

PARENT'S MENTORING PRACTICES AT HOME AND THE PERFORMANCE OF PUPILS IN ENGLISH

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ABSTRACT

The purpose of this study is to determine the mentoring practices at Home and the Performance in English of Cawag Schools, Subic, Zambales. To achieved the purpose of the study, the study chose a sample, which is the whole population of the study, using the descriptive statistical method. This study developed and administered a survey on parents regarding on how they are engaged in home mentoring on their children and 25-item test in terms of reading and writing skills. The result of the study shows that a typical parent of a grade VI pupil in the public elementary school of Cawag area in Subic is a mid -adult married female, unemployed earning a monthly income below the minimum requirement for an average Filipino family, raising at least 3 children and spend at least 2 hours inn assisting her children in their home learning activities. In the light of the study , the researcher recommends that parents should built a stronger bind on their children with regards with mentoring practices. The researcher also suggests encouraging parents to help their children to have strengthened good study habits for a more suitable engagement for their children's way of learning that can be more helpful for learners to not only an independent learner in times like this we are experiencing yet still home mentoring practices plays a vital role in achieving a better and responsible learner.

Keywords: Mentoring Practices at Home

INTRODUCTION

Globally, parental involvement in monitoring students' academic performance and the impact of parents in the academic achievement of students are attracting many attentions from educators, teachers, curriculum developers and school administrators as they are trying to find ways to improve the academic performance of students. Parents' involvement in the monitoring of students' academic performance is increasingly becoming one of the most effective ways of ensuring good standards and practice of education. It is therefore a global concern among parents to see and know what their children are doing in school and how best they can offer their support to improve the quality of education.

Mentorship in middle has the power to impact the course of learners' academic and personal life paths. Human connection built on trust is the glue that binds learners'

academic and personal lives and helps them make sense of their futures; it's also the reason

that most teachers enter education in the first place. "Everybody has a mentor because even our experienced teachers out there don't need to feel isolated and on their own. They need to know that there is a warm body, somebody who is interested in what they're doing." The role of peer coaches is to discover and talk about what's working and not working. Then, they share this information with the facilitators who in turn will share that with one another. One of the top priorities of a peer coach is to glean resources that will best encourage, create idea exchange, and foster new learning strategies among their teams. Peer coaches can meet in virtual staff meetings once a month to interact on the successes of other team strategies and share out that information as well. (Connie Ratcliffe, 2021)

Meeting students where they are as developing individuals is where personalized learning begins. Each week, students meet with their mentors to assess their academic progress and to set individual short- and long-term goals, develop an action plan, and learn time management and planning strategies. This intentional, weekly interaction helps students develop a universal set of skills goal setting, adaptability, and reflection that are necessary for success in college, career, and life. Mentors serve as a thought partner for students on their academic journey and help empower students to become autonomous learners and agents of their own change. They express understanding of students' aspirations and fears and support their success by acting as an advocate for students' best interests. Building relationships with students includes alignment with home life, achieved through regular communication and periodic mentor-student meetings with parents and guardians. (R.H. Lee, 2020)

In the Philippine context similar trends have been observed, emphasizing the importance of parental engagement in promoting scholastic success. Numerous studies indicate that parental involvement is positively associated with improved academic outcomes for Filipino students (Nierva, 2021; Pavalache & Tirdia, 2020). Pinantoan (2021), Olsen (2020), and Sapungan (2014) have further corroborated these findings, emphasizing the critical role that parental support plays in students' holistic development. Despite the well-documented impact of parental involvement on academic achievement, there remains a gap in the available data concerning the relationship between parental engagement and the academic performance of grade six. This gap is particularly significant in light of the recent return to face-to-face classes following the disruptions caused by the COVID-19 pandemic, which necessitated a shift to a "new normal" in educational practices.

The environmental factors have got a big influence on the academic performance of the learner. The environment affects learners in different ways throughout the world. Schools seem to do better than day schools. found that, home environmental factors (such as parents' educational level, parents' occupations, parents' income, learning environment within home, parental motivation, and availability of learning facilities at home like tables, books and maps) greatly affect the academic performance of the learner.

A study by Hill, (2016) revealed that, a child's home environment has significant effect on learning and school performance since it provides foundation for learning. However, Mbeya region as a part of Tanzania also faces the challenge of poor

performance among the students. Parents' commitment is a pillar to performance of students in everywhere, but it is a vice versa (Sigalas 2013) further says that there is lack of parents' commitment in motivating their children to respect their teachers to raise teachers' morale to provide them quality education. They are key for helping students on a personal and classroom level reach their academic potential. This means that house type of the student possibly intrudes school performance in different ways.

