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Observable Behavior Vis-à-Vis Academic Performance Basis for an Enhanced Guidance Program

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Abstract

This comprehensive study explores the intricate interplay between positive discipline, observable behavior, and academic performance among learners. Examining the demographic profile of respondents, the study reveals that most learners align with the appropriate age for their grade levels, with families having a higher number of siblings, particularly in the 5-6 range, and predominantly hailing from low-income backgrounds. Notably, concerning findings emerge in the Makabansa core values, emphasizing an urgent need for interventions to address the observed gaps. Significant relationships are unveiled between demographic variables, including age, sex, and combined monthly income, and both academic performance and observable behavior. This underscores the profound impact of both inherent traits and environmental factors on a child's development. The study further highlights a shared understanding among parents and teachers regarding the challenges and successes encountered in facilitating learning, emphasizing the imperative need for mentoring and coaching programs to enhance their respective skills. This research underscores the pivotal role of positive discipline in shaping learners' behaviors and academic outcomes, both at home and in the classroom.

Children nurtured within the framework of positive discipline exhibit a significant positive impact on their academic performance. As education evolves, the study advocates for continuous training, targeted interventions, and mentoring programs to address observed gaps, fostering a more enriching and holistic educational experience for learners.

Keywords: Guidance Program, Academic Performance, Positive Discipline

Introduction

The educational system has shattered globally due to the sudden closure of schools brought about by covid-19 pandemic. More than 1.2 billion learners worldwide and more than 28 million in the Philippines (UNESCO, 2021) were obliged to stay at home since face to face learning interaction has stopped momentarily. (Wajdi et al., 2020). While all learners are experiencing the pandemic crisis and doing modular distance learning at home with their parents as the facilitators of learning, lots of problems in many aspect of human development had been observed tangibly.

School closures had caused every learner to behave differently and find their future ambiguous due to this health crisis. (Viner et al., 2020). The shift of the educational system from the conventional way of learning where the child freely learns and interacts in a natural classroom setting to the new normal way of learning has caused every internal stakeholder to doubt the learner's academic performance. In this scenario, the burden brought by this catastrophe greatly affected the learner's total development. Montoya (2020) elaborates on the importance of the role of parents being the first teacher and the home as the first place where learning takes place to raise them well in the context of positive discipline so that their emotional, social, diligence and intelligence quotients will be nurtured. Parents took a vital role in the learning process (Cahapay, 2021). Bhamani et al. (2020) Since they act as teachers and parents to take care of homework more than ever, including explaining worksheets and other tasks.

Parents must be fully equipped with the skills and the latest research- based theories on how to teach children in the context of positive discipline in order to pursue education in this critical era in the history of humanity. While experiencing home-based teaching parents and children live with increased stress, media hype, and fear, which challenges their capacity for tolerance and long-term thinking (Cluver et al., 2020). The economic crisis has added since many have lost their jobs, adding to parental problems in providing the necessities for their child. Moreover, many parents are afraid of the possible adverse effects of distance learning since numerous children think of it as a vacation from school; hence they want nothing to do with their school-like routine thus academic performance is at stake. (Bhamani et al., 2020) This meant that parents have been trying their very best to facilitate learning with their children through the ways which they could possibly made however they need to develop their time –management skills, in providing conducive environment and their skills in using multi- media which have triplicated their pressure and troubled them psychologically , and physically.

Moreover, Alipio in (2020) found out that help-seeking, self-esteem, self-efficacy, and social support positively influence expectancy value beliefs and academic performance. These positive associations would indicate that students who sought more help with difficulties they experienced during the year, displayed a high level of self-esteem and self-efficacy and received more support from other people will most likely have higher expectancy- value beliefs and will achieve a higher level of academic performance.

A recent study of Nelsen (2020) supported that the classic guide of helping children to develop self –discipline, responsibility, cooperation and problem-solving skills is through the actual demonstration of clear examples of how to act them out. Development also happens at different rates and no two children are the same. Some behavior is natural and expected at certain ages. It is important that teachers and parents must recognize and understand these differences so he or she knows what to expect from the learners, how to best teach and discipline them, and how to help meet their needs.

Considering the basis obtained, it became imperative to conduct this study to examine the learners behavioral index in relation to scholastic performance as basis for developing an operational training design for parents and teacher's capability building scheme.
The researcher delves into this research to further investigate the contributing factors of learner's behavior development through the perception and challenges of their parents and teachers. Before this, the researcher explored some studies that have something to do with both parents and teachers' involvement in behavior development and how it affects towards the academic performance how these topics concurred with each other as quoted herein.

