

Significance of Parental Orientation on Children's Behavior: Basis for Values Development Program of Maranatha Christian Academy of Calo Bay Inc.

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Abstract — This research investigated the pivotal role of parental orientation in shaping the behavior of children within the framework of Maranatha Christian Academy of Calo Bay Inc.'s Values Development Program. Employing qualitative interviews with parents, teachers, and students, the study aimed to elucidate the influence of parental orientation on children's behavior and the overall efficacy of the Values Development Program in a faith-based educational setting. The research underscores the necessity of a collaborative approach to values education, highlighting the symbiotic relationship between parental engagement and educational initiatives. Using a qualitative descriptive research methodology, the study identified the necessity of fostering strong partnerships between parents and educators, optimizing the interplay between parental involvement, school programs, and children's behavior. Data were collected through interviews. Data were collected through interviews among 20 parents and 11 teachers at the Maranatha Christian Academy of Calo Bay Inc.

The findings revealed that parents and teachers of Maranatha Christian Academy of Calo Bay Inc. influence children's behavior through values and cultural background that showed the importance of incorporating such programs into school curricula, as they found a positive impact on students' social-emotional development and academic performance. Involvement and collaboration between families and schools in promoting children's moral development an important factors to consider.

In conclusion, the study showed that, parents play a significant role in shaping their children's behavior and values, influenced by their cultural backgrounds and inherited values. Teachers also contribute significantly to character development through character education programs and emphasizing virtues such as respect, responsibility, empathy, compassion, and integrity.

It is recommended to develop and implement comprehensive parental involvement programs that encourage the active participation of parents in their children's education and moral development and to integrate character education initiatives across the school curriculum to ensure consistent reinforcement of positive values and behaviors. Strengthen home-school partnerships by establishing regular communication channels between parents and teachers. And encourage families to engage in regular devotional times and discussions centered around biblical teachings and values.

Keywords — *Parents' Orientation, Children's Behavior, Values Development, Faith-Based Education*

I. Introduction

In the ever-evolving and intricate landscape of our world, the role of parents in shaping the behavior and values of their children is of paramount importance. Yoni (2020) has highlighted the crucial role of parental orientation in influencing children's behavior. Diana Baumrind, a renowned psychologist, identified four parenting styles: authoritative, authoritarian, permissive, and neglectful. Research-based on this framework has shown that authoritative parenting, characterized by high levels of warmth and responsiveness combined with appropriate levels of control, tends to produce children with better social and behavioral outcomes. As Maranatha Christian Academy of Bay seeks to provide a holistic education that nurtures not only academic excellence but also strong moral values, it becomes essential to understand the significance of parental orientation in achieving this goal.

This investigation is motivated by several compelling reasons. Firstly, parents are recognized as the primary influencers in a child's life, shaping their values, beliefs, and behaviors, and parent's knowledge about parenting is a crucial part of it (Lang and Diener 2020). Understanding the extent and nature of this influence is crucial for any educational institution, especially one with a faith-based mission like Maranatha Christian Academy of Calo Bay Inc. Secondly, faith-based educational institutions are entrusted not only with academic excellence but also with the development of character and ethical values (Shula, 2022). To fulfill this mission effectively, these schools must comprehend the specific dynamics at play in their students' lives, including the influence of parental orientation. This research aims to provide insights that can inform the school's educational programs and values development initiatives. Thirdly, the success of a values development program in a school depends on the collaboration between parents and educators (Summer, 2020). A comprehensive understanding of how parents' orientation impacts children's behavior is essential for designing effective programs that cater to the holistic development of students.

