

**TEACHERS AND PARENTAL SUPERVISION: THEIR RELATION TO THE
ACADEMIC PERFORMANCE OF ELEMENTARY SCHOOL PUPILS**

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Master of Arts in Education Major in

Elementary Education

REY J. VILLANUEVA

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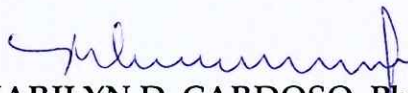
APPROVAL SHEET

This thesis entitled **"TEACHERS AND PARENTAL SUPERVISION: THEIR RELATION TO THE ACADEMIC PERFORMANCE OF ELEMENTARY SCHOOL PUPILS"** has been prepared and submitted by **REY J. VILLANUEVA**, who having passed the comprehensive examination, is hereby recommended for oral examination.


LETECIA R. GUERRA, Ph. D.

Education Supervisor I, DepEd., Samar Division
Adviser

Approved by the Committee on Oral Examination on April 3, 2007 with a rating of **PASSED**.


MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies, SSU
Chairman

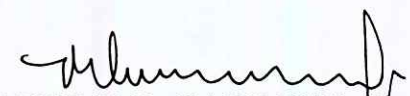

SIMON P. BABALCON, JR., Ph. D.
University President, SSU
Member


JOSE S. LABRO, Ph. D.
Vice President for Administrative Affairs, SSU
Member


ALFREDO D. DACURO, Ph. D., CESO VI
Schools Division Superintendent, DepEd., Samar Division
Member

Accepted and approved in partial fulfillment of the requirements for the Degree, **Master of Arts in Education**, major in **Elementary Education**.

April 3, 2007
Date of Oral Defense


MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

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The Researcher



Dedication

To GOD, for HIS wisdom...

To my FAMILY, for their love...

To my MENTORS, for their generosity...

To the RESPONDENTS, for their inspiration...

To the TEACHERS, for their altruism...

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

R.J.V.

ABSTRACT

This study determined the relationship between teacher and parental supervision and the academic performance of Grade VI pupils of four complete elementary schools in San Jorge District, San Jorge, Samar during the school year 2006-2007. The study employed the descriptive-correlational research design in determining whether the extent of supervision provided by the teachers and parents on their children's studies is related to the academic performance of the pupils. The relationship between the extent of supervision provided by parents on pupils' studies along five areas of supervision such as, disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance and attendance in school activities and academic performance of pupils in the District Achievement Test (DAT) proved to be not significant, which resulted to the acceptance of the corresponding hypothesis. The extent of supervision provided by teachers on pupils' studies along five areas of supervision, disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance and attendance in school activities was significantly related to the academic performance of pupils in the District Achievement Test (DAT). The relationship between the extent of supervision provided by parents on pupils' studies along five areas of supervision, disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance and attendance in school activities is not significantly related to the academic performance of pupils in the District Achievement Test (DAT). For the recommendation, the training in school should complement what is being given at home, thus the school and home value system should be the same.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

Education is an important foundation for national development which requires a special kind of attention from stakeholders and policy makers. Without such special attention, there is doubt as to the capability of the educational institutions to provide quality education to pupils in the elementary level.

Elementary education is the level of education at which point children begin to conceptualize their future (Microsoft Encarta, 2002). More particularly, it aims to provide knowledge and develop the skills, attitudes and values essential to the children's personal development and necessary for living in and contributing to a developing and challenging social milieu (DECS National Report, 1996).

The quest for quality education ought to be ceaseless at the elementary level. There is a basic assumption that with the necessary training in communication, skills development and critical thinking pupils will become endowed with competitive advantage in their higher levels of education.

In response to the call for quality education, stakeholders in education have been proposing various programs addressed to provide holistic curricular instruction, competent teachers, classroom teaching methods, and adequate

school facilities. What these programs failed to take into account, however, are the non-cognitive and non-structural domain that affects pupils' academic performance.

Non-cognitive and non-structural aspects include parental supervision which can either make or unmake the pupils' ability to participate in the educational system. Parents nowadays always complain about why and how their children behave the way they do. The blame has been directed towards recent technological development, coupled with worsening economic situation, which makes raising children a more complex situation. Parenting today usually conflicts with the parents' work schedule – that is, hours that is supposed to be spent with children conflict with hours for fulltime work leaving the parents with meager time to be with their children.

Likewise, greater responsibility in the realization of the aspiration for quality education rests upon the teachers who ought to be at the forefront of the teaching-learning process. Inasmuch as teachers are important in the pursuit of academic excellence, they should have the highest degree of competence to direct learning effectively and serve as molder of human minds.

An important factor that greatly contributes to effective learning outcomes of pupils is the home or parents' factor. If parents in every home would only do their part in considering parenthood as a sacred trust to the best of their abilities it would definitely provide for their children's spiritual, material and moral needs. If only they would not leave the education of their children entirely to

the school, then the schools would succeed in realizing this important objective of improving quality education (Carpio, 2002: 287). Furthermore, Carpio, (2002: 287) said that parents should involve themselves.

The institutionalization of the home-school relationship is provided for in the Education Act of 1982 which clearly states that, children's education was the responsibilities of parents and the school (Duka, 1999: 125).

Commer (1989: 1) showed this provision when he said: "the development of quality education is not the monopoly of the school. Hand in hand with the school is the home, each one complementing and supplementing in the maximum development of the child."

However it is sad to note that up to this time despite of the legal provisions, various programs and projects in basic education for academic improvement, still an alarming result particularly in elementary reveal its low performance as shown in the District Achievement Test (DAT) and National Achievement Test (NAT).

For the past three years, result of the District Achievement Test (DAT) of San Jorge District from SY 2003-2004, the Mean Percentage Score (MPS) posted at 48.73, while in 2004-2005 the Mean Percentage Score (MPS) was 52.38, and in 2005-2006 posted at 49.37. This only shows that the result of the District Achievement Test (DAT) for the past three years was very low, far from the targeted MPS of the Region which is seventy five percent (75%).

In the National Achievement Test (NAT), San Jorge District got a mean percentage of 58.15 in the S.Y. 2004–2005 and 62.73 in S.Y. 2005–2006. This only shows that the District of San Jorge showed relatively low performance both in District Achievement Test (DAT) and in National Achievement Test (NAT).

The alarming result would show that teachers, though they maybe the primary educators of the children, need much parental support and cooperation to ensure better academic performance of their children.

It is on this background study that we can get an overview of the situation of San Jorge District, the real score of the pupils' performance. A great challenge is posed to teachers, parents and administrators.

The researcher was motivated to conduct this study since there is as yet no research aimed at determining the relationships of the extents of supervision provided by the teachers and parents on the pupils' studies and how these affect the latter's academic performance in the District of San Jorge.

Statement of the Problem

This study attempted to determine the relationship between teacher and parental supervision and the academic performance of Grade VI pupils of four complete elementary schools in San Jorge District, San Jorge, Samar during the school year 2006–2007.

More specifically, this study sought answers to the following questions:

1. What is the profile of the teacher-respondents of this study in terms of:
 - 1.1 age and sex;
 - 1.2 civil status;
 - 1.3 average monthly income;
 - 1.4 educational attainment;
 - 1.5 length of service;
 - 1.6 latest performance rating; and
 - 1.7 relevant trainings/seminars attended?
2. What is the profile of the parent-respondents in terms of:
 - 2.1 age and sex;
 - 2.2 average monthly income;
 - 2.3 educational attainment; and
 - 2.4 occupation/employment?
3. What is the academic performance of the pupil-respondents based on the District Achievement Test (DAT)?
4. What is the extent of supervision provided by the teachers on their pupils' studies as perceived by pupils, teachers and parents in terms of:
 - 4.1 disciplinary control;
 - 4.2 behavioral guidance;
 - 4.3 counseling and encouragement;
 - 4.4 instructional assistance; and

4.5 attendance in school activities?

5. What is the extent of supervision provided by the parents on their children's studies as perceived by the pupils, teachers and parents in terms of:

5.1 disciplinary control;

5.2 behavioral guidance;

5.3 counseling and encouragement;

5.4 instructional assistance; and

5.5 attendance in school activities?

6. Are there significant differences in the perceptions of the pupils, teachers and parents relative to the extent of supervision provided by the teachers on their pupils' studies?

7. Are there significant differences in the perceptions of the pupils, teachers and parents relative to the extent of supervision provided by the parents on their children's studies?

8. Is there a significant relationship between the extent of supervision provided by the teacher-respondents and their:

8.1 age and sex;

8.2 civil status;

8.3 average monthly income;

8.4 educational attainment;

8.5 length of service;

8.6 latest performance rating; and

8.7 relevant trainings/seminars attended?

9. Is there a significant relationship between the extent of supervision provided by the parents on their children's studies and the parents':

9.1 age and sex;

9.2 average monthly income;

9.3 educational attainment; and

9.4 occupation/employment?

10. Is there a significant relationship between the extent of teachers' supervision and the academic performance of pupil-respondents?

11. Is there a significant relationship between the extent of parental supervision and the academic performance of pupil-respondents?

12. What implications for educational redirections may be derived from the study?

Hypotheses

The present study tested the following hypotheses:

1. There are no significant differences in the perceptions of the pupils, teachers and parents relative to the extent of supervision provided by the teachers on their pupils' studies.

2. There are no significant differences in the perceptions of the pupils, teachers and parents relative to the extent of supervision provided by the parents on their children's studies.

3. There is no significant relationship between the extent of supervision provided by the teacher-respondents and their:

- 3.1 age and sex;
- 3.2 civil status;
- 3.3 average monthly income;
- 3.4 educational attainment;
- 3.5 length of service;
- 3.6 latest performance rating; and
- 3.7 relevant trainings/seminars attended.

4. There is no significant relationship between the extent of supervision provided by the parents and their children's studies and the parents':

- 4.1 age and sex;
- 4.2 average monthly income;
- 4.3 educational attainment; and
- 4.4 occupation/employment.

5. There is no significant relationship between the extent of teachers' supervision and the academic performance of pupil-respondents.

6. There is no significant relationship between the extent of parental supervision and the academic performance of pupil-respondents.

Theoretical Framework

This study is primarily anchored on Bandura's modeling or observational learning theory (Berk, 1993: 17). This theory stressed that children acquire many favorable and unfavorable responses simply by watching and listening to others around them. Moreover, Bandura, as cited by Berk (1993: 17), emphasized that modeling is the foundation for all aspects of social development.

In support of Bandura's theory of learning, Woodworth, as cited by Gregorio (1976: 102), espoused that the conduct of parents, the personality of the teachers, the movies – all are perfect models for imitation to the very young. In addition, he contended that, in adult life, the acceptance by the majority of the current mores maybe largely attributed to imitations. Undeniably, imitation is an important moral, intellectual and social agent in formal education (Gregorio, 1976: 102).

Brofenbrenner "ecological systems theory" which proposed that the child is developing within a complex system of relationships affected by multiple levels of the surrounding environment, from the immediate setting to broad cultural values, laws and customs strengthen the theoretical foundation of this study. He emphasized that to understand child development, one must keep in mind that all relationships are bi-directional and reciprocal which means that adults affect children's behavior and conversely. This theory basically refers to connections among micro-systems such as home, school, neighborhood, and child-care center to foster development among children (cited by Berk, 1993: 26).

Finally, this study finds support in Locke's, as cited by Berk (1993: 8), behaviorism theory which states that a child begins with nothing at all, and their characters could be shaped by all kinds of experiences during the course of growing up. In his theory, Locke described the parents as rational tutors who could mold the child in anyway they wished, through careful instructing, effective sample and rewards for good behaviors.

The abovementioned theories emphasize the critical roles teachers and parents play in the development of children especially in their lower grades inasmuch as they represent the adult society to give examples of desirable patterns of behaviors and values. On the one hand, the teachers embody the right and positive attitudes toward the subject they teach, in particular, and toward learning in general. On the other hand, the parents are responsible in making sense of their children's experiences at home and in mapping out its relationship with other salient aspects of their lives, including giving attention to their studies in school.

Conceptual Framework

The conceptual framework of the study is shown in Figure 1. At the base of the schema are the respondents of the study, the Grade VI pupils of complete elementary school in San Jorge District, namely: Bulao Elementary School, Blanca Aurora Elementary School, Buenavista Elementary School and San Jorge Central Elementary School, during the school year 2006-2007. The base frame is

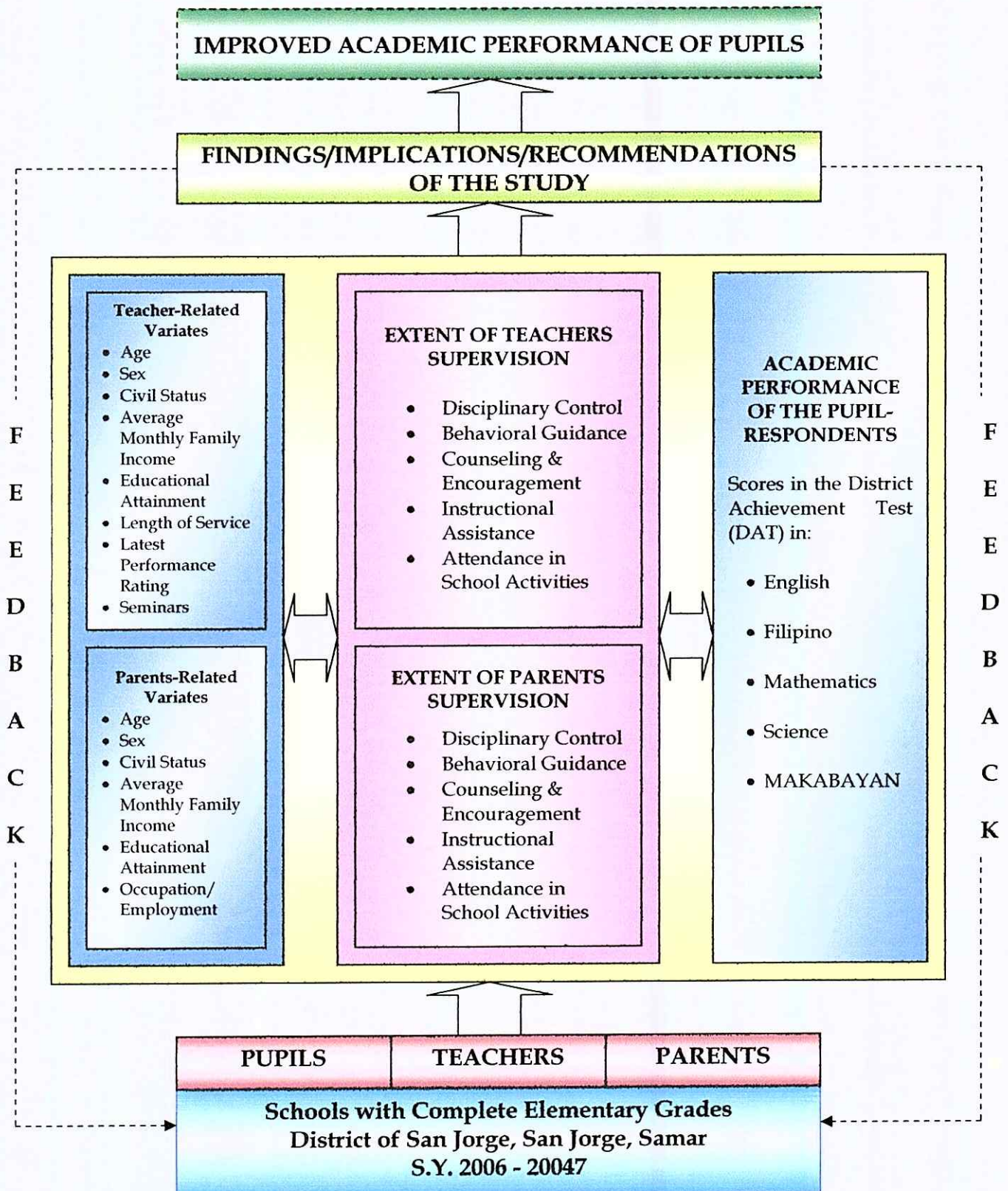


Figure 1. The Conceptual Framework of the Study

linked to a bigger frame, which contains the research process, by a single-directional arrow. The study was a descriptive-correlational research which determined the relationship between teacher and parental supervision, shown in the boxes in the middle of the bigger frame, and the academic performance of the pupil-respondents, shown in the box at the right. The said frame also shows the correlation analysis which was conducted between the extent of teacher and parental supervision and the teachers' and parents' personal variates, shown by the two (2) smaller boxes at the leftmost part of the bigger frame. The results of the study are hoped to provide implications for educational redirections and recommendations, shown by the third upper frame, which, in turn, are hoped to improve the academic performance of the pupils, shown by the uppermost frame. A feedback arrow from the third frame to the research environment, which was San Jorge District, indicated that whatever recommendations from the findings of the study would be made known to the research environment for possible educational redirections.

Significance of the Study

The study focused on the relationship between the supervision provided by the teachers and parents on their pupils'/children's studies and the academic performance of the pupils'/children's, this study would be of significance to the pupils, teachers, parents, school administrators, community, and future researchers.

To the pupils. The pupils are the direct beneficiaries of this study as they would have baseline information regarding the extent of supervision provided to them by their teachers and their parents. Having such baseline information, they would improve their academic performance.

To the teachers. Since the teachers are entrusted with the noble task of enhancing learning among their pupils, this study would be advantageous to them for the following reasons: (a) this would enable them to assess the academic performance of their pupils, (b) devise teaching strategies attuned to the level of academic performance of their pupils, (c) enjoin the participation of the parents in the educative process.

To the parents. Some research literature has shifted attention to parents' involvement in the education of their children. Thus, this study is a response to the call to enjoin the participation of parents in the educative process since they are the most influential people in their children's lives. This study would enable the parents to make a "hands-on" assessment of their children's performance in school. More importantly, this study would reflect the extent of their supervision upon their children's studies.

To the school administrators. The findings of this study would allow them to lobby policies that would include the parents' involvement in their children's studies. They would be mobilized to look for possible programs involving the parents in the education of their children.

To the community. The community would have the opportunity to have productive citizens in terms of quality graduates in the elementary grades. The community would also produce children who are well-rounded and have been cared for by their parents.

To the future researchers. The research would give insights to future researchers to conduct studies with the same subject matter but involving different respondents and research environment and including not only academic performance of the respondents but also the effect of teachers' and parental supervision on their behaviors.

Scope and Delimitation

This study attempted to determine the relationship between teachers and parental supervision along disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance and attendance in school activities and pupils' academic performance in the District Achievement Test (DAT). The study covered four complete elementary schools of San Jorge District, namely: Bulao Elementary School, Blanca Aurora Elementary School, Buenavista Elementary School and San Jorge Central Elementary School, six Grade VI teachers of these schools, parents of Grade VI pupils of which 146 of them were mothers and 60 of them were fathers and 206 Grade VI pupils. The study used a researcher's made questionnaire and the San Jorge District Achievement Test for Grade VI as the main instrument for gathering the needed data.

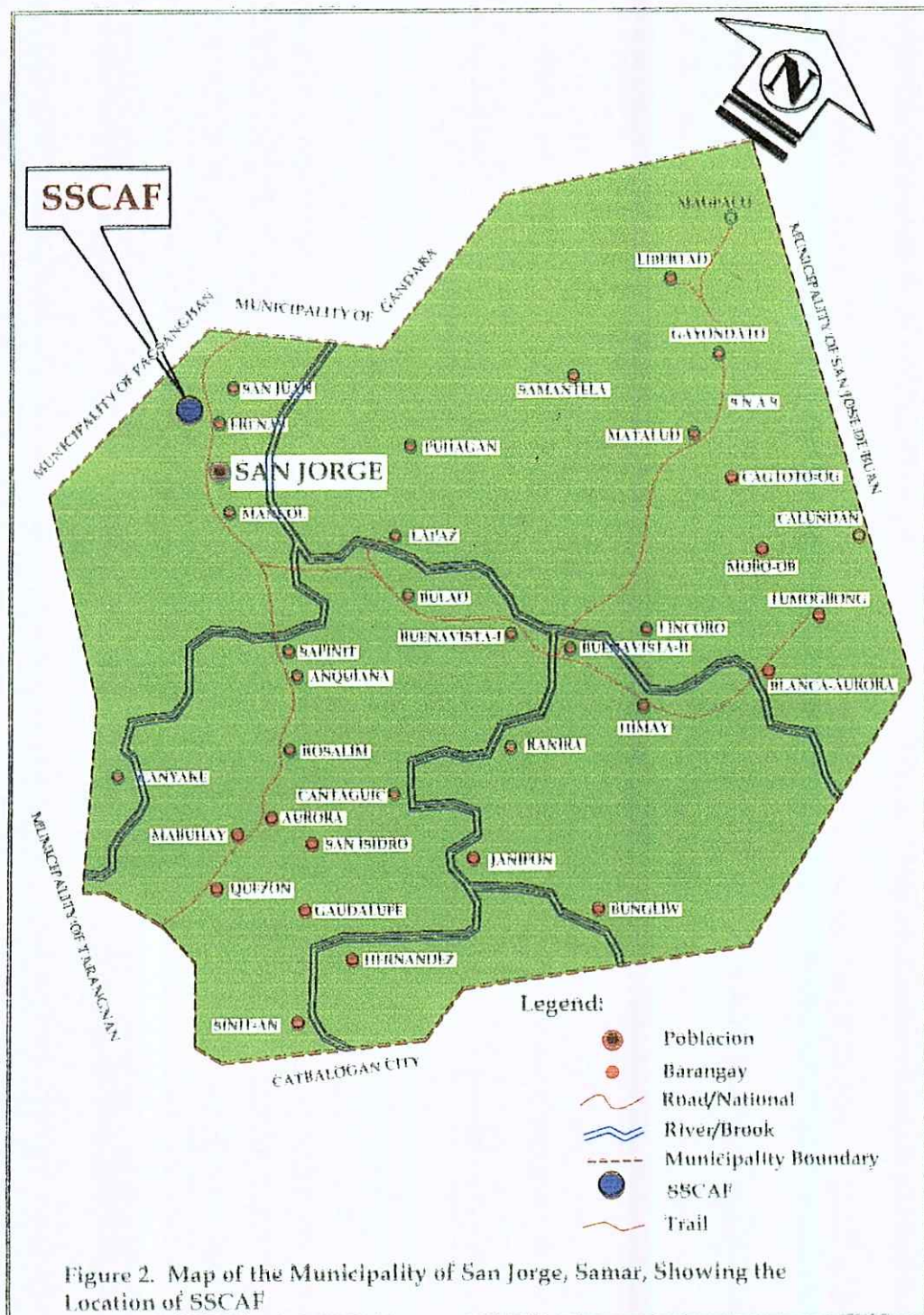


Figure 2. Map of San Jorge Showing the Location of Respondents' School

Descriptive statistics such as frequency count, percentage, weighted mean and mean were used in answering the descriptive questions. On the contrary, inferential statistics such as Pearson Product Moment Coefficient of Correlation (Pearson r), Fisher's t -test, One-Way Analysis of Variance (ANOVA) and Scheffe's test were used to test the hypotheses presented.

Finally, the study was conducted during the school year 2006-2007 in San Jorge District, San Jorge, Samar.

Definition of Terms

The following terms were conceptually as well as operationally defined by the researcher to give the readers clearer understanding of this study.

Academic performance. It is conceptually defined as the status of a pupil with respect to the attained skills or knowledge as compared with other students or up the school's adopted standard (Good, 1959: 7). Operationally, this term referred to the status of the pupil-respondents in Grade VI based on their scores in the District Achievement Test (DAT).

Attendance in school activities. This refers to the involvement of people in activities that provide opportunities to engage in more meaningful and positive experiences either inside or outside the confines of the classroom (Microsoft Encarta, 2002). In this study, this referred to one of the indicators of the extent of parental as well as teacher supervision on their children's studies

which pertains to school activities such as co-curricular and extra curricular activities.

Behavioral guidance. It means providing advice, support and consultation regarding one's actions or reactions under specified circumstances (en.wikipedia.org). In this study, the term was used to refer to the five statements indicators which show the extent of teacher and parental supervision on the pupils' studies.

Counseling and encouragement. It is the act of providing advice, support consultation and motivation (en.wikipedia.org). In this study, the term was used to refer to one of the variates which show the extent of teacher and parental supervision on the pupils' studies.

Disciplinary control. It is defined as any training intended to produce a specific character or pattern of behavior, especially training that produces mental or moral development in a particular direction (en.wikipedia.org). In this study, the term was used to refer to the five statements indicators one of the variates which show the extent of teacher and parental supervision on the pupils' studies.

Elementary education. It is the stage of formal education primarily concerned with providing basic education and usually corresponding to six or seven grades (depd-rsd@pacific.net.ph). The term was defined in this study as it is conceptualized above.

Elementary school. Conceptually, it refers to a school offering elementary education. Operationally, however, this term was taken to mean schools offering

complete elementary education in San Jorge District, specifically: (a) Bulao Elementary School, (b) Blanca Aurora Elementary School, (c) Buenavista Elementary School, and (d) San Jorge Central Elementary School.

Extent of supervision. This term refers to the degree/measure/size/dimension of supervision provided by the teachers and parents on pupils'/children's studies (en.wikipedia.org). In this study this refers to the rating given to the set of 25 statement indicators along disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance and attendance in school activities.

Grade level. This refers to a stage of instruction usually covered in the course of a school year (deped-rsd@pacific.net.ph). For this study, the term referred to the sixth grade (Grade VI).

Instructional assistance. It was used to refer to the five statements indicators used to determine the extent of teachers and parental supervision on their pupils'/children's studies by providing assistance in tools of learning such as providing textbooks, brochures and other such materials.

Length of service. A conceptual definition of this term was emphasized by Leavitt (1996: 1) as the number of years a person has been employed by his current employer. Nevertheless, the operational definition of this term focused on the number of years the teacher-respondents have been in the position/office/designation they are occupying.

Parental supervision. The term is conceptually defined as direct monitoring of the pupils' activities or being available should the pupils need assistance in making assignments, and in doing other activities in their home premises or their attendance in school-sponsored activities as proof of their love and concern on what their children do or are required to do by the school (Coley and Hoffman, 1996: 53). This term was used to refer to the disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance, and attendance in school activities by the parents on their children's studies.

Parent-related variates. This referred to the personal characteristics of the parent-respondents, including their age, sex, average monthly income, educational attainment and occupation/employment.

Pupils. They are the children enrolled in the elementary level (deped-rsd@pacific.net.ph). For this study, they were Grade VI pupils enrolled in the four public elementary schools in San Jorge District, during the school year 2006-2007, who were involved as respondents of this research.

Teachers. As defined, they are persons employed in an official capacity for the purpose of guiding and directing the learning experiences of pupils in an educational institution (deped-rsd@pacific.net.ph). Operationally, they were persons who guide and direct learning experiences of Grade VI pupils in the four public elementary schools in San Jorge District, who were the respondents of this study.

Teaching experience. This referred to the length of service spent by the teacher-respondents in teaching in the elementary grades.

Teacher-related variates. This term referred to the personal characteristics of the teacher-related variates of the study, including their age, sex, civil status, average monthly income, educational attainment, length of service and latest performance rating.

Teacher supervision. The term is conceptually defined as direct monitoring of the pupils' activities or being available should the pupils need assistance in making assignments, and in doing other activities in school or their attendance in school-sponsored activities as proof of their concern on what their children do or are required to do by the school (Coley and Hoffman, 1996: 55). This term was used to refer to the disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance, and attendance in school activities by the teachers on their pupils' studies.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter includes readings from books, journals, and periodicals, and excerpts from master's theses and dissertations which have significant bearing on the present study and which have laid out for the researcher adequate background on theoretical information as bases for the designing of this study.

Related Literature

The different social institutions are influential factors in the socialization of individuals. Hence, there seems to be an intimate connection between the family and the school in socializing the individuals. Omas-as, et. al, (2003: 135) averred that the family is responsible for the initial education of students in order to be productive members of the society.

In support of the foregoing statement, the State legitimizes the primacy of the family as influential factor in the education of children through Article 149 of the Family Code of the Philippines (Executive Order No. 201) which provides that "the family, being the foundation of the nation, is the basic social institution which public policy cherishes and protects" (Nolledo, 1987: 30).

In like manner, the school is the second home of the pupils where teachers, by virtue of the principle of loco parentis, play as their second parents. The school aims to broaden the pupils' social milieu and interactions with others

(Omas-as, et al., 2003: 136). More specifically, it is in school where the pupils learn how to adjust with other people of different personality traits and learn the knowledge, skills, values and attitudes expected of them (Sevilla, et al., 1997: 87). The school thus exists for the purpose of reinforcing what is missing in the family.

Andres (1999: 89) argued that what makes a professional teacher is not his knowledge per se but more so the totality of his person that should influence his pupils through modeling, inspiration and motivation. Given the interconnection between the family and the school, Schikedanz, et al (1973: 468) espoused that it is the parents and teachers who teach children the value of academic achievement and help them learn that, with appropriate effort, they can be both competent and effective academically.

Consequently, functional home-school collaboration is a necessity in educating the students. In support of such a necessity, the Education Act of 1982 provided that “it is declared government policy to foster, at all times, a spirit of shared purposes and cooperation among the members and elements of the educational community and other sectors of the society, in the realization that only in such an atmosphere can the true goals and objectives of education be fulfilled”.

More specifically, Section 77 of Presidential Decree No. 603 provides that every elementary and secondary school shall recognize a parent-teacher association for the purpose of providing a forum for the discussion of problems

and their solutions, relating to the total program, and for ensuring the full cooperation of parents in the efficient implementation of such program (Nolledo, 1995: 7). The same provision also encourages parents to be active members of parent-teacher association and to comply with whatever obligation and responsibility such obligation entails.

It is evident that there is a continuing recognition of the mutual interests and overlapping influence of family and the role schools play to develop and maintain partnership with students' families. Aquino (1988: 466) argued that there is a school and family partnership which is a recognition that (a) the two institutions share major responsibilities for children's education, (b) that the importance and potential influence of all family members cannot be underestimated, and (c) that a formal alliance and contractual agreement to work towards shared goals and to share the profits or benefits of mutual investments is necessary.

In support of the above discussions, Duka (1999: 125-127) emphasized Sections 14 and 15 of the Education Act of 1982 which enumerated the duties and obligations of parents and teachers, to wit (a) parents shall cooperate with the school in the implementation of the school program, curricular and co-curricular activities, and (b) teachers shall be accountable for the efficient and effective attainment of specific learning objectives in pursuance of national development goals, within the limits of available resources. It is thus evident that recent literature puts greater emphasis on family and school environments as they

influence students' achievement, more specifically which family and school practices affect students' learning and success in school.

Lardizabal, et al (2000: 11-12) stressed that the teachers should maintain harmonious and cooperative relationship with parents. This relationship should be kept constant and continuous to inform the parents of their children's progress and problems in school. In a way, such an interconnection between the two promotes what Martinborough (2000: 191) says that "of all the privileges and responsibilities granted to human beings, parenthood is one of the most solemn and far-reaching". Parenthood is potent and powerful because it influences children as they face the issues of their lives.

Meantime, the task of parenthood is both a fulfilling and frustrating experience. Lammanna and Riedman (2000: 68) posited that parenthood is difficult for several reasons, to wit: (a) there is cultural pressure that encourages adults to become parents even though they may not want to, especially once the baby is born, (b) there is little or no previous experience in childcare of the parents, (c) there is an abrupt transition to parenthood making a 24-hour childcare duty on the part of the parents, (d) there is a corresponding adjustment on the wife-husband relationship, and (e) there is lack of a clear guidelines about what constitutes good parenting.

In spite of such difficulty, White (2001: 134-137) strengthened that the home and school as partners in the learning process of the children should develop a sympathetic understanding of one another's work. They should labor

together harmoniously, imbued with the same missionary spirit, striving together to benefit the children physically, mentally and spiritually and to develop their character.

What aggravates the difficulty of present-day parenting is the incompatibility of the parenting role with the working role. As such, the parents spend less and less time with their children thereby widening the gap between them and their children. This widening gap eventually leads to diverse and conflicting values between the parents and their children. The latter feels the neglect of the former, while the former channels guilt feelings by providing their children with material demands.

As such, the researcher was alarmed that parent may not be informed of their children's progress in school and that the teachers may not also labor much in implementing teaching and learning process needed by the children. It is in this respect that the researcher conceived of the present study.

With the cited literature, the researcher gained insights into the possible factors that are related to the academic performance of the pupils.

Related Studies

The succeeding discussions are excerpts from master's theses and dissertation papers which were found to be significantly related to the present research on teachers' and parental supervision and how they affect the academic performance of elementary school pupils.

Marco (2007) conducted a study entitled "Parental Supervision and Academic Performance of Secondary Students in Araling Panlipunan I". The study found out that the student-respondents perceived the extent of supervision provided by their parents on their studies as "sometimes". It also disclosed that the parents perceived the extent of supervision with their children's studies as "frequently".

All the identified parent-related variates served as correlates of perception of the parent-respondents on the extent of supervision they provided to the studies of the secondary student-respondents. There was a significant relationship between the extent of parental supervision extended by the parents and the students' academic performance in Araling Panlipunan I.

The study found similarity in terms of variates used – teacher and parental supervision and academic performance. They also used descriptive-correlational research design in determining the relationship between the extent of parental and teacher supervision and their academic performance. The two studies differed, however, because the previous study dealt with secondary students whereas the present study dealt with elementary pupils.

Marco (1997) conducted a study entitled "Parental Supervision and Academic Performance of Elementary Pupils". The said study revealed that as to the pupils' academic performance in the following subjects, Mathematics, Hekasi, Science, and English based on their scores in the 40-items test administered in each of the four subjects, for Mathematics the most frequent

score is 14, for Hekasi the most frequent score is also 14, for Science the modal score is 11 and for English the most frequent score is 10, as to the extent of parental supervision of the parents towards the studies of the pupils, the pupils perceived it to be “sometimes” practiced only while the parents perceived the same to be “frequently” practiced by them.

It also found out that there is a significant difference in the perceptions of the two groups of respondents as to the extent of parental supervision provided by the parents toward their studies, and the extent of parental supervision provided to the pupils is significantly related to the pupils’ academic performance using the perceptions of the pupils but it is not significantly related to pupils’ performance using the parents’ perceptions of their extent of parental supervision.

The two studies were similar in terms of variates used, namely: (a) parental supervision, and (b) academic performance of elementary pupils. The difference between the previous study cited and the present study lied on the use of a third variate – that is, teacher supervision. Also, the two studies were similar in terms of respondents utilized – that is, elementary school pupils. The difference was that the previous study involved pupils from all grade levels whereas the present study will involve only Grade III and Grade VI pupils.

A significantly related research was that of Mondido (2003) which was designed to assess and determine the level of support among the parents,

community and school in relation to the academic achievements of third year students in selected public secondary schools in Biliran Division.

The study of Mondido showed that the level of parents' support in general as perceived both by the students and parents was moderately high. These findings imply that the parents' support is substantial predictor to the academic achievement of the students. However, the over-all level of community support on financial assistance to the curricular activities, school curriculum and policies review, and municipal ordinances was high.

The parents' support showed moderate significant relationship with students' academic achievements. This implies that parents' support has positive impact on the academic achievement of the students. However, both the community and school supports showed inverse but significant relationships with students' academic achievement. This means that the support of the community and school did not contribute a positive impact on the academic achievement of the students.

The aforementioned study had several similarities with the present study. First, both employed a descriptive-correlational research design. Second, both determined the relationship between parent factors and academic achievement of students. They differed in the sense that the previous study cited focused its attention on the relationship between level of support among the parents, community and school and academic achievement of students. On the contrary,

the present study focused its attention on the determination of how parental supervision affects the academic performance of the pupil-respondents.

In 2003, Azanza conducted a study to find out the relationships between parenting styles of parents of elementary school pupils in Palapag Central Elementary School, Northern Samar and pupils' achievement. Using the descriptive survey method, through questionnaire and documentary analysis as instruments, the study revealed that there was a significant relationship between parenting styles of parents with pupils' academic achievement or that good/favorable parenting styles result to good academic achievement of the pupils.

The parents "often practiced" democratic ideals of parenting, favoring the development of children into smart, responsible, vocal and active participants in their own development. The parenting belief the parents admitted not practicing were: 1) not listening to their children, 2) playing favorites, 3) verbal abuse, and 4) discouraging children from expressing their opinions.

In general, the respondent-parents were interactionalist; many were interventionalist; a minority was non-interventionalist. This implies that the parents were democratic in dealing with their children. Many parents usually intervene in their children's affairs, although a few do not. The parents' perception of their parenting styles was aligned with pupils' view of their parents' parenting styles.

Both were descriptive-correlational researches. On the one hand, the previous study was a correlational study between the parenting styles of the parents of elementary school pupils and their academic achievement in Palapag, Northern Samar. On the other hand, the present study correlated teacher and parental supervision on their children's studies and the latter's academic performance.

In addition, both studies employed similar variates such as parenting styles, which are closely related to parental supervision, and academic performance of elementary pupils. The difference of the two studies lied on other variates used, respondents involved, and research locale.

Besides the abovementioned researches cited, Cookston's (1999) study on family structure such as single-mother, single-father, and intact families and degree of parental supervision such as low to high supervision to determine the effects of family structure and parent supervision on adolescent behavior which includes alcohol use, illicit drug use, and delinquency finds significant relationship in this present research.

Using adolescent self-report, scores were derived for adolescent problem behaviors and rates of supervision by resident parents. The study hypothesized that the effects of family structure on the incidence of adolescent problem behavior would rely on gender of the adolescent and levels of parental supervision in the home.

The results suggest that parents' supervision have positive impact on deterring the rates of adolescent problem behavior acquisition. Results indicate that supervision was lowest for single-father homes, was slightly higher in single-mother homes, and was highest in intact families. Results also indicate that alcohol and drug behaviors as well as delinquency rates were highest in single-father homes. Finally, an interaction between supervision levels and the sex of the participant indicates that for adolescent females low and medium levels of supervision serve to protect the adolescent female from problem behavior involvement while males evidenced higher levels of problem behaviors in both medium and low supervision groups.

