

Educational Philosophies of Parents and Level of Diligence of Senior High School Students

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Abstract

Educational philosophies of parents can take many forms, such as being informed about their children's performance in school, knowing strength and weaknesses and providing needs of the students. This study focuses on the level of educational philosophies of parents and level of diligence of the students. This aims to examine the relationship between educational philosophies of parents and student's diligence in school. For the purpose of the study, parents themselves and students who are living with their parents are required to answer the questionnaires in rating scale form. Results indicate that the educational philosophies idealism and essentialism implies that both students and parents have high expectations when it comes to education and they also impose values and proper disciplines. While realism and pragmatism indicates that both students and parents does not believe that reality is found in the physical world that they live in and doesn't think of a practical approach to problems and situations. However the educational philosophy existentialism implies that one's existence is important from both parents and students. In this study, suggestions such as giving parental orientation about the background of education is provided for the future research purposes.

Index Terms: Essentialism, Existentialism, Idealism, Pragmatism, Realism

I. INTRODUCTION

School is an institution that provides learning to students. It has the capacity to nurture the student's capability and potential. It usually denotes to learnings, behavior and ideas. Education does not only focuses to knowledge or intelligence but the learnings itself. Students can find interest through education and engage in different organization or activities which involved in sports, academic or performing arts. Having a good education has a big impact to student's performance in his or her workplace in the future. It can make students achieve personal goals as well as the common good of others. These things will be successful with the support of the parents. (Menhere and Hooge, n.d.), points out that parents plays a part in deciding what is good for their children's success.

Educational philosophies of parents can take many forms, such as being informed about their children's performance in school, knowing strength and weaknesses and providing needs of the students. Philosophy is the study of ideas about knowledge, truth, nature and meaning of life (Merriam Webster, n.d.). While success is based on parents attitude and on how they value education. Children whose parents value education gives advantage to children who are struggling academically and socially. Tan (2006) named the five philosophies of education which are idealism, realism, pragmatism, existentialism and essentialism. Idealism teaches that idea are the only true reality. Realism is found in the physical world that a person live in. Existentialism is concerned with issues relating to one's existence. Essentialism teaches the idea of discipline and moral value. School serves as academic institutions that develop students' abilities in reasoning, observation and experimentation which implicate the real and actual situation of the society, influence the perspective of parents that can affect student's perception about education. The experiences are one of the factor that can change and manipulate the mind and perceptions of the people about education.

When the students are exposed to different technologies and peer pressure it becomes more influential. There can be changes between the actions and decisions of the students. Each parent has role to education and teach students with discipline and understanding in molding the skills and growth of an individual. Mapp (n.d) said, parents wanted their children to do well

in class in order to succeed academically. However, the students who have positive ways of thinking achieve higher academic performance than those who make minimal efforts (Anghelache, 2013). Meanwhile, the attitude of secondary level students helps in the development of their personality (Mushes, Govil and Gupta, 2016). In this regard, the researcher intends to assess educational philosophies prevalent among parents and the attitude of the students in school.

II. REVIEW OF RELATED LITERATURE AND STUDIES

Education focuses student's interest and capabilities as member of the community (Karhoff, 2003). It builds the character of every individual (Khan, Iqbal and Tasneem 2015,). It helps students to analyze and explore the broader situation of reality while encourages each learner to develop their skills and ability.

In particular cases gender and parents level of education can affect learning and children education (Tocu, 2014). Positive attitude of parents can develop positive attitude to their children's teachers (Bempechat, n.d; Berthelse and Walker, 2008,). In that matter, parents can easily interact with the teachers in regard to the performance of their children. It sometimes referring to child and parent relationship toward schooling. However, if the parents had a great experiences about education it will result to good and critical decision making. Children's life in the future channeled by their parents through education (Ardashkin, 2015). While child's academic success and achievement depends on parent's education and family interaction (Dubow, Boxer and Huesmann, 2009) by getting involved in their children's school activities (Roman and Pinto, 2015). It's a parental negligence when parents failed to participate in their children's education (Oundo, Poipoi and Were, 2014). The basic needs and features of the child must be recognized by the parents as educators (Ceka and Murati, n.d). Children will be productive when parents motivate their children to join in school activities, making their children's education pleasant and desirable (Khajehpour & Ghazvini, n.d).

