

Parental Involvement, Students' Social Behavior And Academic Achievement : Basis For A Social Learning Program

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Abstract

This study investigates the relationship between parental involvement, students' social behavior and academic achievement of secondary students at Cavite State University - Silang Campus, Laboratory Science High School in the Philippines. The study collects data from secondary students using a descriptive correlation method. Based on the results of the study, cognitive parental involvement rated relatively higher by the parents and showed significant pattern relative to its impact to academic achievement. while students' social behavior towards their teacher have a high extent level while students' social behavior towards their classmate have a moderate level and the academic achievement of the students based on their first quarter grade noted in the average level for some students. The study determined an affirmative relationship between students' social behavior towards their teacher during teaching and learning process. This underlined the necessity of conducting relevant social activities and programs for parents and students towards their classmate to improve their social skills and help them in fostering harmonious relationship related to scholastic content in order to enhance their academic achievement while promoting good camaraderie. In essence, the study emphasizes the implication of personal and behavioral parental involvement, students' social behavior towards their teacher and classmate as related to their academic achievement in improving caliber education in the university. The findings suggest that university administrators should plan out sufficient social learning activities and programs for students, parents and teachers to help them engage into their teaching and learning process effectively and harmoniously. This can greatly benefit the students, parents, teachers, and the entire institution as well as the community.

Keywords: *parental involvement, students' social behavior, academic achievement, social learning program*

1. Introduction

As the good reads stated – “All men who have turned out worth anything have had the chief hand in their own education. There is no school equal to decent home and no teacher equal to a virtuous parent. Real education must ultimately be limited to men who insist on knowing”.

The transition from middle school to secondary school may be an overwhelming and stressful experience for young adolescents. Developmentally, students are entering a period in their lives when their physical, cognitive, psychological, and social characteristics are beginning to evolve. Secondary school students experience both a contextual change and a personal change during this transition. It may often a confusing time for students, their families, and the other adults in their lives who seek to support their healthy development and learning. The secondary school learning environment may be more complex than elementary school and academic achievement expectations increase. Children are more likely to have higher academic achievement levels and improved behavior when families are involved in their education. Learning begins at home through interaction with one's family.

The rigorous efforts of the family, school and other units of the society where the learners are highly essential. Definitely, the achievements of the students are affected by certain factors such as the teachers and family or parents, who were the foci of this study. Apparently, there are factors that could affect the academic accomplishment and behavioral growth of the individual. But the challenge is how to determine these factors and their impact to the learners in school. Since most of the studies conducted focus more on parental involvement and academic achievement of their children in school, the researcher aim to determine the difference in terms of concentrating on parental involvement, students' social behavior as related to the academic achievement of Cavite State University - Silang Campus Secondary Education Laboratory Science High School junior students. As one the prestige secondary school in Silang , Cavite the researcher chose the locale because she believes that her paper will help the school community in order to build camaraderie among parents, teachers, students and other members of the institution. The results of the study was a social learning program for the students, parents and teachers. It is also foreseen that this undertaking shall be able to enlighten teachers and parents about their children's status in terms of behavior, cognitive and personal abilities.

1.1. Statement of the Problem

This study determined the relationship of parental involvement, students' social behavior as related to the academic achievement among Junior high school students in Cavite State University – Silang Campus Secondary Education Laboratory Science High School basis for a social learning program.

Specifically, this sought answers to the following questions:

1. To what extent do the parents engage themselves on the student's activities in terms of:
 - 1.1. Behavioral Involvement
 - 1.2. Cognitive Involvement
 - 1.3. Personal Involvement
2. To what extent do the students conduct themselves on their learning activities in terms of:
 - 2.1. Behavior towards Teacher
 - 2.2. Behavior towards Classmate
 - 2.3. Behavior towards Parents
3. What is the student's academic achievement?
4. How significantly related are the following variables:
 - 4.1. Parental Involvement and Students' Social Behavior
 - 4.2. Parental Involvement and Academic Achievement
 - 4.3. Students' Social Behavior and Academic Achievement
5. Based from the findings, what social learning program may be proposed?

2. Review of Related Literature and Studies

The family is one of the most wondrous works of the Great Maker. As eternal as man and as bedrock of human society. The family serves as the seat of human affection, a refuge for all forms of strength and sanctuary of all that is beautiful and bad. Meaningful learning always begins at home. Pandey and Thapa (2017) stated that there are some dimensions, which contribute to academic achievement and performance of students in school. These include family, school and parental influence and the teacher. This influence facilitates certain behavior and adjustment endeavors in the students, which can lead to academic success or failure. Hence, home environment has been conceptualized as the quality of human interactions from the point of view of the child. It includes those aspects, which foster growth and development such as family trust and confidence, sharing of ideas, parents support, parental approval, parental encouragement, care, affection and approval and support of siblings. Children living in rural or urban areas are exposed to different environments. Generally children from low socioeconomic status attend government schools while, children of well to do families attend private or public schools. These two types of schools have another major difference: difference in medium of instruction. In addition, home learning environment, school learning environment and academic achievement may be influenced by various socio-economic factors like age, gender, family size, parents, education and occupation and also by the socio economic status of the family. Thus academic achievement is dependent on school learning environment as well as home learning environment.

Parents play an important role in the development of a child's totality, his physical, mental, emotional and social development. From the womb to the first light a child could see, the parents are involved in his or her growth and development. Certainly, the character the child exhibits could be traced on what family he or she has. As the old saying, "A disciplined child is a parent's pride". Education starts at home which is continued in school. In the information of the child as a total person, the parents and the school stand as partners in the educative process.

