

Academic Performance of the Intermediate Pupils, Lip – Ac Elementary School of Goa District and their Correlates

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ABSTRACT

This study focused in determining the correlation between the profile and academic performance of the Intermediate pupils of Lip – Ac Elementary School of Goa District for the school year 2016 – 2017.

Specifically, the study sought to answer the following questions: What are the profile of the Intermediate pupils of Lip – Ac Elementary School, of Goa District, for the school year 2016 – 2017 in terms of gender and age, study habits, nutritional status, and parental support?; What is their level of Academic performance?; Is there a significant relationship between the profile of the pupils and their level of academic performance?

The subject of the study were the seventy – two intermediate pupils during the school year 2016 – 2017 and thirty four parents.

Different data gathering procedure and statistical treatment such as: descriptive correlational – survey method, survey questionnaire, percentage technique, arithmetic mean, standard deviation, weighted mean, chi – square test and contingency coefficient of correlational were used in order to acquire the profile of the respondents, level of academic performance and their significant relationship. It also identifies the implications of the study towards instruction and supervision.

The study found out that the pupils responded positively to wards studying within a prolonged period of time and utilizing to the nutritional status of the pupil-respondents had a normal and malnourished. The parental support provided by the parents and their homework and they give rewards to their children who are having satisfactory achievements.

The Academic performance of the pupils found that Grade IV and V needs improvement while the Grade VI, it only reveals that the pupils grows the level of academic performance increases. As to the relationship aspect there is a significant relationship between the two findings imply that with the improvement of pupils of sufficient parental support can guarantee better pupils academic performance.

It is recommended that the process of effective study must reach its fullest development. Hence, pupils must be further trained in the proper use of mental processes that underlie effective thinking and studying. It is a must to include the development of study habits in the elementary curriculum as an integrated discipline. To improve further pupil's academic performance, classroom teachers must provide enrichment activities integrated in their day to day teaching. Sufficient instructional materials must be used and appropriate methodologies and strategies must be implemented. Responsible parenthood must be practiced to the fullest there in parents should maximized their parenting responsibilities. Their children need to feel that there are people nearby them who really care on what is happening to them. They need to feel accepted and valued as human beings.

Keywords: Academic Performance, Age and Sex, Study habits, Nutritional Status and Parental Support

INTRODUCTION

Children have the right to a quality education. Quality education includes learners who are healthy, well-nourished and ready to participate in learning and supported by their families and the community. It means that pupils acquire the basic skills and competencies prescribed by the system by grade to grade (UNICEF).

Education is significant in the lives of Filipinos and it has been considered as one of the most cherished values. According to Peralta (2004), Filipino children should be reminded of the importance of education. They should be made aware that the time they spend and devote in studying could be rewarding even though it is very tedious. The Governance of Basic Education Act of 2001 provides the general goal of the basic education: to develop the Filipino learners by providing them basic competencies in literacy and numerical abilities, critical thinking and learning skills and desirable values to become caring, self-reliant, productive, socially aware, patriotic and responsible citizens. This act envisions a curriculum that shall promote the holistic growth of the Filipino learners and enable them to acquire the core competencies and develop the proper values (Sancho 2004).

One of the major concerns of the Department of Education is sustaining educational program that ensure the academic excellence and quality education as stated in the study of Abelinde (2004). Success in education of an individual is measured by his or her academic performance.

Academic performance refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. As a means of one's performance a numerical quantity is given to express a person's achievement. A gauge of pupil's academic performance is the grade given to the individual at the end of each grading period.

Sancho (2004) stated that at present the Department of Education revealed that the status of pupil's academic performances especially in English, Science and Mathematics had in fact deteriorated in Philippine schools. There are many factors to consider that affects the academic performance of the pupils. Some elementary pupils have a poor academic performance level. Each pupil has different set of intelligence that have been nurtured when they were young, that mature as they grow into adults (Demmert 2001). Some causes of poor academic performance as enumerated are: Poor eyesight, if the student cannot see the board, he or she cannot achieve to potential. This can become a problem if the student is now sitting farther from the board than previously. Poor hearing, the student may not be able to hear the teacher properly. School bullying. If the student is being bullied at school, this can affect academic performance. Problems at home, while not the most common problem, this can interfere with concentration. Excessive ambition can result in frustration, leading to a lack of trying. This can result from parental pressure. Lack of motivation, this is the opposite to excessive ambition. The child needs to understand the importance of good grades. An older child should begin to look forward to a future career and be able to connect good grades with the achievement of career ambitions. Puberty, sometimes, hormonal changes can temporarily affect performance. So can emerging interest in the opposite sex, as can a lack of self esteem.

