total human liberation and development" (Magpayo and Batalla, 1988:30). This, too, was repeatedly emphasized by Sibayan (1988:468) in his "What is Right With Philippine Education?"

Jose Rizal, even at his time, already considered education as the key to development when he said: " . . . We shall find our way by the light of knowledge" (Sutaria, et. al. ,1989:25). While the State considers the education of its constituents to be its primary concern, the **Family Code of the Philippines**, also known as Executive Order No. 209, in its Article 149 categorizes the family as its vehicle through which the State goals may be realized, so that it says: "The family, being the foundation of the nation, is a basic social institution which public policy cherishes and protects . . . " (Nolledo,1987:30)

Complementing the Constitutional provision in Article II, Section 12 provides:

The State recognizes the sanctity of family life and shall protect and strengthen the family as a basic autonomous social institution. . . . The natural and primary right and duty of parent in the rearing of the youth for civic efficiency and the development of moral character shall receive the support of the Government (Magpayo and Batalla, 1988: 29)

Along this line, Salinas (1989:31-60) in his review of studies made on the Filipino child pointed out that behavior problems of children revealed various forms of aggression as the most prevalent among the respondents with the home and family relations and economic factors as the root causes of the behavior problems. To these problems the Systematic Training for Effective Parenting (STEP), a counselling strategy, enabled the parents to improve their interpersonal skills in managing the behavior of their children at home. From this standpoint, it is clear that the school cannot assume all the responsibilities for the development of the sensitive "human element" aspect of school children. For this reason, education will have to project a new vision and a fresh perspective which will expand the school to the community and the home and make it its laboratory for the teaching-learning opportunities that will be provided. More specifically, Sutaria (1984:20-21) said: "Complementation

between the public and private sectors must be sought at all times in keeping with Constitutional mandate. This implies that needless duplication of efforts between these sectors must be forestalled and sharing of resources and linking of their efforts encouraged".

That every child is a unique person is of universal acceptance and parents can have an enormous impact on the direction of their children's intellectual development (Lynch, 1978:84-85). How these parents relate to their children in a way which influence their general intellectual functioning and orientation toward achievement is of great concern, and cannot be deemphasized. This is so because the nature of this relationship is particularly crucial during childhood when children are establishing the cognitive style and attitude toward achievement that considerably would affect them for the rest of their life (R. J. Evans, 1971:59-67). This makes it interesting to note that children of high achievement orientation and who function best intellectually are the children whose parents give active guidance and supervision (Rogers, 1976:10).

It is therefore eminent that nowadays children are treasured much and are given the priority in almost everything, for they are the future manpower and leaders in

nation building and in making their country progress. As stated in the Universal Declaration of the Right of the Child (DECS Order No. 107, S. 1989), it says:

. . . The child shall enjoy special protection and shall be given opportunities and facilities by law and by other means to enable him to develop physically, mentally, spiritually, morally, and socially in a healthy and normal manner and in a condition of freedom and dignity. In the enactment of laws for the purpose, the best interest of the child is the paramount consideration.

Looking at the total picture, it is understandable that parental care and supervision be considered to effect a good children's academic performance in the school. This is the main reason why this researcher has ventured in the study of determining the effect of parental supervision on the academic performance of the children and in determining its significance to the teachers, the school administrators and the pupils. All of these pieces of information can be used in instituting ways to help the child. While it may be true that there is nothing that a parent can directly do about the performance of his child in school, yet, there is much to be gained from the child's behavior. It is the parents' responsibilities to strive to know about the performance of their children in school. Quoting Dr. Mona Valismo, Director of the National Educational Testing and Research Center of the Philippines, Salcedo (1990:20) said: "The

educational and moral development of children lies in the need for parents to extend a guiding hand to their children so that they may achieve a good and better life."

From the researcher's personal experience as a father of three, who with God's partnership have all made good in their school work, he has a strong tendency to believe that parental influence has direct bearing with children's academic performance. All the three of his children, after their two to three years' stay in the dormitory at Silliman University, wrote back telling how fortunate they were to have been personally supervised in their school-related activities and how they were personally supported in their formative years. This they found out as they compared notes with their dormmates who complained of not having been personally taken care of by their parents but their yaya, their auntie or their grandparents, a fortune that makes a lot of difference in what they do now in life. While overjoyed and gratified by the heart-warming thought, the researcher continues to wonder whether indeed there is that relationship between the parental effort and the children's academic performance in school.

As a school administrator for nearly fifteen years, he has observed how many parents just take notices for

Parents-Teachers Association (PTA) meetings for granted and how PTA induction activities are better attended because there are the dancings and the eats that go with them. In all these PTA-related or school-related meetings, he has observed that parents who attend and are concerned with the different activities of the school, generally, have children who are better performing academically.

The above situations that continue to bother this researcher are things that need definite answers and, therefore, have prodded him to do something, thus this research study.

Statement of the Problem

The main objective of this study was to determine the relationship of parental supervision and the academic performance of elementary Grade VI pupils. More specifically, this study sought to answer the following questions:

1. What is the profile of the Grade VI pupils in the four (4) school Districts of the Municipality of Catbalogan, Samar, in terms of:

- 1.1 Age?

- 1.2 Sex?

- 1.3 Religion?

2. What is the profile of the parent respondents in the four (4) educational Districts of Catbalogan, Samar, in terms of:

- 2.1 Age?
- 2.2 Sex?
- 2.3 Religion?
- 2.4 Socio-economic status?
- 2.5 Educational attainment?
- 2.6 Employment / Livelihood?

3. What is the academic performance of the Grade VI pupils in the four (4) school Districts of Catbalogan, Samar, in Mathematics, Heograpiya, Kasaysayan at Sibika (Hekasi), Science and English?

4. As perceived by the Grade VI pupils and their parents themselves, what is the extent of parental supervision provided them?

5. Is there a significant difference between the perceptions of the pupils and their parents on the extent of parental supervision provided?

6. Is there a significant relationship between the extent of parental supervision and the academic performance of the pupils?

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

Null Hypotheses

In trying to seek answers to the problems posed in this study, the following hypotheses were tested:

1. There is no significant difference between the perceptions of the pupils and their parents on the extent of parental supervision provided them.

2. There is no significant relationship between the extent of parental supervision and the academic performance of the pupils.

Theoretical Framework

This study was anchored on the principle which Presidential Decree 6A of 1972 points out to be the goal of Philippine Education which is: " . . . to provide the foundation for achieving a broad general education that will assist each individual in the peculiar ecology of his own society to attain his potential as a human being." And Article 220 of Executive Order No. 209 better known as the **Family Code of the Philippines** (Nolledo, 1987:54), recognizing the role of the parents in the rearing of the young which provides that parents and those exercising

parental authority shall have with respect to their unemancipated children or wards the following rights and duties:

(1) To keep in their company, to support, educate and instruct them by right precept and good example, and to provide for their upbringing in keeping with their means;

(2) To give them love and affection, advice and counsel, companionship and understanding;

(3) To provide them with moral and spiritual guidance, inculcate in them honesty, integrity, self-discipline, self-reliance, industry and thrift, stimulate their interest in civic affairs, and inspire in them compliance with the duties of citizenship;

(4) To furnish them with good and wholesome educational materials, supervise their activities, recreation and association with others, protect them from bad company, and prevent them from acquiring habits detrimental to their health, studies and morals;

(5) To represent them in all matters affecting their interests;

(6) To demand from them respect and obedience;

(7) To impose discipline on them as may be required under the circumstances; and

(8) To perform such other duties as are imposed by law upon parents and guardians.

Corollary to the above provisions, Villaflor (1993:55) assuringly says that parents do not have to be highly educated themselves to help their children get the most in

their learnings, rather, it is their positive attitude that makes the difference.

More specifically, the earlier cited principles shall be buttressed by other theorists led by Hamachek (1974:94-102) in his four universal needs of growing children. These needs are critical at any stage, but they are said to be more critical during the elementary stage because children's attitude and personality are being formed. First of these needs is the need for achievement, second, is the need to be loved and esteemed, the third, is the need to be understood, and finally, is the need to belong.

Similarly, Dublin (1974: 92-93) citing Abraham Maslow declared that an individual, by nature, strives to satisfy his desire for a position in the order of hierarchy is another theory considered in this study. Accordingly, this needs are the physiological, psychological, esteem and self actualization needs. As a hierarchy, the lowest unsatisfied level generally dominates the organism, nevertheless, when that motive is reasonably well-satisfied, the next desire emerges.

Finally, another theory made use of as framework in this study is that formulated by Alfred Adler (1975:175-174) which is the development of personality through creative

self. According to him, self is a highly personalized subjective system that interprets and makes meaningful the experiences of the organism. Moreover, it searches for experiences that will aid in fulfilling the person's unique style of life. If these experiences are not to be found in the world, the self tries to create them. Furthermore, he considers each person to be a unique configuration of motives, traits, interests, and values; hence, every act performed by the person bears the stamp of his own distinctive style of life. He added that man is a conscious being; he is ordinarily aware of the reasons for his behavior, too. He is conscious of his inferiorities and conscious of the goals for which he strives. More than that, man is a self-conscious individual capable of planning and guiding his actions with full awareness of their meanings for his self-realization.

With positive findings, the good performance of the pupils supports or paves way for the attainment of quality education which is the primary goal of the Constitution and the Bureau of Elementary Education (BEE). Good performance of pupils reflect better quality teachers and quality teaching brought about not only from the efforts of the

school but of the complementation that parents extend to the school personnel.

The parents and school patrons realizing that there is something better in pupil performance when the parents and the teachers complement each other extending the needed cooperation and coordination for any task / activity would surely be grateful for the teachers' noble task. More specifically, Arellano (1993:56) said:

The job of training children to assume responsibility cannot be done by the home alone. It is only natural that it should be shared by the school. . . Training for responsibility is a very important aspect of the child's education. It should be considered a major objective which is kept in mind and made a part of all activities both outside and inside the school.

Conceptual Framework

Figure I shows the Conceptual Framework of the Study. The first layer of boxes represents the research environment where the study was conducted. As shown, the four Districts of Catbalogan in the Division of Samar have been taken with the San Andres Elementary School at Brgy. San Andres representing the District of Catbalogan I, the Mercedes Elementary School at Brgy. Mercedes representing the District of Catbalogan II, the BLISS Community School at Brgy. Canlapwas representing the

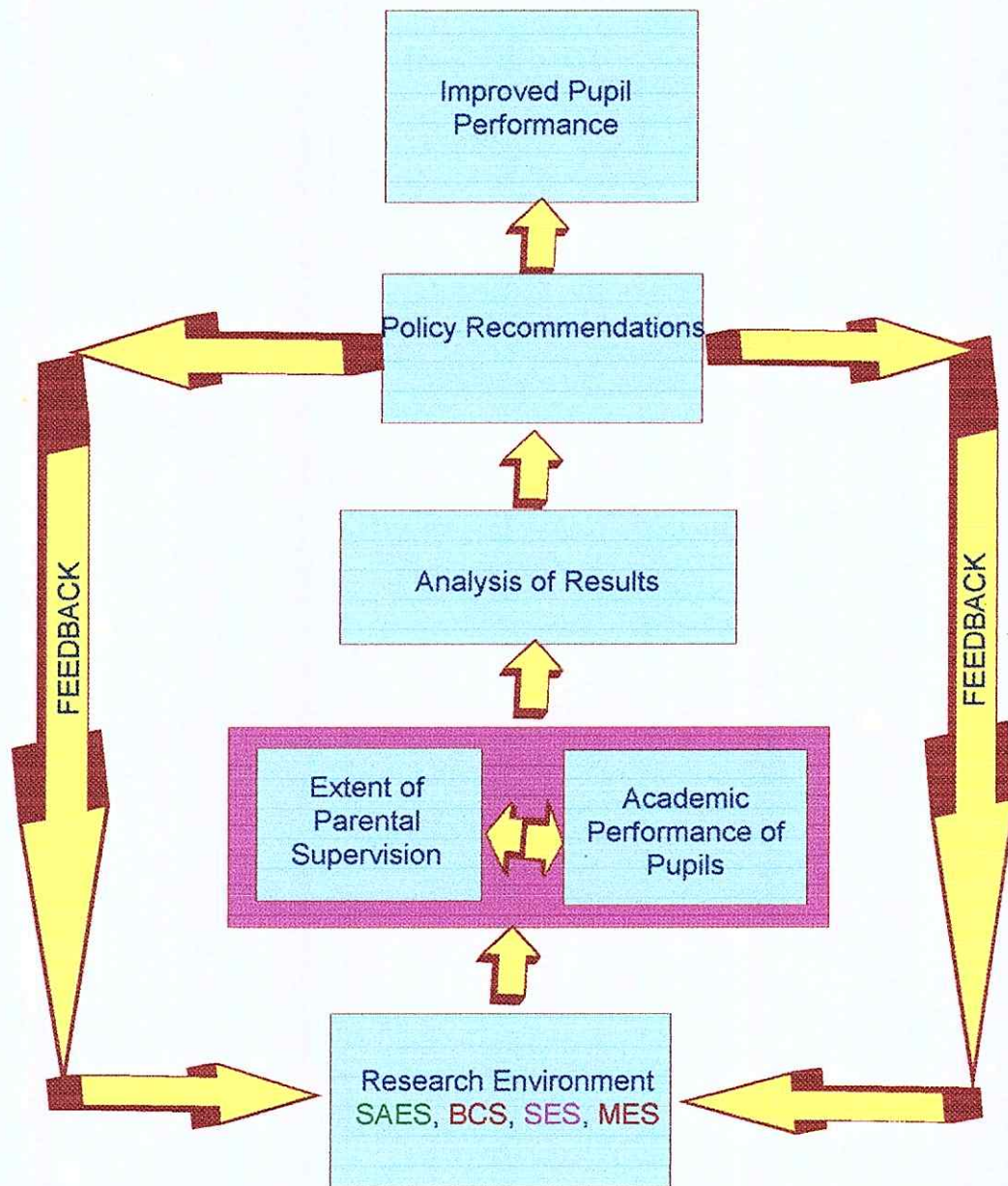


Figure 1 : The Conceptual Framework of the Study Showing Its Environment, the Variables and the Processes Involved

Legend :

- SAES : San Andres Elementary School
- SES : Silanga Elementary School
- BCS : BLISS Community School
- MES : Mercedes Elementary School

District of Catbalogan III and the Silanga Elementary School at Brgy. Silanga for the District of Catbalogan IV. The taking of the four elementary schools in the study was per suggestion of the panel during the researcher's pre-orals. Also, the four (4) schools, more or less, represent the typical elementary grades school and, therefore, in the mind of the researcher this shall increase the reliability and validity of the results of the study.

The second box, going up, represents the subjects of the study: - that of the parents and that of the pupils. The arrow pointing to both sides, at the outset, presumes that the parents' supervision of the studies and/or school-related activities of their children affects the academic performance of their children, establishing either a difference or a relationship, as viewed by both the sample subjects in the study.

Moving higher to the next level represents the activity in the study which is the Analysis of Results from the answers given by both the parents and the pupils to the questionnaire given them to answer. From the pupils, this would mean that they would be answering the questionnaire soliciting responses to establish their profile, their perception on parental supervision provided them and those

that have bearing to establish findings on the effect of parental supervision to academic performance and the answers they would give in the achievement test they would be taking using the National Elementary Assessment Test (NEAT). On the other hand, the parents would be answering the questionnaire soliciting their profile, their perception of supervision provided their children and those that have bearing to establish findings on the effect of parental supervision on the academic performance of their children.

The box on Policy Recommendations represents the researcher's recommendations based on the analyzed findings of the study. This is the most important aspect of the whole research work because to borrow Sutaria's. (1989: "Preface") idea " . . . The educational system must be continually reexamined and renewed to be relevant to the society in which it is embedded. This is where evaluation and research can play a central role. The translations of these findings into action addressed to the improvement of policy and practice must be a major concern".

Finally, the topmost box represents the very goal of the research work which is the Improvement of the Academic Performance of the Pupils. From the findings of this study, recommendations / efforts towards instituting an effective

transmission-transformation system can be had which will ensure that this research effort effectively serves educational development.

The lines outside signify the feedback mechanism. This means that whatever recommendations are identified from the studies that may prove beneficial to both the parents and the pupils maybe made for the improvement of the children's academic performance beginning with the research environment and those similarly situated.

Significance of the Study

Parents' responsibilities do not end when they turn their children to the teacher in a school setting and the teachers' responsibilities are not confined only within the bounds of the classroom. With this awareness, this study shall prove helpful to several sectors. To wit:

The Legislators. The results of this study may prove helpful to the legislative branch of the government, both at the national and local levels.

As observed, even with the legal provision of making our parents civilly and criminally liable for the injuries and damages caused by their acts or omissions on their unemancipated children as provided by Article 221 of the

Family Code of the Philippines, there is very little done in practice to this end.

Allowing the street children to roam freely and aimlessly or allowing the very young to be found in work places, or worst, in white slavery, is an act that should put their parents legally answerable.

With the findings of this study, it is hoped that legislators put more meaning and seriousness in our laws on parental authority to become self-executing so as to pin down the irresponsible parents in our society. More constructively, for Congress to provide more funds for the Department of Education, Culture and Sports (DECS) to strengthen and enrich its programs in improving parent-child relationship for greater educational output.

The Education Planners and Policy-Makers. As repeatedly emphasized, education facilities, in and out of school, help in improving academic performance. The translation of the findings of this study, along with those earlier undertaken, into actions addressed to the improvement of policy and practice is a direction towards which efforts of this study is made.

The School Administrators. The results of this study will be an eye-opener to the school administrators to the need of involving the parents through participative planning, designing and assessing or evaluating school activities, specially towards making the Parents - Teachers' Association (PTA) as an effective channel making it a functional arm of realizing educational goals.

Also, the results of the National Elementary Assessment Test (NEAT) may serve as an indicator either of the effectiveness or ineffectiveness of the NESC implementation by the teachers of the respondents. The results would reveal whether the Minimum Learning Competencies (MLC) are being met by the teachers who are the direct implementors. The standards are necessary to achieve quality education. Further, the administrators would be aware of the teachers' weaknesses in the teaching process and, therefore, would be able to institute staff development activities to uplift teachers' competencies.

The Non-Formal Education (NFE) Program Coordinators.

The Non-Formal Education (NFE) Program of the DECS is designed to better prepare our illiterate and unskilled parents to assume and discharge their functions, duties and responsibilities as members of the society and to become a

contributor to the cause of development beginning with their family through their growing and unemancipated children as defined by the Philippine Constitution, The Family Code of the Philippines and other laws like The Child and Youth Welfare Code.

After it shall have been proven how parental supervision can affect pupil academic performance, the NFE program of each educational district can be re-programmed or reoriented to have parents assume in a more meaningful role in the full development of their children's potential making them productive citizens of the land.

The School Guidance Workers. The thrust of value formation orientation and reorientation among the children get a major focus of a school guidance program. Embued with the basic precept that education is fundamentally a process of individual development, any school guidance program must keep every learner, especially the elementary pupils away from the narrow concept of education as the process of attaining basic skills like numeracy and reading but should consider teaching as a process of guiding and stimulating growth that would result in the mastery of the tools of knowledge and in the understanding and appreciation of our cultural heritage. Such knowledge should also be

expressed in the development of self-dependence, social ease and the adoption of social responsibilities (Cagaanan, 1993: 54).

With the result of this study a guidance program of each school maybe enriched in meaning and in mission by designing some activities that may call or involve the parents and their children towards a more meaningful relationship.

The Parents-Teachers' Association (PTA) Officers and Members. Very often the PTA becomes the sounding board of the parents and the teachers on matters affecting the learners outside their home and their church.

With the results of this study, the PTA in each school maybe functionalized with varied activities where parents do not just talk or hear of negative things about their children but also for it to become the forum of good news about their children. A functional PTA participated in very actively and meaningfully by both the teachers and the parents can lead to activities designed towards strengthening the family bond: the father-son relations, the daughter-mother relations or relations among siblings. These activities would not only build rapport between and

among family members, but will instill security and confidence on each member, as well.

The Teachers. Cagaanan (1993: 54) said: ". . . the real measure of achievement is the amount of desirable changes that take place in a child in relation to his inherent potentials . . . at all educational activities are valuable only to the extent to which teachers stimulate and guide development." The realization of Cagaanan's idea is to a greater extent that of the teacher in whose hands the greater part of a learner's day lies. With the results of this study the teacher would be further enlightened and his creative potentials challenged for resourcefulness and ingenuity towards improving pupil performance.

The negative findings of the study would challenge the teacher to check his teaching techniques or strategies. He can either infer from them his strengths and weaknesses in the four subjects areas like Mathematics, Science, English and Hekasi. With improved classroom instruction pupils would benefit thereby improving their academic performance, too.

The Parents. The parents are highly thought of as the foundation of a family. They are the models of behavior for and of their children. They should be their children's

While it is easier to get many parents' attention today in the negative reports about their children in school, our elementary pupils should think/consider of the positive means of getting their parents participate in school-related activities like offering them good grades in exchange for their parents' attendance or involvement in school activities.

Being patient and considerate with ignorant and uneducated parents making them understand their role as parents to them as the law mandates, offering them an extra hand in accomplishing household chores while their parents attend school-related activities are strategies that children can have to make their parents attend school meetings.

Moreover, setting themselves as example or model of an educated person in speech, in action and in thought, the pupils can surely make their parents be proud of them thereby encouraging them to get interested in whatever their children are in.

Summing, the empirical data revealed in the study will be useful not only as inputs to curriculum development but more importantly, the better understanding of the Filipino child as a learner and member of the society, and as a basis

for educational policies and programs, thereby, enhancing truly the education of the Filipino child.

Scope and the Delimitation of the Study

This study focused on getting information on the relationship of the effect of parental supervision and the academic performance of Grade VI pupils in four (4) representative schools of the four school Districts, as shown in Figure 2 which is the Map of the Municipality of Catbalogan, namely: the San Andres Elementary School, the Mercedes Elementary School, the Bliss Community School and the Silanga Elementary School for the four school Districts in Catbalogan, Samar, respectively.

The two groups of respondents, parents and Grade VI pupils, were evaluated in this study. Their perceptions on the extent on parental supervision provided to Grade VI pupils determining the significant difference and / or relationship were solicited and analyzed.

Representing the pupil respondents were 317 from a population of 1,567 but for which only 294 pupils representing 93 percent actually participated in the study from the four school Districts in Catbalogan with another 294 representing one of the parents of the pupil participant

taken individually. The study was conducted in the School Year 1996-1997.

Definition of Terms

For the better understanding of terms and acronyms used in this study, a definition of terms is hereby provided conceptually and operationally.

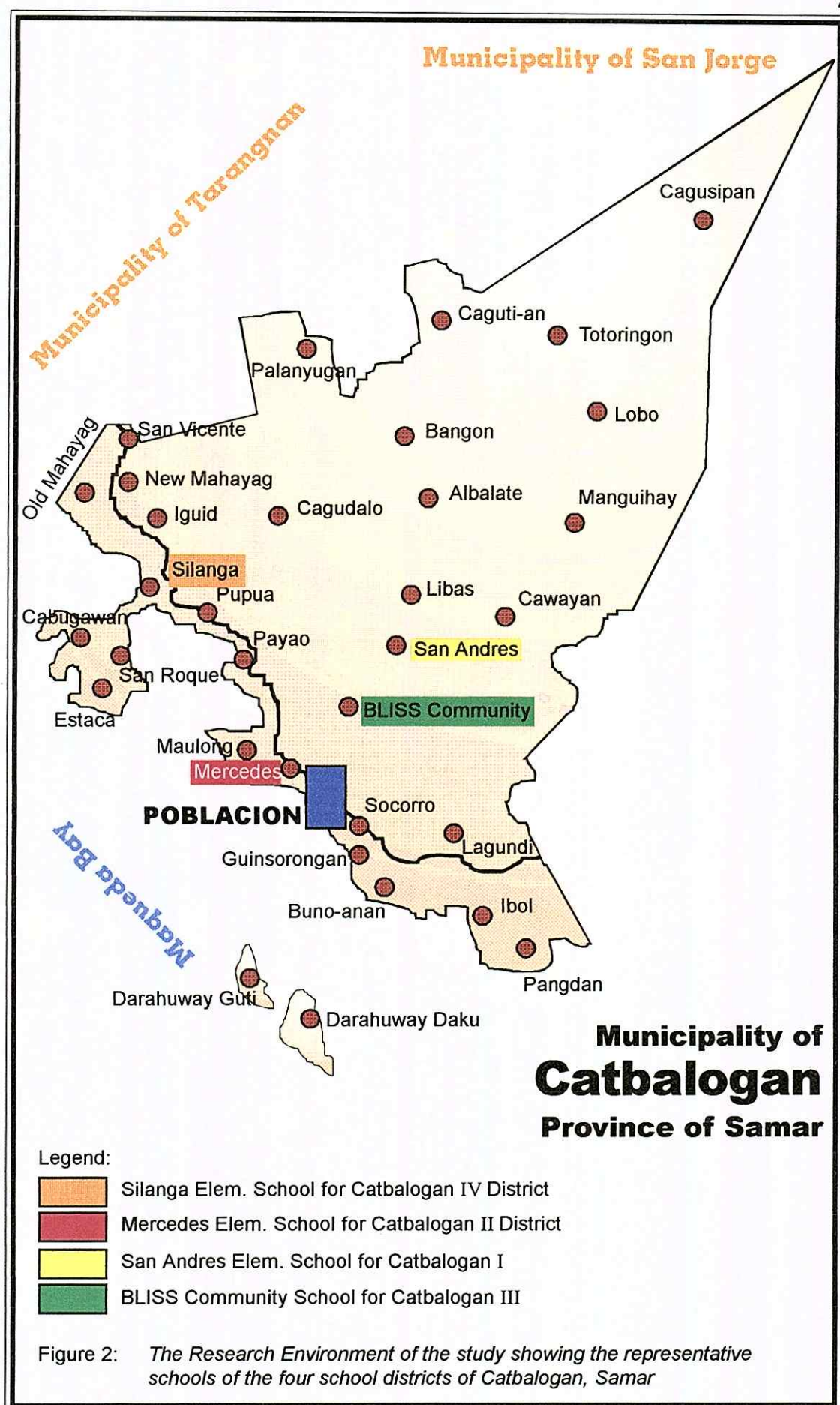
Academic performance. As used in the study, it refers to the scores of respondents as a result of the NEAT items given them, specifically on the subject areas of English, Mathematics, Science and Hekasi.