Mutodi and Ngirande (2014) proposed that there is a relationship between parental involvement (parenting, communication and home and family support) and students' achievement. Home and family support is the most contributing predictor of students' achievement. This suggests that parents' involvement through home works, creating conducive home environments for studying and motivating and setting realistic expectations enhances performance. Therefore it can be concluded that performance and dimensions of parental involvement are positively related and if teachers and parents need to improve students' achievement, they should ensure children's health and safety and to build positive home conditions that support school learning. Ntekane (2018) According to Garcia and Thornton (2014:1) current research shows that the involvement of family in learning helps to improve student performance and achievement, reduce absenteeism and restore parents' confidence in their children's education. Learners with parents or caregivers, who are involved in learners' education, earn higher grades and test scores, have better social skills and show improved behavior. This is something that we as a community and the world at large are in need of, as it would highly contribute in reducing crime and poverty. Ideally it would help to have a greater percentage of parental involvement in their children's education. The study looks at parental involvement in depth by focusing on: the concept of parental involvement, its benefits, the disadvantages of not involving parents and how parents can be involved.

In essence, Vygotsky recognizes that learning always occurs and cannot be separated from a social context. Consequently, instructional strategies that promote the distribution of expert knowledge where students collaboratively work together to conduct research, share their results, and perform or produce a final project, help to create a collaborative

community of learners. Knowledge construction occurs within Vygotsky's social context that involves student- student and expert-student collaboration on real world problems or tasks that build on each person's language, skills, and experience shaped by each individual's culture". Mutodi and Ngirande (2014) proposed that there is a relationship between parental involvement (parenting, communication and home and family support) and students' achievement. Home and family support is the most contributing predictor of students' achievement. This suggests that parents' involvement through home works, creating conducive home environments for studying and motivating and setting realistic expectations enhances performance. Therefore it can be concluded that performance and dimensions of parental involvement are positively related and if teachers and parents need to improve students' achievement, they should ensure children's health and safety and to build positive home conditions that support school learning.

For the most part, the study is anchored to social learning theory, introduced by psychologist Albert Bandura, proposed that learning occurs through observation, imitation, and modeling and is influenced by factors such as attention, motivation, attitudes, and emotions. The theory accounts for the interaction of environmental and cognitive elements that affect how people learn. The theory suggests that learning occurs because people observe the consequences of other people's behaviors. Bandura's theory moves beyond behavioral theories, which suggest that all behaviors are learned through conditioning, and cognitive theories, which consider psychological influences such as attention and memory.

3. Methodology

This study used the descriptive correlation study. Descriptive research involves hypothesis formulation and testing and uses logical methods of inductive and deductive reasoning in order to arrive at generalizations. In this study, the research method was of great help to determine the parental involvement and students' social behavior in relation to their academic achievement. The main instruments utilized in the study were two sets of questionnaires, Set 1 for parental involvement including the following aspects: Behavioral Involvement, Cognitive Involvement, and Personal Involvement and set 2 for students' social behavior specifying the following: Students' Behavior towards Teacher, Students' Behavior towards Classmate and Students' Behavior towards Parents. The instruments were patterned after the studies of Rogers, A.L. et al. (2008). The researcher modified the questionnaires as related to the new normal set up learning delivery mode of the respondents.

3.1 Validation of Instrument

The information contained inside the instrument were evaluated by three experts in the field of research writing. A pilot test were conducted with 20 students and parents who will not be included in the main research project in order to verify the readability and accuracy of the questions that will be included in the questionnaire. Cronbach's Alpha statistics are going to be utilized in order to evaluate and analyze the results of the trial run. A group's internal consistency, or how closely its individual components are related to one another, can be evaluated using the Cronbach's alpha statistic. This is an indicator of the reliability of the scale (<https://stats.oarc.ucla.edu/>). The extent to which an instrument covers the subject matter that it is intended to measure is what is referred to as the content validity of the instrument. Validity checks on the content of instruments are an absolutely necessary step. This type of validity can contribute to construct validity and give readers and researchers trust in the instruments they use (Yaghmaei, 2003). When determining the instrument's reliability, the reliability coefficient will be derived utilizing internal consistency as the primary factor. The trustworthiness of any research instrument utilized in an investigation needs to be determined. Assessments of an organization's internal consistency are common, with Cronbach's alpha being the most frequently applied.

4. Results and Discussions

This chapter presents the collection of the study. It is divided into the following areas of inquiry; extent parental involvement on the student's activities in terms of - behavioral involvement, cognitive involvement and personal involvement, extent of students learning activities in terms of - behavior towards teacher, classmate and parents as related to academic achievement of the students.

Table 1. Weighted Mean Distribution on Parental Engagement in terms of Behavioral Involvement

No.	Items	Weighted Mean	Descriptive Level	Rank
1	I attend online meetings and conference related to school matters.	4.33	High Extent	3
2	I ask the teacher of my child via online message/call and ask his/her performance in class.	3.32	Moderate Extent	10
3	I have my time to ask the teacher of my child about the school related activities.	3.54	High Extent	8

4	I am visible in online school functions and others school related matters.	3.59	High Extent	7
5	I volunteer and take part in the Parents- Teacher Association.	3.48	Moderate Extent	9
6	Participate in online school programs that need parental involvement and participation.	4.22	High Extent	4
7	I allow my child to participate in school activities via online mode.	4.88	Very High Extent	1
8	I cooperate with online school programs and projects.	4.39	High Extent	2
9	I show interest in joining online school activities.	3.97	High Extent	5
10	I help my child before and after his/her online class.	3.66	High Extent	6
Average Weighted Mean		3.94	High Extent	
SD		0.50	High Range	