Pupil starts schooling at the age of six or seven years old and they are enrolled in the first grade. And when they reach the intermediate level which starts on the fourth grade their age is nine or ten years old which is right age for the level. It is easy for pupils to adopt and relate to each other when they are on the same age group.

Children in the age group of 9 to 12 years old are becoming "preadolescents". They have changes going

on physically, mentally and socially. They are also beginning to develop serious ideas about their plans for careers. If children are confident and feel positive about themselves toward the end of this period, they are better prepared to move on to take more risks and gain a better understanding of themselves in adolescence (DeBord 2008).

Study habits of the pupils are also to consider which affects the performance of the pupils. Study habit or study skills are generally critical to success in school and are considered essential for acquiring good grades and are useful learning throughout one's life (Wikipedia).

Good study habits are essential for academic excellence and to develop a craving to learn, an essential requisite to succeed in life. It is very hard to cultivate study habits but with strong dedication and practice it is very easy to inculcate good study habits. Pupils develop poor study habits for the following reasons: poor lifestyle, studying in an inappropriate environment, lack of concentration, zero motivation and poor memory (Sushma 2009).

If one wants to achieve success in any academic level pupils must need to learn how to study more effectively that what they are doing right now. The majority of pupils get mediocre to get low grades only because they get bored and do not do the right things at school. School can be fun and more effective to anyone that follows good study habits to get better grades. The best pupils are not always the smartest but obviously they have good study habits (Escobar 2008).

The ability to study effectively can be an important factor to anyone's success. Learning through effective use of study practices can be very rewarding but most of the time it involves one's time, energy and talent. A great degree of interest and effort is required on the part of the learner. Development of study habits consists of a consistent allocation of sufficient time and paying attention to the work at hand. Study habits are established gradually over a period of time, day after day, month after month and year after year. The learner would have a greater chance to succeed in his studies if he is to develop study habits (Felipe 2008). Pupils who have strong study habits often succeed in school because they know how learn material successfully. Beginning in elementary school, pupils learn and practice study skills and most teachers expect pupils to have basic study habits.

Good nutrition means getting the calories we need for proper growth. When young children are given a balance variety of healthy foods, they are learning good nutrition habits that can help lower the risk of underweight and overweight.

Good nutrition is important to have good learning. Every pupil must have good nutrition provided by their parents. If a child is nourished properly, providing and giving a good eating habits by their parents, best learning will takes place and probably will help improve the child's academic performance. "Good health and nutrition are needed to achieve one's full educational potential because nutrition affects intellectual development and learning ability" (FRESH). Well-nourished students tend to be better students, while poorly nourished children tend to have weaker academic performance and score lower on standardized achievement tests.

Pupils need to have a good nutrition for them to have better learning, so it means they should be provided by complete meals. As stated at Reuters – Journal of School Health (2008) Kids who eat better perform better in school. Pupils who ate an adequate amount of fruit, vegetables, protein, fiber and other components of a healthy diet were significantly less likely to fail a literacy test. A healthy diet is generally assumed to be important for good school performance. The study adds to the mounting evidence that nutrition plays an important role in mental development in children. It confirms that nutrition can positively influence cognitive development in schoolchildren, even in children who are well-fed (Unilever

2007).

“Health is important, but demonstrations that poor diet affects academic performance are likely to be a powerful motivation to change. There is considerable research on malnutrition and school performance. Correcting malnutrition improves performance” (Brownell 2002).

The Department of Education hopes to fill the minds of schoolchildren with knowledge by first filling their stomachs with food. Hunger among schoolchildren is responsible for the high dropout rate in the Philippines, according to a department statement. It added that some 19 percent of Filipino families, or more than 600,000 families, experience hunger and malnutrition. Concerned with reports that some 19 percent of 3.26 million families go hungry, the Department launched a program that encourages students to plant vegetables in school. The aim is to help combat hunger, a major reason why children quit or perform poorly in school. “The health and nutrition of our children is a crucial factor affecting their academic performance,” Education Secretary Jesli Lapus said in a statement (Hicap 2007).

Research has shown that children who regularly ate breakfast had better standardized test scores, better behavior, and were less hyperactive than children who skipped breakfast.

Eating healthy at lunch will help the child's mind sharp and ready to learn all afternoon (Jegtvig 2010).

It is also an important factor to know the academic performance of a pupil in terms of the parental support given to them by their family. Extensive research has shown that students achieve more in school when their parents are involved in their education. Parental support is giving all the assistance to their children in their studies. Parents must focus to all the needs of their children, especially in their education. Family should support the learning of their children. Healthy children with positive early experiences and supportive involved parents are the most likely to succeed in school. The quality of children's lives before beginning formal education greatly influences the kind of learners they can be. Many elements go into making a quality learner, including health, early childhood experiences and home support (UNICEF 2000).