Furthermore, student behavior not only affects individual experiences but also shapes the overall school community (Paccaud, 2021). Investigating the role of parents in values development and behavior will not only benefit individual students but also contribute to the overall success of the school and its mission to provide a nurturing and values-based educational environment. Finally, by bridging the gap between home and school, this research aims to foster a more holistic approach to education (Gomez, 2019). A better understanding of the dynamics at play will enable Maranatha Christian Academy of Calo Bay Inc. to strengthen the partnership between parents and the school, ultimately leading to a more harmonious and effective educational experience for students. In summary, this research addresses a critical aspect of education in faith-based institutions, aligning with the school's mission to provide a comprehensive education that encompasses both academic and moral development. The findings of this study will offer valuable insights to educators, parents, and school administrators, contributing to the enhancement of values development programs and the overall success of the school in nurturing its students.

The purpose of this research is to investigate the significance of parental orientation on children's behavior and utilize the findings as the basis for the development of a Values Development Program at Maranatha Christian Academy of Calo Bay Inc. This proposal outlines the statement of the problem, research design, research instruments, selection of respondents/participants, and the statistical tools to be employed. This research is integral to my academic and professional development by directly addressing key facets of educational management. The study's focus on the impact of parental orientation on children's behavior aligns with my goal of informed decision-making in educational leadership. It provides crucial insights for crafting strategic policies, fostering collaborative partnerships between parents and educators, and promoting holistic institutional development. The findings contribute directly to my role in shaping effective educational leadership, allowing for a nuanced approach that considers both academic excellence and character development in faith-based institutions. Ultimately, this research serves as a practical guide for policy formulation and strategic decision-making in the realm of educational management, enhancing my capabilities as a future educational leader.

This study aspires to achieve a series of desired outcomes. Firstly, the study aims to enhance the institution's Values Development Program by providing insights and recommendations for a more comprehensive and effective approach. Additionally, it seeks to strengthen collaboration between parents and the school, encouraging increased parental involvement in the values development process. Another critical outcome is the improved character development of students, nurturing their moral and ethical values and fostering responsible individuals.

Furthermore, the research seeks to establish a foundation for future research in the field of values education, inspiring and guiding subsequent researchers to delve deeper into the relationship between parental orientation, children's behavior, and values formation. Ultimately, these desired outcomes extend to the broader community surrounding Maranatha Christian Academy, with the hope that the research will contribute to the development of responsible, ethical, and well-rounded individuals who make positive contributions to their communities and society at large. These outcomes collectively reflect the research's overarching goal of enhancing values education, fostering collaboration between parents and the school, and promoting the development of morally and ethically grounded individuals within the institution and the wider educational landscape.

II. Methodology

This study focused on investigating the influence of parents' orientation on the behavior of elementary school students, their interactions with 20 parents, and the perceptions of 11 teachers within the elementary department of Maranatha Christian Academy of Calo Bay Inc. The study aimed to assess the alignment between parents' values and the school's values development program while examining the behavior of students in relation to these factors. However, the study

is delimited by the relatively small sample size and its specific focus on a single educational institution, limiting the generalization of findings to other contexts. It also relied on self-report data, potentially introducing subjectivity, and is constrained by a limited time-frame. External influences on children's behavior, such as socioeconomic factors, are acknowledged but not extensively explored within the study's scope. These limitations should be considered when interpreting and applying the research results.

Description of method or approach

Research Design/Research Instrument/Data Gathering Procedure

This study employed a qualitative research design to explore the "Significance of Parents' Orientation on Children's Behavior" at Maranatha Christian Academy of Calo Bay Inc. The chosen methodology involved simple narrative inquiry, utilizing in-depth interviews with a subset of parents and teachers. Through these interviews, it aimed to attain a deeper and richer understanding of their perspectives regarding the influence of parents' orientation on children's behavior. The qualitative data was collected using an interview guide containing questions aligned with the study's focus, enhancing overall validity and enabling a more nuanced interpretation of the findings.