Parental involvement can encourage their children to make school works inspite of difficulties (Ntekane 2018). While teachers should be diligent and responsible to someone's learning (Moore, n.d) assigning projects, providing enrichment and individualizing instruction is the role of teachers in promoting individual development (Shumow, n.d). For the involvement of parents, teachers and administrators needs to assess their own readiness in determining and utilizing the parents of the students (Cotton and Wikelund, n.d). Parents and teachers must have harmonious relationship in order to build communication (Ambrosetti and Chou, 2005). The development of children's self-concept and parent's belief system is provided during early school years (Lazarides, Harackienicz, Canning, Pesu, and Viljaranta, n.d). Parent's beliefs importantly develop their children's behavior (Dempsy and Sandler, n.d). Parent's educational background measures the level of their confidence and self-satisfaction (Dustman, 2004). The performance of parents in school has a great influence to their children's education (Mapp, n.d) and attitude particularly with the level of instruction parents had provided to their children (Candeias, Reblo and Oliveira, n.d)

Modern life needs democracy and there should be the sense of freedom to build knowledge and intelligence (Dewey, 2018). Public school is the institution where equality should be considered and the performance of the students must not be based on their background (Brecko, n.d). School is a viable source of information (Drummond and Stipeke, 2004) which is normally observed and evidently different in terms of Parental level of satisfaction and children's performance in school (Chen and Uttal, 1988). Parents kind of education are likely influenced genetically (Eccles, 2005).

The attention that was gained by the educational leaders affects on their responsibility in establishing order in school (Behabahani, n.d). Moral education is influence of the behavior and the approach to the students (Moore, n.d). In addition, morality guides individual through their behavior and attitude that children showed in school, learning and commitment (Candeias, Reblo, Oliveira and Mendes, 2010) which includes impact of homework on students to their achievement and attitudes were both having positive and negative effects (Rengma, Saikia and Sunny, n.d).

Consequently, educational philosophies broadens the parental belief system as well as their perspective towards education. Hence, parents has an influential factor in molding one's potential and capabilities.

III. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the findings, analysis and discussion and interpretation of data gathered wherein the object is to know the relationship between educational philosophies of parents and level of diligence of the students.

Table 1

Level of Student's Performance in School

STUDY HABITS	WEIGHTED MEAN	INTERPRETATION
1. I review my notes before the exam.	4.23	Always
2. I ask questions to my teachers if I will not able to understand his/her discussion.	3.30	Sometimes
3. I think positively when I'm studying.	3.95	Often
4. I like to study in a group so that I can ask help in terms of struggling in understanding the concept.	3.49	Often
5. I usually taking notes while reading a book or article.	3.48	Often
OVER-ALL WEIGHTED MEAN	3.70	Often

Legend: 1.00-1.80 (Never), 1.81-2.60 (Rare), 2.61-3.40 (Sometimes), 3.41-4.20 (Often), 4.21-5.00 (Always)
N=120

The table above shows the result of the weighted mean of the level of student's performance in school in terms of study habits. The statement "I review my notes before the exam", "I ask questions to my teachers if I will not able to understand his/her discussion", "I think positively when I'm studying", "I like to study in a group so that I can ask help in terms of struggling in understanding the concept", "I usually taking notes while reading a book or article" have an overall weighted mean of 3.70 and interpreted as often, implies that students were fairly doing well in terms of their study habits.