Literature Review

In their literature review, Dr. Damodharan V. S. ACCA, AICWA, and Mr. Rengarajan.V Aicwa delve into the imperative need for innovative teaching methods and the evolving roles of educators and parents in creating engaging learning experiences for today's generation. The landscape of education is shifting, thanks to the democratization of knowledge and the integration of multimedia technology.

Understanding learners' behavior is a key focus, as highlighted by Brinas (2016). Learners evolve physically, socially, emotionally, and cognitively with age, necessitating an understanding of these changes. Meador (2010) and Colin Powell (2017) advocate increased parental involvement, asserting its positive correlation with a child's success in school and overall development.

Chen (2021) underscores the pivotal role of parental involvement in a child's education, citing studies that demonstrate its positive impact on academic achievement. Thill (2017) supports this, stating that involved parents contribute to better grades, higher teacher regard, and improved school performance.

Insights into effective classroom management and positive discipline are offered by Pete (2018) and Tran (2014). They stress the need for clear communication, understanding,

and collaboration between teachers and students. The study aligns with the idea that fostering strong home and school connections enhances family engagement, ultimately leading to academic excellence.

Beauvais et al. (2014) delve into the psychological factors affecting academic success, emphasizing the significance of emotional intelligence, resilience, and psychological empowerment. Oxford Learning (2021) suggests parent coaching as a means to develop study and learning skills crucial for a child's lifelong success.

The theory of Cognitive Flexibility (Spiro & Jehng, 2010) posits that adaptability in knowledge positively influences academic performance. Nelsen's (2020) study supports the idea that parents must recognize and understand individual differences in children's development to effectively guide their learning process.

In the Philippines, the literature underscores the pivotal role of families and communities in supporting children's education (Christian, 2016). Romulo (2017) urges parents to actively participate in their children's education, deeming it a crucial element in the country's progress. Additionally, parental education levels are seen as a factor influencing involvement (Ryan, 2015).

The literature acknowledges the challenges posed by the new normal in education due to the COVID-19 pandemic. Ambayon (2020) outlines factors such as pedagogical adaptations, time management, sustainability, and the commitment of teachers. Bagood (2020) acknowledges the pandemic's adverse effects but highlights the opportunity for extraordinary learning experiences.

The Department of Education in the Philippines explores diverse learning pedagogies, including technology-based instruction, gamification, modular learning, and home visitation. However, the review recognizes the weaknesses and threats posed by health concerns, learning disabilities, technological disparities, and the personal challenges faced by educators.

The literature review provides a comprehensive overview of innovative teaching methods, the importance of parental involvement, and the challenges faced in the new normal. As education continues to evolve, collaboration between educators, parents, and communities remains crucial for fostering holistic development and academic success in learners.

Methodology

Design:

This study employed a descriptive correlational approach, utilizing descriptive surveys and narrative analysis to explore the manifestations of observable behavior and its impact on academic performance. Correlation analysis was applied to examine the relationships between demographic profiles, observable behavior, and academic performance.

To evaluate learners' observable behavior, the researcher assessed the Form 9 of DepEd, focusing on core values (Maka-Diyos, Maka-tao, Makakalikasan, and Makabansa) and core subjects (Science, Mathematics, English, and Filipino). Academic performance was measured using grades from quarterly assessments.

Additionally, narrative analysis was conducted to understand challenges perceived by parents and teachers in facilitating learning.

Environment:

The study was conducted at Lunas Elementary School, situated along a national road, approximately 57 kilometers away from Cebu City. The school had a school ID of 119160, with teachers covering kindergarten to Grade 6. The majority of learners belonged to families dependent on agricultural farming for livelihood.

Respondents:

The study included 80 Grade 6 learners, 80 parents, and 4 Grade 6 teachers, totaling 164 respondents. Kindergarten to Grade 3 learners were excluded from the study.

Instrument:

Research instruments, including questionnaires and tools, were crafted and adapted for the study. The questionnaire, adopted from Lee, Song, and Hong (2019), consisted of three parts: demographic profiles, observable behavior based on DepEd Core Values, and challenges perceived by teachers and parents.

Formulation:

The research instrument was adapted from Lee, Song, and Hong (2019) with modifications to suit the target respondents and address specific research questions.

Scoring:

A scoring system was applied, categorizing responses into Very High (VH), High (H), Low (L), and Very Low (VL) based on weighted ranges.

