

Child Care Practices and Its Effects to School Performance

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Abstract - *This scholarly work aimed to determine the child care practices that have the potential in honing a child with good school performance. The result of the study led to the formulation of a model that typifies the good child care practices. Since children are on the accepting side, it is the way parents raise and rear them that will influence what they will be in the near future. The participants were selected as they are included in the top performing public schools in Batangas City, Philippines. The parents and teachers of the said child were the respondents to assess the 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 child care practices and school performance. A self-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 the analysis of data. Based on the result of the study, breastfeeding, proper hygiene, allowing the child to participate in family conversation and providing monetary allowance were among the practices that lead to children's good school performance. Having knowledge on these practices will guide parents in giving their child a better and assured future, and eventually benefit their children as they become parents themselves.*

Keywords - *child care practices, school performance, public school*

INTRODUCTION

There is growing evidence that what child has on their early years has a huge impact on their future stance. The present study does not only limit itself to how the parents parent their child but as well on the effects of some health practices to school performance in addition to social factors. The present generation of parents will well benefit from this study since the target population belongs to the same generation as theirs. A clear argument has been set about high quality care and education during child's preschool years that results to arguable advantages with regards to their readiness to school, educational achievement, social belongingness and health stability [1]. Moreover, healthy adaptation to school is essential and covers both cognitive and social domain. Link between socio-behavioral development and adaptation to school may not yet be well established unlike with the cognitive development, socio-emotional and socio-behavioral development are deemed to be associated with early school adaptation [2]. Involvement of the parents is a crucial factor during the times that the children are in the school most especially in the primary and middle school [3].

Parental concern about the schooling of their children is a vital factor in the education of the latter and found that it was associated with higher academic achievement [4]. On the other hand, children's academic achievement and parenting styles is unpredictable across cultures [5]. A strong dose-response correlation between breastfeeding status and the inability to execute age-appropriate developmental behavior skills was found. The study also noted social and self-regulatory improvement [6]. Personal body and facial hygiene has an association with physical health and to social health as well [7].

Children must be included in the familial concerns of work-balance [8] as varying levels of conversational interaction with their parents about employment in the home sphere is deemed beneficial [9]. From the psychological point of view, money is serving more of a symbolic material and emotional more than instrumental, and can serve as social resource in interpersonal and intrapersonal parameter [10]. It is emphasized that teaching how to save for the future is effective when done in childhood. They further explained that monetary allowances are operative when conditional upon tasks and other accountabilities [11].

OBJECTIVES OF THE STUDY

The study aims to determine the Child Care Practices and Its Effects to School Performance. Distinctively, this study identifies the Child Care Practices in terms of a) Child Health and b) Family Dynamics; determines school performance of the child in terms of a) Academic, b) Social activities, and c) Behavioral aspect to denote peer and teacher relation; determines the relationship between child care practices and school performance; and lastly proposes a Model for Child Care Practices based on the result of the study.

METHODS

Research Design

This study utilized descriptive correlational research to establish the relationship between the variables affecting the population [12].

Sampling Technique

Purposive sampling was used as they fit in the criteria. Two groups were formed. First were the parents of the child being evaluated and secondly were the teachers who handle the children. The children belong to classes of Grades 4, 5 & 6. In total, 215 students were assessed.

Instruments

Self – formulated questionnaire was used in gathering data. The questionnaire was validated by three experts including a registered guidance counselor. The tool undergone pilot testing and the results were subjected to reliability test with Cronbach's alpha score ranging from .961 to .966 across all parts of the material. The instrument is of two parts: Part 1 is about the child care practices of the parents in terms of health and family dynamics. This was the one intended for the parents to answer. Part 2 is about the school performance of the child that was further divided into: academic; social; and behavioral aspect. This was the part that the teachers of the children filled out.

Procedure

Since the study sought to determine best practices that may result to children with good school performances, the researcher went to the Department of Education head office and asked for the list of the top performing elementary schools in Batangas City. The researcher then selected five schools from the top 10 after being given the approval of the statistician for

the adequacy of the sample. The 5 schools that were chosen to be the locale of the study was based on feasibility and accessibility of the place since some of the schools are far from the city. The researcher personally handed the questionnaire to the teachers and was informed that a notification was needed when the questionnaires were finished. There was 100% retrieval of the questionnaire.