Parental involvement enhances academic performance. Academic achievement increases when parents are involved in their children's education. The more intensively involved the parents are, the greater the positive impact on academic achievement. Parental involvement not only enhances academic performance, but it also has a positive influence on student attitude and behavior. A parent's interest and encouragement in a child's education can affect the child's attitude toward school, classroom conduct, self-esteem, absenteeism, and motivation (Chen 2008).

Parental involvement and the support of parents improves the behavior of children in the classroom. Involvement improves the child's attitude about school, his motivation to do well, and his behavior in the classroom. The parent support also improves the child's attendance; fewer absences and fewer times of tardiness improve a child's overall performance (Collins 2011).

Parents have a vital role in their child's education. Nothing helps a child succeed like an involved parent. A little willingness from a child's parents can work wonders in the classroom. Parents want their children to succeed in school, but a parent's role in that success must not be underestimated. In school as in life, consistent support from parents is crucial to sustaining a pupil's confidence and sense of achievement (Math and Reading Help 2003)

Parents should get actively involved in the education of their own children. Lack of parental involvement is a key factor in the children's low achievement level. Parents themselves have a lot to answer for the lamentable situation, exacerbated by the technological advances that, while immensely useful in enhancing the economic pursuit and contributing much for the enjoyment of life, have also diverted the

attention of children in their quest for basic education. Early childhood is a very special time of life. It is a time when the child starts to develop his own personality and form his habits. Parents, therefore, play a critical role in guiding their children since they are vulnerable and impressionable. Young children are still developing their sense of discriminating right from wrong (Kintanar 2005).

Some parents tolerate the absences of their pupils as long as they are helped by their children in doing household chores. Huang et. al (2008) A growing body of research supports the view that parents' attitudes, behaviors, and activities related to children's education influences students' learning and educational success. Specifically, many studies have indicated strong positive correlations between parental involvement in their child's learning and academic achievement, better behaviors, accountability, social skills, and attendance (Billman, Geddes, & Hedges, 2005; Epstein, 2001; Henderson & Mapp, 2002; Hill & Craft, 2003; Jeynes, 2005; Overstreet, Devine, Bevins & Efreom, 2005).

Parental support is much important needed by children who are having formal education. Showing support to the children while studying will improve their academic performances. In the study of Demmert (2004) it tells that the most current information on improving academic performance among young children involves three environmental influences that includes the following: a. High quality parenting (the degree to which a youngster is provided with an enriched warm and responsive learning environment which includes appropriate control and discipline over children) b. High quality child-care environments (stimulating activity and nurturing as reflected in high-quality parenting) and c. High quality first-grade classrooms (with focus on literacy instruction, evaluative feedback, instructional conversation, and encouraging child responsibilities).

Another research also establishes that parental involvement has a significant effect on children's achievement and adjustment even after all other factors (such as social class, maternal education and poverty) have been take out of the equation between children's aptitudes and their achievement. Differences in parental involvement have a much bigger impact on achievement than differences associated with the effects of school in the primary age range. Parental involvement continues to have a significant effect through the age range although the impact for older children becomes more evident in staying on rates and educational aspirations than as measured achievement. Of the many forms of parental involvement, it is the 'at-home' relationships and modeling of aspirations which play the major part in impact on school outcomes. Involvement works indirectly on school outcomes by helping the child build a pro-social, pro-learning self-concept and high educational aspirations (Abouchaar 2003).

It is recommended on the study of Sambajon (2003) that in order to maintain, sustain and even improved students level of academic performance, parents have to assist the children to have more time with their studies and provide as much as possible all the necessary support and learning materials in an effort to influence their academic performance in class.

Lip-Ac Elementary School is duly mandated educational institution existing and operating under the umbrella organization and auspices of Bureau of Elementary Education of the Department of Education specifically at Region V, Division of Camarines Sur, Goa District.

It is located at Sitio Lip-Ac, Catagbacan, Goa, Camarines Sur which accessible by a motorcycle with 8 kilometers from the national road. There are 225 household. Most of the residents engaged in farming/agriculture as a source of living. The people of the barangay are simple and peace loving people whose rural traditions are still intact, thus is a strong community relationship among its populace. The three main problems of the community are: farm to market road, electricity and water.

Its provision and access are: There are five teachers, one male anf four female. One teacher still handles

combination class. Grade five and Grade Six are combined in one classroom. There limited resources of books and other learning materials.

The academic performance of the school are: National Achievement Test result for the past three years is below the planning standard of 75%. Reading Comprehension level of pupils mostly belong to frustration level. Absenteeism of pupils is the root problem of low academic performance.