Data collection commenced following administrative clearance from the school's principal. Informed consent is obtained from participating parents and teachers after a thorough explanation of the consent form, emphasizing their right to withdraw from the study at any point during its duration. With participant consent, audio recordings were conducted, ensuring transparency in the data collection process. All gathered data were treated with the utmost confidentiality. Subsequently, the collected data were transcribed and coded systematically for analysis, allowing for a comprehensive exploration of the qualitative insights into the influence of parents' orientation on children's behavior at Maranatha Christian Academy of Calo Bay Inc.

Respondents/Units of Analysis/Subjects of the Study

Table 1
Distribution of the Respondents as to Demographic Profile

A. Participant Role	Frequency	Percentage
Parent	20	64.52%
Teacher	11	35.48%
Total	31	100%
B. Relationship to the Child	Frequency	Percentage
Mother	18	45.16%
Father	2	6.45%
Guardian	0	0%
Teacher	11	35.48%
Total	31	100%

A. Child's Grade Level	Frequency	Percentage
Kindergarten	3	12.5%
Elementary - Grade 1	3	12.5%
Elementary - Grade 2	2	8.33%
Elementary - Grade 3	5	20.83%
Elementary - Grade 4	3	12.5%
Elementary - Grade 5	3	12.5%
Elementary - Grade 6	5	20.83%
Total	24	100%

The data shows the demographic profile of respondents participating in a study or survey, categorized into three sections. In section A, the participant roles are defined, with parents constituting the majority at 64.52%, followed by teachers at 35.48%. Section B focuses on the relationship to the child, indicating that mothers are the largest group at 45.16%, followed by teachers at 35.48%, and fathers at 6.45%. Notably, there are no respondents categorized as guardians. Section C identified the grade level of the children: 20.83% in Grade 3 and Grade 6. A 12.5% each level in Kindergarten, Grade 1, Grade 4, and Grade 5, and 8.33% in Grade 2. Some parents have two or more children enrolled the elementary.

This type of demographic analysis is commonly employed in research to provide a clear overview of the sample population under investigation. Understanding the participant roles and their relationship to the subject matter can offer valuable insights into the perspectives and experiences represented within the study. It helps researchers contextualize their findings and draw relevant conclusions based on the demographics of the respondents.

In a more recent study titled "Parental Engagement and Student Achievement: A Meta-Analysis," conducted by Fan and Chen (2021), the authors delved into the impact of parental involvement on student success. They underscored the pivotal role parents played in shaping educational outcomes and stressed the importance of fostering strong partnerships between parents and teachers to optimize student learning and development. They emphasized the significance of parental involvement in enhancing student outcomes, highlighting the need for collaborative efforts between parents and educators.

The respondents of the study, the participants were a subset of 20 parents and 11 teachers from the same elementary department. The decision to focus on this specific subset is driven by the need to delve deeper into individual experiences and perspectives. In-depth interviews with parents allow for a nuanced understanding of how parental orientation influences their children's behavior, while teacher interviews provide insights into the observed behavioral patterns in students within the school context. The inclusion of these subjects in qualitative data collection is crucial for capturing the rich and contextual information necessary for a thorough exploration of the research question.

In summary, the selection of respondents and subjects is purposeful and aligned with the research's objectives. The diverse composition of the sample ensured a comprehensive exploration of the significance of parents' orientation on children's behavior within the specific educational institution of Maranatha Christian Academy of Calo Bay Inc.

Sampling Design and Procedures

The sampling design is purposeful and based on a criterion sampling approach. The subjects for in-depth interviews, a subset of parents and teachers, are selected based on their relevance to the research question and the richness of information they can provide. Criterion sampling ensured that the chosen participants had firsthand experiences and perspectives related to the impact of parental orientation on children's behavior within the school context. This approach allowed for a targeted exploration of specific cases and deepened the understanding of the research phenomenon.