BEE. It stands for Bureau of Elementary Education which is the official first level of Philippine education.

DLRC. It stands for Decentralized Learning Resource Center.

EDPITAF. It stands for Educational Development Project Implementing Task Force (Sutaria, et. al. 1989: 26).

Educational Production Model. It is an educational model that posits that whatever is learned in school is predicated on antecedent academic, social, psychological abilities that children possess when they enter school (Sutaria et. al. 1989: 25).



Emotional development. This refers to signs of growth in a child which indicates that he is already capable of assuming responsibility, approach new situation with self-confidence and that he has acquired a feeling of security to accept failures as an incentive to improve each time.

HEKASI. It stands for Heograpiya, Kasaysayan at Sibika which is a subject area in the Bureau of Elementary Education.

HSMS. It stands for Household and School Matching Survey (Sutaria, et. al. 1989: 28-29).

Intellectual development. It refers to the early childhood that is being characterized by the progressive functioning of a child's mental power.

MLC. It stands for Minimum Learning Competencies. It sets the standard for the learners to at least get a 75% mastery level of performance.

NEAT. It stands for National Elementary Assessment Test given regularly by the Bureau of Elementary Education to Grade VI pupils each year.

NESC. It stands for the New Elementary School Curriculum to differentiate it from the old curriculum of the Bureau of Elementary Education.

NFE. It is the acronym of Non-Formal education whose main purpose is to train out-of-school-youth and mothers to be equipped with livelihood and learning skills.

Parental supervision. As used in this study, it refers to the process in which parents guide and make a follow up of their children's assignments and other activities in their home premises or their attendance in school sponsored/related activities as proof of their love and concern on what their children do or are required to do by the school.

PRODED. This acronym stands for Program for Decentralized Educational Development which is calculated to improve achievement levels and to develop values requisite to effective social being (Guerrero, 1989: 139-149).

PTA. It stands for Parents-Teachers' Association. This is one of the avenues available for both the parents and the teachers to plan out ways and means for the betterment of the school children.

Reliability. It refers to the extent to which an experiment, test or measuring procedure yields the same results on repeated trials.

Social development. This means the attaining of maturity in social relationships. It is the process of

CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

This Chapter includes relevant information from books and other related studies taken from similarly situated problems and solutions. The Chapter likewise includes a brief explanation on the relationships and the distinct differences of previous undertaken studies similar to this one at hand.

Related Literature

Of significant consideration in this study is Section 13 of Article II of the Philippine Constitution which provides that the State recognizes the vital role of the youth in nation building and shall promote and protect their physical, moral, spiritual, intellectual and social well-being. It shall inculcate in the youth patriotism and nationalism, and encourage their involvement in public and civic affairs (Magpayo and Batalla, 1988:54).

Quiambao (1972:50-55) once assuringly said: "If the little child in the Filipino family is someday to take his rightful place as an effective citizen in modern democratic world, he must be reared and trained for it." Towards that end she hastend on to say that the family is called upon to provide the children with the needed nurture and training.

Categorically, she pointed out that studies have sufficient evidence to show that from the point of view of the child's early growth and development, there is no substitute to family life.

Mendez (1972:Preface), Chairman of the Family Life Workshop of the Philippines, expressing herself said: "As the oldest and most basic social institution, the family transmits the nation's cultural heritage from generation to generation. Values, attitudes and social skills are learned in the home. Basic personality patterns are formed within its bosom."

Significant of the provision of P. D. 603, also, known as the **Child and Youth Welfare Code** is that the child is one of the most important assets of the nation. Every effort should be exerted to promote his welfare and enhance his opportunities for a useful and happy life.

This emphasis given to the child is not just an effort of a more recent past, but to our surprise Pestalozzi (**The World Encyclopedia**, 1986 :518) was quoted to say: "The aim of all institutions is and can be nothing but the development of human nature by the harmonious cultivation of human power and talents and the promotion of human life.

Pupils learn best by using their own senses discovering things for themselves."

Corroborated and strengthened by the **Educational Act of 1982** (Dizon, 1990) pronouncing that the State shall promote the right of every individual to relevant quality education, what stone has remained unturned on putting the child, the learner, the Filipino human being, as the core of all teaching-learning endeavors?

Furthermore, the **Child and Youth Welfare Code** states that every child has the right to a well rounded development of his personality to the end that he may become a happy, useful and active member of the society.

Ebel (1969:1056-1057) on parents and students academic performance said that equally significant in the achievement of the students is the role of the parents in the success or failure of their children in school and that, it is, therefore, desirable to equip the parents for their educational role in every possible way.

Evans (1973) points that there has been a steady gradual but increasingly obvious emphasis on children as extension of parental ambitions, and as such a symbol of their parents' status in society. Such children may be intrinsically valued, instead of being valued as a person of

inherent worth and dignity. He warns parents of this tendency, as when left unchecked it can deter the wholesome development of the child as a person.

On the topic, "The Role of Parents in the Character Formation of the Child", Dr. Epifania Aldaba Lim (1972:38-43) says:

Parents lay the strong foundation for the moral and personality development of the child when they provide the emotional security which is the very source of a child's trust. Such trust depends on a child's knowing that he belongs; that his parents will always love and protect him even when he gets spanked and punished for some wrong that he does at a particular moment. . . . As parents we need a clear view of our roles . . . Our job is to educate and civilize, a life long process which goes forward step by step. It takes great understanding and sympathy to see children as creatures who grow and change . . . Children need parents with whom they identify themselves; they need parental attitudes they can appreciate and take pride in possessing.

With the concern of the round-personality development of the child, parents are tasked in the responsibility of laying the foundations for a value system of the child, and that the co-designers to that end are the schools, the community and the government. As a co-designer, the parents' goal should be more on raising humane, courageous, and socially responsible children who are at the same time, truly proud of being Filipino citizens. To meet this goal, parents must change and minimize the use of power and

control and foster a democratic relationship that offers choices, encourages participation, planning and responsibility. Discipline should be minimized and self-esteem should be encouraged. These democratic approaches to child rearing will also minimize, if not totally eradicate, the "generation gap" in a family. Generation warfare is only a part of the general rebellion against the establishment of those in power (The Manila Times, March 28, 1986). On the other hand, while discipline should be that democratic, Hulme (1987 : 8) reminds parents of the need of disciplining their children the "God-way" which is training the child while young yet, so that when he grows older he does not depart from it. There seems to be a growing tendency on the concept of democratizing discipline to letting the child go free and unsupervised. Hulme emphasizes on the use of discipline with the reminder in mind that the child you are raising is a unique gift from God and your being there as a parent is that of being a trustee to that gift and so, it becomes your prime duty to raise him making the most of what God has endowed him.

Dr. Herman Gregorio (1978 : 124-144) when defining the elementary education defined it as that ladder in education which is designed to give fundamental education aimed to

equip every child with the fundamental knowledge, habits, skills, abilities, attitudes and ideals that are generally regarded as essential for the unification and integration of members of a democratic society and for effective and progressive participation in the activities of man. Yet, a closer look at the New Elementary School Curriculum (NESC) envisions to the mastery of four (4) basic intellectual skills, namely: the literacy skills, the thinking skills, the numeracy skills and the work skills, in and among the elementary pupils.

The responses to education problems and issues in the past were mostly piecemeal in nature due to insufficient resources. Some problems were partially solved, though. With PRODED, it was said that the allocation of resources and services was done according to a formula which utilized deficiency indicators and adherence of equity and efficiency in the process. Educators focus their attention to PRODED as it seems to respond more meaningfully to the call of quality education (Guerrero, 1989 :9) . More specifically, the PRODED seeks to improve pupil development, decrease drop-out rate, raise participation rate, and increase pupil-teacher ratio. Browsing through the Primer of PRODED, one can readily see that it has components that look into the

improvement of the school's physical aspect, the provision of books, and manuals, the development of educational policies for effective implementation of its activities. This explains the presence of many Decentralized Learning Resource Centers (DLRCs) throughout the school system in the country. The DLRC is the hub of in-service education in a cluster of schools, particularly the disadvantaged, depressed and underserved schools in a district.

The task of meeting these efforts for the full development of the Filipino child was not easy, is not going to be easy and shall not be easy, until all sectors of the society shall have learned to put more value in education giving it quality. Corroborating this aspect is the stand of Sorenson (1971:165-167) on the home when he said that the pupils can study just as well at the home. A place set aside for studying at home is important. It may be a corner of a bedroom, a well lighted basement area, or a kitchen table.

Still to the efforts of giving the child the best that our society can offer, Lauzon (1991 : 471) said: "The goal of every school-initiated learning activity is to move the learner to high accomplishment by providing him with outstanding opportunities and stimulation." How much of

these opportunities and stimulation is a child getting must be a concern of all, thus the need to evaluate these. Jones (1970 : 56) and others stated that testing the achievement of pupils in the learning areas gauges the skills, abilities, and understanding acquired after a period of time. Tests are valued as a means of determining to what extent an individual has attained a certain degree of progress toward a desired goal, whether he is ready to undertake the next step and how his attainment compares with that of the other members of the group. This stand of Jones and his group was joined in by Berdie (1973 : 47) saying that the achievement tests have not only been seen as the means of acquiring meaningful facts about the child but also the development of skills fundamental to advance learning and everyday living.

Putting this in the Philippine perspective, Sutaria (1984 :20-21) confirms when she said that there is a need to monitor the school's efforts in improving the education of the pupils suggesting the use of performance indicator to determine whether the standards for quality education listed in the Minimum Learning Competencies (MLC) are being met. This is the very reason why the NEAT is used as the measuring instrument for pupil achievement in this study.

Villaflor (1993:55) provides sixteen practical steps that parents can take to help their children to be successful in school, but most relevant to the study are the following:

(1) Ask children questions about what they have read. This stimulates their thinking and comprehension.

(2) Praise their achievements and make them feel good about work well done.

(3) Show your children that education is important to you. Talk to them about their classes, assignments and school activities. Ask them how their day went.

(4) Support the school's rules of discipline.

(5) Get to know your children's teachers. Send notes of appreciation for special help teachers or principals give to your children.

(6) Encourage your children to master the basic skills in the three Rs.

(7) Make sure your children understand the importance of mental and physical good health and proper nutrition. Make them aware of the dangers of abusing alcohol and other drugs, and the danger of smoking.

Finally, Laya (1985 :30) while giving his keynote address to schools division superintendents commented that educators are taking for granted the issue on quality education which he saw then as deteriorating. Expressing his belief that it can be remedied, he urged his audience to

give such issue some serious consideration, citing the PRODED and the NESC as the most important attempts to save the deteriorating education in the elementary level.

Be it of the efforts of the PRODED or that of NESC, the pupils are expected to achieve desired competencies and learning outcomes. The extent to which pupils demonstrate their capacity to reach the target in terms of knowledge, change in relation to the set of desired behaviors, attitudes, habits and values, all constitute their performance. Doing this job, as earlier pointed out in this study, cannot be left to the school system alone but needs the complementation of other factors, among which is that of the parents.

Lim (1972:43) emphasizes that the task of parenting towards giving the children upright moral and character education is a long, slow process. With infinite patience, obedience to idea, to principles, and standards, judicious common sense approach, a depth of understanding, and above all, love which encompasses all frustrations and pressures, the growth towards maturity is inevitable.

Though written in the early fifties, worth mentioning as a related literature to this study because of the

emphasis the material gives on parent-child relations is that of Henry C. Link (1955: 36-38) who said:

A happy family life is probably a principal factor in the security of adults as it is the security of children. . . . Having a child is the final and strongest pledge of a couple's love for each other. It is an eloquent testimony that their marriage is a complete one. It lifts their marriage from the level of selfish love and physical pleasure to that of devotion around a new life. It makes a self-sacrifice rather than self-indulgence their guiding principle. It represents the husband's ability to provide the necessary security, and it demonstrates the wife's confidence in his ability to do so. The net result is a spiritual security, more than any other power, helps to create material security as well.

The cited literature earlier presented provided this researcher with insights into the possible variables that have relationship with the academic performance of the pupils. Also, these concepts gave this researcher a headway to formulate and investigate the parent-related variables that affect the academic performance of their children.

Related Studies

Determining to what degree has school factors influenced pupil performance has indeed challenged the planners and policy-makers of our school system so much so that it is never surprising that several studies had been conducted to this end.

Rosita Jardinal (1980) made a study on the secondary students seeking to establish the relationship of the socio-economic status of parents to their students' scholastic achievement and vocational choices. Found in that study was that the socio-economic status of parents significantly affect the scholastic achievement and the vocational choices of the students. Implications drawn from the socio-economic variables were the reading materials provided the parents; the ability of the parents to responsively meet the financial needs of their students in school, the parents attendance in school-related activities and in providing the students the facilities that would enhance effective learning in the home like that of lighting and study place.

Jardinal's study is relevant to this present study because among the information sought in this research study is the determination of the relationship between parental supervision and their children's academic performance. On the other hand, unlike Jardinal's study which is on secondary students, this study is on the academic performance of Grade VI elementary pupils in the four districts of Catbalogan for school year 1996-1997.

Baula (1981) studied 878 grade six elementary pupils in the Division of Biliran out of which a number manifested

behavior problems which ranged from being noisy, truant, inattentive to being disorderly. Significantly, the study showed that the more problems in behavior a pupil had, the lower his academic achievement tended to be , as far as the subjects in the school curriculum were concerned.

It is interesting to note that Baula's study was on Grade VI pupils putting it in the exact light at which this present inquiry is in. But more importantly, her study was had in Biliran, a province located in Region VIII, where this current study is also undertaken. Like this present study, the focus is on determining the problems that affect the academic achievement of the learners.

Colon's study (1982) looked into the factors affecting student failure in Sorsogon National High School. Identified as the factors affecting student failure were in this order:-home environment, teacher factor, school administration, reading deficiency and study habits.

Significant of the findings because it has direct bearing to this research study is its findings on the first variable which is the home environment. Considered under this variable were factors like the support students got from their parents and from their siblings in addition to

the material facilities provided them to maximize their learning in and out of school.

Scope-wise, Colon's study was of bigger coverage because it included the influence or support that the learner's siblings provided him, while this current study is particularly focused on the effort that his parents provide him in relation to his academic performance. Notably this study considers the pupil as a learner, an elementary grades learner, while Colon considered the high school learner.

Dalam (1983) in her study of the government's wards in the Children's Educational Foundation Village in Malaybalay, Bukidnon, pointed out six common problems of school children clustered in the following areas arranged in the order of seriousness as:

1. financial needs and living conditions;
2. adjustment to school work which are difficulty in research work and forgetting things learned in school;
3. health and physical development which were on minor illness like headache, colds, toothache, poor eye sight and sore throat;
4. academic problems which were on not understanding the teacher's explanation, poor memory, shyness in class

participation, poor study habits and worrying during examinations;

5. social and recreational needs where children were said to have no time to play or for leisure, and

6. parents' attitude which were identified to have parents not showing affection and love for their children.

Dalam's study is obviously related to this current research work because of the inquiry it had on determining the parents' attitude to their children, expressed specifically in terms of affection and love. In this study, however, parents' "love and affection" in Dalam's study is expressed as "parental supervision" as it finds relation to pupils academic performance.

Gabon (1983) in her study identified the behavior problems and determined the relationship to the academic achievement of Grade V pupils of Calbayog City District II and drawn from the findings implications for the guidance program of the District. The study established that Grade V pupils showed untoward behavior in the classroom for various causes which have their origin at home, school and their social milieu, and that these were significantly related to pupil performance. Specifically, the study discovered that parents who were supportive to the activities that their

children were in, had generally children who were high performing, academically.

Gabon's study is related to the present study because of the influence that parents' support does in the various activities of their children as affecting the latter's performance in school.

Alicando (1984) in her study determined the social status of high and low achieving Grade VI pupils in the Division of Leyte. The investigation was anchored on the analysis of the social status and personality characteristics of pupils in relation to their academic performance. The study established that there were more high Grade VI achievers who were socially acceptable than were socially rejected. On the result of the analysis of the relationship between the academic achievement and social status, the study showed that academic achievement has significant relationship with social status between high and low achieving Grade VI pupils.

While the variable treated in Alicando's study was the social status of the high and low achieving Grade VI pupils such study is related to the present research study because it focused on the academic performance of the Grade VI pupils. Necessarily when we talk of the social status of

the pupils, we are referring to the parents' social status. Though the current study undertaken is determining the relationship of parental supervision to the children's academic performance, nonetheless, both study focus on pupil academic performance.

Yap (1985) made a study on five problems as affecting pupil academic performance. The problem areas considered were: home and family, school life and work, health and physical conditions, interpersonal relationships and others. A significant conclusion drawn from Yap's study was how she theorized that a child that is not affected by bad social influences and free from emotional disturbances, which she identified to originate from the home, were found to have good academic achievements.

Like this current investigation, this is a study on Grade VI elementary pupils. While her study was on home and family as a variable, this study is specific to be on parental supervision as affecting the academic performance of Grade VI pupils in the Districts of Catbalogan.

In 1987, Dugenio inquired into home factors that affected pupil performance. More specifically, her home variables were: availability of educational resources at home, the parents' attitude towards the school and the

parents' attitude towards the child as a learner. Established in that investigation was that home factors affected pupil performance in school.

Like the studies of Jardinal and Colon, Dugenio's study is related to the present investigation because it considers the home factors as affecting academic performance, though in this research, the home factors are narrowed down to parental supervision as affecting pupils academic performance.

Considered under the home variables were the emotional support given / provided by the family of the learner and the material facilities made available to him to maximize his learning. Along this line, Dugenio's study is broader in scope because what is given in this study as its main concern is simply the parental efforts as affecting academic performance of the learners.

De Jesus' study (1991) was on Grade VI pupils trying to find out their adjustment problems in relation to selected variables such as: academic achievements, self concept, socio-economic status and sex in the eleven complete elementary schools of the the District of Ayungon, Division of Negros Oriental during the school year 1989-1990.

Significant in the study of De Jesus as it finds relevance in this reasearch work is her finding that the academic achievement of the pupils is significantly related to the interpersonal problem and self which is traced back to home and family and that the pupils' adjustment problems are negatively correlated with their socio-economic status in terms of the areas of academic achievements, self concept and sex.

De Jesus' study finds similarity to the present study because it is on Grade VI pupils and the research made use of the discriptive-normative survey method using the questionnaire and the checklist as tools in the collection of data from a district level.

Different from De Jesus, however, the current investigation made use of purposive sampling using a representative complete elementary school for each of the four (4) school Districts of the Municipality of Catbalogan, along with one of the parents of each of the pupil respondents treating them individually to show the relationship of parental supervision to pupil's academic performance.

Another study in 1991 was that of Gonzales assessing Grade V pupils in the New Elementary School Curriculum

(NESC), for school year 1988-1989 in the Districts of Camotes, Minglanilla and Danao South of Cebu, by types of school as central, big barrio and small barrio. More specifically the study answered questions on the basic foundation skills on literacy, numeracy, thinking and work as prescribed by the elementary school system.

The results of the study revealed that the academic performance of the Grade V pupils in the cited districts was below average; by type of school, though, pupils were found to be proficient in the different learning areas and that there was no relationship of the learning areas and the performance of the pupils.

Gonzales' study is related to the present study because one of those given foci was the performance of pupils in English, Science, Mathematics and Hekasi. Specifically, though, the present study investigated the relationship of parental supervision of their children's school-related activities to their academic performance.

Another recent study relating the parents to pupil academic performance is that of Ragrag (1991). The study aimed at finding out a profile of high school students as to home experiences such as home facilities, on one hand, and the profile of the English Teachers in terms of their verbal

communication behavior in the classroom as perceived by the students, on the other hand, vis-a-vis the academic achievement level of high school students in English.

Relevant to this study from the findings of Ragrag was on the aspect of home facilities which parents provided their children as related to the latter's academic performance. Parenting and parental involvement provided by parents to their children are significantly related to students' academic performance in English as found in Ragrag's study.

Unlike Ragrag's study, though, the present inquiry focused on Grade VI pupils and on their academic performance not only in English but also in Mathematics, Science and Hekasi using the 1996 NEAT.

Finally, Lim (1995) conducted a study that found out the effect of summer Pre-Elementary Education Program in the Division of Calbayog City on the academic performance of Grade I pupils. The study was anchored on the comparison of academic performance of Grade I pupils with summer pre-elementary education training and those without training, as well, on their intellectual, social and emotional development. It established a finding, though an experimental study, that pre-elementary education affects

the preparedness of children to enter the regular school year as Grade I. Categorically identified as the factor affecting such preparedness was the positive support that parents provided the kindergarten pupils.

The study of Lim is related to the present study because of the role that parents play in preparing the children to school work. Without specifically identifying it as related to pupil performance it maybe said that parental support can enhance pupil academic performance which is the concern of this study.

Notably, in all the cited related studies the current investigation is not a duplication of any and therefore, a novel undertaking towards improving elementary pupil performance starting from the efforts that parents give to their children beginning in the home.

Chapter 3

METHODOLOGY

This Chapter presents the discussion of the research design and direction, the research respondents, the instrumentation and the data gathering techniques employed to answer the questions posed in this study. Also presented in this Chapter are the statistical tools and treatment used to analyze and interpret the data gathered in the study.

Research Design

This study used the descriptive method of research using the questionnaire as the principal instrument in gathering the needed data. This method was used in the pursuit of the objectives of the study as it was designed to gather information on the present existing conditions.

Instrumentation

This researcher made use of the questionnaire-checklist, observations and interviews as instruments in data gathering. From the three (3), however, the study primarily used the questionnaire.

The questionnaire-checklist was of two (2) parts aided by the interview and the observation made by the researcher, especially on the actual fielding of the questionnaire-checklist. Part I of the questionnaire-checklist was on

personal information of both respondents. It was designed to get their profile, individually. Significant in Part I were informations like the name, sex, age and religion for the pupil respondents while for the parent respondents an additional information on their socio-economic status, their educational attainment and employment or livelihood were sought. For the parent respondents, the questionnaire was designed practically on all aspects taken under the pupil questionnaire except that the questions were asked from their point of view. To cite, for the question of, "Do your parents attend school meetings?" on the part of the pupil, the parents were asked, "Do you attend school meetings?" Part II was on parent-child relations. It was of two (2) sets of 25 questions, One for the pupils and another for the parents, both of which were worded so as to get information on the perceptions of both respondents on the effect of parental supervision on the academic performance of the pupils. To this end, a five-rating scale was provided to each respondent where he has to simply check his choice from the possible answers given which were the following:

- 1 - Never (Deri gud / Waray gud)
- 2 - Seldom (Talagsa la)
- 3 - Sometimes (Usahay la / Danay la)

- 4 - Frequently (Agsob / Kaurugan)
- 5 - Always (Permi gud)

Part II of the questionnaire for both respondents helped the researcher in grouping them according to whether there was supervision made in the pupil's studies or not taken both from the point of view of the pupil respondents and that of the parents. Both sets of questionnaire had a Waray waray translation to facilitate understanding and to ensure truthful answering. Because both Parts I and II were researcher-made, these needed a validation activity to determine the degree of difficulty or easiness of each item in the questionnaire.

To solicit information on the academic performance of the pupils in the study, an exact reproduction of the 1996 National Elementary Assessment Test (NEAT) was used. Being a standardized test, no validation activity was necessary. The NEAT was of two (2) sets with Set A on Mathematic and Hekasi and Set B on Science and English. Each subject area had 40 items taken at 40 minutes or a total of 160 items for the four subject areas taken at 160 minutes. It was in this aspect that the information-getting instrument for the parents differed from the pupils. Parents only answered Parts I and II of the questionnaire-checklist.

Responses made by either set of respondents which were not very clear to the researcher were clarified either by way of a follow-up interview or by actual observation made by the researcher while the respondents were taking the data gathering activity.

Validation of the Instrument

After Parts I and II of the questionnaire were drafted and were submitted to the researcher's adviser for comments and suggestions, the final draft was produced incorporating her comments and suggestions. Producing 15 copies for the pupil respondents and another 15 copies for the parent respondents the instrument was administered to Grade VI pupils in Bunuanan Elementary School with one of their parents taking the parent's questionnaire for validation purposes. Before the questionnaire was distributed each of the group of respondents were instructed to encircle the item or items that proved difficult to them to signify to the researcher either to rephrase, modify or change that item in the final questionnaire to be fielded to the identified respondents of the study. It was later found out that for those items that they did not understand so well, the respondents resorted to the vernacular translation provided.

Sampling Procedure

Purposive sampling was used in the study taking all Grade VI pupils in the representative schools of the 4 school Districts of the Municipality of Catbalogan. From the total Grade VI pupils of the 4 districts: Catbalogan I in 480, Catbalogan II in 475, Catbalogan III in 302 and Catbalogan IV in 310 or a total of 1507, the size of the sample was determined using the Sloven's formula which is:

$$n = \frac{N^2}{1 + Ne}$$

Wherein:

n - sample respondent

N - total population

1 - constant number

e - Level of significance which is 0.05

Table 1 shows the four schools considered in the study representing the four school Districts of Catbalogan.

As basis of determining the respondents of this study, the Sloven's formula was used from a population of 1,567 Grade VI pupils from the four (4) school Districts of Catbalogan, 318.65 should have been taken and the representative schools considered in this study, purposively upon the suggestion of the Panel of

Interrogators on the Pre-Orals had on the study, only 317 pupils were finally taken, out of which only 294 representing 93 percent, actually participated in the study with 33 of them representing the Barangay San Andres Elementary School, 158 of them representing the Barangay Mercedes Elementary School, 38 of them representing the BLISS Community School of Barangay Canlapwas and 88 of them representing the Barangay Silanga Elementary School, all of the four school Districts of Catbalogan, respectively.

Taking all Grade VI pupils of the four (4) representative schools, there were 317 pupil respondents and there were 317 parent respondents, taking one of the parents of each pupil respondent. Of these, however, only 93 percent or a total of 294 pupils and 294 parents actually participated in the study because some pupils were absent as shown in Table 1. The four (4) schools considered in the study all had a total of 317 with 33 representing the San Andres Elementary School, 158 for Barangay Mercedes Elementary School, 38 for the BLISS Community School and 88 for Barangay Silanga Elementary School taking the four (4) school Districts, respectively.