Data Analysis

The statistical methods used were frequency distribution counting for the data pertaining to child care practices, weighted mean for the data related to the school performances of the child and a non-parametric test like chi square test to determine the relationship between the child care practices identified and their respective school performance.

Ethical Consideration

The questionnaire was attached with an informed consent stipulating the intention of the tool. It also expresses the voluntary nature of their participation. They were informed that they can withdraw from the study anytime that they feel like going out of it. Neither coercion nor bribery to participate was done.

RESULTS AND DISCUSSION

A total of 215 participants from different public schools in Batangas City, Philippines were chosen. These schools are part of the top performing schools in the area. The summary of the item response for the child care practice in terms of health and family dynamics were depicted in Table 1 which can be referred to Appendix A & B.

Child Care Practice in terms of health

Table 1 indicates the summary of the child care practices. This is expounded in Appendix A and B. In terms of health care practice, bringing the child to a healthcare provider for any health problem that they see in the child and teaching and talking to the child about proper hygiene practices were among the mostly performed child care practice. It is though quiet remarking that bringing the child to healthcare institutions for newborn screening and newborn hearing test together with bring the child to a regular dental check-up were at the bottom of the list. A recommendation of parental education and their personal involvement to ensure their children's safety were expressed to be essential, of which, hand hygiene took a huge part of. Furthermore, children had responded more effectively to hand hygiene

practices when properly instructed and evidently led to the prevention of infection incidences [13]. On the other hand, there were identified health related issues that leads to absenteeism. And the health problems were related to hygiene practices as predictors. Majority of the reasons behind the absenteeism were results of both the acute respiratory infections and gastrointestinal infections. Hand hygiene interventions were done and the evaluation shows significant evidences of reduced absenteeism [14].

Child Care Practice in terms of family dynamics

For the care practice related to family dynamics, discussing with the child what happens in the school was at the forefront with a percentage of 99.10%. This means that parents see to it that they have quality time to talk about the child’s experiences in the school as a sign of parental involvement. This is a care practice that parents may compensate for the shortcomings that they may have due to some limitation in economical capabilities. Also, it is a good indicator that parents wants to communicate to their children at a regular basis to ensure a strong bond and a bridge solid enough for the children to stand on. When parents are involved in the educational endeavor of their child, the latter has a higher of their intellectual proficiency. This is evidently shown by their higher academic scores in school [15]. Parents also evidently gives importance to the studies of their children as providing specific time to study at home was second on the line with a rating of 97.70%. It is also the same percentage for the parents support to children whatever the outcome is of their performance in school. On the other hand, clearly that providing a tutor for the child was not of an utmost priority since it only has 14.9%. Also, they were less provision of a variety of reference materials like journals, magazines and encyclopedia. Together they both involve monetary allowances that can be the reason why they were the least practiced. Economic resources of the family were found to be directly unrelated to the latter’s school engagement. It is though related negatively to the child’s engagement in school when it comes to social family resources [16].

Table 1. Summary of Child Care Practices

	% Yes	% No
Child care practice in terms of health	84.33	15.67
Child care practices in terms of family dynamics	69.08	36.03
Composite Mean	76.71	25.85

The evaluation of school performance is divided into three aspects namely: academic, behavioral and social. Table 2 shows the summary of the findings across all aspects. The expanded data is revealed in Appendices C, D & E respectively.

