

## **Correlating Caring-Rearing Practices and Child's Academic Performance**

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**Abstract:** Caring interventions and rearing practices of the family have a significant role in the holistic development of the child. The family and the care that they render belong to the immediate milieu of the child, care practices that are undeniably a factor in shaping the future of the child. This research study aimed at determining the childcare practices that are relevant and is cognizant with a performing child in the school in terms of the academic domain. The participants were chosen based on their inclusion in the top performing public schools in Batangas City. The parents were the respondent for care practices while the teachers assessed the academic ability of the child. A total of 215 students from grades 4 to 6 were selected as the target sample. Descriptive correlational design was utilized to determine the relationship between the childcare practices and their academic performance. A researcher made questionnaire was formulated and used face validity and content reliability to come up with the most appropriate instrument. Frequency distribution, weighted mean and chi square were the statistical tests utilized to aid in the analysis of data. Results suggest that rationalizing the purpose of hygiene to the child affects their academic performance. Furthermore, allowing them to join family conversation and giving them monetary allowance for school significantly relates to their performance in the school. Having known these practices will be a good guide as parents strive to give their child a better assured future and eventually as they become parents themselves.

**Keywords:** *childcare; care practices; academic performance; correlations*

## 1. INTRODUCTION

The ability of the child to thrive in an environment that requires their ability to adapt and respond to varying challenges, a great deal of coping mechanisms might be helpful. In childhood education, the impact is on the relevance of their coping strategies that has its roots on childcare. The level of health care has an influence on the educational advantage of the child in their preschool years in terms of their readiness to school, the degree of their achievement, social belongingness, and stability of health (Esping-Andersen et al., 2012). Furthermore, functional school adaptation includes successful possession of both the cognitive and social criterion. Though there have been no clear results yet that tells the direct association of socio-behavioral development and the school adaptation, as with cognitive progress, dyad of social aspect with both the emotional and behavioral aspect are likely to influence early school adaptation (Akçınar, 2013). Beyond all the contributions of the external environment, it is undeniable that the preparation for an acceptable level of school performance starts at home. Involvement of the parents is necessary so that the child would better be prepared as they move up higher the scholastic ladder. According to Karibayeva and Boğar (2014), a strong contention has set on the positive effect of parental involvement on the child's school performance most especially if well placed during the early and middle school periods.

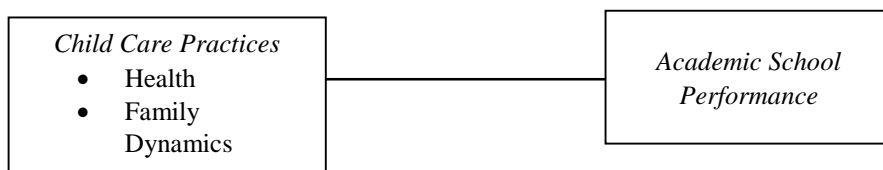
Human mother's milk can foster the development of both the sensory and cerebral ability of the child and as well as their resiliency towards infections and some long-term disease. In turn, the rate of death for infants can be reduced from illnesses like pneumonia and diarrhea to name a few. On another note, to help children become considerably able to sustain health, vaccines can be a good intervention to consider. Vaccines stimulate the immune system of the host to protect the person against supposedly coming infection or disease. Immunization is a well-established tool for the control and elimination of life-threatening infectious diseases and is projected to stop between 2 and 3 million deaths each year (World Health Organization, 2018).

Childhood times is critical in the intellectual development of a person. Reading books and talking to the child develops their language skills. Apart from the basic educational tasks that a child can do, soft tasks like loving, hugging, interacting and playing with the child has a great impact on developing the child's intelligence. In addition, the choice of toys also plays a vital role in the cause for the child's cognitive development. Toys that can be played with in more ways possible and fun on various ways may tickle the child's imagination (Ferguson, 2012; Tumbokon, 2013). The exercise that play brings facilitate better blood flow to the brain of the child that promotes building of more and more brain cells. It also expedites mental toughness (Ferguson, 2012). More than any other experience and exposure a child can

have, parental role modelling is one of the most powerful influence in building a child's personhood. Parental involvement has more relevant impact on the child's school achievement than any other activities that are set in the school can offer (Tumbokon, 2013).