Weights	Range	Category	Verbal description
4	3.20-4.0	Very High (VH)	- The respondent perceived that this indicator on teaching – learning process always affect the performance
3	2.40- 3.19	High (H)	- The respondent perceived that

			this indicator in teaching - learning most of the times affect the performance
2	1.80- 2.39	Low (L)	- The respondent perceived that this indicator on teaching – learning seldom affect the performance.
1	1.0- 1.79	Very Low (VL)	– The respondent perceived that this indicator on teaching – learning did not affect the performance.

Procedure:

Before data collection, the researcher sought approval from the school principal through a transmittal letter. The study underwent systematic steps, including design hearings, consultations with the adviser, and transmittal letters for approval from the Department of Education.

Data Gathering:

Preliminary: In the conduct of this study, the researcher initially sent a transmittal letter to the Dean of the Graduate School of Education for approval to conduct the study and to secure an adviser to guide the researcher. Once approved, the researcher prepared chapters 1 to 3 for the design hearing to enhance the scholarly nature of the study. Several consultations with the adviser took place before the design hearing. After the design hearing, the researcher addressed the suggestions and recommendations of the panelists for compliance. Upon passing the assessment with all requirements, a transmittal letter was submitted to the Schools Division Superintendent. For convenience in the data collection process, the Public Schools District Supervisor and School Head were provided with a copy of the transmittal letter.

Actual Administration: Upon approval of the transmittal letter, the researcher distributed the questionnaire to the respondents, adhering to health protocols. Questionnaires were distributed at the respondents' convenient times, and the researcher explained the content for better understanding. Respondents were given one week to accomplish the questionnaire, after which the researcher retrieved the completed forms. Subsequently, the final grades of the learners in the second quarter were obtained from the office of the school heads, serving as secondary data.

Post Administration: Once the data became available, the researcher tabulated the data and engaged a statistician to analyze the data to derive the study's results. The findings were presented in tabular form.

Statistical Treatment:

The following statistical tools were used to test the proposed hypotheses of the study at a 0.05 level of significance.

Weighted Mean was employed to determine the extent of teachers' and learners' perception of the teaching-learning process.

Mean was utilized to assess students' academic achievement.

Pearson Product Moment Correlation Coefficient was applied to determine the significant relationship between the extent of teachers' and students' perceptions of the teaching-learning process and academic achievement in English, Mathematics, and Science.

Narrative Analysis was employed to transcribe and interpret the interview results on the challenges and concerns of the teachers.

Results and Discussion

BEHAVIOR OBSERVATION (Quarter 1 And Quarter 2)

Value-based education aims at training the students to face the outer world with the right attitude and values. It is a process of overall personality and development of a student. It includes character and personality, citizenship and spiritual development.

The four-core values behavior manifestation is being observed before and after the implementation of XIN Teaching Formula using these four categories namely: Not Observed 1.00 – 1.75, Rarely Observed 1.76 – 2.51, Sometimes Observed 2. 52 – 3.25, 3.26 -4.00. These are presented in table 9, 10, 11, and 12 respectively below showing the pre-implementation and post implementation per core values narrated.

Table 7.
BEHAVIOR OBSERVATION – MAKA-DIYOS (Quarter 1 and Quarter 2)
N-80

Behavior Statements	**WM Q1**	**Descriptor**	**WM Q2**	**Descriptor**
Maka-Diyos				
Can express one's spiritual beliefs in personal prayer before bed time.	1.26	Not observed	2.13	Rarely observed
Can participate in prayer time at home or in church.	1.30	Not observed	2.45	Rarely observed
Can read the Bible or any other religious books.	1.63	Not observed	2.27	Rarely observed
Can sing any worship songs.	1.74		2.49	Rarely observed
Can behave well while doing worship related activities.	1.75	Not observed	2.43	Rarely observed
Average weighted mean	1.54	**Not observed**	2.35	**Rarely observed**

As shown in this table, Quarter 1 Behavior Report on Maka-Diyos core value the respondents rated **not observed** and in Quarter 2 becomes rarely observed.

This meant that the respondents are able to increase their engagement in any of the activities narrated to promote the first core value stipulated in Deped Core Values.

This implied that there is a greater need to persevere in providing opportunities for the learners to develop the habit of expressing ones 'belief in God through worthwhile activities suitable for them at home.