Table 2. Summary of School Performance

	Composite Mean
Academic	1.75
Behavioral	1.75
Social	1.78

Academic Aspect

All items were rated sometimes and takes organized class notes in legible form ranked first with a weighted mean score of 1.93. The findings were relatively due to the luxury of ease of reading and locating of notes and other school materials that helps them in the transition from one activity to another. This in turn saves their time and as well helps their mind to be as organized. The vocabulary notebooks were successful in helping the student attain the target vocabulary words. Furthermore, the students that kept a vocabulary notebook had short revision activities in the class [16]. This was supported by another study on vocabulary notebook, this time claiming that participants keeping the notebook were more actively engaged in learning process and allows them to become more adept with the words [17]. It was followed by takes complete and organized class notes in legible form, takes complete, organized class notes in legible form and maintains them in one accessible note book, takes complete notes in legible form and takes complete and organized class notes. These were very much related to the top variable that expedites the child’s learning due to the benefit of having like a one stop lesson organizer where the child can depend on during class hours and other academic activities.

Items such as takes complete notes (1.67), demonstrates eagerness in participating to different academic activities (1.67), maintains back pack or book bag to allow students to store and retrieve needed books, assignments, work materials, and personal belongings (1.64), brings to class the necessary work materials expected for the course (e.g., pen, paper, calculator, etc.) (1.62) and gets motivated when praised and rewarded (1.56) rated the least. The given concerns are attributable to the need of purchasing the bags and other materials other than the notebook that the child basically has. Difficulty in finding fiscal support is one major reason for such

phenomena. In addition, in varied studies about the use of school backpacks, it was really evident that physical difficulty of the children and its impact to the health may have influenced its use. For instance, both boys and girls with increasing weight of school backpack is associated with higher prevalence of low back pain that resulted to temporary or permanent postural maladaptation, muscle contracture and even inflammation [18]. Furthermore, changes in gait pattern and increased respiratory rate were evident as children carry backpacks with load above 15% of body mass [19].

Social Aspect

The general assessment was Sometimes with a mean average of 1.78. Does not easily give up when faced to most difficult task was on the highest bar with a mean average of 1.93. This is followed by their ability to say “no” in an acceptable way to things that they don’t like to execute and refraining from verbally aggressive behaviors with mean averages of 1.90 and 1.89 respectively. Since majority of the children assessed in the study was chosen based on their academic school performance and they belong to the top performing schools it may be deduced that they behave properly and in a manner that an academically sound child behaves. In most cases, cognitively upright individuals are morally upright as well. In a study done about the relationship between intelligence and self-control on childhood, intelligence was consistently recognized as huge correlate of health, success in life and behavior demeanor. Evidence also suggest that intelligence are contributory to and are considered to be a key correlate of behavior exemplified by self-control. In addition, the study found that intelligence is associated with greater ability of the child to regulate one’s impulses, emotions, and behavior [20]. Children’s self-esteem and self-concept are associated with various behavioral, academic and psychological consequences. If children have higher self-esteem and self- concept, they are better equipped for social and interpersonal relations and the more academic success that they gain [21].

At the least, items that say the children does play cooperatively with peers during various types of play followed by knowing appropriate ways of joining an activity with peers and also that children can identify likes and dislikes without difficulty. These variables garnered a weighted mean of 1.61, 1.67, and 1.70 respectively, all of which are below the mentioned

mean average. The results shows that socialization among the children in the study was not that active since children are usually known to be playful in nature. Also since these children are focused on their academic activities, play may not take so much part of their developmental pursuit. Hence, the teacher was not able to appreciate that skill very well during school hours. Behavior regulation plays a part on this observation as these children has varying priorities on top their studies. Children with greater ability to regulate their behavior benefits to a lesser degree when they spend time to non-instruction activities [22]. It also worth noting that the areas where they are least performing are threaded with each other on the aspect of the verbal ability and initiative requirement. On the other hand, a study done about emotional intelligence claimed that as reported impulsivity increases, which evidently from above explanation are the other way around, the ability to clearly distinguish among emotions is reduced. Furthermore, awareness of emotional feedback does not restrict impulsive aggressive behavior [23].