The study relies on the study of documents to gain deeper understanding about home mentoring practices and performance in English of Grade VI pupils in Cawag Elementary Schools for the School Year 2020-2021.

METHODOLOGY

Research Design

This study utilized the descriptive-correlational design of research as exemplified by Fraenkel and Wallen (2011) describes and interprets what is. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions.

Moreover, descriptive studies describe a given state of affairs as fully and carefully as possible. Most researchers of descriptive research want to have more complete understanding of people and things. This requires a more detailed analysis of the various aspects of phenomena and their relationships.

Respondents and Location

The study involves the parents and Grade VI pupils in the elementary schools of Cawag area in Subic Zambales, namely Nagyantok Elementary School, Cawag Resettlement Elementary School, Agusuhin Elementary School, Agusuhin Elementary School Annex and Cabitaugan Integrated School. As shown in Table 1, 235 parent-respondents together with their Grade VI child learners in Cawag Subic Zambales were chosen as respondents participated in the study.

Table 1
Frequency Distribution of Parent Respondents per
School

School	Frequency
Nagyantok Elementary School	113
Cawag Resettlement Elementary School	30
Agusuhin Elementary School	26
Agusuhin Elementary School Annex	40

Cabitaugan Integrated School	26
TOTAL	235

In the selection of the **235 participants**, the convenience sampling technique was used. Convenience sampling is a non-probability sampling method and it occurs when elements selected for the sample are chosen as to the convenience of the researcher. With the use of this sampling technique, pupils and parents were selected as the participants as to their availability due to the limited face-to-face interaction brought by the new normal. Moreover, among the respondents, they have a direct understanding of the importance of home mentoring practices that contribute to the learner's performance.

The study was conducted in selected public elementary schools in the district of Subic, Division of Zambales. The district of Subic is composed of 16 barangays namely; Aningway Sacatihan, Asinan Poblacion, Asinan Proper, Baraca-Camachile (Poblacion), Batiawan, Calapucuan, Calapandayan (Poblacion), Cawag, Ilwas (Poblacion), Mangan-Vaca, Matain, Naugsol, Pamatawan, San Isidro, Santo Tomas, Wawandue (Poblacion). For this study selected public schools will be used in the distribution of questionnaire; this includes 1 big schools, Nagyantok Elementary School, 4 small school, Cawag Resettlement Elementary School, Agusuhin Elementary School, Agusuhin Elementary School Annex and Cabitaugan Integrated School. The map showing the locale of the study is presented in Figure 2.





Figure 2
The Research Locale

Instruments

Two instruments were used in collecting data for this study. The first instrument is the 25- items test (Appendix D) excerpted from the standard test in English that measured the level of performance of the learners and the second instrument is the survey questionnaire (Appendix C) that assessed the extent of involvement of parents/guardians in the specified home mentoring practices. Part I of the questionnaire include the profile of the parent-respondents in terms of age, sex, civil status, employment status, monthly family income; number of children and amount of time spent in assisting children per day. Part II consisted of their home mentoring practices focusing on the pupils' intellect, skills and environment.

Moreover, before the actual conduct of the data collection, the survey questionnaire was administered to 10 parents not included as respondents for the reliability test of the instrument and the result is presented in Table 2.

Table 2

Reliability Test for the Instrument

Home Mentoring Focus	No. of Items	Cronbach's Alpha
Intellectual	10	.714
Skills	10	.784
Environmental	10	.802

It can be seen on Table 2, that all the home mentoring focuses garnered a Cronbach's alpha coefficient greater than 0.7 which indicates that the items are interrelated and are constructed with consistency in measuring all the three focus variables; hence, acceptable reliability of the instrument.

Data Collection

The researcher prepared a letter and asked permission from the Division Schools Superintendent (Appendix A) to conduct this study. Upon approval of the request by the School's Division Superintendent, a letter addressed to the School Principal (Appendix B) was sent to seek permission for the distribution of the questionnaires to the participants of the study. The researcher observed proper health protocols. The grade 6 parent respondents from selected public schools in Cawag Subic District were guided by teachers in answering the questionnaire. The researcher sought help from his colleagues and friends to personally distribute and administer the instrument. Respondent were given two weeks to accomplish the survey questionnaire and retrieved through returning them to the teachers in-charge in each school.