Table 1

**The Sample Respondents and
the School District
they Represented**

School District :	Representative: School	Pupil :Population	: Respondent :Parent Pupil	
I	San Andres	480	33	33
II	Mercedes	475	158	158
III	BLISS	302	38	38
IV	Silanga	310	88	88
Total		1,507	194	194

Data Gathering Procedure

The researcher sought permission from the Schools Division Superintendent of the Division of Samar, Department of Education, Culture and Sports (DECS) and the District Supervisors of Catbalogan I, II, III and IV to field the questionnaire to the respondents. The researcher personally administered the data-gathering himself to ensure high percentage of retrieval. As a supplementary technique, the researcher interviewed the respondents, when necessary, to ascertain their ideas. He also made some observations on the respondents as they answered the questionnaire given them.

To safeguard the validity of the results of the study, specially on the responses given by the parents, the researcher saw to it that the parents answered the

questionnaire either simultaneously with the pupils or immediately after the pupils took their answering to the questionnaire so that both respondents would have no way of influencing each other in the giving of the responses sought of them.

The administration of the NEAT which was actually Part III of the questionnaire was done simulating that of the actual NEAT giving by the national DECS personnel. The NEAT items were divided into 2 sets with Set A comprising of items on Mathematics and Hekasi and Set B on Science and English. Each pupil respondent was seated half-a-meter apart from each other with their seats arranged in straight rows. Those belonging to the first row were given Set A of Part III and the second row given Set B of Part III. This way the pupils were be discouraged from copying the answers of their neighbors.

Treatment of Data

The data from the gathered questionnaire were tallied in a master sheet properly tabulated, analyzed and interpreted qualitatively using the appropriate statistical tools.

For tables which involved a five-point scale assessment, the mean and frequency count were used using the following descriptive and numerical scales in Part II to suit the purpose of the study. These were used to determine the extent of parental supervision on pupil studies. They were as follows:

Always (Permi gud)	-	-	-	-	5
Frequently (Agsob / Kaurugan)	-	-	-	-	4
Sometimes (Danay / Usahay)	-	-	-	-	3
Seldom (Talagsa la)	-	-	-	-	2
Never (Waray / Deri)	-	-	-	-	1

To determine whether there was a significant difference in the academic performance of pupils with and without parental supervision on the four (4) subject areas, the following statistical measures were used:

1. Mean (Downie and Heath, 1972: 44-45)
2. Difference of the means (Downie and Heath, 1972: 44-45) and
3. T-test Ratio (Walpole, 1982:308)

The Mean. The formula used to determine the arithmetical average of all scores was:

$$M = \frac{\sum x}{N}$$

Where:

M = the mean
 X = the sum of all scores
 N = the total number of cases

The Difference of the Means. Comparison of the mean scores obtained by group of respondents with and without parental supervision was made and a difference level was computed using the following formula:

$$D = M_1 - M_2$$

Where:

D - the difference
 M₁ - the mean of the group with parental supervision
 M₂ - the mean of the group without parental supervision

The T-Test Ratio. To determine the degree of significance of the difference between the means of the two (2). groups, the t-test ratio was computed with the following formula:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{(N_1 - 1) S_1^2 + (N_2 - 1) S_2^2}{N_1 + N_2 - 2}}}$$

$$\frac{\frac{N_1}{1} + \frac{N_2}{2}}{\frac{1}{N_1} + \frac{1}{N_2}}$$

Where:

X_1 - Mean of the students' perception on parental supervision

X_2 - Mean of the parents' perception on parental supervision

N_1 - No. of items responded to by the pupils

N_2 - No. of items responded to by the parents

S_1 - Variance of the perception of the pupils

S_2 - Variance of the perceptions of the parents

To get the variance of the perception of the pupils the following formula was used:

$$S_1^2 = \frac{N_1 \sum X_1^2 - (\sum X_1)^2}{N_1 (N_1 - 1)}$$

using the following formula:

$$S_2^2 = \frac{N_2 \sum X_2^2 - (\sum X_2)^2}{N_2 (N_2 - 1)}$$

was used in determining the variance of the perception of the parents.

The level of significance used in the study was 0.05 since it is the most frequently used level and is considered an accepted standard for all experimental and non-experimental studies.

Testing the second hypothesis in the study, Pearson r (Walpole, 1982: 376) was used to show the relationship between the two (2) variables used in the study which are those with parental supervision and those without it. The formula for which is:

$$r = \frac{N[\sum XY] - [\sum X][\sum Y]}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where:

r = Coefficient of correlation

N = Total number of cases

X = Scores of pupils with parental supervision

Y = Scores of pupils without parental supervision

The Micro Statistics Software was utilized in this study to ensure accuracy and efficiency in the computation.

To ascertain a significance of the computed r , the Fisher's t -test (Walpole, 1982: 383) was utilized, as follows:

$$\text{Fisher's } t = \frac{r \sqrt{N - 2}}{\sqrt{1 - r^2}}$$

Where:

N - Refers to the total number of respondents

r - Refers to the computed correlation

coefficient using Pearson r formula

CHAPTER IV

PRESENTATION AND INTERPRETAION OF DATA

This chapter presents, analyzes and interprets the data gathered through survey questionnaire fielded to the respondents, supplemented by the interviews conducted, the observations made and the documentary analysis had. The discussions focused on the respondents' perceptions on the effect of supervision given by parents to the studies and other school-related activities of their children to their academic performance. Presented in the tabular forms accompanied by statistical analysis with their corresponding interpretation are the data gathered in accordance with the specific questions asked of the respondents in the study.

Profile of the Pupil Respondents

The profile of the pupil respondents was indicated by age, sex and religion as presented in Tables 2 and 3, respectively.

Age and Sex. Table 2 shows the age profile of the pupil respondents. It can be gleaned from the Table that the majority of the respondents, that is 132 out of 294 or 44.90 percent, are between the 13-14 years age group with

Table 2

Age and Sex Profile of Pupil Respondents

Age Group (Years)	Sex		Total	Percentage
	M	F		
10 yrs. & below	6	11	17	5.78
11 yrs. to 12	60	68	128	43.54
13 yrs. to 14	55	77	132	44.90
15 yrs. to 16	4	12	16	5.44
17 yrs. & above		1	1	.34
Total	: 125	: 169	: 294	: 100
Percentage	: 42.52	: 57.48	: 100	:

the age group between 17 years and above, getting the least with only 1 or .34 percent of all the pupil respondents.

As shown, there are more female respondents numbering to 169 or 57.48 percent among the 294 respondents in the four (4) educational districts under the study, with the male being represented in 125 or 42.52.

Religion. Table 3 shows the religion profile of the pupil respondents in the study. It can be gleaned that the greatest majority of the pupil respondents are members of

the Roman Catholic Religion. This is evidenced by the 249 or 84.69 percent of the 294 pupils in the study. Coming up as second is the 23 or 7.82 percent of pupils who manifested to be members of the Iglesia Ni Cristo with the Seventh Day Adventist coming as the least with 3 or 1.02 percent of the 294 pupil respondents.

Table 3

Religion Profile of Pupil Respondents

Religion	Sex		Total	Percentage
	M	F		
Roman Catholic	97	152	249	84.69
Protestant	4	8	12	4.08
Iglesia Ni Cristo	7	16	23	7.82
Seventh Day Adventist	1	2	3	1.02
Others	2	5	7	2.38
Total	: 111	: 183	: 294	: 100

Profile of the Parent Respondents

As in the pupil respondents, the profile of the parent respondents was indicated by age, sex, religion, socio-economic status, employment / livelihood and educational attainment as presented in Tables 4, 5, 6, 7 and 8, respectively.

Age and Sex. Table 4 is the profile of parent respondents in terms of their age and sex. Age-wise 183 or 62.24 percent of the parents were categorized as found in the "36 years and above" from the 294 parent respondents. Following this category is the age bracket of "31 years to 35 years" with 71 or 24.15 percent parents belonging to it. The least represented of the age brackets indicated in the study is the "26 years to 30 years" category with 7 or 2.38 percent of the parent respondents on it. A special feature of this Table is the datum that 241 or 81.97 per cent female respondents represented the parent respondents as against the 53 or 18.03 percent representing that of the male parent respondents. This finding has confirmed the observation that in almost all school gatherings the mothers generally represent the parents.

Table 4

Age and Sex Profile of
Parent Respondents

Age Group	Sex		Total	Percentage
	M	F		
20 yrs. & Below	3	10	13	4.42
21 yrs. to 25 yrs	1	6	7	2.38
26 yrs. to 30 yrs.	6	14	20	6.80
31 yrs. to 35 yrs.	11	60	71	24.15
36 yrs. & Above	32	151	183	62.24
Total	53	241	294	100
Percentage	18.03	81.97	100	

Religion. Table 5 of the study shows the religion of the parent respondents of the study. From it, it can be gleaned that 249 or 84.69 percent of the parent respondents are of the Roman Catholic Religion of the 294 parents in the study. Following immediately the Roman Catholic religion is the Iglesia Ni Cristo with 23 or 7.82 percent of the parents in it. The religion least represented in the study

is the Seventh Day Adventist with only 3 or 1.02 percent in it. It is interesting to note that the perceptions of the pupils and their parents on religion are the same as evidenced by Tables 3 and 5.

Table 5

Religion Profile of
Parent Respondents

Religion	Parents		Total	Percentage
	Mother	Father		
Roman Catholic	203	46	249	84.69
Protestant	8	4	12	4.08
Iglesia Ni Cristo	12	11	23	7.82
Seventh Day Adventist	2	1	3	1.02
Others	4	3	7	2.38
Total	229	65	294	100

Socio-Economic Status. Table 6 presents the profile of the parent respondents in the study in terms of their socio-economic status. In the five (5) categorizations/choices given the respondents, the greatest majority signified to belong to the "Average Income" ,with 175 or 59.52 percent

of the 294 respondents on it. Coming as second is the 46 or 15.65 percent respondents who professed to be in the "Low Income " category with the "Very High Income" getting the lowest number of parents on it having only 6 or 2.04 percent.

Table 6

**Perceptions of the Parent
Respondents on their
Socio-Economic
Status**

Income	: Parents		: Total	: Percentage
	: Mother	: Father		
Very High	5	1	6	2.04
Moderately High	22	4	26	8.82
Average	146	29	175	59.52
Low	36	10	46	15.65
Very Low	32	7	39	13.27
Total	: 243	: 51	: 294	: 100

Educational Attainment. Inferrable from Table 7 is the profile of the parent respondents on their educational attainment. Of the 294 parents in the study, 129 or 43.88 percent had "Elementary Education", followed by those with "High School Education" in 100 or 34.01 percent. Of the least representation were parents of the "Graduate Studies" with 2 or .68 percent. Clearly, the greatest majority of the parents of the Grade VI pupils in the four (4) school Districts of Catbalogan, Samar, were of "Elementary Education".

Table 7

**Educational Attainment
of Parent Respondents**

Educational Level	: Parents		: Total	: Percentage
	: Mother	: Father		
Elementary	110	19	129	43.88
High School	83	17	100	34.01
Two-Year College	31	10	41	13.95
College Graduate	16	6	22	7.48
Graduate Studies	1	1	2	.68
Total	: 241	: 53	: 294	: 100

Employment/Livelihood. Table 7 shows the profile of parent respondents in terms of employment or livelihood. It can be inferred that from the respondents, the greatest majority are self-employed representing 38.10 per cent or 112 parents out of the 294 parent respondents in the study. Getting a close second is that of "Unemployed" in 29.25 per cent or 86 parent respondents with 6.46 per cent or 19 parents belonging to the "Privately - Employed"

Table 8

**Employment / Livelihood
Profile of Parent
Respondents**

=====				
Employment/Livelihood : <u>Parents</u> : Total : Percentage				
: Mother : Father :				
=====				
Unemployed/Jobless	67	19	86	29.25
Self-Employed	100	12	112	38.10
Privately-Employed	14	5	19	6.46
Government-Employed	20	8	28	9.52
Others	40	9	49	16.67
=====				
Total	: 241	: 53	: 294	: 100
=====				

categorization. Among others, Table 8 shows that many of our Grade VI pupils respondent in the Districts of Catbalogan, Samar, have parents who are self-employed.

Academic Performance of Pupil
Respondents on the NEAT

Tables 9 and 10 deal on the academic performance of the Grade VI pupils in the four (4) school Districts of Catbalogan, Samar, particularly in the San Andres Elementary School, the BLISS Community School, the Silanga Elementary School and the Mercedes Elementary School.

Academic Performance of Pupils by Subject Areas. Table 8 presents the academic performance of the pupil respondents in the NEAT on four (4) subject areas like Mathematics, Hekasi, Science and English taken individually.

As earlier pointed out, each subject area had forty (40) items. As shown in the Table, Mathematics has the highest obtained score of 36 followed by 35 and 34. While that is so, it is noteworthy to point how it is also in Mathematics where the lowest score of 1 was obtained by the least number of pupils, one. The score with the highest frequency level in Mathematics is 14 with the scores of 36, 33, 32, 5 and 1 having the lowest frequency of one.

Moreover, Table 9 shows how in the four (4) school Districts of Catbalogan, Samar, the pupil respondents did the poorest in Hekasi with only a score of 27 as the highest. Like in Mathematics, in Hekasi 1 is the lowest score. Yet, unlike in Mathematics, there is a tie in the lowest score of 1 between two pupils. The score of the highest frequency level is 14 putting 15 pupils on that same score. Better than the performance exhibited in Mathematics, the lowest score in Hekasi is 2.

The last two (2) subjects, Science and English, formed Set B of the NEAT. As shown in Table 9 the pupils' academic performance is better than that in Hekasi. In Science the highest obtained score is 31 followed by 30 and 29. It is worth noting how the third highest score of 29 was obtained by six (6) pupils. This has never happened in the three (3) other subject areas, though, its score of highest frequency level is 11 placing 27 pupils in it. Another striking feature of the pupils' academic performance in Science is how 26 pupils tied in getting two scores in 10 and 12. Unlike in the first two (2) subject areas, Mathematics and Hekasi, it is in Science where the lowest score is 3 which is the highest of the lowest scores in all NEAT subjects which is 3.

Finally presented in Table 9 is the academic performance of the pupil respondents in English. As can be deduced, the highest obtained score is 33. Like the first three (3) subject areas presented, there is no tie in the highest obtained score. There were four pupils who tied in the next highest score of 32, a feature very distinct from the results in English in addition to the score of 2 which is its lowest. Like in Science, 11 is the score of the highest frequency level in English.

Comparing the results in all four (4) subject areas of the NEAT, it is interesting to note how in Mathematics the highest overall weighted mean and standard deviation have been arrived at 14.28 and 1.68, respectively.

Table 9

**Academic Performance of the
Pupil Respondents in the NEAT**

Subject Areas											
Mathematics			Hekasi			Science			English		
Score:	f	%	Score:	f	%	Score:	f	%	Score:	f	%
36	1	.38									
35	3	1.02									
34	2	.68									
33	1	.34							33	1	.34
32	1	.34							32	4	1.36
31	4	1.36				31	1	.34	31	2	.68
30	4	1.36				30	2	.68	30	2	.68
29	7	2.38				29	6	2.04	29	3	1.02
28	6	2.04				28	6	2.04	28	4	1.36
27	7	2.38	27	1	1.02	27	4	1.36	27	2	.68
26	3	1.02	26	12	4.08	26	3	1.02	26	4	1.36
25	6	2.04	25	18	6.12	25	2	.68	25	1	.34
24	6	2.04	24	9	3.06	24	-	-	24	3	1.02
23	13	4.42	23	7	2.38	23	4	1.36	23	4	1.36
22	3	1.02	22	9	3.06	22	4	1.36	22	4	1.36
21	8	2.72	21	10	3.40	21	6	2.04	21	2	.68
20	13	4.42	20	15	5.10	20	10	3.40	20	1	.34
19	11	3.74	19	12	4.08	19	5	1.70	19	3	1.02
18	15	5.10	18	13	4.42	18	20	6.18	18	1	.34
17	9	3.06	17	13	4.42	17	8	2.72	17	7	2.38
16	13	4.42	16	12	4.08	16	13	4.42	16	6	2.04
15	12	4.08	15	22	7.48	15	19	6.46	15	9	3.06
14	21	7.14	14	25	8.50	14	21	7.14	14	21	7.14
13	18	6.12	13	24	8.16	13	17	5.78	13	19	6.46
12	20	6.80	12	12	4.08	12	26	8.84	12	33	11.22
11	16	5.44	11	20	6.80	11	27	9.18	11	41	13.95
10	19	6.46	10	10	3.40	10	26	8.84	10	38	12.93
9	17	5.78	9	22	7.48	9	18	6.12	9	25	8.50
8	12	4.08	8	10	3.40	8	21	7.14	8	23	7.82
7	14	4.76	7	4	1.36	7	12	4.08	7	18	6.12
6	4	1.36	6	9	3.06	6	9	3.06	6	8	2.72
5	1	.34	5	1	.34	5	2	.68	5	2	.68
4	3	1.06	4	-	-	4	1	.34	4	1	.34
3	-	-	3	-	-	3	1	.34	3	1	.34
2	-	-	2	-	-	2	-	-	2	1	.34
1	1	.34	1	2	.68	1	-	-	1	-	-
Total: 294			294			294			294		
Mean:	14.28			13.72			13.07			11.65	
SD:	1.68			1.37			1.5			1.42	

Overall Academic Performance
of Pupils in the NEAT.

Table 10 is the profile of the overall academic performance of the pupil respondents in the NEAT. Of the 160 items, the highest score obtained is 124 with only one pupil in it. Two pupils tied in the next highest score which is 121. The score of the highest frequency level of 75 is 49 which is followed by 44 with a frequency level of 16. There are twenty (20) different scores that are obtained singly by the pupil respondents. The overall weighted mean is 58.62 with the overall weighted standard deviation of 2.25.

Table 10

**Overall Academic Performance
of Pupils in the NEAT**

Score:	f	%	Score:	f	%	Score:	f	%	Score:	f	%
124	1	.34	99	-	-	74	4	1.36	49	75	.38
123	-	-	98	1	.34	73	3	1.02	48	12	4.08
122	-	-	97	1	.34	72	2	.68	47	8	2.72
121	2	.68	96	2	.68	71	3	1.02	46	7	2.38
120	1	.34	95	1	.34	70	3	1.02	45	6	2.04
119	-	-	94	-	-	69	4	1.36	44	16	5.44
118	-	-	93	-	-	68	2	.68	43	8	2.72
117	-	-	92	1	.34	67	8	2.72	42	7	2.38
116	1	.34	91	-	-	66	5	1.70	41	3	1.02
115	-	-	90	1	.34	65	6	2.04	40	7	2.38
114	1	.34	89	3	1.02	64	2	.68	39	4	1.36
113	2	.68	88	3	1.02	63	3	1.02	38	6	2.04
112	2	.68	87	1	.38	62	2	.68	37	5	1.70
111	2	.68	86	-	-	61	2	.68	36	2	.68
110	-	-	85	2	.68	60	6	2.04	35	3	1.02
109	-	-	84	1	.34	59	6	2.04	34	5	1.70
108	2	.68	83	2	.68	58	3	1.02	33	4	1.36
107	-	-	82	2	.68	57	5	1.70	32	-	-
106	1	.34	81	3	1.02	56	8	2.72	31	3	1.02
105	-	-	80	-	-	55	5	1.70	30	-	-
104	1	.34	79	-	-	54	12	4.08	29	1	.34
103	1	.34	78	1	.34	53	6	2.04	28	-	-
102	1	.34	77	6	2.04	52	8	2.72	27	1	.34
101	-	-	76	2	.68	51	10	3.40	26	1	.34
100	-	-	75	3	1.02	50	5	1.70	25	1	.34
M: 58.62			SD: 2.25			N: 294					

**Extent of Parental Supervision
as Perceived by the Pupils**

Table 11 shows the responses of the pupil respondents on the 25-item questions specially designed to get their perceptions on the extent of parental supervision provided them by their parents in their studies and other school-

related activities. With the computed mean on each response given by the pupil on every question, the perception on parental supervision could either be "Never", "Seldom", "Sometimes", "Frequently" or "Always". From the 294 pupil respondents the overall weighted mean of 3.41 put the pupils' perception of their parents' supervision to be only "Sometimes". This categorization was arrived at after the analysis of the results of the responses given by the pupil respondents to the 25-item questionnaire reflecting the true picture of parent-child relations. The children who really saw and felt how they were seen and treated by their parents were the ones talking and making such categorization.

Table 11

**Extent of Parental Supervision
as Perceived by the Pupils**

Statements	Responses on Parent-Child Relations					:Weighted : Inter-	
	1	2	3	4	5	Total :Mean	:pretation
1. Do your parents attend school meetings?	(36) 36	(150) 75	(246) 82	(148) 37	(320) 64	(900) 294	3.06 Sometimes
2. Do your parents ask you of your assignment/homework at home	(44) 44	(122) 61	(228) 76	(136) 34	(395) 79	(925) 294	3.15 Sometimes
3. Do your parents help you in doing your assignment/homework?	(73) 73	(124) 62	(252) 84	(124) 31	(220) 44	(793) 294	2.70 Sometimes
4. Do your parents help you in your school projects?	(65) 65	(114) 57	(240) 80	(156) 39	(265) 53	(840) 294	2.86 Sometimes
5. Do your parents go to school to see your teacher or any school personnel on your problem?	(71) 71	(178) 89	(207) 69	(472) 18	(235) 47	(763) 294	2.60 Sometimes
6. Do your parents actively participate in the PTA?	(28) 28	(112) 56	(204) 68	(232) 58	(420) 84	(996) 294	3.39 Sometimes
7. Do your parents make follow-ups in school on matters that affect you?	(59) 59	(122) 61	(201) 67	(172) 43	(320) 64	(874) 294	2.97 Sometimes
8. Do your parents attend school programs where you are a participant?	(41) 41	(120) 60	(210) 70	(192) 48	(375) 75	(938) 294	3.19 Sometimes

Statements	Responses on Parent-Child Relations					:Weighted : Inter- :Mean :pretation	
	1	2	3	4	5	Total	
19. Do your parents make sure that they meet and get to know your teacher adviser?	(40) 40	(90) 45	(231) 77	(192) 48	(420) 84	(973) 294	3.31 Sometimes
20. Do you feel happy when your parents take interest in whatever you do in school?	(15) 15	(52) 26	(180) 60	(180) 45	(740) 148	(1167) 294	3.97 Frequently
21. Do your parents make a surprise visit on you in your school?	(78) 78	(94) 47	(258) 86	(176) 44	(195) 39	(801) 294	2.72 Sometimes
22. Do you have a study place in your house?	(40) 40	(124) 62	(240) 60	(232) 58	(370) 74	(1006) 294	3.42 Sometimes
23. Do you have reading materials at home other than those provided by the school?	(42) 42	(88) 44	(192) 64	(244) 61	(415) 83	(981) 294	3.34 Sometimes
24. Do your parents show interest in the grades that you get?	(16) 16	(36) 18	(144) 48	(212) 53	(795) 159	(1203) 294	4.09 Frequently
25. Do you tell your parents of the things you need in school?	(7) 7	(42) 21	(114) 38	(180) 45	(915) 183	(1258) 294	4.28 Frequently
Total	85.25						

Mean 3.41 Sometimes

Legend: 1.00-1.50 = Never 1.51-2.50 = Seldom 2.51 - 3.50 = Sometimes
 3.51-4.50 = Frequently 4.51-5.00 = Always
 :Numbers in parenthesis refer to weighted frequency
 :Lower numbers refer to responses

Extent of Parental Supervision
as Perceived by the Parents

Table 12 shows the data on the extent of parental supervision as perceived by the parent respondents. The 294 parents in the study taken individually have variably given their responses either as "Seldom", "Sometimes" and "Frequently" as shown in Table 11 but treated as a group gave an overall categorization of "Frequently" with a computed overall weighted mean of 3.77 after analysis of responses they gave to the 25-item questionnaire given them to determine the extent of perception on the supervision they extended to their children in their studies and other school-related activities had. As observed in the administration of the questionnaire, only a few number of parents found time to read the items on the first few pages. This researcher had to remind them to read each and every item, specially Part II for them to faithfully answer the questions asked them. With this, this researcher suspected that in the study it was almost likely that the categorization of the parents' responses to be higher than that of the pupils as early as during the administration of the questionnaire. That suspicion was affirmed by the results. Also, it can be said how many parents tend to present, either privately or publicly, that they are not

Statements	Responses on Parent-Child Relations					Weighted : Inter-	
	1	2	3	4	5	Total : Mean	: Interpretation
9. Do your parents appreciate your achievement in school?	(19) 19	(41) 20	(132) 44	(260) 65	(730) 146	(1181) 294	4.02 Frequently
10. Do your parents find out the reason when you fail their expectations from you?	(44) 44	(122) 61	(228) 76	(176) 44	(345) 69	(915) 294	3.11 Sometimes
11. Do your parents approve of your participation in school activities?	(23) 23	(68) 34	(222) 74	(184) 46	(585) 117	(1082) 294	3.68 Frequently
12. Do your parents supervise your study time at home?	(20) 20	(58) 29	(168) 56	(204) 51	(690) 138	(1140) 294	3.88 Frequently
13. Do your parents help you prepare for school?	(14) 14	(80) 40	(126) 42	(192) 48	(750) 150	(1162) 294	3.95 Frequently
14. Do your parents easily support your financial needs in school?	(14) 14	(54) 27	(174) 58	(192) 48	(735) 147	(1169) 294	3.98 Frequently
15. Do your parents prepare your baon?	(25) 25	(64) 32	(159) 53	(240) 60	(620) 124	(1108) 294	3.77 Frequently
16. Do your parents ask you of your school problems?	(36) 36	(92) 46	(225) 75	(240) 60	(385) 77	(978) 294	3.33 Sometimes
17. Are your parents concerned of problems affecting your school?	(48) 48	(124) 62	(213) 71	(212) 53	(300) 60	(897) 294	3.05 Sometimes
18. Do your parents talk with you on school matters at home?	(29) 29	(106) 53	(198) 66	(224) 56	(450) 90	(1007) 294	3.43 Sometimes

wanting of their duties and responsibilities to their children, and so the very positive categorization the parents gave in this study. Nonetheless, this is the result of the study: Parents differed in their perception of the extent of parental supervision extended to their Grade VI pupils in their studies and in other school-related activities.