Note: Table 4.1 shows the mean distribution on parental engagement in terms of behavioral involvement. Of all different natures of involvement, allowing their child to participate in school activities via online mode ranked first, with the highest mean of 4.88 (very high extent). Based on the items indicated in table, indicators “being cooperative to online school programs/ activities”, “attending online meetings/ conference related to school matters”, “participation in online school programs that need parental involvement”, “interest in joining online school activities”, “helping their child before and after his/her online class”, “visible in online school functions”, “asking the teacher of their child about the school related activities” obtained the mean of 4.39 (high extent), 4.33 (high extent), 4.22 (high extent), 3.97 (high extent), 3.66 (high extent), 3.59 (high extent) and 3.54 (high extent), respectively. Other nature of behavioral involvement such as “volunteering or taking part in the Parents- Teacher Association got a mean score of 3.48 (moderate extent) and “asking the teacher of their child via online message/call and ask his/her performance in class” ranked last, with the mean of 3.32 (moderate extent). The parental involvement relative to behavioral aspect yielded an average mean of 3.94 (high extent) with a standard deviation of 0.50 (high range).

Table 2. Weighted Mean Distribution on Parental Engagement in terms of Cognitive Involvement

No.	Items	Weighted Mean	Descriptive Level	Rank
1	I provide the things that my child needs in school.	4.86	Very High Extent	1
2	I provide reading materials as books, dictionary, magazines and newspaper.	4.43	High Extent	5
3	I explain the importance of books in his/her study.	4.40	High Extent	7
4	I provide educational games to play.	3.71	High Extent	10
5	I watch shows and movies with my child and give parental guidance if needed.	4.16	High Extent	8
6	I make my child realize the importance of education in life.	4.84	Very High Extent	2
7	I understand the educational process and educational decision.	4.70	Very High Extent	3
8	I help to provide a bond between home experiences and the educational program.	4.44	High Extent	4
9	I show willingness to learn the modern technological system in education.	4.42	High Extent	6
10	I become involved in my child's work through the use of computer.	3.86	High Extent	9
Average Weighted Mean		4.38	High Extent	
SD		0.38	High Range	

Note: As seen from the table, the item on “provide the things that my child needs in school” was ranked number one with a mean value of 4.86 interpreted as very high extent followed by indicator “make my child realize the importance of education in life” which was ranked number two with a mean value of 4.84 (very high extent) and the indicator “understand the educational process and educational decision” which was ranked number three with a mean value of 4.70 (very high

extent). The indicators such as “help to provide a bond between home experiences and the educational program”, “provide reading materials as books, dictionary, magazines and newspaper”, “show willingness to learn the modern technological system in education”, “explain the importance of books in his/her study”, “watch shows and movies with my child and give parental guidance if needed”, “become involved in my child’s work through the use of computer” and “provide educational games to play” obtained the mean of 4.44 (high extent), 4.43 (high extent), 4.42 (high extent), 4.40 (high extent), 4.16 (high extent), 3.86 (high extent) and 3.71 (high extent), respectively. The computed average mean of 4.38 is interpreted as high extent level of cognitive involvement with a standard deviation of 0.38 (high range). This implies that parents are capable of promoting children’s skills development and knowledge which are necessary in motivating their children as they try to explain the importance of education home experiences and educational programs.

Table 3. Weighted Mean Distribution on Parental Engagement in terms of Personal Involvement

No.	Items	Weighted Mean	Descriptive Level	Rank
1	I ask my child what happened after his/her online class.	4.48	High Extent	3
2	I ask my child about school related problem.	4.49	High Extent	2
3	I remind my child of doing assignment and guide him/her in making them.	4.28	High Extent	6
4	I used to tutor my child especially during major examination.	3.27	Moderate Extent	9
5	I look for the quizzes and seat works and discuss the items that he/she got incorrect answer.	3.39	Moderate Extent	8
6	I see to it that my child’s project will be able to pass on time.	4.33	High Extent	4
7	I allow my child to play first before going study.	3.14	Moderate Extent	10
8	I can give time to know my child’s circle of friends.	4.09	High Extent	5
9	I check my child activities with his/her friends.	3.86	High Extent	7
10	I give praises to my child for good things he/she did about school works.	4.64	Very High Extent	1
Average Weighted Mean		3.99	High Extent	
SD		0.55	High Range	

Note: As revealed from the table, indicator on “give praises to my child for good things he/she did about school works” was ranked number one with the mean value of 4.64 interpreted as very high extent. Followed by the indicator “ask my child about school related problem” with mean value of 4.49 (high extent), ranked number two. The computed mean of 4.49 (high extent), 4.48 (high extent), 4.33 (high extent), 4.28 (high extent), 4.09 (high extent) and 3.86 (high extent) with ranked numbers three, four, five, six and seven were noted on respective indicators “ask my child what happened after his/her online class”, “project will be able to pass on time”, “give time to know my child’s circle of friends”, “remind my child of doing assignment and guide him/her in making them”, and “check my child activities with his/her friends”. On the other hand, the least considered items obtaining respective computed means of 3.39 (moderate extent), 3.27 (moderate extent) and 3.14 (moderate extent) were noted on “look for the quizzes and seat works and discuss the items that he/she got incorrect answer”, “used to tutor my child especially during major examination” and “allow my child to play first before studying”. In the area of personal involvement, the overall mean is 3.99 interpreted as high extent with a standard deviation of 0.55 (high range). This indicates that parents are active in terms of personal involvement.