The study of Cookston found similarity with the present study in terms of one of the variates used – that is parental supervision. They differed, however, because the previous study dealt with how parental supervision relates with the acquisition of adolescent behaviors. The present study dealt with the relationship between the parental supervision provided by the parents on their children's studies and the academic performance of their children. Also, the present research included teachers' supervision on their pupils' studies and how it affects the academic performance of their pupils.

Similarly, Montano's (2000) study entitled "Parental Influences and School Guidance Services as Related to Behavioral Problems of Intermediate School Children in Samar" obtained the following findings: 1) As to behavioral problems of the intermediate pupils, the teacher-facilitators, guidance councilors,

and administrators, claimed that it existed but seldom practiced, 2) There exist a significant relationship between the behavioral problems and the variables age, sex, values, behavioral personality, socio-status of parents, and the academic performance in school based on the obtained probability value which is less than .05 the level of acceptance, 3) Parental influences affected the behaviors of intermediate school children in study habits, discipline, socialization and spirituality, the obtained over-all mean is interpreted as "oftentimes" practiced 4) There existed significant relationships between parental influence and behavioral problems manifested by intermediate school children in the three groups tested the computed F-ratios were all greater than the tabular value and the obtained probability value were all less than .05, 5) The school guidance services had important roles to play in every individual child, especially to pupils with behavioral problems, the activities or functions of the guidance services were oftentimes practiced as perceived by the respondents, 6) The school guidance services influence the behavioral problems of the intermediate school children the obtained probability value for the relationships of these two variables is less than .05, and 7) The school guidance services have influence over parental influence on the intermediate school children with behavior problem or that they are related to each other, the obtained probability value for the relationships of these two variables is less than .05.

Inasmuch as Montano conducted a study on parental influences as they relate to behavioral problems of intermediate school children in Samar, the study

thus found similarity with the present study which dealt with parental supervision on their children's studies.

The two studies also utilized descriptive-correlational research design. While the previous study correlated parental influences and guidance services with behavioral problems of intermediate school children, the present study correlated teacher and parental supervision with the academic performance of the elementary pupils. The previous study, however, differed with the present study in terms of some variates used, and research respondents, research environment.

Moreover, Yapiz (2003) conducted a study to determine the disciplinary styles employed by parents in disciplining children with behavior problems. The independent variables considered in the study were age of parents, sex of parents, status of parenthood, concept of adult role, monthly income, occupation, educational attainment, number of children, sex of child and birth order of child.

The study revealed the following findings: (a) majority of the parent-respondents were old with a mean age of 40 years old and were females or mothers indicating that female were more prone to caring and molding their children behavior, (b) majority was couple parents and the concept of adult role was found to be highly significant to the disciplinary style of parents; most parents used the modern concept of adult role or they observed the most democratic approach of disciplining their children, (c) the majority of the children with behavior problems were males and most of

them were first-born children, (d) the majority of the disciplinary control strategies used by the parent-respondents were rated more effective, while four were rated effective only, and (e) parents used three disciplinary styles, democratic, authoritarian, and permissive strategies but majority of the parents practiced democratic styles, which shows that parents were influenced by ideas, and principles of democratic living as practiced in society.

The two studies were similar in several aspects: (a) both studies employed descriptive research designs, (b) both studies used similar variates such as age, sex, monthly income, birth order of child, educational attainment and occupation, and (c) both studies involved elementary pupils as respondents.

In spite of the abovementioned similarities, the two studies differed in several respects: (a) while the previous study dealt with disciplinary styles of parents in disciplining their children with behavior problems, the present study dealt with finding the relationship between parental supervision on their children's studies and the academic performance of the elementary pupils, and (b) the present study involved Grade VI pupils as respondents.

Arcueno (2004), in a study entitled "Socio-Economic Status of Parents and Pupils' Academic Performance in the District of Mondragon, Northern Samar: Basis for Instructional Redirections", used the descriptive-correlational research design to determine the relationship between the socio-economic status of parents and the academic performance of the pupils.

The study revealed that the relationship between the socio-economic status of parents and the academic performance of Grade VI pupils in the five subject areas was insignificant which means that there was no significant relationship between the socio-economic status of parents and the academic performance of Grade VI pupils.

The study concluded that the three groups of respondents, namely, pupils, parents, and teachers, differ on their perceptions on the effects of socio-economic status indicator on the academic performance of the pupil. It also concluded that the poor academic performance of the Grade VI pupils is contributed by various indicators such as family income, educational facilities, and others.

The study cited here was similar to the present study in the sense that both employed the descriptive-correlational research design. But, while the previous study determined the relationship between the socio-economic status of parents and pupils' academic performance in the District of Mondragon, the present study correlated teacher and parental supervision on their children's studies and the academic performance of the pupil-respondents.

Muncada (2002) conducted a study entitled "The Academic Achievement of First Year Students in English and the Teachers' Performance in the Congressional District II of Northern Samar: A Correlation".

The foregoing study concluded that (a) the perceptions of the two groups of respondents on the level of performance of English teachers along communication with learners, classroom management, personality/personal

conduct and behavior, and professionalism had no significant difference, thus the acceptance of the null hypothesis on this aspect, (b) on the instructional competence of teachers, the perception of the two groups of respondents did not vary, meaning that the teachers and students have nearly the same assessment, (c) a remarkable difference was shown in the comparison between the perceived performance of the teachers and their RPAST rating, (d) the academic performance of students is not significantly related to the teachers' perceived performance, (e) the academic achievement of first year students in English is not influenced by the kind of rating their teachers received under the RPAST for teachers, and (f) there is no relationship between the performance of English teachers and their profile as to their age, sex, educational background, length of service, and number of training hours attended, meaning that the performance of teachers is independent from their personal variates in this particular study.

Inasmuch as both studies employed correlation analysis, they are thus related to each other. However, while the previous study correlated the academic achievement of first year students in English and their teachers' performance, the present research correlated the teachers' and parents' supervision on their children's studies and how they affect their academic performance.

The study also finds significant relationship with the study conducted by Ramirez (2004) entitled "Home Management Styles, Classroom Management Styles and Academic Performance of Grade I Pupils", aimed at assessing the

home management styles, classroom management styles and academic performance of Grade I pupils.

The study concluded the following: (a) as regards the home management style of parents, the perceptions of the Grade I pupils and their parents did not differ significantly; they “agreed” of such roles of parents as pal, counselor, athletic coach, and police officer; they differed significantly on their perception of parents as martyr, (b) relative to the classroom management style of teachers, the Grade I pupils and their teachers had essentially similar perceptions on the teacher as martyr, pal, counselor, athletic coach and police officer, (c) home management styles of parents did not appear to be influenced by the educational background of parents, their occupation and monthly income, and (d) classroom management styles of teachers were generally not influenced by the teachers’ age, years of service as teachers, particularly as Grade I teachers.

The use of the home as one of the variates in the previous study and the use of parental supervision as one of the variates in the present study made the two studies related. More importantly, however, the relationship between the two studies laid on the research design used, that is, descriptive-correlational research design.

The difference was that the previous study determined the relationships among the home management styles, classroom management styles and academic performance of Grade I pupils in Eastern Samar whereas the present study intends to ascertain the relationships among the extent of teacher

supervision, parental supervision and academic performance of Grade VI pupils of Blanca Aurora Elementary School, Bulao Elementary School, Buenavista Elementary School, and San Jorge Central Elementary School in San Jorge District. Also, the two studies differed in terms of variates employed and subject matter studied.

Furthermore, Froilan (2002) conducted a study entitled "Influence of Some Teacher and Other Related Variables on Senior Students' Attitude and Achievement in P.E.".

The said study revealed the following findings: 1) the majority of the fourth year P.E. teachers in public secondary schools were neither major nor minor in P.E. or PEHM; but had favorable self-assessment of their attitudes towards P.E. although their attitudes were moderately favorable, (b) the P.E. teachers rated their strategies in teaching P.E. as "effective" but this was seen as only "moderately effective" by the students, (c) while the teachers and administrators rated the teachers' teaching performance "very satisfactory", the students rated it as "satisfactory", and (d) the school administrators found their administrative and supervisory practices satisfactory but the teachers found them moderately satisfactory.

Other major significant findings of the study were as follows: (a) a significant relationship was found between the students' attitudes towards P.E. and all the teacher and other related variables and between the students' written achievement in P.E. and the teacher- and other related variables, (b) the students'

performance in practicum were found to be significantly related to teaching performance, budget for P.E. and administrative and supervisory practices, and (c) a significant relationship was likewise found between the students' overall achievement in P.E. and strategies in teaching P.E., teaching performance, budget for P.E. and administrators' attitudes toward P.E., and students' attitudes and achievement in P.E.

The study is cited here as it found relevance with the present study in terms of its determination of teacher-related factors that influenced academic performance of learners in particular subjects. The present study was concerned with teacher supervision as one of the variates which might have significant relationship with the academic performance of the pupil-respondents of this study. However, the previous study was different from the present research in terms of the other variates used, research locale, research respondents and nature of the subject matter under consideration.

The different researches mentioned and discussed in this study were relevant to the present research in terms of some variates used – that is, parental supervision, teacher supervision and academic performance of pupils. It is for this reason that they are cited here in spite of the manifest differences in terms of respondents involved, research locale and nature of the subject matter under consideration.

Chapter 3

METHODOLOGY

The section presents the different procedures that were used in the quantitative analysis of the data of this study. This includes the research design, instrumentation, validation of the instrument, sampling procedure, data gathering procedure and statistical treatment of data.

Research Design

The present research employed the descriptive-correlational research design in the determination whether the extent of supervision provided by the teachers and parents on their children's studies is related to the academic performance of the pupils.

The descriptive method was used in the discussion of the personal characteristics of the three (3) groups of respondents, including their age, sex, civil status, average monthly income, educational attainment, length of service, latest performance rating, and occupation. It was also used in determining the academic performance of the pupil-respondents based on their scores in the District Achievement Test (DAT). In addition, it was utilized to describe the extent of supervision provided by the teachers and the parents on their children's studies.

Correlation analysis was employed to determine the following relationships: (a) between the extent of supervision provided by the teacher-respondents and their age and sex, civil status, average monthly income, educational attainment, length of service, latest performance rating and relevant trainings/seminars attended, (b) between the extent of supervision provided by the parents and their children's studies and the parents' age and sex, average monthly income, educational attainment, and occupation/employment, (c) between the extent of teachers' supervision and the academic performance of pupil-respondents, and (d) between the extent of parental supervision and the academic performance of pupil-respondents.

Comparative analysis was also utilized in order to compare the significant differences in the perceptions of the three groups of respondents relative to the extent of supervision provided by the teachers on their pupils' studies, and significant differences in the perceptions of the three (3) groups of respondents relative to the extent of supervision provided by the parents on their children's studies.

The academic performance of the pupil-respondents was based on their scores in the District Achievement Test (DAT). Using a survey questionnaire supplemented by unstructured interview, the researcher gathered the needed data from the three groups of respondents.

The following inferential statistical tools were used: Pearson Product Moment Coefficient of Correlation, Fisher's t-test, One-way ANOVA and Scheffe's test.

Instrumentation

The study utilized three sets of survey questionnaire as the main data gathering instrument. District Achievement Test (DAT) was used to determine the level of academic performance of the pupil-respondents.

Questionnaire. There were three (3) sets of questionnaires for the three groups of respondents, namely; (a) pupils, (b) teachers, and (c) parents.

The questionnaire for pupils contained an introductory letter to the pupil-respondents, and the main questionnaire had three main parts, namely: (a) Personal Profile Part (PART I), which contained items pertaining to the age, sex, family size, and birth order. Part I is an open type - response, wherein the respondents were made to supply the information in this part of the questionnaire, and (b) Respondents' Perceptions of the Extent of Teacher Supervision Provided on their Pupils' Studies (PART II), and (c) Respondents' Perceptions of the Extent of Parental Supervision Provided on their Children's Studies (PART III). The respondents' responses on the second and third part of the questionnaire were quantified using the five-point summated ratings, as follows: 5 – for always exhibited (AE), 4 – for often exhibited (OE), 3 – for moderately exhibited (ME), 2 – less exhibited (LE), and 1 – never exhibited (NE).

The questionnaires for the pupil-respondents were translated into the vernacular (Waray-Waray) from the introductory letter to the main part of the questionnaire to enable the pupils to respond correctly/properly to the questionnaire.

The questionnaire for teachers contained an introductory letter to the teacher-respondents, and the main questionnaire had three main parts, namely: (a) Personal Profile Part (PART I), which contained items pertaining to the age, sex, civil status, average monthly income, educational attainment, length of service, latest performance rating, and relevant trainings/seminars attended. Part I is an open type - response, wherein the respondents were made to supply the information in this part of the questionnaire, (b) Respondents' Perceptions of the Extent of Teacher Supervision Provided on their Pupils' Studies (PART II), and (c) Respondents' Perceptions of the Extent of Parental Supervision Provided on their children's studies (PART III). The respondents' responses on the second and third part of the questionnaire were quantified using the five-point summated ratings, as follows: 5 – for always exhibited (AE), 4 – for often exhibited (OE), 3 – for moderately exhibited (ME), 2 – less exhibited (LE), and 1 – never exhibited (NE).

The questionnaire for parents contained an introductory letter to the parent-respondents (which is either the father or the mother or when both natural parents were not around the child guardian), and the main questionnaire had three main parts, namely: (a) Personal Profile Part (PART I), which contained items pertaining to the age, sex, average family monthly income,

educational attainment, and occupation of the respondent-parent. Part I is an open type - response, wherein the respondents were made to supply the information in this part of the questionnaire, and (b) Respondents' Perceptions of the Extent of Teacher Supervision Provided on their Children's Studies (PART II), and (c) Respondents' Perceptions of the Extent of Parental Supervision Provided on their Children's Studies (PART III). The respondents' responses on the second and third part of the questionnaire were quantified using the five-point summated ratings, as follows: 5 – for always exhibited (AE), 4 – for often exhibited (OE), 3 – for moderately exhibited (ME), 2 – less exhibited (LE), and 1 – never exhibited (NE). The questionnaires for the pupil-respondents were translated into the vernacular (Waray-Waray) from the introductory letter to the main part of the questionnaire to enable the pupils to respond correctly/properly to the questionnaire.

District achievement test. This was used to determine the academic performance of the pupil-respondents. The test had five components, English, Mathematics, Filipino, Science, and MAKABAYAN. For the test administered to the grade VI pupil-respondents, English, Filipino and Mathematics had 50 items, Science had 45 items and MAKABAYAN had 42 items. The test items was 60 percent easy, 30 percent average difficulty, and 10 percent difficult. The 60 percent easy items were test on knowledge and comprehension, the 30 percent average difficulty items were on analysis and application, and the ten percent were on synthesis and evaluation. The test was validated by Grade VI teachers

of San Jorge District using content validation three years ago. This test had been used for the last two years by the district as its District Achievement Test.

Validation of the Instrument

The researcher validated the instruments used the questionnaire for the three groups of respondents and the District Achievement Test (DAT).

Questionnaire. The three (3) sets of questionnaire were a researcher-made one. As such, it necessitated two types of validation procedures to determine their validity as well as reliability.

First, the questionnaires were subjected to expert validation in this manner: (a) drafts of the three (3) sets of questionnaire were submitted to three (3) experts in the fields of Psychology, Public Administration and Research, (b) the researcher incorporated their comments and suggestions in the finalization of the said questionnaires, and (c) finalized forms of the questionnaires were produced.

After the finalized form of the three (3) sets of questionnaire were produced, they were piloted to at least ten (10) Grade VI pupils, teachers, and parents of Gandara Central Elementary School, Gandara, Samar, since it is an adjacent municipality of San Jorge, Samar. The test-re-test method was used to determine the reliability of the said questionnaires. An interval of five (5) days was observed between the first and second administration for reliability testing.

Since the result of the computation of the correlation coefficient was .89 which shows that the r-value was high, which was interpreted as fairly high, adequate for individual measurement, as such, the questionnaires were both valid and reliable.

District Achievement Test. The District Achievement Test was validated using the test-retest method using 25 Grade VI pupils of San Jorge District from incomplete elementary schools. The obtained r-value was .87 which is interpreted as fairly high adequate for individual measurement. The test-re-test method was used to determine the reliability of the said questionnaires. An interval of five (5) days was observed between the first and second administration for reliability testing. In addition, r-value was also computed based on the pretest and posttest scores of pupils of San Jorge Central School last SY 2005-2006 wherein the District Achievement Test was the pretest/posttest instrument. A computed r-value of .88 was obtained which shows that the instrument was reliable. In addition, the District Achievement Test was shown to Grade VI teachers of Gandara District for content validation together with a 10 item questionnaire wherein they were made to rate in a scale from 1 to 5 the validity of the test instrument.

Sampling Procedures

The study involved three (3) groups of respondents, namely: (a) pupils, (b) teachers, and (c) parents. The researcher had used total enumeration to identify

the three (3) complete elementary schools in San Jorge District, which represented the upland, poblacion proper and barangay communities of the said District, to wit: (a) Bulao Elementary School, (b) Blanca Aurora Elementary School, (c) Buenavista Elementary School, and (d) San Jorge Central Elementary School.

After the determination of the respondent-schools, the individual respondents were identified. Insofar as the teacher-respondents were concerned, the researcher employed the take-all sampling since there were only six teachers.

The Grade VI pupils' population from complete elementary school of San Jorge District was only 206, the researcher opted to involve the whole population or total enumeration sampling was used. The parent-respondents were the parents of the pupil-respondents identified. The parent-respondent were either father or mother, or guardian of the pupil. The respondent-parents numbered to 206 equal to the number of pupils of which 146 were the mothers of the pupils and 60 were the fathers of the Grade VI pupils.

Data Gathering Procedure

The researcher started the gathering of the needed data by securing a letter from the Division Superintendent of the Department of Education (DepEd), Division of Samar, Catbalogan, Samar, asking for approval to conduct the said study. The same letter was shown to the District Supervisor of San Jorge District in order to administer the questionnaires to the respondents of the study.

When the said request was granted, the researcher went to the principal/teacher-in-charge/head teacher-in-charge of Bulao Elementary School, Blanca Aurora Elementary School, Buenavista Elementary School and San Jorge Central Elementary School to personally administer the questionnaires to the pupils and teachers.

The researcher, then, asked from the President of the Parent-Teacher Association of the four (4) elementary schools the schedule of their general assembly to meet with the parent-respondents in order to administer the questionnaires.

Before proceeding with the tally of the data, the researcher got the results of the District Achievement Test for the four (4) identified schools to get the individual scores of the pupil-respondents for the determination of their academic performance.

Afterwards, the tallying of data proceeded.

Statistical Treatment of Data

The data were computed, analyzed and interpreted using both descriptive and inferential statistical tools such as frequency count, percentage, mean, weighted mean, Pearson Product Moment Coefficient of Correlation (Pearson r), Fisher's t -test, One-Way Analysis of Variance (ANOVA), and Scheffe's test.

Frequency count. This was used in reporting the number of respondents of the same age, sex, civil status, average monthly income, educational attainment, length of service, occupation, and latest performance rating.

Percentage. This statistical measure was used in the analysis and interpretation of data on age, sex, civil status, average monthly income, educational attainment, length of service, occupations, and latest performance rating.

Mean. This statistical measure was used to determine the quantitative characteristics or profile of the respondents like age, scores in the District Achievement Test (DAT) and length of service.

Weighted mean. This was used to express the collective perceptions of the three (3) groups of respondents relative to the extent of supervision provided by the teachers and parents on their children's studies. The following interpretation guide was used:

4.51 – 5.00	Always Exhibited (AE)
3.51 – 4.50	Often Exhibited (OE)
2.51 – 3.50	Moderately Exhibited (ME)
1.51 – 2.50	Less Exhibited (LE)
1.00 – 1.50	Never Exhibited (NE)

Pearson r. To determine the relationships (a) between the extent of supervision provided by the teacher-respondents and their age and sex, civil

status, average monthly income, educational attainment, length of service, latest performance rating and relevant trainings/seminars attended, (b) between the extent of supervision provided by the parents and their children's studies and the parents' age and sex, average monthly income, educational attainment, and occupation/employment, (c) between the extent of teachers' supervision and the academic performance of pupil-respondents, and (d) between the extent of parental supervision and the academic performance of pupil-respondents between the academic performance of the pupil-respondents and teacher-related variates and parent-related variates, the Pearson Product Moment Correlation Coefficient (Pearson r) (Walpole, 1982: 381) was used.

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

where:

- r_{xy} - the computed statistical value;
- x - the independent variable (factors);
- y - the predicted variable;
- N - number of cases; and
- \sum - the summation notation.

Fisher's t-test. To test for the significance of the coefficient of correlation between a set of paired variables, the Fisher's t-test (Walpole, 1982: 383) formula was used as follows:

$$t = r \sqrt{\frac{N - 2}{1 - r^2}}$$

where:

r - refers to the computed correlation; and

n - refers to the number of pair.

One-way ANOVA. This was used to statistically test whether there were significant differences in the perceptions of the three groups of respondents relative to the extent of supervision provided by the teachers on their pupils'

Table 1

Computational Formula for One-way ANOVA

Source of Variations (S.V.)	Degree of Freedom (df)	Sum of Squares (SS)	Mean Squares (MS)	Computed F
Between Groups	$K - 1$	$SSB = \frac{\sum X^2}{N_g} - CF$	$MSB = \frac{SSB}{K - 1}$	$F = \frac{MSB}{MSW}$
Within Groups	$N - k$	$SSW = \sum X^2 - CF$	$MSW = \frac{SSW}{N - k}$	
Total	$N - 1$	$SST = \frac{\sum X_{ij}^2}{N - 1} - CF$		

studies, and significant differences in the perceptions of the three (3) groups of respondents relative to the extent of supervision provided by the parents on their children's studies. The formula shown below taken from Bartz (1981) was used.

Scheffe's test. When the hypothesis tested using ANOVA was rejected, it necessarily meant further tests to find exactly where the significant difference lies when comparing the means of the groups, i.e. – perceptions of the three groups of respondents. The Scheffe's method of multiple comparisons (Padua and Adanza, 1986:234) was used, as follows:

$$F = \frac{(x_i - x_j)^2}{MSW \times [1/n_i + 1/n_j]}$$

where:

- F - Scheffe's test ratio;
- MS_w - within group sum of squares;
- x_i - mean of the i th group;
- x_j - mean of the j group;
- n_i - number of Cases of the i th group;
- n_j - number of cases of the j group;

The degree of relationships was determined by the size of the obtained r .

Interpretations of the obtained r are as follows (Ebel, 1965: 202):

r from $\pm .01$ to $\pm .19$	negligible correlation
r from $\pm .02$ to $\pm .39$	low correlation
r from $\pm .40$ to $\pm .59$	moderate correlation
r from $\pm .60$ to $\pm .79$	moderately higher correlation
r from $\pm .80$ to ± 1.0	high correlation

The reliability of the computed correlation is interpreted using the following scale:

Reliability	Degree of Reliability
0.95 – 0.99 -	very high, rarely found among teachers made test
0.90 – 0.94 -	high, equaled by few test
0.80 – 0.89 -	fairly high, adequate for individual measurement
0.70 – 0.79 -	rather low, adequate for group measurement but not very satisfactory for individual measurements
below 0.70 -	low entirely inadequate for individual measurement although useful for group average and school survey.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data gathered, the analysis undertaken as well as the interpretation made. Included in this section are the following: 1) profile of the respondents-teachers and parents, 2) academic performance of the pupil-respondents in the District Achievement Test (DAT), 3) extent of supervision provided by the teachers and parents on pupils' studies along disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance and attendance in school activities, 4) differences in the respondents' perceptions of extent of supervision provided by the teachers and parents on their pupils'/children's studies along the five areas, 5) relationships between extent of supervision provided by the teachers and parents on pupils'/children's studies and some personal variates, 6) relationships between the extent of supervision provided by teachers and parents on pupils'/children's studies and academic performance of pupil-respondents in the District Achievement Test (DAT), and 7) implications for educational redirections derived from the study.

Profile of the Teacher-Respondents

Table 2 and Table 3 discuss the profile of the teacher-respondents. Table 2 presents the profile of the six Grade VI teacher-respondents coming from

complete elementary school in San Jorge District in terms of age and sex, civil status, average monthly income, educational attainment, length of service and latest performance rating. Table 3 presents the relevant trainings and seminars attended by the teacher-respondents.

Table 2

Age, Sex, Civil Status, Average Family Income, Length of Service and Latest Performance Ratings of the Teacher-Respondents

Resp. #	Age (in years)	Sex	Civil Status	Average Monthly Income (in pesos)	Educational Attainment	Length of Service (in years)	Latest Perf. Rating
A	44	F	M	10,744.00	MA/MS/M units	23	8.5
B	42	F	M	10,939.00	BEEEd/BSEd	6	8.4
C	45	F	M	15,561.00	MA/MS/M with CAR	17	8.5
D	51	F	S	10,422.00	BEEEd/BSEd	21	8.5
E	29	M	M	9,539.00	MA/MS/M Units	4	8.4
F	38	F	M	10,744.00	BEEEd/BSEd	13	8.4
Max	51	-	-	15,561.00	MA/MS/M with CAR	23	8.5
Min	29	-	-	9,539.00	BEEEd/BSEd	4	8.4
Total	20s=1 30s=1 40s=3 50s=1	F=5 M=1	S=1 M=5	9T=1 10T=4 15T=1	BEEEd/BSEd=3 w/ MA units =2 MA CAR = 1	1-9 = 2 10-19=2 20-29=2	8.4=3 8.5=3
Mean	41.50	-	-	11,324.83	-	14.00	8.45
SD	7.45	-	-	2134.15	-	7.80	0.05

Age. As to age the youngest Grade VI teacher-respondents was 29 years old while the oldest was 51 years old. Moreover, the distribution of their ages is as follows: three teachers were in their 40s, one teacher each was in their 20s, 30s

and 50s. The mean age of the teacher-respondents was 41.50 years old with a standard deviation of 7.45 years, indicating that these teachers were in their middle-age.

Sex. Out of the six teacher-respondents, five or 83.33 percent of them were females while only one or 16.67 percent was male. The data shows dominance of females in San Jorge District, a common observation in the other districts of the Division.

Civil status. The table shows that as to the civil status of the teacher-respondents, majority of them were married (five or 83.33 percent). The remaining teacher was single. The data shows that majority of the Grade VI teachers in San Jorge District were married. This must be because the majority of them were in their 40s they had established their families.

Average monthly income. As to the average monthly income of the respondents, the same table reveals that the lowest income of the teacher-respondents was Php9,539.00 and the highest income was Php15,561.00. The mean income was pegged at Php11,324.83 which shows that majority of the teacher-respondents were living below the poverty threshold set by NEDA in 2005 which was Php15,866.00 for a family a five members in Region VIII (NCSO Report, January 25, 2005). The data implies that the teacher-respondents can hardly afford their basic needs.

Educational attainment. The table also shows the educational attainment of the teacher-respondents. As seen in the table, the majority of the teacher-

respondents were BEEd/BSEd graduates or they have not pursued higher studies (3 or 50 percent). Two had earned units in MA/MS/MAEd or other graduate degree program, and one had completed the academic requirements or still lacked the thesis/paper to have the degree. The table implies that the teachers in San Jorge District were not motivated to take advanced studies since they were not new to teaching but the majority of them did not even earned units in course leading to a master's degree.

Length of service. The table reveals that the teacher with the shortest length of service had four years of service while the longest length of service was 23 years. The average length of service of the group was 14 years which shows that majority of them had been teaching for more than a decade and that they were experienced teachers in the elementary level.

Latest performance rating. As to the latest performance rating of the teachers, the table shows the numerical equivalent of their performance rating with verbal equivalent of "very satisfactory" performance. The lowest rating was 8.4 interpreted as "very satisfactory" and the highest was 8.5 interpreted as "very satisfactory" performance. The mean obtained for their performance rating is 8.45 interpreted as "very satisfactory" performance as teachers. The SD was 0.05 which shows that their performance ratings were slightly dispersed from the mean. The data implies that the teacher-respondents were performing their functions, that of supervising pupils' learning "very satisfactory" as rated by their supervisors.

implies that the elementary teachers attend seminars and trainings to apprise themselves of the recent trends and advances in education or enhanced further their knowledge on teaching.

Profile of the Parent-Respondents

The profile of the parent-respondents included their age and sex, average family monthly income, educational attainment, and occupation/employment.

Age and sex. Table 4 presents the age and sex of the parent-respondents. As seen in the table, there were 146 mothers and 60 fathers involved as

Table 4
Age and Sex of the Parent-Respondents

Age	Mother		Father	
	Frequency	Percent	Frequency	Percent
25-29	7	4.79	9	15.00
30-34	48	32.88	4	6.67
35-39	28	19.19	13	21.67
40-44	35	23.97	23	38.33
45-49	21	14.38	2	3.33
50-54	7	4.79	3	5.00
55-59	0	0.00	5	8.33
60-64	0	0.00	1	1.67
Total	146	100.00	60	100.00
Percent	70.87	-	29.13	-
Mean	38.41	-	40.12	-
SD	6.55	-	8.10	-

respondents of this study. The oldest among the mothers was 50-54 years old with seven mothers or 4.79 percent, while the youngest were 22-29 years old with seven or 4.79 percent. The majority of the mothers were aged 30-34 years old with 48 or 32.88 percent. The mean age was 38.11 years old with $SD = 6.55$ years, which shows that majority of the mothers give birth to their children (pupils) when they were 25 years old and above.

As to the fathers, majority of their ages clustered in the age bracket 40-44 years old and 35-39 years old with 23 and 13 fathers, respectively. The youngest fathers were 25-29 years old with nine fathers or 15.00 percent. The mean age was 40.12 with $SD = 8.10$ years.

As to the sex of the parent-respondents of the study, the majority of the respondents were mothers (female) with 146 or 70.87 percent while there were 60 or 40.12 percent parent-respondents who were males (fathers).

Average family monthly income. As to the average family monthly income Table 5 reveals that the lowest income was below Php5,000.00 and the highest income was Php30000.00 and above. The mean income was pegged at Php5116.97 which showed that majority of the parent-respondents were living below the poverty threshold set by NEDA in 2005 which was Php15,866.00 for a family a five members (NCSO Report, January 25, 2005). The data implies that majority of the families of the Grade VI elementary pupils in San Jorge District were low income. The SD obtained for income was Php5428.81 which indicated

that there were variations in the income of the respondents from the mean income.

Table 5
Parent-Respondents' Average Family Monthly Income

Average Monthly Family Income (in pesos)	Frequency	Percentage
Less than Php5000.00	113	54.85
Php5000 - Php9999.00	61	29.61
Php10000 - Php14999.00	22	10.68
Php15000 - Php19999.00	3	1.46
Php20000 - Php24999.00	5	2.43
Php25000 - Php29999.00	0	0.00
Php30000 - and above	2	0.97
Total	206	100.00
Mean	Php5116.97	-
SD	Php5428.81	-

Educational attainment. Table 6 shows the educational attainment of the parent-respondents. As seen in the table, majority of the mothers, 53 or 36.30 percent reached elementary level only. Twenty-five or 17.12 percent were high school graduate, 20 or 13.70 percent were college level, 21 or 14.38 percent were college graduate, 15 or 10.27 percent were high school level, nine or 6.16 percent were elementary graduate and three or 2.05 percent were graduate and post graduate. On the whole, majority of the mothers were at least high school graduates.

For the fathers' educational attainment, the same table reveal that 23 or 38.33 percent of them reached elementary level, 11 or 18.33 percent were elementary graduates, 10 or 16.67 percent reached at least high school (high school level). Seven or 11.67 percent were college graduates, six or 10.00 percent were high school graduate and three or 5.00 percent were college level. On the whole, the majority of the parent-fathers were at least elementary graduates.

Table 6
Parent-Respondents' Educational Attainment

Educational Attainment	Mother		Father	
	Frequency	Percentage	Frequency	Percentage
Elementary Level	53	36.30	23	38.33
Elementary Graduate	9	6.16	11	18.33
High School Level	15	10.27	10	16.67
High School Graduate	25	17.12	6	10.00
College Level	20	13.70	3	5.00
College Graduate	21	14.38	7	11.67
Graduate & Post Graduate	3	2.05	0	0.00
Total	146	100.00	60	100.00

Occupation/employment. Relative to the occupation/employment, Table 7 reveals that of the 146 mothers, majority of them were farmers (54 or 39.04

Table 7
Parent-Respondents' Occupation/Employment

Occupation/Employment	Mother		Father	
	Frequency	Percentage	Frequency	Percentage
Housewife	48	32.88	-	-
Local Government Officials	1	0.68	-	-
Farmer	57	39.04	38	63.33
Vendor (Buy & Sell)	3	2.05	1	1.67
Sari-sari Store Owner	15	10.27	5	8.33
Government Employee	16	10.96	1	1.67
Private Employee	4	2.74	2	3.33
Teacher	0	0.00	4	6.67
Practice of Profession	2	1.36	3	5.00
Laborer	-	-	3	5.00
Driver	-	-	2	3.33
Construction Worker	-	-	1	1.67
Total	146	100.00	60	100.00

percent). This is followed by 48 mothers or 32.88 percent who were housewives; 16 or 10.96 percent are government employees, 15 or 10.27 percent were sari-sari store owners, three or 2.05 percent were vendors, two or 1.36 percent were practicing their professions and one is a local government officials.

The occupations of the fathers were distributed as follows: 38 or 63.33 percent were farmers, five or 8.33 percent were government employees, four or 6.67 percent were teachers, three each or 5.00 percent were practicing their professions and laborers, two or 3.33 percent were private employees and

drivers, and one each or 1.67 percent were vendors, government employee and construction worker. On the whole, the majority of the parents (both mother and father) were engaged in occupations which would make them at home during evenings which can be implied that they have the time to supervise their children's studies.

**Academic Performance of the Pupil-Respondents
in the District Achievement Test (DAT)**

Table 8 presents the academic performance of the pupil-respondents in the District Achievement Test (DAT). The District Achievement Test for Grade VI consisted of 50 items test for three subjects, namely; English, Math, and Filipino, while Science had 45 items and MAKABAYAN had 42 items.

In English, the Grade VI pupil-respondents of Blanca Aurora Elementary School had the highest mean score of 38.92 while the pupil-respondents of San Jorge Central School (Grade VI - 3) obtained a mean of 32.30 which was the lowest from among the Grade VI pupils from complete elementary schools for the same subject in San Jorge District.

In Mathematics, the highest mean of 39.12 was obtained by Grade VI pupil-respondents from Bulao Elementary School and the lowest mean was 34.38 obtained by the Grade VI pupils from San Jorge Central School.

In Filipino, the highest mean was 40.60 obtained by the Grade VI-2 pupils in San Jorge Central School and the lowest mean was 35.28 obtained by the Grade VI - 3 respondents of the same school. The table shows that the pupil-

respondents from San Jorge Central School had obtained the highest mean and the lowest mean in Filipino, this could be explained by the fact that San Jorge

Table 8
Pupil-Respondents' Academic Achievement in the
District Achievement Test

Respondent Schools	Grade Level	Total Pop.	Subjects (No. of Items)				
			Eng (50)	Math (50)	Fil (50)	Sci. (45)	MAKABAYAN (22)
San Jorge Central	VI-1	36	38.25	38.97	40.14	35.72	32.50
	VI-2	42	36.95	36.05	40.60	36.74	31.98
	VI-3	47	32.30	34.38	35.28	34.83	35.36
Bulao Elem	VI-1	25	36.36	39.12	39.55	35.42	34.88
Blanca Aurora	VI-1	33	38.92	38.28	38.16	35.6	29.96
Buena Vista	VI-1	23	37.57	36.26	38.17	37.26	30.83
Total	-	206	220.35	221.06	231.89	215.58	195.50
Mean Score	-	-	36.72	36.84	38.65	35.93	32.58
SD	-	-	2.35	1.85	1.93	0.90	2.16

Central School have three sections, these sections represent groups of three levels of performance, the bright, the average and the slow learners. The slow learners have not mastered the skills tested in the District Achievement Test for the subjects, thus the low mean score.

For Science, with 45 items the highest mean was 37.26 obtained by the pupil-respondents from Buenavista Elementary School and the lowest mean was 34.83 obtained by the pupil-respondents from San Jorge Central School. The mean score for Science by the student-respondents were lower in San Jorge Central School compared to the non-central schools.

For the performance of the Grade VI pupil-respondents in MAKABAYAN, the highest mean in this subject area was 35.36 obtained by Grade VI - 3 pupil-respondents in San Jorge Central School and the lowest mean was 29.96 by the pupil-respondents from Blanca Aurora Elementary School. The data showed that the slow learner-group in San Jorge Central School did perform better in MAKABAYAN. This data implies that the teachers and parents of the pupil-respondents in San Jorge Central School (Grade VI - 3) were not doing their supervision on the pupils' studies or that no amount of help through tutoring them by teachers and parents would have improved their performance since their performance was dictated by their mental ability (slow learners).

The mean score of the Grade VI pupil-respondents from the four respondents' schools in the five subject's areas which includes English, Math, Filipino, Science and MAKABAYAN were: 36.72, 36.84, 38.65, 35.93, and 32.58 respectively, which means a passing performance for the pupils and accomplished target by the school. The SD obtained were 2.35 for English, 1.85 for Filipino, 1.93 for Mathematics, 0.90 for Science and 2.16 for MAKABAYAN

which shows a slight variations of their scores in the five subjects from the mean obtained for the five subjects.

**Extent of Supervision Provided by Teachers
on Pupils' Studies as Perceived by the
Respondents**

Table 9 to Table 13 present the extent of supervision provided by the teachers on pupils' studies as perceived by pupils, teachers, and parents along disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance, and attendance in school activities.