Table 2

Level of Student's Performance in School

MEMBERSHIP IN AN ORGANIZATION	WEIGHTED MEAN	INTERPRETATION
1. Joining groups does not hinder my studies.	3.40	Sometimes
2. Participating in school organization serves as an additional performance of my grades.	3.75	Often
3. My grades became high when I started to join a club or organization.	2.93	Sometimes
4. Membership helps me boost my confidence and skills.	3.79	Often
5. Membership helps me utilize my potential in dealing with others	3.88	Often
OVER-ALL WEIGHTED MEAN	3.55	Often

Legend: 1.00-1.80 (Never), 1.81-2.60 (Rare), 2.61-3.40 (Sometimes), 3.41-4.20 (Often), 4.21-5.00 (Always)
N=120

The table above shows the result of the weighted mean of the level of student's performance in school in terms of membership in an organization. The statement "Joining groups does not hinder my studies", "Participating in school organization serves as an additional performance of my grades", "My grades became high when I started to join a club or organization", "Membership helps me boost my confidence and skills", "Membership helps me utilize my potential in dealing with others" have an overall weighted mean is 3.55 and interpreted as often, implies that students were active in terms of membership in an organization.

Table 3

Level of Student's Performance in School

RELATIONSHIP AMONG CLASSMATES	WEIGHTED MEAN	INTERPRETATION
1. I help my classmates in making task or projects.	3.74	Often
2. I share my ideas to my classmates if he/she doesn't easily comprehend the lesson or discussion.	3.80	Often
3. I consider my classmate if he/she is bad mood.	3.62	Often
4. I can share my problems to my classmates.	3.44	Often
5. I respect my classmate's suggestions and decisions.	4.37	Often
OVER-ALL WEIGHTED MEAN	3.79	Often

Legend: 1.00-1.80 (Never), 1.81-2.60 (Rare), 2.61-3.40 (Sometimes), 3.41-4.20 (Often), 4.21-5.00 (Always)
N=120

The table above shows the result of the weighted mean of the level of student's performance in school in terms of relationship among classmates. The statement "I help my classmates in making task or projects", "I share my ideas to my classmates if he/she doesn't easily comprehend the lesson or discussion", "I consider my classmate if he/she is bad mood", "I can share my problems to my classmates", "I respect my classmate's suggestions and decisions" have an overall weighted mean of 3.79 and interpreted as often, implies that students do have a good relationship with their classmates by sharing and opening their ideas with them.

Table 4

Level of Student's Performance in School

RELATIONSHIP AMONG TEACHERS	WEIGHTED MEAN	INTERPRETATION
1. I approach my teachers when I have difficulties in the subject.	3.46	Often
2. I share my personal problems with my teachers.	3.48	Often
3. I consult my teachers when I have failing grades.	3.13	Sometimes
4. I greet teachers every time I meet them.	4.36	Always
5. I respect my teacher inside and out of the school.	4.70	Always
OVER-ALL WEIGHTED MEAN	3.62	Often

Legend: 1.00-1.80 (Never), 1.81-2.60 (Rare), 2.61-3.40 (Sometimes), 3.41-4.20 (Often), 4.21-5.00 (Always)
N=120

The table above shows the result of the weighted mean of the level of student's performance in school in terms of relationship among teachers. The statement "I approach my teachers when I have difficulties in the subject", "I share my personal problems with my teachers", "I consult my teachers when I have failing grades", "I greet teachers every time I meet them", "I respect my teacher inside and out of the school" have an overall weighted mean of 3.62 and interpreted as Often, implies that the students do have a good relationship with their teachers by approaching and respecting their teachers.

