**CHAPTER II**

**REVIEW OF THE RELATED LITERATURE**

According to Alegria V. Garcia (Pressreader.com, 2017), most of the factors affecting the student’s academic performance are home related such as family size, financial burden, work at home parent marital status, parenting attitude towards education and parenting style. Parents play a very important role in the process, and every action will affect each student that yields to a different consequences.

Each child is vulnerable and can either be molded to be successful or to fail in life. According to the Child and Youth Welfare Code of the Philippines, the child is one of the most important assets of the nation, the promotion and enhancement of the child’s life and welfare is also anchored on the moral supervision and support given by his parents or guardians

Nowadays, education is an essential need in the society, and therefore academic performance is positioned quite high on the national agenda, with educators and policy makers putting effort in testing, accountability and other related concerns (Mark 2003). When people hear the term “academic performance or academic achievement” they often think of a person’s GPA. However, several factors indicate a student’s academic success. Cumulative GPA and completion of educational degrees such as High School and bachelor's degrees represent academic achievement. Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important. However, the results of assessments cannot always determine whether a student is smart or not, there’s always a lot of factors affecting student’s performances that makes assessments not reliable sometimes.

Family situations cannot be detached from the general culture (societal values, traditions, attitudes and home environment). Accordingly, one applied aspects of this study is secondary school students’ performance as influenced by family structure, functions, values and other psychological dimensions such as parent’s beliefs. Lumsden (2004), stated the role of the significant others (parents and home environment) in students’ academic performance as a main factor which shapes the initial constellation of students’ attitudes they developed toward learning. According to Lumsden, when children are raised in a home that nurtures a sense of self-worth, competence, autonomy, and self-efficacy, they will be more apt to accept the risks inherent in learning. Fleming and Gottfried (2004) supported this trend and emphasized that their study strongly suggests that parental motivational practices are causal influences on children’s academic intrinsic motivation and school achievements. Accordingly, there was a need to instruct parents on motivational practices such as encouragement of persistence, effort, mastery of subject area, curiosity and exploration that are likely to impact on the academic performance of the student (Gottfried et al., 2004).Studies showed that experiences with peers and family members do influence social and academic integration in complex ways. The demands, for example, of family and friends outside the academic institution can limit opportunities for social integration (Chrwastie and Dinham, 2001).

A study revealed that single motherhood generally reduces the economic resources available to families because non-custodial fathers contribute far less to their children’s household than they otherwise would that affect student’s academic performance. In fact, only a minority of children with non-custodial fathers receives any child support payments, and the amount is typically very small. This means that by reducing income and necessitating greater paid work by mothers, single motherhood increases the time children must spend doing housework and working for pay, which might negatively affect educational achievement and progress (Zulauf and Gortner,1999). Another study conducted by Becker (2001) revealed that family income also affected children's educational aspirations, their status among their peers, the neighbourhood quality, the stability of their lives, and insecurity within their family, any or all of which may influence child’s performance.

The influence of the level of education of parents on the academic performances of their children is evident in all countries. Pamela and Kean (2010) stated that those students whose parents have a tertiary level of education perform, on average, significantly better in tests of science, reading and mathematical ability than to those whose parents have only basic schooling. Thus, across these three disciplines, the average grades achieved by students with well-educated parents ranged from 7% higher than those achieved by students with poorly educated parents in developing countries to 45% higher in most developed countries. Even though the majority of the literature on parents’ education pertains to the direct, positive influence on achievement (Ryan and Deci, 2000), the literature also suggests that it influences the beliefs and behaviours of the parent, leading to positive outcomes for children and youth (Heiss, 2006). For example, Alston and Williams (2002) found that parents of moderate to high income and educational background held beliefs and expectations that were closer than those of low-income families to the actual performance of their children, Low-income families instead had high expectations and performance beliefs that did not correlate well with their children’s actual school performance.