Disciplinary control. Table 9 presents the perceptions of the pupils, teachers and parents on the extent of supervision provided by the teachers on pupils' studies along disciplinary control.

The pupils perceived four indicators to be "often exhibited" and one indicators was considered "moderately exhibited." The highest mean rating of 4.43 corresponded to "teachers check on pupils' performance in school – from quizzes, graded recitation, major examinations and others", and the lowest mean rating was 3.25 interpreted as "moderately exhibited" referred to "teachers talk to parents about pupils performance in school, especially when pupils feel low and frustrated." The area mean was 3.94, which indicated that the pupils perceived the supervision provided by the teachers on pupils' studies along disciplinary control was "often exhibited."

Table 9

**Extent of Supervision Provided by Teachers on Pupils' Studies
Along Disciplinary Control as Perceived by the Three
Groups of Respondents**

Indicators	Respondents' Classification						Overall Mean	Interpretation
	Pupils		Teachers		Parents			
1. Teachers check on pupils' performance in school - from quizzes, graded recitation, major examinations and others.	4.43	OE	5.00	AE	4.66	AE	4.70	AE
2. Teachers talk to parents about pupils' performance in school, especially when pupils feel low and frustrated.	3.25	ME	3.83	OE	4.05	OE	3.71	OE
3. Teachers give pupils freedom to choose those issues that concern pupils' academic life but remind them to face whatever consequences there may be as results of the choices they made.	4.07	OE	4.00	OE	4.22	OE	4.10	OE
4. Teachers reward pupils for exhibiting good behaviors by treating them like mature adult.	4.19	OE	4.50	OE	4.30	OE	4.33	OE
5. Teachers criticize pupils for misbehaving.	3.76	OE	4.50	OE	4.44	OE	4.23	OE
Total	19.70	-	21.83	-	21.67	-	21.07	-
Area Mean	3.94	OE	4.37	OE	4.33	OE	4.21	OE

LEGEND:

- 4.51 - 5.00 Always Exhibited (AE)
 3.51 - 4.50 Often Exhibited (OE)
 2.51 - 3.50 Moderately Exhibited (ME)
 1.51 - 2.50 Less Exhibited (LE)
 1.00 - 1.50 Never Exhibited (NE)

For the teachers' perceptions, one indicator was rated "always exhibited" and the four remaining indicators was rated "often exhibited." The highest mean rating of 5.00 (always exhibited) referred to "teachers check on pupils' performance in school – from quizzes, graded recitation, major examinations and others", and the lowest mean rating was 3.83 (often exhibited) for "teachers talk to parents about pupils performance in school, especially when pupils feel low and frustrated." Thus, the teachers assessed the supervision they provide on pupils' studies along disciplinary control as "often exhibited" as evidenced by the area mean of 4.37.

For the parent-respondents perceptions, one indicator was rated "always exhibited" and the four remaining indicators was rated "often exhibited." The highest mean rating was 4.66 or "always exhibited" for "teachers check on pupils' performance in school – from quizzes, graded recitation, major examinations and others", and the lowest mean rating was 4.05 or "often exhibited" was given to the statement "teachers talk to parents about pupils performance in school, especially when pupils feel low and frustrated." Thus, the parents assessed that teachers "often exhibit" disciplinary control among the pupils as evidenced by the area mean of 4.33.

Based on the combined mean, the indicator that "teachers check on pupils' performance in school – from quizzes, graded recitation, major examinations and others", posted the highest mean of 4.70 (always exhibited) while the lowest overall mean of 3.71 (often exhibited) referred to "teachers talk

to parents about pupils performance in school, especially when pupils feel low and frustrated.”

Behavioral guidance. Table 10 presents the perceptions of the pupils, teachers and parents on the extent of supervision provided by the teachers on pupils’ studies along behavioral guidance.

The pupils considered all indicators as “often exhibited” by the teachers, where the highest mean rating of 4.18 referred to “teachers tutor pupils about good posture, vanity and appropriateness of actuations in a given social setting”, and the lowest mean rating was 3.94 for “teachers teach pupils to be tactful especially when talking to people who are rather sensitive”. Thus, the area mean was posted at 4.07, indicating that the pupils considered behavioral guidance as “often exhibited” by their teachers.

As regard the teacher’s perceptions, one indicators was rated “always exhibited (the highest) with a mean rating of 4.67 for “teachers ensure that pupils are in the company of good people – that is, their classmates and friends”. The four remaining indicators were considered “often exhibited” and the lowest was 4.00 which referred to two statements, namely: 1) teaches support the way pupils dress, especially when they wear the complete uniform of the school, and 2) teachers respect pupils’ choices – of friends, of activities to participate in, of style of learning the lectures in school.” The area mean of their responses was 4.30, which indicated that the teachers considered their supervision on pupils’ studies along behavioral guidance as “often exhibited.”

Table 10

**Extent of Supervision Provided by Teachers on Pupils' Studies
Along Behavioral Guidance as Perceived by the
Three Groups of Respondents**

Indicators	Respondents' Classification						Overall Mean	Interpre- tation
	Pupils		Teachers		Parents			
1. Teachers ensure that pupils are in the company of good people – that is, their classmates and friends.	4.12	OE	4.67	AE	4.15	OE	4.31	OE
2. Teachers support the way pupils dress, especially when they wear the complete uniform of the school.	4.13	OE	4.00	OE	4.52	AE	4.22	OE
3. Teachers respect pupils' choices – of friends, of activities to participate in, of style of learning the lectures in school.	3.98	OE	4.00	OE	4.24	OE	4.07	OE
4. Teachers teach pupils to be tactful especially when talking to people who are rather sensitive.	3.94	OE	4.50	OE	4.31	OE	4.25	OE
5. Teachers tutor pupils about good posture, vanity and appropriateness of actuations in a given social setting.	4.18	OE	4.33	OE	4.38	OE	4.30	OE
Total	20.35	-	21.50	-	21.60	-	21.15	-
Area Mean	4.07	OE	4.30	OE	4.32	OE	4.23	OE

LEGEND:

- 4.51 – 5.00 Always Exhibited (AE)
 3.51 – 4.50 Often Exhibited (OE)
 2.51 – 3.50 Moderately Exhibited (ME)
 1.51 – 2.50 Less Exhibited (LE)
 1.00 – 1.50 Never Exhibited (NE)

For the parents' perceptions, one indicator was rated "always exhibited" and four indicators were assessed as "often exhibited" by the teachers. The highest mean rating was 4.52 or "always exhibited," which referred to "teachers support the way pupils dress, especially when they wear the complete uniform of the school", and the lowest mean rating was 4.15 or "often exhibited" for "teachers ensure that pupils are in the company of good people – that is, their classmates and friends". Thus, the area mean was posted at 4.32, indicating that the parents assessed teachers' supervision on pupils' studies along behavioral guidance as "often exhibited."

For the combined ratings of the three groups of respondents, all the five indicators were rated as "often exhibited" by the teachers. The highest area mean was 4.31 for "teachers ensure that pupils are in the company of good people – that is, their classmates and friends". Meanwhile, the lowest area mean was 4.07 for "teachers respect pupils' choices - of friends, of activities to participate in, of style of learning the lectures in school."

In general, the three groups of respondents considered teachers' supervision on pupils' studies along behavioral guidance to be "often exhibited" as evidenced by the overall area mean of 4.23.

Counseling and encouragement. Table 11 presents the perceptions of the pupils, teachers and parents on the extent of supervision provided by the teachers on pupils' studies along counseling and encouragement.

Table 11

**Extent of Supervision Provided by Teachers on Pupils' Studies
Along Counseling and Encouragement as Perceived
by the Three Groups of Respondents**

Indicators	Respondents' Classification						Overall Mean	Interpretation
	Pupils		Teachers		Parents			
1. Teachers give pupils pieces of advice about life, their studies and what they should do in college.	4.11	OE	4.67	AE	4.14	OE	4.31	OE
2. Teachers show closeness and intimacy with pupils by giving them a pat in the shoulder and a hug for a job well done in school.	3.19	ME	4.17	OE	3.75	OE	3.70	OE
3. Teachers are vocal about how pupils fare in school.	3.81	OE	4.83	OE	4.13	OE	4.26	OE
4. Teachers push pupils to interact with different people to boast their social and emotional development.	3.57	OE	3.50	ME	3.90	OE	3.66	OE
5. Teachers provide pupils with information and pieces of advice about how to deal with adversities in life.	3.56	OE	4.17	OE	4.01	OE	3.91	OE
Total	18.24	-	21.34	-	19.93	-	19.84	-
Area Mean	3.65	OE	4.27	OE	3.99	OE	3.97	OE

LEGEND:

- 4.51 - 5.00 Always Exhibited (AE)
 3.51 - 4.50 Often Exhibited (OE)
 2.51 - 3.50 Moderately Exhibited (ME)
 1.51 - 2.50 Less Exhibited (LE)
 1.00 - 1.50 Never Exhibited (NE)

For the pupils' perceptions, four indicators were rated "often exhibited" and one indicator was deemed "moderately exhibited". The highest mean rating of 4.11 or "often exhibited" referred to "teachers give pupils pieces of advice about life, their studies and what they should do in college" and the lowest mean rating was 3.19 or "moderately exhibited" for "teachers show closeness and intimacy with pupils by giving them a pat in the shoulder and a hug for a job well done in school".

As regard the teacher-respondents' rating, one indicator was rated "always exhibited", two indicators were assessed as "often exhibited" and one indicator was considered "moderately exhibited." The highest mean rating was 4.67 (always exhibited) for "teachers are vocal about how pupils fare in school," while the lowest mean rating was 3.50 (moderately exhibited) for "teachers push pupils to interact with different people to boost their social and emotional development."

On the other hand, the parent-respondents considered all the indicators as "often exhibited." The highest mean rating was 4.14 for "teachers give pupils pieces of advice about life, their studies and what they should do in college," while lowest mean rating was 3.75 for "teachers show closeness and intimacy with pupils by giving them a pat in the shoulder and a hug for a job well done in school."

The pupils, teachers and parents generally considered teachers' supervision on pupils' studies along counseling and encouragement as "often exhibited" with area means of 3.65, 4.27, and 3.99, respectively.

The combined mean ratings of the three groups of respondents resulted to overall means ranging from 3.66 to 4.31 that were all equivalent to "often exhibited."

Instructional assistance. Table 12 presents the perceptions on the pupils, teachers and parents on the extent of supervision provided by the teachers on pupils' studies along instructional assistance.

The pupil-respondents rated the five indicators of supervision provided by the teachers on pupils' studies along instructional assistance as follows: four indicators were rated as often exhibited by the teachers while one indicator was rated as moderately exhibited by the teachers.

The highest mean rating of 4.16 or "often exhibited" referred to "teachers give pupils instructions regarding how to use books, how to find other reference materials to be used in class, and how to research other references in the Internet". The lowest mean rating was 3.50 or "moderately exhibited" for "teachers provide pupils with modules, brochures and other references for the different lessons in class".

For the teacher-respondents' perceptions of their supervision on pupils' studies along instructional assistance, three indicators were rated "often

Table 12

**Extent of Supervision Provided by Teachers on Pupils' Studies
Along Instructional Assistance as Perceived by the
Three Groups of Respondents**

Indicators	Respondents' Classification						Overall Mean	Interpre- tation
	Pupils		Teachers		Parents			
1. Teachers provide pupils with all the things they need – from reference materials to tutorial services, and others.	3.87	OE	4.00	OE	3.84	OE	3.90	OE
2. Teachers give pupils instructions regarding how to use books, how to find other reference materials to be used in class, and how to research other references in the Internet.	4.16	OE	4.00	OE	4.25	OE	4.14	OE
3. Teachers provide pupils with modules, brochures and other references for the different lessons in class.	3.50	ME	3.33	ME	3.71	OE	3.51	OE
4. Teachers allow pupils to borrow their reference materials for them to have something to use at home for answering the exams.	3.98	OE	3.67	OE	3.84	OE	3.83	OE
5. Teachers give pupils the chance to research for other reference materials.	3.98	OE	3.17	ME	3.97	OE	3.71	OE
Total	19.49	-	18.17	-	19.61	-	19.09	-
Area Mean	3.90	OE	3.63	OE	3.92	OE	3.82	OE

LEGEND:

- 4.51 - 5.00 Always Exhibited (AE)
 3.51 - 4.50 Often Exhibited (OE)
 2.51 - 3.50 Moderately Exhibited (ME)
 1.51 - 2.50 Less Exhibited (LE)
 1.00 - 1.50 Never Exhibited (NE)

exhibited” while two indicators were considered “moderately exhibited” by them. The highest mean rating of 4.00 or “always exhibited” referred to two statements: 1) teachers provide pupils with all the things they need – from reference materials to tutorial services, and others, and 2) teachers give pupils instructions regarding how to use books, how to find other reference materials to be used in class, and how to research other references in the Internet. The lowest mean rating of 3.17 or “moderately exhibited” referred to “teachers give pupils the chance to research for other reference materials”.

The parent-respondents, on the other hand, deemed all indicators as “often exhibited” by the teachers, where the highest mean rating was 4.25 for “teachers give pupils instructions regarding how to use books, how to find other reference materials to be used in class, and how to research other references in the Internet”, and the lowest mean rating was 3.71 for “teachers provide pupils with modules, brochures and other references for the different lessons in class”.

In general, the pupils, teachers and parents assessed teachers’ supervision on pupils’ studies along instructional assistance as “often exhibited” with area means of 3.90, 3.63, and 3.92, respectively.

Moreover, the combined perceptions of the three groups of respondents resulted to overall mean values ranging from 3.51 to 4.14 which are equivalent to “often exhibited.”

Attendance in school activities. Table 13 presents the perceptions of the pupils, teachers and parents on the extent of supervision provided by the teachers on pupils' studies along attendance in school activities.

The pupil-respondents assessed all the indicators as "often exhibited" by their teachers, where the highest mean rating was 3.94 for "teachers encourage pupils to join school activities that would enhance their talent and promote the total development of their whole being," while the lowest mean rating of 3.59 referred to "teachers accompany pupils to academic and co-curricular activities done in the district, division and national levels".

On the other hand, the teacher-respondents considered one indicator as "always exhibited" and the four remaining indicators as "often exhibited." The highest mean rating was 4.67 (always exhibited) for "teachers encourage pupils to join school activities that would enhance their talent and promote the total development of their whole being", and the lowest mean rating was 3.83 (often exhibited) for "teachers coach pupils in quiz bee, in academic contests, and other oral contests".

Meanwhile, the parent-respondents, like the pupils considered all the five indicators as "often exhibited." The highest mean rating of 4.34 referred to "teachers instruct pupils to participate in activities that would enhance their knowledge and skills" and the lowest mean rating of 4.13 referred to "teachers give pupils information about school activities that they should participate in."

Table 13

**Extent of Supervision Provided by Teachers on Pupils' Studies
Along Attendance in School Activities as Perceived
by the Three Groups of Respondents**

Indicators	Respondents' Classification						Overall Mean	Interpretation
	Pupils		Teachers		Parents			
1. Teachers encourage pupils to join school activities that would enhance their talent and promote the total development of their whole being.	3.94	OE	4.67	AE	4.26	OE	4.29	OE
2. Teachers accompany pupils to academic and co-curricular activities done in the district, division and national levels.	3.59	OE	4.33	OE	4.17	OE	4.03	OE
3. Teachers coach pupils in quiz bee, in academic contests, and other oral contests.	3.68	OE	3.83	OE	4.22	OE	3.91	OE
4. Teachers instruct pupils to participate in activities that would enhance their knowledge and skills.	3.87	OE	4.50	OE	4.34	OE	4.24	OE
5. Teachers give pupils information about school activities that they should participate in.	3.75	OE	4.50	OE	4.13	OE	4.13	OE
Total	18.83	-	21.83	-	21.12	-	20.59	-
Area Mean	3.77	OE	4.37	OE	4.22	OE	4.12	OE

LEGEND:

- 4.51 - 5.00 Always Exhibited (AE)
 3.51 - 4.50 Often Exhibited (OE)
 2.51 - 3.50 Moderately Exhibited (ME)
 1.51 - 2.50 Less Exhibited (LE)
 1.00 - 1.50 Never Exhibited (NE)

In general, the pupils, teachers and parents assessed teachers' supervision on pupils' studies along attendance in school activities as "often exhibited" with area means of 3.77, 4.37, and 4.22, respectively.

Extent of Supervision Provided by Parents on Children's Studies as Perceived by the Respondents

Table 14 to Table 18 present the extent of supervision provided by the parents on pupils' studies as perceived by pupils, teachers, and parents along disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance, and attendance in school activities.

Disciplinary control. Table 14 presents the perceptions of the pupils, teachers and parents on the extent of supervision provided by the parents on their children's studies along disciplinary control.

For the perceptions of the pupil-respondents, four indicators were assessed as "often exhibited" by their parents and one was assessed "moderately exhibited." The highest mean rating of 4.10 (often exhibited) referred to "parents check on children performance in school – from quizzes, graded recitation, major examinations and others", and the lowest mean rating was 3.25 (moderately exhibited) for "parents talk to teachers about pupils performance in school, especially when pupils feel low and frustrated."

As regard the teacher-respondents' perceptions three indicators were assessed as "often exhibited" by the parents and two were deemed "moderately

Table 14

**Extent of Supervision Provided by Parents on Children's Studies
Along Disciplinary Control as Perceived by the
Three Groups of Respondents**

Indicators	Respondents' Classification						Overall Mean	Interpretation
	Pupils		Teachers		Parents			
1. Parents check on children performance in school – from quizzes, graded recitation, major examinations and others.	4.10	OE	3.50	ME	4.48	OE	4.03	OE
2. Parents talk to teachers about children performance in school, especially when pupils feel low and frustrated.	3.50	ME	3.67	OE	4.04	OE	3.74	OE
3. Parents give children freedom to choose those issues that concern pupils' academic life but remind them to face whatever consequences there may be as results of the choices they made.	3.84	OE	3.67	OE	4.17	OE	3.89	OE
4. Parents reward children for exhibiting good behaviors by treating them like mature adult.	4.04	OE	3.50	ME	4.27	OE	3.94	OE
5. Parents criticize children for misbehaving.	4.04	OE	3.67	OE	4.46	OE	4.06	OE
Total	19.52	-	18.01	-	21.42	-	19.65	-
Area Mean	3.90	OE	3.60	OE	4.28	OE	3.93	OE

LEGEND:

- 4.51 – 5.00 Always Exhibited (AE)
 3.51 – 4.50 Often Exhibited (OE)
 2.51 – 3.50 Moderately Exhibited (ME)
 1.51 – 2.50 Less Exhibited (LE)
 1.00 – 1.50 Never Exhibited (NE)

exhibited.” The highest mean rating of 3.67 (often exhibited) referred to three indicators, as follows: 1) parents talk to teachers about pupils performance in school, especially when pupils feel low and frustrated, 2) parents give pupils freedom to choose those issues that concern children academic life but remind them to face whatever consequences there may be as results of the choices they made, and 3) parents criticize pupils for misbehaving. The lowest mean rating was 3.50 (moderately exhibited) for two statements, namely: 1) parents check on pupils’ performance in school-from quizzes, graded recitation, major examination and others, and 2) parents reward children for exhibiting good behaviors by treating them like mature adults.

In terms of the parent-respondents’ perceptions, they assessed all indicators as “often exhibited” by them. The highest mean rating of 4.48 referred to “parents check on pupils performance in school – from quizzes, graded recitation, major examinations and others”, and the lowest mean rating was 4.04 for “parents talk to teachers about children performance in school, especially when children feel low and frustrated.”

The three groups in general, assessed parents’ supervision on their children’s studies along disciplinary control as “often exhibited” as evidenced by the overall means of 3.90 (pupils), 3.60 (teachers) and 4.28 (parents). Too, the combined responses given by the three groups of respondents resulted to overall means ranging from 3.74 to 4.06 that are equivalent to “often exhibited.”

Behavioral guidance. Table 15 presents the perceptions of the pupils, teachers and parents on the extent of supervision provided by the parents on children's studies along behavioral guidance.

As seen in the table, for the rating given by the pupil-respondents for parents' supervision on their studies along behavioral guidance, the highest mean rating of 4.17 interpreted as "often exhibited" was given to the statement, "parents ensure that children are in the company of good people, that is, classmates and friends, and the lowest mean rating was 3.83 interpreted as "often exhibited" given to the statement "parents teach children to be tactful especially when talking to people who are rather sensitive". Moreover, the five indicators of parents' supervision along behavioral guidance were rated as "often exhibited" by the parents and given weighted mean rating from 3.51-4.50. The mean obtained for the pupils' perceptions of the supervision provided by the parents on children's studies along behavioral guidance was 4.01 interpreted as "often exhibited" by the parents as perceived by the pupils.

On the other hand, for the teacher-respondents perception of the supervision provided by parents on pupils' studies along behavioral guidance, the highest mean rating of 3.67 interpreted as "always exhibited" was obtained by three statements: 1) parents ensure that children are in the company of good people – that is, their classmates and friends, 2) parents respect children's choices of friends, of activities to participate in, of style of learning the lectures in school, and 3) parents tutor children about good posture, vanity and appropriateness of

Table 15

**Extent of Supervision Provided by Parents on Children's Studies
Along Behavioral Guidance as Perceived by the
Three Groups of Respondents**

Indicators	Respondents' Classification						Overall Mean	Interpretation
	Pupils		Teachers		Parents			
1. Parents ensure that children are in the company of good people - that is, their classmates and friends.	4.17	OE	3.67	OE	4.42	OE	4.09	OE
2. Parents support the way children dress, especially when they wear the complete uniform of the school.	4.13	OE	3.50	ME	4.44	OE	4.02	OE
3. Parents respect children's choices - of friends, of activities to participate in, of style of learning the lectures in school.	3.93	OE	3.67	OE	4.37	OE	3.99	OE
4. Parents teach children to be tactful especially when talking to people who are rather sensitive.	3.83	OE	3.50	ME	4.41	OE	3.91	OE
5. Parents tutor children about good posture, vanity and appropriateness of actions in a given social setting.	3.99	OE	3.67	OE	4.41	OE	4.02	OE
Total	20.35	-	18.01	-	22.05	-	20.03	-
Area Mean	4.01	OE	3.60	OE	4.41	OE	4.01	OE

LEGEND:

- 4.51 - 5.00 Always Exhibited (AE)
 3.51 - 4.50 Often Exhibited (OE)
 2.51 - 3.50 Moderately Exhibited (ME)
 1.51 - 2.50 Less Exhibited (LE)
 1.00 - 1.50 Never Exhibited (NE)

actuations in given social setting. The lowest mean rating was 3.50 interpreted as “moderately exhibited” was given to two statements: 1) parents support the way children’s dress, especially when they wear the complete uniform of the school, and 2) parents teach children to be tactful especially when talking to people who are rather sensitive. Moreover, the rating given to the five indicators on parents’ supervision on pupils’ studies along behavioral guidance by the teacher-respondents were as follows, three of the five indicators on parents supervision along behavioral guidance were rated by the teachers as “often exhibited” by the parents while two indicators were rated as “moderately exhibited” by the parents. The area mean obtained for the supervision provided by the parent-respondents on pupils’ studies along behavioral guidance as perceived by the teachers was 3.60 interpreted as “often exhibited” by the parents.

The parent-respondents perceptions of the supervision provided by the parents themselves on children’s studies along behavioral guidance obtained an area mean of 4.41 interpreted as “often exhibited” by the parents. The five indicators of parents’ supervision on children’s studies along behavioral guidance were rated by the parent-respondents as “often exhibited” by the parents themselves. The highest mean rating given by the parent-respondents to the statements indicators on parents’ supervision of children studies along behavioral guidance was 4.44 interpreted as “always exhibited” by the parents and was obtained by the statement indicator, “parents support the way children

dress, especially when they wear the complete uniform of the school", and the lowest mean rating was 4.37 interpreted as "often exhibited" was given to the statement, "parents respect children choices of friend, of activities to participate in, of style of learning the lectures in school."

For the combined ratings of the three groups of respondents, the five indicators of parents' supervision provided on children's studies along behavioral guidance as indicated in the column on overall mean, all five indicators were rated as "often exhibited" by the parents. The area mean obtained for parents' supervision on children's studies along behavioral guidance of the three groups of respondents was 4.41 interpreted as "often exhibited" by the parents. This meant that the pupils, teachers and the parents themselves observed that the parents practiced behavioral guidance on children studies and this is seen by the three groups of respondents. The data implies that the parents were doing their work inherent in their role as parents pertaining to guiding children of their behaviors. The parents exercise behavioral guidance on their children as part of their duties and responsibilities.

The table also shows that three indicators for supervision provided by parents on pupils' studies along behavioral guidance were given the same verbal rating, "often exhibited", by the three groups of respondents, or these indicators obtained weighted mean ratings ranging from 3.51-4.50. These included the following: 1) parents ensures that children are in the company of good people, that is, classmates and friend, 2) parents respect children's choices – of friends, of

activities to participate in, of style of learning the lectures in school, and 3) parents tutor children about good posture, vanity and appropriateness of actuations in a given social setting.

The table also reveals that in two indicators of supervision provided by parents on pupils' studies along behavioral guidance, the pupils and the parents rated these indicators with the same verbal rating, "often exhibited" but the teachers have rated these two indicators as "moderately exhibited" which is lower in degree, these statements which were rated the same by at least two of the respondents were: 1) parents support the way children dress, especially when they wear the complete uniform of the school, and 2) parents teach children to be tactful especially when talking to people who are rather sensitive.

Counseling and encouragement. Table 16 presents the perceptions of the pupils, teachers and parents on the extent of supervision provided by the parents on children's studies along counseling and encouragement.

For the rating given by the pupil-respondents for parents' supervision on their studies along counseling and encouragement, the highest mean rating of 4.39 interpreted as "often exhibited" was given to the statement, "parents provide children with information and pieces of advice about how to deal with adversities in life". The lowest mean rating was 3.75 interpreted as "often exhibited" given to the statement, "parents show closeness and intimacy with children by giving them a pat in the shoulder and a hug for a job well done in school". Moreover, the pupil-respondents rated the five indicators of parents'

Table 16

**Extent of Supervision Provided by Parents on Children's Studies
Along Counseling and Encouragement as Perceived
by the Three Groups of Respondents**

Indicators	Respondents' Classification						Overall Mean	Interpretation
	Pupils		Teachers		Parents			
1. Parents give children pieces of advice about life, their studies and what they should do in college.	3.96	OE	4.00	OE	4.45	OE	4.14	OE
2. Parents show closeness and intimacy with children by giving them a pat in the shoulder and a hug for a job well done in school.	3.75	OE	4.17	OE	4.31	OE	4.08	OE
3. Parents are vocal about how children fare in school.	3.86	OE	4.00	OE	4.31	OE	4.06	OE
4. Parents push children to interact with different people to boast their social and emotional development.	3.84	OE	3.50	ME	4.25	OE	3.86	OE
5. Parents provide children with information and pieces of advice about how to deal with adversities in life.	4.39	OE	3.83	OE	4.24	OE	4.15	OE
Total	19.80	-	19.50	-	21.56	-	20.29	-
Area Mean	3.96	OE	3.90	OE	4.31	OE	4.06	OE

LEGEND:

- 4.51 – 5.00 Always Exhibited (AE)
 3.51 – 4.50 Often Exhibited (OE)
 2.51 – 3.50 Moderately Exhibited (ME)
 1.51 – 2.50 Less Exhibited (LE)
 1.00 – 1.50 Never Exhibited (NE)

supervision on pupils' studies along counseling and encouragement as "often exhibited" by the parents. The mean obtained for the pupils' perceptions of the supervision provided by the parents on pupils' studies along counseling and encouragement was 3.96 interpreted as "often exhibited" by the parents.

The teacher-respondents rating, for the parents' supervision on their children's studies along counseling and encouragement, the highest mean rating was 4.17 interpreted as "often exhibited" was obtained by the statement, "parents show closeness and intimacy with children by giving them a pat in the shoulder and a hug for a job well done in school". The lowest mean rating was 3.50 interpreted as "moderately exhibited" was given to the statement "parents push children to interact with different people to boost their social and emotional development." Moreover, the ratings given to the five indicators on parents' supervision of children's studies along counseling and encouragement by the teacher-respondents were as follows, one indicator was rated by the teacher-respondents as moderately exhibited by the parents while four indicators were rated as "often exhibited" by the parents. The area mean obtained for the supervision provided by the parents as perceived by the teacher-respondents on pupils' studies along counseling and encouragement was 3.90 interpreted as "often exhibited" by the parents.

On the other hand, the parent-respondents perceptions of the supervision provided by the parents themselves on their children's studies along counseling and encouragement obtained an area mean of 4.31 interpreted as "often

exhibited” by the parents. The five indicators of parents’ supervision on pupils’ studies along counseling and encouragement were rated as “often exhibited” by the parents themselves.

The table further reveals the obtained area mean rating for parents’ supervision on pupils’ studies along counseling and encouragement by the pupils, teachers, and parents fall within the range from 3.51-4.50 interpreted as “often exhibited”. The mean values were as follows, 3.96 for the pupils, 3.90 for the teachers and 4.31 for the parents.

The ratings of the combined perceptions of the three groups of respondents to the five indicators of parents’ supervision provided on pupils’ studies along counseling and encouragement (overall mean) were within the range from 3.50-4.51 interpreted as “often exhibited” by the parents. The area mean obtained for the combined rating of the three groups of respondents on parents’ supervision provided on pupils’ studies along counseling and encouragement was 4.06 interpreted as “often exhibited” by the parents. This meant that the pupils, teachers and the parents observed that the parents practiced counseling and encouragement on their children’s studies and this is seen by the three groups of respondents. The data implies that the parents were doing their work inherent in their role as parents pertaining to counseling and encouraging their children. The parents exercise counseling and encouragement as part of their role is very transparent to the three groups of respondents.

The table also shows that four of the indicators for supervision provided by parents on pupils' studies along counseling and encouragement were rated by the three groups of respondents with the same verbal rating, "often exhibited" by the parents. These statements were: 1) parents give children's pieces of advice about life, their studies and what they should do in college, 2) parents show closeness and intimacy with children by giving them a pat in the shoulder and a hug for a job well done in school, 3) parents are vocal about how children fare in school, and 4) parents provide children with information and pieces of advice about how to deal with adversities in life. One indicator of parents' supervision provided on pupils' studies along counseling and encouragement was rated the same by two of the three groups of respondents, that is, "parents push children to interact with different people to boost their social and emotional development".

Instructional assistance. Table 17 presents the perceptions on the pupils, teachers and parents on the extent of supervision provided by the teachers on pupils' studies along instructional assistance.

The pupil-respondents rated all the five indicators of supervision provided by the parents on pupils' studies along instructional assistance "often exhibited" by the parents.

Table 17

**Extent of Supervision Provided by Parents on Children's Studies
Along Instructional Assistance as Perceived by the
Three Groups of Respondents**

Indicators	Respondents' Classification						Overall Mean	Interpretation
	Pupils		Teachers		Parents			
1. Parents provide children with all the things they need – from reference materials to tutorial services, and others.	3.73	OE	3.50	ME	4.33	OE	3.85	OE
2. Parents give children instructions regarding how to use books, how to find other reference materials to be used in class, and how to research other references in the Internet.	4.18	OE	3.83	OE	4.33	OE	4.11	OE
3. Parents provide children with modules, brochures and other references for the different lessons in class.	4.13	OE	3.50	ME	4.10	OE	3.91	OE
4. Parents allow children to borrow other reference materials for them to have something to use at home for answering the exams.	4.08	OE	3.67	OE	4.29	OE	4.01	OE
5. Parents give children the chance to research for other reference materials.	4.22	OE	3.83	OE	4.31	OE	4.12	OE
Total	20.34	-	18.33	-	21.36	-	20.01	-
Area Mean	4.07	OE	3.67	OE	4.27	OE	4.00	OE

LEGEND:

- 4.51 – 5.00 Always Exhibited (AE)
 3.51 – 4.50 Often Exhibited (OE)
 2.51 – 3.50 Moderately Exhibited (ME)
 1.51 – 2.50 Less Exhibited (LE)
 1.00 – 1.50 Never Exhibited (NE)

The highest mean rating of 4.22 interpreted as “often exhibited” by the parents was given to the statement, “parents give children the chance to research for other reference materials”. The lowest mean rating was 3.73 interpreted as “often exhibited” and given to the statement “parents provide children with all the things they need – from reference materials to tutorial services, and others”.

The mean obtained for the supervision provided by the parents on pupils’ studies along instructional assistance was 4.07 interpreted as “often exhibited” by the parents as perceived by the pupil-respondents. On the other hand, for the teacher-respondents perceptions of parents’ supervision on children’s studies along instructional assistance, the highest mean rating of 3.83 interpreted as “always exhibited” was obtained by two statements: 1) parents give children instructions regarding how to use books, how to find other reference materials to be used in class, and how to research other references in the Internet, and 2) parents give children the chance to research for other reference materials”. The lowest mean rating of 3.50 was given to two statements: 1) parents provide children with all the things they need – from reference materials to tutorial services, and others, and 2) parents provide children with modules, brochures and other references for the different lessons in class. Moreover, the rating given to the five indicators of parents’ supervision on children’s studies along instructional assistance by the teacher-respondents were as follows, three of the five indicators were rated by the teacher-respondents as “often exhibited” while two indicators were rated as “moderately exhibited” by the parents. The area

mean obtained for the supervision provided by parents on their children's studies by the teacher-respondents along instructional assistance was 3.67 interpreted as "often exhibited" by the parents.

The parent-respondents perceptions of the supervision provided by the parents themselves on pupils' studies along instructional assistance obtained an area mean of 4.27 interpreted as "often exhibited" by the parents themselves. The five indicators of parents' supervision on pupils' studies along instructional assistance were rated as often exhibited by the parents by the teacher - respondents.

The highest mean rating given by the parent-respondents to the statements indicators on parents' supervision of children's studies along instructional assistance was 4.33 interpreted as "often exhibited" by the parents and was obtained by two statements, namely: 1) parents provide children with all the things they need - from reference materials to tutorial services, and others, and 2) parents give children instructions regarding how to use books, how to find other reference materials to be used in class, and how to research other references in the Internet. The lowest mean rating was 4.10 interpreted as "often exhibited" was given to the statement "parents provide children with modules, brochures and other references for the different lessons in class.

On the other hand, the three groups of respondents combined rating of parents' supervision provided on children's studies along instructional assistance (overall mean) were given verbal interpretation of "often exhibited"

by the parents. The area mean obtained for the combined rating of the three groups of respondents as to the parents' supervision on pupils' studies along instructional assistance was 4.00 interpreted as "often exhibited" by the parents. This meant that the pupils, teachers and the parents themselves observed that the parents give instructional assistance to the children's studies and this is seen by the three groups of respondents. The data implies that the parents were doing their part inherent in their role as parents towards the education of their children that of the teachers' counterpart at home. The parents offer instructional assistance to the children or they were the teachers at home is clear to the three groups of respondents.

The rating given by the three groups of respondents, on the indicators for supervision provided by parents on children's studies along instructional assistance (overall) all the five indicators were given the same verbal rating, "often exhibited", or these indicators obtained weighted mean rating ranging from 3.51-4.50. These meant that when the three groups of respondents were taken as one, their combined perceptions as to the supervision provided by the parents on their children studies was the same, as "often exhibited" by the parents.

The table reveals that three of the indicators on supervision provided by parents on children's studies along instructional assistance were rated with the same verbal rating by the pupils, teachers and parents themselves. These included the following: 1) parents give children instructions regarding how to

use books, how to find other reference materials to be used in class, and how to research other references in the Internet, 2) teachers allow pupils to borrow their reference materials for them to have something to use at home for answering the exams, and 3) parents give children the chance to research for other reference materials.

On the other hand, two statements indicators on parents' supervision provided on pupils' studies were rated the same by at least two groups of respondents, these were: 1) parents provide children with all the things they need – from reference materials to tutorial services, and others, 2) parents provide children with modules, brochures and other references for the different lessons in class.

Attendance in school activities. Table 18 presents the perceptions on the pupils, teachers and parents on the extent of supervision provided by the parents on pupils' studies along attendance in school activities.

As seen in the table, for the rating given by the pupil-respondents for parents' supervision on their studies along attendance in school activities, the highest mean rating of 4.53 interpreted as "always exhibited" was given to the statement, "parents instruct pupils to participate in activities that would enhance their knowledge and skills." The lowest mean rating was 4.11 interpreted as "often exhibited" given to the statement "parents accompany children to academic and co-curricular activities done in the district, division and national

Table 18

**Extent of Supervision Provided by Parents on Children's Studies
Along Attendance in School Activities as Perceived
by the Three Groups of Respondents**

Indicators	Respondents' Classification						Overall Mean	Interpretation
	Pupils		Teachers		Parents			
1. Parents encourage children to join school activities that would enhance their talent and promote the total development of their whole being.	4.37	OE	4.00	OE	4.26	OE	4.21	OE
2. Parents accompany children to academic and co-curricular activities done in the district, division and national levels.	4.11	OE	3.33	ME	3.94	OE	3.79	OE
3. Parents coach children in quiz bee, in academic contests, and other oral contests.	4.42	OE	2.67	ME	4.11	OE	3.73	OE
4. Parents instruct children to participate in activities that would enhance their knowledge and skills.	4.53	AE	3.83	OE	4.29	OE	4.22	OE
5. Parents give children information about school activities that they should participate in.	4.21	OE	3.83	OE	4.31	OE	4.12	OE
Total	21.64	-	17.66	-	20.91	-	20.07	-
Area Mean	4.33	OE	3.53	OE	4.18	OE	4.01	OE

LEGEND:

- 4.51 – 5.00 Always Exhibited (AE)
 3.51 – 4.50 Often Exhibited (OE)
 2.51 – 3.50 Moderately Exhibited (ME)
 1.51 – 2.50 Less Exhibited (LE)
 1.00 – 1.50 Never Exhibited (NE)

levels.” Moreover, the five indicators of supervision provided by parents on children’s studies along attendance in school activities were rated as “often exhibited” by the parents or the weighted mean rating was from 3.51-4.50. The area mean obtained for the parents’ supervision on pupils’ studies along attendance in school activities as perceived by pupil-respondents was 4.33 interpreted as “often exhibited” by the parents.