Behavioral Aspect

The totality of the variables has a composite mean of 1.75 with a verbal interpretation of Sometimes. Enlightening to note is that the highest weighted mean was garnered by the observation that the children has a stable and predictable mood, having 1.92 as its weighted mean and followed by being attentive and not easily distracted with 1.87 as the weighted mean. Also the item that say, does not argue a lot has a considerable high weighted mean of 1.86. These findings are indications that indeed the children have a more refined demeanor and possess a calm personality. These are signs of maturity that are also products of their intellectual minds. Emotional intelligence may set in the picture since mood and being aggressive stems out of their emotional stability. When a child has high level of clarity in their emotions they have higher capability to adapt to pressure within the environment. And this phenomenon is related inversely with their tendency to become aggressive [23]. It is emerging that the level of cerebral ability is related to their capacity to control on personal impulses, behavioral expression and even emotional maturity [20]. The same study though does not ignore that in some ways, the genetic make-up of the child might have a significant influence on their temperament. It is also evident that children have a high propensity to grasp school

lessons since they can concentrate fairly on the school activities and requirements. In a study about children's behavior and literacy, it was noted that children in classroom who were more in disruptions, transitions and waiting were weaker in literacy skill gains compared to children in classroom with lesser amount of such fruitless non-instructional time [22].

On the contrary, despite having a good academic standing, the children does not go to school regularly having a weighted mean of 1.50. This is in contradictory position to the result of a scholarly and the common literature content that children with a better attendance than their counterparts performs in a higher efficacy in the academic endeavor using their scores in the achievement exams [24]. This shows that factors other than scholastic undertakings contribute to their performance. A statement that intensifies the multidimensional nature of learning with most of the unauthorized absences of the children was actually not necessarily related to illnesses [25]. This can be seen as related to the nature of their economic situation as they may unable to sustain the means not only to reach the school but also the expenses that accompanies needs within the school like food and school projects. There are a variety of causes of school absenteeism can are usually seen at educational institutions including family matters exemplified by listlessness in scholar situation, refusal to send child to school, devaluation of formal education and poor material conditions [26].

Table 3. Relationship Between the Child Care Practices (Health) and School Performance

Indicators	Academic	Social	Behavioral
	p-value	p-value	p-value
CPH1	*0.760	0.962	0.037
CPH8	*0.004	0.004	0.701

Legend: *Significant at p -value < 0.05

Table 3 indicates the result when child care practices in terms of health are related to their school performance across all aspects. Appendix F expounds the data.

There were significant relationship observed on item "Do you teach and talk to your child about proper hygiene practices? (CH8)" and school performance in terms of academics and social activities since the obtained p -value of 0.004 is less than 0.05 alpha level. This means that the school performance is affected by teaching children proper hygiene practices. Proper hygiene, basically hand

washing is an effective primary prevention method of reducing the incidence of diarrheal diseases and infection of the respiratory tract. These illnesses can cause considerable absences in school that inadvertently affect the school performance. Personal body and facial hygiene also prevents incurable blindness as it reduces the risk for skin infection and trachoma. Previous studies have also emphasized the association between hygiene and physical health and to social health as well [7]. On another note, poor asthma control among children is well documented concern and problem of public health. Its symptoms limit physical activity and lead to missed school days of the child. Providing hand hygiene teaching in addition to hand washing and hand sanitizer supplies did not reduce exacerbations among students with asthma more than usual care practice [27]. Moreover, it is resounding that parental involvement in carrying their children's attention to the benefits of hand hygiene is dependent on the amount and degree of instruction that these parents receive, which expectedly should come from health care workers. Also, the indulgence of parents to these good practices requires considerable amount of dedication and time [13].

In addition, there was a significant relationship between breastfeeding and school performance in terms of behavioral aspect because the obtained p -value of 0.037 is less than 0.05 alpha level. This means that the children's school performance is affected by the mother's practices of breastfeeding. According to the study about relationship of breastfeeding and behavioral development outcomes, a strong dose-response correlation between breastfeeding status and the inability to execute age-appropriate developmental behavior skills. The study also noted social and self-regulatory improvement [6]. There were less evidence of a relationship between breastfeeding and non-cognitive outcomes compared to its strong effects to cognitive domain. The discrepancy in the perceived relationship between breastfeeding and cognitive development on one end of the spectrum, and non-cognitive development on the opposite side suggests diverse pathways. It may be that the breast milk content is determinant of cognitive ability whereas the connection and attachment that was built are more relevant for developing the non-cognitive skills. In addition, the study found out that an association of breastfeeding to a lower risk of behavioral problem and hyperactivity are more of a medium term reality [28].