Lip – Ac Elementary School, a newly established school now on its twelfth year of existence, experienced difficulties in improving the academic performance of the pupils. The latest National Achievement result for the Grade Six pupils is 58.58% which is below 75% mps or the planning standard by 16.42%, rank last among the 26 schools in the district. It shows that the school has poor academic performance level. There are many factors to consider from this result why pupils have poor academic performance. The following factors to consider are the gender and age of the intermediate pupils, study habits, nutritional status and parental support.

This research was conducted in order to prove that the enumerated data are some factors affecting the academic performances of the pupils and not all on the teacher to blame why pupils have poor academic performance. With the result of this study this could be a help to the pupils improve their studies and have a good academic performance. The data obtained in this research will be of great help to the administrator, teachers and parents. This study can provide useful information that will help know the profile of the pupils, their academic performances and that they can be guided on what to do in improving the academic performance and to have a quality education.

PURPOSE

The purpose of the study is to determine what factors really affect the academic performance of the intermediate pupils of Lip – Ac Elementary School, of Goa District, for the school year 2016 – 2017, that they have shown low performance in the National Achievement Test.

RESEARCH QUESTION

The focus of the study is to determine the correlation between the profile and academic performance of the Intermediate pupils of Lip –Ac Elementary School of Goa District, for the school year 2016 – 2017. It intends to answer the following:

1. What are the profile of the intermediate pupils of Lip – Ac Elementary School of Goa District, for the school year 2016 - 2017 in terms of:
 - a. Gender and Age
 - b. Study Habits
 - c. Nutritional Status
 - d. Parental Support
2. What is their level of Academic performance?
3. Is there a significant relationship between the profile of the pupils and their level of academic performance?
4. What strategies may be proposed to improve the academic performance of the pupils?

METHODOLOGY

This section presents the research design, population of the study, data gathering instrument, data gathering procedure and statistical treatment.

Research Design

The descriptive correlational – survey method was used in the study. The descriptive method was used to determine the socio-demographic profile of the pupils such as gender, age, study habits, nutritional status and parental support. The correlational method was used to establish the extent of relationship between the academic performance and the profile of the pupil-respondents.

Research Instruments

A survey questionnaire was used to gather the data. There are two kinds of survey questions, one for the pupils' respondent and the other is for the parent's respondents. Some questions were adopted from different sources like the web source or internet, research and studies which have similarities and which are also related to the factors of the study. Some questions were developed by the researcher. The questions were checked, validated, and approved by the Adviser and the Dean of the Graduate School.

The documentary analysis was also used to gather the data pertaining to the scholastic ratings of the pupil respondents for the school year 2016 – 2017, which were kept in the EMIS corner of the District Office.

Subjects

Seventy – two intermediate pupils during the school year 2016 – 2017 and thirty – four parents served as respondents of the study.

Table 1. Distribution of Pupils' Respondents by Grade Level

| Grade Level | No. of Pupils | Percentage |
|-------------|---------------|------------|
| IV | 37 | 51% |
| V | 20 | 28% |
| VI | 15 | 21% |
| Total | 72 | 100% |

Table 1 shows that there are seventy – two respondents in the study. The Grade IV has the biggest number of respondents with a total number of 37 or 51 %. However the least number of respondents is the Grade VI with a total number of 15 or 21 % of the total respondents.

Data Gathering Instruments

For the pupil's respondents, ten questions were asked. The questions will help the researcher determine their study habits, to what extent their parents support them, and their nutritional status knowing the number of meals they have and if they ate nutritious food. The respondents are given choices for their answer.

For the parent's respondents there were also ten questions asked and it will helped the researcher know to what extent they are supporting their children in their study. The answer to the questions was numbered for 1 to 5. The scale for the interpretation is 5 – Always, 4- Often, 3 – Sometimes, 2 – Rarely and 1 – Never.

Data Gathering Procedure

For the purpose of the study, the researcher made personal requests and letter to the school head to be allowed to conduct the survey questions to the pupils. The survey questionnaire for the pupils was administered after the approval of the request. A separate survey questionnaire for the parents was conducted during one of the General Parents Teachers Association (PTA) meeting, to determine the parental support they have given to their children in terms of their study. The survey questionnaire was personally administered by the researcher.

The respondents of the questionnaire were the intermediate pupils of Lip – Ac Elementary School of Goa District. Its concern was to know the profile of the pupils as to the following factors, gender, age, their study habits, nutritional status and parental support. The age was based on the age profile record for the school year 2016 – 2017. The gender was the male or female gender of the pupil’s respondents and enrolled in intermediate pupils.

The pupil’s respondents are given questionnaire to determine their study habits and to what extend does their parents give support in their study. To know the parental support provided by the parents of the intermediate pupils questionnaire was given to the parents to determine the support they give to their children. The nutritional status came from a secondary data, a record of the pupils regarding their nutritional status. The nutritional status was based on the nutritional status record of the pupils for the school year 2016 – 2017.