Table 5

Level of Educational Philosophies of Parents

IDEALISM	WEIGHTED MEAN	INTERPRETATION
1. I have high expectation in my child's academic performance.	4.32	Strongly Agree
2. I decide what's best for my child.	3.98	Agree
3. I want my child to graduate with perfect skills	4.38	Strongly Agree
4. I make decisions for my child in order to excel in class.	3.53	Agree
5. I want my child to do his/her best in academic courses in order to achieve academic excellence.	4.30	Strongly Agree
OVERALL WEIGHTED MEAN	4.10	Agree

Legend: 1.00-1.80 (Strongly Disagree), 1.81-2.60 (Disagree), 2.61-3.40 (Neutral), 3.41-4.20 (Agree), 4.21-5.00 (Strongly Agree)
 N=120

The table above shows the result of the weighted mean of the level of educational philosophies of parents in terms of idealism. The statement “I have high expectation in my child's academic performance”, “I decide what's best for my child”, “I want my child to graduate with perfect skills”, “I make decisions for my child in order to excel in class”, “I want my child to do his/her best in academic courses in order to achieve academic excellence” have an overall weighted mean of 4.10 and interpreted as Agree, implies that ideal parents are the ones who decide of what is good for their child.

Table 6

Level of Educational Philosophies of Parents

REALISM	WEIGHTED MEAN	INTERPRETATION
1. I allow my child to join activities that is appropriate of his/her skills and potential.	4.40	Agree
2. I let my child to do the things that he/she thinks right.	4.18	Agree
3. I allow my child to participate outdoor activities in order to enhance his/her skills.	4.12	Agree
4. I allow my child to do the things according to his/her will.	3.98	Agree
5. I support my child's decision in his/her studies.	4.48	Agree
OVER-ALL WEIGHTED MEAN	4.23	Agree

Legend: 1.00-1.80 (Strongly Disagree), 1.81-2.60 (Disagree), 2.61-3.40 (Neutral), 3.41-4.20 (Agree), 4.21-5.00 (Strongly Agree)
 N=120

The table above shows the result of the weighted mean of the level of educational philosophies of parents in terms of realism. The statement “I allow my child to join activities that is appropriate of his/her skills and potential”, “I let my child to do the things that he/she thinks right”, “I allow my child to participate outdoor activities in order to enhance his/her skills”, “I allow my child to do the things according to his/her will”, “I support my child's decision in his/her studies” have an overall weighted mean of 4.23 and interpreted as Agree, implies that realist parents do support their children in terms of their decisions in life and in joining outdoor activities.

Table 7

Level of Educational Philosophies of Parents

PRAGMATISM	WEIGHTED MEAN	INTERPRETATION
1. I support my child based on my salary income.	4.51	Strongly Agree
2. I encourage my child to take a scholarship in order to lessen the fees in school.	4.40	Agree
3. I encourage my child to use his/her skills in the field of work.	4.59	Strongly Agree
4. I teach my child to become responsible in consuming his/her allowance.	4.16	Agree
5. I encourage my child to take vocational course in order to expose himself/herself early in the field of work.	3.89	Agree
OVERALL WEIGHTED MEAN	4.31	Agree

Legend: 1.00-1.80 (Strongly Disagree), 1.81-2.60 (Disagree), 2.61-3.40 (Neutral), 3.41-4.20 (Agree), 4.21-5.00 (Strongly Agree) N=120

The table above shows the result of the weighted mean of the educational philosophies of parents in terms of pragmatism. The statement " I support my child based on my salary income.", " I encourage my child to take a scholarship in order to lessen the fees in school.", "I encourage my child to use his/her skills in the field of work. ", "I teach my child to become responsible in consuming his/her allowance.", "I encourage my child to take vocational course in order to expose himself/herself early in the field of work" have an overall weighted mean of 4.20 and interpreted as Agree, implies that pragmatist parents really taught their children on how to be more practical.