Though a lot of scholarly work has been done in accord with the factors affecting school performance, many of them are focusing on the parenting style and socioeconomic conditions of the family. This study aims to explore the health practices of the parents for their children and its possible influence on the latter's academic deliverance. The study of Santín & Sicilia (2016), affirmed that deep interest and concern of parents on the schooling activities of their children is a critical factor for the better academic achievement of the child. Conversely, parenting styles was unpredictably associated with academic performance if culture is the basis of interpretation (Besharat, Azizi, & Poursharifi, 2011). This is true for the fact that different childcare practices persist in different parts of the world, though at the very end, the purpose of the acts of care towards these children is to mold them in an individual with a greater chance of longevity.

On the receiving end of the results in this study are the parents of today who have a different set of parenting orientation given the intricacies of the present generation. The skills and compliance with these childcare practices are also important since knowledge alone is not enough to predict their capability to bring about positive impact on the health state of the child. The study determined the childcare practices and its influence to academic performance. Characteristically, this study identified the childcare practices in terms of a) Child Health, and b) Family Dynamics; and determined academic performance of the child. Furthermore, the study determined the relationship between childcare practices and academic performance.



*Figure 1. Child Care Practices and Academic Performance*

Figure 1 shows that health and family dynamics influences the child's academic performance. Health practices were denoted by medical care that are relevant to the maintenance of a healthy physiological functioning. In addition, Family Dynamics refers to the socio-cultural aspects of childcare. Together, these factors may influence the child's academic

performance in terms of how the child copes and thrives within the learning environment.

## 2. METHODOLOGY

Descriptive correlational study was utilized as the design as it is more appropriate for the phenomena and research structure at hand. Correlational research is used frequently in social and healthcare research because it can be used in any research study that does not wish (or is unable) to manipulate the independent variable(s) under investigation (Comiskey & Dempsey, 2015).

The respondents were selected as it parallels the objectives of the study. Purposive sampling therefore was utilized to capture the target respondents. The respondents were selected as it parallels the objectives of the study. Purposive sampling therefore was utilized to capture the target respondents. The sample was chosen based on the standing of the school in the district where they belong. The data came from the Department of Education District office. The first set of respondents were the parents of the children whose performance were assessed. The second set of respondents were the teachers of the grades 4, 5, and 6 students whom were assessed academically. In totality, 215 children from a population of 1000 students were assessed as indicated by the statistical power analysis with an effect size of 0.24, alpha error of 0.05, and the power of 0.95.

Researcher made questionnaire was used in gathering data. The researcher utilized the Academic Behavior Checklist of the River Valley District intended to assess their learners' academic capabilities and consulted different relevant references that comprised the information in the questionnaire. After the final draft of the questionnaire was set, it was subjected to content validity by experts in the field. The questionnaire was pilot tested with results analyzed garnering a Cronbach's alpha score ranging from .961 to .966 across all parts of the tool proving its reliability. The questionnaire has two parts: Part 1 explored the childcare practices in areas of health and family dynamics. This was responded to by the parents. The Part 2 assessed the child's academic performance. This area was answered by the teachers. The statistical methods utilized were frequency distribution counting and weighted mean for the data pertaining to childcare practices and for the data related to the school performances of the child respectively. Furthermore, a non-parametric test like chi square test was used to determine the relationship between the childcare practices identified and their respective school performance since they are at the nominal and ordinal level of data. The researchers secured an ascent form from the children and informed consent form from both the parents and the teachers.