This study affirmed the study of Akerlof (2016) which asserted that when children are exposed to varied activities for value formation, they tend to please their parents thus they usually do these activities with the thought that their parents will appreciate them. This further affirmed to the study of Iberdrola (2017) that an exemplary citizen made, not born. Just as we learn mathematics and language, we should also become specialist in those lessons that are fundamental to living in harmony and social progress such as respect, empathy, equality, solidarity and critical thinking. Without these and other ethical principles that define us as human beings it will be difficult for us to create a better world. This concept is about the educational process that in stills moral standards to create more civil and democratic society. Values education therefore, promotes tolerance, understanding, and acceptance of any religious differences putting special emphasis on the defense of human rights and the conservation and protection of all.

Table 8
***BEHAVIOR OBSERVATION – MAKA- TAO (Quarter 1 and Quarter 2)* N-80**

Behavior Statements	**WM Q1**	**Descriptor**	**WM Q2**	
Maka- Tao				
Can help in doing household chores at home.	1.76	Rarely observed	2.95	Sometimes observed
Can observe personal hygiene.	1.79	Rarely observed	2.86	Sometimes observed
Can show respect with others.	1.87	Rarely observed	2.87	Sometimes observed
Can cooperate well with others.	1.57	Rarely observed	2.91	Sometimes observed
Communicate well with friends.	1.91	Rarely observed	2.83	Sometimes observed

Average weighted mean	1.54	Rarely observed	2.88	**Sometimes observed**

As shown in this table in Quarter 1 and 2 , all of five statements on Maka- Tao core value the respondents responded rarely **observed** before the implementation and **sometimes observed** after the implementation.

This meant that the respondents are now sometimes engaged in any activities causing the increase of their weighted mean according to parents 'points of view.

This implied that there is a greater need to continue training both parents and the learners by providing opportunities for the learners to develop the habit of dealing well with through worthwhile activities suitable for them at home with the aid of their parents and guardian.

This study affirmed the study of (Eipsten, 2002) which asserted that behavior can be generally constructed from personal experience and expectations as well as the perceptions and expectations of pertinent others. Thus parents 'interaction with their children's daily learning routine is a contributing factor to their holistic development.

Table 9

BEHAVIOR OBSERVATION – MAKAKALIKASAN (Quarter 1 and Quarter 2) **N-80**

Behavior Statements	**WM Q1**	**Descriptor**	**WM Q2**	**Descriptor**
Can participate in home gardening or tree planting.	2.29	Rarely observed	2.96	Sometimes observed
Can keep garbage properly.	1.80	Rarely observed	2.12	Rarely observed
Can take care of the plants and animals.	2.28	Always observed	3.39	Always observed
Can avoid using plants and animals as toys.	2.21	Rarely observed	2.34	Rarely observed
Can conserve natural resources like water.	2.42	Rarely observed	1.52	Not observed
Average weighted mean	2.2	Rarely observed	2.46	**Rarely observed**

As shown in this table all of five statements on Maka-Kalikasan core value, the respondents responded **rarely observed** before and after the implementation with a slight increase in percentage.

This meant the respondents are rarely engaged in any activities stated according to their own parents 'points of view.

This implied that there is a greater need to continue training both parents and the learners by providing opportunities for the learners to develop the habit of dealing well with through worthwhile activities suitable for them at home with the aid of their parents and guardian.

As supported by the theory of Mai (2018) as herein quoted;" We want to create a more sustainable world, with stable economy and a more just and inclusive society. A difficult but not unattainable target if everybody is responsible as a committed public. "Moreover, he emphasized that our environment around is an essential part of human survival. A clean environment connotes healthy living. The more you don't care the environment the more it will become polluted with contaminants and toxins that have a harmful impact with our health. We must do more to combat climate change and to start doing it is to train and inculcate the *biodiversity importance to every child. (Mai, 2018).*

Table 10.
***BEHAVIOR OBSERVATION – MAKABANSA (Quarter 1 and Quarter 2)* N-80**

Behavior Statements	**WM Q1**	**Descriptor**	**WM Q2**	**Descriptor**
Makabansa				
Can sing the National Anthem.	2.13	Rarely observed	2.15	Rarely observed
Can respect the flag.	2.23	Rarely observed	2.26	Rarely observed
Can memorize the patriotic pledge.	2.12	Rarely observed	1.12	NOT observed
Can tell national heroes and symbols.	2.10	Rarely observed	2.13	NOT observed
Can follow rules.	1.97	Not observed	2.14	NOT observed
Average weighted mean	2.11	Rarely observed	2.18	Rarely observed

As reflected in this table the responded these statements on Makabansa core values indicator, the description is rarely observed. This meant that there is a must to provide and monitor the activities weekly to help them learn these things especially in this most challenging time in the vineyard of education.