Table 4 shows how family dynamics is related to the child's school performance in the three areas. It is fully disclosed in Appendix G. 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.

Table 4. Relationship Between the Child Care Practices (Family Dynamics) and School Performance

Indicators	Academic	Social	Behavioral
	p-value	p-value	p-value
CPH5.1	*0.018	0.611	0.568
CPH15	*0.041	0.156	0.189

Legend: *Significant at p-value <0.05

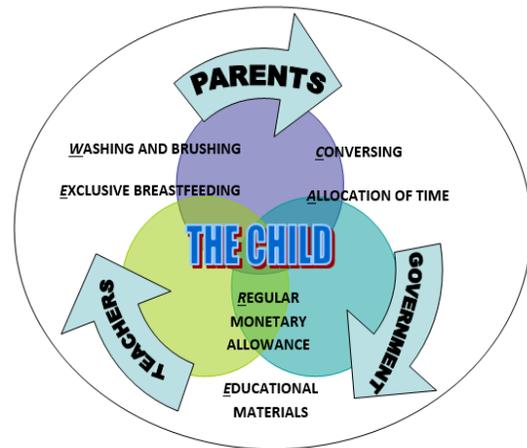
This indicates that the children's performance academically is affected by how they were given the right to take part in the family's decision. This is a breakthrough in the making since the samples were from Filipino families where children usually do not take part in the conversation of the adult within 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. Children must be included in the familial concerns of work-balance, as these strategies 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 [8]. Utilizing children as subjects in their own right, rather than solely as the objects of parental care, the study has explored a diverse group of children's indulgences and experiences of parental employment. In a different context of study about parenting of both mother and father stems out the possible outcome when the child were 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 [9].

From the psychological point of view, money is serving more of a symbolic material and emotional more than instrumental, and can serve as social resource in interpersonal and intrapersonal parameter

[10]. If children are given monetary powers early in life, the tendency to develop higher levels of discipline and self-responsibility is enhanced. This indirectly hones the behavioral make-up of the child. It is emphasized that teaching how to save for the future is effective when done in childhood. This child's financial education has to be coupled though with proper explanation of the reason behind the saving act. They further explained that monetary allowance is operative when conditional upon tasks and other accountabilities [11].

Model for Child Care Practice

With the foregoing results, a model of child care practice is therefore recommended as a guide in order to help children become equipped to become students with high school performance. It will be called the WE CARE Model.



With washing and brushing, not only is correct execution warranted but the value of performing such act is depicted every time the chances are brought to the child's attention. Exclusive breastfeeding provides the initial chance of allowing the child to feel that the world they were brought to, is as safe as when they are inside the womb. Evidently, breast milk has all necessary nutrients and biochemical support to sustain the life of the newborn. Conversing paves the way not only to the greater bond between the parent and the child but to the potential of honing a better emotional and social aptitude. Through communication, the child can challenge their verbal and lingual ability until it becomes their strength in dealing with the external environment. Allocation of time to study at home permits them to focus on things that are important at hand. In effect, children are well versed as to their dealings with their

societal role. Regular monetary allowance opens a door for psycho-behavioral cultivation. Consenting them to manage their own money that is commensurate to their maturity and personal facility prods their prospective adaptability to possible approaching predicaments. And lastly, educational materials create the environment as to the manner that fosters their full potential. It is warranted if a better cognitive preparation is on the platform.

CONCLUSION AND RECOMMENDATION

Exclusive breast feeding and early onset of nutritional supplementation are vital in the enhancement of school performance especially in terms of academic and behavioral aspect. Exposing the child to and teaching them of the importance of proper hygiene are essential in the maintenance of their health to give them chance to maximize school attendance. Children need to be involved in the family conversation to earlier develop their language capacity and family involvement. Monetary allowance is helpful in developing the child's early sense of responsibility.