Data Analysis

The data gathered was encoded in the Software Package for Social Sciences (SPSS) and were analyzed using the following statistical tools such as Frequency Count and Percentage, Weighted Mean, Weighted Mean and Likert scale, Analysis of Variance (ANOVA), Pearson Product-Moment Coefficient of Correlation were adopted in this research.

RESULTS AND DISCUSSION

The parent respondents from the public elementary School in Cawsag area were described in this study in terms of their age, sex, civil status, employment status, monthly family income, number of children and the amount of time they spent in assisting child learners. Table 2 presents the frequency and percentage distribution of the parents in terms of these profile variables.

Greater proportion (40.43% or 95 out of 235) of the parent respondents belong to age band 32 – 37 while two (0.85%) among them are 50 years old and above. The mean age 32.20 years indicates that the respondents are middle adults. According to Paretts (2018)

mid-adulthood stage ranges from age 31 – 50.

Majority (94.04% or 221 out of 235) of the parent respondents are female and there were 14 (5.96/%) male. This indicates that the researcher was able to reach the mothers of the Grade VI pupils to participate in the data collection. Mostly, mothers are more inclined in assisting their children when it comes to school needs and activities.

Majority (86.81% or 204 out of 235) of the parent respondents are married and there are 31 (13.19%) in the distribution who are single. This indicates that mostly, the Grade VI pupils have both their parents to assist them in learning at home.

Greater proportion (40.85% or 96 out of 235) of the parent respondents have are unemployed and there are 49 (20.85%) employed parents in the distribution. This indicates that most of the pupils have parents that do not have regular employment, hence have more time to assist them in their home learning activities.

Table 3
Frequency and Percentage Distribution of Parent Respondents

Variable	Category	f	%
Age in years (Mean = 32.20)	25 years old and Below	30	12.77
	26 – 31	72	30.64
	32 – 37	95	40.43
	38 – 43	31	13.19
	44 – 49	5	2.13
	50 year old and Above	2	0.85
Sex	Male	14	5.96
	Female	221	94.04
Civil Status	Single	31	13.19
	Married	204	86.81
Employment Status	Employed	49	20.85
	Unemployed	96	40.85
	Self-employed	90	38.30
Monthly Income (Mean=PhP 5,042.55)	Below PhP 10,000	220	93.62
	10,000 – 19,999	9	3.83
	20,000 – 29,000	3	1.28
	PhP 30,000 and Above	3	1.28
Number of Children	One	20	8.51

(Mean=3)	Two	28	11.91
	Three	144	61.28
	Four	37	15.74
	Five	6	2.55
Amount of Time Spent in Assisting Children <i>in hours per day</i> (Mean= 2)	One	92	39.15
	Two	73	31.06
	Three	52	22.13
	Four	13	5.53
	Five	5	2.13

Majority (93.62% or 220 out of 235) of the parent respondents have a monthly income below PhP 10,000 while there were three (1.28) respondents who earn PhP 30,000 and above. As seen in on the variable “Employment Status”, it is possible that the parent respondent only earns a monthly income of P5,402.55 per month. It indicates that the family of the Grade Vi pupils in the elementary schools in Cawag area earns a monthly income way below the minimum monthly income requirement for an average Filipino family.

Majority (61.28% or 144 out of 235) of the parent respondents have three (3) children and there are 6 (2.55%) parents with five (5) children. With a mean of 2 children, it indicates that, at most, the parents and pupils belong to an average sized Filipino family.

Greater proportion (39.15% or 92 out of 235) of the parent respondents spend one hour in assisting their children in studying lessons while 5 (2.13) of them spends five hours to assist their children in their home learning activities with a mean of two (2) hours spent a day.

The mentoring practices of parents in the home learning activities of their children may have focus on their intellectual development, skills development and home learning environment. During the new normal, parents are responsible to encourage their child’s cognitive development in the areas of memory, concentration, attention and perception by incorporating simple activities into their everyday routine. Table 4 shows the mentoring practices of the parents focusing on their children’s intellectual development

It can be seen on the table that the parents are Always assist their children do their assignment (4.94) and project (4.64), They Always give positive feedback to encourage the pupils to strive harder (4.57) on their lessons.