This implied that teachers and parents shall work collaboratively in order to endure that learners received enough training and orientation for the development of their skills in relation to of nationalism and patriotism..

Romulo, (2017) All of us love our country and every day is the best time we can show our love for our country through action. No matter what political beliefs we have now is the best time to start focusing on what each of us can do the Philippines. So that we move forward to achieve progress and manage to stand up. This theory further expounded that

the first kind of learning experience requires maximum degree of parent's involvement as the foundation of children's education hence parents' expectations and beliefs about what they should do in relation to their children in school can be manifested in their performance and behavior.

Table 11. Significant Relationship Between the Demographic Profile and the Extent of the Learners' Observable Behavior in four Core Values

Variables	LEARNERS'S OBSERVABLE BEHAVIOR		Decision	Interpretation
	r- computed value	r –tabulated value		
Age	0.2546	0.0193	Reject null	Significant
Sex	0.2827	0.0393	Reject null	Significant
Combined monthly income	0.1172	0.0163	Reject null	Significant
Average in Q1	0.2761	0.0293	Reject null	Significant
Average in Q2	0.1142	0.0198	Reject null	Significant

As shown in this table above the Pearson's coefficient correlation-r computed value of age, sex, combined monthly income are greater than the tabulated value of r at 0.05 level of significance thus the null hypothesis is hereby rejected. This means that there is a significant relationship between these variables of the demographic profile results to the observable behavior of the learners. This implied that the behavior of every child is the byproduct of nurture and nature which is directly proportional to his social interaction within his family and society and also his innate physiological nature. If there is a harmonious family atmosphere where positive discipline is always being practiced doubtlessly the child will grow and develop well. Reason why training and coaching must be conducted in order to provide the necessary skills and inputs to the parents hence being a parent is indeed a challenging task which requires strategic, timely and adaptive and dynamic ideas.

This implies that In the verge of sustaining the momentum in teaching- learning process in the new normal the academe may explore, innovate and develop programs in order to address the challenges Different trainings and seminars are to be conducted in order to equip teachers and parents.

Bagood (2020) supported that despite the overwhelming consequences of the pandemic, this global crisis has also been an extraordinary time for learning. Lapada, et al. (2020)

emphasizes that in the Philippines, teachers are coping and learning so much on the process of how adaptable and resilient educational systems, policy makers, teachers, students and families can be. Pillars of education in different part of the world maximized potential researches and interventions in order to keep the passion for teaching and learning alive.

Based on the study of Ambayon (2020) he stressed on expressing that there are several factors that the academe must have to consider to pursue education due to the pandemic challenge. First, there is a need to establish routines and behavioral orientations on pedagogical adaptations which have proven to be pivotal as the traditional lecturing in-person models do not translate to a remote learning environment. No matter what type of channel being used (radio, TV, mobile, online platforms, etc.) teachers need to adapt their practices and be creative to keep students engaged as every household has become a classroom - more often than not - without an environment that supports learning. Second, the pandemic has recalibrated how teachers divide their time between teaching, engaging with students, and administrative tasks. The pandemic has highlighted the need for flexibility and more time for student-teacher interactions. Third, the sense of sustainability in the process of continuing learning specially in dealing learners with academic needs. Fourth, the work orientation of teachers in terms of commitment, dedication, competence and sense of service beyond the call of duty.

This data supported the theory of Meador (2010) on his article on Parental Involvement in Education supported this contention that true school reform will always begin with the well-equipped and well-trained parents. It has been proven that parents who spend quality time with their children especially in facilitating and supporting them in the aspect of education being a responsible person. Parents build provide support for the developing child.

TEACHERS' PERCEPTION LEVEL ON THE RESPONDENT'S ACADEMIC PERFORMANCE AND BEHAVIOR.

Parents were being interviewed using the adapted research instrument and the researcher made interview questionnaire in order to extract their perception level with the related issues and factors contributing to their academic performance and behavior. This is presented in Table 12.