Research Locale/Study Site

The research was conducted in the serene and suburban setting of Bay at Maranatha Christian Academy, an esteemed educational institution dedicated to the holistic development of elementary school students. Maranatha Christian Academy is nestled amidst the Bay community and provides a nurturing and values-oriented environment that aligns with the study's research focus. The academy's campus encompassed various facilities, classrooms, and recreational spaces, offering an ideal setting for data collection and research activities. This locale not only fostered a sense of community but also reflected the institution's commitment to values-based education, making it a pertinent study site for examining the significance of parents' orientation on children's behavior within the context of a faith-based elementary school.

Within Maranatha Christian Academy, the study was primarily focused on the elementary department, where the core activities of teaching and learning occur. This department consists of dedicated educators and enthusiastic students, creating a vibrant and dynamic atmosphere for the research. The accessibility of parents and teachers within this department ensured a concentrated and relevant sample, enabling the study to gain comprehensive insights into the intricate interplay of parental orientation, the school's values program, and children's behavior within the specific educational context of the elementary department at Maranatha Christian Academy of Calo Bay Inc.

Data Analysis Plan

The data analysis plan for this qualitative study prioritized in-depth exploration and understanding of the "Significance of Parents' Orientation on Children's Behavior" at Maranatha Christian Academy of Calo Bay Inc. The qualitative nature of the research design necessitated a distinct approach to data analysis, primarily focusing on the richness and depth of participants' perspectives gathered through interviews.

The initial phase of data analysis involved the interview transcripts. This process aimed to ensure the accuracy and completeness of the qualitative data. Unlike quantitative studies that employ descriptive and inferential statistical methods, this qualitative analysis has primarily relied on thematic analysis to identify recurring themes and patterns within the narratives provided by parents and teachers.

Thematic analysis constituted a systematic approach to analyzing qualitative data, aiming to uncover significant patterns and insights. The process commenced with a meticulous coding procedure, wherein qualitative data segments were systematically labeled to highlight salient features. These identified codes were subsequently scrutinized to unearth overarching themes, allowing for a comprehensive exploration of the influence of parental orientation on children's behavior and the efficacy of the values development program. Notably, themes did not arise in isolation but emerged organically from the iterative process of coding and analysis, grounded firmly in the data itself. Software tools like NVivo played a pivotal role in facilitating this qualitative data analysis, streamlining the organization and management of the voluminous textual data, thereby enhancing efficiency and rigor in the research process.

Thematic analysis involves a systematic process of coding qualitative data to capture meaningful patterns and insights. The identified themes were then carefully examined to derive a deeper understanding of how parents' orientation influenced children's behavior and to explore the impact of the values development program. The qualitative data analysis was facilitated using software packages such as NVivo, which aided in organizing and managing the rich textual data.

The results of the thematic analysis were presented both graphically and in narrative form. Graphical representation included visual displays of identified themes, while the narrative form offered a comprehensive interpretation of the data in alignment with the research objectives. By adopting a qualitative data analysis approach, this study aimed to provide a nuanced and contextually rich understanding of the complex dynamics between parents' orientation, children's behavior, and the effectiveness of the values development program at Maranatha Christian Academy of Calo Bay Inc.

III. Results and Discussion

Parents consistently highlighted that the family serves as the primary environment where moral values and behavior are cultivated. Children who are nurtured in loving, respectful, and supportive households develop confidence, self-worth, and positive social behaviors. Extended family involvement, particularly the guidance of grandparents, was noted as a reinforcement of cultural values such as respect, humility, and responsibility.

The findings support the idea that family dynamics—such as consistent discipline, affection, and shared responsibility—determine whether children exhibit desirable behaviors like

respectfulness, kindness, and cooperation, or struggle with disobedience and defiance. The evidence aligns with Bronfenbrenner's ecological systems theory, which suggests that immediate family environments are the most powerful influence on child development.

Communication as a Pillar of Moral Guidance

Effective parent-child communication was found to be a critical mechanism for transmitting values and correcting behavior. Parents described strategies such as active listening, age-appropriate explanations, open discussions during family meals, and validating children's emotions. These practices build trust and encourage children to express their thoughts and struggles freely.