The level of academic performance was the latest grade average of the intermediate pupils for the grading period. Academic performance ranges from outstanding 90 -95, very satisfactory 85 – 89, satisfactory 80 – 84, needs improvement 75 – 79 and poor 74 below.

Statistical Treatment

This section presents the statistical treatment used in the study. The data gathered were tallied, tabulated, and analysed through appropriate statistical measures. There were five (5) statistical treatment used, namely: percentage technique, arithmetic mean, standard deviation, weighted mean, and chi-square test. Percentage technique was the statistical measures used to get the number of respondents in each item. Arithmetic mean was used to find mean age and average grade of pupils. Standard deviation was used to determine the extent by which pupil’s ratings dispersed or scattered. Hence, their homogeneity or heterogeneity can be determined. Weighted mean was used to determine the extent of the responses of the respondents on the survey-questionnaire conducted.

Chi – square test was used to determine the correlation of academic performance with the following variable” gender, age, study habits, nutritional status and parental support. Contingency coefficient of correlation was used to determine how significant is the relationship that exist between two variables being compared.

RESULTS

This section presents the results and findings after the survey was conducted.

Profile of the Respondents

Gender refers to the classification of pupil respondents according to whether they are male or female while age considers the chronological age of pupil-respondents. Table 1 shows the gender and age profile of the respondents.

Table 1 Gender and Age Profile of the Respondents

| Gender/Age | Grade IV (N=37) | | | | Grade V (N=20) | | | | Grade VI (N=15) | | | |
|------------|-----------------|------|--------|------|----------------|------|--------|------|-----------------|------|--------|------|
| | Male | | Female | | Male | | Female | | Male | | Female | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| 8 – 9 yrs. | 4 | 10.8 | 8 | 21.6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 10 – 11 | 9 | 24.3 | 8 | 21.6 | 2 | 10.0 | 7 | 35.0 | 1 | 6.7 | 0 | 0.0 |
| 12 – 13 | 2 | 5.4 | 6 | 16.2 | 3 | 15.0 | 5 | 25.0 | 6 | 40.0 | 2 | 13.3 |
| 14 – 15 | 0 | 0.0 | 0 | 0.0 | 2 | 10.0 | 1 | 5.0 | 1 | 6.7 | 1 | 6.7 |

| | | | | | | | | | | | | |
|----------|-----------|------|-----------|------|-----------|------|-----------|------|-----------|------|-----------|------|
| 16 -17 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 3 | 20.0 |
| 18 – 19 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 6.7 |
| Total | 15 | 40.5 | 22 | 59.4 | 7 | 35.0 | 13 | 65.0 | 8 | 53.3 | 7 | 46.7 |
| Mean Age | 10.2 yrs. | | 10.3 yrs. | | 12.5 yrs. | | 11.6 yrs. | | 12.5 yrs. | | 15.4 yrs. | |

It was found out that there are more females than males among Grade IV and Grade V pupils but males dominate the female in Grade VI level.

The computed mean ages of the intermediate grade pupils are as follows: Grade IV – male pupils ($X = 10.2$ yrs.); Grade IV – female pupils ($X = 10.3$ yrs.); Grade V – male pupils ($X = 12.5$ yrs.); Grade V – female pupils ($X = 11.6$ yrs.); Grade VI – male pupils ($X = 12.5$ yrs.); Grade VI – female pupils ($X = 15.4$ yrs.).

The above findings imply that the Grade V – male pupils and Grade VI – female pupils are little bit matured than their counterparts, as far as their schooling age is concerned.

Generally, the intermediate pupils are female dominated one.

The habits developed by pupils towards studying and learning are perhaps the most important thing to be considered and taken care of. Having determined how progress in learning takes place, there remains the task of determining how pupils acquire the art of effective study. Table 2, shows the study habits developed by pupil respondents.

Table 2 Study Habits of the Pupil – Respondents

| Study Habits | Total | Weighted Mean | Verbal Interpretations |
|-------------------------------------------------------------------------------------------|-------|---------------|------------------------|
| 1. For me studying is fruitful/welcoming activity. | 139 | 1.93 | Sometimes |
| 2. Try to organize my work at the beginning of the study period. | 130 | 1.81 | Sometimes |
| 3. Can study within a prolonged period of time. | 183 | 2.54 | Frequently |
| 4. Keep my place of study clean, orderly and clear of unnecessary items. | 147 | 2.04 | Sometimes |
| 5. Utilized my vacant periods in school for studying my lesson. | 194 | 2.69 | Frequently |
| 6. Keep my assignments up to date by preparing them regularly day by day. | 139 | 1.93 | Sometimes |
| 7. Keep all my notes for each subject together, carefully arranged in some logical order. | 101 | 1.40 | Rarely |
| 8. Write down only those that are considered important when taking notes. | 110 | 1.53 | Rarely |
| 9. Refer to the dictionary when doubtful of meaning of some word. | 179 | 2.49 | Sometimes |

| | | | |
|----------------------------------------------------------------------|-----|------|-----------|
| 10. Got prepared for examinations even though they are not announced | 176 | 2.44 | Sometimes |
| Grand Mean | 150 | 2.08 | Sometimes |