The teacher-respondents perceptions for the parents’ supervision on pupils’ studies along attendance in school activities, the highest mean rating were 4.00 interpreted as “often exhibited” and was obtained by the statement, “parents encourage children to join school activities that would enhance their talents and promote the total development of their whole being”, and the lowest mean rating was 2.67 interpreted as “moderately exhibited” and was given to the statement, “parents coach children in quiz bee, in academic contests, and other oral contests”. Moreover, the rating given to the five indicators on parents’ supervision of pupils’ studies along attendance in school activities by the teacher-respondents were as follows, three of the five indicators were rated by the teacher-respondents as “often exhibited” while two indicators were rated as “moderately exhibited” by the teachers. The area mean obtained for the supervision provided by the teacher-respondents on pupils’ studies along attendance in school activities was 3.53 interpreted as “often exhibited” by the parents.

The parent-respondents perceptions of the supervision provided by the parents themselves on children's studies along attendance in school activities obtained an area mean of 4.18 interpreted as "often exhibited" by the parents.

All five indicators of parents' supervision on pupils' studies along attendance in school activities were rated by the parent-respondents as "often exhibited" by themselves, this obtained mean ratings from 3.51-4.50.

The highest mean rating given by the parent-respondents to the statement indicators on parents' supervision of children's studies along attendance in school activities was 4.31 interpreted as "often exhibited" by the parents themselves and was obtained by the statement, "parents give children information about school activities that they should participate in". The lowest mean rating for the supervision provided by the parents on pupils' studies along attendance in school activities was 3.94 and was given to the statement, "parents accompany children to academic and co-curricular activities done in the district, division and national levels".

For the three groups of respondents combined rating to the five indicators of parents' supervision provided on pupils' studies along attendance in school activities (overall mean) were given weighted mean ratings from 3.51-4.50 interpreted as "often exhibited" by the parents. The highest mean rating obtained for the indicators on parents' supervision on pupils' studies along attendance in school activities was 4.01 interpreted as "often exhibited" by the parents. This meant that the pupils, teachers and the parents themselves

observed that the parents supervised the children in their attendance in school activities and this is seen by the three groups of respondents. The data implies that the parents were doing their role pertaining to supervising pupils' attendance in school activities.

The table also shows that two indicators for supervision provided by parents on pupils' studies along attendance in school activities were given the same verbal rating, "often exhibited", by the three groups of respondents, or these indicators obtained weighted mean rating ranging from 3.51-4.50. These included the following: 1) parents encourage children to join school activities that would enhance their talents and promote the total development of their whole being, and 2) parents give children information about school activities that they should participate in.

The table also reveals that in three indicators of supervision provided by parents on pupils' studies along attendance in school activities, at least two of the three groups of respondent rated these indicators with the same verbal rating. These indicators included: 1) parents accompany children to academic and co-curricular activities done in the district, division and national levels, 2) parents coach children in quiz bee, in academic contests, and other oral contests, and 3) parents instruct pupils to participate in activities that would enhance their knowledge and skills.

**Comparison of Respondents' Perceptions
on the Extent of Supervision Provided
by Teachers on Pupils' Studies**

The succeeding tables show the summary table and the computations of the One-way ANOVA for the differences in the perceptions of the three groups of respondents relative to the extent of supervision provided by the teachers on pupils' studies along disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance and attendance in school activities.

Disciplinary control. The three groups of respondents-pupils, teachers and parents perceptions on the extent of supervision provided by the teachers on pupils' studies along disciplinary control were presented in Table 19.

As reflected in the summary in the table the three groups of respondents-pupils, teachers and parents have the same ratings of the supervision provided by teachers on pupils studies along disciplinary control, "often exhibited" (3.51-4.50). The perceptions of the pupil-respondents posted a mean rating of 3.94 interpreted as "often exhibited". The teacher-respondents on the other hand posted a mean rating of 4.37 interpreted as "often exhibited" by them and the parent-respondents have a mean rating of 4.33 interpreted as "often exhibited" by the teachers.

The result of the One-way ANOVA reflected in the same table for comparing responses of the three groups of respondents on the supervision provided by teachers on pupils' studies along disciplinary control reveals a computed F-value of 1.7784, which was less than the critical F-value of 3.8853 at

Table 19

**Summary and Comparison of Respondents' Perceptions on the Extent
of Supervision Provided by Teachers on Pupils' Studies
Along Disciplinary Control**

SUMMARY					
Groups	N	Total	Average	Interpretation	Variance
Teachers	5	19.70	3.94	OE	0.20700
Parents	5	21.83	4.37	OE	0.21478
Students	5	21.67	4.33	OE	0.05308

ANOVA					
Source of Variation	SS	df	MS	F comp.	F crit.
Between Groups	1.56289	2	0.28145	1.77808	3.88529
Within Groups	1.89944	12	0.15829		
Total	2.46233	14			

LEGEND:

- 4.51 – 5.00 Always Exhibited (AE)
 3.51 – 4.50 Often Exhibited (OE)
 2.51 – 3.50 Moderately Exhibited (ME)
 1.51 – 2.50 Less Exhibited (LE)
 1.00 – 1.50 Never Exhibited (NE)

level of significance set at .05 (two tailed). This led to the acceptance of the null hypothesis, "there is no significant difference in the perceptions of the three groups of respondents relative to the extent of supervision provided by the teachers on pupils' studies along disciplinary control". This result showed that the respondents do not differ in their perceptions of the supervision provided by the teachers on pupil's studies along disciplinary control. This implies that the three groups of respondents know the extent of supervision provided by the teachers on pupils' studies along disciplinary control.

This meant that the pupils' would perceive the disciplinary control measures done by the teachers on pupils' studies the same as that of their teachers and their parents. For example if a teacher as a disciplinary control measures would reprimand the pupil for not doing the assigned homework, the pupils, the teachers, and the parents would interpret it as the duty of the teacher to follow-up the performance of the pupils being the facilitator of the learning process.

Behavioral guidance. The three groups of respondents-pupils, teachers and parents perceptions on the extent of supervision provided by the teachers on pupils' studies along behavioral guidance were presented in Table 20.

As reflected in the summary in the table the three groups of respondents-pupils, teachers and parents had the same rating of the supervision provided by teachers on pupils studies along behavioral guidance, "often exhibited" (3.51-4.50). The perceptions of the pupil-respondents posted a mean rating of 4.07 interpreted as "often exhibited". The teacher-respondents themselves on the other hand posted a mean rating of 4.30 interpreted as "often exhibited" by the teachers themselves and the parent-respondents have a mean rating of 4.32 interpreted as "often exhibited" by the teachers.

The result of the One-way ANOVA reflected in the same table for comparing responses of the three groups of respondents on the supervision provided by teachers on pupils' studies along behavioral guidance reveal a computed F-value of 2.41250, which was less than the critical F-value of 3.8853

Table 20

**Summary and Comparison of Respondents' Perceptions on the Extent
of Supervision Provided by Teachers on Pupils' Studies
Along Behavioral Guidance**

SUMMARY					
Groups	N	Total	Average	Interpretation	Variance
Teachers	5	20.35	4.07	OE	0.01080
Parents	5	21.50	4.30	OE	0.08945
Students	5	21.80	4.32	OE	0.01975

ANOVA					
Source of Variation	SS	df	MS	F comp.	F crit.
Between Groups	0.19300	2	0.09650	2.41250	3.88529
Within Groups	0.48000	12	0.04000		
Total	0.67300	14			

LEGEND:

- 4.51 – 5.00 Always Exhibited (AE)
 3.51 – 4.50 Often Exhibited (OE)
 2.51 – 3.50 Moderately Exhibited (ME)
 1.51 – 2.50 Less Exhibited (LE)
 1.00 – 1.50 Never Exhibited (NE)

at level of significance set at .05, two tailed. This led to the acceptance of the null hypothesis, "there is no significant difference in the perceptions of the three groups of respondents relative to the extent of supervision provided by the teachers on pupils' studies along "behavioral guidance". This result shows that the respondents do not differ in their perceptions of the supervision provided by the teachers on pupil's studies along behavioral guidance. This implies that the three groups of respondents know the extent of supervision provided by the

teachers on pupils' studies along behavioral guidance. This further implied that the pupils, the teachers, and the parents had the same assessment/ratings of the extent of supervision provided by teachers on pupils' studies along behavioral guidance. For example, if the teachers would advice a certain pupil not to be friendly with a classmate, the pupils, the teacher and the parents have the same interpretation of such action by the teacher that as second parent or as a parent the teacher was concern of the pupils' safety especially if the pupil's parents are absent and far.

Counseling and encouragement. The three groups of respondents-pupils, teachers and parents perceptions on the extent of supervision provided by the teachers on pupils' studies along counseling and encouragement were presented in Table 21.

As reflected in the summary in the table the three groups of respondents-pupils, teachers and parents had the same rating of the supervision provided by teachers on pupils studies along counseling and encouragement, "often exhibited" (3.51-4.50). The perceptions of the pupil-respondents posted a mean rating of 3.65 interpreted as "often exhibited" by the teachers. The teacher themselves on the other hand posted a mean rating of 4.27 interpreted as "often exhibited" by the teachers and the parent-respondents had a mean rating of 3.88 interpreted as "often exhibited" by the teachers.

Table 21

**Summary and Comparison of Respondents' Perceptions on the Extent
of Supervision Provided by Teachers on Pupils' Studies
Along Counseling and Encouragement**

SUMMARY					
Groups	N	Total	Average	Interpretation	Variance
Teachers	5	18.24	3.65	OE	0.11582
Parents	5	21.34	4.27	OE	0.27162
Students	5	19.93	3.99	OE	0.02703

ANOVA					
Source of Variation	SS	df	MS	F comp.	F crit.
Between Groups	0.96361	2	0.48181	3.48739	3.88529
Within Groups	1.65768	12	0.13816		
Total	2.62149	14			

LEGEND:

- 4.51 – 5.00 Always Exhibited (AE)
 3.51 – 4.50 Often Exhibited (OE)
 2.51 – 3.50 Moderately Exhibited (ME)
 1.51 – 2.50 Less Exhibited (LE)
 1.00 – 1.50 Never Exhibited (NE)

The result of the One-way ANOVA reflected in the same table for comparing responses of the three groups of respondents on the supervision provided by teachers on pupils' studies along counseling and encouragement reveal a computed F-value of 3.48739, which was less than the critical F-value of 3.8853 at level of significance set at .05, two tailed. This led to the acceptance of the null hypothesis, "there is no significant difference in the perceptions of the three groups of respondents relative to the extent of supervision provided by the

teachers on pupils' studies along "counseling and encouragement". This result shows that the respondents do not differ in their perceptions of the supervision provided by the teachers on pupils' studies along counseling and encouragement. This implies that the three groups of respondents know the extent of supervision provided by the teachers on pupils' studies along counseling and encouragement.

This meant that the pupils, the teachers, and the parents would perceive the supervision provided by the teachers on pupils' studies along counseling and encouragement the same in degree or extent. For example, if teachers would encourage pupils to do better in their studies, the three groups of respondents would approve of such action of the teacher.

Instructional assistance. The three groups of respondents-pupils, teachers and parents perceptions on the extent of supervision provided by the teachers on pupils' studies along instructional assistance were presented in Table 22.

As reflected in the summary in the table the three groups of respondents-pupils, teachers and parents had the same rating of the supervision provided by teachers on pupils studies along instructional assistance, "often exhibited" (3.51-4.50). The perceptions of the pupil-respondents posted a mean rating of 3.80 interpreted as "often exhibited". The teacher-respondents themselves on the other hand posted a mean rating of 3.63 interpreted as "often exhibited" by themselves and the parent-respondents had a mean rating of 3.82 interpreted as "often exhibited" by the teachers.

Table 22

**Summary and Comparison of Respondents' Perceptions on the Extent
of Supervision Provided by Teachers on Pupils' Studies
Along Instructional Assistance**

SUMMARY					
Groups	N	Total	Average	Interpretation	Variance
Teachers	5	19.48	3.90	OE	0.06032
Parents	5	18.17	3.63	OE	0.14423
Students	5	18.61	3.92	OE	0.04207

ANOVA					
Source of Variation	SS	df	MS	F comp.	F crit.
Between Groups	0.25536	2	0.12768	1.55316	3.88529
Within Groups	0.98648	12	0.08221		
Total	1.24184	14			

LEGEND:

4.51 – 5.00	Always Exhibited (AE)
3.51 – 4.50	Often Exhibited (OE)
2.51 – 3.50	Moderately Exhibited (ME)
1.51 – 2.50	Less Exhibited (LE)
1.00 – 1.50	Never Exhibited (NE)

The result of the One-way ANOVA reflected in the same table for comparing responses of the three groups of respondents on the supervision provided by teachers on pupils' studies along instructional assistance reveal a computed F-value of 1.553158, which was less than the critical F-value of 3.8853 at level of significance set at .05, two tailed. This led to the acceptance of the null hypothesis, "there is no significant difference in the perceptions of the three groups of respondents relative to the extent of supervision provided by the

teachers on pupils' studies along instructional assistance. This result shows that the respondents do not differ in their perceptions of the supervision provided by the teachers on pupil's studies along instructional assistance. This implies that the three groups of respondents know the extent of supervision provided by the teachers on pupils' studies along instructional assistance.

For example, if the teachers used modules for their lessons so that the pupils' would not missed lessons or so that their pupils would be allowed to progress at their own rate, the pupils, the teachers, and the parents would interpret such action of the teachers as concern for the pupils or just being a dedicated teacher.

Attendance in school activities. The three groups of respondents-pupils, teachers and parents perceptions on the extent of supervision provided by the teachers on pupils' studies along attendance in school activities were presented in Table 23.

As reflected in the summary in the table the three groups of respondents-pupils, teachers and parents had the same ratings of the supervision provided by teachers on pupils studies along attendance in school activities, "often exhibited" (3.51-4.50). The perceptions of the pupil-respondents posted a mean rating of 3.77 interpreted as "often exhibited". The teacher-respondents on the other hand posted a mean rating of 4.37 interpreted as "often exhibited" by them and the parent-respondents had a mean rating of 4.22 interpreted as "often exhibited" by the teachers.

Table 23

**Summary and Comparison of Respondents' Perceptions on the Extent
of Supervision Provided by Teachers on Pupils' Studies
Along Attendance in School Activities**

SUMMARY					
Groups	N	Total	Average	Interpretation	Variance
Teachers	5	18.83	3.77	OE	0.01993
Parents	5	21.83	4.37	OE	0.10423
Students	5	21.12	4.22	OE	0.00663

ANOVA					
Source of Variation	SS	df	MS	F comp.	F crit.
Between Groups	0.98321	2	0.49161	11.27624	3.88529
Within Groups	0.52316	12	0.04360		
Total	1.50637	14			

LEGEND:

4.51 – 5.00 Always Exhibited (AE)

3.51 – 4.50 Often Exhibited (OE)

2.51 – 3.50 Moderately Exhibited (ME)

1.51 – 2.50 Less Exhibited (LE)

1.00 – 1.50 Never Exhibited (NE)

The result of the One-way ANOVA reflected in the same table for comparing responses of the three groups of respondents on the supervision provided by teachers on pupils' studies along attendance in school activities reveal a computed F-value of 11.27624, which was less than the critical F-value of 3.8853 at level of significance set at .05, two tailed. This led to the rejection of the null hypothesis, "there is no significant difference in the perceptions of the three groups of respondents relative to the extent of supervision provided by the

teachers on pupils' studies along attendance in school activities". This result shows that the respondents differ in their perceptions of the supervision provided by the teachers on pupil's studies along attendance in school activities. This implies that the three groups of respondents- pupils, teachers and parents would perceive the extent of supervision provided by the teachers on pupils' studies along attendance in school activities different from each other. These differences in perceptions of the three groups of respondents could be explained by their difference in their view of the contribution of such attendance in school activities to pupils' school performance or over-all development, priorities and needs, etc. For example, teachers coach their pupils in quiz bee or academic contest, the pupils may interpret such action as part of their job, the teacher would interpret such action as their extra duties, parents would view such act of the teacher as playing martyrs. In either case the respondents would view the situation differently based on their experiences, their values, their maturity, etc.

Table 24 presents the results of the Scheffe's test to determine the differences of the perceptions of pupils, teachers, and parents with regards to the supervision of the teachers on pupil studies along attendance in school activities.

With respect to the perception of the respondents on the extent of supervision provided by teachers on pupil studies along attendance in school activities, three (3) group pairs were compared. Pair 1 for the pair pupils and teachers, the obtained mean difference was -0.60, the computed F-value was 22.5 which was greater than the critical F-value of 7.76, this meant that the difference

Table 24

**Posteriori Test Using Scheffe's Test to Determine Significance of the
Differences of the Respondents' Perceptions Along
Attendance in School Activities**

Groups Paired	Difference in Means	F-value		Evaluation
		Computed	Critical F-value at $df = 2, 12$ $\alpha = .05$	
Pupils and teachers	-0.60	22.50	7.76	S Reject H_0
Teachers and parents	0.15	1.41	7.76	NS Accept H_0
Parents and pupils	-0.45	12.66	7.76	S Reject H_0

was significant, that the perceptions of the pupils and teachers on the extent of supervision provided by the teachers on pupils' studies differ. The null hypothesis was rejected. This implies that the pupils and the teacher-respondents perceived teachers supervision on pupil studies along attendance in school activities differently or they do not see eye to eye with respect to the supervision done by teachers towards pupil studies as to attendance in school activities. Pair 2 for the pair teacher and parents, the obtained mean difference was 0.15, the computed F-value was 1.41, which was less than the critical F-value of 7.76, this meant that the difference was not significant, that the perceptions of the teachers and the parents on the extent of supervision provided by the

teachers on pupils' studies along attendance in school activities were similar. The null hypothesis was accepted. This implies that the teachers and the parents respondents perceived teachers supervision on pupil studies along attendance in school activities almost equal or the same level or extent.

Pair 3 for pupils and parents, the obtained mean difference was -0.45, the computed F-value 12.66, which was greater than the critical F-value of 7.76, this meant that the difference was significant, that the perceptions of the pupils and the parents on the extent of supervision provided by the teachers on pupils' studies along attendance in school activities differ. The null hypothesis was rejected. This implies that the teachers and the parent-respondents differ in their perceptions as to extent of supervision provided by teachers on pupil studies along attendance in school activities.

To summarize, the three groups of respondents do not differ in their mean ratings on extent of supervision provided by the teachers on pupil studies in areas along disciplinary control, behavioral guidance, counseling and encouragement, and instructional assistance. As to attendance in school activities the three groups of respondents differ in their mean ratings in this area of supervision by the teachers. Significant mean differences by pair groups compared were noted with respect to: 1) pupils and teachers, and 2) pupils and parents.

**Comparison of Respondents' Perceptions
on the Extent of Supervision Provided
by Parents on Children's Studies**

The next tables show the summary table, the computations of the One-way ANOVA, to determine differences between means of the perceptions of the three groups of respondents relative to the extent of supervision provided by the parents on pupils' studies along disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance and attendance in school activities. It also shows the computations of the Scheffe's test to determine significant differences between means by pair groups.

Disciplinary control. The three groups of respondents-pupils, teachers and parents perceptions on the extent of supervision provided by the parents on pupils' studies along disciplinary control were presented in Table 25.

As reflected in the summary in the table the three groups of respondents-pupils, teachers and parents have the same rating of the supervision provided by parents on pupils studies along disciplinary control, "often exhibited" (3.51-4.50). The perceptions of the pupil-respondents posted a mean rating of 3.90 interpreted as "often exhibited". The teacher-respondents posted a mean rating of 3.60 interpreted as "often exhibited" and the parent-respondents have a mean rating of 4.28 interpreted as "often exhibited".

The result of the One-way ANOVA reflected in the same table for comparing responses of the three groups of respondents on the extent of

supervision provided by parents on pupils' studies along disciplinary control reveal a computed F-value of 16.7061, which is greater than the critical F-value of 3.8853 at level of significance set at .05, two tailed. This leads to the rejection of the null hypothesis, "there is no significant difference in the perceptions of the three groups of respondents relative to the extent of supervision provided by the parents on pupils' studies along disciplinary control". This result shows that the respondents differ in their perceptions of the supervision provided by the parents on pupil's studies along disciplinary control.

Table 25

Summary and Comparison of Respondents' Perceptions on the Extent of Supervision Provided by Parents on Children's Studies Along Disciplinary Control

SUMMARY					
Groups	N	Total	Average	Interpretation	Variance
Teachers	5	19.52	3.90	OE	0.06068
Parents	5	18.01	3.60	OE	0.00867
Students	5	21.42	4.28	OE	0.03553
ANOVA					
Source of Variation	SS	df	MS	F comp.	F crit.
Between Groups	1.16788	2	0.5839	16.7031	3.88529
Within Groups	0.41952	12	0.0350		
Total	1.58740	14			

LEGEND:

- 4.51 – 5.00 Always Exhibited (AE)
- 3.51 – 4.50 Often Exhibited (OE)
- 2.51 – 3.50 Moderately Exhibited (ME)
- 1.51 – 2.50 Less Exhibited (LE)
- 1.00 – 1.50 Never Exhibited (NE)

This difference can be explained by the nature or characteristics of the respondents. For example the parents as a disciplinary control measures would criticize the pupil for misbehaving in front of his/her friends, the pupils would interpret it as the parents being over strict, not loving parents. The teachers would interpret this action of a parents as a part of their duty as parent. On the other hand, the parents would view this action as correcting the behavior of the pupils. Whatever is their opinions/views of this disciplinary action of the parent as his/her method of supervision of pupils' studies, this differences in opinions/views existed because they have different orientations, educational background, age, needs, and etc.

Table 26 presents the results of the Scheffe's test to determine where the significant differences in pair of means compared in the perceptions of the three groups of respondents-pupils, teachers, and parents with regards to the supervision of the parents on pupil studies along disciplinary control.

Pair 1 for the pair pupils and teachers, the obtained mean difference was -0.30, the computed F-value was 6.43 which was less than the critical F-value of 7.76, this meant that the difference was not significant, that the perceptions of the pupils and teachers on the extent of supervision provided by the parents on pupils' studies do not differ. The null hypothesis was accepted.

Pair 2 for the pair teacher and parents, the obtained mean difference was -0.68, the computed F-value 33.03 was greater than the critical F-value of 7.76, this meant that the difference was significant, that the perceptions of the teachers

Table 26

**Posteriori Test Using Scheffe's Test to Determine Significance of the
Differences of the Respondents' Perceptions
Along Disciplinary Control**

Groups Paired	Difference in Means	F-value		Evaluation
		Computed	Critical F-value at df = 2, 12 $\alpha = .05$	
Pupils and teachers	0.30	6.43	7.76	NS Accept Ho
Teachers and parents	-0.68	33.03	7.76	S Reject Ho
Parents and pupils	-0.38	10.31	7.76	S Reject Ho

and the parents on the extent of supervision provided by the parents on pupils' studies along disciplinary control differs. The null hypothesis was rejected.

Pair 3 for pupils and parents, the obtained mean difference was -0.38, the computed F-value was 10.31, which was greater than the critical F-value of 7.76, this meant that the difference was significant, that the perceptions of the pupils and the parents on the extent of supervision provided by the parents on pupils' studies along disciplinary control differs. The null hypothesis was rejected.

Behavioral guidance. The three groups of respondents-pupils, teachers and parents perceptions on the extent of supervision provided by the parents on pupils' studies along behavioral guidance were presented in Table 27.

Table 27

**Summary and Comparison of Respondents' Perceptions on the Extent
of Supervision Provided by Parents on Children's Studies
Along Behavioral Guidance**

SUMMARY					
Groups	N	Total	Average	Interpretation	Variance
Teachers	5	20.05	4.01	OE	0.01980
Parents	5	18.01	3.60	OE	0.00367
Students	5	22.05	4.41	OE	0.00065

ANOVA					
Source of Variation	SS	df	MS	F comp.	F crit.
Between Groups	1.63221	2	0.8161	84.0769	3.88529
Within Groups	0.11648	12	0.0097		
	1.74869				
Total	1.74869	14			

LEGEND:

- 4.51 – 5.00 Always Exhibited (AE)
 3.51 – 4.50 Often Exhibited (OE)
 2.51 – 3.50 Moderately Exhibited (ME)
 1.51 – 2.50 Less Exhibited (LE)
 1.00 – 1.50 Never Exhibited (NE)

As reflected in the summary in the table the three groups of respondents- pupils, teachers and parents had the same rating of the supervision provided by parents on pupils studies along behavioral guidance, "often exhibited" (3.51-4.50). The perceptions of the pupil-respondents posted a mean rating of 4.01 interpreted as "often exhibited". The teacher-respondents on the other hand posted a mean rating of 3.60 interpreted as "often exhibited" by the parents and the parent-respondents have a mean rating of 4.41 interpreted as "often exhibited" by the parents.

The result of the One-way ANOVA reflected in the same table for comparing responses of the three groups of respondents on the supervision provided by parents on pupils' studies along behavioral guidance reveal a computed F-value of 84.0769, which was less than the critical F-value of 3.8853 at level of significance set at .05, two tailed. This led to the rejection of the null hypothesis, "there is no significant difference in the perceptions of the three groups of respondents relative to the extent of supervision provided by the parents on pupils' studies along "behavioral guidance". This result shows that the respondents differ in their perceptions of the supervision provided by the parents on pupil's studies along behavioral guidance. The pupils, the teachers, and the parents had different ratings of the extent of supervision provided by parents on pupils' studies along behavioral guidance. This can be explained by their difference in motivations and their assessment of the situations, etc. For example, if parents would screen their children's friends, the teachers and the parents would have the same interpretation of such action by the parents as being protective of their children but the pupils (children) would not like this and would label parents as over strict.

Table 28 presents the results of the Scheffe's test to determine the significance of the difference in the perceptions of the three groups of respondents-pupils, teachers, and parents with regards to the supervision of the parents on pupil studies along behavioral guidance.

Table 28

Posteriori Test Using Scheffe's Test to Determine Significance of the Differences of the Respondents' Perceptions Along Behavioral Guidance

Groups Paired	Difference in Means	F-value		Evaluation
		Computed	Critical F-value at $df = 2, 12$ $\alpha = .05$	
Pupils and teachers	0.41	43.32	7.76	S Reject H_0
Teachers and parents	-0.81	169.10	7.76	S Reject H_0
Parents and pupils	-0.40	41.24	7.76	S Reject H_0

With respect to the perception of the respondents on the extent of supervision provided by parents on pupil studies along behavioral guidance, three grouped pairs were compared.

Pair 1 for the pair pupils and teachers, the obtained mean difference was - 0.41, the computed F-value was 43.32 which was greater than the critical F-value of 7.76, this meant that the difference was significant, that the perceptions of the pupils and teachers on the extent of supervision provided by the parents on pupils' studies differ. The null hypothesis was rejected. This implies that the pupils and the teacher-respondents perceived parents supervision on pupils' studies along behavioral guidance differently or they do not see eye to eye with respect to the supervisions done by parents towards pupil studies as to behavioral guidance.

Pair 2 for the pair teachers and parents, the obtained mean difference was -0.81, the computed F-value was 169.10, which was greater than the critical F-value of 7.76, this meant that the difference was significant, that the perceptions of the teachers and the parents on the extent of supervision provided by the parents on pupils' studies along behavioral guidance differ. The null hypothesis was rejected. This implies that the teachers and the parents differ in their perceptions of the supervisions provided by parents on pupils' studies along behavioral guidance.

Pair 3 for pupils and parents, the obtained mean difference was -0.40, the computed F-value 41.24, which was greater than the critical F-value of 7.76, this meant that the difference was significant, that the perceptions of the pupils and the parents on the extent of supervision provided by the parents on pupils' studies along behavioral guidance differ. The null hypothesis was rejected.

This can be explained by the nature of involvement of the raters, one was the receiver of the parents' supervision (children/pupils) while the other one was doing the supervision (parents). This could also be explained by the role each one played along behavioral guidance.

Counseling and encouragement. The three groups of respondents-pupils, teachers and parents perceptions on the extent of supervision provided by the parents on pupils' studies along counseling and encouragement were presented in Table 29.

As reflected in the summary in the table the three groups of respondents- pupils, teachers and parents had the same rating of the supervision provided by parents on pupils studies along counseling and encouragement, "often exhibited" (3.51-4.50). The perceptions of the pupil-respondents posted a mean rating of 3.96 interpreted as "often exhibited" by the parents and the teacher-respondents posted a mean rating of 3.90 interpreted as "often exhibited" by the

Table 29

Summary and Comparison of Respondents' Perceptions on the Extent of Supervision Provided by Parents on Children's Studies Along Counseling and Encouragement

SUMMARY					
Groups	N	Total	Average	Interpretation	Variance
Teachers	5	19.80	3.96	OE	0.06335
Parents	5	19.50	3.90	OE	0.06445
Students	5	21.56	4.31	OE	0.00702

ANOVA					
Source of Variation	SS	df	MS	F comp.	F crit.
Between Groups	0.49541	2	0.2477	5.51194	3.88529
Within Groups	0.53928	12	0.0449		
Total	1.03469	14			

LEGEND:

4.51 - 5.00 Always Exhibited (AE)

3.51 - 4.50 Often Exhibited (OE)

2.51 - 3.50 Moderately Exhibited (ME)

1.51 - 2.50 Less Exhibited (LE)

1.00 - 1.50 Never Exhibited (NE)

parents and likewise, the parent-respondents themselves have a mean rating of

4.31 interpreted as "often exhibited" by themselves.

The result of the One-way ANOVA reflected in the same table for comparing responses of the three groups of respondents on the supervision provided by parents on pupils' studies along counseling and encouragement reveal a computed F-value of 5.51, which was greater than the critical F-value of 3.8853 at level of significance set at .05, two tailed. This led to the rejection of the null hypothesis, "there is no significant difference in the perceptions of the three groups of respondents relative to the extent of supervision provided by the parents on pupils' studies along "counseling and encouragement". This result shows that the respondents differ in their perceptions of the supervision provided by the parents on pupil's studies along counseling and encouragement. This can be explained by their differences in needs, priorities, orientation, etc. For example, if the parents would encourage the pupils to do better in their studies, the pupils may interpret such action, as a command or pressure on their part. The teachers might interpret such action of the parents as fulfilling their dreams and ambitions in their children, and the parents themselves were doing it because they would like that their children could be their passport for old age. Whatever were their perceptions of the actions of the parents for encouragement and motivating their children in their studies, the respondents would view the situation differently based on their objective, what they prioritized for the pupils, their experiences from life, etc.

This meant that the pupils, the teachers, and the parents would perceive the supervisions provided by the parents on children's studies along counseling

and encouragement different in degree or extent. For example, if parents would encourage pupils to do better in their studies, the three groups of respondents would interpret such action of the parents differently.

Table 30 presents the results of the Scheffe's test to determine the significance of the difference in the perceptions of the three groups of respondents-pupils, teachers, and parents with regards to the supervision of the parents on pupils' studies along counseling and encouragement.

With respect to the perception of the respondents on the extent of supervision provided by parents on pupils' studies along counseling and encouragement, three group pairs were compared.

Table 30

Posteriori Test Using Scheffe's Test to Determine Significance of the Differences of the Respondents' Perceptions Along Counseling and Encouragement

Groups Paired	Difference in Means	F-value		Evaluation
		Computed	Critical F-value at $df = 2, 12$ $\alpha = .05$	
Pupils and teachers	0.06	0.200	7.76	NS Accept H_0
Teachers and parents	-0.41	9.451	7.76	S Reject H_0
Parents and pupils	-0.35	6.899	7.76	NS Accept H_0

Pair 1 for the pair pupils and teachers, the obtained mean difference was -0.06, the computed F-value was 0.200 which was less than the critical F-value of 7.76, this meant that the difference was not significant, that the perceptions of the pupils and teachers on the extent of supervision provided by the parents on pupils' studies do not differ. The null hypothesis was accepted. This implies that the pupils and the teacher-respondents perceived parents' supervision on pupils' studies along counseling and encouragement the same.

Pair 2 for the pair teacher and parents, the obtained mean difference was -0.41, the computed F-value was 9.451, which was greater than the critical F-value of 7.76, this meant that the difference was significant, that the perceptions of the teachers and the parents on the extent of supervision provided by the parents on pupils' studies along counseling and encouragement differ. The null hypothesis was rejected. This implies that the teacher and the parent- respondents differ in their perceptions of the extent of supervision provided by parents on pupils' studies along counseling and encouragement.

Pair 3 for pupils and parents, the obtained mean difference was -0.35, the computed F-value was equal to 6.90, which was less than the critical F-value of 7.76, this meant that the difference is not significant, that the perceptions of the pupils and the parents on the extent of supervision provided by the parents on pupils' studies along counseling and encouragement were similar. The null hypothesis was accepted. This implies that the pupils and the parents

respondents perceived parents' supervision on pupil studies along counseling and encouragement almost equal or the same level or extent.

Instructional assistance. The three groups of respondents-pupils, teachers and parents perceptions on the extent of supervision provided by the parents on pupils' studies along instructional assistance were presented in Table 31.

As reflected in the summary in the table the three groups of respondents-pupils, teachers and parents have the same rating of the supervision provided by parents on pupils' studies along instructional assistance, "often exhibited" (3.51-

Table 31

Summary and Comparison of Respondents' Perceptions on the Extent of Supervision Provided by Parents on Children's Studies Along Instructional Assistance

SUMMARY					
Groups	N	Total	Average	Interpretation	Variance
Teachers	5	20.34	4.068	OE	0.03847
Parents	5	18.33	3.666	OE	0.02723
Students	5	21.36	4.272	OE	0.00952
ANOVA					
Source of Variation	SS	df	MS	F comp.	F crit.
Between Groups	0.95076	2	0.47538	18.9596	3.88529
Within Groups	0.30083	12	0.0251		
Total	1.25164	14			

LEGEND:

- 4.51 - 5.00 Always Exhibited (AE)
- 3.51 - 4.50 Often Exhibited (OE)
- 2.51 - 3.50 Moderately Exhibited (ME)
- 1.51 - 2.50 Less Exhibited (LE)
- 1.00 - 1.50 Never Exhibited (NE)

4.50). The perceptions of the pupil-respondents posted a mean rating of 4.07 interpreted as “often exhibited”. The teacher-respondents posted mean rating of 3.67 interpreted as “often exhibited” by the parents, and the parent-respondents had a mean rating of 4.27 interpreted as “often exhibited” by them.

The result of the One-way ANOVA reflected in the same table for comparing responses of the three groups of respondents on the supervision provided by parents on pupils’ studies along instructional assistance revealed a computed F-value of 18.9596, which is greater than the critical F-value of 3.8853 at level of significance set at .05, two tailed. This led to the rejection of the null hypothesis, “there is no significant difference in the perceptions of the three groups of respondents relative to the extent of supervision provided by the parents on pupils’ studies along instructional assistance”. This result shows that the respondents differ in their perceptions of the supervision provided by the parents on their children’s studies along instructional assistance. This difference in perceptions of the three groups of respondents could be explained by their difference in status, their involvement in the learning situations, their assessment of the pupils’ performance, etc. For example, if the parents would hire tutors for their children and the their children are already academically better such action could be interpreted by the children (pupils) as their parents do not want mediocre performance, for the teachers this action could be interpreted as being very performance oriented parents, while some parents may view it as their own way of showing that they are caring parents, etc.

Table 32 presents the results of the Scheffe's test to determine the significance of the difference in the perceptions of the three groups of respondents-pupils, teachers, and parents with regards to the supervision of the parents on pupil studies along instructional assistance.

With respect to the perception of the respondents on the extent of supervision provided by parents on pupil studies along instructional assistance, three group pairs were compared.

Pair 1 - pupils and teachers, the obtained mean difference was -0.40, the computed F-value was 15.94, which was greater than the critical F-value of 7.76, this meant that the difference was significant, that the perceptions of the pupils and teachers on the extent of supervision provided by the parents on pupils' studies differ. The null hypothesis was rejected. This implies that the pupils

Table 32

Posteriori Test Using Scheffe's Test to Determine Significance of the Differences of the Respondents' Perceptions Along Instructional Assistance

Groups Paired	Difference in Means	F-value		Evaluation
		Computed	Critical F-value at $df = 2, 12$ $\alpha = .05$	
Pupils and teachers	0.40	15.94	7.76	S Reject H_0
Teachers and parents	-0.60	35.86	7.76	S Reject H_0
Parents and pupils	-0.20	3.98	7.76	NS Accept H_0

and the teacher-respondents perceived parents' supervision on pupils' studies along instructional assistance differently.

Pair 2 for the pair, teacher and parents, the obtained mean difference was -0.60, the compute F-value was 35.86, which was greater than the critical F-value of 7.76, this meant that the difference was significant, that the perceptions of the teachers and the parents on the extent of supervision provided by the parents on pupils' studies along instructional assistance differ. The null hypothesis was rejected.

Pair 3 for pupils and parents, the obtained mean difference was -0.20, the computed F-value was 3.98, which was less than the critical F-value of 7.76, this meant that the difference was not significant, that the perceptions of the pupils and the parents on the extent of supervision provided by the parents on pupils' studies along instructional assistance do not differ. The null hypothesis was accepted.

Attendance in school activities. The three groups of respondents-pupils, teachers and parents perceptions on the extent of supervision provided by the parents on pupils' studies along attendance in school activities were presented in Table 33.