Primary schools should promote exclusive breastfeeding and personal hygiene for health maintenance. Children in all possible means can be provided with educational materials that can augment their learning opportunities. Materials that are indigenous in the community can be utilized in a manner that simulates the purpose of related educational tools. Family assistance for the child's continuing academic needs at home needs to be ensured.

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Appendix A

Child Care Practices in terms of Health

Indicators	Yes	No	Rank
	%	%	
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 checkup?	67.90	32.10	9
12. Do you bring your child to a regular dental checkup?	53.50	46.50	12

Appendix B
Child Care Practices in terms of Family Dynamics

Indicators	Yes	No	Rank
	%	%	
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
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

Appendix C
School Performance of the Child in Terms of Academic

Indicators	WM	VI	Rank
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 note book	1.68	Sometimes	20.5
8. Takes complete, organized class notes in legible form and maintains them in one accessible note book	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 back pack or book bag to allow students to store and retrieve needed books, assignments, work materials, and personal belongings	1.64	Sometimes	24

Appendix C (cont)**School Performance of the Child in Terms of Academic**

Indicators	WM	VI	Rank
12. Maintains organization of back pack 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 discussion	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
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 in participating to 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

Appendix D**School Performance of the Child in Terms of Social Activities**

Indicators	WM	VI	Rank
1. Physically responds to interactions from peers (accepts toy from peers)	1.75	Sometimes	18
2. Verbally responds to interactions from peers (answers questions)	1.72	Sometimes	21.5
3. Physically and verbally responds to interactions from peers (accepts toy from peer, answers questions)	1.71	Sometimes	24
4. Returns and initiates greetings with peers	1.71	Sometimes	26.5
5. Knows appropriate ways of joining in an activity with peers	1.67	Sometimes	29
6. Plays cooperatively with peers during various types of play	1.61	Sometimes	30
7. Can identify likes and dislikes without difficulty	1.70	Sometimes	28
8. justifies emotions once identified (eating because I'm hungry)	1.71	Sometimes	26.5
9. Demonstrates affection and empathy toward peers	1.77	Sometimes	14.5
10. Refrains from physically aggressive behaviors toward peers	1.81	Sometimes	10.5
11. Refrains from verbally aggressive behaviors toward peers	1.89	Sometimes	3
12. Refrains from physically aggressive behaviors toward self	1.88	Sometimes	4
13. Does not exhibit exaggerated reactions to fears	1.87	Sometimes	5.5
14. Uses different tones of voice to convey messages	1.86	Sometimes	7.5
15. Can positively deal with being teased and left out	1.87	Sometimes	5.5
16. Accepts losing at a game without becoming upset/angry	1.84	Sometimes	9
17. Says "no" in acceptable way to things he/she does not want to do	1.90	Sometimes	2
18. Accepts consequences of his/her behavior	1.81	Sometimes	10.5
19. Can positively accept unexpected circumstantial changes	1.86	Sometimes	7.5
20. Does not easily give up when faced to most difficult task	1.93	Sometimes	1
21. Engages on a conversation appropriately	1.77	Sometimes	14.5
22. Introduces him/herself first to someone new	1.73	Sometimes	20
23. Gives appropriate compliments to peers	1.77	Sometimes	12
24. Appropriately receives compliments	1.76	Sometimes	17
25. Asks for a favor appropriately	1.77	Sometimes	14.5
26. Apologizes independently	1.74	Sometimes	19
27. Gets along well with other kids	1.71	Sometimes	24
28. Likes to be with other child regardless of sexual orientation	1.71	Sometimes	24
29. Responds appropriately when talked to	1.72	Sometimes	21.5
30. Requests teacher assistance in an appropriate manner when needs arises	1.77	Sometimes	14.5
Composite Mean	1.78	Sometimes	