It could be gleaned from the table that there are at most 10 different study skills actually practiced by pupils in their school works and these were only sometimes exhibited by them as indicated by the grand mean of ($\bar{X}_w = 2.08$). They responded positively that they frequently manifested the following: 1) Studying within a prolonged period of time ($\bar{X}_w = 2.54$); and 2) utilizing vacant periods in school for studying lessons ($\bar{X}_w = 2.69$). They also claimed that only sometimes they demonstrated the following study habits: 1) Considered studying as fruitful/welcome activity ($\bar{X}_w = 1.93$), 2) Organizing work at the beginning of the study period ($\bar{X}_w = 1.81$), 3) Keeping place of study clean, orderly, and clear of unnecessary items ($\bar{X}_w = 2.04$), 4) Keeping assignments up to date by preparing them regularly day by day ($\bar{X}_w = 1.93$), 5) Referring the dictionary when doubtful of meaning of some words ($\bar{X}_w = 2.49$), and 6) Getting prepared for examinations even though they are not announced ($\bar{X}_w = 2.44$). What is seemingly alarming is that they rarely practiced the following: 1) Keeping all notes for each subject together, carefully arranging them in some logical order ($\bar{X}_w = 1.40$), and 2) Writing down only those that are considered important when taking notes ($\bar{X}_w = 1.53$).

The forgoing findings imply that the pupils only sometimes practiced essential study skills needed by them in the acquisition, understanding and organization of knowledge. They need further training in proper use of mental processes that underlie effective thinking and studying. It is a must for them that the process of effective study must reach its fullest development.

At every stage in life, good nutrition is essential for health. Good nutrition is important to both your growth and the energy you need to maintain an active life-style. No matter what age, everyone needs the same nutrient, without the nutrients needed for growth and development, one's body will not reach its full potential. Table 3 shows the nutritional status of the pupil respondents

Table 3 Nutritional Status of the Pupil-Respondents

| Nutritional Status/ Grade Level | Below Normal | | | | Normal | | | |
|------------------------------------|--------------|------|--------|------|--------|-------|--------|-------|
| | Male | | Female | | Male | | Female | |
| | No. | % | No. | % | No. | % | No. | % |
| IV | 2 | 14.0 | 6 | 27.0 | 13 | 86.0 | 16 | 73.3 |
| V | 1 | 14.0 | 0 | 0.0 | 6 | 86.0 | 13 | 100.0 |
| VI | 0 | 0.0 | 1 | 14.0 | 8 | 100.0 | 6 | 86.0 |

It could be seen from the table that the intermediate pupil-respondents belonged to either the normal and below normal nutritional status. It is quite obvious that majority of these pupils had normal nutritional status, as indicated by at least 73.3% of them, only around 14% of them had a nutritional status of below normal and most of these pupils are in the Grade IV level.

The above findings imply that the concerned pupil-respondents had a normal if not below normal nutritional status, hence none of them can be classified as malnourished children.

Having a child can be a wonderful experience. It can be thrilling to love someone so much and have some-

one love you in return. It can be rewarding to provide a nurturing environment for a child and watch that child grow and develop within it. However, parenting is huge, ongoing responsibility hence it is not something to be taken lightly. Table 4 shows the parental support provided by parents.

Table 4 Parental Support Provided By Parents

| Parental Support | Total | Weighted Mean (\bar{X}_w) | Verbal Interpretations |
|---------------------------------------------------------------------------------|------------|-------------------------------|------------------------|
| 1. Give children enough time to do their homework. | 151 | 4.44 | Always |
| 2. Initiate friendly competitions among children at home. | 139 | 4.09 | Often |
| 3. Allow children to read supplementary reading materials. | 127 | 3.74 | Often |
| 4. Provide a room or a place at home where children can study their lessons. | 119 | 3.50 | Often |
| 5. Allow children to play with their friends | 116 | 3.41 | Often |
| 6. Provide schedule for their study | 131 | 3.85 | Often |
| 7. Give rewards to children who are having satisfactory achievements. | 143 | 4.21 | Always |
| 8. Require children to help in some household chores instead of going to school | 133 | 3.91 | Often |
| 9. Teach children in their assignments. | 117 | 3.44 | Often |
| 10. Allow children to join school and community activities | 131 | 3.97 | Often |
| Grand Mean | 131 | 3.85 | Often |