TABLE 12. ***TEACHERS 'PERCEPTION LEVEL WITH THE RESPONDENTS' BEHAVIOR***

Statement	WM	Descriptor	Rank
1.It is helpful for me to learn teaching techniques through positive discipline.	3.12	Agree	11
2.It is helpful for me to profile my own child using multiple intelligence tool.	3.41	Strongly agree	4
3.It is helpful for me to know my child's health and nutritional status.	3.35	Strongly agree	5

4. It is helpful for me to know the activities for my child's learning styles.	3.17	Agree	9
5.It is helpful for me to attend Parent- Coaching Sessions.	3.19	Agree	8
6.It is helpful for me to plan activities together with the teacher of my child.	3.20	Agree	7
7.It is helpful for me to know the words of encouragement to praise my child from time to time.	3.16	Agree	10
8.It is helpful for me to train my child to respect and follow rules.	3.88	Strongly agree	1
9. It is helpful for me to provide my child with educational toys and books at home.	3.11	Agree	12
10 .It is always best to guide and explain my child the importance of prayer	3.05	Agree	14
11. It is always best to train my child to keep our surrounding clean.	3.68	Strongly agree	3
12. It is always best to speak gently when teaching a child.	3.33	Strongly agree	6
13. It is always best to be actively involved in school activities as a parent.	3.02	Agree	15
14. It is helpful for to apply XIN Teaching Formula in Teaching my child.	3.74	Strongly agree	2
15. It is always best to show positive attitude towards learning for children's holistic development.	3.08	Agree	13
Average Weighted Mean	3.29	Strongly agree	

Legend

1-1.75 – Strongly Disagree 1.76- 2.51 Disagree
2.52- 3-25- Agree 3.26- 4 – Strongly Agree

This table reflected the perception level of the teachers' as they experienced while they were teaching with their children in their classroom, they rated strongly agree with an average weighted mean of 3.29.This implied that teachers manage to handle the class applying the theories and context of positive discipline in the process of facilitating learners who behave disruptively while the class is going on.

This meant that teachers being the steward of education need to be empowered and be reminded always on the mission vision of education in order to provide the things which are required from them ,significantly that is the four core values so that they can also strengthen the holistic development of the children whom they are teaching with daily .

The classic guide to helping children to develop self-discipline, responsibility, cooperation, and problem-solving skills is through the actual implementation of Positive Discipline theories, tips, innovations and techniques through parent coaching. Parents must be equipped with updated examples that are clear and specific to show them how to employ positive discipline exactly focusing on solutions and enriching their relationship with their children. (Nelsen, 2020).

Children need encouragement like a plant that needs water. It is a process of showing the kind of love that conveys the children that they are good enough the way they are. Encouragement teaches children that what they do is separate from what they are. It also enables children to know that they are valued without judgement for their uniqueness thus they will feel the sense of belonging. (Glen 2007).

Positive discipline is the best method which prove invaluable resource for teachers and parents who want to foster creative solving within their learners giving them behavioral skills they need to understand and process what they learn. It emphasizes on establishing on giving connection before giving some corrections. It keeps the students involved and intrinsically motivated in any aspect of their personal growth and development. (Gfroerer, J.N. et al. (2017).

PARENTS 'PERCEPTION LEVEL ON THEIR CHILD'S ACADEMIC AND BEHAVIOR

Parents were being interviewed using the adapted research instrument and the researcher made interview questionnaire in order to extract their perception level with the related issues and factors contributing to their academic performance and behavior. This is presented in Table 13.

TABLE 13. PARENTS PERCEPTION LEVEL WITH THEIR CHILDREN'S BEHAVIOR

Statement	WM	Descriptor	Rank
1.It is helpful for me to learn teaching techniques through positive discipline.	3.12	Agree	11
2.It is helpful for me to profile my own child using multiple intelligence tool.	3.51	Strongly agree	4
3.It is helpful for me to know my child's health and nutritional status.	3.35	Strongly agree	5
4. It is helpful for me to know the activities for my child's learning styles.	3.17	Agree	9
5.It is helpful for me to attend Parent- Coaching Sessions.	3.19	Agree	8
6.It is helpful for me to plan activities together with the teacher of my child.	3.20	Agree	7
7.It is helpful for me to know the words of encouragement to	3.16	Agree	10

praise my child from time to time.			
8.It is helpful for me to train my child to respect and follow rules.	3.88	Strongly agree	1
9. It is helpful for me to provide my child with educational toys and books at home.	3.11	Agree	12
10 .It is always best to guide and explain my child the importance of prayer	3.05	Agree	14
11. It is always best to train my child to keep our surrounding clean.	3.68	Strongly agree	3
12. It is always best to speak gently when teaching a child.	3.33	Strongly agree	6
13. It is always best to be actively involved in school activities as a parent.	3.02	Agree	15
14. It is helpful for to apply XIN Teaching Formula in Teaching my child.	3.74	Strongly agree	2
15. It is always best to show positive attitude towards learning for children's holistic development.	3.08	Agree	13
Average Weighted Mean	3.25	Strongly agree	

Legend
1-1.75 – Strongly Disagree 1.76- 2.51 Disagree
2.52- 3-25- Agree 3.26- 4 – Strongly Agree

This table reflected the perception of the parents' as they experienced facilitating with their children, parents rated strongly agree with an average weighted mean of 3.25. This implied that parents were able to learn some approaches which are helpful in the process of facilitating learning at home.