Table 4. Summary of Average Weighted Mean for Parental Involvement

Variables	Average Weighted Mean	Standard Deviation	Descriptive Level	Rank
Behavioral Involvement	3.94	0.50	High Extent	3
Cognitive Involvement	4.38	0.38	High Extent	1
Personal Involvement	3.99	0.55	High Extent	2
Overall Weighted Mean	4.11	0.22	High Level	

Note: Table 4 shows the summary of average weighted mean for parental involvement. Findings shows the overall weighted value of 4.11 (high extent) with 0.22 high range value of standard deviation. Cognitive parental involvement ranked number one with average weighted mean of 4.38 interpreted as high extent with a standard deviation of 0.38 (high range). Followed by personal parental involvement as ranked number two with average weighted mean of 3.99 (high extent) with a standard deviation of 0.55 (high range) and behavioral parental involvement ranked as number three with average weighted mean of

3.94 (high extent) with standard deviation of 0.50 (high range). This implies that most of the parents are extensively engaged in school and learning activities of their children.

Table 5. Weighted Mean Distribution on Students' Conduct towards Teacher

No.	Items	Weighted Mean	Descriptive Level	Rank
1	I greet/ talk to my teachers properly.	4.75	Very High Extent	5
2	I give sympathy to my teacher whenever he/she does not feel good during online class.	4.78	Very High Extent	3
3	I listen when teachers explain the lesson during online class.	4.65	Very High Extent	8
4	I obey my teacher when to do so.	4.93	Very High Extent	1
5	I'm polite in asking question to the teacher.	4.84	Very High Extent	2
6	I help my teacher (as group leader) in online class activities.	4.74	Very High Extent	6
7	I respect my teacher all times.	4.76	Very High Extent	4
8	I do assigned work willingly.	4.48	High Extent	13
9	I am responsible in doing given task.	4.63	Very High Extent	9
10	I used my charms to entertain my teacher at all times.	4.62	Very High Extent	10
11	I use courteous expression in any conversation.	4.46	High Extent	14
12	I am cooperative in every online group activity.	4.66	Very High Extent	7
13	I participate actively in assigned task.	4.49	High Extent	12
14	I do not have hesitation in asking my teacher regarding unclear topics in order for me to understand fully the lessons.	4.35	High Extent	15
15	I am willing to perform other task as the needs arise.	4.56	Very High Extent	11
Average Weighted Mean		4.64	Very High Extent	
SD		0.16	High Range	

Note: Table 5 shows data on the students' social behavior towards teacher. Among the different behavioral activities, "obeying their teacher" ranked as number one with the highest mean value of 4.93 interpreted as very high extent. Followed by the indicator on "polite in asking question to the teacher", ranked as number two with the mean of 4.84 (very high extent). As for ranked numbers three and four with a mean value of 4.78 (very high extent) and 4.76 (very high extent), were noted on respective indicators "give sympathy to my teacher whenever he/she does not feel good during online class" and "respect my teacher all times". Other items with the mean values of 4.75 (very high extent), 4.74 (very high extent), 4.66 (very high extent), 4.65 (very high extent), 4.63 (very high extent), 4.62 (very high extent) and 4.56 (very high extent) were registered on the following indicators respectively, "greet/ talk to my teachers properly", "help my teacher (as group leader) in online class activities", "cooperative in every online group activity", "listen when teachers explain the lesson during online class", "responsible in doing given task", "used my charms to entertain my teacher at all times" and "willing to perform other task as the needs arise". On the other hand, indicator on "participating actively in assigned task" got a mean of 4.49 (high extent) followed by "doing assigned work willingly" with a mean of 4.48 (high extent) then the item on "using courteous expression in any conversation" obtained a mean of 4.46 interpreted as high extent. Lastly, the indicator on "asking my teacher regarding unclear topics in order for me to understand fully the lessons without hesitation", ranked as number fifteen with a mean of 4.35 interpreted as high extent. The average mean of students' social behavior towards teacher is 4.64 (very high extent) with a standard deviation of 0.16 (high range).

Table 6. Weighted Mean Distribution on Students' Conduct towards Classmate

No.	Items	Weighted Mean	Descriptive Level	Rank
1	I respect my classmate opinion.	4.80	Very High Extent	3
2	I know how to wait for my turn to be called during the online discussion.	4.84	Very High Extent	2
3	I voluntarily share my opinion with them.	3.98	High Extent	15
4	4. I listen attentively to my classmate sentiments.	4.59	Very High Extent	8
5	I show respect to each and every one during online class.	4.89	Very High Extent	1
6	I can be trusted with confidential matters.	4.17	High Extent	14
7	I am cooperative with my classmates in doing online group activities/ project.	4.76	Very High Extent	4
8	I understand my classmate's tantrums/emotions.	4.48	High Extent	11
9	I am willing to help my classmates who are in need.	4.63	Very High Extent	6
10	I show my loyalty in every school work.	4.61	Very High Extent	7
11	I can control my temper when there is trouble.	4.46	High Extent	12
12	I avoid saying bad words in some circumstances.	4.66	Very High Extent	5
13	I can mingle fairly with all my classmates via online mode.	4.50	Very High Extent	10
14	I share my notes to my classmates especially those who were absent in the previous day.	4.35	High Extent	13
15	I show willingness to help my classmate understand the lessons.	4.53	Very High Extent	9
Average Weighted Mean		4.59	Very High Extent	
SD		0.23	High Range	