Parents’ Mentoring Practices Focusing on Pupils’ Intellectual Development

Practices	Wt. Mean	Qualitative Interpretation
1.I assist my child in doing his/ her homework/ assignment	4.94	Always

2. I assist my child in doing his / her projects	4.64	Always
3. I check my child's notebook every day	4.32	Often
4. I always ask my child his/ her daily performance in school	4.21	Often
5. I always ask my child to have an advance lesson	4.01	Often
6. I always ask my child to review his/her lesson every night	4.40	Often
7. I always review my child before taking his/her quizzes/ test	4.45	Often
8. I set/ provide my child good study habits	4.02	Often
9. I always positive feedback for him/her to strive harder	4.57	Always
10. I encourage him / her to strive in his/ her lesson.	4.57	Always
Composite	4.41	Often

Additionally, the parents are Often (4.01) encouraging the learners to take an advance study of the next day's lesson. The composite value 4.41 indicates that the parents Always mentor their children to help them in their intellectual development while at home.

Parents' support is an important factor in the skills development of the pupils. Table 5 presents the mentoring practices of parents in the development of their child's skills.

The parents are Sometimes (2.20) encouraging their children to join school programs that could enhance their skills. They are Seldom conduct hands-on training for their children (3.18) and encourage them to join different contests (3.08) to develop their skills. Moreover, the parents garnered the highest mean of 4.43 which indicates that they are Often in lift the self-confidence of their child learners in terms of their skills. The composite value 3.53 indicates that the parents Often practice home mentoring focusing on the skills development of the child learners.

Table 5
Parents' Mentoring Practices Focusing on Pupils' Skills

Practices	Wt. Mean	Qualitative Interpretation
1. I encourage my child in developing his/her skills (singing, dancing, drawing, poetry and many others)	3.90	Often
2. I provide all the needed materials of my child in developing his/ her skills.	4.15	Often
3. I personally trained and got hands on in developing his/her skills	3.18	Seldom

4. I get trainers to train and develop my child's skills	2.75	Seldom
5. I encourage my child to join in different contest to enhance more his or her talents.	3.05	Seldom
6. I encourage my child to search in the internet for improvement of their skills	3.55	Often
7. I give positive feedback to my child in excelling in his/her skills	4.23	Often
8. I encourage him / her to enroll in class programs to develop more his/her skills	2.20	Sometimes
9. I suggest techniques, methods in developing his/ her talent	3.89	Often
10. I lift his/ her self-confidence in terms of his/ her skills	4.43	Often
Composite	3.53	Often

Bartolome, Mamat and Masnan stated in their study that Children's learning is increasingly moving toward a broader vision of the 21st century learning. As children's education increasingly occur across a range of settings, parents are uniquely positioned to help ensure that these settings best support their children's specific learning needs. This implies that parents and guardian, during this new normal setting, had to work double time in mentoring their children at home to help them develop the skills that they are expected of in their levels.

Learning begins and ends at home due to the COVID-19 pandemic, which has practically left students and teachers on house arrest for the foreseeable future. Children in the Philippines are accustomed to the structure that school provides; hence, they look into this structure while learning at home. Table 6 shows the mentoring practices of parents focusing on the pupil's home learning environment.

Table 6
Parents' Mentoring Practices Focusing on Pupils' Environment

Practices	Wt. Mean	Qualitative Interpretation
1. I provide all the needed things like papers, notebooks, crayons and others in school for my child	4.64	Always
2. I make sure that my child has the needed gadgets for school needs.	3.00	Seldom
3. I buy different reading materials like	1.72	Sometimes

dictionary, encyclopedia and magazines		
4. I make sure that there is a workplace at home for my child	4.02	Often
5. I make sure that there is right lighting in his/her workplace at home.	4.61	Always
6. I make sure that the workplace has proper ventilation for learning.	4.43	Often
7. I make sure that the workplace of my child is organized, cleaned and free from hazard.	4.45	Often
8. I make sure that there is enough space for his/her workplace for him / her to be movable	4.17	Often
9. I make sure that the workplace of my child is free from other distractions.	4.35	Often
10. I make sure that the workplace of my child is free from noise pollution.	4.21	Often
Composite	3.96	Often

Parents are Always (4.64) in provide all the needed things in their child's school activities at home including papers, notebooks, writing materials, etc. They are Always (4.61) in provide sufficient lightings in their child's study place. Moreover, they are Seldom (3.00) in provide gadget needed in their child's study tasks. However, they Sometimes (1.72) buy different reading materials for their children such as magazines, dictionary, encyclopedia, etc.