A study of Brinas (2016) revealed that it is more important to parents to understand learner's behavior. As children grow, they constantly change in terms of their physical, social, emotional and cognitive characteristics. Children at different stages would behave differently and have varying needs.

Development also happens at different rates and no two children are the same. Some behavior is natural and expected at certain ages. It is important that teachers recognize and understand these differences so he or she knows what to expect from the learners, how to best teach and discipline them, and how to help meet their needs.

Meador (2010) on his article on Parental Involvement in Education "Tips to Increase Parental Involvement in Education," supported earlier contention stating that "true school reform will always begin with increased parental involvement in their child's education. It has been proven time and time again that parents who invest time and place value on their children's education will have children who are more successful in school." There are always exceptions, but teaching a child to value education brings a positive impact on their education.

Colin Powell (2017) states that "the best method of overcoming obstacles is the team method" parents and teachers must perform hand in hand in order to facilitate learning to provide holistic development of the children.

Narrative Analysis of the Parents and Teachers Survey

The parents were also interviewed using a semi- structured interview guide and the result is hereby presented through narrative analysis. Teachers and Parents were being asked with four questions as follows: what were some of the hindering factors in facilitating learning , what was your impression in the process of helping learners cope academic challenges, what were the difficulties you have encountered as you help the learners , what technical assistance would you need to overcome the difficulties that you have encountered and lastly what were your suggestions/ opinions to improve their academic performance and their behavior ?

Through these questions there were five themes emerged on the interview these were on hindering factors, their impression, their difficulties encountered, their technical assistance needed and their suggestions to improve this teaching approach.

Hindering factors

It is so evident that most of the teachers and parents considered their children's' disruptive behavior and reading gaps as a hindering factors They further requested with a one on one parent coaching and demonstration in order to help them teach their children at home specially in reading .One parent said:

" Gamay ra kaayo ko grado kay grade 4 ra intawn ko tudloi lang ko maam ug unsaon ni kanang ako rang usa para makat on jud ko ug dili ko maulaw sa laing parents." Ang laing mama ni ingon nga elementary graduate ra ko maam so tabangi lang ko unsaon ni nako pagtudlo akong anak sa moang balay.

Translation: I am only grade 4 so I need to be trained through one on one so that I can learn best and I would not feel ashamed with other parents. Another parent said that I am only an elementary graduate so please teach me how to teach my child at home.

Their impression

Almost all of the parents and some of teachers find it challenging for them especially in the concept of positive discipline and the idea of teaching their children through interactive method. One parent said:

" Challenging kaayo ni kay lisod jud ni nako kay wala baya tawn ma train ug unsaon pagsabot sa akong anak nga dili maminaw ug sultihan samot na ug pa –answeron bahin sa mga leksiyon sa tunghaan.wala gayud ako makhibalo ani mga butanga kung unsaon diay ni pagtudlo labi nang Math ug pagpabasa."

Translation: I find it very challenging since I was not trained how to understand my child's behavior and how to help him answer the lessons especially in Math and in Reading.

Difficulties encountered

Almost all of the parents and some of the teachers find it very difficult to do the approach on the first three weeks especially on the habit of starting to let their children pray since they were not used to it yet most specially the grade six children since they are fully aware that their parents were not their teachers. One parents said:

"Pagkalisod naman lang intawn I sugod ani ug tudlo nga kada tuon mag ampo nga dili man gani mo ampo sa dili pa matulog, ambot lang kaha ani unsaon pagsugod labi naming akoang grade 6 na kahibalo man na siya nga dili ko maestra paita gyud ."

Translation: It is very difficult for us to start teaching them with all of these things especially in praying before answering the lessons at home since we were not doing it yet.

Another parent added that it is indeed very difficult to start teaching them new ways because they would say we are not their teachers.