Table 8

Level of Educational Philosophies of Parents

EXISTENTIALISM	WEIGHTED MEAN	INTERPRETATION
1. I allow my child to develop his/her potential and capabilities for the preparation of his/her job in the future.	4.51	Strongly Agree
2. I support my child's decision in choosing his/her career based on demand of the economic society.	4.40	Strongly Agree
3. I let my child to socialize with other people in a respectful manner.	4.59	Strongly Agree
4. I agree with my child's suggestions and decisions according to his/her interest.	4.16	Agree
5. I let my child enjoy his/her teenage life with appropriate teenage activities	3.89	Agree
OVER-ALL WEIGHTED MEAN	4.31	Strongly Agree

Legend: 1.00-1.80 (Strongly Disagree), 1.81-2.60 (Disagree), 2.61-3.40 (Neutral), 3.41-4.20 (Agree), 4.21-5.00 (Strongly Agree) N=120

The table above shows the result of the weighted mean of the educational philosophies of parents in terms of existentialism. The statement " I allow my child to develop his/her potential and capabilities for the preparation of his/her job in the future.", "I support my child's decision in choosing his/her career based on demand of the economic society.", " I let my child to socialize with other people in a respectful manner.", "I agree with my child's suggestions and decisions according to his/her interest.", "I let my child enjoy his/her teenage life with appropriate teenage activities" has an overall weighted mean of 4.50 and interpreted

as Strongly Agree, implies that existentialist parents supports their children in terms of decision making and developing their potentials and capabilities.

Table 9
Level of Educational Philosophies of Parents

ESSENTIALISM	WEIGHTED MEAN	INTERPRETATION
1. I teach my child in doing good to his/her fellow students and teachers.	4.44	Strongly Agree
2. I observe and assess my child's behavior in school and at home.	4.27	Strongly Agree
3. I teach my child the proper discipline in an appropriate manner.	4.64	Strongly Agree
4. I impose values to my child.	4.48	Strongly Agree
5. I train my child harmoniously and respectfully.	4.64	Strongly Agree
OVER-ALL WEIGHTED MEAN	4.49	Strongly Agree

Legend: 1.00-1.80 (Strongly Disagree), 1.81-2.60 (Disagree), 2.61-3.40 (Neutral), 3.41-4.20 (Agree), 4.21-5.00 (Strongly Agree) N=120

The table above shows the result of the weighted mean of the level of educational philosophies of parents in terms of essentialism. The statement “I teach my child in doing good works to his/her fellow students and teachers”, “I observe and assess my child's behavior in school and at home”, “I teach my child the proper discipline in an appropriate manner”, “I impose values to my child”, “I train my child harmoniously and respectfully” have an overall weighted mean of 4.49 and interpreted as Strongly Agree, implies that essentialist parents teaches their children in terms of proper discipline and values.

Table 10
Level of Students Performance in School and Level Educational Philosophies of Parents

		idealism	Realism	Pragmatism	Existentialism	Essentialism
Study habits	Pearson Correlation	.343**	.094	.094	.220*	.341**
	Sig. (2-tailed)	.000	.305	.305	.016	.000
	N	120	120	120	120	120

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The table above shows the correlation between study habits and the level of educational philosophies of parents. The educational philosophies Idealism (.343) and Essentialism (.341) are moderately low which are significant, this means that both students and parents have high expectations when it comes to education and they uses proper discipline in their studies. The educational philosophies Realism (.094) and Pragmatism (.094) are very high which are not significant, this means that both students and parents does not believe that reality is found in the physical world that they live in and doesn't think of a practical approach to problems and situations. However the educational philosophy Existentialism (.220) is very low which is significant, this means that education is important to one's existence. This conclude that both students and parents have a high expectations when it comes to education and impose value in education. This findings were consistent to the study of (Tocu, 2014) that the more the individual level of education is high the more the belief and attitude towards education are progressive.

Table 11

Level of Students Performance in School and Level Educational Philosophies of Parents

	Idealism	Realism	Pragmatism	Existentialism	Essentialism
Membership in an Organization Pearson Correlation	.239**	.186*	.303**	.321**	.347**
Sig. (2-tailed)	.009	.042	.001	.000	.000
N	120	120	120	120	120

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The table above shows the correlation between membership in an organization and the level of educational philosophies of parents. The educational philosophies Idealism (.239) and Realism (.186) are very low which are significant, this means that the parents supported their children in order to excel in class and in boosting their confidence and skills in order to the things that are right which is consistent to the study of (Tan, 2006, p.24) that the knowledge is gained through reason and experience. The educational philosophies Pragmatism (.303), Existentialism (.321) and Essentialism (.347) are moderately low which are significant, this means that membership in an organization can empower students to have intelligent decisions in life and makes them feel that their existence is important. In addition, membership in an organization also taught student’s the moral values and proper discipline.