Importantly, communication was not only corrective but also preventive. By maintaining daily conversations, parents were able to guide children before problems escalated, thereby reducing incidents of disobedience, peer pressure influence, and emotional withdrawal. Moreover, children who felt heard at home were more likely to engage positively with teachers and classmates in school. This underscores that communication is not simply about giving instructions, but about nurturing emotional security and mutual respect.

Cultural Values Shaping Peer Interaction and School Engagement

Cultural influences emerged as another powerful determinant of children's behavior in school and with peers. Parents emphasized the transmission of core Filipino values—respect for elders, kindness, cooperation, and faith in God—as guiding principles in how children interact with others. Traditions such as attending religious services, observing family rituals, and participating in community celebrations instilled a strong sense of identity and belonging.

Parents also observed that cultural norms influenced gender roles, communication styles, and social expectations, which children carried into their school environment. For instance, children raised with an emphasis on respect were more inclined to display courtesy toward teachers, while those accustomed to collaborative family activities easily adapted to group work in class. This suggests that cultural heritage, when positively reinforced at home, contributes to children's resilience and adaptability in diverse educational contexts.

Parenting Styles and Their Behavioral Impact

Parenting approaches emerged as a central factor in shaping children's moral reasoning and emotional control. Among the identified styles, authoritative parenting—characterized by warmth, consistency, and firm guidance—was reported as the most effective in raising responsible, disciplined, and well-mannered children.

Parents emphasized that discipline without anger, coupled with encouragement and positive reinforcement, produces long-term results in behavior formation. For instance, modeling honesty and kindness at home made children more likely to demonstrate integrity and empathy in

school. Conversely, inconsistent discipline or overly permissive approaches often led to confusion, lack of boundaries, and disobedience.

The narratives reaffirm the principle that parental example is the most powerful form of teaching. Children imitate the behaviors they observe; hence, “walking the talk” in terms of moral and spiritual conduct was emphasized as an irreplaceable component of good parenting.

Parent-Child Bonding as Emotional Support

Bonding emerged as both a protective factor and a motivator in children’s behavior. Activities such as shared meals, storytelling, joint household chores, church attendance, and recreational play were described as moments where values and discipline were naturally reinforced. Parents reported that these bonding experiences enhanced their children’s self-confidence, sense of belonging, and resilience against peer pressure.

Children who felt secure in their parents’ love and approval were more likely to respect authority, obey household and school rules, and resist negative influences such as bullying and early exposure to vices. Moreover, parents recognized that modern challenges like digital distraction and social media exposure required closer monitoring and intentional bonding to guide children toward responsible online behavior.

Parental Orientation and School Partnership

Parents expressed deep appreciation for the orientation programs and collaborative activities provided by MCA. These initiatives helped align the expectations of parents and teachers, ensuring that children receive consistent messages on discipline, academics, and moral formation. Parents valued MCA’s holistic approach, which integrates academic excellence with Christian values and spiritual growth.

Through orientations, conferences, and parent-teacher dialogues, families gained insights on modern challenges such as cyberbullying, academic pressure, and substance abuse prevention. This strengthened the home-school partnership, where both institutions share responsibility in molding children’s behavior and character. Parents affirmed that the combination of school guidance and family support creates a unified environment conducive to producing God-fearing, disciplined, and responsible learners.

Integrated Discussion

Overall, the findings confirm that children’s behavior is the result of a dynamic interplay between family environment, communication practices, cultural heritage, parenting style, and school partnership.

1. The Family as the Primary Shaper of Values – Families provide the earliest lessons on respect, obedience, and responsibility, serving as the foundation for lifelong behavior.