Note: Table 6 presents data on mean distribution on students' social behavior towards classmate. Based on the items indicated in the table, among the different areas the highest obtained mean was 4.89 (very high extent), noted on "show respect to each and every one during online class". Followed by the item "know how to wait for my turn to be called during the online discussion", with a mean of 4.84 interpreted as very high extent. Ranked numbers three and four, was registered on the items "respecting classmate's opinion" and "cooperating with classmates in doing online group activities/ project", with a mean values of 4.80 (very high extent) and 4.76 (very high extent), respectively. On the other hand, the computed mean values of 4.66 (very high extent), 4.63 (very high extent), 4.61 (very high extent), 4.59 (very high extent), 4.53 (very high extent) and 4.50 (very high extent) were noted on respective indicators "avoid saying bad words in some circumstances", "helping classmates", "showing loyalty in every school work", "listening attentively to my classmate sentiments", "show willingness to help my classmate" and "mingle fairly with all my classmates via online mode". The indicators with least perception result were noted on "understanding classmate's tantrums/emotions" 4.48 (high extent), "controlling temper when there is trouble" 4.46 (high extent), "sharing lecture/notes to my classmates" 4.35 (high extent), "trusted with confidential matters" 4.17 (high extent) and "voluntarily sharing opinion" 3.98 (high extent). As a result in students' social behavior towards classmates the overall mean of 4.59 was obtained interpreted as very high extent with a standard deviation of 0.23 (high range).

Table 7. Weighted Mean Distribution on Students' Conduct towards Parents

No.	Items	Weighted Mean	Descriptive Level	Rank
1	I greet/talk to my parents properly.	4.71	Very High Extent	4
2	I give sympathy to my parents whenever he/she does not feel good.	4.83	Very High Extent	1

3	I listen when my parents explain something.	4.70	Very High Extent	5
4	I obey my parents when to do so.	4.62	Very High Extent	7
5	I'm polite in asking question to the parents.	4.66	Very High Extent	6
6	I help my parents in household activities.	4.54	Very High Extent	10
7	I respect my parents all times.	4.79	Very High Extent	2
8	I do assigned work willingly.	4.36	High Extent	13
9	I am responsible in doing given task.	4.57	Very High Extent	9
10	I use my charms to entertain my parents at all times.	4.26	High Extent	15
11	I use courteous expression in any conversation.	4.61	Very High Extent	8
12	I am cooperative in every household activities.	4.45	High Extent	11
13	I participate actively in assigned task.	4.41	High Extent	12
14	I do not have hesitation in asking my parents regarding unclear issues in order for me to understand it fully.	4.33	High Extent	14
15	I am willing to perform other task as the needs arise.	4.72	Very High Extent	3
Average Weighted Mean		4.26	High Extent	
SD		0.18	High Range	

Note: Among the behavioral activities, giving sympathy to parents with a mean of 4.83 was the highest (very high extent), followed by the items “respecting parents at all times” , “willingness to perform other tasks“, talking to parents properly”, “listening to parents when explaining something”, “polite in asking question to the parents” and “obeying parents”, with computed mean values of 4.79 (very high extent), 4.72 (very high extent), 4.71 (very high extent), 4.70 (very high extent), 4.66 (very high extent), 4.62 (very high extent), respectively.

Other items which were ranked numbers eight to ten registered on “use courteous expression”, “being responsible in doing given task”, “helping parents in household activities”, with a computed mean values of 4.61 (very high extent), 4.57 (very high extent) and 4.54 “(very high extent), respectively. The least observed indicators in behavior towards parents were noted on “being cooperative in every household activities”, “participating actively in assigned task”, “doing assigned work willingly”, “asking parents regarding unclear issues without hesitation”, and “using charms to entertain parents at all times”, with a computed mean values of 4.45 (high extent), 4.41 (high extent), 4.36 (high extent), 4.33 (high extent), and 4.26 (high extent), respectively. As gleaned from the table, students’ social behavior towards parents obtained the average mean of 4.26 interpreted as high extent level with a standard deviation of 0.18 (high range) . Therefore, behavior towards parents is a factor to consider in a booming academic achievement of every students.

Table 8. Summary of Average Weighted Mean for Students’ Social Behavior

Variables	Average Weighted Mean	Standard Deviation	Descriptive Level	Rank
Behavior towards Teacher	4.64	0.16	Very High Extent	1
Behavior towards Classmate	4.59	0.23	Very High Extent	2
Behavior towards Parent	4.26	0.18	High Extent	3
Overall Weighted Mean	4.50	2.15	High Level	

Note: Table 8 reveals the summary of average weighted mean for students’ social behavior.

Findings shows the overall weighted value of 4.50(high extent) with 2.15 high range value of standard deviation. As gleaned on the table, students’ behavior towards teacher obtained the highest mean of 4.64 (very high extent) with standard deviation of 0.16 (high range). Ranked numbers two and three, was noted on the variables “ students’ behavior towards teacher“ and “students’ behavior towards parent”, with a mean values of 4.59 (very high extent) with a standard deviation of 0.23 (high range) and 4.26 (high extent) with a standard deviation of 0.18 (high range), respectively. Findings revealed that students have positive behavior towards their classmates. Respect and teamwork can be observed. At this era, students are highly sociable. This is supported by Lev Vgotsky’s Social Development Theory as discussed by Nathalia Maloshonok (2014), the child/learner will acquire new knowledge from social reality or exploration through social environment.