As reflected in the summary in the table the three groups of respondents-pupils, teachers and parents had the same rating of the supervision provided by parents on pupils studies along attendance in school activities, "often exhibited" (3.51-4.50). The perceptions of the pupil-respondents posted a mean rating of

4.33 interpreted as “often exhibited”. The teacher-respondents on the other hand posted a mean rating of 3.53 interpreted as “often exhibited” by the parents and the parent-respondents themselves have a mean rating of 4.18 interpreted as “often exhibited”.

The result of the One-way ANOVA reflected in the same table for comparing responses of the three groups of respondents on the supervision provided by parents on pupils’ studies along attendance in school activities reveal a computed F-value of 7.74863, which was greater than the critical F-value

Table 33

Summary and Comparison of Respondents’ Perceptions on the Extent of Supervision Provided by Parents on Children’s Studies Along Attendance in School Activities

SUMMARY					
Groups	N	Total	Average	Interpretation	Variance
Teachers	5	21.64	4.328	OE	0.02812
Parents	5	17.66	3.532	OE	0.29512
Students	5	20.91	4.182	OE	0.02447
ANOVA					
Source of Variation	SS	df	MS	F comp.	F crit.
Between Groups	1.79572	2	0.8979	7.74663	3.88529
Within Groups	1.39084	12	0.1159		
Total	3.18656	14			

LEGEND:

- 4.51 – 5.00 Always Exhibited (AE)
- 3.51 – 4.50 Often Exhibited (OE)
- 2.51 – 3.50 Moderately Exhibited (ME)
- 1.51 – 2.50 Less Exhibited (LE)
- 1.00 – 1.50 Never Exhibited (NE)

of 3.8853 at level of significance set at .05, two tailed. This leads to the rejection of the null hypothesis, “there is no significant difference in the perceptions of the three groups of respondents relative to the extent of supervision provided by the parents on children’s studies along attendance in school activities. This result indicated that the three groups of respondents do not agree on the influence of attendance in school activities on the pupils’ studies. These differences in perceptions of the three groups of respondents could be explained by their different view of the contribution of such attendance in school activities to pupils’ school performance or over-all development, priorities and needs, etc.

For example, parents let their children participate in seminars and contest the pupils may interpret such action as part of their being parent, the teacher would interpret such action as parents’ who are trying hard or parents trying to show off their children. In either case the respondents would view the situation differently based on their experiences, values, status, etc.

Table 34 presents the results of the Scheffe’s test to determine where the significant differences lies in the perceptions of the three groups of respondents- pupils, teachers, and parents with regards to the supervision of the parents on pupil studies along attendance in school activities using their mean ratings.

Three pairs of means were compared. Pair 1 -pupils and teachers, the obtained mean difference was -0.30, the computed F-value was 13.66 which were greater than the critical F-value of 7.76, this meant that the difference was significant, that the perceptions of the pupils and teachers on the extent of

supervision provided by the parents on pupils' studies differ. The null hypothesis was rejected. This implies that the pupils and the teacher-respondents differ in their perception of the supervision provided by parents on pupil studies along attendance in school activities.

Pair 2 for the pair teacher and parents, the obtained mean difference was -0.65, the compute F-value 9.11, which was greater than the critical F-value of 7.76, this meant that the difference was significant, that the perceptions of the teachers and the parents on the extent of supervision provided by the parents on pupils' studies along attendance in school activities differ. The null hypothesis was rejected. This implies that the teacher and the parent-respondents perceived parents supervision on pupils' studies along attendance in school activities differently.

Table 34

Posteriori Test Using Scheffe's Test to Determine Significance of the Differences of the Respondents' Perceptions Along Attendance in School Activities

Groups Paired	Difference in Means	F-value		Evaluation
		Computed	Critical F-value at $df = 2, 12$ $\alpha = .05$	
Pupils and teachers	0.80	13.67	7.76	S Reject H_0
Teachers and parents	-0.65	9.11	7.76	S Reject H_0
Parents and pupils	0.15	0.46	7.76	NS Accept H_0

Pair 3 for pupils and parents, the obtained mean difference was 0.15, the compute F-value 0.46, which was less than the critical F-value of 7.76, this meant that the difference was not significant, that the perceptions of the pupils and the parents on the extent of supervision provided by the parents on pupils' studies along attendance in school activities were not significantly different. The null hypothesis was accepted. This implies that the teachers and the parents respondents perceived parents supervision on pupil studies along attendance in school activities almost equal or the same level or extent.

To summarize the perceptions of the respondents-pupils, teachers and parents on the extent of supervision provided by the parents on pupils' studies which include disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance and attendance in school activities differ.

Relationship Between Extent of Supervision Provided by Teachers on Pupils' Studies and Their Profile

The relationship between extent of supervision provided by the teachers on pupils' studies along the five areas: 1) disciplinary control, 2) behavioral guidance, 3) counseling and encouragement, 4) instructional assistance, and 5) attendance in school activities and some teacher-related variates is presented in this section.

Disciplinary control. Table 35 presents the Pearson r-value and the Fisher's t-value for the relationships between the extent of supervision provided

by the teachers on pupils' studies along disciplinary control and some teacher-related variates.

As to age the computed r was -0.574 , between the extent of supervision provided by the teachers on pupils' studies along disciplinary control and age of the teachers. The negative value of r meant that there is an inverse relationship between the two variables, that is, as the teacher becomes older his/her extent of supervision provided on pupils' studies along disciplinary control decreases or is lessened and vice versa. The computed t -value was -1.40 , which was less than the critical t -value of 2.78 at 0.05 level of significance and $df = 4$. This led to the acceptance of the hypothesis, which states, "there is no significant relationship between the extent of supervision provided by the teachers on pupils' studies

Table 35

**Relationship Between Extent of Supervision Provided by Teachers
on Pupils' Studies Along Disciplinary Control
and Their Personal Variates**

Personal Variates	r_{xy}	Fishers t -value		Evaluation/ Decision
		Computed	Critical $df = 4, \alpha = .05$	
Age	-0.574	-1.40	2.78	NS
Sex	-0.427	-0.94	2.78	NS
Civil status	0.756	2.31	2.78	NS
Average Monthly Income	0.124	0.25	2.78	NS
Educational Attainment	0.427	0.94	2.78	NS
Length of service	-0.133	-0.27	2.78	NS
Latest performance rating	-0.238	-0.49	2.78	NS
Relevant trainings and seminars attended	0.427	0.94	2.78	NS

along disciplinary control and age". This implies that the age of the teacher-respondents was not significantly related to the extent of supervision the teachers provides to their pupils' studies along disciplinary control. Teachers may differ in age but the extent of supervision they provide on pupils' studies along disciplinary control were the same or older teachers and much younger ones have the same extent of supervision provided on their pupils' studies along disciplinary control. The older teachers were expected to have different extent of supervision from the younger teachers having had the experience gained from longer teaching experience but the younger teachers had the same degree or extent of supervision on pupils studies which could be explained by the fact that since they are young they have the physical qualities by virtue of being young which made them able to supervise their pupils' studies.

As to sex the computed r was -0.427 , between the extent of supervision provided by the teachers on pupils' studies along disciplinary control and sex of the teachers. The negative correlation could be explained by the coding which was used in representing the variable, this account for the negative value of the correlation. Also, the majority of the respondents were females and only one was male, which explains the obtained negative values. The computed t -value was -0.94 , which was less than the critical t -value of 2.78 at 0.05 level of significance and $df = 4$. This lead to the acceptance of the null hypothesis which states, There is no significant relationship between the extent of supervision provided by the teachers on pupils' studies along disciplinary control and sex".

This result implies that the sex of the teachers does not influence his/her extent of supervision provided on pupils' studies along disciplinary control. Teachers may differ in sex but the extent of supervision they provided on their pupils' studies along disciplinary control is the same.

As to civil status, the computed r -value for civil status of the teachers and the extent of supervision provided by the teachers on their pupils' studies along disciplinary control was 0.662, with a Fisher's t -value of 1.77, which was found to be lesser than the critical t -value of 2.78 at 0.05 level of significance and $df = 4$, the null hypothesis, "there is no significant relationship between the extent of supervision provided by the teachers on pupils' studies along disciplinary control and civil status of the teachers" was accepted. This implies that the extent of supervision provided by the teachers on their pupils' studies is not influenced by their civil status. This means that regardless of the fact that their teachers may have been married, the extent of supervision provided by the teachers on their pupils' studies were the same. It was true with the other civil statuses.

As to average monthly family income, the computed r -value for average monthly family income of the teachers and the extent of supervision provided by the teachers on their pupils' studies along disciplinary control was 0.124, with a Fisher's t -value of 0.25, which was found to be lesser than the critical t -value of 2.78 at 0.05 level of significance and $df = 4$, the null hypothesis, "there is no significant relationship between the extent of supervision provided by the

teachers on pupils' studies along disciplinary control and average family monthly income of the teachers" was accepted. This meant that the extent of supervision provided by the teachers on their pupils' studies along disciplinary control are the same regardless of their average family monthly income.

As to educational attainment the computed r was 0.427, between the extent of supervision provided by the teachers on pupils' studies along disciplinary control and educational attainment of the teachers. The computed t -value was 0.94, which was less than the critical t -value of 2.78 at 0.05 level of significance and $df = 4$. This led to the acceptance of the hypothesis, which states; "there is no significant relationship between the extent of supervision provided by the teachers on pupils' studies along disciplinary control and educational attainment" was accepted. This meant that the extent of supervision provided by the teachers on their pupils' studies would be the same regardless of their educational attainment. Teachers may differ in educational attainment but their extent of supervision provided on pupils' studies along disciplinary control would be the same.

As to length of service, the relationship between the extent of supervision provided by the teachers on their pupils' studies and length of service (teaching experience) was concerned a negative value of r was obtained. This meant that an inverse relationship existed between the two variables. This result shows that as the teachers stayed long in the service the extent of supervision provided by the teacher on pupils' studies along disciplinary control decreases. The obtained

r-value was posted at -0.133, with a Fisher's t-value of -0.27, which was found to be lesser than the critical t-value of 2.78 at 0.05 level of significance and $df = 4$. This correlation of coefficient result caused the acceptance of the hypothesis that "there is no significant relationship between extent of supervision provided by the teachers on their pupils' studies along disciplinary control and their length of service (teaching experience)" is accepted. This implies that the extent of supervision provided by the teachers on their pupils' studies along disciplinary control was not significantly related to their length of service (teachers' teaching experience). This meant that the teachers who had been in service for quite a longer period would have the same extent of supervision provided on their pupils' studies with those who were new in the service such as newly hired graduates. Teachers are expected to perform their duties and one of these is supervising their pupils' studies. So, regardless of whether one has taught for one month or one has been in the teaching job for 40 years they had to do their job.

As to latest performance rating, the relationship between the extent of supervision provided by the teachers on their pupils' studies along disciplinary control and latest performance rating was concerned a negative value of r was obtained. This meant that those teachers with higher numerical performance rating had less extent of supervision provided on pupils' studies which could be explained by the fact that those with high performance rating had intervening task which would mean that their focus is not on the supervision of pupils'

studies but on their intervening task. The computation of correlation revealed a -0.238 r-value, with a Fisher's t-value of -0.49 , which was lesser than the critical t-value of 2.78 at $df = 4$, level of significance set at $.05$ (two tailed), this finding led to the acceptance of the hypothesis, "there is no significant relationship between the extent of supervision provided by the teachers on their pupils' studies along disciplinary control and their latest performance rating" was accepted. This meant that teachers rated outstanding, very satisfactory, satisfactory had the same extent of supervision provided on their pupils' studies. This could be explained that in the giving of performance rating to teachers, outstanding performance means that the teacher has extra assignment not related to their supervision of the pupils' studies, very satisfactory rating means that the teacher had accomplished his/her target and exceeded a little, satisfactory means one has accomplished his/her targets and this includes supervision of teachers on pupils' studies along disciplinary control.

As to relevant trainings and seminars attended a 0.427 correlation of coefficient was obtained between extent of supervision provided by the teachers on their pupils' studies along disciplinary control and attendance in relevant training and seminars by teachers, at 0.05 level of significance and with a Fisher's t-value of 0.094 , which was lesser than the critical t-value of 2.78 , the null hypothesis, "there is no significant relationship between the extent of supervision provided by the teachers on their pupils' studies along disciplinary control and teachers' trainings/seminar attended" was accepted. This meant

that the teachers' attendance in trainings/seminars relevant to their work as teachers was not significantly related to the extent of supervision provided by the teachers on their pupils' studies. This could be because having had seminars is expected to contribute to the teachers' extent of supervision because of the knowledge gained from the seminars/training attended. But since, those not attending have the same amount of supervision extended to the pupils. This could be explained that they have obtained the knowledge not from attending seminars but through readings from professional magazines, and others.

Behavioral guidance. Table 36 presents the Pearson r -value and the Fisher's t -value for the relationships between the extent of supervision provided by the teachers on pupils' studies along behavioral guidance and some teacher-related variates.

As to age the computed r was -0.109 , between the extent of supervision provided by the teachers on pupils' studies along behavioral guidance and age of the teachers. The negative value of r meant that there is an inverse relationship between the two variables, that is, as the teacher becomes older his/her extent of supervision provided on pupils' studies along behavioral guidance decreases or is lessened and vice versa. The computed t -value was -0.22 , which was less than the critical t -value of 2.78 at 0.05 level of significance and $df = 4$. This led to the acceptance of the hypothesis, which states, "there is no significant relationship between the extent of supervision provided by the teachers on pupils' studies along behavioral guidance and age". This implies that the age of the teacher-

Table 36

**Relationship Between Extent of Supervision Provided by Teachers
on Pupils' Studies Along Behavioral Guidance
and Their Personal Variates**

Personal Variates	r_{xy}	Fishers t-value		Evaluation/ Decision
		Computed	Critical df =4, $\alpha =.05$	
Age	-0.109	-0.22	2.78	NS
Sex	0.095	0.19	2.78	NS
Civil status	0.662	1.77	2.78	NS
Average Monthly Income	0.058	0.12	2.78	NS
Educational Attainment	-0.095	-0.19	2.78	NS
Length of service	-0.232	-0.48	2.78	NS
Latest performance rating	0.522	1.22	2.78	NS
Relevant trainings and seminars attended	-0.095	-0.19	2.78	NS

respondents is not significantly related to the extent of supervision the teachers provides to their pupils' studies along behavioral guidance. Teachers may differ in age but the extent of supervision they provide on pupils' studies along behavioral guidance were the same or older teachers and much younger ones have the same extent of supervision provided on their pupils' studies along behavioral guidance. The older teachers were expected to have different extent of supervision from the younger teachers having had the experience gained from longer teaching experience but the younger teachers had the same degree or extent of supervision on pupils studies which could be explained by the fact that since they are young they have the physical qualities by virtue of being young which made them able to supervise their pupils' studies.

As to sex the computed r was 0.095, between the extent of supervision provided by the teachers on pupils' studies along behavioral guidance and sex of the teachers. The computed t -value was 0.19, which was less than the critical t -value of 2.78 at 0.05 level of significance and $df = 4$. This led to the acceptance of the null hypothesis which states, "there is no significant relationship between the extent of supervision provided by the teachers on pupils' studies along behavioral guidance with respect to sex of the teachers". This result implies that the sex of the teachers does not influence his/her extent of supervision provided on pupils' studies along behavioral guidance. Teachers may differ in sex but the extent of supervision they provided on their pupils' studies along behavioral guidance is the same.

As to civil status, the computed r -value for civil status of the teachers and the extent of supervision provided by the teachers on their pupils' studies along behavioral guidance was 0.662, with a Fisher's t -value of 1.77, which was found to be lesser than the critical t -value of 2.78 at 0.05 level of significance and $df = 4$, the null hypothesis, "there is no significant relationship between the extent of supervision provided by the teachers on pupils' studies along behavioral guidance and civil status of the teachers" was accepted. This implies that the extent of supervision provided by the teachers on their pupils' studies is not influenced by their civil status. This means that regardless of the fact that their teachers may have been married, the extent of supervision provided by the

teachers on their pupils' studies were the same. It was true with the other civil statuses.

As to average monthly family income, the computed r -value for average monthly family income of the teachers and the extent of supervision provided by the teachers on their pupils' studies along behavioral guidance was 0.058, with a Fisher's t -value of 0.120, which was found to be lesser than the critical t -value of 2.78 at 0.05 level of significance and $df = 4$, the null hypothesis, "there is no significant relationship between the extent of supervision provided by the teachers on pupils' studies along behavioral guidance and average family monthly income of the teachers" was accepted. This meant that the extent of supervision provided by the teachers on their pupils' studies along behavioral guidance are the same regardless of their average family monthly income.

As to educational attainment, the relationship between the extent of supervision provided by the teachers on their pupils' studies along behavioral guidance and educational attainment of the teacher was concerned a negative value of r was obtained. This meant that those teachers with higher educational attainment had less extent of supervision provided on pupils' studies along behavioral guidance and vice versa which could be explained by the fact that those with high educational attainment were teachers given supervisory work and promotion which would mean that their focus is not on the supervision of pupils' studies but on the new supervision task directed to running the school and the like. The computed r was -0.095, between the extent of supervision

provided by the teachers on pupils' studies along behavioral guidance and educational attainment of the teachers. The computed t-value was -0.19, which was less than the critical t-value of 2.78 at 0.05 level of significance and $df = 4$. This led to the acceptance of the hypothesis, which states "there is no significant relationship between the extent of supervision provided by the teachers on pupils' studies along behavioral guidance and educational attainment" was accepted. This meant that the extent of supervision provided by the teachers on their pupils' studies would be the same regardless of their educational attainment. Teachers may differ in educational attainment but their extent of supervision provided to pupils' studies along behavioral guidance would be the same.

As to length of service, the relationship between the extent of supervision provided by the teachers on their pupils' studies along behavioral guidance and length of service (teaching experience) was concerned a negative value of r was obtained. This meant that an inverse relationship existed between the two variables. This result shows that as the teachers stayed long in the service the extent of supervision provided by the teacher on pupils' studies along behavioral guidance decreases. The obtained r -value was posted at -0.232, with a Fisher's t -value of -0.48, which was found to be lesser than the critical t -value of 2.78 at 0.05 level of significance and $df = 4$. This correlation of coefficient result caused the acceptance of the hypothesis, "there is no significant relationship between extent of supervision provided by the teachers on their pupils' studies along behavioral

guidance and their length of service (teaching experience)" is accepted. This implies that the extent of supervision provided by the teachers on their pupils' studies along behavioral guidance was not significantly related to their length of service (teaching experience). This meant that the teachers who had been in service for quite a longer period would have the same extent of supervision provided on their pupils' studies with those who were new in the service such as newly hired graduates. Teachers are expected to perform their duties and one of these is supervising their pupils' studies along behavioral guidance. So, regardless of whether one has taught for one month or one has been in the teaching job for 40 years they had to do their jobs.

As to latest performance rating, the computation of correlation revealed a 0.522 r-value, with a Fisher's t-value of 1.22, which was lesser than the critical t-value of 2.78 at $df = 4$, level of significance set at .05 (two tailed), this finding led to the acceptance of the hypothesis, "there is no significant relationship between the extent of supervision provided by the teachers on their pupils' studies along behavioral guidance and their latest performance rating" was accepted. This meant that teachers rated outstanding, very satisfactory, satisfactory had the same extent of supervision provided on their pupils' studies. This could be explained that in the giving of performance rating to teachers, outstanding performance means that the teacher has extra assignment not related to their supervision of the pupils' studies, very satisfactory rating means that the teacher had accomplished his/her target and exceeded a little, satisfactory means one has

accomplished his/her targets and this includes supervision of teachers on pupils' studies along behavioral guidance.

As to relevant trainings and seminars attended the relationship between the extent of supervision provided by the teachers on their pupils' studies along behavioral guidance and latest performance rating was concerned a negative value of r was obtained. This meant that those teachers with several training and seminars attended had less extent of supervision provided on pupils' studies along behavioral guidance which could be explained by the fact that those with several seminars were more often out (not in class) which would mean that their supervision of pupils' studies would be reduced. A -0.095 correlation of coefficient was obtained between extent of supervision provided by the teachers on their pupils' studies along behavioral guidance and attendance in relevant training and seminars by teachers, at 0.05 level of significance and with a Fisher's t -value of -0.19 , which was lesser than the critical t -value of 2.78 , the null hypothesis, "there is no significant relationship between the extent of supervision provided by the teachers on their pupils' studies along behavioral guidance and teachers' trainings/seminar attended" was accepted. This meant that the teachers' attendance in trainings/seminars relevant to their work as teachers was not significantly related to the extent of supervision provided by the teachers on their pupils' studies along behavioral guidance. This could be because having had seminars is expected to contribute to the teachers' extent of supervision because of the knowledge gained from the seminars/training

attended. But since, those not attending have the same amount of supervision extended to the pupils' studies along behavioral guidance; this could be explained that these teachers not attending trainings and seminars could have obtained the knowledge from other sources.

Counseling and encouragement. Table 37 presents the Pearson r-value and the Fisher's t-value for the relationships between extent of supervision provided by the teachers on pupils' studies along counseling and encouragement and some teacher-related variates.

Table 37

**Relationship Between Extent of Supervision Provided by Teachers
on Pupils' Studies Along Counseling and Encouragement
and Their Personal Variates**

Personal Variates	r_{xy}	Fishers t-value		Evaluation/ Decision
		Computed	Critical df =4, $\alpha =.05$	
Age	-0.631	-1.63	2.78	NS
Sex	-0.674	-1.82	2.78	NS
Civil status	0.539	1.28	2.78	NS
Average Monthly Income	0.327	0.69	2.78	NS
Educational Attainment	0.674	1.82	2.78	NS
Length of service	-0.359	-0.77	2.78	NS
Latest performance rating	-0.070	-0.14	2.78	NS
Relevant trainings and seminars attended	0.674	1.82	2.78	NS

As to age the computed r was -0.631 , between the extent of supervision provided by the teachers on pupils' studies along counseling and encouragement and age of the teachers. The negative value of r meant that there was an inverse relationship between the two variables, that is, as the teacher becomes older his/her extent of supervision provided on pupils' studies along counseling and encouragement decreases or is lessened and vice versa. The computed t -value was -1.63 , which was less than the critical t -value of 2.78 at 0.05 level of significance and $df = 4$. This led to the acceptance of the hypothesis, which states, "there is no significant relationship between the extent of supervision provided by the teachers on pupils' studies along counseling and encouragement and age of the teachers". This implies that the age of the teacher is not significantly related to the extent of supervision the teachers provides to their pupils' studies along counseling and encouragement. Teachers may differ in age but the extent of supervision they provide on pupils' studies along counseling and encouragement would be the same or older teachers and much younger ones have the same extent of supervision provided on their pupils' studies along counseling and encouragement. Older teachers were expected to have different extent of supervision from the younger teachers having had the experience gained from longer teaching experience but the younger teachers had the same degree or extent of supervision on pupils studies which could be explained by the fact that since they are young they have the physical qualities

by virtue of being young which made them able to supervise their pupils' studies which offset experience by old teachers.

As to sex the computed r was -0.674 , between the extent of supervision provided by the teachers on pupils' studies along counseling and encouragement and sex of the teachers. The negative correlation could be explained by the coding which was used in representing the variable, this account for the negative value of the correlation. Also, the majority of the respondents were females and only one was male, which explains the obtained negative value of r . The computed t -value was -1.82 , which was less than the critical t -value of 2.78 at 0.05 level of significance and $df = 4$. This led to the acceptance of the null hypothesis which states, "there is no significant relationship between the extent of supervision provided by the teachers on pupils' studies along counseling and encouragement and sex". This result implies that the sex of the teachers does not influence his/her extent of supervision provided on pupils' studies along counseling and encouragement. Male and female teachers showed the same extent of supervision provided on their pupils' studies along counseling and encouragement.

As to civil status, the computed r -value for civil status of the teachers and the extent of supervision provided by the teachers on their pupils' studies along counseling and encouragement was 0.539 , with a Fisher's t -value of 1.28 , which was found to be lesser than the critical t -value of 2.78 at 0.05 level of significance and $df = 4$, the null hypothesis, "there is no significant relationship between the

extent of supervision provided by the teachers on pupils' studies along counseling and encouragement and civil status of the teachers" was accepted. This implies that the extent of supervision provided by the teachers on their pupils' studies is not influenced by their civil status. This meant that regardless of the fact that their teachers may have been married or single, the extent of supervision provided by the teachers on their pupils' studies along counseling and encouragement were the same. It was true with the other civil statuses.

As to average monthly family income, the computed r -value for average monthly family income of the teachers and the extent of supervision provided by the teachers on their pupils' studies along counseling and encouragement was 0.327, with a Fisher's t -value of 0.69, which was found to be lesser than the critical t -value of 2.78 at 0.05 level of significance and $df = 4$, the null hypothesis, "there is no significant relationship between the extent of supervision provided by the teachers on pupils' studies along counseling and encouragement and average family monthly income of the teachers" was accepted. This meant that the extent of supervision provided by the teachers on their pupils' studies along counseling and encouragement were the same regardless of their average family monthly income.

As to educational attainment the computed r was 0.674, between the extent of supervision provided by the teachers on pupils' studies along counseling and encouragement and educational attainment of the teachers. The computed t -value was 1.82, which was less than the critical t -value of 2.78 at 0.05

level of significance and $df = 4$. This led to the acceptance of the hypothesis, which states, "there is no significant relationship between the extent of supervision provided by the teachers on pupils' studies along counseling and encouragement and educational attainment" was accepted. This meant that the extent of supervision provided by the teachers on their pupils' studies along counseling and encouragement would be the same regardless of their educational attainment. Teachers may differ in educational attainment but their extent of supervision provided to pupils' studies along counseling and encouragement would be the same.

As to length of service, the relationship between the extent of supervision provided by the teachers on their pupils' studies along counseling and encouragement and length of service (teaching experience) was concerned a negative value of r was obtained. This meant that an inverse relationship existed between the two variables. This result shows that as the teachers stayed long in the service the extent of supervision provided by the teacher on pupils' studies along counseling and encouragement decreases. The obtained r -value was posted at -0.359 , with a Fisher's t -value of -0.77 , which was found to be lesser than the critical t -value of 2.78 at 0.05 level of significance and $df = 4$. This correlation of coefficient result caused the acceptance of the hypothesis, "there is no significant relationship between extent of supervision provided by the teachers on their pupils' studies along counseling and encouragement and their length of service (teaching experience)" is accepted. This implies that the extent

of supervision provided by the teachers on their pupils' studies along counseling and encouragement was not significantly related to their length of service (teachers' teaching experience). This meant that the teachers who had been in service for quite a longer period would have the same extent of supervision provided on their pupils' studies with those who were new in the service such as newly hired graduates. Teachers are expected to perform their duties and one of these is supervising their pupils' studies. So, regardless of whether one has taught for one month or one has been in the teaching job for 40 years they had to do their jobs.

As to latest performance rating, the relationship between the extent of supervision provided by the teachers on their pupils' studies along counseling and encouragement and latest performance rating was concerned a negative value of r was obtained. This meant that those teachers with higher numerical performance rating provided less supervision on pupils' studies which could be explained by the fact that those with high performance rating had intervening task which would mean that their focus is not on the supervision of pupils' studies but on their intervening task. The computation of correlation revealed a -0.070 r -value, with a Fisher's t -value of -0.14 , which was lesser than the critical t -value of 2.78 at $df=4$, level of significance set at $.05$ (two tailed), this finding led to the acceptance of the hypothesis, "there is no significant relationship between the extent of supervision provided by the teachers on their pupils' studies along counseling and encouragement and their latest performance rating" was

accepted. This meant that teachers rated outstanding, very satisfactory, satisfactory had the same extent of supervision provided on their pupils' studies. The could be explained that in the giving of performance rating to teachers, outstanding performance means that the teacher have extra assignment not related to their supervision of the pupils' studies, very satisfactory rating means that the teacher had accomplish his/her target and exceeded a little, satisfactory means one has accomplished his/her targets and this includes supervision of teachers on pupils' studies along counseling and encouragement.

As to relevant trainings and seminars attended a 0.674 correlation of coefficient was obtained between extent of supervision provided by the teachers on their pupils' studies along counseling and encouragement and attendance in relevant training and seminars by teachers, at 0.05 level of significance $df = 4$ and with a Fisher's t-value of 1.82, which was lesser that the critical t-value of 2.78, the null hypothesis, "there is no significant relationship between the extent of supervision provided by the teachers on their pupils' studies along counseling and encouragement and teachers' trainings/seminar attended" was accepted. This meant that the teachers' attendance in trainings/seminars relevant to their work as teachers was not significantly related to the extent of supervision provided by the teachers on their pupils' studies. This could be because having had seminars is expected to contribute to the teachers' extent of supervision because of the knowledge gained from the seminars/training attended. But since, those not attending have the same amount of supervision extended to the

pupils. This could be explained that they have obtained the knowledge not from attending seminars but through readings from books, professional magazines, conferring with co-teachers and others.

Instructional assistance. Table 38 presents the Pearson r-value and the Fisher's t-value for the relationships between the extent of supervision provided by the teachers on pupils' studies along instructional assistance and some teacher-related variates.

Table 38

**Relationship Between Extent of Supervision Provided by Teachers
on Pupils' Studies Along Instructional Assistance
and Their Personal Variates**

Personal Variates	r_{xy}	Fishers t-value		Evaluation/ Decision
		Computed	Critical df =4, α =.05	
Age	0.164	0.33	2.78	NS
Sex	-0.210	-0.43	2.78	NS
Civil status	0.042	0.08	2.78	NS
Average Monthly Income	-0.241	-0.50	2.78	NS
Educational Attainment	0.210	0.43	2.78	NS
Length of service	-0.045	-0.09	2.78	NS
Latest performance rating	0.740	2.20	2.78	NS
Relevant trainings and seminars attended	0.210	0.43	2.78	NS

As to age the computed r was 0.164, between the extent of supervision provided by the teachers on pupils' studies along instructional assistance and age of the teachers. The computed t -value was 0.33, which was less than the critical t -value of 2.78 at 0.05 level of significance and $df = 4$. This led to the acceptance of the hypothesis, which states, "there is no significant relationship between the extent of supervision provided by the teachers on pupils' studies along instructional assistance and age of the teachers". This implies that the age of the teacher-respondents is not significantly related to the extent of supervision the teachers provides to their pupils' studies along instructional assistance. Teachers may differ in age but the extent of supervision they provide on pupils' studies along instructional assistance were the same or older teachers and much younger ones have the same extent of supervision provided on their pupils' studies along instructional assistance. Older teachers were expected to have different extent of supervision from the younger teachers having had the experience gained from longer teaching experience but the younger teachers had the same degree or extent of supervision on pupils studies which could be explained by the fact that young teachers had the physical qualities which made them able to supervise their pupils' studies same as older teacher.

As to sex the computed r was -0.210, between the extent of supervision provided by the teachers on pupils' studies along instructional assistance and sex of the teachers. The negative correlation could be explained by the coding which was used in representing the variable, this account for the negative value of the

correlation. Also, the majority of the respondents were females and only one was male, which explains the obtained negative values. The computed t-value was -0.43, which was less than the critical t-value of 2.78 at 0.05 level of significance and $df = 4$. This led to the acceptance of the null hypothesis which states, "there is no significant relationship between the extent of supervision provided by the teachers on pupils' studies along instructional assistance and sex of the teacher". This result implies that the sex of the teachers does not influence his/her extent of supervision provided on pupils' studies along instructional assistance. Teachers may differ in sex but the extent of supervision they provided on their pupils' studies along instructional assistance is the same.

As to civil status, the computed r-value for civil status of the teachers and the extent of supervision provided by the teachers on their pupils' studies along instructional assistance was 0.042, with a Fisher's t-value of 0.08, which was found to be lesser than the critical t-value of 2.78 at 0.05 level of significance and $df = 4$, the null hypothesis, "there is no significant relationship between the extent of supervision provided by the teachers on pupils' studies along instructional assistance and civil status of the teachers" was accepted. This implies that the extent of supervision provided by the teachers on their pupils' studies along instructional assistance was not influenced by their civil status. This means that regardless of the fact that their teachers may have been married, the extent of supervision provided by the teachers on their pupils' studies were the same. It was true with the other civil statuses.

As to average monthly family income, a negative correlation was obtained. This signifies that an inverse relationship existed between average monthly family income and extent of supervision provided by teachers on pupils' studies along instructional assistance. This meant that teachers with high monthly income exert less supervision on pupils' studies along instructional assistance and vice versa. The computed r -value for average monthly family income of the teachers and the extent of supervision provided by the teachers on their pupils' studies along instructional assistance was -0.241 , with a Fisher's t -value of -0.50 , which was found to be lesser than the critical t -value of 2.78 at 0.05 level of significance and $df = 4$, the null hypothesis, "there is no significant relationship between the extent of supervision provided by the teachers on pupils' studies along instructional assistance and average family monthly income of the teachers" was accepted. This meant that the extent of supervision provided by the teachers on their pupils' studies along instructional assistance were the same regardless of their average family monthly income.

As to educational attainment the computed r was 0.210 , between the extent of supervision provided by the teachers on pupils' studies along instructional assistance and educational attainment of the teachers. The computed t -value was 0.43 , which was less than the critical t -value of 2.78 at 0.05 level of significance and $df = 4$. This led to the acceptance of the hypothesis, "there is no significant relationship between the extent of supervision provided by the teachers on pupils' studies along instructional assistance and educational

attainment" was accepted. This meant that the extent of supervision provided by the teachers on their pupils' studies along instructional assistance would be the same regardless of their educational attainment. Teachers may differ in educational attainment but their extent of supervision provided to pupils' studies along instructional assistance would be the same.

As to length of service, the relationship between the extent of supervision provided by the teachers on their pupils' studies and length of service (teaching experience) was concerned a negative value of r was obtained. This meant that an inverse relationship existed between the two variables. This result shows that as the teachers stayed long in the service the extent of supervision provided by the teacher on pupils' studies along instructional assistance decreases. The obtained r -value was posted at -0.045 , with a Fisher's t -value of -0.09 , which was found to be lesser than the critical t -value of 2.78 at 0.05 level of significance and $df = 4$. This correlation of coefficient result caused the acceptance of the hypothesis, "there is no significant relationship between extent of supervision provided by the teachers on their pupils' studies along instructional assistance and their length of service (teaching experience)" is accepted. This implies that the extent of supervision provided by the teachers on their pupils' studies along instructional assistance was not significantly related to their length of service (teachers' teaching experience). This meant that the teachers who had been in service for quite a longer period would have the same extent of supervision provided on their pupils' studies with those who were new in the service such as

newly hired graduates. Teachers are expected to perform their duties and one of these is supervising their pupils' studies along instructional assistance. So, regardless of whether one has taught for one month or one has been in the teaching job for 40 years they had to do their job.

As to latest performance rating, the relationship between the extent of supervision provided by the teachers on their pupils' studies along instructional assistance and latest performance rating was concerned the computation of correlation revealed a 0.740 r-value, with a Fisher's t-value of 2.20, which was lesser than the critical t-value of 2.78 at $df = 4$, level of significance set at .05 (two tailed), this finding led to the acceptance of the hypothesis, "there is no significant relationship between the extent of supervision provided by the teachers on their pupils' studies along instructional assistance and their latest performance rating" was accepted. This meant that teachers rated outstanding, very satisfactory, satisfactory had the same extent of supervision provided on their pupils' studies. The could be explained that in the giving of performance rating to teachers, outstanding performance means that the teacher have extra assignment not related to their supervision of the pupils' studies, very satisfactory rating means that the teacher had accomplish his/her target and exceeded a little, satisfactory means one has accomplished his/her targets and this includes supervision of teachers on pupils' studies along instructional assistance.

As to relevant trainings and seminars attended a 0.210 correlation of coefficient was obtained between extent of supervision provided by the teachers on their pupils' studies along disciplinary control and attendance in relevant training and seminars by teachers, at 0.05 level of significance and with a Fisher's t-value of 0.43, which was lesser than the critical t-value of 2.78 at $df = 4$, level of significance set at .05 (two tailed), the null hypothesis, "there is no significant relationship between the extent of supervision provided by the teachers on their pupils' studies along instructional assistance and teachers' trainings/seminar attended" was accepted. This meant that the teachers' attendance in trainings/seminars relevant to their work as teachers were not significantly related to the extent of supervision provided by the teachers on their pupils' studies along instructional assistance.

Attendance in school activities. Table 39 presents the Pearson r-value and the Fisher's t-value for the relationships between the extent of supervision provided by the teachers on pupils' studies along attendance in school activities and some teacher-related variates.

As to age the computed r was -0.485, between the extent of supervision provided by the teachers on pupils' studies along attendance in school activities and age of the teachers. The negative value of r meant that there is an inverse relationship between the two variables, that is, as the teacher becomes older his/her extent of supervision provided on pupils' studies along attendance in school activities decreases or is lessened and vice versa. The computed t-value

Table 39

**Relationship Between Extent of Supervision Provided by Teachers
on Pupils' Studies Along Attendance in School Activities
and Their Personal Variates**

Personal Variates	r_{xy}	Fishers t-value		Evaluation/ Decision
		Computed	Critical df = 4, $\alpha = .05$	
Age	-0.485	-1.11	2.78	NS
Sex	-0.518	-1.21	2.78	NS
Civil status	0.464	1.05	2.78	NS
Average Monthly Income	0.295	0.62	2.78	NS
Educational Attainment	0.518	1.21	2.78	NS
Length of service	-0.712	-2.03	2.78	NS
Latest performance rating	0.480	1.09	2.78	NS
Relevant trainings and seminars attended	0.518	1.21	2.78	NS

was -1.11, which was less than the critical t-value of 2.78 at 0.05 level of significance and df = 4 (two tailed). This led to the acceptance of the hypothesis, which states, "there is no significant relationship between the extent of supervision provided by the teachers on pupils' studies along attendance in school activities and age". This implies that the age of the teacher-respondents is not significantly related to the extent of supervision the teachers provides to their pupils' studies along attendance in school activities. Teachers may differ in age but the extent of supervision they provide on pupils' studies along attendance in school activities were the same. Older teachers and much younger ones have the

same extent of supervision provided on their pupils' studies along attendance in school activities.