2. Communication as the Lifeline of Guidance – Open, consistent, and respectful communication allows children to process guidance, correct mistakes, and internalize values.
3. Culture as a Moral Compass – Cultural and religious values strengthen children’s identity, enhance peer interactions, and provide guiding principles for decision-making.
4. Parenting Styles as Determinants of Discipline – Authoritative parenting creates balance between love and discipline, leading to emotionally stable and morally upright children.
5. Bonding as Emotional Anchor – Parent-child bonding ensures that children feel loved, valued, and protected, empowering them to resist negative influences.
6. School as Partner in Character Formation – Parental orientation and school initiatives reinforce values and expectations, bridging the gap between home and formal education.

The study emphasizes that holistic child development cannot be achieved by the family or school alone. It requires synergistic collaboration where parents model values at home and schools reinforce them in academic and social contexts. MCA of Calo Bay is thus positioned not only as an educational institution but also as a co-laborer with families in nurturing God-centered, disciplined, and socially responsible children.

IV. Conclusion

Based on the data gathered, the following conclusions are derived:

Influence of Parents and Teachers on Children's Behavior and Values

- Parents play a significant role in shaping their children's behavior and values, influenced by their cultural backgrounds and inherited values.
- They emphasize correcting mistakes, teaching religious and societal values, and instilling moral values and cultural traditions.
- Teachers also contribute significantly to character development through character education programs and emphasizing virtues such as respect, responsibility, empathy, compassion, and integrity.
- Themes of cultural influence, intergenerational transmission of values, and institutional efforts to promote positive behavior emerge from the responses.

Parenting Styles and Moral Guidance

- Parents employ various approaches, such as setting firm standards, prioritizing familial bonds, and serving as role models to instill values of respect and responsibility.
- Educators complement parental efforts by fostering environments where respect and responsibility are valued, serving as mentors, and emphasizing collaboration between families and schools.
- The data underscores the importance of open communication and collaboration between parents and teachers in promoting holistic character development in children.

Alignment with Existing Literature

- The findings resonate with existing research on parental involvement in education and character education programs, highlighting the importance of integrating such initiatives into school curricula.
- The data aligns with literature emphasizing the crucial roles of parents and teachers in shaping children's character, moral development, and academic performance.

Future Research Directions

- Future research endeavors could explore longitudinal studies to assess the long-term impact of parental involvement and character education programs on children's behavior and academic outcomes.
- Comparative studies across diverse cultural contexts could offer insights into the differential effects of parental and teacher influences on children's character development.
- Investigating innovative approaches, such as technology-mediated interventions, to enhance parental engagement and support character development initiatives warrants further exploration.

In conclusion, the data underscores the collaborative efforts of parents and teachers in guiding children's moral development, highlighting the significance of cultural influences, inter-generational transmission of values, and institutional support in promoting positive behavior and character traits in children.

V. Recommendations

1. The school administrators are encouraged to develop and implement comprehensive parental involvement programs that encourage the active participation of parents in their children's education and moral development. These programs should include **workshops, seminars, and**

resources focusing on cultural sensitivity, inter-generational value transmission, and effective parenting strategies.

2. Teachers must integrate character education initiatives across the school curriculum to ensure consistent reinforcement of positive values and behaviors. Collaborate with educators to incorporate lessons, activities, and discussions that promote respect, responsibility, empathy, compassion, and integrity into various subjects and grade levels.
3. Foster strong Home-School Partnerships by establishing regular communication channels between parents and teachers. Encourage open dialogue, parent-teacher conferences, and collaborative decision-making processes to enhance mutual understanding and support in guiding children's moral development.
4. Offer resources and training programs for both parents and teachers to enhance their understanding of diverse cultural backgrounds and values. This includes cultural sensitivity training, resources on intercultural communication, and opportunities for cross-cultural exchanges to promote inclusion and respect for cultural diversity.
5. Empower parents to serve as positive role models by guiding effective parenting techniques, conflict resolution strategies, and communication skills. Offer support networks, counseling services, and parent support groups to address challenges and promote healthy family dynamics conducive to moral development.
6. Invest in ongoing professional development opportunities for educators to enhance their skills in promoting character education and fostering positive student behavior. Provide training on effective classroom management techniques, conflict resolution strategies, and ways to create a nurturing learning environment aligned with moral values.
7. Implement a system for monitoring and evaluating the effectiveness of parental involvement programs, character education initiatives, and home-school partnerships. Collect feedback from parents, teachers, and students to identify areas for improvement and make necessary adjustments to ensure continued success in promoting moral development and positive behavior.
8. Encourage families to engage in regular devotional times and discussions centered around biblical teachings and values. Provide resources such as devotionals, discussion guides, and family activity kits to facilitate meaningful conversations and spiritual growth within the home.