Table 12

**Extent of Parental Supervision
as Perceived by the Parents**

Statements	: Responses on Parent-Child Relation					: Total	: Weighted : Inter-	
	: 1	: 2	: 3	: 4	: 5		: Mean	: pretation
1. Do you attend school meetings?	(24)	(112)	(255)	(184)	(415)	(990)		
2. Do you ask your child of his assignments at home?	24	56	85	46	83	294	3.37	Sometimes
3. Do you help your child in doing his assignment/homework?	(18)	(54)	(135)	(200)	(770)	(1177)		
4. Do you help your child in his school project?	18	27	45	50	154	294	4.00	Frequently
5. Do you go to school to see your child's teacher/or any school personnel on his school problem?	(48)	(70)	(303)	(124)	(395)	(940)		
6. Do you actively participate in the PTA?	48	35	101	31	79	294	3.20	Sometimes
7. Do you make follow-ups in school on matters that affect your child?	(30)	(74)	(285)	(168)	(450)	(1007)		
8. Do you attend school programs where your child is a participant?	30	37	95	42	90	294	3.43	Sometimes
	(39)	(94)	(288)	(96)	(440)	(957)		
	39	47	96	24	88	294	2.26	Seldom
	(23)	(90)	(198)	(168)	(590)	(1069)		
	23	45	66	42	118	294	3.64	Frequently
	(47)	(96)	(177)	(172)	(485)	(977)		
	47	48	59	43	97	294	3.32	Sometimes
	(26)	(70)	(219)	(152)	(610)	(1077)		
	26	35	73	38	122	294	3.66	Frequently

Statements	: Responses on Parent-Child Relation					: Total	:Weighted : Inter-	
	1	2	3	4	5		: Mean	: pretation
9. Do you appreciate your child's achievement in school?	(8) 8	(36) 18	(60) 20	(132) 33	(1075) 215	(1311) 294	4.46	Frequwmntly
10. Do you find out the reason when your child fails from your expectations	(18) 18	(46) 23	(210) 70	(240) 60	(615) 123	(1129) 294	3.84	Frequently
11. Do you approve of child's participation in school activities?	(8) 8	(34) 17	(150) 50	(172) 43	(880) 176	(1244) 294	4.23	Frequently
12. Do you supervise the study of your child at home?	(7) 7	(48) 24	(120) 40	(136) 34	(945) 189	(1256) 294	4.27	Frequently
13. Do you help your child prepare for school?	(10) 10	(42) 21	(108) 36	(132) 33	(970) 194	(1262) 294	4.29	Frequently
14. Do you easily support your child on his financial school needs?	(5) 5	(58) 29	(123) 41	(200) 50	(845) 169	(1231) 294	4.19	Frequently
15. Do you prepare your child's baon yourself?	(20) 20	(50) 25	(153) 51	(160) 40	(790) 158	(1173) 294	3.99	Frequently
16. Do you ask your child about his school problems?	(14) 14	(44) 22	(174) 58	(172) 43	(785) 157	(1189) 294	4.04	Frequently
17. Are you concerned of the problems affeting your child's school?	(51) 51	(66) 33	(144) 48	(220) 55	(535) 107	(1016) 294	3.46	Sometimes
18. Do you talk with your child on school matters at home?	(19) 19	(54) 27	(168) 56	(172) 43	(745) 149	(1158) 294	3.94	Frequently

: Responses on Parent-Child Relation										:Weighted : Inter-	
Statements	1	2	3	4	5	Total	Mean	pretation			
19. Do you make sure that you met and know your child's teacher adviser?	(26) 26	(68) 34	(201) 67	(196) 49	(590) 118	(1081) 294	3.68	Frequently			
20. Do you take interest in what your child does in school?	(12) 12	(52) 26	(117) 39	(180) 45	(860) 172	(1221) 294	4.15	Frequently			
21. Do you make a surprise visit on your child in school?	(65) 65	(82) 41	(300) 100	(148) 37	(255) 51	(850) 294	2.89	Sometimes			
22. Do you provide a study place for your child in your home?	(33) 33	(58) 29	(123) 41	(188) 47	(720) 144	(1122) 294	3.82	Frequently			
23. Do you have reading material other than those provided by school for the use of your child?	(51) 51	(70) 35	(162) 54	(152) 38	(580) 116	(1015) 294	3.45	Sometimes			
24. Do you show interest in the grades that your get?	(9) 9	(30) 15	(75) 25	(188) 47	(990) 198	(1292) 294	4.39	Frequently			
25. Do you ask your child of the things he needs in school?	(8) 8	(30) 15	(96) 32	(148) 37	(1010) 202	(1292) 294	4.39	Frequently			
Total						94.36					
Mean				3.77	Frequently						

Legend: 1.00 - 1.50 = Never 1.51 - 2.50 = Seldom 2.51 - 3.50 = Sometimes
3.51 - 4.50 = Frequently 4.51 - 5.00 = Always
: Numbers in parentheses refer to weighted frequency
: Lower numbers refer to responses

Comparison of the Perceptions
of the Pupils and Parents

Table 13 provides the information on comparing the level of perceptions of the two (2) groups of respondents in the study on the extent of parental supervision provided the Grade VI pupils in the four (4) school Districts in Catbalogan, Samar, after analyzing the results of their responses to the 25-item questionnaire given them. Treating each response given by both respondents on every item of the questionnaire, it is shown that on nine (9) questions the categorization of "Frequently" put both the parents and their children on the same spot and in another seven (7) questions, both respondents were one in their categorization of "Sometimes". On the otherhand, more interesting to know is how in nine (9) questions, the pupils categorized their parents to have extended them a supervision of "Sometimes" only but is opposed by the parents on the same aspect because of their categorization of "Frequently". In short, in the second set on nine (9) questions, while the parents said that they had "Frequently" supervised their children's studies and other school-related activities, the pupils in the study perceived their parents' efforts only as done "Sometimes". Moreover, another very interesting point that

Table 12 shows is how with an overall weighted mean of 2.26 the parents categorized the extent of their supervision to be "Seldom" on question numbered 5 in Part II which says "Do you go to school to see your child's teacher or any school personnel on any school problems?" but, how the same question was answered by the pupils bringing the categorization to a higher level of "Sometimes" in difference to the responses of their parents.

Taking Table 13 as a whole, the information is that while the pupils considered their parents' supervision to be "Sometimes" as evidenced by the overall weighted mean of their perceptions to be equivalent to 3.41, the parents themselves, meanwhile considered parental supervision to be "Frequently" with an overall weighted mean of 3.77. Qualitatively, there is a difference in the perception of the extent of parental supervision given the Grade VI pupils in the four (4) school Districts of Catbalogan, Samar, by their parents in their studies and other school-related activities between the pupil and the parent respondents. To determine whether the difference is significant or not, t-test for independent samples was applied. The computed t-value of 2.5288 was found to be higher than the critical or tablular t-value of 1.684 at .05 level of significance and

at 48 degrees of freedom. Thus, this finding led to the rejection of the first hypothesis which states that there is no significant difference between the perceptions of the pupils and their parents on the extent of parental supervision provided the Grade VI pupils in their studies and in other school-related activities. What the research study found was while the pupils' perception of the parental supervision provided them by their parents was only "sometimes", the parents perceived it to be already "frequently", a difference indeed.

This means, among others, that the pupils felt that the support given them by their parents was not enough as they, parents, perceived it to be. Thus, where parents thought and perceived their support and supervision to be already "Frequent", the pupils considered this to be only extended them as "Sometimes". From the point of view of the educators considering all things as they are in the study, the categorization of the pupils is a more faithful representation of the parent-child relations.

Table 13

Comparison of Perceptions by Pupil
and Parent Respondents On the
Extent of Parental
Supervision

Statements (Pupil's version)	Pupil's Perceptions		Parent's Perception	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. Do your parents attend school meetings?	3.06	Sometimes	3.37	Sometimes
2. Do your parents ask you of your assignments at home?	3.15	Sometimes	4.00	Frequently
3. Do your parents help you in doing your assignment?	2.70	Sometimes	3.20	Sometimes
4. Do your parents help you in your school projects?	2.86	Sometimes	3.43	Sometimes
5. Do your parents go to school to see your teacher or any school personnel on your problem?	2.60	Sometimes	2.26	Seldom
6. Do your parents actively participate in PTA?	3.39	Sometimes	3.64	Frequently
7. Do your parents make follow-ups in school on matters that affect you?	2.97	Sometimes	3.32	Sometimes
8. Do your parents attend school programs where you are a participants?	3.19	Sometimes	3.66	Frequently
9. Do your parents appreciate your achievements in school?	4.02	Frequently	4.46	Frequently

Statements (Pupil's version)	Pupil's Perceptions		Parent's Perception	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
10. Do your parents find out the reason why you fail their expectations from you?	3.11	Sometimes	3.84	Frequently
11. Do your parents approve of your participation in school activities?	3.68	Frequently	4.23	Frequently
12. Do your parents supervise your study time at home?	3.88	Frequently	4.27	Frequently
13. Do your parents help you prepare for school?	3.95	Frequently	4.25	Frequently
14. Do your parents easily support you financial needs in school?	3.98	Frequently	4.19	Frequently
15. Do your parents prepare your baon?	3.77	Frequently	3.99	Frequently
16 Do your parents ask you of your school problems?	3.33	Sometimes	4.04	Frequently
17. Are your parents concerned of problems affecting your school?	3.05	Sometimes	3.46	Sometimes
18. Do your parents talk with you on school matters at home?	3.43	Sometimes	3.94	Frequently
19. Do your parents make sure that they meet and get to know your teacher-adviser?	3.31	Sometimes	3.68	Frequently
20. Do you feel happy when your parents take interest in whatever you do in school?	3.97	Frequently	4.15	Frequently
21. Do your parents make a surprise visit on you in school?	2.72	Sometimes	2.89	Sometimes
22. Do you have a study place in your house?	3.42	Sometimes	3.82	Frequently
23. Do you have reading materials at home other than those provide by the school?	3.34	Sometimes	3.45	Sometimes

Statements (Pupil's version)	Pupil's Perceptions : Weighted Mean : Interpretation :	Parent's Perception : Weighted Mean : Interpretation :
24. Do your parents show interest in the grades that you get?	4.09 Frequently ,	4.39 Frequently
25. Do you tell your parents of the things you need in school?	4.28 Frequently	4.39 Frequently
Total	85.25 94.36	
Mean	3.41 Sometimes	3.77 Frequently
Computed t-value 2.528	Tabular t-value at .05	at df 48: 1.684

Relationship of Pupils' Performance
in NEAT and Extent of Parental
Supervision Provided by Parents

Table 14 presents the data showing the relationship of parental supervision given by parents to their childrens' studies and other school-related activities and the effect this gives to the academic performance of their children.

As pointed out in Table 12 the extent of parental supervision provided by parents to their children was perceived by the parents to be "Frequently". Relating this finding to the academic performance of the pupils in the study using the results in the NEAT, Pearson r was used as the statistical tool which identified the pupils' performance to be 0.247 as against the parents' supervision to be 0.063.

To ascertain the significant relationship between the parental supervision of parents extended the pupils who were their children in this study and the effect this had to the academic performance of the latter, the Fisher's t-test was utilized.

As shown in Table 14, the tabular/critical t-value for pupils academic performance is 1.645 evaluated as "Significant" while the parents' supervision is 1.645 evaluated to be "Not Significant". This finding led to the

rejection of the second hypothesis of the study which says: "There is no significant relationship between the parental supervision provided by parents to their children and their academic performance". Simply said, to the pupils their academic performance was affected or influenced by the support their parents gave them in their studies and other school-related activities. To the parents, the parental supervision they provided their children in the latter's studies and other school-related activities was insignificant or meaningless when related to the academic performance of their children.

Table 14

**Relationship of Parental Supervision
and Academic Performance
of Pupils (By School)**

Respondent (Pupil)	NEAT Achievement	Extent of Parental Supervision	
		Pupils	Parents
San Andres:			
1	62	Sometimes (3.04)	Sometimes (3.72)
2	54	Sometimes (3.04)	Sometimes (2.84)
3	53	Frequently (4.12)	Frequently (4.36)
4	53	Sometimes (2.76)	Sometimes (2.60)
5	52	Sometimes (2.75)	Sometimes (2.96)
6	51	Sometimes (3.32)	Frequently (3.96)
7	51	Frequently (3.64)	Sometimes (3.48)
8	51	Sometimes (2.64)	Frequently (3.64)
9	49	Frequently (4.24)	Frequently (3.72)

Respondent (Pupil)	: NEAT : Achievement	: Extent of Parental Supervision			
		: Pupils		: Parents	
10	48	Seldom	(2.16)	Sometimes	(3.36)
11	48	Frequently	(3.80)	Frequently	(3.72)
12	47	Sometimes	(3.40)	Frequently	(3.88)
13	47	Sometimes	(3.08)	Frequently	(4.36)
14	46	Sometimes	(3.36)	Frequently	(3.64)
15	46	Sometimes	(3.40)	Sometimes	(3.12)
16	45	Sometimes	(3.68)	Sometimes	(3.24)
17	45	Sometimes	(2.88)	Frequently	(3.54)
18	45	Sometimes	(3.08)	Frequently	(4.16)
19	44	Frequently	(4.08)	Frequently	(4.28)
20	44	Seldom	(2.36)	Frequently	(4.40)
21	44	Frequently	(4.20)	Sometimes	(2.92)
22	44	Frequently	(3.88)	Frequently	(4.28)
23	42	Seldom	(2.04)	Sometimes	(2.64)
24	42	Frequently	(3.20)	Frequently	(3.72)
25	40	Sometimes	(2.76)	Seldom	(2.40)
26	38	Frequently	(3.72)	Frequently	(3.60)
27	38	Sometimes	(3.00)	Frequently	(4.04)
28	36	Always	(4.92)	Frequently	(4.40)
29	36	Sometimes	(3.36)	Sometimes	(3.40)
30	35	Sometimes	(2.64)	Sometimes	(3.20)
31	34	Sometimes	(3.20)	Frequently	(3.64)
BLISS Community School:					
1	76	Sometimes	(2.60)	Sometimes	(3.32)
2	75	Frequently	(3.92)	Frequently	(4.12)
3	67	Frequently	(3.76)	Sometimes	(3.20)
4	65	Frequently	(3.68)	Frequently	(3.80)
5	62	Frequently	(4.16)	Always	(4.84)
6	60	Seldom	(2.00)	Frequently	(4.28)
7	57	Frequently	(4.28)	Frequently	(4.40)
8	55	Frequently	(4.08)	Sometimes	(3.12)
9	53	Frequently	(3.52)	Frequently	(4.16)
10	52	Sometimes	(3.24)	Frequently	(3.64)
11	51	Seldom	(2.16)	Frequently	(4.08)
12	51	Seldom	(2.08)	Frequently	(4.08)
13	51	Sometimes	(3.04)	Frequently	(4.32)
14	51	Frequently	(3.52)	Frequently	(4.48)
15	50	Sometimes	(2.80)	Frequently	(4.08)
16	49	Sometimes	(3.40)	Frequently	(4.44)
17	46	Frequently	(3.96)	Frequently	(3.76)
18	45	Seldom	(1.96)	Frequently	(4.48)
19	44	Frequently	(3.56)	Always	(4.64)
20	44	Frequently	(3.92)	Frequently	(4.28)
21	44	Seldom	(2.50)	Frequently	(4.32)
22	44	Frequently	(3.76)	Sometimes	(3.36)
23	43	Frequently	(3.56)	Frequently	(4.36)
24	43	Sometimes	(3.32)	Frequently	(3.72)
25	43	Sometimes	(3.28)	Sometimes	(3.36)
26	42	Sometimes	(3.16)	Frequently	(3.72)
27	42	Frequently	(3.60)	Frequently	(4.20)

Respondent (Pupil)	NEAT Achievement	Extent of Parental Supervision			
		Pupils		Parents	
28	40	Seldom	(2.00)	Frequently	(4.00)
29	40	Always	(4.56)	Frequently	(4.12)
30	39	Sometimes	(2.86)	Frequently	(4.04)
31	38	Sometimes	(3.24)	Frequently	(4.40)
32	37	Sometimes	(3.40)	Frequently	(4.36)
33	35	Sometimes	(2.64)	Frequently	(3.76)
34	34	Frequently	(3.92)	Frequently	(3.88)
35	34	Sometimes	(3.20)	Frequently	(3.64)
36	31	Frequently	(4.08)	Always	(4.60)
Silanga Elementary School:					
1	88	Seldom	(2.24)	Frequently	(4.28)
2	81	Sometimes	(2.96)	Seldom	(2.24)
3	74	Sometimes	(3.00)	Frequently	(3.84)
4	73	Sometimes	(3.04)	Sometimes	(3.08)
5	71	Sometimes	(3.48)	Always	(5.00)
6	70	Frequently	(4.08)	Always	(5.00)
7	70	Sometimes	(3.08)	Frequently	(3.68)
8	66	Sometimes	(3.44)	Sometimes	(2.88)
9	65	Sometimes	(3.36)	Frequently	(4.44)
10	65	Frequently	(3.64)	Always	(4.56)
11	1	Sometimes	(3.80)	Frequently	(4.00)
12	60	Sometimes	(2.80)	Frequently	(4.00)
13	59	Sometimes	(3.40)	Sometimes	(2.92)
14	57	Sometimes	(3.24)	Sometimes	(2.64)
15	56	Sometimes	(3.12)	Frequently	(3.56)
16	56	Seldom	(2.48)	Seldom	(2.40)
17	56	Sometimes	(3.36)	Frequently	(4.32)
18	56	Frequently	(3.56)	Sometimes	(3.28)
19	56	Frequently	(4.28)	Sometimes	(2.52)
20	54	Sometimes	(2.88)	Frequently	(3.64)
21	54	Sometimes	(2.88)	Frequently	(4.16)
22	54	Sometimes	(3.28)	Frequently	(3.60)
23	52	Seldom	(1.56)	Sometimes	(3.32)
24	52	Frequently	(3.64)	Frequently	(4.24)
25	52	Seldom	(2.36)	Seldom	(1.76)
26	52	Sometimes	(2.52)	Sometimes	(3.40)
27	51	Sometimes	(3.36)	Always	(5.00)
28	52	Frequently	(4.32)	Sometimes	(3.48)
29	50	Sometimes	(2.68)	Frequently	(3.60)
30	49	Frequently	(3.76)	Frequently	(3.60)
31	49	Seldom	(2.36)	Seldom	(1.75)
32	48	Frequently	(3.80)	Frequently	(4.24)
33	48	Sometimes	(3.36)	Sometimes	(3.16)
34	48	Sometimes	(3.08)	Frequently	(3.68)
35	48	Seldom	(2.44)	Sometimes	(3.36)
36	49	Frequently	(3.64)	Sometimes	(3.40)
37	47	Frequently	(3.64)	Always	(4.52)
38	46	Sometimes	(3.36)	Sometimes	(3.48)
39	46	Frequently	(3.56)	Frequently	(3.92)
40	45	Sometimes	(3.36)	Sometimes	(3.48)

Respondent (Pupil)	NEAT Achievement	Extent of Parental Supervision			
		Pupils		Parents	
41	45	Seldom	(2.44)	Sometimes	(3.44)
42	44	Sometimes	(2.68)	Sometimes	(2.48)
43	44	Sometimes	(3.28)	Always	(4.56)
44	44	Sometimes	(3.44)	Always	(4.76)
45	44	Frequently	(3.68)	Frequently	(3.60)
46	44	Frequently	(3.72)	Frequently	(3.60)
47	43	Frequently	(3.56)	Sometimes	(3.08)
48	43	Sometimes	(3.32)	Frequently	(3.68)
49	3	Frequently	(4.16)	Frequently	(4.00)
50	2	Sometimes	(3.40)	Always	(4.52)
51	42	Sometimes	(2.60)	Sometimes	(3.48)
52	42	Frequently	(4.04)	Sometimes	(3.40)
53	41	Sometimes	(3.00)	Frequently	(3.64)
54	40	Frequently	(3.68)	Frequently	(3.64)
55	40	Seldom	(2.48)	Frequently	(3.88)
56	40	Sometimes	(3.28)	Always	(4.56)
57	40	Sometimes	(3.44)	Sometimes	(3.36)
58	39	Sometimes	(2.80)	Frequently	(4.44)
59	39	Seldom	(1.08)	Frequently	(4.20)
60	38	Sometimes	(2.88)	Frequently	(3.80)
61	38	Sometimes	(2.96)	Frequently	(3.60)
62	37	Frequently	(3.70)	Seldom	(2.40)
63	37	Frequently	(3.60)	Sometimes	(3.00)
64	37	Sometimes	(3.00)	Sometimes	(3.48)
65	37	Sometimes	(3.20)	Frequently	(3.20)
66	35	Sometimes	(3.00)	Frequently	(4.08)
67	34	Sometimes	(3.16)	Sometimes	(3.20)
68	34	Frequently	(4.00)	Frequently	(3.88)
69	33	Sometimes	(3.04)	Sometimes	(3.20)
70	31	Sometimes	(3.24)	Sometimes	(3.50)
71	31	Frequently	(3.92)	Frequently	(3.96)
72	29	Sometimes	(3.40)	Sometimes	(3.32)
73	27	Frequently	(3.60)	Frequently	(3.64)
74	26	Frequently	(3.88)	Always	(4.60)
75	25	Frequently	(3.80)	Frequently	(3.64)
Mercedes Elementary School:					
1	124	Frequently	(4.24)	Sometimes	(3.08)
2	121	Frequently	(4.32)	Always	(4.62)
3	121	Sometimes	(4.20)	Sometimes	(3.44)
4	120	Sometimes	(4.20)	Frequently	(4.36)
5	116	Frequently	(4.48)	Frequently	(4.16)
6	114	Always	(4.80)	Always	(4.92)
7	113	Frequently	(4.00)	Frequently	(4.36)
8	113	Frequently	(4.24)	Frequently	(4.36)
9	112	Always	(4.96)	Frequently	(4.08)
10	112	Always	(4.80)	Frequently	(4.20)
11	111	Sometimes	(2.68)	Sometimes	(3.00)
12	111	Frequently	(3.92)	Frequently	(4.44)
13	108	Frequently	(3.80)	Always	(4.72)

Respondent (Pupil)	: NEAT : Achievement	: Extent of Parental Supervision	
		Pupils	Parents
14	108	Frequently (3.76)	Sometimes (3.20)
15	106	Frequently (3.80)	Sometimes (2.56)
16	104	Frequently (4.08)	Always (4.72)
17	103	Sometimes (3.16)	Sometimes (2.72)
18	102	Sometimes (3.00)	Sometimes (3.44)
19	98	Sometimes (3.48)	Frequently (4.28)
20	97	Frequently (4.04)	Always (4.52)
21	96	Sometimes (3.48)	Sometimes (3.28)
22	96	Sometimes (3.28)	Sometimes (3.36)
23	95	Sometimes (3.12)	Sometimes (3.44)
24	92	Frequently (4.36)	Frequently (4.32)
25	90	Seldom (2.36)	Seldom (2.32)
26	89	Sometimes (3.52)	Sometimes (3.28)
27	89	Frequently (3.80)	Sometimes (3.48)
28	88	Seldom (2.40)	Sometimes (3.00)
29	89	Frequently (4.08)	Frequently (4.32)
30	88	Frequently (3.76)	Sometimes (3.48)
31	87	Frequently (4.24)	Frequently (3.88)
32	85	Frequently (4.36)	Always (5.00)
33	85	Sometimes (2.80)	Frequently (4.00)
34	84	Sometimes (2.68)	Sometimes (2.84)
35	83	Sometimes (3.12)	Frequently (3.72)
36	83	Frequently (3.60)	Sometimes (3.28)
37	82	Never (1.48)	Seldom (1.80)
38	82	Sometimes (2.84)	Sometimes (3.00)
39	81	Frequently (4.04)	Always (4.72)
40	81	Frequently (3.92)	Sometimes (3.40)
41	78	Frequently (4.28)	Frequently (4.00)
42	77	Frequently (3.88)	Frequently (4.08)
43	77	Sometimes (3.16)	Frequently (4.16)
44	77	Sometimes (3.36)	Frequently (3.80)
45	77	Frequently (3.76)	Frequently (4.36)
46	77	Sometimes (3.24)	Frequently (4.28)
47	77	Sometimes (3.04)	Frequently (4.32)
48	76	Frequently (4.48)	Always (4.72)
49	75	Always (4.52)	Always (5.00)
50	75	Frequently (4.36)	Frequently (3.76)
51	74	Frequently (3.92)	Frequently (3.76)
52	74	Sometimes (3.08)	Frequently (3.56)
53	74	Sometimes (2.96)	Sometimes (3.36)
54	73	Always (4.76)	Always (4.64)
55	73	Sometimes (3.44)	Frequently (4.04)
56	72	Seldom (2.36)	Sometimes (3.00)
57	72	Seldom (2.40)	Sometimes (3.08)
58	71	Frequently (4.04)	Frequently (4.36)
59	71	Sometimes (3.16)	Sometimes (3.08)
60	70	Seldom (2.16)	Sometimes (3.48)
61	69	Seldom (2.08)	Seldom (1.72)
62	69	Frequently (3.52)	Frequently (4.12)