### 3. RESULTS AND DISCUSSION

Table 1 shows the childcare practices of parents in terms of health. It can be deduced from the data that there is a good promise from the family since majority of the health practice garnered a frequency percentage of more than 50%. From among the childcare practices identified, it is that parents bring their child to a healthcare provider in case a health problem arises and discussing with their child the proper hygiene practices that garnered greater scores. As Filipinos value hygiene a lot, either for social or health purposes, the child in turn has received so much as it provides a good leverage towards a healthy body and sound mind. This also expresses the awareness of the parents of the benefits of a clean body. This is a good indicator that parents are deeply concerned about the future of their children since what the child has at the present time is foundational to what perceived as their possible purpose. Furthermore, it denotes that they give importance and urgency to the abatement of disease progression as proper hygiene were also given much attention. Bellissimo-rodriques, Pires, Zingg, and Pittet (2016) recommended in their literature review that parents need to be more involved and be educated on the intricacies of child schooling related to safety where hand hygiene takes a huge part. Furthermore, they exclaimed that the respondents subscribe more effectively to hand hygiene practices when appropriately educated and manifestly led to the preclusion of infection rates. Nevertheless, the incidence of absenteeism from health-related problems such acute infections of the respiratory tract and gastrointestinal canal, where those that are preventable by proper hand hygiene practices. An evaluation of the efficacy of hand hygiene practices manifest a significant positive effect as evidenced by a reduction in absenteeism (Jaykus & Fraser, 2017).

The face of the other side of the spectrum tells us otherwise. An alarming finding was that most of the parents did not bring their child to a healthcare institution for newborn screening as well as for newborn hearing test. It means that a small number of families or parents allow their children to undergo such screening tests. It may be interpreted as unparalleled to the previously mentioned item on bringing the child to a health care provider when they see problems in the child. The issue that is hidden behind this incongruence is the fact that the latter requires a regular expense to the family since these screening tests are obligatory. Bringing the child to the health care facility for an annual check-up also presses them to spare a resource that they may not have at once. The urgency of health activity according to their perception evidently plays a strong influence. In a study conducted by Rosa and Zaltron (2012), it is recognized that the degree of attention given to the health conditions of the child is related to the latter being sick or having a body inflicted with disease. There is less active role that children play on this social issue that parents fulfill. Parents tend to balance out cultural

preconceptions before they decide to bring the child to professional care. In addition, influential to their decision of bringing the child to the hospital is the product of common knowledge and social knowledge.

Table 1  
*Child Care Practices in terms of Health*

<i>Indicators</i>	<i>Yes</i>	<i>No</i>	<i>Rank</i>
	<i>%</i>	<i>%</i>	
1. Is your child breastfed as a baby?	89.30	10.70	8
2. Is your child completely immunized? 1 dose of BCG; 3 doses of Oral Polio Vaccine; 3 doses of Diphtheria-Pertussis-Tetanus; 3 doses of Hepatitis B and 1 dose of Measles vaccine.	98.10	1.90	5
3. Did you allow your child to undergo newborn screening test?	58.10	41.90	11
4. Did you allow your child to undergo hearing test?	59.50	40.50	10
5. Do you bring your child to a healthcare provider for any health problem that you see in your child?	99.50	0.50	1.5
6. Do you give your child vitamins as needed?	99.10	0.90	3
7. Do you watch over your child's height and weight?	91.20	8.80	7
8. Do you teach and talk to your child about proper hygiene practices?	99.50	0.50	1.5
9. Are you particular with the kind of food that you serve to your child?	98.60	1.40	4
10. Do you pay attention to the way you prepare your food for the child?	97.70	2.30	6
11. Do you bring your child to a regular medical check-up?	67.90	32.10	9
12. Do you bring your child to a regular dental check-up?	53.50	46.50	12

Table 2 shows the data about the frequency and percentage of the childcare practices in terms of family dynamics. About 99% of the parents subscribe to the practice of discoursing to their child about what transpires during their stay in the school each day. It is a manifestation of their interest in the experiences of their children in the academic milieu. This also denotes their strong involvement and dedication to communicate with their child. Indirectly, it is a compensatory act to fill out their shortcomings when it comes to financial support. Parental involvement to the child's educational endeavor is linked to the latter's increased cognitive proficiency (Topor, Keane, Shelton, & Calkins, 2010). The caring environment for the child is

evidenced by the support that parents exudes that creates an atmosphere of joy and nurturance. This in turn will facilitate the building of stronger literacy of the child (Vahedi & Nikdel, 2011). Multiple variables are attributable to the success of academic performance of the child. Parenting style that is authoritative in nature, with strong expectations for the outcome of their studies and most specially, speaking with the child about the activities that they do in the campus with the addition of looking ahead in their future, are deemed to positively affect the child's achievement in school (Porumbu & Necşoi, 2013).