It could be seen from the table that the concerned parents of the pupil-respondents always manifested the following parental support: 1.) Give children enough time to do their homework ($\bar{X}_w = 4.44$), and 2) Give rewards to children who are having satisfactory achievements ($\bar{X}_w = 4.21$). On the other hand, only oftentimes they provided the following parental support: 1) initiate friendly competitions among children at home ($\bar{X}_w = 4.09$), 2) Allow children to read supplementary reading materials ($\bar{X}_w = 3.74$), 3) Provide a room or a place at home where children can study their lessons ($\bar{X}_w = 3.50$), 4) Allow children to play with their friends ($\bar{X}_w = 3.41$), 5) Provide schedule for their study ($\bar{X}_w = 3.85$), 6) Required children to help in some household chores instead of going to school ($\bar{X}_w = 3.91$), 7) Teach children in their assignments ($\bar{X}_w = 3.44$), and 8) Allow children to join school and community activities ($\bar{X}_w = 3.97$). The computed grand mean of 3.85, indicates that the concerned parents only oftentimes provided the needed parental support.

The above findings imply that the concerned parents should maximized their parenting responsibilities. Their children need to feel that there are people nearby them who really cares on what is happening to them. They need to feel accepted and valued as human beings.

The foregoing results conformed with the research findings of Demmert (2004) who claims that showing support to the children while studying will improve their academic performances, hence high quality parenting and high quality child-care environments are essentially needed.

Academic performance refers to a particular indicator of quality instruction as shown by the pupil’s knowledge in the required subject areas. As variable in this study, it also refers to the computed average of pupils’ performance in both the achievement test and scholastic ratings.

Table 5 Academic Performance Level of the Pupil-Respondents

| Average Rating | Grade IV (N=37) | | Grade V (N=20) | | Grade VI (N=15) | |
|-------------------|-------------------|---------|-------------------|---------|-----------------|---------|
| | Number | Percent | Number | Percent | Number | Percent |
| 84 – 85 | 0 | 0.0 | 2 | 10.0 | 0 | 0.0 |
| 82 – 83 | 2 | 5.5 | 4 | 20.0 | 6 | 40.0 |
| 80 – 81 | 5 | 13.5 | 4 | 20.0 | 2 | 13.3 |
| 78 – 79 | 7 | 18.9 | 4 | 20.0 | 2 | 13.3 |
| 76 – 77 | 13 | 35.1 | 3 | 15.0 | 3 | 20.0 |
| 74 – 75 | 10 | 27.0 | 3 | 15.0 | 0 | 0.0 |
| Total | 37 | 100.0 | 20 | 100.0 | 15 | 100.0 |
| Mean | 77.2 | | 79.4 | | 80.2 | |
| Std. Deviation | 2.33 | | 3.13 | | 2.29 | |
| Adjectival Rating | Needs Improvement | | Needs Improvement | | Satisfactory | |

The researcher determined the relationship between pupils academic performance and their profiles along the following: a) gender, b) age, c) study habits, d) nutritional status and e) parental support. Table 6 shows the summary table for the aspect of relationship.

Table 6 Summary Table For The Aspect of Relationship

| Aspect | Chi-Square Computed Value ($X_{c.v.}$) | Chi-Square Tabular Value ($X_{t.v.}$) | Interpretation |
|---------------------------------------------|------------------------------------------|-----------------------------------------|-------------------------------------|
| Academic Performance and Gender | 1.3155 | 5.991 | Not significant |
| Academic performance and Study Habits | 5.447 | 9.488 | Not significant |
| Academic Performance and Study Habits | 28.7812 | 9.488 | Significant (Moderate Relationship) |
| Academic Performance and Nutritional Status | 0.2026 | 5.991 | Insignificant |

| | | | |
|-------------------------------------------|---------|-------|-------------------------------------|
| Academic Performance and Parental Support | 45.8685 | 5.991 | Significant (Moderate Relationship) |
|-------------------------------------------|---------|-------|-------------------------------------|

It could be noted from the table that the following aspects had moderate relationship (hence, they are significant): 1) academic performance and study habits, and 2) academic performance and parental support. In the above cases, the null hypotheses were rejected since their computed chi-square values were greater than their corresponding tabular chi-square values. The rejection of their null hypothesis lead to the acceptance of their alternative hypotheses, while the aspect of relationship which were found to be insignificant concerns the following correlated variable: 1) academic performance and gender, 2) academic performance and age, and 3) academic performance and nutritional status. In this regard the computed chi-square values were less than their corresponding tabular chi-square values, hence the result were insignificant.