As to sex, the computed r was -0.518 , between the extent of supervision provided by the teachers on pupils' studies along attendance in school activities and sex of the teachers. The negative correlation could be explained by the coding which was used in representing the variable, this account for the negative value of the correlation. Also, the majority of the respondents were females and only one was male, which explains the obtained negative values. The computed t -value was -1.21 , which was less than the critical t -value of 2.78 at 0.05 level of significance and $df = 4$. This lead to the acceptance of the null hypothesis which states, "there is no significant relationship between the extent of supervision provided by the teachers on pupils' studies along attendance in school activities and sex". This result implies that the sex of the teachers does not influence his/her extent of supervision provided on pupils' studies along attendance in school activities. Teachers may differ in sex but the extent of supervision they provided on their pupils' studies along attendance in school activities is the same.

As to civil status, the computed r -value for civil status of the teachers and the extent of supervision provided by the teachers on their pupils' studies along attendance in school activities was 0.464 , with a Fisher's t -value of 1.05 , which was found to be lesser than the critical t -value of 2.78 at 0.05 level of significance and $df = 4$, the null hypothesis, "there is no significant relationship between the

extent of supervision provided by the teachers on pupils' studies along attendance in school activities and civil status of the teachers" was accepted. This implies that the extent of supervision provided by the teachers on their pupils' studies is not influenced by their civil status. This means that regardless of the fact that their teachers may have been married, the extent of supervision provided by the teachers on their pupils' studies were the same. It was true with the other civil statuses.

As to average monthly family income, the computed r -value for average monthly family income of the teachers and the extent of supervision provided by the teachers on their pupils' studies along attendance in school activities was 0.295, with a Fisher's t -value of 0.62, which was found to be lesser than the critical t -value of 2.78 at 0.05 level of significance and $df = 4$, the null hypothesis, "there is no significant relationship between the extent of supervision provided by the teachers on pupils' studies along attendance in school activities and average family monthly income of the teachers" was accepted. This meant that the extent of supervision provided by the teachers on their pupils' studies along attendance in school activities are the same regardless of their average family monthly income.

As to educational attainment the computed r was 0.518, between the extent of supervision provided by the teachers on pupils' studies along attendance in school activities and educational attainment of the teachers. The computed t -value was 1.21, which was less than the critical t -value of 2.78 at 0.05

level of significance and $df = 4$. This led to the acceptance of the hypothesis, which states, "there is no significant relationship between the extent of supervision provided by the teachers on pupils' studies along attendance in school activities and educational attainment" was accepted. This meant that the extent of supervision provided by the teachers on their pupils' studies would be the same regardless of their educational attainment. Teachers may differ in educational attainment but their extent of supervision provided to pupils' studies along attendance in school activities would be the same.

As to length of service, the relationship between the extent of supervision provided by the teachers on their pupils' studies and length of service (teaching experience) was concerned a negative value of r was obtained. This meant that an inverse relationship existed between the two variables. This result shows that as the teachers stayed long in the service the extent of supervision provided by the teacher on pupils' studies along attendance in school activities decreases. The obtained r -value was posted at -0.712 , with a Fisher's t -value of -2.03 , which was found to be lesser than the critical t -value of 2.78 at 0.05 level of significance and $df = 4$. This correlation of coefficient result caused the acceptance of the hypothesis, "there is no significant relationship between extent of supervision provided by the teachers on their pupils' studies along attendance in school activities and their length of service (teaching experience)" is accepted. This implies that the extent of supervision provided by the teachers on their pupils' studies along attendance in school activities was not significantly related to their

length of service (teachers' teaching experience). This meant that the teachers who had been in service for quite a longer period would have the same extent of supervision provided on their pupils' studies with those who were new in the service such as newly hired graduates. Teachers are expected to perform their duties and one of these is supervising their pupils' studies. So, regardless of whether one has taught for one month or one has been in the teaching job for 40 years they had to do their job.

As to latest performance rating, the relationship between the extent of supervision provided by the teachers on their pupils' studies along attendance in school activities and latest performance rating was concerned the computation of correlation revealed a 0.480 r-value, with a Fisher's t-value of 1.09, which was lesser than the critical t-value of 2.78 at $df = 4$, level of significance set at .05 (two tailed), this finding led to the acceptance of the hypothesis, "there is no significant relationship between the extent of supervision provided by the teachers on their pupils' studies along attendance in school activities and their latest performance rating" was accepted. This meant that teachers rated outstanding, very satisfactory, satisfactory had the same extent of supervision provided on their pupils' studies along attendance in school activities. This could be explained that in the giving of performance rating to teachers, outstanding performance means that the teacher has extra assignment not related to their supervision of the pupils' studies, very satisfactory rating means that the teacher had accomplish his/her target and exceeded a little, satisfactory

means one has accomplished his/her targets and this includes supervision of teachers on pupils' studies along attendance in school activities.

As to relevant trainings and seminars attended a 0.518 correlation of coefficient was obtained between extent of supervision provided by the teachers on their pupils' studies along attendance in school activities and attendance in relevant training and seminars by teachers, at 0.05 level of significance (two tailed) and with a Fisher's t-value of 1.21, which was lesser than the critical t-value of 2.78, at $df = 4$, the null hypothesis, "there is no significant relationship between the extent of supervision provided by the teachers on their pupils' studies along attendance in school activities and teachers' trainings/seminar attended" was accepted. This meant that the teachers' attendance in trainings/seminars relevant to their work as teachers was not significantly related to the extent of supervision provided by the teachers on their pupils' studies along attendance in school activities.

Relationship Between Extent of Supervision Provided by Parents on Pupils' Studies and Their Profile

The relationship between the extent of supervision provided by the parents on pupils' studies along the five areas: 1) disciplinary control, 2) behavioral guidance, 3) counseling and encouragement, 4) instructional assistance, and 5) attendance in school activities and some parents-related variates is presented in this section.

Disciplinary control. Table 40 presents the Pearson r-value and the Fisher's t-value for the relationships between the extent of supervision provided by the parents on pupils' studies along disciplinary control and some parents-related variates.

As to age the computed r was -0.021, between the extent of supervision provided by the parents on pupils' studies along disciplinary control and age of the parents. The negative value of r meant that there is an inverse relationship between the two variables, that is, as the parents becomes older his/her extent of supervision provided on children's studies along disciplinary control decreases or is lessened and vice versa. The computed t-value was -0.300, which was less than the critical t-value of 1.96 at 0.05 level of significance and $df = 204$. This led to the acceptance of the hypothesis, which states, "there is no significant relationship between the extent of supervision provided by the parents on

Table 40

**Relationship Between Extent of Supervision Provided by Parents
on Children's Studies Along Disciplinary Control
and Their Personal Variates**

Personal Variates	r_{xy}	Fishers t-value		Evaluation/ Decision
		Computed	Critical $df = 204, \alpha = .05$	
Age	-0.021	-0.300	1.96	NS
Sex	-0.087	-1.250	1.96	NS
Average Monthly Income	0.025	0.360	1.96	NS
Educational Attainment	0.048	0.690	1.96	NS
Occupation	0.023	0.330	1.96	NS

pupils' studies along disciplinary control and age". This implies that the age of the parent-respondents is not significantly related to the extent of supervision the parent provides to their children's studies along disciplinary control. Parents may differ in age but the extent of supervision they provide on children's studies along disciplinary control would be the same.

As to sex the computed r was -0.087 , between the extent of supervision provided by the parents on children's studies along disciplinary control and sex of the parents. The negative correlation could be explained by the coding which was used in representing the variable, this account for the negative value of the correlation. Also, the majority of the respondents were females (146) and only 60 were males, which explained the obtained negative values. The computed t -value was -1.25 , which was less than the critical t -value of 1.96 at 0.05 level of significance and $df = 204$ (two tailed). This lead to the acceptance of the null hypothesis which states, "there is no significant relationship between the extent of supervision provided by the parents on children's studies along disciplinary control and sex". This result implies that the sex of the parents does not influence his/her extent of supervision provided on children's studies along disciplinary control. Parents may differ in sex but the extent of supervision they provided on their children's studies along disciplinary control is the same.

As to average monthly family income, the computed r -value for the relationship between the average monthly family income of the parents and the extent of supervision provided by the parents on their children's studies along

disciplinary control was 0.025, with a Fisher's t-value of 0.360, which was found to be lesser than the critical t-value of 1.96 at 0.05 level of significance and $df = 204$, the null hypothesis, "there is no significant relationship between the extent of supervision provided by the parents on children's studies along disciplinary control and average family monthly income of the parents" was accepted. This meant that the extent of supervision provided by the parents on their pupils' studies along disciplinary control are the same regardless of their average family monthly income.

As to educational attainment the computed r was 0.048, between the extent of supervision provided by the parents on children's studies along disciplinary control and educational attainment of the parents. The computed t-value was 0.690, which was less than the critical t-value of 1.96 at 0.05 level of significance and $df = 204$. This led to the acceptance of the hypothesis, which states, "there is no significant relationship between the extent of supervision provided by the parents on children's studies along disciplinary control and educational attainment." This meant that the extent of supervision provided by the parents on their children's studies would be the same regardless of their educational attainment. Parents may differ in educational attainment but their extent of supervision provided to children's studies along disciplinary control would be the same.

As to occupation, the relationship between the extent of supervision provided by the parents on their children's studies and occupation of the parents

obtained an r -value posted at 0.023, with a Fisher's t -value of 330, which was found to be lesser than the critical t -value of 1.96 at 0.05 level of significance and $df = 204$. This correlation of coefficient result caused the acceptance of the hypothesis, "there is no significant relationship between extent of supervision provided by the parents on their children's studies along disciplinary control and their occupation." This implies that the extent of supervision provided by the parents on their children's studies along disciplinary control was not significantly related to their occupations.

Behavioral guidance. Table 41 presents the Pearson r -value and the Fisher's t -value for the relationships between the extent of supervision provided by the parents on pupils' studies along behavioral guidance and some parent-related variates.

Table 41

**Relationship Between Extent of Supervision Provided by Parents
on Children's Studies Along Behavioral Guidance
and Their Personal Variates**

Personal Variates	r_{xy}	Fishers t -value		Evaluation/ Decision
		Computed	Critical $df = 204, \alpha = .05$	
Age	-0.025	-0.36	1.96	NS
Sex	0.006	0.09	1.96	NS
Average Monthly Income	0.034	0.49	1.96	NS
Educational Attainment	0.105	1.51	1.96	NS
Occupation	0.159	2.30	1.96	S

As to age the computed r was -0.025 , between the extent of supervision provided by the parents on children's studies along behavioral guidance and age of the parents. The negative value of r meant that there is an inverse relationship between the two variables, that is, as the parent becomes older his/her extent of supervision provided on pupils' studies along behavioral guidance decreases or is lessened and vice versa. The computed t -value was -0.36 , which was less than the critical t -value of 1.96 at 0.05 level of significance and $df = 204$. This led to the acceptance of the hypothesis, which states, "there is no significant relationship between the extent of supervision provided by the parents on pupils' studies along behavioral guidance and age". This implies that the age of the parent-respondents is not significantly related to the extent of supervision the parents provides to their children's studies along behavioral guidance. Parents may differ in age but the extent of supervision they provide on children's studies along behavioral guidance were the same.

As to sex the computed r was 0.006 , between the extent of supervision provided by the parents on children's studies along behavioral guidance and sex of the parents. The computed t -value was 0.09 , which was less than the critical t -value of 1.96 at 0.05 level of significance and $df = 204$. This lead to the acceptance of the null hypothesis which states, "there is no significant relationship between the extent of supervision provided by the parents on children's studies along behavioral guidance and sex". This result implies that the sex of the parents does not influence his/her extent of supervision provided on children's studies

along behavioral guidance. Parents may differ in sex but the extent of supervision they provided on their children's studies along behavioral guidance is the same.

As to average monthly family income, the computed r -value for average monthly family income of the parents and the extent of supervision provided by the parents on their children's studies along behavioral guidance was 0.034, with a Fisher's t -value of 0.49, which was found to be lesser than the critical t -value of 1.96 at 0.05 level of significance and $df = 204$, the null hypothesis, "there is no significant relationship between the extent of supervision provided by the parents on children's studies along behavioral guidance and average family monthly income of the parents" was accepted. This meant that the extent of supervision provided by the parents on their children's studies along behavioral guidance were the same regardless of their average family monthly income.

As to educational attainment, the relationship between the extent of supervision provided by the parents on their pupils' studies along behavioral guidance and educational attainment of the parents obtained a computed $r = 0.105$, between the extent of supervision provided by the parents on children's studies along behavioral guidance and educational attainment of the parents. The computed t -value was 1.51, which was less than the critical t -value of 1.96 at 0.05 level of significance and $df = 204$. This led to the acceptance of the hypothesis, "there is no significant relationship between the extent of supervision provided by the parents on children's studies along behavioral

guidance and their educational attainment.” This meant that the extent of supervision provided by the parents on their children’s studies would be the same regardless of their educational attainment. Parents may differ in educational attainment but their extent of supervision provided to their children’s studies along behavioral guidance would be the same.

As to occupation, the relationship between the extent of supervision provided by the parents on their children’s studies along behavioral guidance and occupations of the parents revealed an r -value posted at 0.159, with a Fisher’s t -value of 2.30, which was found to be greater than the critical t -value of 1.96 at 0.05 level of significance and $df = 204$. This correlation of coefficient result caused the rejection of the hypothesis, “there is no significant relationship between extent of supervision provided by the parents on their children’s studies along behavioral guidance and their occupation”. This implies that the extent of supervision provided by the parents on their children’s studies along behavioral guidance was significantly related to their occupations. This meant that the parents who had occupations such as teachers exert greater behavioral guidance to their children.

Counseling and encouragement. Table 42 presents the Pearson r -value and the Fisher’s t -value for the relationships between the extent of supervision provided by the parents on children’s studies along counseling and encouragement and some parent-related variates.

Table 42

**Relationship Between Extent of Supervision Provided by Parents on
Children's Studies Along Counseling and Encouragement
and Their Personal Variates**

Personal Variates	r_{xy}	Fishers t-value		Evaluation/ Decision
		Computed	Critical df = 204, $\alpha = .05$	
Age	-0.058	-0.83	1.96	NS
Sex	0.011	0.16	1.96	NS
Average Monthly Income	0.007	0.10	1.96	NS
Educational Attainment	0.167	2.42	1.96	S
Occupation	0.097	1.39	1.96	NS

As to age the computed r was -0.058, between the extent of supervision provided by the parents on children's studies along counseling and encouragement and age of the parents. The negative value of r meant that there was an inverse relationship between the two variables, that is, as the parents becomes older his/her extent of supervision provided on children's studies along counseling and encouragement decreases or is lessened and vice versa. The computed t-value was -0.83, which was less than the critical t-value of 1.96 at 0.05 level of significance and $df = 204$ (two tailed). This led to the acceptance of the hypothesis, which states, "there is no significant relationship between the extent of supervision provided by the parents on children's studies along counseling and encouragement and age". This implies that the age of the parents

is not significantly related to the extent of supervision the parents provides to their children's studies along counseling and encouragement. Parents may differ in age but the extent of supervision they provide on children's studies along counseling and encouragement would be the same.

As to sex the computed r was 0.011, between the extent of supervision provided by the parents on children's studies along counseling and encouragement and sex of the parents. The computed t -value was 0.011, which was less than the critical t -value of 1.96 at 0.05 level of significance and $df = 204$. This led to the acceptance of the null hypothesis which states, "there is no significant relationship between the extent of supervision provided by the parents on children's studies along counseling and encouragement and sex". This result implies that the sex of the parents does not influence his/her extent of supervision provided on children's studies along counseling and encouragement. Male and female parents showed the same extent of supervision provided on their children's studies along counseling and encouragement.

As to average monthly family income, the computed r -value for average monthly family income of the parents and the extent of supervision provided by the parents on their children's studies along counseling and encouragement was 0.007, with a Fisher's t -value of 0.10, which was found to be lesser than the critical t -value of 1.96 at 0.05 level of significance and $df = 204$, the null hypothesis, "there is no significant relationship between the extent of supervision provided by the parents on children's studies along counseling and

encouragement and average family monthly income of the parents" was accepted. This meant that the extent of supervision provided by the parents on their children's studies along counseling and encouragement were the same regardless of their average family monthly income.

As to educational attainment the computed r was 0.167, between the extent of supervision provided by the parents on children's studies along counseling and encouragement and educational attainment of the parents. The computed t -value was 2.42, which was greater than the critical t -value of 1.96 at 0.05 level of significance and $df = 204$ (two tailed). This led to the rejection of the hypothesis, which states, "there is no significant relationship between the extent of supervision provided by the parents on children's studies along counseling and encouragement and educational attainment" was rejected. This meant that the extent of supervision provided by the parents on their children's studies along counseling and encouragement would be the same regardless of their educational attainment. Parents may differ in educational attainment but their extent of supervision provided to children's studies along counseling and encouragement would be the same.

As to occupation, the relationship between the extent of supervision provided by the parents on their children's studies along counseling and encouragement and occupation obtained r -value posted at 0.097, with a Fisher's t -value of 1.39, which was found to be lesser than the critical t -value of 1.96 at 0.05 level of significance and $df = 204$ (two tailed). This correlation of coefficient

result caused the acceptance of the hypothesis, "there is no significant relationship between extent of supervision provided by the parents on their children's studies along counseling and encouragement and their occupation. This implies that the extent of supervision provided by the parents on their children's studies along counseling and encouragement was not significantly related to their occupations. This meant that the parents differ in occupations but they would have the same extent of supervision provided on their children's studies.

Instructional assistance. Table 43 presents the Pearson r-value and the Fisher's t-value for the relationships between the extent of supervision provided by the parents on children's studies along instructional assistance and some parent-related variates.

Table 43

**Relationship Between Extent of Supervision Provided by Parents
on Children's Studies Along Instructional Assistance
and Their Personal Variates**

Personal Variates	r_{xy}	Fishers t-value		Evaluation/ Decision
		Computed	Critical df = 204, $\alpha = .05$	
Age	-0.038	-0.54	1.96	NS
Sex	-0.140	-2.02	1.96	S
Average Monthly Income	0.044	0.63	1.96	NS
Educational Attainment	0.029	0.41	1.96	NS
Occupation	0.082	1.18	1.96	NS

As to age the computed r was -0.038 , between the extent of supervision provided by the parents on children's studies along instructional assistance and age of the parents. The negative value of r meant that there was an inverse relationship between the two variables, that is, as the parents becomes older his/her extent of supervision provided on children's studies along instructional assistance decreases or is lessened and vice versa. The computed t -value was 0.33 , which was less than the critical t -value of 1.96 at 0.05 level of significance and $df = 204$. This led to the acceptance of the hypothesis, which states, "there is no significant relationship between the extent of supervision provided by the parents on pupils' studies along instructional assistance and age of the parents". This implies that the age of the parents -respondents is not significantly related to the extent of supervision the parents provides to their children's studies along instructional assistance. Parents may differ in age but the extent of supervision they provide on their children's studies along instructional assistance were the same.

As to sex the computed r was -0.140 , between the extent of supervision provided by the parents on pupils' studies along instructional assistance and sex of the parents. The negative correlation could be explained by the coding which was used in representing the variable, this account for the negative value of the correlation. Also, the majority of the respondents were females, which explains the obtained negative values. The computed t -value was -2.02 , which absolute value was greater than the critical t -value of 1.96 at 0.05 level of significance and

df = 204. This led to the rejection of the null hypothesis which states, "there is no significant relationship between the extent of supervision provided by the parents on children's studies along instructional assistance and sex of the parents". This result implies that the sex of the parents influenced his/her extent of supervision provided on children's studies along instructional assistance with the fathers providing less supervision compared to the mothers. Sex of the parents is significantly related to the extent of supervision they provide on their children's studies along instructional assistance.

As to average monthly family income, this meant that the computed r -value for average monthly family income of the parents and the extent of supervision provided by the parents on their pupils' studies along instructional assistance was 0.044, with a Fisher's t -value of 0.63, which was found to be lesser than the critical t -value of 1.96 at 0.05 level of significance and df = 204 (two tailed), the null hypothesis, "there is no significant relationship between the extent of supervision provided by the parents on pupils' studies along instructional assistance and average family monthly income of the parents" was accepted. This meant that the extent of supervision provided by the parents on their pupils' studies along instructional assistance were the same regardless of their average family monthly income.

As to educational attainment the computed r was 0.029, between the extent of supervision provided by the teachers on pupils' studies along instructional assistance and educational attainment of the teachers. The

computed t-value was 0.41, which was less than the critical t-value of 1.96 at 0.05 level of significance and $df = 204$. This led to the acceptance of the hypothesis, “there is no significant relationship between the extent of supervision provided by the teachers on pupils’ studies along instructional assistance and educational attainment.” This meant that the extent of supervision provided by the parents on their pupils’ studies along instructional assistance would be the same regardless of their educational attainment. Parents may differ in educational attainment but their extent of supervision provided on their children’s studies along instructional assistance would be the same.

As to occupation, the relationship between the extent of supervision provided by the parents on their children’s studies and occupation of parents obtained an r-value of 0.082, with a Fisher’s t-value of 1.18, which was found to be lesser than the critical t-value of 1.96 at 0.05 level of significance and $df = 204$. This correlation of coefficient result caused the acceptance of the hypothesis, “there is no significant relationship between extent of supervision provided by the teachers on their pupils’ studies along instructional assistance and their occupation” is accepted. This implies that the extent of supervision provided by the parents on their children’s studies along instructional assistance was not significantly related to their.

Attendance in school activities. Table 44 presents the Pearson r-value and the Fisher’s t-value for the relationships between the extent of supervision

provided by the parents on children's studies along attendance in school activities and some parent-related variates.

As to age the computed r was 0.003, between the extent of supervision provided by the parents on children's studies along attendance in school activities and age of the parents. The computed t -value was 0.04, which was less than the critical t -value of 1.96 at 0.05 level of significance and $df = 204$ (two tailed). This led to the acceptance of the hypothesis, which states, "there is no significant relationship between the extent of supervision provided by the parents on their children's studies along attendance in school activities and age". This implies that the age of the parent-respondents is not significantly related to the extent of supervision the parents provides to their children's studies along attendance in school activities. Parents may differ in age but the extent of supervision they provide on their children's studies along attendance in school activities were the same.

Table 44

Relationship Between Extent of Supervision Provided by Parents on Children's Studies Along Attendance in School Activities and Their Personal Variates

Personal Variates	r_{xy}	Fishers t -value		Evaluation/ Decision
		Computed	Critical $df = 204, \alpha = .05$	
Age	0.003	0.04	1.96	NS
Sex	-0.078	-1.12	1.96	NS
Average Monthly Income	-0.001	-0.01	1.96	NS
Educational Attainment	-0.001	-0.01	1.96	NS
Occupation	-0.013	-0.19	1.96	NS

As to sex, the computed r was -0.078 , between the extent of supervision provided by the parents on pupils' studies along attendance in school activities and sex of the parents. The negative correlation could be explained by the coding which was used in representing the variable, this account for the negative value of the correlation. Also, the majority of the respondents were females, which explains the obtained negative values. The computed t -value was -1.12 , which was less than the critical t -value of 1.96 at 0.05 level of significance and $df = 204$. This led to the acceptance of the null hypothesis which states, "there is no significant relationship between the extent of supervision provided by the parents on children's studies along attendance in school activities and sex". This result implies that the sex of the parents does not influence his/her extent of supervision provided on their children's studies along attendance in school activities. Parents' may differ in sex but the extent of supervision they provided on their children's studies along attendance in school activities were the same.

As to average monthly family income, the computed r -value for average monthly family income of the teachers and the extent of supervision provided by the parents on their pupils' studies along attendance in school activities was -0.001 , with a Fisher's t -value of -0.01 , which was found to be lesser than the critical t -value of 1.96 at 0.05 level of significance and $df = 204$, the null hypothesis, "there is no significant relationship between the extent of supervision provided by the parents on children's studies along attendance in school activities and average family monthly income of the parents" was

accepted. This meant that the extent of supervision provided by the parents on their children's studies along attendance in school activities were the same regardless of their average family monthly income.

As to educational attainment the computed r was -0.001 , between the extent of supervision provided by the parents on children's studies along attendance in school activities and educational attainment of the parents. The computed t -value was -0.01 , which was less than the critical t -value of 1.96 at 0.05 level of significance and $df = 204$. This led to the acceptance of the hypothesis, "there is no significant relationship between the extent of supervision provided by the parents on pupils' studies along attendance in school activities and educational attainment". This meant that the extent of supervision provided by the parents on their children's studies would be the same regardless of their educational attainment. Parents may differ in educational attainment but their extent of supervision provided on children's studies along attendance in school activities would be the same.

As to occupation, the relationship between the extent of supervision provided by the parents on their children's studies and their occupations a negative value of r was obtained, this meant that an inverse relationship existed between the two variables. This result shows that some occupation of parents decreases the extent of supervision provided by them on their children's studies along attendance in school activities. The obtained r -value was posted at -0.013 , with a Fisher's t -value of -0.19 , which was found to be lesser than the critical t -

value of 1.96 at 0.05 level of significance and $df = 204$ (two tailed). This correlation of coefficient result caused the acceptance of the hypothesis, “there is no significant relationship between extent of supervision provided by the parents on their pupils’ studies along attendance in school activities and their length of service (teaching experience)” is accepted. This implies that the extent of supervision provided by the parents on their pupils’ studies along attendance in school activities was not significantly related to the occupation of parents.

**Relationship Between the Extent of Supervision
Provided by Teachers on Pupils’ Studies
and Pupils’ Academic Performance**

The relationship between extent of supervision provided by teachers on pupils’ studies along disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance and attendance in school activities and academic performance of the pupil-respondents in the District Achievement Test (DAT) is presented in this section. Table 45 presents the relationship between the academic achievement of the pupils and the extent of supervision provided by teachers on pupils’ studies along disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance and attendance in school activities.

Disciplinary control. As to disciplinary control, Table 45 presents the result of the computed r is 0.281 between the extent of supervision provided by the teachers along disciplinary control and the academic achievement of the

pupils in the District Achievement Test (DAT). The computed t-value was 4.18 which is greater than the critical t-value of 1.96 at level of significance set at .05 (two tailed). This led to the rejection of the null hypothesis "there is no significant relationship between the extent of supervision provided by teachers on pupils' studies along disciplinary control and academic achievement of the pupils." This result implies that the extent of supervision provided by teachers on pupils' studies along disciplinary control is significantly related to the academic achievement of the pupils. This meant that the higher the extent of supervision provided by teachers on pupils' studies along disciplinary control the higher is the academic performance of the pupils in the District Achievement Test (DAT).

Table 45

Relationship Between Extent of Supervision Provided by Teachers on Pupils' Studies and Pupils' Academic Performance

Areas of Supervision	r_{xy}	Fishers t-value		Evaluation/ Decision
		Comp.	Critical df =2, $\alpha = .05$	
Disciplinary Control	0.281	4.18	1.96	S
Behavioral Guidance,	0.243	3.58	1.96	S
Counseling and Encouragement,	0.235	3.45	1.96	S
Instructional Assistance	0.039	0.56	1.96	NS
Attendance in School Activities	0.153	2.21	1.96	S

Behavioral guidance. As to behavioral guidance, the same table presents the result of the computed r is 0.243 between the extent of supervision provided by the teachers along behavioral guidance and the academic achievement of the pupils in the District Achievement Test (DAT). The computed t -value was 3.58 which is greater than the critical t -value of 1.96 at level of significance set at .05 (two tailed). This led to the rejection of the null hypothesis "there is no significant relationship between the extent of supervision provided by teachers on pupils' studies along behavioral guidance and academic achievement of the pupils." This result implies that the extent of supervision provided by teachers on pupils' studies along behavioral guidance is significantly related to the academic achievement of the pupils. This meant that the higher the extent of supervision provided by teachers on pupils' studies along behavioral guidance the higher is the academic performance of the pupils in the District Achievement Test.

Counseling and encouragement. As to counseling and encouragement, the same table presents the result of the computed r is 0.235 between the extent of supervision provided by the teachers along counseling and encouragement and the academic achievement of the pupils in the District Achievement Test (DAT). The computed t -value was 3.45 which is greater than the critical t -value of 1.96 at level of significance set at .05 (two tailed). This led to the rejection of the null hypothesis "there is no significant relationship between the extent of supervision provided by teachers on pupils' studies along counseling and

encouragement and academic achievement of the pupils.” This result implies that the extent of supervision provided by teachers on pupils’ studies along counseling and encouragement is significantly related to the academic achievement of the pupils. This meant that the higher the extent of supervision provided by teachers on pupils’ studies along counseling and encouragement the higher is the academic performance of the pupils in the District Achievement Test (DAT).

Instructional assistance. As to instructional assistance, the same table presents the result of the computed r is 0.039 between the extent of supervision provided by the teachers along instructional assistance and the academic achievement of the pupils in the District Achievement Test (DAT). The computed t -value was 0.56 which is less than the critical t -value of 1.96 at level of significance set at .05 (two tailed). This led to the acceptance of the null hypothesis “there is no significant relationship between the extent of supervision provided by teachers on pupils’ studies along instructional assistance and academic achievement of the pupils.” This result implies that the extent of supervision provided by teachers on pupils’ studies along instructional assistance is not significantly related to the academic achievement of the pupils. This meant that the extent of supervision provided by teachers on pupils’ studies along instructional assistance is not related to the academic performance of the pupils in the District Achievement Test.

Attendance in school activities. As to attendance in school activities, the same table presents the result of the computed r is 0.153 between the extent of supervision provided by the teachers along attendance in school activities and the academic achievement of the pupils in the District Achievement Test (DAT). The computed t -value was 2.21 which is greater than the critical t -value of 1.96 at level of significance set at .05 (two tailed). This led to the rejection of the null hypothesis "there is no significant relationship between the extent of supervision provided by teachers on pupils' studies along attendance in school activities and academic achievement of the pupils." This result implies that the extent of supervision provided by teachers on pupils' studies along attendance in school activities is significantly related to the academic achievement of the pupils. This meant that the higher the extent of supervision provided by teachers on pupils' studies along attendance in school activities the higher is the academic performance of the pupils in the District Achievement Test.

To summarize, a significant correlation resulted between the extent of supervision provided by teachers on pupils' studies along disciplinary control, behavioral guidance, counseling and encouragement, and attendance in school activities and the achievement of the pupils in the District Achievement Test (DAT) and a no significant correlation resulted between the extent of supervision provided by teachers on pupils' studies along instructional assistance and the achievement of the pupils in the District Achievement Test (DAT).

**Relationship Between the Extent of Supervision
Provided by Parents on Pupils' Studies and
Pupils' Academic Performance**

The relationship between extent of supervision provided by parents on pupils' studies along disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance and attendance in school activities is presented in this section. Table 46 presents the relationship between the academic achievement of the pupils and the extent of supervision provided by parents on pupils' studies along disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance and attendance in school activities.

Disciplinary control. As to disciplinary control, Table 46 presents the result of the correlation between the extent of supervision provided by the parents along disciplinary control and the academic achievement of the pupils in the District Achievement Test (DAT). The computed r was 0.032 and the computed t -value was 0.46 which was lesser than the critical t -value of 1.96 at level of significance set at .05 with $df = 204$ (two tailed). This led to the acceptance of the null hypothesis "there is no significant relationship between the extent of supervision provided by parents on pupils' studies along disciplinary control and academic achievement of the pupils." This result implies that the extent of supervision provided by parents on pupils' studies along disciplinary control is not significantly related to the academic achievement of the pupils. This meant that the extent of supervision provided

Table 46

Relationship Between Extent of Supervision Provided by Parents on Pupils' Studies and Pupils' Academic Performance

Areas of Supervision	r_{xy}	Fishers t-value		Evaluation/ Decision
		Comp.	Critical df =2, $\alpha = .05$	
Disciplinary Control	0.032	0.46	1.96	NS
Behavioral Guidance,	-0.040	-0.57	1.96	NS
Counseling and Encouragement,	-0.058	-0.83	1.96	NS
Instructional Assistance	-0.060	-0.86	1.96	NS
Attendance in School Activities	-0.024	-0.34	1.96	NS

by parents on pupils' studies along disciplinary control is not related to the academic achievement of the pupils in the District Achievement Test.

Behavioral guidance. As to behavioral guidance, the same table presents the result of the computed r is -0.040 between the extent of supervision provided by the parents along behavioral guidance and the academic achievement of the pupils in the District Achievement Test (DAT). The negative value of r meant that there is an inverse relationship between the two variables involved in this study. This meant that the higher is the extent or level of supervision provided by the parents on the pupils' studies along behavioral guidance the lower is the academic performance of the pupils (rating of the pupils in the District Achievement Test). The computed t -value was -0.57 which is less than the critical t -value of 1.96 at level of significance set at .05 and $df = 204$ (two tailed).

This led to the acceptance of the null hypothesis "there is no significant relationship between the extent of supervision provided by parents on pupils' studies along behavioral guidance and academic achievement of the pupils." This result implies that the extent of supervision provided by parents on pupils' studies along behavioral guidance is not significantly related to the academic achievement of the pupils. This meant that the extent of supervision provided by parents on pupils' studies along behavioral guidance is not related to the academic performance of the pupils in the District Achievement Test.

Counseling and encouragement. As to counseling and encouragement, the same table presents the result of the computed r is -0.058 between the extent of supervision provided by the teachers along counseling and encouragement and the academic achievement of the pupils in the District Achievement Test (DAT). The negative value of r meant that there is an inverse relationship between the two variables involved in this study. This meant that the higher is the extent or level of supervision provided by the parents on the pupils' studies along counseling and encouragement the lower is the academic performance of the pupils (rating of the pupils in the District Achievement Test). The computed t -value was -0.83 which is lesser than the critical t -value of 1.96 at level of significance set at $.05$ (two tailed). This led to the acceptance of the null hypothesis "there is no significant relationship between the extent of supervision provided by parents on pupils' studies along counseling and encouragement and academic achievement of the pupils." This result implies that the extent of

supervision provided by parents on pupils' studies along counseling and encouragement is not significantly related to the academic achievement of the pupils in the District Achievement Test (DAT). This meant that the extent of supervision provided by parents on pupils' studies along counseling and encouragement is not related to the academic performance of the pupils in the District Achievement Test.

Instructional assistance. As to instructional assistance, the same table presents the result of the computed r is -0.060 between the extent of supervision provided by the parents along instructional assistance and the academic achievement of the pupils in the District Achievement Test (DAT). The negative value of r meant that there is an inverse relationship between the two variables involved in this study. This meant that the higher is the extent or level of supervision provided by the parents on the pupils' studies along instructional assistance the lower is the academic performance of the pupils (rating of the pupils in the District Achievement Test). The computed t -value was -0.060 which is less than the critical t -value of 1.96 at level of significance set at $.05$ (two tailed). This led to the acceptance of the null hypothesis "there is no significant relationship between the extent of supervision provided by parents on pupils' studies along instructional assistance and academic achievement of the pupils." This result implies that the extent of supervision provided by parents on pupils' studies along instructional assistance is not significantly related to the academic achievement of the pupils. This meant that the extent of supervision provided

by parents on pupils' studies along instructional assistance is not related to the academic performance of the pupils in the District Achievement Test.

Attendance in school activities. As to attendance in school activities, the same table presents the result of the computed r is -0.024 between the extent of supervision provided by the parents along attendance in school activities and the academic achievement of the pupils in the District Achievement Test (DAT). The negative value of r meant that there is an inverse relationship between the two variables involved in this study. This meant that the higher is the extent or level of supervision provided by the parents on the pupils' studies along attendance in school activities the lower is the academic performance of the pupils (rating of the pupils in the District Achievement Test). The computed t -value was -0.34 which is lesser than the critical t -value of 1.96 at level of significance set at $.05$ (two tailed). This led to the acceptance of the null hypothesis "there is no significant relationship between the extent of supervision provided by parents on pupils' studies along attendance in school activities and academic achievement of the pupils." This result implies that the extent of supervision provided by parents on pupils' studies along attendance in school activities is not significantly related to the academic achievement of the pupils. This meant that the extent of supervision provided by parents on pupils' studies along attendance in school activities is not related to the academic performance of the pupils in the District Achievement Test (DAT).

To summarize, a no significant correlation resulted between the extent of supervision provided by parents on pupils' studies along the five areas of supervision – disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance and attendance in school activities and the achievement of the pupils in the District Achievement Test (DAT).

Educational Redirections

The following were the implications for educational redirections based on the findings of the study:

1. A significant differences in the perceptions of the three groups of respondents on the extent of supervision provided by the teachers on pupils studies along attendance in school activities for the: 1) pupils and teachers, and 2) parents and pupils implies that because of the nature of the involvement of the respondents they do not see eye to eye regarding the extent of supervision provided by of the teachers along attendance in school activities, thus, there is a need to come to an agreement to thresh out problems and to find solutions to problems concerning teachers' and parents supervision of pupils along attendance in school activities and this is possible during the PTCA meetings. Parents should be informed of the school activities so that they would know what should be done and what is expected from them.

2. A significant difference in the perceptions of the three groups of respondents on the extent of supervision provided by the parents on pupils'

studies along disciplinary control for: 1) teacher and parents, and 2) parents and pupils would imply that parents should be provided by the teachers the pupils' lessons/assignment/activity in which parents being parents can exert their disciplinary control over their children thus they could served best as their teacher at home.

3. A significant difference in the perceptions of the three groups of respondents on the extent of supervision provided by the parents on pupils' studies along behavioral guidance for the pairs, namely: 1) pupils and teachers, 2) teachers and parents, and 3) pupils and parents implies that parents should consult the teachers which behavior is to be stressed/developed/corrected/uphold in school. In case of misbehavior exhibited by pupils in school the teacher should find out the cause and should conduct home visit to facilitate good solution to the problem.