Parents do provide time allotment and a place in the home where their child can continue to study as it is the second most practiced childcare with a rating of 97.70%. Putting academic activities into proper time and perspective is one effective way of teaching them discipline and letting them learn to cherish things that not all children have. The children, in one way or another, are impliedly given the responsibility to take over on their activities with an injection of parental guidance. Unmistakably, though, as well that parents do not put too much pressure on their children's academic standing as they are still being supportive of their child for whatever the outcome is of their school performance. Letting them enjoy the atmosphere of being a student and pursue learning on their own pace and ability is a good act of parenting. Children differ on their rate of learning and learning style. Putting pressure on their young and fragile mind and heart only gives them the false perception of what it takes to be great.

Nevertheless, it was evident that parents are not into the providing their child with a tutor as shown by a low rate of 14.9%. Moreover, providing an array of supplemental learning materials likes magazines, encyclopedia, and even academic journals is a priority for these parents. The two issues mentioned apparently necessitates monetary provisions that hinders the parents to pledge to such practice. Having said that, the economic ability of the family does not mean their disengagement to the child's engagement in school. On the contrary, with the given challenge, children were affected in terms of their school engagement (Havermans, Botterman, & Matthijs, 2014). It is also noticeable that most of the parents in the study only allow their children to stay up until 8pm. In an editorial article consisting of review of literature, it is evident that sleep indeed has a relationship specifically to the learning of language. Also the consolidation of significant information was evidently occurring during sleep as well as that of memory distribution (Language, 2017). They also allow their children to participate in family conversations most especially when it comes to health. Monetary allowances are usually given daily.

Table 2  
*Child Care Practices in terms of Family Dynamics*

<i>Indicators</i>	<i>Yes</i>	<i>No</i>	<i>Rank</i>
	<i>%</i>	<i>%</i>	
1. Do you set academic standards for your child in the school?	80.90	19.10	15
2. Do you provide your child a specific time for studying at home?	97.70	2.30	2.5
3. Do you provide your child a specific place at home for studying?	91.20	8.80	11
4. Do you avail a tutor for your child?	14.90	85.10	22
5. Do you allow your child to participate in a conversation about family matters? If YES, in what aspect?	93.00	7.00	10
5.1. financial	39.10	60.90	19
5.2. relationships (family members, peers, intimate, etc)	62.80	37.20	17
5.3. health	86.50	13.50	14
5.4 decision making	32.60	67.40	20
6. Do you discuss with your child what happens in the school?	99.10	0.90	1
7. Aside from the internet and textbooks, is variety of reference materials available in the home like journals, magazines, encyclopedia, etc.?	68.80	31.20	16
8. Are you supportive to your child for whatever outcome of his/her performance in school activities?	97.70	2.30	2.5
9. Do you help your child in developing his personal goals?	96.30	3.70	6
10. Do you check on his/her homework?	95.80	4.20	7
11. Do you help him/her in doing his/her homework	94.90	5.10	8
12. Do you give compliment to your child for making an effort or doing hard work?	97.20	2.80	4
13. Do you set specific time limitation for your child in using technology such as watching TV, video games and social networking?	96.70	3.30	5
14. Until what time do you allow your child to stay awake?	53.00	47.00	18
14.1. 8pm			
14.2. 9pm	47.00	53.00	21
14.3. 10pm	3.70	96.30	24
14.4. 11pm		100.00	26.5
14.5. 12mn		100.00	26.5