The above findings imply that with the improvement of pupil’s study habits and the provision of sufficient parental support can guarantee better pupil’s academic performance.

DISCUSSION

The success of the child at home and eventually in school depends on the adequacy and relevance of the school curriculum, the quality of instruction and the breadth and extent of the school supervision, guidance and counselling program.

The teachers, guidance counsellors, and school administrators are indispensable in so far as the role of the school toward the children is concerned. Likewise, the parents’ attitude and interest towards their children in aiding them to fulfil their needs for better nutrition and desirable study habits are also crucial.

The results revealed in this study may have implications to education particularly along the areas of instruction, supervision, and guidance and counselling. These are summarized as follows:

Elementary grade teachers must realizes the desirability of a continuous in-service training particularly on the methods and technique of instruction to ensure their professional growth and effectiveness. The teachers must also be greatly concerned in the full development of good study habits among their pupils, hence the following suggestions are recommended: 1) clear understanding of assignments be provided, 2) the use of effective audio-visual materials in teaching that can create a higher degree of interest, motivation and stimulation among the learners, 3) the use of effective field trips to broaden the horizon of pupils, and 4) the teacher must develop close cooperation and coordination with the pupils’ parents. Hence, the assistance of the parents must be tapped to develop self-radiant, dedicated school children, and good nutritional being.

Academic success or failure is often attributed to good or poor school management on this part the following suggestions are recommended: 1) Dep Ed officials must initiate the conduct of periodic in-schools education program to equip and enable teachers develop the needed teaching efficiency, 2) school officials must provide a conducive classroom atmosphere necessary for effective work namely: adequate classrooms and equipment, sufficient and update books and reference materials, periodicals, journals and magazines in the school library, and finally 3) Dep Ed authorities must imposed a liberated and active-participation of teachers in the formulation and implementation of Dep Ed policies and other school program and projects as to achieves the set goals and objectives of elementary education to the fullest.

Guidance counsellors and teachers must be aware of their responsibilities to guide and direct pupils in the development of their mental, emotional, social and spiritual being. They should give opportunities to

pupils to make or utilize feedback information from peers, teachers, parents and other significant people. The following specific suggestions are hereby recommended: 1) encourage teachers to learn about pupil's interest, needs and motivations, 2) they should acquaint their pupils with the guidance services and encourage right attitude toward them, 3) adequate budget can be provided for developing effective guidance program of the school where they are assigned, 4) schools with non-functional guidance program should realize the importance of guidance program for all school children, and 5) effective homeroom guidance must be implemented to cater the development of good attitudes and effective study habits of elementary grade pupils.

It could be deduced from the foregoing results and discussions that:

The intermediate grade pupils are female dominated one. It was showed that the Grade V – male pupils and Grade VI – female pupils are a little bit matured than their counterparts as far as their schooling age is concerned.

The pupil-respondents only sometimes practiced essential study skills needed by them in the acquisition, understanding and organization of knowledge. They need further training in the proper use of mental processes that underlie effective thinking and studying. It is a must for them that the process of effective study must reach its fullest development.

The concerned pupil-respondents had a normal if not below normal nutritional status, hence none of them can be classified as malnourished children.

The computed grand mean of 3.85 indicates that the concerned parents only oftentimes provided the needed parental support.

Both the Grade IV and Grade V pupils need a lot of improvement in their academic performance while the Grade VI pupils were found to have satisfactory performance.

Both the study habits and parental support were found to have moderate relationship with pupils academic performance.

RECOMMENDATIONS

With the foregoing findings and conclusions the following are hereby recommended:

1. The process of effective study must reach its fullest development. Hence, pupils must be further trained in the proper use of mental processes that underlie effective thinking and studying. It is a must to include the development of study habits in the elementary curriculum as an integrated discipline.
2. To improve further pupil's academic performance, classroom teachers must provide enrichment activities integrated in their day to day teaching. Sufficient instructional materials must be used and appropriate methodologies and strategies must be implemented.
3. Responsible parenthood must be practiced to the fullest there in parents should maximized their parenting responsibilities. Their children need to feel that there are people nearby them who really care on what is happening to them. They need to feel accepted and valued as human beings.
4. To improve the academic performance in National Achievement Test, school must provide sufficient materials and facilities, teachers and personnel, and Programs such as Feeding Program, Reading Remediation Program for improvement and enhancement of learning.
5. Taking notes in class is very important to take down valuable information about the subject one is studying. It is also very important that one must not skip class because one can missed important lessons that was taught by the teacher.
6. It is suggested that schools should encourage communication between parents and teachers, such as

having regular parent–teacher conferences. Teachers can then provide parents with guidance and information to assist them in supporting their children's academic endeavors.

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