Respondent (Pupil)	NEAT Achievement	Extent of Parental Supervision	
		Pupils	Parents
63	69	Frequently (3.88)	Frequently (4.44)
64	66	Seldom (2.32)	Sometimes (2.68)
65	69	Frequently (3.52)	Sometimes (3.36)
66	68	Frequently (3.60)	Frequently (3.60)
67	68	Frequently (4.48)	Always (4.64)
68	67	Sometimes (3.36)	Frequently (3.92)
69	67	Sometimes (3.04)	Frequently (4.00)
70	67	Always (4.64)	Always (4.68)
71	67	Sometimes (3.16)	Sometimes (3.48)
72	67	Sometimes (2.92)	Sometimes (3.00)
73	67	Sometimes (3.20)	Frequently (4.40)
74	67	Sometimes (3.20)	Frequently (4.00)
75	66	Frequently (3.68)	Frequently (4.48)
76	66	Sometimes (2.84)	Sometimes (3.50)
77	66	Seldom (1.72)	Seldom (2.00)
78	65	Frequently (3.56)	Frequently (3.96)
79	65	Seldom (2.32)	Seldom (2.08)
80	65	Sometimes (2.84)	Sometimes (3.36)
81	64	Frequently (3.72)	Frequently (4.08)
82	64	Sometimes (3.00)	Seldom (2.48)
83	63	Sometimes (3.44)	Frequently (3.80)
84	63	Sometimes (2.60)	Sometimes (3.00)
85	61	Seldom (2.20)	Seldom (2.08)
86	63	Sometimes (3.32)	Sometimes (3.92)
87	60	Sometimes (3.00)	Frequently (3.52)
88	60	Sometimes (2.68)	Frequently (4.32)
89	60	Frequently (3.68)	Frequently (4.00)
90	60	Always (4.72)	Always (4.76)
91	59	Frequently (4.48)	Frequently (4.00)
92	59	Frequently (4.32)	Frequently (3.52)
93	59	Sometimes (3.40)	Frequently (4.32)
94	59	Frequently (3.76)	Sometimes (3.08)
95	58	Sometimes (2.80)	Frequently (4.00)
96	59	Seldom (2.04)	Sometimes (3.12)
97	58	Sometimes (3.32)	Frequently (3.52)
98	58	Sometimes (3.16)	Frequently (3.64)
99	57	Sometimes (2.64)	Sometimes (2.80)
100	57	Sometimes (3.40)	Frequently (3.92)
101	57	Frequently (3.52)	Frequently (4.36)
102	56	Sometimes (2.56)	Sometimes (3.04)
103	56	Sometimes (3.16)	Frequently (4.00)
104	56	Frequently (3.80)	Sometimes (3.00)
105	55	Frequently (3.60)	Sometimes (3.20)
106	55	Sometimes (2.84)	Sometimes (3.28)
107	55	Frequently (3.56)	Sometimes (3.44)
108	55	Sometimes (2.84)	Sometimes (3.20)
109	54	Frequently (3.60)	Frequently (3.96)
110	54	Sometimes (3.40)	Frequently (3.96)
111	54	Sometimes (3.48)	Frequently (3.68)

Respondent (Pupil)	NEAT Achievement	Extent of Parental Supervision	
		Pupils	Parents
112	54	Frequently (3.92)	Frequently (3.84)
113	54	Sometimes (3.00)	Sometimes (2.60)
114	54	Frequently (3.68)	Always (4.68)
115	54	Frequently (3.52)	Frequently (4.40)
116	54	Frequently (4.16)	Always (4.52)
117	53	Frequently (4.00)	Always (4.52)
118	53	Frequently (4.40)	Frequently (3.76)
119	53	Sometimes (3.44)	Frequently (3.80)
120	52	Sometimes (3.04)	Sometimes (2.96)
121	51	Sometimes (3.08)	Sometimes (3.20)
122	51	Frequently (3.84)	Frequently (4.08)
123	50	Sometimes (2.92)	Frequently (4.04)
124	50	Never (1.40)	Seldom (1.80)
125	50	Frequently (3.72)	Frequently (3.76)
126	49	Sometimes (3.24)	Frequently (4.12)
127	49	Sometimes (3.36)	Sometimes (3.04)
128	48	Sometimes (3.48)	Frequently (4.00)
129	48	Sometimes (2.84)	Frequently (3.80)
130	48	Sometimes (2.84)	Frequently (4.04)
131	48	Frequently (3.56)	Frequently (3.56)
132	48	Frequently (3.60)	Frequently (4.32)
133	48	Frequently (3.96)	Frequently (3.88)
134	47	Seldom (2.48)	Sometimes (3.40)
135	47	Sometimes (2.96)	Frequently (4.40)
136	47	Sometimes (3.28)	Frequently (4.32)
137	47	Sometimes (3.32)	Frequently (3.60)
138	47	Sometimes (3.08)	Frequently (4.28)
139	46	Sometimes (2.96)	Frequently (3.92)
140	46	Seldom (2.48)	Sometimes (3.00)
141	44	Seldom (2.76)	Sometimes (3.48)
142	44	Sometimes (3.32)	Sometimes (2.96)
143	44	Sometimes (2.84)	Frequently (3.88)
144	43	Seldom (2.24)	Sometimes (2.72)
145	43	Frequently (4.04)	Sometimes (3.12)
146	41	Sometimes (3.12)	Sometimes (3.24)
147	41	Seldom (2.00)	Sometimes (3.40)
148	39	Seldom (2.48)	Sometimes (3.48)
149	38	Sometimes (3.36)	Sometimes (2.80)
150	33	Sometimes (3.08)	Frequently (4.40)
151	33	Seldom (2.40)	Sometimes (2.80)
152	33	Sometimes (3.02)	Sometimes (2.42)
Pearson r		0.247	0.063
Fisher's t-value		4.22	1.08
Tabular / Critical t-value		1.645	1.645
Evaluation		Significant	Not Significant
Decision: Reject Hypothesis No. 2			
Legend:			
1.00 - 1.50 = Never		1.51 - 2.50 = Seldom	
2.51 - 3.50 = Sometimes		3.51 - 4.50 = Frequently	
4.51 - 5.00 = Always			

Implications

1. Religious Affiliations. The fact established by the study on the identity of religious affiliation of parents and children has many implications to education.

1.1. If used positively, religion can be a channel, an effective one, for value reorientation among the Filipinos. It seems that there is a wide discrepancy between the theory / principle and the practice on values. To many Filipinos, religious teachings are but lip-service. Concretizing it is another thing. This researcher is on the belief that if only the church and its members beginning with the parents seriously consider the need of living a Christ-like-life from Monday to Sunday, double standardization of actions can be minimized. This way, what is considered wrong is wrong and what is right is right

1.2. The finding may imply that providing the children with strong Christian foundation is made easier.

2. Education of Parent Respondents. With the greatest parent respondents obtaining elementary education, it is

understandable that many of the parent respondents were self-employed. If many of their fellow-parents with college education are jobless, what is there to offer to elementary-educated one? But, this fact implies, among others, the following:

2.1. There is a need to assess the skills of our parents of this category and to help them earn new ones so that they can become positive contributors and participants to the evolution of a productive community in our midst. This is where the mothers and fathers' classes under the Non-Formal Education and the Technical Education & Skills Development Authority (TESDA) can become relevant.

2.2. There is a need to orient our parents of their duties and objectives pursuant to the Family Code.

3. Differed Perceptions among Respondents. Young as they seem, the Grade VI pupils of our time are better informed of a lot of things than children of their age, ten to fifteen years ago. Among the more significant ones, is their ability to comprehend what is right and / or ideal from is bad and / or distasteful. This is one of the

implications one can readily have on the difference of perceptions of parents and their children on the extent of supervision they provide in their studies and other school-related activities.

3.1. The need to orient the parents and the children on the Bantay Bata Program of the Department of Social Welfare and Development (DSWD). With the Bantay Bata Program of the government under the Department of Social Welfare and Development as espoused in trimedia, it can be inferred that many of our elementary pupils are knowledgeable of their rights as against the obligations their parents have over them.

3.2. The pupils' categorization of "Sometimes" on the extent of parental supervision provided them on their studies and other school-related activities as against their parents' "Frequently", is a proof to what was cited earlier, specially when considered that many of the parents were merely elementary educated and self-employed which imply among others of the lesser information they have in child-parent relationship and the little time they devote to

their children because they are busy on earning a living to keep both ends meet.

Of importance , too, are the implications from the findings that led to the rejection of the second null hypothesis of the study, saying in simple terms that to the pupils, their academic performance was affected or influenced by the support their parents gave them in their studies and other school-related activities. This is very significant. On the part of the parents, though, their parental supervision / support was meaningless to the academic performance of their children. When viewed from the fact that the majority of the parent respondents in the study were elementary-educated also coupled with the fact that many of them were self-employed, it is not surprising that the result was such. Who is an average elementary-grade parent who understands the implications of a harmonious child-parent relationship as affecting the academic performance of his children? This becomes worse when viewed from the fact that this parent we are talking about is one who is self-employed and whose income depends on the time he spends in making a living. What is paramount to this parent is he is able to provide his children with their food needs and needs in school, when his income

warrants. Along this line, therefore, is the time element spent by parents with their children and the relationship they establish with them that may prove supportive to the academic performance of their children.

4. On the NEAT Results. From the NEAT results in four subject areas, it is interesting to note how the pupils performed better in subjects whose contents are consistently taught regardless of grade level. Let us cite an example. In English, the sentence "Maria sings". For "Maria", the verb used is with "s" when expressing a present fact, thus "sings". This is taught throughout the grade level. The same is true in Mathematics. $5 - 2 = 3$, for example. This does not change over time, race, grade levels and others. This is the reason why, the pupils performed better in Mathematics than in Science and Hekasi where memory work is demanded more and where analysis is required, too, though they performed poorly in English. There are few implications that may be had on the results in the NEAT. The low performance of the pupil respondents in the four School Districts in the Municipality of Catbalogan may be attributed to the following factors:

4.1. It may be implied that the teachers overlooked mastery learning in the teaching-

learning process. Lack of mastery on some significant facts and information on the part of the pupil respondents affected their achievement scores in Science and in English.

4.2. The Minimum Learning Competencies (MLC) may not have been properly implemented by the teachers. Had it been implemented properly as expected, the aspects and contents therein would have been mastered at least with 75% mastery level. It is emphasized that all objectives in the MLCs be mastered by all pupils in the class at 75% to 100% level of performance.

4.3. There may have been a language problem either in English or in Filipino or in both, so that this became the reason for the pupils not answering correctly on some of the items.

4.4. Having come from a self-employed parents with elementary grade education and with average income, the low academic performance could be attributed to insufficiency of time devoted to study as many times, the children also assisted in household chores like taking care of the younger

members of the family and preparing the food for the family.

4.5. Casual factors like low intelligence, lack of reading materials available for them and lack of parental follow-ups on their studies may have affected the performance of the pupils in the NEAT, too.

The academic performance of the pupil respondents in the study implies direct relationship to the level of competencies of the teachers of the pupil respondents. From the academic performance of the pupils in the study, it may be implied that competencies of the teachers of the respondents are wanting.

Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This Chapter presents the summary of findings, implications, conclusions and recommendations of this study.

Findings

This study aimed to assess the effect of parental supervision on the academic performance of Grade VI pupils for School Year 1996 - 1997.

Some research problems were considered to guide the researcher in the study to wit, they were:

1. What is the profile of Grade VI pupils in the four school Districts of the Municipality of Catbalogan, in terms of age, sex and religion?

1.1. Age. Predominantly, the pupil respondents were of "13 -14 years" age group representing 44.90% and was followed very closely with the "11 - 12 Years" age category represented by 43.54% with the "17 and above years" age group represented the least with only .34%.

1.2. Sex. Most represented by the pupil respondents was the girls' group with 57.48% as compared to the boys with 42.52%.

1.3. Religion. The Roman Catholic religion was the most represented by the pupil respondent with 84.69%, followed by the Iglesia ni Cristo in 7.82% then by the Protestant religion in 4.08% with the Seveth Day Adventest getting the lowest in 1.02%.

2. What is the profile of the parent respondents in the four school Districts in the Municipality of Catbalogan in terms of age, sex, religion, socio-economic status, educational attainment and employment or livelihood?

2.1. Age. Of the five age groups, the most represented by the parent respondents was that of "36 years and above" getting 62.24% with the "31 - 35 years" ranking second in 24.15% and the lowest in 2.38% for the "21 - 25 years" age group.

2.2. Sex. Like the pupil respondents, the mothers represented the greater number in 81.97% with their counterpart only in 18.03%.

2.3 Religion. It is interesting to note that the result of the study had shown the exact replica to that of the pupil respondents: Roman Catholic in 84.69%; Iglesia ni Cristo in 7.82%; the Protestant in 4.08% and the Seveth Day Adventest in 1.02%.

2.4 Educational Attainment. The greatest majority of the parent respondents was of elementary education in 43%, followed by high school in 34.01% with the Graduate Studies getting the least in .68%.

2.5. Socio-Economic Status. With 59.52%, the most of the parent respondents categorized themselves as belonging to the "average" group followed by those on the "low" category in 15.65% with the "very high" category getting the least represented in 2.04%.

2.6. Employment / Livelihood. Many of the parent respondents were self-employed in 38.10% followed by "Unemployed / Jobless" in 29.25% and the least in 6.46% manifesting that they were "Privately-Employed".

3. What is the academic performance of the Grade VI pupils in the four school Districts in the Municipality of Catablogan, Samar, in Mathematics, Heograpiya, Kasaysayan at Sibika (Hekasi), Science and English?

3.1. Mathematics. Of the 40 items given in Mathematics, the highest obtained score by the pupil respondents was 36 with only one pupil

getting it from the 294 respondents. The first five highest scores were 36, 35, 34, 33 and 32 with only 1, 3, 2, 1 and 1 pupil getting it, respectively. The lowest obtained score was 1 with the score of 14 getting the highest frequency in 21.

3.2. Hekasi. 27 was the highest score obtained in Hekasi with only one pupil getting it from the 40 items given. This was followed by 26, 25, 24 and 23 with 12, 18, 9 and 7 pupils getting the same score, respectively. The lowest score obtained was 1 with 14 as the score getting the highest frequency of 25.

3.3. Science. From the perfect score of 40, the highest obtained score was 31 with, again, only one pupil getting it. This was followed by 30, 29, 28 and 27 which was obtained by 2, 6, 6 and 4 pupils, respectively. The lowest obtained score in Science was 3 with the score of 11 getting the highest frequency in 27.

3.4. English. The highest obtained score was 33. Like in the first three subject areas, only one pupil got the highest. This was followed

by the scores of 32, 31, 30 and 29 which put 4, 2, 2 and 3 pupils tieing, respectively. The lowest obtained score in English was 2 and the score which put the greatest number of pupils on it was 10 with a frequency of 38.

4. As perceived by the Grade VI pupils and their parents themselves, what is the extent of parental supervision provided them?

4.1. Pupils' Perception. From the 25-item questionnaire specially designed to get the pupils' perceptions on the extent of parental supervision they are getting in their studies and other school-related activities, the 294 pupil respondents perceived this to be only "sometimes" with a weighted mean of 3.41 from the choices of "Always", "Frequently", "Sometimes", "Seldom" and "Never".

4.2. Parents' Perception. From the 294 parent respondents, treated as a group, their perception of the supervision they gave to their children was "Frequently" with a computed overall weighted mean of 3.77 from the five choices of "Always", "Frequently", "Sometimes", "Seldom" and

"Never" after analyzing their responses to the 25-item questionnaire given them.

5. Is there a significant difference between the perceptions of the pupils and their parents on the extent of parental supervision provided?

It was found by the study that while the pupils categorized the supervision provided them by their parents to be only "Sometimes", their parents categorized the supervision they provided their children in their studies and other school-related activities to be "Frequently". These findings rejected the first null hypothesis in the study which is: There is no significant difference between the perceptions of the pupils and their parents on the extent of parental supervision they provide them.

5. Is there a significant relationship between the extent of parental supervision and the academic performance of the pupils?

From the analysis of the responses given by the two groups of respondents, the study found that each group perceived differently from the other. As far as the pupils perception was concerned, this was found to be "significantly related" while the parents perception was found to be "not significantly related". These findings led

to the rejection of the second null hypothesis of the study which was: "There is no significant relationship between the extent of parental supervision and the academic performance of the pupils".

Conclusions

Based on the foregoing findings, the following conclusions are made:

1. The respondents validly represented the population of the study. This means that the 294 pupil respondents and the 294 parent respondents in the study, representing 93% of the 317 samples in the study using the Sloven's Formula, statistically represented the population in the study.

2. Religion - wise, the children adopted their parents' religious affiliation.

3. The parent respondents, though, of elementary education only, were self-employed.

4. Though living together, the perception of the children on the issue differed from their parents.

5. The academic performance of the children can be affected by the kind of supervision parents provide them in their studies and in other school-related activities.

6. There is a growing need for our schools to look into the academic performance of the pupils.

Implications

From this research, several implications were derived:

1. Children's religious affiliation was significantly influenced by their parents.

This finding in the study has many implications to growing children. Firstly, at childhood adopting the parents religious life may be said to be automatic. Up to what extent this can be carried in the child's growth and development would largely depend on the kind of life parents live, so that when parents' live the very teaching they profess, it is most likely that children grow normally and take their parents as their role models.

2. Mothers' participation was reflective of the actual happenings in school-related activities where parents' participation are needed.

Implied in this finding is how many mothers take greater responsibility and more concrete participation in the activities of their children. This is evidenced how many school-related activities are dominated by mothers rather than fathers of school children.

2. The academic performance of Grade VI pupils was affected by the degree of supervision provided them by their parents.

To a greater extent this implies that parents who really give time to supervise the studies and other school-related activities of the children get the corresponding reward that children give them back through better grades or better academic performance. Conversely said, pupils with concerned parents have good academic performance.

4. In the four subject areas covered by the NEAT the Grade VI pupils performed best in Mathematics, better in Hekasi, good in Science but poorly in English.

Implied is the greater need for mastery learning as espoused by MLCs which teachers should adopt functionally. Another implication is because the pupils performed poorly in English there was that greater possibility of their not having understood the questions asked them in the NEAT.

Recommendations

From the findings of this study the researcher proposes the following recommendations:

1. Parent-Child Relations, The difference in the perceptions of the parents and their children on the extent of parental supervision provided them in

their studies and other school-related activities reflects a gap in the relationship between them.

Leaving this entirely to the home or family is of little hope and so, it is recommended that the school program through its PTA, Guidance Program or the NFE, plan for activities where the parents and the children can be together fostering free expression of personal feeling under an atmosphere of love and respect for each other. This maybe a tall order because this may mean going against the cultural and traditional practices in the parent-child relations but, at least, this thing needs to be addressed. Parents desire to establish a harmonious relation with their children for them to be secure and productive human beings.

Also, through school activities parents and children should be encouraged and taught how to make their communication lines open, encourage parents to be more demonstrative of their love and their care for their children by hugging, kissing and / or praising their children even in the little achievements that they make to reinforce their children's self-esteem propelling them to do more and become more productive.

2. On Academic Performance. The performance of the pupil respondents in the NEAT was reflective of the learnings they had before taking the examinations. Along this line, the following are recommended:

2.1. Make a periodic evaluation of the class recitation to discover weaknesses, if any, in the teaching-learning processess. This is necessary to improve classroom instruction thus improving the academic performance of the pupils in the process.

2.2. Encourage the teachers to uplift and upgrade their teaching competencies for them to become efficient and effective in building the educational structure and the personality of every pupil.

2.3. The MLCs encourage mastery of the lessons taught at 75% to 100% level. If group / class instruction seems unproductive then the use of modular teaching is recommended for individualized instruction. To this end, school administrators are encouraged to tap the competencies of experts in modular instruction

among their faculty members for the conduct of seminar-workshops on the how of module making for the convenience of those who are to assist the pupils improve their academic performance.

2.4. Through the PTAs and other school-related organizations, conduct competitions fostering academic excellence among the pupils. Such activity may take the form of a quiz bee or the battle of the brains.

2.5. Have the remedial activity as a regular program of the school.

2.6. Make the PTAs as a functional organization making it as a sounding board of problems felt by the teachers, the parents and the pupils.

2.7. Make the guidance program of the school as a functional program which can draw or plan for activities which parents can attend to improve and increase their knowledge on a wholesome parent-child relations making them aware of their role in the academic performance of their children.

2.8. Through the PTA, symposia may be had or other medium that may provide as the vehicle for

the orientation of the parents to the provision of the laws relating to their role as parents to growing children.

3. Future Research Efforts. There are many things that were unearthed in this study which may prove advantageous to human existence. To this end, the following are recommended:

3.1. Conduct a similar investigation or research in other municipalities or in the secondary or tertiary level of education and see how the findings of this study may be confirmed, compared and improved.

3.2. Conduct a study that would determine how the different identified factors affecting the academic performance of the learners may be ranked as to their extent of influence / effect with the parental supervision as one of the components.

B I B L I O G R A P H Y

A. BOOKS

Adler, A. Individual Psychology. Mass.: Clark University Press, 1975.

Ahman, Stanley and Meriam Clock, Evaluating Student Progress.
Boston: Allyn and Bacon, Inc., 1981.

Berdie, Ralph, et al, Testing in Guidance and Counseling. New York:
McGraw-Hill Book Company, 1973.

Downie, N. M. and R. W. Heath, Basic Statistical Methods. New York:
Harper and Row Publishers, 1974.

Dubin, Robert, Human relations in Administration. New Jersey:
Prentice Hall, Inc., 1974.

Ebel, Robert, ed. Encyclopedia of Educational Research. London:
MacMillan Company, Ltd., 1969.

Evans, R. I. Psychology Today. Mass.: Clark University Press, 1974.

Gregorio, Herman, School Administration and Supervision. Quezon
City: R.P. Garcia Publishing Company, 1978.

Guerrero, Juanita. Philippine Education: Visions and Perspectives.
Manila: National Bookstore, Inc., 1989.

Hemacheck, Don. Psychology in Teaching, Learning and Growth. New
York: Allyn and Bacon, Inc., 1974.

Jones, Arthur, et al. Principles of Guidance. New York: McGraw-Hill Book Company, 1970.

Lim, Estefania Aldaba. The Filipino Family. Quezon City: Phoenix Press, Inc., 1972.

Links, Henry. Getting the Most Out of Life. New York: The Reader's Digest Association, Inc., 1955.

Lynch, Frank. Four Readings on Filipino Values. Quezon City: Ateneo de Manila University Press, 1978.

Mendez, Paz. The Filipino Family, Quezon City: Phoenix, Inc., 1972.

Quiambao, Ermelinda. The Filipino Family. Quezon City: Phoenix Press, Inc., 1972.

Rogers, C. Watson. Psychology from the Standpoint of a Behaviorist. Philadelphia: Lippincott, 1976.

Salinas, Ramon. Philippine Education: Vision and Perspectives. Manila: National Book Store, Inc., 1989.

Sorenson, Herbert, et al. Psychology for Living. New York: McGraw-Hill, 1971.

Siruno, Siruno. Child, Growth and Development. Quezon City: Rex Printing Company, 1978.

Sutaria, Minda et al. Philippine Education: Vision and Perspectives.
Manila: National BookStore, Inc., 1989.

The World Encyclopedia. New York: World Book, Inc., Vol. P., 1986.

Walpole, Ronald. Introduction to Statistics, 3rd Ed; New York:
MacMillan Publishing Co., Inc. 1982.

PERIODICALS AND MAGAZINES

Arellano, Renato, "Developing Children's Responsibility in School,"
The modern Teacher. (Vol. XLII, No. 2), 1993

Cagaanan, Presciliano, "The School Child as a Learner," The Modern
teacher. (July 1993), Vol. XLII, No.2.

Cangus, Francisco, "The Environmental Conditions that Influence
Pupils' Learnings," The Philippine Journal of education.
(January 1980), Vol. IVI, No. *.

Gonzales, Esperanza, "The Promise for development," Education and
Culture Journal. (Manila: April to December 1985)

Guerrero, Juanita, "Universalization of Primary Education in the
Philippines", Philippine Journal of education. (Manila: July
1989).

Hulme, David, "Positive Parenting in Five Steps," The Plain Truth.
(September 1987).

Lauzon, Nora, "The Need for Special Education," *The Modern teacher*.

(January 1991) Vol. XXXIX, No. 8.

Laya, Jaime, "Education in Crisis", *Education and Culture Journal*.

(Manila, April to May, 1985).

Salcedo, Socorro, "Mom and Dad Make Learning Easier," *Starweek*.

(January 14, 1990).

Sibayan, Bonifacio, "What is Right with Philippine Education?"

Philippine Journal of education. (Manila: November, 1988).

Sutaria, Minda, "Quality: Thrust of Elementary Education", *Education*

and Culture Journal. (MECS - Manila: October-December, 1984).

Villaflor, Tomas, "What Parents Do To Help Their Children Learn,"

The Modern Teacher. (Vol. XLVI, No. 2), 1993.

UNPUBLISHED MATERIALS

Alicando, Nena. "Social Status in Relation to Academic Achievement

and Personality Characteristics of the High and Low Achieving

Grade VI Pupils in the Division of Leyte". (Unpublished

Master's Thesis presented to the Graduate School, Leyte

Institute of Technology, Tacloban City), 1984.

Baula, Cresencia. "Problems of the Grade Six Pupils in the Division of

Biliran: The Relationships to Academic Achievement."

(Unpublished Master's Thesis presented to the Graduate School,
Leyte Institute of Technology, Tacloban City, 1981.

Colon, Salvacion. "Factors Affecting Student Failure in Sorsogon
National High School, 1980-1981." (An unpublished thesis
presented to the Faculty of the Graduate School of Annunciation
College, Sorsogon, Sorsogon, in May 1992).

Dalam, Zacaria. "The Problems of Government Wards in Children's
Educational Foundation Village." (Unpublished Master's Thesis,
Bukidnon State College, Malaybalay, Bukidnon) 1981.

de Jesus, Mila. "An Analysis of the Grade VI Pupils' Adjustment
Problems and Their Relation to Selected Variables", (An
Unpublished Thesis presented to the Graduate School, Cebu
State College, Cebu City in Feb., 1991).

Dugenio, Magdalena. "Home Factors Affecting Pupils Performance:
Implications to Educational Policy and Practice." (Unpublished
Doctoral Dissertation, University of the Philippines, Diliman,
Quezon City) 1987.

Gabon, A. "Behavior Problems and Academic achievement of Grade II
Pupils of Calbayog District II: Their Implications to the District
Guidance Program", (An unpublished thesis presented to the

faculty of the Graduate School of the Leyte Institute of Technology, Tacloban City in 1983).

Jardinal, Rosita. "A Study of the Socio-Economic Status of Parents of Students in the United Institute and Its Relation to the Students' Scholastic Achievement and Vocational Choices for the School Year 1978-1979", (An unpublished thesis submitted to the faculty of the Graduate Studies of Bicol College in MARCH, 1980).

Lim, Catalina, "The Effects of Pre-Elementary Education Program in Calbayog City Division, (An unpublished Masteral Thesis presented to the faculty of the Graduate School of the TTMIST, Calbayog City in March 1995).

Ragrag, Rebecca. "Parent-Teacher related Non-Intellective Variables: The Relationship to the Academic Achievement of the High School Students in English." (Unpublished Master's Thesis, Leyte State College, Tacloban City), 1991.