By implementing these recommendations, educational institutions like Maranatha Christian Academy of Calo Bay Inc. can create a supportive ecosystem that empowers parents and educators to collaboratively guide children's moral development collaboratively, fostering a generation of responsible, empathetic, and culturally sensitive individuals.

Major Final Output

The research on the "Significance of Parents' Orientation on Children's Behavior: Basis for Values Development Program of Maranatha Christian Academy of Calo Bay Inc." is anticipated to yield several valuable outputs. A comprehensive research report will document the study's methodology, data collection, analyses, and findings, serving as a primary reference for the research journey. The research will also produce a tangible Values Development Program framework, providing a structured plan to integrate insights into educational practices. Additionally, a recommendation document will offer actionable strategies for improving parental involvement, incorporating religious beliefs, and addressing socio-economic and cultural factors. Educational resources, presentations, and workshops will be developed to engage stakeholders within the school community. Moreover, scholarly articles, conference papers, and a digital presence through a website or multimedia content will facilitate broader dissemination, contributing to the academic discourse on values education, parental influence, and child development.

Ultimately, these outputs collectively aim to enhance the understanding of the interplay between parental orientation and children's behavior, guiding the development of effective and tailored educational programs that align with the unique characteristics of Maranatha Christian Academy of Calo Bay Inc.

1. VALUES DEVELOPMENT PROGRAM OF MARANATHA CHRISTIAN ACADEMY OF CALO BAY INC.

OBJECTIVES	ACTIVITIES	PERSONS INVOLVED	SUCCESS INDICATOR
1. Gain more information about the values of parents and deeper understanding of school children's behavior	1. Conduct guidelines orientation on the introduction of their policies and rules and introduce to students staff guidance	Guidance teacher Guidance Counselor	1. A room shall have been provided to be functional
2. Redirect negative behavior of pupils during the Academic Year 2023-2024	2. Conducting parent and teacher-pupil Interview. Discussing the negative behavior done by school children as assessed by teacher adviser.	Teachers Parents Pupils	2. Materials shall have been utilized for pupils' assessment of behavior. The interview shall have been disseminated. This interview shall have been properly implemented in the school through the support of the administrator.
3. Implement guidance programs and activities solely for children with questionable behavior. Discuss possible measures to correct them.	1. Conduct quarterly meetings. Encourage pupils with a special interest in doing extra work. 2. Encourage teachers to study their pupils who experienced untoward behavior in school.	Teachers Parents Pupils	1. The program shall have been disseminated and implemented through the support of the head of the school.

	<p>3. Intensify pupils. Provide continuous evaluation of pupils.</p> <p>4. Classify the materials for good achievers' pupils and non-achievers' pupils</p>		
<p>4. Acknowledge and upgrade the guidance counselor's competencies</p>	<p>1. Undergo meetings and training thru seminars or workshops, learning sessions</p> <p>2. Improve the academic achievement of pupils in order to master all skills suitable to their needs</p>	<p>Teachers</p> <p>Guidance Counselors and other consultants</p>	<p>1. Guidance coordinator and counselors shall have been attending seminars, workshops, and learning sessions</p> <p>2. Parents and teachers shall have been redirected the negative behavior of pupils during the Academic Year 2023-2024</p>