Table 9. Frequency, Percentage Distribution, Mean and Standard Deviation of Academic Achievement Level of Junior High School Students

Level of Academic Achievement	Frequency	Percentage
Outstanding (90-100)	51	52.58%
Very Satisfactory (85-89)	43	44.33%
Satisfactory (80-84)	3	3.09%
Fairly Satisfactory (75-79)	0	0
Did not meet Expectations (Below 75)	0	0
TOTAL	97	100%
Mean = 90.92		SD = 5.95

Note: Table 9 presents the academic achievement of Junior High School Students that were based on their first quarter grade average of the current school year. The findings show that as to academic achievement, 51 or 52.58 percent of the respondents were classified “Outstanding” with ratings of 90 and above and 43 or 44.33 percent of the respondents belonged to “Very Satisfactory” with ratings of 85-89. On the other hand, 3 or 3.09 percent of the students categorized as “Satisfactory” with ratings of 80-84. The over all mean obtained was 90.92 (outstanding) with a standard deviation of 59.5 (high range). Generally, the students have outstanding level towards academic achievement. They perform well in scholastic activities and actively engage in the teaching and learning process.

Table 10. Relationship of Behavioral Parental Involvement and Students’ Social Behavior towards Teacher

N	$\sum x$	$\sum y$	$\sum xy$	$\sum$	$\sum$	r	Decision	Interpretation
97	2395	6930	170825	60775	496350	0.339	Reject Ho	Highly Significant

Critical Value @ .05 = 0.195

@ .01 = 0.254

Note: Table 10 shows the relationship between behavioral parental involvement and students’ social behavior towards their teacher. Based on the table above, the computed value of 0.339 is greater than the critical value of 0.195 at .05. This implies that the null hypothesis is rejected. Hence, there are significant correlation in terms of behavioral involvement towards students’ social behavior with their teacher. This shows that behavioral parental involvement is a factor that influenced that interactions of students in dealing with his/her teacher. Furthermore, the teacher, or local topic expert, plays the important role of facilitator, creating the environment where directed and guided interactions can occur.

Table 11. Relationship of Behavioral Parental Involvement and Students’ Social Behavior towards Classmate

N	$\sum x$	$\sum y$	$\sum xy$	$\sum$	$\sum$	r	Decision	Interpretation
97	2395	5485	135125	60775	312225	4.01	Reject Ho	Highly Significant

Critical Value @ .05 = 0.195

@ .01 = 0.254

Note: Table 11 reveals the relationship between behavioral parental involvement and students’ social behavior towards their classmate. Based on the table above, the computed value of 4.01 is greater than the critical value of 0.195 at .05. This implies that the null hypothesis is rejected. Therefore, there are significant correlation in terms of behavioral parental involvement towards students’ social behavior with their classmate. This implies that behavioral involvement is a component that influenced that social interactions of students with his/her classmate.

Table 12. Relationship of Behavioral Parental Involvement and Students’ Social Behavior towards Parents

N	$\sum x$	$\sum y$	$\sum xy$	$\sum$	$\sum$	r	Decision	Interpretation
97	2395	3625	89875	60775	137175	5.60	Reject Ho	Highly Significant

Critical Value @ .05 = 0.195

@ .01 = 0.254

Note: Table 12 shows the relationship between behavioral parental involvement and students’ social behavior towards their parents. Based on the table above, the computed value 5.60 is greater than the critical value of 0.195 at .05. This implies that the null hypothesis is rejected.

Table 13. Relationship of Cognitive Parental Involvement and Students' Social Behavior towards Teacher

N	$\sum x$	$\sum y$	$\sum xy$	$\sum$	$\sum$	r	Decision	Interpretation
97	4610	6930	329100	220000	496350	4.90	Reject Ho	Highly Significant

Critical Value @ .05 = 0.195

@ .01 = 0.254

Note: Table 13 reveals the relationship between cognitive parental involvement and students' social behavior towards their teacher. Based on the findings, he computed value of 4.90 is greater than the critical value of 0.195 at .05. This implies that the null hypothesis is rejected.

Table 14. Relationship of Cognitive Parental Involvement and Students' Social Behavior towards Classmate

N	$\sum x$	$\sum y$	$\sum xy$	$\sum$	$\sum$	r	Decision	Interpretation
97	4610	5485	260700	220000	312225	1.21	Reject Ho	Highly Significant

Critical Value @ .05 = 0.195

@ .01 = 0.254

Table 14 shows the relationship between cognitive parental involvement and students' social behavior towards their classmate. Based on the findings, the computed value of 1.21 is greater than the critical value of 0.195 at .05. This implies that the null hypothesis is rejected.

Table 15. Relationship of Cognitive Parental Involvement and Students' Social Behavior towards Parents

N	$\sum x$	$\sum y$	$\sum xy$	$\sum$	$\sum$	r	Decision	Interpretation
97	4610	3625	172050	220000	137175	4.01	Reject Ho	Highly Significant

Critical Value @ .05 = 0.195

@ .01 = 0.254

Note: Table 15 reveals the relationship between cognitive parental involvement and students' social behavior towards their parents. Based on the findings, the computed value of 4.01 is greater than the critical value of 0.195 at .05. This implies that the null hypothesis is rejected.

Table 16. Relationship of Personal Parental Involvement and Students' Social Behavior towards Teacher

N	$\sum x$	$\sum y$	$\sum xy$	$\sum$	$\sum$	r	Decision	Interpretation
97	3000	6930	213950	94750	496350	4.96	Reject Ho	Highly Significant

Critical Value @ .05 = 0.195

@ .01 = 0.254

Note: Table 16 reveals the relationship between personal parental involvement and students' social behavior towards their teacher. Based on the findings, the computed value of 4.96 is greater than the critical value of 0.195 at .05. This implies that the null hypothesis is rejected.