Yap, Carmelita. "The Social and Emotional Problems of Grade V Pupils in the Elementary School of the District of Bindoy, Division of Negros Oriental, during the School Year 1983-1984", (An Unpublished Thesis presented to the faculty of the Graduate School of the Villaflora College, Tanjay, Negros Oriental, in 1985).

DOCUMENTS

DECS Order No. 107, s. 1989.

Dizon, Amado. The Educational Act of 1982.

Magpayo, Erlinda and Edita Batalla. The Philippine Constitution of
1986.

Nolledo, Jose. The Family Code of the Philippines.

PD 603 - The Child and Youth Welfare Code.

Primer of the PRODED.

APPENDICES

Department of Education, Culture & Sports
Region VIII
District of Catbalogan II
-oOo-

BUNUANAN ELEMENTARY SCHOOL
Bunuanan, Catbalogan, Samar

December 3, 1996

Dr. Rizalina M. Urbiztondo, Ed. D.
Dean
Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

M a d a m e : o

I have the honor to submit the three (3) topics for my Proposed Study / Thesis in compliance with the requirements set for the completion of Master of Arts in Education with specialization on Administration and Supervision. To wit, they are:

1. Parental Supervision on Children's Studies: Its Relation to Academic Performance of Elementary Pupils in the District of Catbalogan II
2. Academic Performance as Affected by Parental Supervision on Children's Studies in Catbalogan II District
3. Parental Supervision on Children's Studies and Academic Performance: As Study

It is informed that preferrably, I like topic no. 1 as efforts had already been undertaken for its enrichment.

Thank you and here is wishing your Office more power!

Very truly yours,

SGD. ALFREDO M. MARCO
Student

Republic of the Philippines
Samar State Polytechnic College
Catbalogan, Samar
-o0o-

SCHOOL OF GRADUATE STUDIES

APPLICATION FOR ASSIGNMENT OF ADVISER

NAME: MARCO ALFREDO M.
Surname First Name Middle Name

CANDIDATE FOR DEGREE: Master of Arts in Education (M.A. Ed.)

AREA OF SPECIALIZATION: Administration and Supervision

TITLE OF PROPOSED THESIS: Parental Supervision on Children's
Studies and Its Relation to Academic Performance of
Grade VI Pupils in the District of Catbalogan II

SGD. ALFREDO M. MARCO
Student

DEBORAH T. MARCO, Ph.D.
Name of Designated Adviser

APPROVED:

SGD. RIZALINA M. URBIZTONDO, Ed.D.
Dean, Graduate Studies

CONFORME:

SGD. DEBORAH T. MARCO, Ph.D.
Adviser

In 3 copies: 1st copy - for the Dean
2nd copy - for the Adviser
3rd copy - for the Applicant

Republic of the Philippines
Department of Education, Culture and Sports
Region VIII
Division of Samar
District of Catbalogan II
BUNUANAN ELEMENTARY SCHOOL
Bunuanan, Catbalogan

December 16, 1996

Dr. Jesusita L. Arteche, Ed. D.
Schools Division Superintendent
Catbalogan, Samar

Madame:

Greetings!

I have the honor to request permission for the use of the 1996 NEAT items to solicit responses from selected Grade VI pupils in the four school Districts in Catbalogan which I will be needing in my thesis, "The Effect of Parental Supervision on the Academic Performance of Elementary Pupils".

Further, may I be allowed the use of half of the day's session, sometime in January, 1997, for the data-gathering of the study tapping the Grade VI class advisers to assist me in the administration of the questionnaire in a classroom setting.

It shall be deeply appreciated if a written Permission from that Office be provided to facilitate my activity and my study.

Thank you in appreciation of your kind action, I am

Very truly yours,

SGD. ALFREDO M. MARCO
Principal I

Republic of the Philippines
Department of Education, Culture & Sports
Region VIII
Division of Samar
Catbalogan, Samar

1st INDORSEMENT
(December 18, 1996)

Respectfully returned to Mr. Alfredo M. Marco, Principal I through the District Supervisor, District of Catbalogan II, Samar, approving the herein requests for the permission to use the NEAT items as well as the permission to conduct a half day session on data gathering in January 1997 provided his official duties in the school shall not be disrupted.

SGD. JESUSITA L. ARTECHE, Ed. D.
Schools Division Superintendent

Republic of the Philippines
Department of Education, Culture & Sports
Region VIII
Division of Samar
District of Catbalogan II
BUNUANAN ELEMENTARY SCHOOL
Bunuanan, Catbalogan, Samar

January 8, 1996

Mr. Antonio Placiente, Sr.
District Supervisor
District of Catbalogan I
Catbalogan, Samar

Sir:

Greetings:

I have the honor to request permission to field my Questionnaire in the San Andres Elementary School using half of a day's session on Thursday, January 16, 1997, for the data gathering in connection with my research study which is entitled: "The Effect of Parental Supervision on the Academic Performance of Elementary Pupils in Catbalogan, Samar".

Further, may I request for the assistance of the school administrator in San Andres Elementary School along with her Grade VI teacher to assist me in the administration of the data gathering activity in a classroom setting.

It shall be deeply appreciated if that Office can advise the concerned on the matter.

Thank you in sincere appreciation for your kind action.

Very truly yours,

SGD. ALFREDO M. MARCO
Student - Researcher

Republic of the Philippines
Department of Education, Culture & Sports
Region VIII
Division of Samar
District of Catbalogan II
BUNUANAN ELEMENTARY SCHOOL
Bunuanan, Catbalogan, Samar

January 8, 1996

Mrs. Florfina Daradal
District Supervisor
District of Catbalogan II
Catbalogan, Samar

M a d a m :

Greetings:

I have the honor to request permission to field my Questionnaire in the Mercedes Elementary School using half of a day's session on Monday, January 20, 1997, for the data gathering in connection with my research study which is entitled: "The Effect of Parental Supervision on the Academic Performance of Elementary Pupils in Catbalogan, Samar".

Further, may I request for the assistance of the school administrator in San Andres Elementary School along with her Grade VI teacher to assist me in the administration of the data gathering activity in a classroom setting.

It shall be deeply appreciated if that Office can advise the concerned on the matter.

Thank you in sincere appreciation for your kind action.

Very truly yours,

SGD. ALFREDO M. MARCO
Student - Researcher

Republic of the Philippines
Department of Education, Culture & Sports
Region VIII
Division of Samar
District of Catbalogan II
BUNUANAN ELEMENTARY SCHOOL
Bunuanan, Catbalogan, Samar

January 8, 1996

Mr. Emilio Fructuoso
District Supervisor
District of Catbalogan III
Catbalogan, Samar

Sir:

Greetings:

I have the honor to request permission to field my Questionnaire in the BLISS Community School using half of a day's session on Friday, January 17, 1997, for the data gathering in connection with my research study which is entitled: "The Effect of Parental Supervision on the Academic Performance of Elementary Pupils in Catbalogan, Samar".

Further, may I request for the assistance of the school administrator in San Andres Elementary School along with her Grade VI teacher to assist me in the administration of the data gathering activity in a classroom setting.

It shall be deeply appreciated if that Office can advise the concerned on the matter.

Thank you in sincere appreciation for your kind action.

Very truly yours,

SGD. ALFREDO M. MARCO
Student - Researcher

Republic of the Philippines
Department of Education, Culture & Sports
Region VIII
Division of Samar
District of Catbalogan II
BUNUANAN ELEMENTARY SCHOOL
Bunuanan, Catbalogan, Samar

January 8, 1996

Ms. Nora Perez
District Supervisor
District of Catbalogan IV
Catbalogan, Samar

M a d a m:

Greetings:

I have the honor to request permission to field my Questionnaire in the Silanga Elementary School using half of a day's session on Tuesday, January 21, 1997, for the data gathering in connection with my research study which is entitled: "The Effect of Parental Supervision on the Academic Performance of Elementary Pupils in Catbalogan, Samar".

Further, may I request for the assistance of the school administrator in San Andres Elementary School along with his Grade VI teacher to assist me in the administration of the data gathering activity in a classroom setting.

It shall be deeply appreciated if that Office can advise the concerned on the matter.

Thank you in sincere appreciation for your kind action.

Very truly yours,

SGD. ALFREDO M. MARCO
Student - Researcher

QUESTIONNAIRES

Age :

_____	20 yrs. & below	_____	26 to 30 years
_____	21 to 25 years	_____	31 to 35 years
	36 years and above		

Socio-Economic Status:

<input type="checkbox"/> Very high income (Hataas hin duro)	<input type="checkbox"/> Average income (Iksaktuhay la)
<input type="checkbox"/> Moderately high income (Medyo hataas nga kita)	<input type="checkbox"/> Low income (Hamubo nga kita)
<input type="checkbox"/> Very low income	(Hamubo hin duro)

Religion:

<input type="checkbox"/> Roman Catholic	<input type="checkbox"/> Iglesia ni Cristo
<input type="checkbox"/> Protestant	<input type="checkbox"/> Seventh Day Adventist
<input type="checkbox"/> Others	

Educational Attainment:

<input type="checkbox"/> Elementary level	<input type="checkbox"/> 2-yr. college
<input type="checkbox"/> High School level	<input type="checkbox"/> Degree-holder
<input type="checkbox"/> Graduate Studies	

Employment / Livelihood :

<input type="checkbox"/> Unemployed / Jobless	<input type="checkbox"/> Privately employed
<input type="checkbox"/> Self-employed	<input type="checkbox"/> Government employed
<input type="checkbox"/> Others	

PART II - Parent-Child Relations:

Directions: The following questions have the same set of answers. Please check the column that best represents your choice with their corresponding weight. (An masunod nga mga paki-ana pareho la an mga baton nga imo pagpipili-an. Paki badlis la hit lugar nga narepresentar hit imo baton ngan may msunod nga kabug-aton.)

- | | | |
|---|---|----------------------------------|
| 1 | - | Never (Deri gud / Waray gud) |
| 2 | - | Seldom (Talagsa la)\ |
| 3 | - | Sometimes (Usahay la / Danay la) |
| 4 | - | Frequently (Agsob / Kaurugan) |
| 5 | - | Always (Permi gud) |

Always (Permi gud) -----|
 Frequently (Agsob) -----|
 Sometimes (Usahay la) -----|
 Seldom (Talagsa la) -----|
 Never (Deri gud) ---|

QUESTIONS / PAKI-ANA	1	2	3	4	5
1. Do you attend school meetings? (Naatender ka ba hin meting ha escuelahan?) -----					
2. Do you ask your child of his assignments at home? (Ha iyo panimalay, guin papakianhan ba an imo anak han iya assignment?) -----					
3. Do you help your child in doing his assignment? (Guin bubuligan mo ba an imo anak han iya assignment?) -----					
4. Do you help your child in his school Project? (Guin bubuligan mo ba an imo anak hit iya school project?) -----					
5. Do you go to school to see your child's teacher or any school personnel on his school problem? (Nakadto ka ba ha escuelahan ha pakigkita ha maestro o hin-o man didto na may kalabutan hit problema hit imo anak?) -----					
6. Do you actively participate in PTA activities? (Aktibo ka ba na nakikiburublig hit PTA nga buruhaton?) -----					
7. Do you make follow-ups in school on matters that affect your child? (Nag hihimo ka ba pag aalinsusunod hin bagay na nakakaapektar hit amo anak?) -----					
8. Do you attend school programs where your child is a participant? (Naatendir ka ba hin buruhaton nga diin an imo anak napartisipar?) -----					
9. Do you appreciate you child's achievements in school? (Iguin kakalipa mo ba an maupay binuhatan han imo anak?) -----					
10. Do you find out the reason when your child fail from your expectations? (Guin uusisa mo ba an rason kay ano nga napakyas an imo anak tikang han imo guinhuhunahunaan ha iya?) -----					
11. Do you approve of your child's parti- cipation in school activities? (Nauyon ka ba han participasyon it imo anak dida han buruhaton ha escuela?) -----					
12. Do you supervise the study time of your child at home? (Nannginginano ka ba kon nagaaram an imo anak ha iyo balay?) --					
13. Do you help your child prepare for school? (Nabulig ka ba ha pagandam ha imo anak para ha pag escuela?) -----					

Always (Permi gud) -----
 Frequently (Agsob) -----
 Sometimes (Usahay la) -----
 Seldom (Talagsa la) -----
 Never (Deri gud) ---

QUESTIONS / PAKI-ANA	1	2	3	4	5
14. Do you easily support your child on his financial school needs? (Madali mo ba nga nabubuligan an imo anak dida han iya panginahanglan pinansyal ha pagaram?) --					
15. Do you prepare your child's baon yourself? (Ikaw ba mismo an nagaandam han balon han imo anak para ha escuelahan?) -----					
16. Do you ask your child about his school problem? (Napakiana ka ba han imo anak hit iya problema ha escuelahan?) -----					
17. Are you concerned of the problems affecting your child in school? (Nan nginguinlabot ka ba han problema ha escuelahan nga nakakaapektar hit imo anak?) -----					
18. Do you talk with your child on school matters at home? (Nakikig-uroestorya ka ba hit imo anak mahinong hin mga butang ha escuelahan ha iyo panimalay?) -----					
19. Do you make sure that you meet and know child's teachers? (Nakikig kita ka ba hit mag turutdo hit imo anak?) -----					
20. Do you take interest in what your child does in school? (Nag iinteres ka ba han mga buruhaton hit imo anak ha escuelahan?)					
21. Do you make a surprise visit on your child in school? (Sinusurpresa mo ba an imo anak ha pagbisita ha escuelahan?) -----					
22. Do you provide a study place for your child at home? (May nimo ba lugar ha imo panimalay nga aradman hit imo anak?) --					
23. Do you have reading materials other than those provided by the school for the use of your child? (May ba niyo mga barasahon labot hadton hinatag han escuelahan para ha pag gamit hit imo anak?) -----					
24. Do you show interest in the grades that your child get? (Nag papakita ka ba hin interes dida hit mga grado nga nakukuha hit imo anak?) -----					
25. Do you ask your child of the things he needs in school? (Guin papaki-anhan mo ba an imo anak hit iya mga kinahanglanon ha escuelahan?) -----					

T o t a l S c o r e :

QUESTIONNAIRE (For Pupils)

Dear Respondent:

You are a choiced partner for this Research work that I am undertaking in partial fulfillment of the requirements in the masteral course at the Samar State Polytechnic College, Catbalogan, Samar. But, more than this is my desire to collect some data that can be used for a more meaningful contribution to quality education, starting here at Catbalogan, Samar.

May I then request your kind assistance by answering the Questionnaire specially prepared for you. Be assured that the information you will give will be treated with strict confidentiality and care.

Thank you. I am

Very truly yours,

SGD. ALFREDO M. MARCO

PART I - Respondent's Profile:

Directions: Answer the following questions asked of you by checking the column that best represents your choice / answer.
(Batuna an masunod nga mga paki-ana ngan pakibadlis hadton lugar nga nahatutokma hit imo baton.)

Name / Ngaran : _____ Optional/ (Puede la deri batunon)

Sex : Male (Lalake) Female (Babayè)

Age :

<u> </u> 10 yrs. & below	<u> </u> 13 to 14 years
<u> </u> 11 to 12 years	<u> </u> 15 to 16 years
17 years and above	

Socio-Economic Status:

_____ Very high income (Hataas hin duro)	_____ Average income (Iksaktuhay la)
_____ Moderately high income (Medyo hatas nga kita)	_____ Low income (Hamubo nga kita)
_____ Very low income	(Hamubo hin duro)

Religion:

_____ Roman Catholic	_____ Iglesia ni Cristo
_____ Protestant	_____ Seventh Day Adventist
_____ Others	

PART II - Parent-Child Relations:

Directions: The following questions have the same set of answers. Please check the column that best represents your choice with their corresponding weight. (An masunod nga mga paki-ana pareho la an mga baton nga imo pagpipili-an. Paki badlis la hit lugar nga narepresentar hit imo baton ngan may msunod nga kabug-aton.)

- | | | |
|---|---|----------------------------------|
| 1 | - | Never (Deri gud / Waray gud) |
| 2 | - | Seldom (Talagsa la)\ |
| 3 | - | Sometimes (Usahay la / Danay la) |
| 4 | - | Frequently (Agsob / Kaurugan) |
| 5 | - | Always (Permi gud) |

Always (Permi gud) -----|
 Frequently (Agsob) -----|
 Sometimes (Usahay la) -----|
 Seldom (Talagsa la) -----|
 Never (Deri gud) ---|

QUESTIONS / PAKI-ANA	1	2	3	4	5
1. Do your parents attend school meetings? (Naatender ka ba hin meting ha escuelahan an imo kaganak?) -----					
2. Do your parents ask you of your assign- ments? (Ha iyo panimalay, guin papakianhan ka ba han imo kag anak han imo assignment?) -----					
3. Do your parents help you in doing your assignment? (Guin bubuligan ka ba han imo kaganak han imo assignment?) -----					
4. Do your parents help you in your school Project? (Guin bubuligan ka ba han imo kaganak hit imo school project?) -----					
5. Do your parents go to school to see your teacher or any school personnel on your school problem? (Nakadto ba an imo kaganak ha escuelahan ha pakigkita han imo maestro o hino man didto nga may kalabutan hit imo problema?) -----					
6. Do your parents actively participate in PTS activities? (Aktibo ba nga nakiki- burublig hit PTA an imo kaganak?) -----					
7. Do your parents make follow-ups in school matter that affect you? (Nag hihimo ba hin pag aalinsusunod an imo kaganak ha mga bagay nga nakaka-apektar ha imo?) -----					
8. Do your parents attend school programs where you are a participant? (Naatendir ba hin buruhaton an imo kaganak diin ikaw napartisipar?) -----					
9. Do your parents appreciate your achieve- ments in school? (Iguin kakalipa ba han imo kaganak an maupay mo nga buhat?) -----					
10. Do your parents find out the reason when you fail from their expectations? (Guin uusisa ba an rason kay ano nga napakyas ka tikang han imo guinhuhunahunaan han imo kaganak ha imo?) -----					
11. Do your parents approve of your parti- cipation in school activities? (Nauyon ba han imo participasyon an imo kaganak han buruhaton ha escuelahan?) -----					
12. Do your parents supervise your study time at home? (Nannginginano ba an imo kaganak kon nagaaram ka ha iyo balay?) -----					
13. Do your parents help you prepare for school? (Nabulig ba an imo kaganak pag- anadam ha imo pag escuela?) -----					

Always (Permi gud) -----
 Frequently (Agsob) -----
 Sometimes (Usahay la) -----
 Seldom (Talagsa la) -----
 Never (Deri gud) ---

QUESTIONS / PAKI-ANA	1	2	3	4	5
14. Do your parents easily support you on your financial school needs? (Madali ka ba nga binubuligan han imo kaganak dida han imo panginahanglan pinansyal ha pagaram?)--					
15. Do your parents prepare your baon themselves? (An imo ba kaganak mismo an nag aandam han imo balon para ha escuelahan?)--					
16. Do your parents ask you about your school problems? (Napakiana ba ha imo an imo kaganak hit imo problema ha escuelahan?)--					
17. Are your parents concerned of the problems affecting you in school? (Nan nguinguin-labot ba han imo problema ha escuelahan an imo kaganak?) -----					
18. Do you talk with your parents on school matters at home? (Nakikig-uroestorya ka ba hit imo kaganak mahiunong hin mga butang ha escuelahan ha iyo panimalay?)--					
19. Do your parents make sure that they meet and know your teachers? (Nakikig kita ba hit imo mga mag turutdo an imo kaganak?)--					
20. Do your parents take interest in what you do in school? (Nag iinteres ba an imo kaganak han imo mga buruhaton ha escuelahan?)					
21. Do your parents make a surprise visit on you in school? (Sinusurpresa ka ba ha pag-bisita han imo kaganak ha escuelahan?)--					
22. Do your parents provide a study place for you at home? (May nimo ba lugar ha iyo panimalay nga aradman?) -----					
23. Do you have reading materials other than those provided by the school for the use of your child? (May ba niyo mga barasahon labot hadton hinatag han escuelahan para ha pag gamit hit imo anak?) -----					
24. Do your parents show interest in the grades that you get? (Nag papakita ba hin interes dida hit imo mga grado nga naku-kuha an imo kaganak?) -----					
25. Do your parent ask you of the things you needs in school? (Guin papaki-anhan ka ba han imo kaganak hit imo mga kinahanglanon ha escuelahan?) -----					

T o t a l S c o r e :

1996 NEAT

NEAT
SET A (MATHEMATICS AND HEKASI)

Sample items for Mathematics and Hekasi of Set I

DIRECTION: Read silently the examples below. You are not allowed to proceed to the next page until you are told to do so. REMEMBER encircle the letter bearing your answer in your

Part I - MATHEMATICS

ANSWER SHEET.

Example:

1. Find the quotient: $6111 \div 679 = ?$

① 9

3. 13

2. 11

4. 15

The correct answer is 9, so ^{en} circle number 1.

Part II - HEKASI

Example:

1. Ang batayang yunit ng lipunan ay ang _____

1. pamahalaan

③ pamilya

2. simbahan

4. iskuwelahan

The correct answer is "pamilya" so ^{en} circle number 3.

STOP HERE. DO NOT BEGIN UNTIL THE EXAMINER TELLS YOU TO DO SO.

Part III - A : Mathematics

DIRECTION: Select the correct answer from the four (4) choices numbered 1, 2, 3 and 4. Encircle the letter corresponding to your answer.

BEGIN HERE:

1. Four billion one million four thousand one hundred fourteen when written in Arabic numerals is _____

1) 4 140 114 3) 4'001 004 114
2) 4 104 114 4) 4 100 400 114

2. Pres. Ramos sees progress by year 2000. What is 2000 in Roman numerals ?

1) \overline{M} 2) MM 3) MCD 4) MDCCCD

3. Twenty-five and three ten thousandths in decimal form is _____

1) .25003 2) .25300 3) 25.0003 4) 25.3000

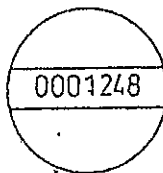
4. The fraction $\frac{2}{3}$ is equal to .666. It is also equal to how many percent ?

1) .666 2) 666.0 3) 6.66 4) 66.6

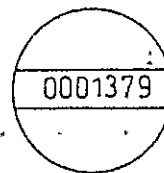
5. The readings below show the water consumption of the De Castros. How much water did they consume for a month?

- 1) 132 m³
2) 131 m³
3) 130 m³
4) 129 m³

PREVIOUS
READING

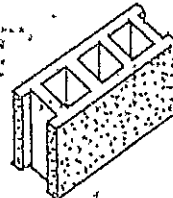


PRESENT
READING



6. What geometric figure is represented by the object illustrated at the right?

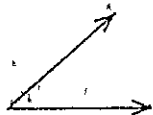
- 1) rectangular prism
2) cylinder
3) cube
4) cone



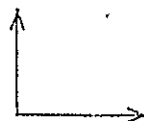
7. An obtuse angle is an angle whose measurement is more than 90° but less than 180° . Which of the following angles is an obtuse angle?



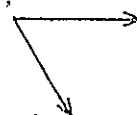
1)



2)



3)



4)

8. The figure at the right is a straight angle. How many degrees does it measure?



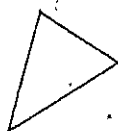
1) 45°

2) 90°

3) 180°

4) 360°

9. Which of the following is congruent to the figure at the right?



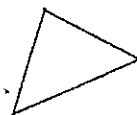
1)



2)



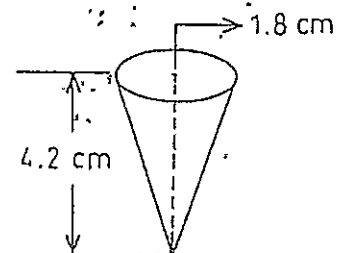
3)



4)

10. The formula to find the volume of a cone is $V = \frac{1}{3}bh$ or

$V = \frac{1}{3}r^2h$. Given the figure at the right, 4.2 cm is what part of the cone?



1) height

3) radius

2) base

4) area

11. The formula to find the area of a square is $A = S \cdot S$ or S^2 . What does S stand for?

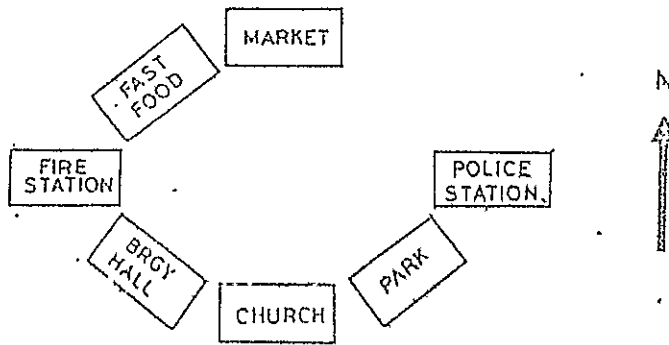
1) square meter

3) surface

2) square

4) sides

12. In the diagram shown below the church is located _____ of the market.



- 1) northeast 2) southwest 3) north 4) south
13. Solve: $40\ 856 + 537\ 832 + 216\ 374 =$ _____
- 1) 792 062 2) 793 620 3) 794 260 4) 795 062
14. Add:
$$\begin{array}{r} 956\ 307 \\ 346\ 374 \\ 87\ 476 \\ \hline 344\ 525 \end{array}$$
- 1) 1 733 682 3) 1 734 862
2) 1 734 682 4) 1 735 682
15. Add $9\frac{1}{6}$ and $4\frac{4}{9}$
- 1) $12\frac{11}{18}$ 2) $12\frac{1}{6}$ 3) $13\frac{11}{18}$ 4) $13\frac{1}{6}$
16. Add 28.9, 19.62 and 35.616.
- 1) 84.136 2) 84.163 3) 84.316 4) 84.631
17. Find the missing addend: $36\ 445 +$ _____ $= 74\ 050$
- 1) 36 065 2) 37 650 3) 37 605 4) 110 495
18. Find the difference of 79 531 and 30 052.
- 1) 48 479 2) 48 749 3) 49 749 4) 49 479
19. Find the difference of 8.698 and 4.279.
- 1) 4.194 2) 4.419 3) 4.491 4) 4.914

20. Find the difference of $7\frac{3}{4}$ and $3\frac{3}{8}$ and reduce the answer to its lowest term.

1) $10\frac{1}{2}$

2) $10\frac{11}{12}$

3) $4\frac{1}{8}$

4) $4\frac{3}{8}$

21. Find the product of 56 420 and 231.

1) 13 033 020

2) 56 651

3) 56 189

4) 264 880

22. Multiply $2\frac{2}{5}$ and $3\frac{4}{6}$.

1) $8\frac{5}{4}$

2) $8\frac{4}{5}$

3) $6\frac{5}{4}$

4) $5\frac{4}{5}$

23. Multiply:
$$\begin{array}{r} 2.138 \\ \times .015 \\ \hline \end{array}$$

1) 3.207

2) .3207

3) .03207

4) .003207

24. What is 25% of 798?

1) 191.50

2) 195.00

3) 199.05

4) 199.50

25. If n is to 4, as 16 is to 32, what is n?

1) 2

2) 3

3) 4

4) 5

26. Change $\frac{2}{3}$, $\frac{1}{4}$, and $\frac{1}{2}$ to similar fractions.

1) $\frac{8}{12}$, $\frac{3}{12}$, $\frac{6}{12}$

3) $\frac{8}{20}$, $\frac{5}{20}$, $\frac{10}{20}$

2) $\frac{12}{18}$, $\frac{4}{18}$, $\frac{9}{18}$

4) $\frac{10}{24}$, $\frac{7}{24}$, $\frac{13}{24}$

27. Find the quotient of 21 490 divided by 82.

1) 1 762 180

3) 262.07

2) 21 408

4) 226.07

28. $0.7 \overline{) 1.973}$

1) 2.818

2) 2.188

3) 1.818

4) 1.188

29. Divide .874 by .27.

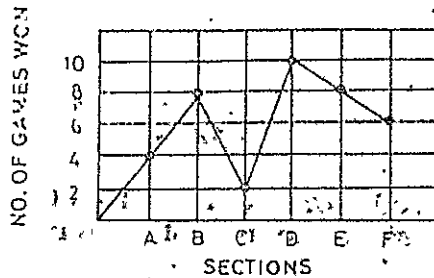
1) .00324

2) .0342

3) .342

4) 3.24

The line graph below shows the number of games won by each section of grade 6 pupils in Oranbo Elementary School.