2. HOMEROOM GUIDANCE PROGRAM OF MARANATHA CHRISTIAN ACADEMY OF CALO BAY INC.




MARANATHA CHRISTIAN ACADEMY OF CALO BAY, INC.
 "Committed to Learner's Success"

HOMEROOM GUIDANCE PROGRAM
 S.Y. 2024-2025

MONTH	CHARACTER TRAIT	TOPIC	OBJECTIVE	ACTIVITY	TIME FRAME
SEPTEMBER	Self-Discipline	Introduction of the school Discipline	To deepen the knowledge in Self-Discipline	Showing study Habit	Whole Month of September
OCTOBER	Nationalism	Right concept in Nationalism	To know the difference between Nationalism and Patriotism, and going an insight of Loyalty.	Poster making	Whole Month of October
NOVEMBER	Obedience	Following Instruction and following the Older People	To know the importance of following rules and regulation and obeying to the older people	Following Instruction	Whole Month of November
DECEMBER	Generosity	Generosity Like Christ being Generous to the people	To promote generosity not only in the month December.	Sharing in caring	Whole Month of December
JANUARY	Prosperity	Principles of prosperity	To know the way how to prosper in Life	Count your Blessing	Whole Month of January
FEBRUARY	Love	Showing Love	To show love not only to ourselves but to all kind of people	Reaction time	Whole Month of February

MARCH

Character Trait: Gentleness
 Guidance Topic: How can we develop Strength founded in Gentleness?
 Objective: To apply gentleness in a different situation and to other people.
 Time Frame: Whole month of March
 Activity: Act of Kindness

APRIL

Character Trait: Forgiveness
 Guidance Topic: What is Forgiveness?
 Objective: To deepen understanding about the word "Forgiveness"
 Time Frame: Whole Month of April
 Activity: Write a letter

MAY

Character Trait: Perseverance
 Guidance Topic: What is the importance of Perseverance?
 Objective: To know the importance of having Perseverance in the thing that we do.
 Time Frame: Whole Month of May
 Activity: Reflection Time

SEPTEMBER 2024

Character Trait: Self-Discipline
 Guidance Topic: Introduction to the School Counselor
 Objective: To deepen knowledge in Self-Discipline. Also, to meet the School Counselor and know their functions.
 Time Frame: Whole month of September
 Activity: Showing study habit

OCTOBER 2024

Character Trait: Nationalism
 Guidance Topic: Right Concept in Nationalism
 Objective: To know the difference between Nationalism and Patriotism, so that the student won't be confused when using the terms.
 Time Frame: Whole Month of October
 Activity: Poster Making

NOVEMBER 2024

Character Trait: Obedience
 Guidance Topic: Following Instruction and following the Elderly
 Objective: To know the importance of following rules and regulation and obeying to the older people.
 Time Frame: Whole month of November
 Activity: Following Instruction

DECEMBER 2024

Character Trait: Generosity
 Guidance Topic: Generosity As a Way of Life
 Objective: To promote generosity inside the classroom.
 Activity: Sharing a Caring

JANUARY 2025

Character Trait: Prosperity
 Guidance Topic: Principles of prosperity
 Objective: To know the way how to prosper in Life.
 Time Frame: Whole month of November
 Activity: Count your Blessings

FEBRUARY 2025

Character Trait: Love
 Guidance Topic: Showing Love
 Objective: To show love not only to ourselves but to all kind of people
 Time Frame: Whole month of February
 Activity: Reaction time

Appendices**A. Curriculum Vitae of the Researcher****GEMMA B. VILLANUEVA**

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EDUCATIONAL BACKGROUND**QUALIFICATIONS****TERTIARY**

Saint Louis University, Baguio City

Bachelor of Science in Commerce

major in Accounting

Teacher Education units at Marikina Polytechnic College

- Bookkeeping and Accounting

- Licensed Professional Teacher

JUNIOR HIGH SCHOOL

University of Baguio Preparatory School

ELEMENTARY

South Baguio Central School

Baguio City

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