Table 2 (Cont'd.)  
*Child Care Practices in terms of Family Dynamics*

<i>Indicators</i>	<i>Yes</i>	<i>No</i>	<i>Rank</i>
	<i>%</i>	<i>%</i>	
15. Do you give your child monetary allowance? If YES, how frequent do you give it?	93.50	6.50	9
15.1. daily	87.00	13.00	13
15.2. weekly	6.50	93.50	23
15.3. monthly	0.50	99.50	25
16. Do you scold your child when he/she gets into trouble?	90.70	9.30	12

Table 3 shows that the inclusive appraisal by the respondents regarding the school performance of the children in terms of academics is Sometimes with a composite mean of 1.75. The children being able to maintain organized notes from the class discussion in a legible form acquired the highest mean score of 1.93. These were related to the relative affluence that the children are having as they locate their notes and transition from one schoolwork to another. As a result, much time is saved that they can utilize to ready and organize their mind during class discussions. A study about notebooks on vocabulary proximate the advantage and benefit of the said item. According to Vela and Rushidi (2016), the students were able to achieve vocabulary words target when have them kept in an organized notebook. Consequently, those students enjoy less time and amount of remediation in class course works. The findings were in line with that of a study on the same variable by Kömür and Özdemir (2015), demonstrating that the students who keep notebooks with them and regularly consulting to it were more dynamically involved in the learning development as manifested by their adeptness to pertinent words during the class. Another point is, the students in the study were able to take and keep with them legibly written complete notes from class discussion and with good organization in an accessible notebook. This finding parallels with the previous result and indicates an advantage for the child of having a handy lesson organizer where relevant and needed information can readily be retrieved.

Table 3  
*School Performance of the Child in Terms of Academic*

<i>Indicators</i>	<i>Weighted Mean</i>	<i>Verbal Interpretation</i>	<i>Rank</i>
1. Takes complete notes	1.67	Sometimes	22.5
2. Takes complete notes in legible form	1.85	Sometimes	4
3. Takes organized class notes	1.76	Sometimes	11
4. Takes organized class notes in legible form	1.93	Sometimes	1
5. Takes complete and organized class notes	1.84	Sometimes	5
6. Takes complete and organized class notes in legible form	1.91	Sometimes	2
7. Maintains class notes in one accessible notebook.	1.68	Sometimes	20.5
8. Takes complete, organized class notes in legible form and maintains them in one accessible notebook	1.85	Sometimes	3
9. Reviews class notes after each class to ensure understanding	1.83	Sometimes	6.5
10. Is willing to seek help from the teacher to answer questions or clear up areas of confusion	1.81	Sometimes	8
11. Maintains backpack or book bag to allow students to store and retrieve needed books, assignments, work materials, and personal belongings	1.64	Sometimes	24
12. Maintains organization of backpack or book bag to allow students to efficiently store and retrieve needed books, assignments, work materials, and personal belongings	1.72	Sometimes	16.5
13. brings to class the necessary work materials expected for the course (e.g., pen, paper, calculator, etc.)	1.62	Sometimes	25
14. Shows ability to shift from one in-class learning activity to another	1.72	Sometimes	16.5
15. Writes down homework assignments accurately and completely	1.69	Sometimes	19
16. Tries to do homework in school when there is still available time	1.83	Sometimes	6.5
17. Submits homework on time	1.77	Sometimes	10
18. Participates in class discussions	1.73	Sometimes	13
19. Gets along with others during group/pair activities	1.73	Sometimes	13
20. Is willing to take a leadership position during group/pair activities	1.73	Sometimes	13
21. Has necessary work materials for the assignment	1.71	Sometimes	18
22. Ask assistance from teachers when it is needed	1.68	Sometimes	20.5