Table 17. Relationship of Personal Parental Involvement and Students' Social Behavior towards Classmate

N	$\sum x$	$\sum y$	$\sum xy$	$\sum$	$\sum$	r	Decision	Interpretation
97	3000	5485	169175	94750	3122250	4.80	Reject Ho	Highly Significant

Critical Value @ .05 = 0.195

@ .01 = 0.254

Note: Table 17 reveals the relationship between personal parental involvement and students' social behavior towards their classmate. Based on the findings, the computed value of 4.80 is greater than the critical value of 0.195 at .05. This implies that the null hypothesis is rejected.

Table 18. Relationship of Personal Parental Involvement and Students' Social Behavior towards Parents

N	Σx	Σy	Σxy	Σ	Σ	r	Decision	Interpretation
97	3000	3625	112300	94750	137175	0.693	Reject Ho	Highly Significant

Critical

Value @ .05 = 0.195

@ .01 = 0.254

Note: Table 18 shows the relationship between personal parental involvement and students' social behavior towards their parents. Based on the findings, the computed value of 0.693 is greater than the critical value of 0.195 at .05. This implies that the null hypothesis is rejected. Therefore, there are significant correlation in terms of personal parental involvement and students' social behavior towards their parents. As gleaned from the results, evidence are shown that involvement of parents in learning activities of their children create an impact on how their children behaves towards them. This implies that parents must spend time and attention personally to their children in order to have an open communication and good relationship.

Table 19. Relationship between Parental Involvement and Students' Social Behavior

N	Σx	Σy	Σxy	Σ	Σ	r	Decision	Interpretation
97	10030	9665	1006600	1046450	979475	0.398	Reject Ho	Highly Significant

Critical Value @ .05 = 0.195

@ .01 = 0.254

Note: Table 19 shows the relationship between parental involvement and students' social behavior. Based on the table above, the computed value of 0.398 is greater than the critical value of 0.195 at .05. This implies that the null hypothesis is rejected. Therefore, there are significant correlation in terms of behavioral, cognitive and personal parental involvement towards students' social behavior with their teacher, classmate and parents. This implies that parental involvement is a factor that influenced that interactions and relations of students in dealing with his/her peers and environment.

Table 20. Relationship between Parental Involvement and Academic Achievement

N	Σx	Σy	Σxy	Σx^2	Σ	r	Decision	Interpretation
97	10030	8699	899725	1046450	780635	1.08	Reject Ho	Highly Significant

Critical Value @ .05 = 0.195

@ .01 = 0.254

Note: Table 20 shows the significant relationship between parental involvement towards academic achievement of students. Based from the table above, the computed value of 1.08 is greater than the critical value of 0.195 at .05. This implies that the null hypothesis is rejected. Therefore, parental involvement is positively correlated to the academic achievement of the students. This implies that students with outstanding academic achievement also obtained high level of behavioral, cognitive and personal skills. In essence parental involvement is absolutely essential to student achievement in school and life.

Table 21. Relationship between Students' Social Behavior and Academic Achievement

N	Σx	Σy	Σxy	Σx^2	Σ	r	Decision	Interpretation
97	9665	8699	866750	979475	780635	0.53	Reject Ho	Highly Significant

Critical Value @ .05 = 0.195

@ .01 = 0.254

Note: Table 21 reveals the significant relationship between students' social behavior and academic achievement of students. Based from the table above, the computed value of 0.533 is greater than the critical value of 0.195 at .05. This implies that the null hypothesis is rejected. Therefore, This implies that students' social behavior is positively correlated to the academic achievement of the students. This implies that socially equipped students with also obtained high outstanding academic achievement. In essence students' social behavior towards teacher, classmate and parents are is absolutely essential to student achievement in school and life.

5. Social Learning Program

The result of the study shows evident for behavioral and personal parental involvement variables. Cognitive parental involvement rated relatively higher by the parents and showed significant pattern relative to its impact to academic achievement. The academic achievement and students' social behavior were positively correlated to the behavioral, cognitive and personal skills. Proposed social learning program was designed based on the results of the study for students, teachers and parents for the betterment of teaching and learning process.

The social learning program shown below presents the key concepts about the significant relationship of parental involvement, students' social behavior towards academic achievement. The said program was organized in accordance to the results of the study. Thus, home and school connection greatly influenced the academic success of the students in different scholastic activities as affiliated to positive behavioral, cognitive and personal involvement of parents with affirmative association of students' social behavior towards their environment. Home and school are partners in serving the students in order to achieve meaningful pedagogy. To achieve academic triumph parental involvement in terms of behavioral, cognitive and personal aspect are factors to be considered in home - school relationship because learning always starts at home wherein, guidance and management of parents are highly involved. Parental engagement such as taking part in PTA and initiative to ask the teacher of their children about his/her performance in class.

In addition, social behavior of every students is also a component in failure or success in scholastic activities. Favorable students' social behavior towards their teacher, classmate and parents are essential to succeed in school and life. Based from the findings, students' conduct towards their teacher and classmate are much favorable rather than to their parents. This implies that parents must have an open communication and good relationship in order to get closer towards their children, especially in scholastic matters.

The social learning program is supported with various activities for parents, students and teachers in order to ensure good relationship and purposeful and quality pedagogy. The said planned of activities was proposed towards the original set up in educational system.

General Objective: The program is designed to provide home - school relationship that would engage parents in partnership to improve student achievement and establish collaboration relations among parents, school, and teachers.

Specific Objective: This is also intended to provide activities for students as related to their behavior towards teachers, parents and classmates.