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

Appendix E
School Performance of the Child in Terms of Behavioral Aspects

Indicators	WM	VI	Rank
1. Acts according to his/her age	1.72	Sometimes	13
2. Does not argue a lot	1.86	Sometimes	3
3. Is able to finish things he/she starts	1.80	Sometimes	7
4. Can concentrate and can pay attention for long time	1.82	Sometimes	6
5. Does not involve him/herself to acts of cruelty, bullying and meanness to others	1.73	Sometimes	12
6. Is obedient at school	1.63	Sometimes	15
7. Follows rules in school	1.63	Sometimes	16
8. Is contented with his/her present state of achievement	1.74	Sometimes	10
9. Does not involve him/herself in fights	1.69	Sometimes	14
10. Is not impulsive and acts thoughtfully	1.78	Sometimes	8
11. Does not play with own sex parts in public	1.61	Sometimes	17
12. Is attentive and is not easily distracted	1.87	Sometimes	2
13. Has a stable and predictable mood	1.92	Sometimes	1
14. Does not manifest temper tantrums or hot tempers	1.83	Sometimes	5
15. Does not thumb – suck in school	1.74	Sometimes	10
16. Go to school regularly	1.50	Sometimes	18
17. Is not underactive, slow moving, or lacks energy	1.74	Sometimes	10
18. refrains from distracting behaviors (e.g., talking with peers without permission, pen tapping, vocalizations such as loud sighs or mumbling, etc.) when doing a seatwork	1.83	Sometimes	4
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

Appendix F
Relationship Between the Child Care Practices (Health) and School Performance of the Child

Indicators	Academic		Social Activities		Behavioral Aspect	
	p-value	Sig.	p-value	Sig.	p-value	Sig.
CPH1	0.760	NS	0.962	NS	*0.037	S
CPH2	0.476	NS	0.478	NS	0.478	NS
CPH3	0.478	NS	0.536	NS	0.635	NS
CPH4	0.359	NS	0.244	NS	0.673	NS
CPH5	0.692	NS	0.701	NS	0.701	NS
CPH6	0.477	NS	0.490	NS	0.490	NS
CPH7	0.825	NS	0.506	NS	0.750	NS
CPH8	*0.004	HS	*0.004	HS	0.701	NS
CPH9	0.862	NS	0.443	NS	0.872	NS
CPH10	0.222	NS	0.164	NS	0.216	NS
CPH11	0.065	NS	0.410	NS	0.945	NS
CPH12	0.056	NS	0.894	NS	0.731	NS

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

Appendix G
Relationship Between the Child Practices (Family Dynamics) and School Performance of the Child

Indicators	Academic		Social Activities		Behavioral Aspect	
	p-value	Sig.	p-value	Sig.	p-value	Sig.
CPH1	0.147	NS	0.573	NS	0.875	NS
CPH2	0.560	NS	0.548	NS	0.790	NS
CPH3	0.825	NS	0.641	NS	0.869	NS
CPH4	0.894	NS	0.812	NS	0.922	NS
CPH5	0.319	NS	0.806	NS	0.982	NS
CPH5.1	*0.018	HS	0.611	NS	0.568	NS
CPH5.2	0.302	NS	0.557	NS	0.451	NS
CPH5.3	0.581	NS	0.769	NS	0.450	NS
CPH5.4	0.794	NS	0.931	NS	0.931	NS
CPH6	0.477	NS	0.490	NS	0.490	NS
CPH7	0.961	NS	0.661	NS	0.620	NS
CPH8	0.421	NS	0.548	NS	0.518	NS
CPH9	0.212	NS	0.447	NS	0.810	NS
CPH10	0.714	NS	0.678	NS	0.285	NS
CPH11	0.471	NS	0.917	NS	0.903	NS
CPH12	0.414	NS	0.113	NS	0.757	NS
CPH13	0.070	NS	0.319	NS	0.320	NS
CPH14.1	0.146	NS	0.343	NS	0.140	NS
CPH14.2	0.177	NS	0.401	NS	0.207	NS
CPH14.3	0.421	NS	0.148	NS	0.428	NS
CPH15	*0.041	S	0.156	NS	0.189	NS
CPH15.1	0.434	NS	0.402	NS	0.145	NS
CPH15.2	0.448	NS	0.968	NS	0.407	NS
CPH15.3	0.692	NS	0.701	NS	0.701	NS
CPH16	0.766	NS	0.930	NS	0.879	NS

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

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