Table 3. (Cont'd.)  
*School Performance of the Child in Terms of Academic*

<i>Indicators</i>	<i>Weighted Mean</i>	<i>Verbal Interpretation</i>	<i>Rank</i>
23. If finished with the independent assignment before time expires, uses remaining time to check work or engage in other academic activity allowed by teacher	1.79	Sometimes	9
24. Displays academic confidence	1.73	Sometimes	15
25. Demonstrates eagerness at participating in different academic activities	1.67	Sometimes	22.5
26. Gets motivated when praised and rewarded	1.56	Sometimes	26
Composite Mean	1.75	Sometimes	

*Legend: 3.50 – 4.00 = Always; 2.50 – 3.49 = Often; 1.50 – 2.49 = Sometimes; 1.00 – 1.49 = Never*

Even though all were assessed as Sometimes, simply taking notes that are complete (1.67), showing enthusiasm at partaking to various academic activities (1.67), sustaining a knapsack or book bag to accumulate and recover needed learning materials and personal possessions (1.64), brining pertinent academic materials for the class work like calculators (1.62), and getting driven when praised and rewarded (1.56) were the items rated as least observed. The abovementioned academic capabilities of the child were attributable to the involvement of monetary expenditure, which is great challenge for the parents of the child. Moreover, different studies have demonstrated the effect of carrying a loaded backpack on the health status of the child. One example is the study by Macedo et al. (2015), explicating that an increase in the low back pain prevalence was strongly associated with absenteeism as a result of temporary or permanent maladaptation in posture, inflammation, and even contracture in muscle and joints. An increase in respiratory rate and an effect in the gait pattern of the children were also manifested as the load of their backpacks is 15% more than their body size (de Paula, Silva, & Silva, 2015). It was surprising that the children in the study were actually not fired up when they receive positive reinforcements from the teachers. This is contrary to the basic fact of psychology of classical conditioning. The motivation of the child to be more engaged in conversation with the teacher to show that they are driven as a student can be attributable to the atmosphere that was created not only by the physical structure of the institution but more importantly what the classmates and the teachers have created. In a study by Burchinal, Vandergrift, Pianta, & Mashburn (2010), it was evident that higher quality of the relationship between the child and the teacher is predictive of a commensurate level of social ability and to an even lower tendency to suffer from behavioral misconduct. In addition, when children are more engaged into conversation by the teacher, the former

express more comfort in dealing with the latter, hence, better social interaction is more apparent.

As gleaned from Table 4, the item “Do you teach and talk to your child about proper hygiene practices? (CH8)” and school performance in terms of academics show significant relationship since the obtained p-value of 0.004 is less than 0.05 alpha level. This indicates that the performance of the child in academic activities is influenced by the discussion of the hand hygiene practices together with the important points that surrounds it. Hand washing, as part of total body hygiene is considered a prime intervention to prevent and reduce incidence of respiratory tract and diarrheal diseases. These ailments can cause substantial nonattendances in school that unintentionally affect the school performance. In addition, incurable blindness can be prevented as personal hygiene with emphasis on facial care reduces skin infection and cases of trachoma.

Table 4

*Relationship Between the Child Care Practices (Health) and Academic Performance of the Child*

<i>Indicators</i>	<i>Academic</i>	
	<i>p-value</i>	<i>Sig.</i>
CPH1	0.760	NS
CPH2	0.476	NS
CPH3	0.478	NS
CPH4	0.359	NS
CPH5	0.692	NS
CPH6	0.477	NS
CPH7	0.825	NS
CPH8	*0.004	HS
CPH9	0.862	NS
CPH10	0.222	NS
CPH11	0.065	NS
CPH12	0.056	NS

*Legend: \*Significant at p-value < 0.05; NS-Not Significant; S-Significant; HS-Highly Significant*

*CPH – Childcare Practices in terms of Health*

Previous studies have also accentuated the association of hygiene to the physical and social health (Ranasinghe, Ramesh, & Jacobsen, 2016). Also, public health has documented a concern over the ineffective control of asthma among children. The effects of such respiratory disease have prevented the children from doing physical activities that are beneficial to health and lead to their absenteeism. Conversely, health teaching on hand

washing and the use of hand sanitizers does not prove to lower the rate of asthma exacerbations among children (Gerald et al., 2012). If parents were more informed as to the benefits and the proper execution of hand hygiene practices, they can better teach their children about the concerned healthcare practice. This responsibility is expected from our healthcare providers. Also, the compassion of parents on these relevant health practices necessitates substantial quantity of commitment and time (Bellissimo-rodrigues et al., 2016).