Technical assistance needed

The teachers and parents really need mentoring and coaching sessions regularly in order for them to facilitate their children at home specially in using technology. Teachers must provide them the materials and the demonstration on how to implement them at home. One parent said:

"Kinahanglan intawn mi nga tabangan ug tudloan kung unsaon namo pag himo ning mga paagiha sa balay ilabi na kung unsaon pag gamit ang gadget kada semana unta kung mahimo hangtod makalampos ni among mga anak sa elementary kay lisoda intawn aning mga leksiyona unya grade 4 ra ko."

Translation: I need your help in doing this process please teach me every week so that I

can teach my child at home specially on how to use gadgets till he can finish elementary since I am only grade 4.

Suggestions to improve this teaching approach

In order to improve this approach, there must be a constant interaction and follow up so that teachers will also know the actual situation of the parents and the learners at home. There should be an open communication line between the parents and the teachers daily if possible. One parent asked:

Pwede kada semana lang mi mangutana kung unsaon ni namo jud pag paagi para maka hibaloanay ta kung unsa na ang nahitabo sa among anak sa among balay samtang nagtudlo mi sa balay?

Translation: Will it be possible to ask teachers daily so that there is a constant follow up and monitoring of what is going on at home for us to stay connected while we are teaching at home?

It is vital that the parents' and teacher perception result would be considered in order to assess the effectiveness, weaknesses and strengths of their daily learning encounter. Teachers and the parents were given an opportunity to express their thoughts, concerns and hindering factors so that education leaders and all stakeholders would be able to identify areas for improvement. Considering the ultimate goal of education which is the internalization of four core values and with the long-standing psychological theories of how are we going to develop every learner in the context of holistic development.

Ryan (2015) affirmed that the level of parent's education also plays a vital role if parental involvement. Parents with higher educational attainment also typically have greater sense of school involvement hence they fully understood the importance of education in their children's lives.

In the Philippines, schools are mandated to conduct parents' conferences and meetings monthly in order to discuss learners' progress and to address their learning difficulties in the theory of Joyce Epstein's School-family-Community Partnership model and by DepEd Order No.54 s.2009, which elaborates parents' role and their significance in the process of promoting the four quotients' development of their children which are the Intelligence, Emotion, Socialization and Diligence quotient.(Foster ,2018).

Some studies revealed that parents and teachers must be empowered enough in dealing their children at home or in school through positive discipline to keep the learners' momentum and to continue learning. When a learner misbehaves, the parent – child interactions need not become adversarial. Teachers and parents may set the appropriate tone in order to communicate clearly with the child and must speak using understandable vocabulary (Sander, 2017)

Conclusion

In conclusion, this study delves into the intricate connections between positive discipline, observable behavior, and academic performance among learners. The gathered data yields several key insights:

Most respondents align with the appropriate age for their respective grade levels, suggesting a harmonious match between learning activities and developmental stages. Families with a larger number of siblings, particularly in the 5-6 range, predominate among the respondents. Moreover, the study reveals that a majority of respondents come from low-income families.

The study identifies concerning findings related to the Makabansa core values, reflecting an average weighted mean of 1.38, indicating behaviors classified as "not observed." Urgent interventions are warranted, especially given the prevailing challenges in the educational landscape.

Significant correlations emerge between demographic variables such as age, sex, combined monthly income, and both academic performance and observable behavior. This underscores the profound impact of both innate characteristics and environmental influences on a child's social interactions and overall development.

Survey results demonstrate a strong consensus among parents and teachers regarding their experiences in facilitating learning with children. This shared understanding extends to both the challenges and successes encountered in the teaching-learning process. Semi-structured interviews accentuate the necessity for mentoring and coaching for both parents and teachers to elevate their parenting and teaching skills.

In overarching terms, this study emphasizes the pivotal role of positive discipline within homes and classrooms. Children raised within the framework of positive discipline by parents, coupled with teachers employing this approach, exhibit a substantial influence on academic performance. The efficacy of technical assistance, delivered through Positive Discipline theories, is evident in fostering confidence and ease in teaching.

The positive correlation between parents' and teachers' perceptions and the demographic profiles of learners reinforces the shaping of values, attitudes, and habits. This symbiotic relationship contributes to a more resilient connection between academic performance and the development of DepEd Core Values.

As the educational landscape evolves, sustained training and support for parents and teachers become imperative to navigate challenges arising from disruptive behaviors while fostering holistic development. The study strongly advocates for targeted interventions and mentoring programs to address observed gaps and elevate the overall educational experience for learners.

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