30. Which sections made a tie for the most number of games won?

1) B and E 2) A and C 3) E and F 4) D and E

31. Delia bought curtain cloth for 7 windows. For each window, she used $3\frac{1}{4}$ meters. How many meters of curtain cloth did she buy?

1) 23.25 2) 22.75 3) 20.25 4) 12.75

32. There are two secondhand bicycles for sale in a sports store. One costs P950.00 and the other P800.00.

Henry wants to buy both at a discount. How much will he save if the store owner sells the bicycles for P1 675.00?

1) P251.00 2) P505.00 3) P75.00 4) P100.00

Study the problem below to answer numbers 33 and 34.

There are two baskets with guavas and mangoes. In the first basket, the ratio of guavas to mangoes is 3:7. In the second basket, the ratio is 4:9. With the same number of fruits, which basket has more guavas?

33. What are given to help solve the problem above?

- 1) There are 3 guavas in the first basket and 4 in the second.
- 2) There are 3 guavas in the first basket and 9 in the second.
- 3) There are 7 guavas in the first basket and 4 in the second.
- 4) There are 7 guavas in the first basket and 9 in the second.

34. What is the answer to the problem?

- 1) The two baskets have equal number of guavas.
- 2) The second basket has more guavas.
- 3) The second basket has lesser guavas.
- 4) The first basket has more guavas.

35. Lorna saves P3.00 for every P10.00 allowance she receives. How much can she save if she is given a P50.00 allowance?

- 1) P13.00 2) P15.00 3) P40.00 4) P47.00

36. Julie deposited P125.50 in the bank on Monday and P225.00 on Thursday. She withdrew P100.00 on Friday. How much was left of her savings?

- 1) P25.05 2) P25.50 3) P205.50 4) P250.50

37. Secretary Glória ordered the 500 employees of the DECS to join the Independence Day Parade in Luneta. Seventy percent of the employees were present during the parade. How many joined the said parade?

- 1) 450 2) 405 3) 350 4) 305

38. There are 2 500 members in the PTA. If 40% join the PTA Consumer's Cooperative, how many members are in the said cooperative?

- 1) 800 2) 1 000 3) 1 200 4) 1 500

39. Lydia's fever was recorded to be 39.5°C . Her mother gave her medicine and after an hour, her fever decreased by 2°C . What is her present body temperature?

- 1) 41.5° 2) 39.0° 3) 38.0° 4) 37.5°

40. A cylindrical oatmeal box is 30 cm tall. If it has a radius of 7.5 cm, what is its volume? Use the formula, $V = \pi r^2 h$, where $\pi = 3.14$.

- 1) 176 cm^3 3) $5,299 \text{ cm}^3$
2) 225 cm^3 4) $5,929 \text{ cm}^3$

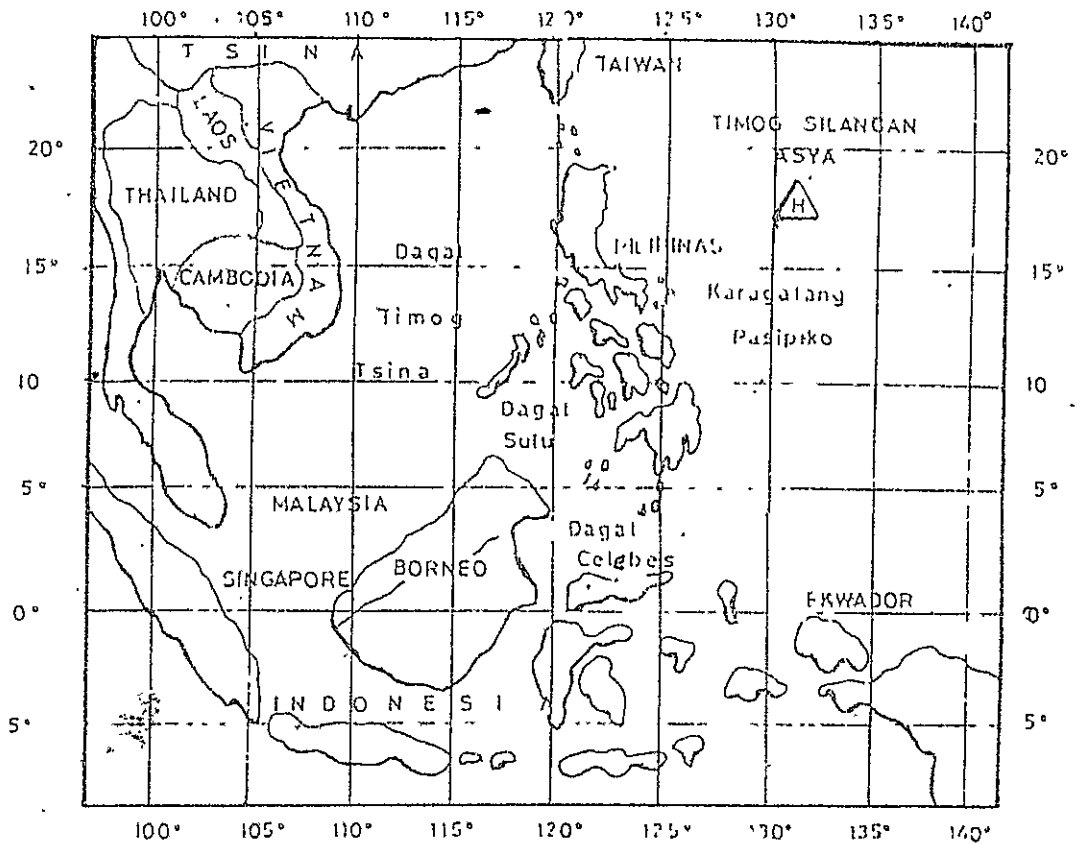
Part III. B. HUKAS

PANUTO : Basahin ang bawat tanong o pahayag at mula sa mga opsyon ay piliin ang wastong sagot. Bilagan ang bilang na nakatop sa iyong sagot sa iyong ANSWER SHEET.

MAGSIMULA RITO:

41. Ang Pilipinas ay malapit sa ekwador. Dahil sa kanyang lokasyon ang klima ng bansa ay _____
- | | |
|-----------|-------------|
| 1. mainit | 3. malamig |
| 2. maulap | 4. mahangin |
42. Ang anyong-lupa ay isang burol kung ito ay
1. mahaba at mababang lugar na nasa pagitan ng mga bundok.
 2. isang buka sa lupa na karaniwang nasa itaas ng bundok.
 3. pahaba at nakausling lupa na napaliligiran halos ng tubig.
 4. mataas at karaniwang pabilog na lupa at mababa kaysa sa bundok.
43. Ang pag-aasahan ng mga rehiyon upang mabalanse ang kakulangan at kalabisan ng produkto ng bawat isa ay maisasakatuparan sa pamamagitan ng
1. paggamit ng sarili nilang produkto.
 2. pagtugon ng mga rehiyon sa pangangailangan ng bawat isa.
 3. pag-angkat ng mga produktong magpapakilala ng antas ng buhay.
 4. pagluluwas ng produktong sagana sa isang rehiyon at pag-angkat ng nangangailangang rehiyon.

Gamitin ang mapang nasa ibaba sa pagsagot ng mga tanong bilang 44 hanggang 46.



44. Ang dagat na matatagpuan sa gawing kanluran ng Pilipinas ay

- | | |
|-------------------|-------------------------|
| 1. Dagat Sulu. | 3. Dagat Timog Tsina. |
| 2. Dagat Celebes. | 4. Karagatang Pasipiko. |

45. Ang Pilipinas ay matatagpuan sa

- | |
|---|
| 1. 4° H at 21° H latitud; 116° S at 127° S longhitud. |
| 2. 4° H at 20° H latitud; 117° S at 126° S longhitud. |
| 3. 4° H at 21° H latitud; 115° S at 127° S longhitud. |
| 4. 4° H at 20° H latitud; 118° S at 125° S longhitud. |

46. Sa Timog-Silangang Asya ang Pilipinas ay nasa gawing _____

- | | |
|-------------|-----------|
| 1. Kanluran | 3. Hilaga |
| 2. Silangan | 4. Timog |

47. Ang bahagi ng daigdig na may klimang tulad ng klima ng Pilipinas ay ang tropiko ng _____.
- | | |
|----------------|-----------|
| 1. Kaprikornyo | 3. Kanser |
| 2. Antartiko | 4. Artiko |
48. Inilaangkop ng mga taong naninirahan sa Baguio ang kanilang pamumuhay sa kapaligiran sa pamamagitan ng
1. pagmimina ng mga bundok.
 2. pangingsida at pagluluwas ng mga mamahaling kahoy.
 3. pagtatanim ng mga halamang matatayog tulad ng niyog.
 4. pagtatanim ng mga halamang-baging at halamang-ugat.
49. Nakatutulong ang pamahalaan sa pagpapaunlad ng kabuhayan ng tao sa pamamagitan ng
1. pagtatayo ng mga pagawaang magbibigay ng kasanayan at benepisyo sa mga manggagawa.
 2. pagtatatag ng mga paaralang may uri ng edukasyong tulad sa mayayamang mga bansa.
 3. pagbibigay ng pera sa mga mahihirap upang maiangat ang kanilang kabuhayan.
 4. pagpapatatag ng lakas-sandatahan.
50. Kailangang maging matapat tayo sa pagbabayad ng buwis upang ang pamahalaan ay may
1. maipautang sa mga mahihirap na karatig-bansa.
 2. magamit sa pagtatatag ng alyansang pulitikal.
 3. maipanustos sa mga pangunahing pangangailagan ng bayan.
 4. magamit sa pagtataguyod ng ilang proyektong pagkakakitaan ng ilang mamamayan.
51. Ang kabutihang idinudulot ng patuloy na pagtangkilik ng ating sariling produkto ay ang
1. paggamit ng mga likas na kayamanan.
 2. pagtaas ng antas ng pambensang kita.
 3. pagdami ng mga dayuhang magnenegosyo sa bansa.
 4. pagdalas ng pag-angkat ng hilaw na sangkap mula sa ibang bansa.

52. Ang karapatang pinahahalagahan ng mamamayang Pilipino sa hindi pagsasabatas ng aborsyon ay ang

1. pagpapahalaga sa buhay ng tao.
2. pagtataguyod sa utos ng relihiyon.
3. pangangalaga sa kalusugan ng mga kababaihan.
4. pagpapanatili ng kapayapaan at kaayusan ng bansa.

53. Ang kapangyarihan ng pamahalaang demokratiko ay nanggagaling sa

1. isang tao.
2. mga mamamayan.
3. mamumuno ng bansa.
4. iba't ibang partidong pulitikal.

Gamitin ang mga datos sa tsart na nasa ibaba sa pagsagot sa mga tanong bilang 54 at 55.

POPULASYON NG PILIPINAS AYON SA GULANG
1983

Gulang	Bilang	Bahagdan (%)
0 - 14	20,222,000	42.00
15 - 64	26,241,000	54.60
65 - pataas	1,636,000	3.40
Kabuuan	48,099,000	100.00

54. Ang bahagdan ng mga may gulang 15 - 64 na ipinalalagay na naghahanapbuhay ay _____.

1. 100.0 2. 30.4 3. 42.0 4. 54.6

55. Ayon sa pagpapalagay sa bilang 54, ang bilang ng mga taong hindi naghahanapbuhay ay _____.

1. 1,636,000 3. 21,858,000
2. 48,099,000 4. 4,383,000

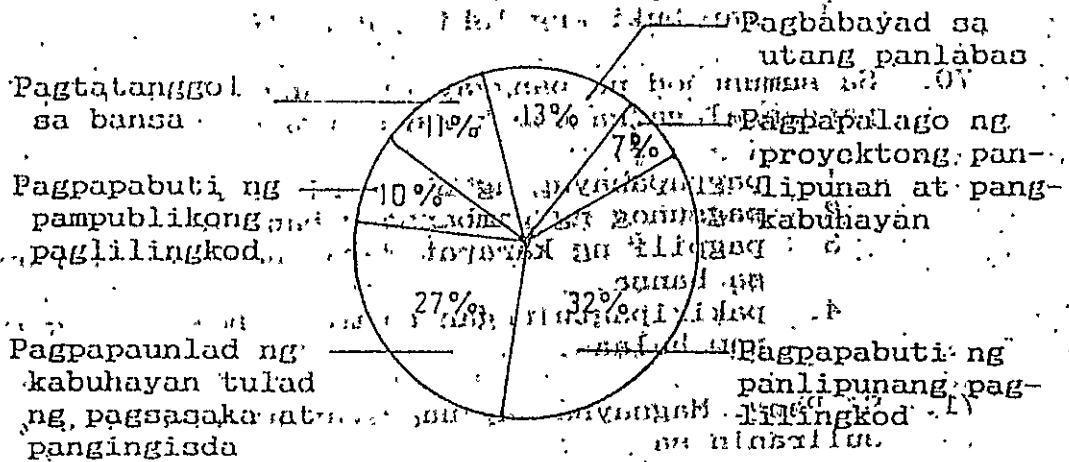
56. Sa sumusunod na tradisyong Pilipino ang nagpapakita ng paggalang ay ang
1. sama samang pagpipiknik ng buong pamilya tuwing Sabado.
 2. paggamit ng po at opo sa pakikipag usap sa mga magulang o matanda.
 3. paghalik sa pisngi bilang pagbati sa mga kakilala o sa matatanda.
 4. pag-ualaala sa mga kaibigan tuwing may mahalagang okasyon.
57. Upang maipakita ang pagsang-ayon sa pagpoprotesta ng nakararami, ang dapat gawin ng isang mamamayan ay
1. pumunta sa kinauukulan upang ipagbigay-alam ang balak ng nakararami.
 2. maghanap ng mga taong sasama laban sa mga nagpoprotesta.
 3. manghikayat ng mga sasama sa protesta.
 4. atupagin ang ibang bagay.
58. Bunga ng pakikipag ugnayan ng ating mga ninuno sa mga Intsik, natutuhan natin ang
1. paggamit ng mga paputok tulad ng rebentador.
 2. paggamit ng kalendaryo at orasan.
 3. paggawa ng mga mamahaling alahas.
 4. pagsusuot ng putong at sarong.
59. Ang pangunahing tungkulin ng mga kababaihan nuong unang panahon ay
1. magturo sa mga kabataan.
 2. maging aktibong kasapi ng barangay.
 3. maghanapbuhay at mamuhunan sa negosyo.
 4. mamahala at mangasiwa ng pamilya at tahanan.
60. Sa sumusunod ang naglalarawan ng uri ng pananampalataya ng mga unang Pilipino ay ang
1. pagsamba sa mga bagay sa kalikasan tulad ng mga ilog, bundok, araw, buwan at hayop.
 2. pagdakila sa kanilang datu sa paniniwalang siya ay sugo ng bathala.
 3. pagsamba sa pari na kung tawagin ay katalona.
 4. paniniwala sa mga santa at santo.

61. Ang kabutihang idinulot ng pakikipag-ugnayan natin sa mga Hindu ay ang pagkatuto ng
1. pagbigkas ng tula.
 2. pagbaybay ng mga salita.
 3. pagbibigay ng talumpati.
 4. papantig na paraan ng pagsulat.
62. Ang hindi naglalarawan ng pag-aasahan ng mga lalawigan ay ang
1. pakikipagpalitan ng mga kalakal.
 2. pagpasok ng mga taga-lalawigan sa mga pamantasan sa Kalakhang Maynila.
 3. pagwawalang-bahala sa pangangailangan ng mga biktima ng kalamidad.
 4. pagtungo ng mga manggagawa sa mga lugar na may mapaghahanapbuhayan.
63. Sa sumusunod na sitwasyon ang nagpapakita ng pagtanaw ng utang-na-loob ay ang
1. pag-aalala nang labis ni Jerry sa sinapit na sakuna ng kanyang kaibigan.
 2. pagtitiis ni Lorna ng lahat ng hirap mairaos lamang niya ang kanyang mga anak.
 3. pagtatapos nang mabilis ng gawain ni Elena bilang pagsunod sa kanyang ina.
 4. pagtulong ni Mario kay Lino sa pagyari ng proyekto dahil ibinili siya nito ng bagong polo.
64. Ang pagdiriwang ng Ramadan ng mga Pilipinong Muslim ay ipinakikita sa pamamagitan ng
1. paghahandog ng mamahaling regalo sa pinuno ng moske.
 2. pag-aayuno mula buking liwayway hanggang paglubog ng araw.
 3. paglalakbay sa Herusalem nang isang buwan sa loob ng isang taon.
 4. paghahanda ng marangya tuwing sasapit ang kapistahan ni Allah.
65. Ang may-akda ng Florante at Laura ay si
- | | |
|------------------------|---------------------------|
| 1. Nick Joaquin. | 3. Francisco Balagtas. |
| 2. Francisco Bautista. | 4. Wilfrido Ma. Guerrero. |

66. Ang naging kontribusyon ng mga Malayo sa ating kultura ay ang

1. paggawa ng hagdan-hagdang Palayan sa Banaue
2. pagyara ng sapatos mula sa balat ng usa at baka
3. paggawa ng kalendaryo na mayroong larawan ng kapistahan ng mga santo at santa
4. pagtuturo ng paggawa ng apoy sa pamamagitan ng pagkiskis ng dalawang piraso ng bato

Gamitin ang mga datos sa grapang pagpapalit ng mga tanong bilang 67 at 68.



Pambansang Badyet Taong 1983

67. Ayon sa grap, ang pinaglaanan ng pinakamalaking bahagi ng pambansang badyete noong taong 1983 ay ang

1. pagpapabuti ng panlipunang paglilingkod
2. pagpapalago ng proyektong panlipunan at pangkabuhayan
3. pagpapalago ng proyektong panlipunan at pangkabuhayan
4. pagbabayad sa utang panlabas ng ating bansa

68. Ang pinaglaanan ng pinakakaunting bahagi ng badyete ay ang

1. pagtatanggol sa bansa
2. pagpapabuti ng pampublikong paglilingkod
3. pagbabayad sa utang panlabas ng ating bansa
4. pagpapalago ng proyektong panlipunan at pangkabuhayan

69. Itinataguyod ng pamahalaan ang pagpapahalaga sa kalusugan ng mga mamamayan upang

1. ang ating bansa ay magkaroon ng pandaigdigang karangalan bilang isang bansang malakas at malusog.
2. ang mga tao ay maging kapaki-pakinabang at produktibong kabalikat sa kaunlaran ng bansa.
3. malinang ang pagtitiwala ng mga tao sa sariling kakayahan.
4. mapabuti ang lahing Pilipino.

70. Sa sumusunod na pangyayari, ang nagpapakita ng pangangalaga sa demokrasya ay ang

1. pagpapahayag ng Batas Militar.
2. pagsunog ng pambansang bandila.
3. pagpili ng karapat-dapat na taong mahuhungkulan sa bansa.
4. pakikipagtulungan sa mga rebeldeng kaaway ng pamahalaan.

71. Si Pang. Magsaysay ay nagsikap na malutas ang suliranin sa

1. pagawaing bayan at kalakalan.
2. katahimikan at kaayusan.
3. industriya at sakahan.
4. kalusugan at pagkain.

72. Ang naging epekto ng programang pangkalinisan at pangkalusugan ng mga Amerikano sa mga Pilipino ay ang

1. pagpapahalaga sa kurikulum ng edukasyon ng katawan at kalinisan ng pamayanan.
2. pagpapakadalubhasa ng maraming kabataan sa medisina.
3. paghabang inaasahang buhay ng mga Pilipino.
4. pagkasira ng tiwala sa mga Pilipinong doktor.

73. Ang higit na naglalarawan ng kalakalan ng mga unang Pilipino ay ang

1. pakikipagpalitan ng mga paninda sa kababayan at dayuhang mangangalakal.
2. pagpapagawa ng mga mahahalagang kalakal sa mga lokal na negosyante.
3. pag-angkat ng mga paninda mula sa mga dayuhan.
4. pagluluwas ng mga kalakal sa karatig bansa.

74. Ang programang pangkabuhayan na binigyan ng pangunahing pansin ng mga Amerikano sa pagpapatatag ng ating ekonomiya ay ang pagpapaunlad ng

1. telekomunikasyon.
2. sining at panitikan.
3. komersiyo at kalakalan ng Pilipinas at Estados Unidos.
4. pamamaraan ng pagsasaka at pagsasamahan ng mga magsasaka at may-ari ng lupa.

75. Pinili ng karamihan ng ating mga hinuno ang manirahan sa malapit sa ilog o dagat dahil

1. doon nila sinasahay ang kanilang mga anak upang maging mahusay na manlalangoy.
2. doon sila nakakukuha ng pagkain at doon naliligo at naglalaba.
3. iyon ay mainam na kanlungan laban sa mga kaaway.
4. doon sila naglilibang tuwing hapon.

76. Ang paraang ginamit ng mga repormistang tulad nina Rizal, Jaena at del Pilar sa pakikipaglaban sa mga Espanyol ay

1. pakikipaglaban sa pamamagitan ng lakas at sandata.
2. paghingi ng usaping-pangkapayapaan sa Hari ng Espanya.
3. paghingi ng tulong sa mga bansang malalakas at makapangyarihan tulad ng Estados Unidos.
4. pagsulat ng mga nobela at paglalathala ng kanilang mga palagay ukol sa pamamahala ng mga Kastila.

77. Ang naging ambag ni Melchora Aquino sa kalayaan ng Pilipinas ay ang

1. pagtahi ng pambansang watawat.
2. pag-aalaga ng mga sugatang katipunero.
3. pangunguna sa pag-aaklas ng mga kababaihan.
4. paghahatid ng mga balita sa mga Pilipinong rebolusyonaryo.

78. Hindi naging matagumpay ang Kalakalang Galyon sapagkat

1. nakaligtan ang pagpapaunlad ng pagsasaka at paglinang ng mga likas na yaman ng bansa.
2. maagang naputol ang pakikipagkalakalan dahil nagkaroon ng hidwaan ang Espanya at Mehiko.
3. karamihan sa mga produktong iniluluwas ay hindi nagustuhan ng Mehiko.
4. hindi ito lubusang sinuportahan ng pamahalaang HODL Espanya.

79. Isinagawa ang patakarang Pilipinisasyon bilang paghahanda sa pagsasarili ng mga Pilipino sa pamamagitan ng

1. pagpapalaganap at paggamit ng wikang Ingles.
2. agad-tagad na paghahalal ng mga pinunong lokal.
3. pagsasanay ng mga Pilipino sa pamamahala ng bansa.
4. pagbabago ng lahat ng alituntuning pangdemokratiko sa bansa.

80. Nakikibagay sa kanilang kapaligiran ang mga tao kung ang

1. naninirahan sa tabing dagat ay pumupunta sa ibayong kagubatan upang mangaso.
2. nakatira sa kapatagan ay nagtatanim ng palay, mais at niyog.
3. nakatira sa mga pook na bagyuhin ay nagtatayo ng bahay na yari sa sawali.
4. naninirahan sa lugar na mainit ay nagsusuot ng makapal na damit.

NEAT
SET B (SCIENCE AND ENGLISH)

Sample Items For Set II

DIRECTION: Read silently the examples below. You are not allowed to proceed to the next page until you are told to do so.

Example for Part III-C-SCIENCE

1. Which body system holds you up, protects your organs and gives structure to the body?

- ① Skeletal
- 2. Circulatory
- 3. Muscular
- 4. Nervous

The correct answer is "Skeletal", so ^{en} circle number 1.

Example for Part III-D-ENGLISH

1. All of us _____ aware that we must help conserve our energy.

- 1. was
- 2. is
- ③ are
- 4. were

The correct answer is "are", so ^{en} circle number 3.

STOP HERE. DO NOT BEGIN UNTIL THE EXAMINER TELLS YOU TO DO SO.

PART II - SCIENCE

DIRECTIONS: Each item in this test consists of a question or incomplete statement with four options numbered 1, 2, 3, and 4. Choose the correct answer then encircle the number of your chosen answer in your ANSWER SHEET.

81. Which of the following animals serves as our playmate and acts as our guard?

- | | |
|---------|-----------|
| 1. cat | 3. dog |
| 2. goat | 4. parrot |

82. What bone enables us to stand erect?

- | | |
|----------|-----------|
| 1. spine | 3. pelvis |
| 2. skull | 4. ribs |

83. To keep the organs of the digestive system in good working condition, which of the following should you practice?

- A. Swallow by whole pieces of food.
- B. Eat your meals at regular hours.
- C. Eat slowly and chew the food thoroughly.
- D. Think and talk of pleasant things while eating.