This conclude that students and parents are both value ones education. This findings were consistent to the recent study of (Khajehour and Ghazvini, n.d, p.1205) that children is productive when parents motivate their children to join in school and activities and making their children’s education pleasant and desirable.

Table 12

Level of Students Performance in School and Level Educational Philosophies of Parents

	Idealism	Realism	Pragmatism	Existentialism	Essentialism
Relationship among Teachers Pearson Correlation	.217*	.173	.233*	.242**	.340**
Sig. (2-tailed)	.017	.058	.011	.008	.000
N	120	120	120	120	120

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The table above shows the correlation between relationship among teachers and the level of educational philosophies of parents. The educational philosophies Idealism (.217), Realism (.173), Pragmatism (.233) and Existentialism (.242) are very low which are significant, this means that relationship among teachers helps the students to be more liberated and to have a practical approach in making decisions. In addition, it also encourages students to have an objective in order to exist. Meanwhile, the educational philosophy Essentialism (.340) is moderately low which is significant, this means that the relationship among teachers and essentialism broadens the importance of appraisal, sensitivity and moral values.

This conclude that students and parents have both positive approach and attitude to the teachers. This findings were consistent to the recent study of (Bempechat, n.d) that positive attitude of parents can develop positive attitude to their children’s teachers.

Table 13

Level of Students Performance in School and Level Educational Philosophies of Parents

		Idealism	Realism	Pragmatism	Existentialism	Essentialism
Relationship among Classmates	Pearson Correlation	-.113	-.048	-.053	-.049	.126
	Sig. (2-tailed)	.217	.602	.565	.594	.169
	N	120	120	120	120	120

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The table above shows the correlation between relationship among classmates and the level of educational philosophies of parents. The educational philosophies Idealism (-.113) and Essentialism (.126) are very low which are significant, this means that both students and parents have the same approach in dealing other people especially in imposing moral values. Meanwhile, the educational philosophies Realism (-.048) and Existentialism (-.049) are moderately low which are significant, this means that socializing is important for both students and parents especially the value of one’s existence. However, the educational philosophy Pragmatism (-.053) is moderately high which not significant, this means that both students and parents doesn’t think about the practical approach in making decisions. This conclude that socializing is important for both students and parents especially the value of one’s existence at the same time it taught them in terms of respecting oneself. This findings were consistent to the study of (Ardashkin, 2015) that the human itself can be altered with the development of one’s birth, life, need and communication, values, etc.

IV. FINDINGS

The study reveals that students excel in the different area. In terms of the level of students’ performance in school and study habits, membership in an organization, and their relationship among classmates and teachers, students were fairly doing well in the following area. On one hand, idealist parents were found to be the one who makes decisions for what is best for their child. Meanwhile, realist parents were also found to be supportive to their children in terms of decision making and in joining school outdoor activities. On the other hand, pragmatist parents were found to be practical in terms of raising their children. Moreso, existentialist parents were found to show full support to their children in terms of decision making, and developing their potentials and capabilities. Lastly, essentialist parents were found to teach their children in terms of discipline and values properly. The study also found out that there is a significant correlation between study habits in terms of idealism, essentialism and existentialism. Furthermore, no correlation found between study habits in terms of pragmatism and realism. On one hand, a significant correlation has found between membership in an organization and relationship among teachers in terms of idealism, realism, pragmatism, existentialism and essentialism. On the other hand, a significant correlation has found between relationship among classmates in terms of idealism, realism, essentialism and existentialism. However, no correlation has found between relationship among classmates and pragmatism.