The composite value 3.96 indicates that the parents are Often in provide a suitable home learning environment for their child learners at studying at home. For the learners so that they get a holistic learning environment at home, it's not all about getting their work done, because sometimes, parents can put on that kind of pressure to them. San Juan (2020) stated that good learning and good parenting go hand-in-hand, hence families return to basic parenting fundamentals in order to promote learning. If there is any time in the world to help strengthen family relationships, it would be now, during the pandemic. And if families are able to go back to that basic as parents, the learning should be a lot smoother working with school systems in the learning. Making sure they have patience, making sure they manage their time to put stress where it is necessary but be relaxed with their children while studying at home.

The level of performance in English of the Grade VI pupils was measured in terms of their reading and writing skills and their average scores on a 25-items test. Table 7 summarizes the pupils' level of performance in terms of these three competencies.

The pupils garnered a mean of 4.49 (SD=.71) which indicates that the Grade VI pupils had

attained a Moderate Reading Level with Comprehension. This characterizes the pupils to have the ability to read slightly above the average and have the ability to understand and comprehend what they read. Moreover, they garnered a mean of 4.06 (SD=.72), which indicates that they can write with use of grammar averagely. It indicates that they have the ability to write sentences in English using their average competency on proper use of grammar. In terms of their performance in the test, the pupils attained a Very Satisfactory Level shown by the average score of 18.09 (SD=2.61). This indicates that, while at home learning their English lessons, the pupils showed a sign of above satisfactory level in their performance in reading, writing and test.

Pupils' Level of Performance in English VI

Competency	Mean	SD	Qualitative Interpretation
Reading	4.49	.71	Moderate Reader with Comprehension
Writing	4.06	.72	Can Write with Average Grammar
Test Performance	18.09	2.61	Very Satisfactory

This implies that the pupils were able to cope up with their lessons in English given the situation where they have to study their lessons on their own with the guidance of their parents at home. These findings do not support the findings of Embudo (2021) who stated that students and parents prefer face-to-face classes as they do not find the home to be conducive to learning. Some of the problems on a home learning venue were lack of internet access and distractions like social media and gaming. Hence, parents still play the game master of ensuring that their learners could be able to grasp the learning competencies that they are expected to acquire.

The researcher hypothesized the differences between the parents' home mentoring practices as influenced by their age, sex, civil status, employment status, monthly income, number of children and the amount of time they spent in assisting their children. Table 8 presents the analysis of variance, as summarized from Appendix G to Appendix I, when parents are grouped according to the enumerated profile variables.

It can be seen on Table 8 that profile variable Civil Status ($F=8.373$, $p=.004$) had significance value less than .01 level. This prompts the rejection of the null hypothesis; hence, there is significant difference on the home mentoring practices focusing on the skills development of the pupils when parents are grouped according to civil status. Though this may be affected by the data distribution that there are lesser single respondents, the mean analysis in Appendix J shows that single parents had a higher mean score (3.75, Involved) in terms of Skills compared to the mean score of married parents (3.49, Moderately Involved).

ANOVA on Parents' Mentoring Practices when Grouped According to Profile Variables

Profile Variables	Intellect		Skills		Environment	
	F	Sig.	F	Sig.	F	Sig.

Age (<i>df</i> =5,229)	1.102	.360	.757	.582	1.186	.317
Sex (<i>df</i> =1,233)	.117	.732	.257	.613	.103	.748
Civil Status (<i>df</i> =1,233)	1.618	.205	8.373**	.004	7.957**	.005
Employment Status (<i>df</i> =2,232)	.112	.894	.296	.744	.799	.451
Monthly Income (<i>df</i> =3,231)	.361	.782	1.373	.252	2.127	.097
Number of Children (<i>df</i> =4,230)	1.930	.106	2.075	.085	.676	.609
Amount of Time Spent in Assisting Children (<i>df</i> =4,230)	.995	.411	.685	.603	.476	.753

***Significant at .01 level*

This implies that single parents have a greater extent of involvement in their home mentoring practices focusing on the skills development of their child learners compared to the married ones. However, this finding contradicts the outcomes established in the study of Mustiya, Kigen, Mugambi and Migosi (2016) that there was no bearing between parental marital status and students' academic performance.

Moreover, profile variable Civil Status ($F=7.957$, $p=.005$) had significance value less than .01 level. This also signifies rejection of the null hypothesis; hence significant difference on home mentoring practices focusing of learning environment when parents are grouped according to civil status. Appendix J also shows that Single parents garnered a higher mean score (4.15) than the married parents (3.93) but are both interpreted as Involved. This shows that single parents are more capable of providing a suitable home learning environment for their child learners. This finding does not support the finding of Asmamaw (2013) that there are statistically significant differences in academic achievement in favor of students from intact families. Studies have found that students who live apart from one or both of their biological parents tend to do less well in school than students who live with both their biological parents.