4. A significant difference in the perceptions of the three groups of respondents on the extent of supervision provided by the parents on pupils' studies along counseling and encouragement for teachers and parents implies that in cases wherein the teachers notice contrary views/ideas/opinions of parents along counseling and encouragement as expressed in PTCA meetings.

5. A significant difference in the perceptions of the three groups of respondents on the extent of supervision provided by the parents on pupils' studies along instructional assistance for the pair, namely: 1) pupils and teachers, and 2) teachers and parents, implies that the teachers have to get to

know about their pupils in his home environment, while the parents have to know about their child in the school environment, thus study habits should be constantly monitored by parents.

6. A significant difference in the perceptions of the three groups of respondents on the extent of supervision provided by the parents on pupils' studies along attendance in school activities with the pair: 1) pupils and teachers, and 2) teachers and parents implies that since teachers would need parents support and approval for their pupils in participating such activities there is a need for the teachers to consult parents regarding such participation by the pupils and the parents should be involved and informed of such activities and the teachers should give the aim/objective/importance of such activity.

7. A significant relationships between the extent of supervisions provided by parents on pupils' studies along behavioral guidance and the parents' occupation/employment implies that parents' should help their children in their studies by tutoring their children assignments/exercises/homework/projects.

8. A significant relationships between the extent of supervisions provided by parents on pupils' studies along counseling and encouragement and the parents' educational attainment implies that parents should encourage their children towards their studies so that they well have interest towards their studies and they should counsel them in their problems about their lesson,

school work, peer relations, and others in order for them to grow and develop into well rounded persons.

9. A significant relationships between the extent of supervisions provided by parents on pupils' studies along instructional assistance and the sex of the parents implies that mothers should help their children in their studies by doing the tutoring of children assignments/exercises/homework/projects at home reinforcing classroom learning but fathers should also be involved by providing the necessary financial counterpart such as paying the tutors for those whose wife cannot tutor their children because they are busy with their occupations and other works or they cannot tutor them because of their low educational background.

10. A significant relationship between the extent of supervision provided by the teachers on pupils' studies along disciplinary control and the academic performance of the pupils in the District Achievement Test (DAT) implies that the teachers should talk with parents regarding establishing good study habits in the pupils so that pupils' achievement would be enhanced since teachers are the facilitator/source of information regarding the pupils' achievement.

11. A significant relationship between the extent of supervision provided by the teachers on pupils' studies along behavioral guidance and the academic performance of the pupils in the District Achievement Test (DAT) implies that the teachers should discuss behavior problems of the pupils with the

pupils and parents since the teacher is also the guidance counselor, home visit should be done by the teacher to find the root cause of behavior problems and encouraging self assessment and development through good, helpful, and understanding friends should be developed.

12. A significant relationship between the extent of supervision provided by the teachers on pupils' studies along counseling and encouragement and the academic performance of the pupils in the District Achievement Test (DAT) implies that the teachers should call the pupils who are not performing as expected and should give advice and counsel as to what he should do best to improved his/her performance. The teacher should also seek the help of other educational specialist which can help the pupils and the parents should be informed regarding the problems encountered by the pupils.

13. A significant relationship between the extent of supervision provided by the teachers on pupils' studies along attendance in school activities and the acadernic performance of the pupils in the District Achievement Test (DAT) implies that the teachers should encourage pupils participation in school activities and parents should be informed of such activities to be undertaken by the pupils so that full support would be provided to the pupils by the parents.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the major findings, the conclusions that result and the recommendations made based on the findings and conclusions.

Summary of Findings

The following were the salient findings of the study:

1. The Grade VI teacher-respondents from complete elementary schools of San Jorge District had mean age of 41.50 years old; majority were female, married, with mean income of PhP11,324.83; majority were BEEd/BSEd graduates with an average length of service of 14 years, with “very satisfactory” performance (mean = 8.45), and have attended five seminars/training.

2. The parent-respondents had the following characteristics, the respondent-mothers had mean age at 38.11 years old while the respondent-fathers had mean age of 40.12 years old, majority of the parent -respondents were female (mothers) with 146 or 70.87 percent, the mean of their family monthly income was PPH5,116.97. The respondents’ mothers were at least high school

graduates and the respondents' fathers were at least elementary graduates, majority of the parents (both mother and father) were engaged in occupations which would make them at home during evenings.

3. The academic achievement measured in terms of mean scores of the Grade VI pupil-respondents from the four respondent-schools in the five subjects areas which covered English, Math, Filipino, Science and MAKABAYAN were: 36.72, 36.84, 38.65, 35.93, and 32.58 respectively; this indicates a passing performance for the pupils and accomplished target by the school.

4. The perceptions of the three groups of respondents-pupils, teachers and parents on the extent of supervision provided by the teachers on pupils' studies along the five areas - disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance and attendance in school activities resulted to the following:

4.1 Along disciplinary control, the three groups of respondents had the following area means 3.94 or "often exhibited" by the teachers as perceived by the pupils, 4.37 or "often exhibited" as perceived by the teachers themselves, and 4.33 or "often exhibited" as perceived by parents. The grand mean of 4.21 indicated that the three groups of respondents perceived that disciplinary control was "often exhibited" by the teachers.

4.2 Along behavioral guidance, the following were the area means interpreted as "often exhibited": pupils - 4.07, teachers - 4.30,

parents – 4.32. The combined mean of 4.23 signified that the three groups of respondents perceived behavioral guidance to be “often exhibited” by the teachers.

4.3 As regards counseling and encouragement, the area means of the perceptions of the pupils, teachers and parents were all interpreted as “often exhibited”, as follows: 3.65, 4.27, and 3.99, respectively with a combined mean of 3.97 which is also equivalent to “often exhibited”.

4.4 For instructional assistance provided by the teachers, the following were the area means interpreted as “often exhibited”: pupil-respondents - 3.90, teacher-respondents - 3.63, and parent-respondents - 3.92. The combined rating had an area mean of 3.82 interpreted as “often exhibited.”

4.5 In terms of attendance in school activities, all the area means obtained for the pupils, teachers and parents were interpreted as “often exhibited”, as follows: 3.77, 4.37, and 4.22, respectively. Thus, the combined rating obtained an area mean of 4.12 or “often exhibited.”

5. The perceptions of the three groups of respondents-pupils, teachers, and parents on the extent of supervision provided by parents on pupils’ studies along disciplinary control, behavioral guidance, counseling and

encouragement, instructional assistance, and attendance in school activities resulted to the following:

- 5.1 Along disciplinary control, the pupils, teachers and parents assessed the supervision of the parents as “often exhibited” with area means of 3.90, 3.60, and 4.28, respectively with a combined rating of 3.93 which is also interpreted as “often exhibited.”
- 5.2 Behavioral guidance by the parents were deemed “often exhibited” by the three groups of respondents with area means of 4.01 (pupils), 3.60 (teachers), and 4.41 (parents). The combined rating of the three groups of respondents was 4.41 or “often exhibited.”
- 5.3 Counseling and encouragement by the parents was assessed by the pupil-respondents (mean = 3.96), teacher-respondents (mean = 3.90), and parents (mean = 4.31) as “often exhibited.” Thus the combined rating was posted at 4.06 or “often exhibited.”
- 5.4 Instructional assistance by the parents was considered “often exhibited” by the three groups of respondents with the following area means: pupils - 4.07, teachers - 3.67, and parents - 4.27. The combined rating of parents’ supervision provided on children’s studies along instructional assistance posted a mean of 4.00 or “often exhibited.”
- 5.5 Along parents’ attendance in school activities, the pupils, teachers and parents perceived it as “often exhibited” with area means of

4.33, 3.53, and 4.18, respectively. The combined rating of the three groups of respondents had an area mean of 4.01 or "often exhibited."

6. The comparative analyses of the perceptions of the three groups of respondents on the extent of supervision provided by the teachers on pupils' studies along the five areas of supervision (disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance and attendance in school activities) resulted to the following:

6.1 The computed F-values were: 1.7784 for disciplinary control, 2.41250 for behavioral guidance, 3.48739 for counseling and encouragement, and 1.553158 for instructional assistance, which are all lesser than the critical F-value of 3.8853 at $\alpha = 0.05$. This led to the acceptance of the hypothesis that "there are no significant differences in the perceptions of the three groups of respondents relative to the extent of supervision provided by the teachers on pupils' studies along: disciplinary control, behavioral guidance, counseling and encouragement, and instructional assistance.

6.2 Along attendance in school activities, the computed F-value of 11.27624 proved greater than the critical F-value of 3.8853 at level of significance set at 0.05. This led to the rejection of the hypothesis that "there are no significant difference in the perceptions of the three groups of respondents relative to the extent of supervision

provided by the teachers on pupils' studies along attendance in school activities". The results of the Scheffe's test showed significant difference existed between: (1) pupils and teachers (mean difference = -0.60), and (2) pupils and parents (mean difference = -0.45).

7. The comparative analyses of the perceptions of the three groups of respondents on the extent of supervision provided by the parents on pupils' studies along the five areas of supervision (disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance and attendance in school activities) resulted to the following:

7.1 Along disciplinary control, the computed F-value of 16.7061 proved greater than the critical F-value of 3.8853 at $\alpha = 0.05$. This led to the rejection of the hypothesis that "there are no significant differences in the perceptions of the three groups of respondents relative to the extent of supervision provided by the parents on pupils' studies along disciplinary control". The Scheffe's test showed significant differences between: 1) teachers and parents, and 2) pupils and parents.

7.2 As regard behavioral guidance, the computed F-value of 84.0769 was found greater than the critical F-value of 3.8853 at $\alpha = 0.05$. This led to the rejection of the hypothesis that "there are no significant difference in the perceptions of the three groups of

respondents relative to the extent of supervision provided by the parents on pupils' studies along behavioral guidance". The results of the Scheffe's test pointed significant difference between all the pairs compared - 1) pupils and teachers, 2) teachers and parents, and 3) pupils and parents.

- 7.3 In terms of counseling and encouragement the computed F-value of 5.51 proved greater than the critical F-value of 3.8853 at $\alpha = 0.05$. Thus, the hypothesis that "there are no significant differences in the perceptions of the three groups of respondents relative to the extent of supervision provided by the parents on pupils' studies along "counseling and encouragement" was rejected. The results of the Scheffe's test revealed that there is significant difference in the means obtained for the teachers and parents' pair.

- 7.4 Along instructional assistance, the computed F-value of 18.9596 was greater than the critical F-value of 3.8853 at $\alpha = 0.05$. This led to the rejection of the hypothesis that "there are no significant differences in the perceptions of the three groups of respondents relative to the extent of supervision provided by the parents on pupils' studies along instructional assistance". The results of the Scheffe's test revealed that the significant differences existed between the following pairs: 1) pupils and teachers, and 2) teachers and parents.

- 7.5 As regard attendance in school activities, the computed F-value of 7.74863 was greater than the critical F-value of 3.8853 at $\alpha = 0.05$. This led to the rejection of the hypothesis that "there are no significant differences in the perceptions of the three groups of respondents relative to the extent of supervision provided by the parents on children's studies along attendance in school activities". Scheffe's test revealed that significant differences existed between: 1) pupils and teachers, and 2) teachers and parents.

8. The correlational analyses between the extent of supervision provided by teachers on pupils' studies along five areas of supervision such as, disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance and attendance in school activities and some teacher-related variates such as, age, sex, civil status, average monthly income, educational attainment, length of service, latest performance rating, and relevant trainings/seminars attended revealed no significant relationship, which led to the acceptance of the hypothesis.

9. The correlational analyses between the extent of supervision provided by parents on pupils' studies along five areas of supervision such as: disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance and attendance in school activities and some parent-related variates such as: age, sex, average monthly income, educational attainment, and occupation/ employment had the following results:

- 9.1 Along disciplinary control and parent-related variates such as: age, sex, average monthly income, educational attainment, and occupation/employment no significant relationship was found based on the result of the Fisher's t-test.
- 9.2 Along behavioral guidance and parent-related variates such as: age, sex, average monthly income, and educational attainment no significant relationship were found based on the result of the Fisher's t-test. A significant relationship existed between behavioral guidance and occupation/employment.
- 9.3 Along counseling and encouragement and parent-related variates such as: age, sex, average monthly income, and occupation/employment no significant relationship were found based on the result of the Fisher's t-test. A significant relationship existed between behavioral guidance and educational attainment of parents.
- 9.4 Along instructional assistance and parent-related variates such as: age, average monthly income, educational attainment and occupation/employment no significant relationships were found based on the result of the Fisher's t-test. A significant relationship existed between counseling and encouragement and sex of parents.
- 9.5 Along attendance in school activities and parent-related variates such as: age, sex, average monthly income, educational

attainment, and occupation/employment no significant relationship were found based on the result of the Fisher's t-test.

10. The relationship between the extent of supervision provided by teachers on pupils' studies along five areas of supervision such as, disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance and attendance in school activities and academic performance of pupils in the District Achievement Test (DAT) had the following results:

- 10.1 Along disciplinary control and academic performance of pupils in the District Achievement Test (DAT) a significant relationship were found based on the result of the Fisher's t-test. The null hypothesis was rejected.
- 10.2 Along behavioral guidance and academic performance of pupils in the District Achievement Test (DAT) a significant relationship were found based on the result of the Fisher's t-test. The null hypothesis was rejected.
- 10.3 Along counseling and encouragement and academic performance of pupils in the District Achievement Test (DAT) a significant relationship were found based on the result of the Fisher's t-test. The null hypothesis was rejected.
- 10.4 Along instructional assistance and academic performance of pupils in the District Achievement Test (DAT) no significant relationship

were found based on the result of the Fisher's t-test. The null hypothesis was accepted.

- 10.5 Along attendance in school activities and academic performance of pupils in the District Achievement Test (DAT) a significant relationship were found based on the result of the Fisher's t-test. The null hypothesis was rejected.

11. The relationship between the extent of supervision provided by parents on pupils' studies along five areas of supervision such as, disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance and attendance in school activities and academic performance of pupils in the District Achievement Test (DAT) proved to be not significant, which resulted to the acceptance of the corresponding hypothesis.

Conclusions

The following were the conclusions based on the findings of the study:

1. The teacher-respondents of the study were typical elementary teachers of San Jorge District in terms of their age, sex, civil status, monthly income, educational attainment, length of service, performance rating, and seminars/trainings attended. The teacher-respondents were not new to their teaching job, and had been supervising pupils' studies as part of their job being teachers.

2. The parent-respondents possess characteristics typical of parents in the rural areas in terms of age, income, educational attainment, and occupations. The parent-respondents of the study were typical parents in providing supervision on the studies of their children.

3. The majority of the pupil-respondents of San Jorge Districts were average performers or at least have good performance in the District Achievement Test (DAT). The "District Achievement Test" was used as measure of the academic achievement of the pupils in their subjects - English, Mathematics, Filipino, Science and MAKABAYAN.

4. The three groups of respondents-pupils, teachers and parents perceived the extent of supervision provided by the teachers on pupils' studies along the five areas of supervision - disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance and attendance in school activities as "often exhibited" by the teachers based on the obtained area mean ranging from 3.51-4.50 interpreted as "often exhibited". The pupils, parents and teachers were in agreement or they have congruent ratings as to the degree /extent of supervision provided by the teachers on pupils' studies as to disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance, and attendance on school activities. The extent of supervision provided by the teachers were both for the concept/content of the lesson and other areas which concerned the pupils development.

5. The three groups of respondents-pupils, teachers and parents perceptions of the extent of supervision provided by the parents on pupils' studies along the five areas of supervision - disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance and attendance in school activities agree or had congruent ratings as "often exhibited" by the parents based on the obtained area mean ranging from 3.51-4.50 interpreted as "often exhibited". The pupils, parents and teachers were in agreement or have congruent ratings as to the extent of supervision provided by parents on pupils' studies as to disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance, and attendance on school activities. The extent of supervision provided by the parents on pupils' studies were more aimed at the total development of the pupils as to personality, character, and others rather than on the cognitive aspects such as the content/lessons.

6. The respondents-pupils, teachers, and parents do not differ in their perceptions of the extent of supervision provided by the teachers on pupils' studies along the five areas of supervision -disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance and attendance in school activities. The result of the One-way ANOVA for comparing the differences in the obtained mean ratings of the perceptions of the three groups of respondents relative to the of extent of supervision provided by the teachers on pupils' studies along the four areas of supervision-disciplinary

control, behavioral guidance, counseling and encouragement, and instructional assistance were not significant based on the computed F-value along: 1) disciplinary control, 2) behavioral guidance, 3) counseling and encouragement, and 4) instructional assistance.

7. The respondents-pupils, teachers, and parents differ in their perceptions of the extent of supervision provided by the parents on pupils' studies along the five areas of supervision-disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance and attendance in school activities. The result of the One-way ANOVA for comparing the differences in the obtained mean ratings of the perceptions of the three groups of respondents relative to the of extent of supervision provided by the teachers on pupils' studies along the five areas of supervision-disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance and attendance in school activities were significant based on the computed F-value along: 1) disciplinary control, 2) behavioral guidance, 3) counseling and encouragement, 4) instructional assistance, and 5) attendance in school activities.

8. The extent of supervision provided by teachers on pupils' studies along five areas of supervision, disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance and attendance in school activities was not significantly related to teacher-related variates, age, sex, civil

status, average monthly income, educational attainment, length of service, latest performance rating, and relevant trainings/seminars attended.

9. The extent of supervision provided by parents on pupils' studies along five areas of supervision such as, disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance and attendance in school activities were significantly related to parent-related variates such as: age, sex, average monthly income, educational attainment, and occupation/employment.

10. The extent of supervision provided by teachers on pupils' studies along five areas of supervision, disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance and attendance in school activities was significantly related to the academic performance of pupils in the District Achievement Test (DAT).

11. The relationship between the extent of supervision provided by parents on pupils' studies along five areas of supervision, disciplinary control, behavioral guidance, counseling and encouragement, instructional assistance and attendance in school activities is not significantly related to the academic performance of pupils in the District Achievement Test (DAT).

Recommendations

The following were the recommendations based on the findings and conclusions:

1. There is a need to encourage the teachers of San Jorge District to take their master's degree since majority of them were only BSEd and BEED graduates only.

2. There is a need for the parents to be informed during the PTCA meetings the academic performance of their children in school and what they can contribute for the enhancement/improvement of their children studies in terms of supervision.

3. There is a need for the pupils of San Jorge District to be constantly supervised in their studies by the parents and their teachers so that their performance in the District Achievement Test would be further enhanced or improved and supervision should be more focused on the content of the lesson. The parents and teachers should direct their supervision of pupils' studies to the development of the pupils' knowledge on the least learned skills. Pupils should be made to understand of the actions done by the teachers /parents directed on them which are under the content of supervision.

4. There is a need to organize parenting seminars and encourage parental initiatives in organizing parent-teacher and pupil activity and involving them in school committees where they can expose their desire to work together.

5. The training in school should complement what is being given at home, thus the school and home value system should be the same.

6. There is a need to provide opportunities for free exchange of views and ideas among parents and teachers in monthly PTCA meetings and discuss issues and concerns about pupils' performance in school and possible solutions to help them improved such performance.

7. It is further recommended that every school should initiate family activities be one with them in their goals for their children.

8. There is a need for the school administrators to focus their supervision on academic instruction and observed classes frequently.

9. Another study should be conducted to verify the findings of the study.

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APPENDICES

APPENDIX A

**Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan, Samar**

September 25, 2006

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

Madam:

In my desire to start writing my thesis proposal, I have the honor to submit for your approval one of the following research problems preferably number one.

1. "TEACHERS AND PARENTAL SUPERVISION: ITS EFFECT TO THE ACADEMIC PERFORMANCE OF ELEMENTARY SCHOOL PUPILS."
2. "DIFFICULTIES ENCOUNTERED BY TEACHERS TEACHING MULTIGRADE CLASSES IN THE DISTRICT OF SAN JORGE, SAMAR."
3. SUPERVISORY SKILLS AND TEACHERS PERFORMANCE IN ALL THE ELEMENTARY SCHOOL IN THE DISTRICT OF SAN JORGE."

I hope for your early and favorable action on this request.

Very truly yours,

(SGD.) REY J. VILLANUEVA
Researcher

APPROVED:

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

APPENDIX C

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan, Samar

**LETTER REQUESTING PERMISSION TO CONDUCT THE VALIDATION
 OF THE SURVEY QUESTIONNAIRE**

February 8, 2007

ALFREDO D. DACURO, Ph.D., CESO VI
 Schools Division Superintendent
 Department of Education-Division Office
 Catbalogan, Samar

Sir:

Good day!

I am presently conducting a study entitled "TEACHERS AND PARENTAL SUPERVISION: THEIR RELATION TO THE ACADEMIC PERFORMANCE OF ELEMENTARY SCHOOL PUPILS", in partial fulfillment of the requirements for the degree Master of Arts in Elementary Education. In this regard, I am requesting permission from your good office to conduct the validation of the survey questionnaires among the elementary pupils of Gandara I and II Central Elementary School, Gandara, Samar, their parents and their teachers.

I hope for your kind consideration on this matter.

Thank you very much and more power!

Very truly yours,

(SGD.) **REY J. VILLANUEVA**
 Researcher

NOTED:

(SGD.) **LETECIA R. GUERRA, Ph.D.**
 Adviser

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

APPROVED:

(SGD.) **ALFREDO D. DACURO, Ph.D., CESO VI**
 Schools Division Superintendent
 Division of Samar

APPENDIX D

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan, Samar

LETTER REQUESTING PERMISSION TO VALIDATE THE SURVEY QUESTIONNAIRE IN GANDARA I CENTRAL SCHOOL

February 8, 2007

MARITES C. PERALTA
Principal
Gandara I Central School
Gandara, Samar

Madam:

Good day!

I am presently conducting a study entitled **“TEACHERS AND PARENTAL SUPERVISION: THEIR RELATION TO THE ACADEMIC PERFORMANCE OF ELEMENTARY SCHOOL PUPILS”**, in partial fulfillment of the requirements for the degree Master of Arts in Elementary Education. In this regard, I am requesting permission from your good office to conduct the validation of the survey questionnaires among the elementary pupils of Gandara I and II Central Elementary School, Gandara, Samar, their parents and their teachers.

I hope for your kind consideration on this matter.

Thank you very much and more power!

Very truly yours,

(SGD.) REY J. VILLANUEVA
Researcher

NOTED:

(SGD.) LETECIA R. GUERRA, Ph.D.
Adviser

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

RECOMMENDING APPROVAL:

(SGD.) ALFREDO D. DACURO, Ph.D., CESO VI
Schools Division Superintendent
Division of Samar

APPENDIX E

**Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan, Samar**

LETTER REQUESTING PERMISSION TO VALIDATE THE SURVEY QUESTIONNAIRE IN GANDARA II CENTRAL SCHOOL AND MATUGUINAO

February 8, 2007

Felix Uy
Principal
Gandara II Central School and Matuguinao
Gandara, Samar

Sir:

Good day!

I am presently conducting a study entitled **“TEACHERS AND PARENTAL SUPERVISION: THEIR RELATION TO THE ACADEMIC PERFORMANCE OF ELEMENTARY SCHOOL PUPILS”**, in partial fulfillment of the requirements for the degree Master of Arts in Elementary Education. In this regard, I am requesting permission from your good office to conduct the validation of the survey questionnaires among the elementary pupils of Gandara I and II Central Elementary School, Gandara, Samar, their parents and their teachers.

I hope for your kind consideration on this matter.

Thank you very much and more power!

Very truly yours,

(SGD.) REY J. VILLANUEVA
Researcher

NOTED:

(SGD.) LETECIA R. GUERRA, Ph.D.
Adviser

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

RECOMMENDING APPROVAL:

(SGD.) ALFREDO D. DACURO, Ph.D., CESO VI
Schools Division Superintendent
Division of Samar

APPENDIX F

**Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan, Samar**

**LETTER REQUESTING COPY OF THE INDIVIDUAL SCORES OF THE
ELEMENTARY PUPILS OF SAN JORGE DISTRICT IN THE DISTRICT
ACHIEVEMENT TEST (DAT), SCHOOL YEAR 2006-2007.**

February 8, 2007

ALFREDO D. DACURO, Ph.D., CESO VI
Schools Division Superintendent
Department of Education-Division Office
Catbalogan, Samar

Sir:

Good day!

I am presently conducting a study entitled **"TEACHERS AND PARENTAL SUPERVISION: THEIR RELATION TO THE ACADEMIC PERFORMANCE OF ELEMENTARY SCHOOL PUPILS"**, in partial fulfillment of the requirements for the degree Master of Arts in Elementary Education. In this regard, I am requesting permission from your good office to get a copy of the individual scores of the elementary pupils in Gandara I and II Central School and San Jorge District in the District Achievement Test (DAT) conducted this school year 2006-2007.

The said scores will be used as bases in the determination of the pupil-respondents' academic performance which, in turn, will be correlated with the extent of teacher and parental supervision on their studies.

I hope for your kind consideration on this matter.

Thank you very much and more power!

Sincerely yours,

(SGD.) REY J. VILLANUEVA
Researcher

NOTED:

(SGD.) LETECIA R. GUERRA, Ph.D.
Adviser

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

APPROVED:

(SGD.) ALFREDO D. DACURO, Ph.D., CESO VI
Schools Division Superintendent
Division of Samar

APPENDIX G

**Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan, Samar**

**LETTER REQUESTING TO ADMINISTER THE SURVEY QUESTIONNAIRE
TO THE TARGET RESPONDENTS**

February 15, 2007

PASTORA G. LAPURE
Principal II, District In-Charge
San Jorge District
San Jorge, Samar

Madam:

Good day!

I am presently conducting a study entitled **"TEACHERS AND PARENTAL SUPERVISION: THEIR RELATION TO THE ACADEMIC PERFORMANCE OF ELEMENTARY SCHOOL PUPILS"**, in partial fulfillment of the requirements for the degree Master of Arts in Elementary Education. In this regard, I am requesting permission from your good office to administer my survey questionnaires among the elementary pupils of San Jorge District, San Jorge, Samar, their parents and their teachers.

I hope for your kind consideration on this matter.

Thank you very much and more power!

Very truly yours,

(SGD.) REY J. VILLANUEVA
Researcher

NOTED:

(SGD.) LETECIA R. GUERRA, Ph.D.
Adviser

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

RECOMMENDING APPROVAL:

(SGD.) ALFREDO D. DACURO, Ph.D., CESO VI
Schools Division Superintendent
Division of Samar

APPENDIX H

Republic of the Philippines
SAMAR STATE UNIVERSITY
 Catbalogan, Samar

SURVEY QUESTIONNAIRE FOR PUPILS

Febrero 8, 2007

Tinahod ko nga mga Eskwela,

Maupay nga Adlaw!

Hi ako usa nga estudyante ha eskwelahan graduado han Samar State University nga nag hihimo hin pag-aradman hionong han **“Mga Kamaestranhan ngan mga Kag-anak Pag-aatiman/Panginano/Pagbantay/Pag-aaserkaso/Pagbuhat hin Kaangayan Buhaton para han mga Eskwela nga Aada ha Elementarya: An Relasyon hito han kanan Eskwela Grado nga Nakuha ha Eskwelahan”**. Ini nga akon guin papanhatag ha iyo para iyo suratan han iyo mga baton/tubag acon ini kinahanglan para makalangpos hini mga acon pag-aradman.

Usa ka nga akon napili para paki-anhan han imo tindog hini nga acon pag-aradman. Iguin aasoy ko ha imo mga waray iba nga mahibabaro con ano man an imo mga guin baton/tubag hini nga acon mga pamaki-ana. Ini nga imo mga baton/tubag hini nga acon pamaki-ana diri ko gagamiton hin bisan ano nga macacada-ot ha imo cay an gamit la hini para la hini nga acon pag-aradman. Amola.

Salamat hin madamo!

An ha iyo nangangamoyo,

(SGD.) REY J. VILLANUEVA
 Researcher

Indicators(Pangilal-an)	Responses (Mga Baton Niyo)				
	5 (AE)	4 (OE)	3 (ME)	2 (LE)	1 (NE)
A. Disciplinary Control (Paglidiistiplina)					
1. My teachers check on my performance in school – from my quizzes, graded recitation, major examinations and others. (An akon mga maestro/maestro nanginginano han akon ginhihimo ha eskwelahan sugad han akon quiz, pagbaton han mga pakiana pag naglileksyon, ngan an mga eksamin sugad han first periodical test ngan iba pa.)					
2. My teachers talk to my parents about my performance in school, especially when I feel low and frustrated. (An akon mga maestro/maestro nakakaitistorya han akon mga kag-anak mahitungod han akon ginhihimo ha eskwelahan labi na gud kun nakikita ntra nga di ako nantingurohan akon pag-aram ngan nawawarayan ako gana.)					
3. My teachers give me the freedom to choose those issues that concern my academic life but remind me to face whatever consequences there may be as results of the choices I made. (An akon mga maestro/maestro nahatag ha akon hin higayon nga punili hin mga butang nga mahitungod hit akon pag-aradnan ngan ginpapahinuudan ako nga mahibaro pag-atubang hit mga naresulta hit akon ginhihimo nga desisyon.)					
4. My teachers reward me for exhibiting good behaviors by treating me like a mature adult. (Napahalipay ha akon an akon mga maestro/maestro kada ko maupay nga gawi/binuhatan nga ginpapakita ha pamaagi han pagtratar ha akon nga sugad hin usa nga may buot na nga tawo.)					
5. My teachers criticize me for misbehaving. (Ginsusuknat ngan ginsasaway ako hit akon mga maestro/maestro kada ko malatin nga gawi nga ginbubuhat).					
B. Behavioral Guidance (Paggiya ha Maupay nga Pangawi)					
6. My teachers ensure that I am in the company of good people – that is, my classmates and friends. (Ginsisigundo han akon mga maestro/maestro nga mga mag-upay nga kasangkayan ngan kaklase an akon ginbubunyagan ngan ginpapakisangkayan.)					
7. My teachers support the way I dress, especially when I wear the complete uniform of the school. (Naabuyon an akon mga maestro/maestro han akon pamado labi na gud kun nagsusul-ot ako han kompleto nga uniporme han eskwelahan.)					

Indicators(Pangilal-an)	Responses (Mga Baton Niyo)				
	5 (AE)	4 (OE)	3 (ME)	2 (LE)	1 (NE)
8. My teachers respect my choices – of friends, of activities to participate in, of style of learning the lectures in school. (<i>Narespeto an akon mga maestro/maestro han akon mga ghuipili mga sangkay, mga aktibidades ha eskwelahan ngan han akon pamaagi nga mahibaroan an mga leksyon ha sulod han klase.</i>)					
9. My teachers teach me to be tactful especially when talking to people who are rather sensitive. (<i>Gintututduan ako han akon mga maestro/maestro nga maghinay hin pagyayakan o pakikistorya ha mga tawo nga madali dumulo hit mga yakan.</i>)					
10. My teachers tutor me about good posture, vanity and appropriateness of actuations in a given social setting. (<i>Gintututduan ako han akon mga maestro/maestro han maupay nga pamustora, ngan mga kaangyan nga pangawi labi na gud kun ada hin mga katitrok.</i>)					
C. Counseling and Encouragement (<i>Pagsagdon ngan pagpaniguro</i>)					
11. My teachers give me pieces of advice about life, my studies and what I should do in college. (<i>An akon mga maestro/maestro nahatag hin mga sagdon mahitungod han kinabuhi, han akon pag-aradman ngan han kun ano an akon bubuhaton ha pagtungtong ha kolehiyo.</i>)					
12. My teachers show closeness and intimacy with me by giving me a pat in the shoulder and a hug for a job well done in school. (<i>An akon mga maestro/maestro nagpapakita hin kasok ngan kamapaso han pagtagad ha pamaagi hin paghangkop ha akon kun may maupay ko nga nahihimo.</i>)					
13. My teachers are vocal about how I fare in school. (<i>An akon mga maestro/maestro nayakan gud kun ano it akon kahintang ha eskwelahan labi nah an akon pag-aradman.</i>)					
14. My teachers push me to interact with different people to boost my social and emotional development. (<i>Ginpupursige ako han akon mga maestro/maestro nga makturusa ha iba-iba nga tawo para mapahalarom it akon sosyal ngan emosyonal nga development.</i>)					
15. My teachers provide me with information and pieces of advice about how to deal with adversities in life. (<i>An akon mga maestra/maestro nahatag hin impormasyon ngan mga sagdon mahimong kun unanhon ko pag-atubang han mga problema ha kinabuhi.</i>)					

Indicators(Pangilal-an)	Responses (Mga Baton Niyo)				
	5 (AE)	4 (OE)	3 (ME)	2 (LE)	1 (NE)
D. Instructional Assistance (Pagbulig Pamilingmga Garamiton ha Pag-aram ha Eskwelahan)					
16. My teachers provide me with all the things that I need – from reference materials to tutorial services, and others. (Gintatagan ako han akon mga maestro/maestro han ngatanan nga akon mga kinahanglan – tikang han mga libro nga amon gamit ha pagleksyon ha eskwelahan, ngan api na hito an pagtutáo ha akon gawas han amon klase, ngan iba pa.)					
17. My teachers give me instructions regarding how to use books, how to find other reference materials to be used in class, and how to research other references in the Internet. (Gintututduan ako han akon mga maestro/maestro kun uunanhon paggamit hin libro, pagbiling hin mga aradman ha klase, ngan kun uunanhon pagbiling ha Internet han mga kinahanglanon nga aradman para ha klase.)					
18. My teachers provide me with modules, brochures and other references for the different lessons in class. (Gintatagan ako hin mga modules, brochures ngan iba pa nga gamit pag-aram han akon mga maestro/maestro.)					
19. My teachers allow me to borrow their reference materials for me to have something to use at home for answering the exams. (Ginpapahuram ako hin mga libro ngan iba pa nga gamit pag-aradman han akon mga maestro/maestro para makabaton ako ngan makahano hin assignment ha balay.)					
20. My teachers give me the chance to research for other reference materials. (Gintatagan ako higayon han akon mga maestro/maestro nga makapamiling hin mga libro ngan gamit ha pag-aradman.)					
E. Attendance in School Activities (Pag-atendir Han mga Aktibidades ha Eskwelahan)					
21. My teachers encourage me to join school activities that would enhance my talent and promote the total development of my whole being. (Ginpupursige gud ako han akon mga maestro/maestro nga unapi han mga aktibidades ha skwelahan para mas mapaupay pa an akon talento ngan mapauswag an akon kabug-usan nga kinabuhi.)					

Indicators(Pangilal-an)	Responses (Mga Baton Niyo)				
	5 (AE)	4 (OE)	3 (ME)	2 (LE)	1 (NE)
22. My teachers accompany me to academic and co-curricular activities done in the district, division and national levels. (<i>Gin uupdan ako han akon mga maestras/maestros pag-api han mga akamediko ngan di-akademiko nga aktibidades ha distrito, dibisyon, ngan nasyonal nga lebel.</i>)					
23. My teachers coach me in quiz bee, in academic contests, and other oral contests. (<i>Gingigiya ako han akon mga maestra/maestro ha pag-api ha mga quiz bee, akademiko nga pakontest, ngan mga oral nga kontests.</i>)					
24. My teachers instruct me to participate in activities that would enhance my knowledge and skills. (<i>Gintinstruksiyonan ako han akon mga maestro/maestro nga unapi han mga aktibidades han skwelahan para mas mapaupay an akon kinaadman ngan hibar.</i>)					
25. My teachers give me information about school activities that I should participate in. (<i>Ginhahatagan ako hin imponnasyon han akon mga maestro/maestro mahinong han mga aktibidades ha skwelahan nga dapat ko apihan.</i>)					

PART III. RESPONDENTS' PERCEPTIONS RELATIVE TO THE EXTENT OF PARENTAL SUPERVISION ON THEIR CHILDREN'S STUDIES

(Ikatulo nga Bahin-Kanan mga Pinamamaki-anhan Pag-Inoino han Kabug-aton han guin hihimo nga Pag-aatiman/Pagbantay/Paggiya/Pag-asirkaso/Pagbuhat hin Kaangayan Buhaton han Mga Kag-anak han kanan ira mga Anak Pag-aradman).

Directions: The following are statements that describe the extent of parental supervision on your studies. Please rate your perceptions using the given scales:

(Pamaagi: An mga nasunod nga sasay nag aasoy con ano an kabug-aton han guin hihimo nga pag-aatiman/paga-aserkaso/pagbantay/pag-giya/pagbuhat han kinannglan buhaton han iyo mga Kag-anak ha iyo nga mga eskwela. Alayon paki-hatag hin "numero" nga narepresentar ha imo pag-inoino na angay han iya guin bubuhat nga pag-aaserkaso/pag-aatiman/pagbantay/Pag-giya ha iyo nga mga anak nira(eskwela) gamit an aadi nga lista ha ubos hini nga asoy).