1. A, B, C 2. B, C, D 3. A, B 4. A, C

84. What will happen to a candle wax when placed under the heat of the sun for thirty minutes?

- | | |
|--------------------|------------------------|
| 1. It will melt. | 3. It will harden. |
| 2. It will dry up. | 4. It will not change. |

85. Water is a universal solvent. Which of the following best supports this statement?

- 1. Water has high boiling and freezing points.
- 2. Water can change into liquid, solid and gas.
- 3. Water has a cooling effect on burning materials.
- 4. Water can dissolve more substances than any other liquid.

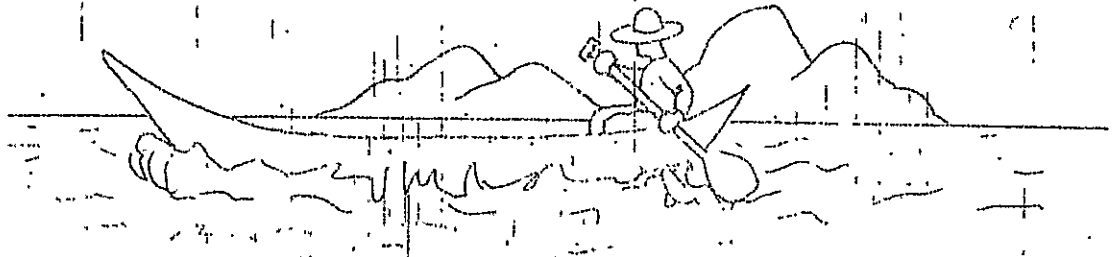
86. Which of the following practices are safe and effective in eliminating insect pests?

- A. Keep the house clean.
- B. Dump garbage in canals.
- C. Decorate and beautify the house.
- D. Spray the hiding places of insects with insecticides.

1. A & B 2. B & D 3. A & D 4. C & D

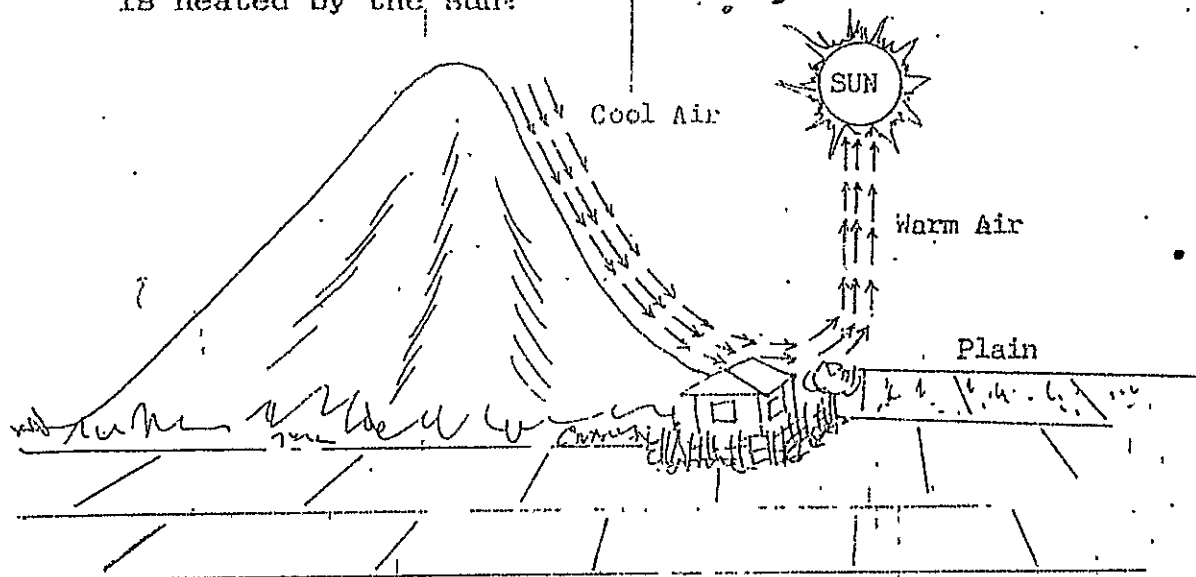
87. When two stones are rubbed against each other spark will be produced. This is due to _____.
1. force 2. friction 3. inertia 4. resistance
88. The undigested food containing germs that comes out of our bodies through the anus is called _____.
1. perspiration 2. mucus 3. urine 4. stool
89. A ball thrown into the air is pulled back to the ground by a downward force. This is the force of _____.
1. friction 2. gravity 3. inertia 4. magnetism
90. The garbage disposal method that can prevent air and water pollution is by collecting and _____.
1. bringing them to dump site.
2. throwing them into the river.
3. dumping them in nearby canals.
4. burning them on the side streets.
91. Which of the following practices cannot help prevent diseases?
1. Drinking purified water
2. Sleeping under a mosquito net.
3. Submitting oneself for vaccination
4. Drinking contaminated or untreated water
92. Why are flowers attractive to insects?
1. They have colors and sweet substance which are adaptations for pollination.
2. They have petals for support of the reproductive structures.
3. They have fine and hairy structures for protection.
4. They have pistil for reproduction.
93. Which of the following practices will best help conserve electricity?
A. Use floor polisher to scrub the floor sparingly.
B. Avoid opening the refrigerator unnecessarily.
C. Switch on light only when needed.
D. Use transformer in all appliances.
E. Use high-wattage bulbs at the same time.
1. A, D & E 3. A, B & C
2. B, D & E 4. C, D & E

94. In the illustration below, which force does NOT change the banca's direction?



1. Force of the river
2. Force of the wind
3. Force of the paddle
4. Force of the banca

95. In the illustration below, what can be observed as air is heated by the sun?



1. Warm air stays near the land.
2. Cool air pushes the warm air up.
3. Warm air is heavier than cold air.
4. Cool air expands and becomes lighter.

96. How do you know that a seed is germinating?

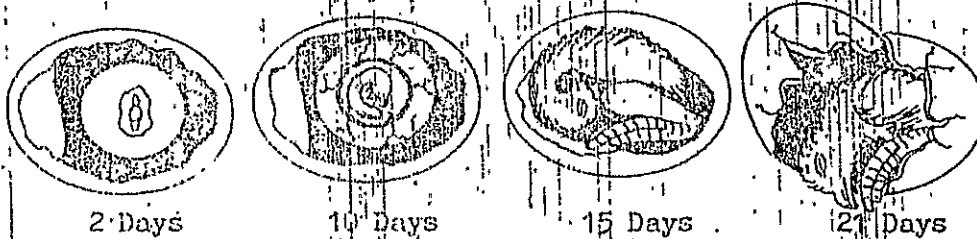
- A. When new leaves are coming out
- B. When a flower begins to open
- C. When the roots develop
- D. When a fruit ripens

1. B & C
2. B & D
3. A & D
4. A & C

97. How can you say that the stone in a jar is solid?

1. The stone takes the shape of a jar.
2. The stone changes its shape in a jar.
3. The stone retains its shape in a jar.
4. The stone spreads out and fills a jar.

98. The illustrations below show that the chick



1. starts to live on the second day.
2. breaks its shell on the fifteenth day.
3. develops its feathers on the tenth day.
4. hatches from an egg after twenty-one days.

99. What happens to the air we breathe in as it passes through the nose?

1. The air is warmed, filtered and moistened in its passage.
2. The nitrogen is absorbed by the cells of the body.
3. The air is absorbed immediately in the blood.
4. The carbon dioxide is absorbed in the blood.

100. What distinct adaptation do squids use in order to protect themselves?

1. They creep into the sand to bury themselves.
2. They eject black fluid to darken their surroundings.
3. They waggle their tails so that they can swim very fast.
4. They remain motionless under the water in order not to be easily seen.

101. Which of the following best describes an asteroid?

1. A shooting star.
2. A stony or metallic body that falls on the ground as rock fragment.
3. A small irregularly-shaped body located between the orbits of Mars and Jupiter.
4. A shining object in the sky having a long cloudy tail made up of frozen gases.

102. When does fertilization in human beings occur?

1. When the mature egg leaves the ovary
2. When the sperm travels to meet the egg
3. When the egg travels in the fallopian tube
4. When a sperm and an egg are united in the womb

103. If Lito places his plant in a dark corner for seven days, what would happen to the plant? Why?

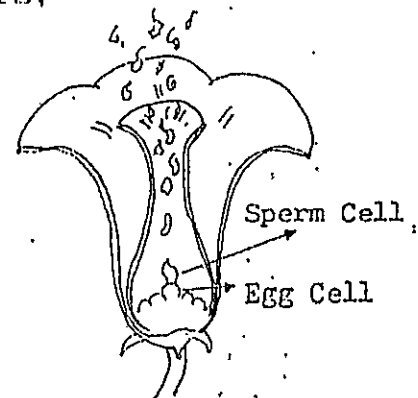
1. The plant would wither, because of too much carbon dioxide.
2. The plant would not manufacture food, because of the absence of sunlight.
3. The plant would not become healthy, because it continues to make food.
4. The plant would grow well, because green particles are formed in their leaves.

104. How are sedimentary rocks formed?

1. When molten materials cool down and solidify
2. When metamorphic rocks are heated and pressed
3. When materials like sand, mud and gravel are deposited and cemented together for a long period
4. When bones and shells of sea animals are deposited at the bottom of the sea for a long period

105. Which of the following describes the process of fertilization in flowers, as shown in the picture?

1. The pollen grain grows longer and longer until it reaches the ovary.
2. The sperm cell from the pollen tube unites with the egg cell in the ovule.
3. The tube grows from the pollen grain down into the ovary.
4. The pollen grain falls on the stigma of the flower.



106. Which of the following best describes what happens to rice as it is chewed in the mouth?

1. The rice is chemically changed into simple sugar.
2. The rice changes its color to yellow.
3. The rice is changed to liquid.
4. The rice becomes salty.

107. Which is the most distinct characteristic of Saturn?

1. It has a definite yellowish tint.
2. It has a colorful ring system.
3. It has two satellites.
4. It has a large spot.

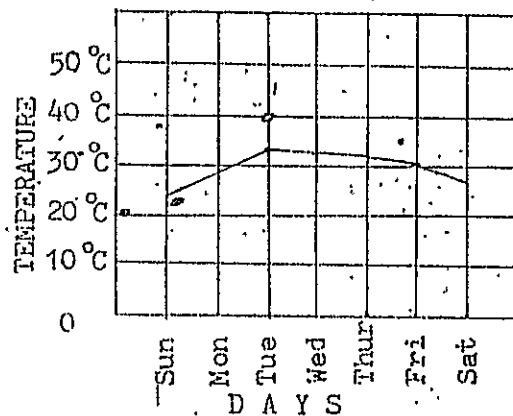
108. When do you say that a patient is suffering from typhoid fever?

1. When he has sore throat and hoarse voice
2. When he has frequent bleeding of the gums
3. When he has skin disorder and breathing difficulty
4. When he has high fever, headache and loss of appetite

The graph at the right shows the temperature for one week. Study it to answer nos. 109 and 110.

109. The coolest day during the week is _____.

1. Wednesday
2. Saturday
3. Sunday
4. Thursday



110. The best wear for the weather on Tuesday are clothes made of _____ materials.

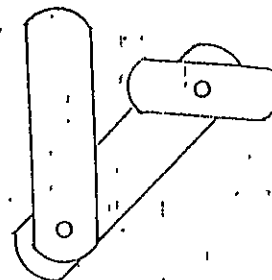
1. thin
2. thick
3. dark colored
4. colored and thick

111. An insect called a praying mantis cannot be seen easily when it is on a twig or on the ground because it looks like _____.

1. a thorn of a plant.
2. a bark of a tree.
3. an ordinary stick.
4. a green leaf.

112. What happens to the person's large muscle of the upper arm when he lifts a book, as shown in the set-up at the right?

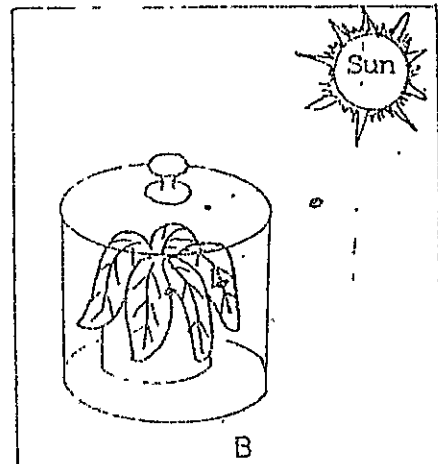
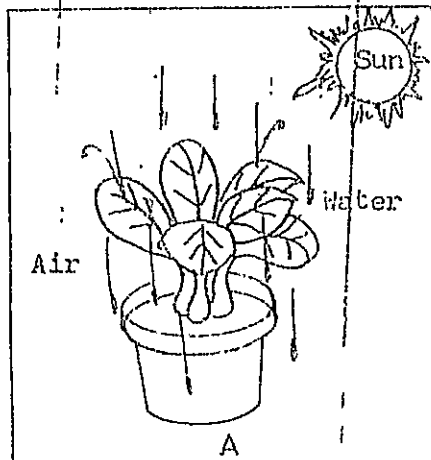
1. It gets shorter and thinner.
2. It gets shorter and thicker.
3. It gets longer and thinner.
4. It gets longer and thicker.



113. Why do coconut seeds and fruits easily float on water?

1. They have light husks.
2. They have seeds in cones.
3. They have smooth covering.
4. They have feathery structure.

114. What inference can you draw from your observation of the two plants below?



1. Plant A is healthier than plant B because there are no weeds that compete with its growth.
2. Plant A is healthier than plant B because it has enough air, water and sunlight.
3. Plant A is healthier than plant B because of the absence of harmful insects.
4. Plant A is healthier than plant B because it has enough water and nitrogen.

115. Select two reasons why factories contribute to air and water pollution.

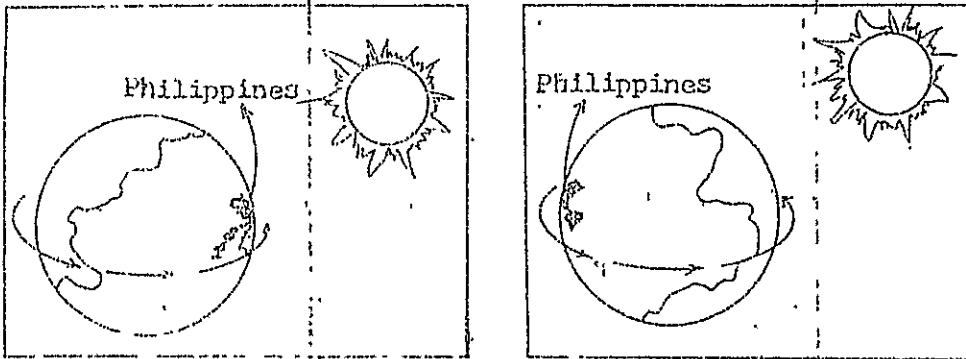
- A. They emit fumes and chemicals.
- B. They bury their garbage in pits.
- C. They separate solid and liquid waste properly.
- D. They dump their waste materials into the rivers.

1. A & D
2. D & B
3. C & B
4. A & C

116. In what way does a wedge help man do his work easier and faster?

1. It lifts heavy objects from a low place to a higher place.
2. It moves heavy objects with a small force applied.
3. It cuts and separates objects into small parts.
4. It pulls out nails very easily.

117. What does the set of pictures below show?



- It is daytime on the part of the earth that faces the sun.
- It is nighttime on the part of the earth that is away from the sun.
- When the sun is near the earth, it is daytime.
- When the sun is far from the earth, it is nighttime.

- C & D
- A & C
- B & D
- A & B

118. If you watch the sky at a certain time in the evening, and you see a star in one spot, then it changes position three hours later. How will you explain it?

- The sky moved.
- The star moved.
- The earth turned.
- The moon turned.

119. What will happen to the person if he is exposed to the heat of the sun for a long period?

- He will perspire too much.
- He will have headache.
- He will have sunburn.
- All of the above

120. What environmental problem is likely to arise in an overcrowded place?

- Pollution will increase.
- Water supply will be abundant.
- Diseases and other ailments will decrease.
- Garbage dumped into the rivers will be lessened.

** END OF SCIENCE **

DIRECTIONS: This is a test to find out how good you are in English. You are asked to answer some questions or complete some sentences. Select your answer from the given choices then encircle the number that corresponds to the number of your answer in your ANSWER SHEET.

BEGIN HERE:

121. The sun rises in the east and _____ in the west.
1. is setting 2. set 3. sets 4. was setting
122. Mother sat _____ a big mango tree.
1. below 2. under 3. in 4. above
123. Mother counselled me to _____ of trouble at all times.
1. keep up 2. keep on 3. keep off 4. keep out
124. The _____ will present a plan for the get-together party
1. committee 2. comiltee 3. commitee 4. commite
125. Mathematics _____ many pupils in all levels of education
1. troubling 2. trouble 3. troubles 4. troubled
126. Animals _____ different structures that can give them protection from external injury.
1. possessed 2. possesses 3. possessing 4. posses
127. If anybody _____ to the proposal, let him speak.
1. objected 2. objects 3. object 4. objecting
128. If anyone _____ to challenge the decision, he should put it in writing.
1. are wishing 2. wish 3. wishing 4. wishes
129. Last summer, I _____ four enjoyable weeks in my father's hometown.
1. spend 2. spends 3. was spending 4. spent
130. The respectable old lady _____ her grandchildren when they came to visit her.
1. blessed 2. bless 3. is blessing 4. are blessing

131. The superintendent _____ classes yesterday because of the heavy rain.
1. suspend
 2. suspended
 3. suspends
 4. is suspending
132. As soon as father comes home, I _____ him about the good news.
1. have told
 2. am telling
 3. tell
 4. will tell
133. If you can't be the _____ in your class then try to be a little better than the rest.
1. worse
 2. good
 3. best
 4. bad
134. Marilyn brought her books to school _____ she forgot to bring her notebooks.
1. but
 2. and
 3. so that
 4. Because
135. I visited my sick aunt. Her condition has become _____ than when I last saw her.
1. more ill
 2. bad
 3. worst
 4. worse
136. The de Claras lived _____ Iloilo City for ten years. They transferred to Manila last year.
1. at
 2. in
 3. on
 4. from
137. When my mother was young, she _____ parties with a chaperon.
1. used to attend
 2. use to attend
 3. was attending
 4. is attending
138. Renato and Jim _____ classes together.
1. attend and skipped
 2. attends and skips
 3. attend and skip
 4. attending and skipping
139. Some people travel around the world in the hope of _____ excitement.
1. founding
 2. being found
 3. finding
 4. having found

140. We cannot send a letter of thanks to an anonymous donor.

The underlined word means _____.

- | | |
|-------------|---------------|
| 1. renowned | 3. well-known |
| 2. unknown | 4. ill-known |

141. One of the jailguards assigned at the Kalookan City jail was discharged from service after one suspect in a robbery case escaped from his cell.

Discharged as used in the sentence means _____.

- | | | | |
|------------|-------------|------------|-----------------|
| 1. removed | 2. replaced | 3. entered | 4. transferred. |
|------------|-------------|------------|-----------------|

142. Please bring to mind what you promised yesterday.

The underlined phrase means _____.

- | | | | |
|-----------|-----------|-----------|--------------|
| 1. accept | 2. forget | 3. recall | 4. set aside |
|-----------|-----------|-----------|--------------|

143. Never ask me to do a thing without rhyme or reason.

The underlined phrase means without _____.

- | | | | |
|---------|----------|-----------------|-----------------|
| 1. poem | 2. books | 3. proper cause | 4. common sense |
|---------|----------|-----------------|-----------------|

144. Albert keeps an eye on the baskets containing his mother's clothes and his own.

The underlined phrase means

- | | |
|----------------------|--------------------|
| 1. watches closely. | 3. looks intently. |
| 2. observes closely. | 4. sees clearly. |

145. Select the pair of words that is spelled correctly.

- | | |
|------------------------|--------------------------|
| 1. priviledge, plege | 3. accomodate, occassion |
| 2. handkerchief, niece | 4. courteous, continuos |

146. If you look for the meaning of the word temple in the dictionary, what guide words should you refer to?

- | | |
|-------------------------|--------------------------|
| 1. tertial- tester | 3. teen-ager - telescope |
| 2. telegram - telephone | 4. television - tenable |

147. Which sentence expresses a fact?

1. Cutting of trees is thought to bring bad luck to one's family.
2. Trees planted during summer seem to bear many fruits.
3. Trees protect us from extreme heat of the sun.
4. Grafting may cause the tree to wither and die.

148. Which statement shows cause and effect relationship?

1. The basketball team lost the game yesterday.
2. During the game the people kept on shouting.
3. During the championship game, the players were very happy.
4. When the star player did not play, the team lost the championship game.

1) Science brings about changes that affect the quality of our lives. 2) It gives us the power to light our towns and cities. 3) It runs our farms, and conquers diseases. 4) On the whole, it enables us to live more comfortable and secure lives.

149. What is the main idea of the paragraph?

1. Science makes our life easy.
2. Science enables us to live longer.
3. Science is an important school subject.
4. Science deals with laboratory products.

150. What is the key sentence in the paragraph?

- | | |
|---------------|---------------|
| 1. Sentence 1 | 3. Sentence 3 |
| 2. Sentence 2 | 4. Sentence 4 |

151. What is the author's purpose in writing the selection?

1. To explain how science gives us power
2. To inform what science does to mankind
3. To instruct how science can be changed
4. To criticize the changes caused by science

1) "If only I could go back to school, Lola," Andy sighed. 2) "I am getting big and I have finished only fourth grade. 3) I wish I could be an engineer, someday. 4) I would construct roads and bridges. 5) I would build a nice home for you, Lola. You deserve the best in the world."

152. What could be the best title for the above selection?

1. Helping People Help Themselves.
2. Building a Home for the Elderly
3. Back to School for a Bright Future
4. How to Construct Roads and Bridges

153. What was the first wish of Andy?

The answer to this question is found in the sentence.

1. first 2. second 3. third 4. fourth

154. What word best describes Andy as shown in the selection?

1. hard-working 3. obedient
2. honest 4. ambitious

Ricardo's parents were well-to-do. They could afford to give him as much money as he needed. But when Ricardo studied in the United States, he did not ask his parents for any amount. Instead, he worked at the swimming pool in his school to earn his pocket money. He also washed dishes at a nearby restaurant.

155. What word best describes Ricardo as shown in the paragraph?

1. playful 3. studious
2. industrious 4. helpful

156. While he was studying in the United States, what job did he do to earn some pocket money?

1. Part-time helper 3. Storekeeper
2. Businessman 4. Driver

157. Below are the events which happened in the above selection. Arrange them to make a good paragraph.

- a. He also washed dishes at a restaurant.
b. He didn't ask money from his parents.
c. Ricardo's parents were well-to-do.
d. He worked at the swimming pool.
e. He studied in the United States.

1. C-A-E-B-D 3. C-E-B D A
2. C-B-E-A-D 4. C-A-B-D-E.

INDEX

Animals

path, 23-24

large animals, 3-5

wild animals, 7-10

Money

coins, 80-81

paper money, 81-84

uses of money, 101-104

Telephone

history of its invention, 65-66

how telephones work, 71-73

modern telephones, 75-79

158. According to the index, what pages should you refer to if you were asked to report about the Philippine 500-peso bill?

- | | |
|------------------|----------------|
| 1. pages 101-110 | 3. pages 81-84 |
| 2. pages 75-79 | 4. pages 23-24 |

159. If you want to know more about animals that are domesticated, what pages will help you?

- | | |
|----------------|---------------|
| 1. pages 65-66 | 3. pages 3-5 |
| 2. pages 23-24 | 4. pages 7-10 |

Dictionary Entry

part (pärt), n.

- a character in a play
- thing that helps make up a whole
- less than a whole
- go apart or separate

160. Which meaning in the dictionary fits the word part in the sentence below?

Ricky will play the part of Captain Hook.

- | | | | |
|------|------|------|------|
| 1. a | 2. b | 3. c | 4. d |
|------|------|------|------|

*** END OF ENGLISH ***

CURRICULUM VITAE

Name : ALFREDO MABAIT MARCO
 Age : 52
 Birthday : July 26, 1944
 Birthplace : Catbalogan, Samar
 Civil Status : Married with 3 children-Almirah, Albie & Ahd
 Spouse : Deborah Tamayo Marco, Ph. D.
 Education :
 Elementary : Mercedes Elementary School
 Secondary : Samar State Polytechnic College
 Catbalogan, Samar
 College : BSEIC (Bachelor of Science in Education in
 Inverted Course)
 Samar College
 Catbalogan, Samar
 Graduate : M. A. Ed. (Master of Arts in Education)
 Samar State Polytechnic College
 Catbalogan, Samar
 Father : Federico P. Marco, Sr.
 Mother : Juliana M. Marco

Work Experience:

Elementary Teacher	-	-	-	-	1966 - 1983
Teacher-In-Charge	-	-	-	-	1983 - 1984
Head Teacher	-	-	-	-	1984 - 1991
Principal 1	-	-	-	-	1991 - Present

Civil Service Eligibility:

Professional Board Examination for Teachers
 Career Professional Examination

LIST OF TABLES

Table	Page
1. The Sample Respondents and the School They Represent - - -	60
2. Age and Sex Profile of Pupil Respondents - - -	68
3. Religion Profile of Pupil Respondents - - -	69
4. Age and Sex Profile of Parent Respondents - - -	71
5. Religion Profile of Parent Respondents - - -	72
6. Perceptions of Parent Respondents on Their Socio-Eco Status - - -	73
7. Educational Attainment of Parent Respondents - - -	74
8. Employment / Livelihood Profile of Parent Respondents - - -	75
9. Academic Performance of Pupil Respondents in the NEAT - - -	79
10. Overall Academic Performance of the Pupil Respondents in the NEAT - - -	81
11. Extent of Parental Supervision as Perceived by Pupil Respondents - - -	83
12. Extent of Parental Supervision as Perceived by Parent Respondents - - -	88
13. Comparison of Perceptions by Pupil and Parent Respondents on the Extent of Parental Supervision - - -	94
14. Relationship of Parental Supervision and Academic Performance of Pupils (by School) - - -	98