The level of performance in English among the Grade VI pupils was hypothesized to have a linear relationship with the home mentoring practices of parents. Table 9 shows the correlation between these two variables.

A moderate low positive correlation exists between the Reading and the Intellect ($r=.447$, $p=.000$), Skills ($r=.373$, $p=.000$) and Environment ($r=.382$, $p=.000$) which are significant at .01 alpha level. This indicates a positive relationship between the reading competency levels of pupils and the home mentoring practices of parents focusing on intellectual and skills development and home learning environment.

Writing showed to have a very low positive correlation with Intellect ($r=.152$, $p=.020$) significant at .05 level and a moderate low positive correlation with Skills ($r=.462$, $p=.000$) and Environment ($r=.415$, $p=.000$) both significant at .01 level. This indicates that there is a positive relationship between the writing competency levels of the pupils and the home mentoring practices of parents focusing on intellectual and skills development and home learning environment.

Correlation between Parents' Mentoring Practices and Pupils' Level of Performance in English VI

Competency	Coefficients	Mentoring Practices Focus		
		Intellect	Skills	Environment
Reading	Pearson Correlation	.447**	.373**	.382**
	Sig. (2-tailed)	.000	.000	.000
	N	235	235	235
Writing	Pearson Correlation	.152*	.462**	.415**
	Sig. (2-tailed)	.020	.000	.000
	N	235	235	235
Test Performance	Pearson Correlation	.459**	.412**	.391**
	Sig. (2-tailed)	.000	.000	.000
	N	235	235	235

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

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

Moreover, a moderate low positive correlation between Test Performance and Intellect ($r=.459$, $p=.000$), Skills ($r=.412$, $p=.000$) and Environment ($r=.391$, $p=.000$) all significant at .01 level. This also indicates a positive relationship between the performance of the pupils on the test and the home mentoring practices of parents focusing on skill and intellectual development of their children and their home learning environment.

These premises prompted the researcher to reject the null hypothesis. It can be inferred that there is a significant relationship between the home mentoring practices of parents and their child's level of performance in English VI. In the study of Bosmion (2020), she found out that

the most influential aspect of physical home environment that motivates learners to study was good interior ambiance which included comfortable room temperature, privacy, quiet study area, adequate study space, and good spatial organization. On the contrary, the characteristics of physical home environment that demotivates learner from studying included uncomfortable and disorganized study space, noise, distracting facilities such as television and Internet, and lack of personal study space. In terms of social home environment, care and assistance; affective communication; freedom; and respect from parents and siblings were among the factors that motivates learners to study. In contrast, academic pressure from parents; social comparison; parents' lack of sensitivity; and family conflicts were aspects that lead to the lack of motivation to study.

CONCLUSION AND RECOMMENDATION

CONCLUSION

A typical parent of a Grade VI pupil in the public elementary school of Cawag area in Subic is a mid-adult married female, unemployed earning a monthly income below the minimum requirement for an average Filipino family, raising at least 3 children and spend at least 2 hours in assisting her children in their home learning activities. The parents do not have full time home mentoring practices which focus on their child's intellectual and skills development and home learning environment. Studying English VI at home, the pupils had attained reading and writing competencies as well as performed very satisfactorily during written test. Pupils raised by a single parent/guardian showed to have higher performance in English VI than pupils who belong to a family with both parents living with them. Positive relationship exists between parent's home mentoring practices and the level of performance of pupils in English VI. Therefore, more efficient home mentoring practices among parents can lead to a positive development of their child's intellectual and skills development, as well as a more conducive learning environment for the pupils at home.

RECOMMENDATION

From findings and conclusions drawn, the researcher recommends the following actions: Schools and teachers from the public elementary schools in Cawag area may see to it that parents spend more time in mentoring their children at home during lessons hour. The teachers may conduct coaching on parent's mentoring practices especially on the processes and its important contribution on the intellectual and skills development of child learners while providing an environment that is not far different from an actual school setting. The pupils may strive harder to attain an outstanding level of performance in English VI seeking help from their parent's mentoring capacity. A deeper study may be conducted on the comparison between single and married parents' mentoring practices. Parents of the Grade VI pupils may strive to learn how to mentor their children especially in studying English. A follow up study is highly recommended to

validate the result of this study.

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