- 5 Always Exhibited (AE)
(Pinni-Pinni Ginpapakita)
- 4 Often Exhibited (OE)
(Pinni Ginpapakita)
- 3 Moderately Exhibited (ME)
(Tuman la nga Ginpapakita)
- 2 Less Exhibited (LE)
(Talagsahan la Ginpapakita)
- 1 Never Exhibited (NE)
(Diri gin Papakita)

Indicators(Pangilal-an)	Responses (Mga Baton Niyo)				
	5 (AE)	4 (OE)	3 (ME)	2 (LE)	1 (NE)
A. Disciplinary Control (Pagdidisiplina)					
1. My parents check on my performance in school – from my quizzes, graded recitation, major examinations and others. <i>(An akon mga kag-anak nanginginano han akon ginhihimo ha eskwelahan sugad han akon quiz, pagbaton han mga pakiana pag nagleleksyon, ngan an mga eksamin sugad han first periodical test ngan iba pa.)</i>					

Indicators(Pangilal-an)	Responses (Mga Baton Niyo)				
	5 (AE)	4 (OE)	3 (ME)	2 (LE)	1 (NE)
2. My parents talk to my parents about my performance in school, especially when I feel low and frustrated. (An akon mga kag-anak nakikistorya han akon mga maestra mahitungod han akon ginhihimo ha eskwelahan labi na gud kun nakikita nira nga di ako naniniguro ngan nawawarayan ako gana.)					
3. My parents give me the freedom to choose those issues that concern my academic life but remind me to face whatever consequences there may be as results of the choices I made. (An akon mga kag-anak nahatag ha akon hin higayon nga punili hin mga butang nga mahitungod hit akon pag-aradman ngan ginpapahinuandun ako nga mahibaro pag-atubang hit mga magigin resulta hit akon ginhihimo nga desisyon.)					
4. My parents reward me for exhibiting good behaviors by treating me like a mature adult. (Napahalipay ha akon an akon mga kag-anak kada ko maupay nga gawi nga ginpapakita ha pamaagi han pagtratar ha akon nga sugad hin usa nga may buot na nga tawo.)					
5. My parents criticize me for misbehaving. (Ginsusukmat ngan ginsasaway ako hit akon mga kag-anak kada ko maglala nga gawi nga ginbubuhat).					
B. Behavioral Guidance (Paggiya ha Maupay nga Pangawi)					
6. My parents ensure that I am in the company of good people – that is, my classmates and friends. (Ginsisigunado han akon mga kag-anak nga mga mag-upay nga kasangkayan ngan kaklase an akon ginbubunyugan ngan ginpapakisangkayan.)					
7. My parents support the way I dress, especially when I wear the complete uniform of the school. (Naabuyon an akon mga kag-anak han akon pamado labi na gud kun nagsusul-ot akon han kompleto nga uniporme han eskwelahan.)					
8. My parents respect my choices – of friends, of activities to participate in, of style of learning the lectures in school. (Narespeto an akon mga kag-anak han akon mga ginpipili tikang ha mga sangkay, mga aktibidades ha eskwelahan ngan han akon pamaagi nga mahibaroan an mga leksyon ha sulod han klase.)					

Indicators(Pangilal-an)	Responses (Mga Baton Niyo)				
	5 (AE)	4 (OE)	3 (ME)	2 (LE)	1 (NE)
9. My parents teach me to be tactful especially when talking to people who are rather sensitive. (Gintututduan ako han akon mga kag-anak nga maghinay hin pagyayakan o pakikistorya ha mga tawo nga madali dumulo hit mga yakan.)					
10. My parents tutor me about good posture, vanity and appropriateness of actuations in a given social setting. (Gintututduan ako han akon mga kag-anak han maupay nga pamustora, ngan mga kaangayan nga pangawi labi na gud kun ada hin mga katitrok.)					
C. Counseling and Encouragement (Pagsagdon ngan pagpaniguro)					
11. My parents give me pieces of advice about life, my studies and what I should do in college. (An akon mga kag-anak nahatag hin mga sagdon mahitungod han kinabuhi, han akon pag-aradman ngan han kun ano an akon bubuhaton ha pagtungtong ha kolehiyo.)					
12. My parents show closeness and intimacy with me by giving me a pat in the shoulder and a hug for a job well done in school. (An akon mga kag-anak nagpapakita hin kasuok ngan kamapaso han pagtagad ha pamaagi hin paghankop ha akon kun may maupay ko nga nahihitno.)					
13. My parents are vocal about how I fare in school. (An akon mga kag-anak nayakan gud kun ano it akon kahintang ha skwelahan labi nah an akon pag-aradman.)					
14. My parents push me to interact with different people to boost my social and emotional development. (Ginpupursige ako han akon mga kag-anak nga makturusa ha iba-iba nga tawo para mapahalarom it akon sosyal ngan emosyonal nga development.)					
15. My parents provide me with information and pieces of advice about how to deal with adversities in life. (An akon mga kag-anak nahatag hin imonmasyon ngan mga sagdon mahitungod kun unanahon ko pag-atubangan mga problema ha kinabuhi.)					
D. Instructional Assistance (Pagbulig Pamiling mga Garamiton ha Pag-aram ha Eskwelahan)					
16. My parents provide me with all the things that I need - from reference materials to tutorial services, and others. (Gintatagan ako han akon mga kag-anak han ngatanan nga akon mga kinahanglan - tlakang han mga libro nga amon gamit ha pagleksyon ha eskwelahan, ngadto han pagtututo ha akon gawashan amon klase, ngan iba pa.)					

Indicators(Pangilal-an)	Responses (Mga Baton Niyo)				
	5 (AE)	4 (OE)	3 (ME)	2 (LE)	1 (NE)
17. My parents give me instructions regarding how to use books, how to find other reference materials to be used in class, and how to research other references in the Internet. (<i>Gintututuhan ako han akon mga kag-anak kun umanhon paggamit hin libro, pagbiling hin mga aradman ha klase, ngan kun umanhon pagbiling ha Internet han mga kinahanglanon nga aradman para ha klase.</i>)					
18. My parents provide me with modules, brochures and other references for the different lessons in class. (<i>Gintatagan ako hin mga modules, brochures ngan iba pa nga gamit pag-aram han akon mga kag-anak.</i>)					
19. My parents allow me to borrow their reference materials for me to have something to use at home for answering the exams. (<i>Ginpapahuram ako hin mga libro ngan iba pa nga gamit pag-aradman han akon mga kag-anak para makabaton ako ngan makahimo hin assignment ha balay.</i>)					
20. My parents give me the chance to research for other reference materials. (<i>Gintatagan ako higayon han akon mga kag-anak nga makapaniling hin mga libro ngan gamit ha pag-aradman.</i>)					
E. Attendance in School Activities (Pag-atendir han mga Aktibidades ha Eskwelahan)					
21. My parents encourage me to join school activities that would enhance my talent and promote the total development of my whole being. (<i>Ginpupursige gud ako han akon mga kag-anak nga unapi han mga aktibidades ha skwelahan para mas mapaupay pa an akon talento ngan mapauswag an akon kabug-usan nga kinabuhi.</i>)					
22. My parents accompany me to academic and co-curricular activities done in the district, division and national levels. (<i>Gin uupdan ako han akon mga kag-anak pag-api han mga akamediko ngan di-akademiko nga aktibidades ha distrito, dibisyon, ngan nasyonal nga level.</i>)					
23. My parents coach me in quiz bee, in academic contests, and other oral contests. (<i>Gingigiya ako han akon mga kag-anak ha pag-api ha mga quiz bee, akademiko nga pakontest, ngan mga oral nga kontests.</i>)					

Indicators(Pangilal-an)	Responses (Mga Baton Niyo)				
	5 (AE)	4 (OE)	3 (ME)	2 (LE)	1 (NE)
24. My parents instruct me to participate in activities that would enhance my knowledge and skills. (Ginlinstruksyonan ako han akon mga kag-anak nga unapi han mga aktibidades han eskwelahan para mas mapaupay an akon kinaadman ngan hibar.)					
25. My parents give me information about school activities that I should participate in. (Ginhahatagan ako hin impormasyon han akon mga kag-anak mahimong han mga aktibidades ha eskwelahan nga dapat ko aplhan.)					

Thank you very much and more power!
(Damo nga salamat!)

APPENDIX I

**Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan, Samar**

SURVEY QUESTIONNAIRE FOR TEACHERS

February 8, 2007

Dear Respondents,

Good day!

I am presently conducting a research entitled **"TEACHERS AND PARENTAL SUPERVISION: THEIR RELATION TO THE ACADEMIC PERFORMANCE OF ELEMENTARY SCHOOL PUPILS"**, in partial fulfillment of the requirements for the degree Master of Arts in Elementary Education.

In this regard, you are chosen to be one of the respondents of this study. Rest assured that your responses would be kept with utmost confidentiality.

Thank you very much and more power!

Sincerely yours,

(SGD.) REY J. VILLANUEVA
Researcher

QUESTIONNAIRE FOR THE TEACHER – RESPONDENTS

PART I. RESPONDENTS' PERSONAL PROFILE

Name: _____
(Optional)

Age: _____ Sex: ☐ Male Civil Status: ☐ Single
☐ Female ☐ Married
☐ Separated
☐ Widowed

Average monthly income: _____

Educational Attainment: ☐ BEEd/BSEd
☐ MA/MS/with units
☐ MA/MS/with CAR
☐ MA/MS/Graduate
☐ Ph.D./Ed.D. units
☐ Ph.D./Ed.D. with CAR
☐ Ph.D./Ed.D. Graduate

Length of Service _____ Latest Performance Rating (Numerical Value) _____

Relevant Trainings/Seminars Attended: _____

PART II. RESPONDENTS' PERCEPTIONS RELATIVE TO THE EXTENT OF THEIR SUPERVISION ON THEIR PUPILS' STUDIES

Directions: The following are statements that describe the extent of teacher supervision on their children's studies. Please rate your perceptions using the given scales:

- 5 Always Exhibited (AE)
- 4 Often Exhibited (OE)
- 3 Moderately Exhibited (ME)
- 2 Less Exhibited (LE)
- 1 Never Exhibited (NE)

Indicators	Responses				
	5 (AE)	4 (OE)	3 (ME)	2 (LE)	1 (NE)
A. Disciplinary Control					
1. I check on my pupils' performance in school – from their quizzes, graded recitation, major examinations and others.					
2. I talk to the parents of my pupils about their performance in school, especially when they feel low and frustrated.					
3. I give my pupils the freedom to choose those issues that concern their academic life but remind them to face whatever consequences there may be as results of the choices they made.					
4. I reward my pupils for exhibiting good behaviors by treating them like mature adults.					
5. I criticize my pupils for misbehaving.					
B. Behavioral Guidance					
6. I ensure that my pupils are in the company of good people – that is, their classmates and friends.					
7. I support the way my pupils dress, especially when they wear the complete uniform of the school.					
8. I respect my pupils' choices – of friends, of activities to participate in, of style of learning the lectures in school.					
9. I teach my pupils to be tactful especially when talking to people who are rather sensitive.					
10. I tutor my pupils about good posture, vanity and appropriateness of actuations in a given social setting.					
C. Counseling and Encouragement					
11. I give my pupils pieces of advice about life, their studies and what they should do in college.					
12. I show closeness and intimacy with my pupils by giving them a pat in the shoulder and a hug for a job well done in school.					
13. I am vocal about how my pupils fare in school.					
14. I push my pupils to interact with different people to boast their social and emotional development.					
15. I provide my pupils with information and pieces of advice about how to deal with adversities in life.					

Indicators	Responses				
	5 (AE)	4 (OE)	3 (ME)	2 (LE)	1 (NE)
D. Instructional Assistance					
16. I provide my pupils with all the things that they need – from reference materials to tutorial services, and others.					
17. I give my pupils instructions regarding how to use books, how to find other reference materials to be used in class, and how to research other references in the Internet.					
18. I provide my pupils with modules, brochures and other references for the different lessons in class.					
19. I allow my pupils to borrow their reference materials for my pupils to have something to use at home for answering the exams.					
20. I give my pupils the chance to research for other reference materials.					
E. Attendance in School Activities					
21. I encourage my pupils to join school activities that would enhance their talent and promote the total development of my whole being.					
22. I accompany my pupils to academic and co-curricular activities done in the district, division and national levels.					
23. I coach my pupils in quiz bee, in academic contests, and other oral contests.					
24. I instruct my pupils to participate in activities that would enhance their knowledge and skills.					
25. I give my pupils information about school activities that they should participate in.					

PART III. RESPONDENTS' PERCEPTIONS RELATIVE TO THE EXTENT OF PARENTAL SUPERVISION ON THEIR CHILDREN'S STUDIES

Directions: The following are statements that describe the extent of parental supervision provided by the parents on their children's studies. Please rate your perceptions using the given scales:

- 5 Always Exhibited (AE)
- 4 Often Exhibited (OE)
- 3 Moderately Exhibited (ME)
- 2 Less Exhibited (LE)
- 1 Never Exhibited (NE)

Indicators	Responses				
	5 (AE)	4 (OE)	3 (ME)	2 (LE)	1 (NE)
A. Disciplinary Control					
1. The parents check on their children's performance in school – from their quizzes, graded recitation, major examinations and others.					
2. The parents talk to the teachers about their children's performance in school, especially when they feel low and frustrated.					
3. The parents give their children the freedom to choose those issues that concern their academic life but remind them to face whatever consequences there may be as results of the choices they made.					
4. The parents reward their children for exhibiting good behaviors by treating them like mature adults.					
5. The parents criticize their children for misbehaving.					
B. Behavioral Guidance					
6. The parents ensure that their children are in the company of good people – that is, their classmates and friends.					
7. The parents support the way their pupils dress, especially when they wear the complete uniform of the school.					
8. The parents respect their children's choices – of friends, of activities to participate in, of style of learning the lectures in school.					
9. The parents teach their children to be tactful especially when talking to people who are rather sensitive.					
10. The parents tutor their children about good posture, vanity and appropriateness of actuations in a given social setting.					

Indicators	Responses				
	5 (AE)	4 (OE)	3 (ME)	2 (LE)	1 (NE)
C. Counseling and Encouragement					
11. The parents give their children pieces of advice about life, their studies and what they should do in college.					
12. The parents show closeness and intimacy with their children pupils by giving them a pat in the shoulder and a hug for a job well done in school.					
13. The parents are vocal about how their children fare in school.					
14. The parents push their children to interact with different people to boost their social and emotional development.					
15. The parents provide their children with information and pieces of advice about how to deal with adversities in life.					
D. Instructional Assistance					
16. The parents provide their children with all the things that they need – from reference materials to tutorial services, and others.					
17. The parents give their children instructions regarding how to use books, how to find other reference materials to be used in class, and how to research other references in the Internet.					
18. The parents provide their children with modules, brochures and other references for the different lessons in class.					
19. They allow their children to borrow their reference materials for their children to have something to use at home for answering the exams.					
20. The parents give their children the chance to research for other reference materials.					
E. Attendance in School Activities					
21. The parents encourage their children to join school activities that would enhance their talent and promote the total development of my whole being.					
22. The parents accompany their children to academic and co-curricular activities done in the district, division and national levels.					
23. The parents coach their children in quiz bee, in academic contests, and other oral contests.					
24. The parents instruct their children to participate in activities that would enhance their knowledge and skills.					
25. The parents give their children information about school activities that they should participate in.					

Thank you very much and more power!

APPENDIX J

**Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan, Samar**

SURVEY QUESTIONNAIRE FOR PARENTS

Febrero 8, 2007

Tinahod ko nga mga Kag-anak,

Maupay nga Adlaw!

Hi ako usa nga estudyante ha eskwelahan graduado han Samar State University nga nag hihimo hin pag-aradman hionong han “Mga Kamaestranhan ngan mga Kag-anak Pag-aatiman/Panginano/Pagbantay/Pag-aaserkaso/Pagbuhat hin Kaangayan Buhaton para han mga Eskwela nga Aada ha Elementarya: An Relasyon hito han kanan Eskwela Grado/Marka nga Nakuha ha Eskwelahan”. Ini nga akon guin papanhatag ha iyo para iyo suratan han iyo mga baton/tubag acon ini kinahanglan para makalangpos hini mga acon pag-aradman.

Usa ka nga akon napili para paki-anhan han imo tindog hini nga acon pag-aradman. Iguin aasoy ko ha imo mga waray iba nga mahibabaro con ano man an imo mga guin baton/tubag hini nga acon mga pamaki-ana. Ini nga imo mga baton/tubag hini nga acon pamaki-ana diri ko gagamiton hin bisan ano nga macacada-ot ha imo cay an gamit la hini para la hini nga acon pag-aradman. Amola.

Salamat hin madamo!

An ha iyo nangangamoyo,

(SGD.) REY J. VILLANUEVA
Researcher

QUESTIONNAIRE FOR THE PARENT - RESPONDENTS
(Mga Pamakiana para han Kag-anak)

PART I. RESPONDENTS' PERSONAL PROFILE

Una nga Bahin -Pamakiana nga Personal

Name (Ngaran): _____
Optional (*Puede deri mo isurat an imo ngaran*)

Age (Edad): _____ Sex: () Male (Lalaki)

() Female (Babaye)

Average monthly income (Pangkat na kwarta ha kada bulan): _____

Educational Attainment (Kinaadman):

() Elementary Level (Waray Makatapos Elementary)

() Elementary Graduate (Nakatapos Elementarya)

() High School Level (Waray Makatapos Sekundarya)

() High School Graduate (Nakatapos Sekundarya)

() College Level (Waray Makatapos Kolehiyo)

() College Graduate (Nakatapos Kolehiyo)

() Graduate and Post-Graduate (Nakatapos ha Gradwado nga Pag-aram)

Occupation/Employment (Trabaho/Pangabuhì): _____

PART II. RESPONDENTS' PERCEPTIONS RELATIVE TO THE EXTENT OF TEACHER SUPERVISION ON THEIR PUPILS' STUDIES

(Ikaduha nga Bahin- KananPinamamaki-anhan Pag-inoio Hionong han Kabug-aton han kanan Mga Kamaestrahon Pag aatiman/Pag-aaserkaso/Pagbantay/Pag-giya/Pagbuhat nga Ka-angayan para han mga ira Estudyante mga Pag-aram)

Directions: The following are statements that describe the extent of teacher supervision on your children's studies. Please rate your perceptions using the given scales:

(Pamaagi: An mga nasunod nga sasay nag aasoy con ano an kabug-aton han guin hihimo han mga magtuturo nga pag-aatiman/pagaserkaso/pagbantay/paghiimo hit ira kinahanglan buhaton han ira mga eskwela. Alayon paki-hatag hin "numero" nga narepresentar ha imo pag-inoio na angay han iya guin bubuhat nga pag-aaserkaso/pag-aatima/pagbantay/pagbuhat han naangay buhaton han iyo mga anak nga ira eskwela gamit an aadi nga lista ha ubos hini nga asoy).

- 5 Always Exhibited (AE)
(Pirmi-Pirmi Ginpapakita)
- 4 Often Exhibited (OE)
(Pirmi Ginpapakita)
- 3 Moderately Exhibited (ME)
(Tuman la nga Ginpapakita)
- 2 Less Exhibited (LE)
(Talagsahan la Ginpapakita)
- 1 Never Exhibited (NE)
(Diri gin Papakita)

Indicators (Pangilal-an)	Responses (Mga Baton Niyo)				
	5 (AE)	4 (OE)	3 (ME)	2 (LE)	1 (NE)
A. Disciplinary Control (<i>Pagdidisiplina</i>)					
1. The teachers check on their pupils' performance in school – from their quizzes, graded recitation, major examinations and others. <i>(An mga maestro/maestro nangingimano han ginhihimo ha eskwelahan han iya mga estudyante sugad han ira quiz, pagbaton han mga pakiana pag nagileksyon, ngan an mga eksamin sugad han first periodical test ngan iba pa.)</i>					

Indicators (Pangilal-an)	Responses (Mga Baton Niyo)				
	5 (AE)	4 (OE)	3 (ME)	2 (LE)	1 (NE)
2. The teachers talk to the parents about their pupils' performance in school, especially when they feel low and frustrated. (An mga maestro/maestro nakikistorya han mga kag-anak mahitungod han ginhahimo ha eskwelahan han iya mga estudyante labi na gud kun nakikita nira nga di natiniguro ngan narawatayan hin hin gana.)					
3. The teachers give their pupils the freedom to choose those issues that concern their academic life but remind them to face whatever consequences there may be as results of the choices they made. (An mga maestro/maestro nahatag ha iya mga estudyante hin higayon nga punli hin mga butang nga mahitungod hit ira pag-aradman ngan ginpapahinundan hin nga mahibaro pag-atubang hit mga konsekwensya hit ira ginhimo nga destsyon.)					
4. The teachers reward their pupils for exhibiting good behaviors by treating them like mature adults. (Napahatipay ha ira mga estudyante an mga maestro/maestro kada nira maupay nga gawi nga ginpapakita ha pamaagi han pagtratar ha ira nga sugad hin usa nga may buot na nga tauo.)					
5. The teachers criticize their pupils for misbehaving. (Ginsusukmat ngan ginsasaway han mga maestro/maestro an ira mga estudyante kada nira maglain nga gawi nga ginbubuhat).					
B. Behavioral Guidance (Paggiya ha Maupay nga Pangawi)					
6. The teachers ensure that their pupils are in the company of good people – that is, their classmates and friends. (Ginsisigurado han mga maestro/maestro nga mga mag-upay nga kasangkayan ngan kaklase an ginbubunyagan ngan ginpapakisangkayan han ira mga estudyante.)					
7. The teachers support the way their pupils dress, especially when they wear the complete uniform of the school. (Naabuyon an mga maestro/maestro han pamado han iya mga estudyante labi na gud kun nagsusul-ot hin han kompleto nga uniponne han eskwelahan.)					

Indicators (Pangilal-an)	Responses (Mga Baton Niyo)				
	5 (AE)	4 (OE)	3 (ME)	2 (LE)	1 (NE)
8. The teachers respect their pupils' choices – of friends, of activities to participate in, of style of learning the lectures in school. <i>(Narespeto an mga maestro/maestro han mga ginpipili han ira mga estudyante tikang ha mga sangkay, mga aktibidades ha eskwelahan ngan han ira pamaagi nga mahibaroan an mga leksyon ha sulod han klase.)</i>					
9. The teachers teach their pupils to be tactful especially when talking to people who are rather sensitive. <i>(Gintututduhan han mga maestro/maestro nga maghinay hin pagyayakan o pakikistorya ha mga tawo nga madali dunulo hit mga yakan an ira mga estudyante.)</i>					
10. The teachers tutor their pupils about good posture, vanity and appropriateness of actuations in a given social setting. <i>(Gintututduhan han mga maestro/maestro han maupay nga pamustora, ngan mga kaangayan nga pangawi labi na gud kun ada hin mga katitirok an ira mga estudyante.)</i>					
C. Counseling and Encouragement (Pagsagdon ngan pagpaniguro)					
11. The teachers give their pupils pieces of advice about life, their studies and what they should do in college. <i>(An mga maestro/maestro nahatag hin mga sagdon mahitungod han kinabuhi, han pag-aradnan ngan han kun ano an akon babuhaton ha pagtamtong ha kolehiyo han ira mga estudyante.)</i>					
12. The teachers show closeness and intimacy with their pupils by giving them a pat in the shoulder and a hug for a job well done in school. <i>(An mga maestro/maestro nagpapakita hin kasok ngan kamapaso han pagtagad ha pamaagi hin paghangkop ha ira mga estudyante kun may maupay nga nahihino.)</i>					
13. The teachers are vocal about how their pupils fare in school. <i>(An mga maestro/maestro nayakan gud kun ano it kahintang ha skwelahan labi na an pag-aradnan han ira mga estudyante.)</i>					
14. The teachers push their pupils to interact with different people to boost their social and emotional development. <i>(Ginpapursige han mga maestro/maestro nga makturusa ha iba-iba nga tawo para mapahalarom it akon sosyal ngan emosyonal nga development an ira mga estudyante.)</i>					

Indicators (Pangilal-an)	Responses (Mga Baton Niyo)				
	5 (AE)	4 (OE)	3 (ME)	2 (LE)	1 (NE)
15. The teachers provide their pupils with information and pieces of advice about how to deal with adversities in life. (An mga maestro/maestro nahatag hin impormasyon ngan mga saglon mahimong kun umanhon han ira mga estudyante pag-atubang han mga problema ha kinabuhi.)					
D. Instructional Assistance (Pagbulig Pamiling mga Garamiton ha Pag-arun ha Eskwelahan)					
16. The teachers provide their pupils with all the things that they need – from reference materials to tutorial services, and others. (Gintatagan han mga maestro/maestro an ira mga estudyante han ngutanan nga mga kinahanglan – tikan ngan mga libro nga gamit ha pagleksyon ha eskwelahan, ngadto han pagtutdo ha garwas han klase, ngan iba pa.)					
17. The teachers give their pupils instructions regarding how to use books, how to find other reference materials to be used in class, and how to research other references in the Internet. (Gintututduhan han mga maestro/maestro an ira mga estudyante kun umanhon paggamit hin libro, pagbiling hin mga aradman ha klase, ngan kun umanhon pagbiling ha Internet han mga kinahanglanon nga aradman para ha klase.)					
18. The teachers provide their children with modules, brochures and other references for the different lessons in class. (Gintatagan hin mga modules, brochures ngan iba pa nga gamit pag-arun an ira mga estudyante han mga maestro/maestro.)					
19. The teachers allow their pupils to borrow their reference materials for their children to have something to use at home for answering the exams. (Ginpapahuran han ira mga maestro/maestro an mga estudyante hin mga libro ngan iba pa nga gamit pag-aradman para makabaton ngan makahimo hin assignment ha balay.)					
20. The teachers give their children the chance to research for other reference materials. (Gintatagan hin higayon han mga maestro/maestro an mga estudyante nga makapamiling hin mga libro ngan gamit ha pag-aradman.)					

Indicators (Pangilal-an)	Responses (Mga Baton Niyo)				
	5 (AE)	4 (OE)	3 (ME)	2 (LE)	1 (NE)
E. Attendance in School Activities (<i>Pag-atendir Han mga Aktibidades ha Eskwelahan</i>)					
21. The teachers encourage their pupils to join school activities that would enhance their talent and promote the total development of my whole being. (<i>Ginpupursige gud han mga maestro/maestro an mga estudyante nga unapi han mga aktibidades ha skwelahan para mas mapaupay pa an ira talento ngan mapauswag an kabug-usan nira nga kinabuhi.</i>)					
22. The teachers accompany their pupils to academic and co-curricular activities done in the district, division and national levels. (<i>Gin uupdan han mga maestro/maestro an mga estudyante pag-api han mga akamediko ngan di-akademiko nga aktibidades ha distrito, dibisyon, ngan nasyonal nga lebel.</i>)					
23. The teachers coach their pupils in quiz bee, in academic contests, and other oral contests. (<i>Gingigitiya han mga maestro/maestro ha pag-api ha mga quiz bee, akademiko nga pakontest, ngan mga oral nga contests an ira mga estudyante.</i>)					
24. The teachers instruct their pupils to participate in activities that would enhance their knowledge and skills. (<i>Gintinstruksiyonan han mga maestro/maestro nga unapi han mga aktibidades han skwelahan para mas mapaupay an kinaadman ngan hilbaro han ira mga estudyante.</i>)					
25. The teachers give their pupils information about school activities that they should participate in. (<i>Ginhahatagan hin impormasyon an mga estudyante han ira mga maestro/maestro mahihunong han mga aktibidades ha skwelahan nga dapat nira apihan.</i>)					

PART III. RESPONDENTS' PERCEPTIONS RELATIVE TO THE EXTENT OF PARENTAL SUPERVISION ON THEIR CHILDREN'S STUDIES

(Ikatulo nga Bahin- Kanan mga Pinamamaki-anhan Pag-Inoino han Kabug-aton han guin hihimo nga Pag-aatiman/Pagbantay/Paggiya/Pag-asirkaso/Pagbuhat hin Kaangayan Buhaton han Mga Kag-anak han Kanan ira mga Anak Pag-aradman)

Directions: The following are statements that describe the extent of parental supervision on your studies. Please rate your perceptions using the given scales:

(Pamaagi: An mga nasunod nga sasay nag aasoy con ano an kabug-aton han guin hihimo nga pag-aatiman/paga-aserkaso/pagbantay/pag-giya/pagbuhat han kinannglang buhaton han iyo mga Kag-anak ha iyo nga mga eskwela. Alayon paki-hatag hin "numero" nga narepresentar ha imo pag-inoino na angay han iya guin bubuhat nga pag-aaserkaso/pag-aatiman/pagbantay/Pag-giya ha iyo nga mga anak nira (eskwela) gamit an aadi nga lista ha ubos hini nga asoy).

- 5 Always Exhibited (AE)
(Pirmi-Pirmi Ginpapakita)
- 4 Often Exhibited (OE)
(Pirmi Ginpapakita)
- 3 Moderately Exhibited (ME)
(Tuman la nga Ginpapakita)
- 2 Less Exhibited (LE)
(Talagsakon la Ginpapakita)
- 1 Never Exhibited (NE)
(Diri gin Papakita)

Indicators (Pangilal-an)	Responses (Mga Baton Niyo)				
	5 (AE)	4 (OE)	3 (ME)	2 (LE)	1 (NE)
A. Disciplinary Control (<i>Pagdidisiplina</i>)					
1. I check on my children's performance in school - from their quizzes, graded recitation, major examinations and others. <i>(Akon pinanginginano an ginhihimo ha eskwelahan han akon anak sugad han iya quiz, pagbaton han mga pakiana pag nagieleksyon, ngan an mga eksamin sugad han first periodical test ngan iba pa.)</i>					

Indicators (Pangilal-an)	Responses (Mga Baton Niyo)				
	5 (AE)	4 (OE)	3 (ME)	2 (LE)	1 (NE)
2. I talk to the teachers about my children's performance in school, especially when they feel low and frustrated. (Akon ginkakastorya an mga maestro/maestro han akon anak mahitungod han ira ginhihimo ha eskwelahan labi na gud kun nakikitita nakon nga di hira naniniguro ngan nawawamayan gana.)					
3. I give my children the freedom to choose those issues that concern their academic life but remind them to face whatever consequences there may be as results of the choices they made. (Akon gintatagan hin higayon an akon anak nga punili hin mga butang nga mahitungod hit ira pag-aradman ngan ginpapahinuundun ko nga mahibaro pag-atubang hit mga konsekwensya hit ira ginhimo nga desisyon.)					
4. I reward my children for exhibiting good behaviors by treating them like mature adults. (Napahalipay ako han akon anak kada nira maupay nga gawi nga ginpapakita ha pamaagi han pagtratar ko ha iya nga sugad hin usa nga may buot na nga tawo.)					
5. I criticize my pupils for misbehaving. (Ginsusuknat ngan ginsasaway ko it akon anak hit kada niya maglain nga gawi nga gimbubuhat).					
B. Behavioral Guidance (Paggiya ha Maupay nga Pangawi)					
6. I ensure that my children are in the company of good people – that is, their classmates and friends. (Ginsisigurado ko nga mga mag-upay nga kasangkayan ngan kaklase an gimbubunyugan ngan ginpapakisangkayan han akon anak.)					
7. I support the way my children dress, especially when they wear the complete uniform of the school. (Naabuyon ako han pamado labi na gud kun nagsusu-ot han kompleto nga uniporme han eskwelahan an akon anak.)					
8. I respect my children's choices – of friends, of activities to participate in, of style of learning the lectures in school. (Narespeto ako han mga ginpipili han akon anak tikang ha mga sangkay, mga aktibidades ha eskwelahan ngan han pamaagi nga mahibaroan an mga leksyon ha sulod han klase.)					

Indicators (Pangilal-an)	Responses (Mga Baton Niyo)				
	5 (AE)	4 (OE)	3 (ME)	2 (LE)	1 (NE)
9. I teach my children to be tactful especially when talking to people who are rather sensitive. (Gintututduan ko nga maghinay hin pagyayakan o pakikistorya ha mga tawo nga madali dumulo hit mga yakan an akon anak.)					
10. I tutor my pupils about good posture, vanity and appropriateness of actuations in a given social setting. (Gintututduan ko an akon anak han maupay nga pamustora, ngan mga kaangayan nga pangawi labi na gud kun ada hin mga katitirok.)					
C. Counseling and Encouragement (Pagsagdon ngan pagpaniguro)					
11. I give my children pieces of advice about life, their studies and what they should do in college. (Akon ginahatagan an akon anak hin mga sagdon mahitungod han kinabuhi, ha pag-aradman ngan han kun ano an bubuhaton ha pagtungtongha kolehiyo.)					
12. I show closeness and intimacy with my children by giving them a pat in the shoulder and a hug for a job well done in school. (Akon ginpapakita an akon anak hin kasuok ngan kamapaso han pagtagad ha pamaagi hin paghangkop ha iya kun may maupay niya nga nahihimo.)					
13. I am vocal about how my children fare in school. (Akon ginyayakan ha akon anak kun ano gud it akon nahihibawan mahitungod hit iya kahintangha skwelahan.)					
14. I push my children to interact with different people to boost their social and emotional development. (Ginpupursige ko an akon anak nga makiurusa ha iba-iba nga tawo para mapahalarom it iya sosyal ngan emosyonal nga development.)					
15. I provide my pupils with information and pieces of advice about how to deal with adversities in life. (Akon gintatagan hin impormasyon ngan mga sagdon mahimong kun uumanhon hit akon anak pag-atubang han mga problema ha kinabuhi.)					

Indicators (Pangilal-an)	Responses (Mga Baton Niyo)				
	5 (AE)	4 (OE)	3 (ME)	2 (LE)	1 (NE)
D. Instructional Assistance (Pagbulig Pamiling mga Garamiton ha Pag-aram ha Eskwelahan)					
16. I provide my pupils with all the things that they need – from reference materials to tutorial services, and others. (Gintatagan ko an akon anak han ngutanan nga iya mga kinahanglan – tikang han mga libro nga iya gamit ha pagleksyon ha eskwelahan, ngadto han pagtutulo ha iya gawashan klase, ngan iba pa.)					
17. I give my pupils instructions regarding how to use books, how to find other reference materials to be used in class, and how to research other references in the Internet. (Gintututduhan ko an akon anak kun uunanhon paggamit hin libro, pagbiling hin mga aradman ha klase, ngan kun uunanhon pagbiling ha Internet han mga kinahanglanon nga aradman para ha klase.)					
18. I provide my pupils with modules, brochures and other references for the different lessons in class. (Gintatagan ko hin mga modules, brochures ngan iba pa nga gamit pag-aram an akon anak.)					
19. I allow my pupils to borrow my reference materials for their children to have something to use at home for answering the exams. (Ginpapahuram ko hin mga libro ngan iba pa nga gamit pag-aradman an akon anak para makabaton ngan makahimo hin assignment ha balay.)					
20. I give my pupils the chance to research for other reference materials. (Gintatagan ko higayon an akon anak nga makapamiling hin mga libro ngan gamit ha pag-aradman.)					
E. Attendance in School Activities (Pag-atendir Han mga Aktibidades ha Eskwelahan)					
21. I encourage my pupils to join school activities that would enhance their talent and promote the total development of my whole being. (Ginpupursige gud nakon an akon anak nga umapi han mga aktibidades ha skwelahan para mas mapaupay pa an iya talento ngan mapauswag an iya bug-os nga kinabuhi.)					
22. I accompany my pupils to academic and co-curricular activities done in the district, division and national levels. (Gin uupdan ko an akon anak pag-api han mga akamediko ngan di-akademiko nga aktibidades ha distrito, dibisyon, ngan nasyonal nga lebel.)					

Indicators (Pangilal-an)	Responses (Mga Baton Niyo)				
	5 (AE)	4 (OE)	3 (ME)	2 (LE)	1 (NE)
23. I coach my pupils in quiz bee, in academic contests, and other oral contests. (<i>Gingigiya ko an akon anak ha pag-api ha mga quiz bee, akademiko nga pakontest, ngan mga oral nga kontests.</i>)					
24. I instruct my pupils to participate in activities that would enhance their knowledge and skills. (<i>Gintutruksiyonan ko an akon anak nga umapi han mga aktibidades han skwelahan para mas mapaupayan iya kinaadman ngan hibaro.</i>)					
25. I give my pupils information about school activities that they should participate in. (<i>Ginhahatagan ko hin impormasyon an akon anak mahimong han mga aktibidades ha skwelahan nga dapat niya apihan.</i>)					

Thank you very much and more power!
(*Damo nga Salamat!*)

CURRICULUM VITAE

CURRICULUM VITAE

Name : **REY J. VILLANUEVA**
Address : **Pob. 2 San Jorge, Samar**
Date of Birth : **July 20, 1979**
Place of Birth : **Jiabong, Samar**
Civil Status : **Single**
Sex : **Male**
Religion : **Roman Catholic**
Parents : **Rodrigo C. Villanueva**
Lydia J. Villanueva

EDUCATIONAL BACKGROUND

Elementary : **San Jorge Central School**
San Jorge, Samar
1992

Secondary : **Samar National School**
Catbalogan, Samar
1996

College : **University of Eastern Philippines**
Catarman, Northern Samar
2000

Bachelor of Elementary Education

Graduate Degree Pursued : **Master of Arts in Elementary Education**
Samar State University
Catbalogan, Samar

ELIGIBILITIES

Licensure Examination for Teachers (LET) 2001
PUP, Manila

SEMINARS/TRAININGS ATTENDED

1 st Graduate Research Forum	:	Leyte State University Tacloban City February 24, 2007
Oriental Seminar in Thesis/ Dissertation Writing	:	Samar State University Catbalogan, Samar January 13, 2007
Regional Coaching Seminar in Selected Sports	:	Physical Facilities and School Sports Division, Leyte Sports Development Center, Tacloban City October 24-27, 2006
Philippine Association of Graduate Education (PAGE VIII) Convention	:	Real Convention Center Tacloban City February 21, 2004
First Division Elementary Teachers Forum in Reading	:	Redaja Hall, Catbalogan, Samar August 4-6, 2003
Division Training on New Directions in Teaching Reading	:	San Jorge Central Elementary School San Jorge, Samar October 5-6, 2002
Philippine Association of Graduate Education (PAGE VIII) Convention	:	Leyte Normal University Tacloban City February 3, 2001
Basic Training Course for Troop Leaders	:	Scout City, University of Eastern Philippines, Catarman Northern Samar December 4-6, 1999
Content and Strategies Updates in Science Education	:	University of Eastern Philippines November 29 – December 4, 1999

APPRECIATION/AWARDS OF RECOGNITION

Certificate of Appreciation for : San Jorge Central Elementary School
being a Demonstration San Jorge, Samar
Teacher in the District June 6-7, 2003
Seminar Workshop on
MAKABAYAN
(Sibika at Kultura)

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