V. CONCLUSION

This study has examined the level of educational philosophies of parents and level of diligence of students in school. Based from the results, idealism and essentialism have high expectations and impose values and disciplines to their children. On one hand, realism and pragmatism are more way too open to their children in venturing things and more practical. Also, these parents does not believe that reality is found in the physical world that they live in and doesn’t think of a practical approach to problems and situations. However the educational philosophy existentialism implies that one’s existence is important from both parents and students. Lastly, educational philosophies of parents such as idealism, realism, pragmatism, existentialism and essentialism affects students diligence in their performance in school by setting expectations, giving freedom, practical, acknowledging one’s existence and imposing values and disciplines to their children.

APPENDIX

RESEARCH INSTRUMENT-A

Direction: Answer the following questions that is appropriate of your answer. Put a check mark [/] in the following column.

5- Strongly Agree 4- Agree 3-Neutral 2-Disagree 1-Strongly Disagree

LEVEL OF EDUCATIONAL PHILOSOPHIES OF PARENTS	5	4	3	2	1
IDEALISM					
I have high expectation in my child's academic performance.					
I decide what's best for my child.					
I want my child to graduate with perfect skills.					
I make decisions for my child in order to excel in class.					
I want my child to do his/her best in academic courses in order to achieve academic excellence.					
REALISM					
I allow my child to join activities that is appropriate of his/her skills and potential					
I let my child to do the things that he/she thinks right.					
I allow my child to participate outdoor activities in order to enhance his/her skills.					
I allow my child to do the things according to his/her will.					
I support my child's decision in his/her studies.					
PRAGMATISM					
I support my child based on my salary income.					
I encourage my child to take a scholarship in order to lessen the fees in school.					
I encourage my child to use his/her skills in the field of work.					
I teach my child to become responsible in consuming his/her allowance.					
I encourage my child to take vocational course in order to expose himself/herself early in the field of work.					
EXISTENTIALISM					
I allow my child to develop his/her potential and capabilities for the preparation of his/her job in the future.					
I support my child's decision in choosing his/her career based on demand of the economic society.					
I let my child to socialize with other people in a respectful manner.					
I agree with my child's suggestions and decisions according to his/her interest.					
I let my child enjoy his/her teenage life with appropriate teenage activities.					
ESSENTIALISM					
I teach my child in doing good works to his/her fellow students and teachers.					
I observe and assess my child's behavior in school and at home.					
I teach my child the proper discipline in an appropriate manner.					
I impose values to my child.					
I train my child harmoniously and respectfully.					

RESEARCH INSTRUMENT-B

Direction: Read each item carefully and rate according to your preference.

5-Always 4-Often 3-Sometimes 2-Rare 1-Never

I. Study Habits	5	4	3	2	1
1. I review my notes before the exam					
2. I ask questions to my teachers if I will not able to understand his/her discussion.					
3. I think positively when I'm studying.					
4. I like to study in a group so that I can asked help in terms of struggling in understanding the concept.					
5. I usually taking notes while reading a book or article.					
II. Membership in an Organization					
1. Joining groups does not hinder my studies					
2. Participating in school organization serves as an additional performance of my grades.					
3. My grades became high when I started to join a club or organization.					
4. Membership helps me boost my confidence and skills.					
5. Membership helps me to utilize my potential in dealing with others.					
III. Relationship among Teachers					
1. I approach my teachers when I have difficulties in the subject.					
2. I share my personal problems with my teachers.					
3. I consult my teachers when I have failing grades.					
4. I greet teachers every time I meet them.					
5. I respect my teachers inside and out of the school.					
IV. Relationship among Classmates					
1. I help my classmates in making task or projects.					
2. I share my ideas to my classmates if he/she doesn't easily comprehend the lesson or discussion.					
3. I consider my classmate id he/she is bad mood					
4. I can share my problems to my classmates.					
5. I respect my classmate's suggestions and decisions.					

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