Table 5  
*Relationship Between the Child Practices (Family Dynamics) and Academic Performance of the Child*

<i>Indicators</i>	<i>Academic</i>	
	<i>p-value</i>	<i>Sig.</i>
CPFD1	0.147	NS
CPFD2	0.560	NS
CPFD3	0.825	NS
CPFD4	0.894	NS
CPFD5	0.319	NS
CPFD5.1	*0.018	HS
CPFD5.2	0.302	NS
CPFD5.3	0.581	NS
CPFD5.4	0.794	NS
CPFD6	0.477	NS
CPFD7	0.961	NS
CPFD8	0.421	NS
CPFD9	0.212	NS
CPFD10	0.714	NS
CPFD11	0.471	NS
CPFD12	0.414	NS
CPFD13	0.070	NS
CPFD14.1	0.146	NS
CPFD14.2	0.177	NS
CPFD14.3	0.421	NS
CPFD15	*0.041	S
CPFD15.1	0.434	NS
CPFD15.2	0.448	NS
CPFD15.3	0.692	NS
CPFD16	0.766	NS

*Legend: \*Significant at p-value < 0.05; CPH14.4 & CPH14.4 are constant; NS-Not Significant; S-Significant; HS-Highly Significant*

*CPFD – Childcare Practices in terms of Family Dynamics*

It can be gleaned from Table 5 that only the item allowing children to participate in the conversation about family matters in terms of financial and giving children monetary allowance shows significant relation on the school performance of the children in terms of academics since the obtained p-values of 0.018 and 0.041 were less than 0.05 alpha level. This indicates that the children's academic performance is influenced by how they were given the right to take part in the family's decision. This is a breakthrough in the making since the sample were from Filipino families where children usually do not take part in the conversation of the adults within the family. Moreover, giving daily monetary allowance having a relationship with their academic performance is another thing that should not be taken for granted since this practice are not usually patronized by parents. In a scholarly output by Pimlott-Wilson (2012), children must be included in familial concerns of work-balance, as these strategies that parents adopt affect the way children are mixed towards appropriate divisions of domestic, caring, and labor force responsibilities. Also, demonstrating that children have varying levels of conversational interaction with their parents about employment in the home sphere is deemed beneficial.

Children as recipients of parental care should not be underemphasized as only interested in the monetary provision of the parents, rather, they are characterized by their interests and social capacity that equally requires attention from the parents. In a different context of study about parenting of both mother and father stems out the possible outcome when the child was given strict rules in the family as part of their control over the social behavior of the child. Difficulty communicating, selfishness, self-absorption, envy, and unkindness were the possible outcomes for the child (Samokhvalova, 2016). These makes the child restricted of self-decision making inhibiting the development of critical thinking and engagement ability in different endeavors outside the family environment. Furthermore, creating an impact on their social capacities disallows them to learn beyond the four corners of the classroom.

#### 4. CONCLUSION

Exclusive breast feeding and the provision of nutrient supplements are instrumental in the improvement of child's academic performance. Actively involving the child in the execution of proper hand hygiene practice are paramount in the preservation of their good health condition. This ensures that they maximize the opportunity to attend school activities and be dynamically involved in their own learning. Children should be relatively included during family conversations to equip them with the language capacity and family involvement mindset at an earlier age. Monetary

allowance is supportive in emerging the child's primary sense of responsibility. Since the study focuses on describing academic performance in terms of how child adapts to the learning environment relative to their performance tasks, relating childcare practices to their test scores and grades is another area to be explored on. Furthermore, looking into the association between the academic performance variables used in this study and their test score and grades may strengthen the claims about the topic at hand.

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