Program of Activities: A variety of activities will be organized that would respond the practices of parental involvement and students' social behavior to enhance home - school partnership.

Procedure of Implementation:

1. Establish an action team in setting goals in which parents, teacher and students are committed.
2. Based on the evaluation of current practices, identify first step and priority issues.
3. Enlist staff, parents, teachers and students members to help conduct the activities.
4. Evaluate the activities/programs and revise it, if necessary.

Table 22. Proposed Activities for Parental Involvement and Students' Social Behavior

AREA OF CONCERN	OBJECTIVES	STRATEGIES/ACTIVITIES	DESCRIPTION	TIMEFRAME/ PERSONS INVOLVED	PROJECTED BUDGET	SUCCESS INDICATOR
Parental Involvement *Specific Area of Concern 1. Volunteering and taking part/position in PTA. 2. Asking the teacher of their child about his/her performance in class. 3. Tutoring their child before quiz or major examination. 4. Allowing their child to play first before going study.	Provide home - school activities and practices that would engage parents in partnership to improve student actions/ conduct and establish collaboration relations among parents, school, and teachers. Establish smooth interpersonal relationship of parents, co-parents and students.	- Symposium (virtual or actual) - Newsletter (online mode -email, FB page, messenger group chat) - Magazines/ Articles (online mode -email, FB page, messenger group chat) - Family Day / Affair (virtual or actual)	School should provide an interactive seminar. It includes topics that will help parents to have knowledge about better parenting that will help improve their child's academic achievement. SUGGESTED TOPICS: - MY SIGNIFICANT ROLE AS PARENT -HOW TO BUILD A CONSTRUCTIVE CO-PARENTING RELATIONS HIP Through school gazette, the school must publish some articles regarding the role of parents as big partner of school in molding the children. This will develop good relationship between parents and	Every end of the grading period - Principal, Guidance Counselor, Teachers and Parents Every quarter - Teachers and School editors During school foundation day - Principal, Students, Teachers and Parents	Minimum Registration Fee, LGU, School Organization	At least 80% of the targeted performance level achieved. Enhance knowledge about responsible parenting. Develop awareness about school matters and concerns. Promote good study habits for the students with the guidance of parents. Develop open-mindedness among people in the school community towards parents and students

			school. Provide materials for parents to develop study habits. All parents and teachers will be gathered in an event to talk about some concerns and issues with their son/daughter and also provide activities that will enhance the unity of the people in the school community.			
Students' Social Behavior *Specific Area of Concern 1. Students' social behavior towards their parents. - Being cooperative in household activities, - Participation in assigned task actively. - Asking their parents without hesitation regarding unclear issues. - Using their charms to	Provide activities for students to improve social behavior towards teacher, classmate and parents.	- Team Building (virtual or actual) - Lesson Integration (virtual or actual) - Free Tutorials (virtual or actual)	Propose a year start planning activity like camping, retreat, field trip and interactive seminars. Duty of teacher to inculcate in the minds of the of students the proper way of controlling their behavior towards teacher, classmate and parents. Teacher should provide free tutorial or consultation to those who are	After second or fourth grading period - Principal, Students, Teachers, Guidance Counselor, Adviser and Parents Certain minutes in every lesson - Teachers and Students Every Thursday after class - Teachers and Students	Minimum Registration Fee, LGU, School Organization	Build camaraderie and good relationship among students, parents, classmates and teachers. Good relationship to parents will enhance the connection of students to their parents. Integrate lesson and develop social responsibility among students. Students will apply at home the values and lesson integration. Enhance learning skills of the students. Create an effective student - teacher relationship.

entertain his/her parents.			willing to attend after class.			
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6. Conclusions

In the light of statistical analysis and findings of the study, the following conclusions were formed;

6.1 Generally, the results of the study shows more evident for behavioral and personal parental involvement variables, cognitive parental involvement rated relatively higher by the parents.

6.2. Students' conduct towards their teacher and classmate are much favorable rather than to their parents, this implies that parents must spend time and attention personally to their children in order to have an open communication and good relationship.

6.3. In essence, the students have outstanding level towards academic achievement, they perform well in scholastic activities and actively engage in the teaching and learning process.

6.4. The relationship between parental involvement, students' social behavior and academic achievement of students were highly significant. This implies that parental involvement is positively correlated to the academic achievement of the students. Hence, students with outstanding academic achievement also obtained high level of behavioral, cognitive and personal skills as well as their social development. In essence parental involvement is absolutely essential to student achievement in school and life.

6.5. The overall findings influenced this study to develop a Home-School Social Learning Process Model supported with various activities for parents, students and teachers to enhance purposive and quality education.

7. Recommendations

In lieu of the following conclusions, the study recommended the following:

7.1. School Administrators must consider including activities and programs to engaged parents to participate in school activities in order to sustain good relationship.

7.2. Virtual or actual training seminars and workshops should be held to train parents about proper and responsible parental involvement.

7.3 Provide time consultation for parents about their children performance and actions during class or other learning activities to develop awareness among parents.

7.4. Conduct virtual or actual seminars for students about open communication towards their parents/guardians.

7.5. Parents must be in constant partnership and good collaboration with the teachers to completely monitor their child's progress in various areas of development.

7.6. Further study in the family background of the respondents and academic achievement and performance of students in different level should be undertaken.

7.7. All developmental areas must be well -executed with sufficient equilibrium to suffice students appropriate progress.

7.8. The Social Learning Program together with the proposed activities about parental involvement and students' social behavior may be implemented to improve academic triumph among students.

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