

## A Survey on Parental Perception on Standardized Achievement Test among Seventh Graders

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**Abstract:** This study examined the parents' perception of the seventh graders' standardized tests. The primary purpose of this study is to explore parents' opinions on these tests and how they might affect their children's academic performance; it also looks at how parents view the importance of the tests. This study uses a mixed method design; quantitative or numerical data offer a measurable result, but qualitative or descriptive data offers a more profound comprehension of respondents' perspectives. A purposive reduced random sampling technique selected 54 respondents from the 7th-grader population of 360 students. The study also ensured that the students' identities would remain private and that they would be told how their information would be kept safe. Findings that indicate how parents feel about seventh-grade standardized achievement exams were the aim of this study, focusing on the value, fairness, and impact of these tests on their children's academic performance. This study highlights the standardized testing that can be made more practical and less stressful for students and teachers while improving communication and support of parents. It also emphasized that standardized tests are one way to measure children's progress, and parents should be involved in the process. Moreover, how to improve communication with parents and reduce stress around testing for both teachers and students. It suggested that these tests should be regularly reviewed to ensure they are fair and accurately measure students' abilities.

**Keywords:** Parent's Perception, Standardized Test, Academic Performance, Parent's Opinion.

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## Background

The parent's perception of standardized tests is essential regarding their children's academic performance. In this current time, parents want their child/children to excel in their academic performance. In 2001, the Department of Education established the standardized test. The standardized test is an assessment tool to evaluate a student's knowledge level. On the other hand, every parent's perspective matters, especially regarding their learner's academic achievement. Since all parents' desire for their children to gain more academic knowledge, some parents have different perceptions regarding standardized tests, which leads to pressure on their children. The need to participate well academically puts a strain on their children. The research aims to know or understand the different perceptions of the seventh graders. Parents will understand what a standardized test is in this study, and the researchers will know every parent's perception of seventh-grade students' feelings about it.

## Parental Perception

According to De Backer et al. (2019), parents play a

significant role in the lives of their adolescent children and have an important impact on their academic achievement in school. Though parents' and students' opinions of it may differ, there has not been much research on the connection between parental participation and well-being and academic performance. Throughout the school year, parents have high personal opinions and expectations of their children. This study will reveal that the perception of parents influences the academic performance of their children (Dave, 2022). It is often believed that parents' contribution plays a notable role in increasing learner involvement; However, little is known about whether and how parents and their children's perceptions of various levels of parental participation relate to certain aspects of student engagement. (Keqiao et al., 2022).

Nevertheless, little is known regarding the parental perception of the child's role in the relationship parent-child relationship, both positively and negatively (Briegel et al., 2019). Parents' perception of their children's education is related to academic achievement, but little research has examined how parents conduct academic involvement activities (Caruso et al.,

2022). Furthermore, parental involvement in schools is frequently caused by a comprehensive and honest assessment of parents' needs, priorities, and opinions about their children's schools. (Ball, & Bates, et al., 2017). Additionally, this study adds to our understanding of parents' perspectives on their children's education. The findings will aid in comprehending how parents view their kids' education, which in turn affects their educational and career choices (Marumahoko, 2017). Moreover, Parental perceptions in school are significant in children's academic achievement (Lara & Saracostti, 2019).

The difference between the researcher's study and the other studies is that it aims to determine the parents' perceptions of seventh graders. In contrast, the other studies want to find out the effects of parents' perceptions on their child's academic performance. Conversely, the similarity between our study and the review-of-related literature study is to tackle the parent's perceptions of the standardized test on their children's academic achievements. Lastly, Parents are familiar with their children. Regarding their educational experiences, parents' opinions should be considered when schools want to increase student accomplishments. (Ball et al., 2017).

The purpose of this study is to determine the level of parental understanding of their children's roles as learners, parents, and learning facilitators, as well as parental involvement in learning activities at home, family involvement at school, and school outreach to engage families (Olfindo, & Belmore, 2022)—the statistics such as mean and frequency distribution to determine the parent's respondents' characteristics. The study's findings revealed that attitudes toward school involvement and monthly family income are significantly weak related to parental school involvement in respondents' characteristics (Gasanga, 2024). Furthermore, the classroom environment and parental participation influenced junior high school kids' metacognitive abilities. It is advised that educators and policymakers prioritize programs that increase parental involvement and provide a healthy learning environment in the school. (Leopardas & Rosil., 2024). This study explores the relationship between parental involvement and outcomes for students in Technology and Livelihood Education in the Philippines. It intends to examine how the involvement of parents influences students' academic performance, behavior, and aspirations (Lupig, 2023)

### Statement of the problem

The researchers aim to determine the parental perceptions on achievement Test in one of the public secondary schools in cluster 1 in the division of Pampanga, Philippines during the school year 2024-2025.

Specifically, this seeks to answer the following questions:

- How may the perception of the respondents in achievement test be described?
- What are the underlying motivations for parents' high levels of interest and perceived responsibility regarding their children's test performance?

### Significance of the Study

- **Parents.** The parent's standardized tests can give parents a clearer picture of how their children is doing

academically compared to others. It can help them understand where their child might need extra support or if they are excelling in certain areas.

- **Students.** Standardized tests offer several benefits to students, including providing a consistent method for assessing proficiency across different schools, which allows for fair comparisons. They also address students' strengths and weaknesses, motivating them to improve their knowledge.
- **School administrators.** The school administrators' standardized tests are valuable tools for school administrators as they provide measurable data on student performance and academic achievement. This information helps identify areas of strength and those needing improvement, ensuring accountability for education outcomes; by analyzing test results, administrators can make informed decisions about resource allocation, targeting support where it is most needed
- **Future researchers.** For future researchers, the result of this research can be used as a basis for further studies and can be used as related literature.

### Scope and Delimitation

This study will focus on determining the parent's perception of standardized tests of the seventh grader in one of the secondary in cluster 1 at the Magalang, Pampanga, during the school year 2024-2025. The scope and delimitation of this study will be conducted on the parents of the seventh graders. This study will focus on 54 respondents all seventh graders.

## Methods

### Research Design

The researchers used the sequential explanatory research design to gather data regarding the parental perception of their child's achievement approach, which the researcher used to gather quantitative findings with qualitative data. The primary purpose of the design is to elucidate or amplify quantitative findings. As a result, qualitative data is utilized to provide improved detailed descriptions of complicated events and to give voice to people whose perspectives are rarely heard. Additionally, the sequential-explanatory design of the research is to gather data regarding the parents' perception of standardized tests of the seventh graders. (Andrew, 2023). The sequential explanatory research process involves gathering and analyzing quantitative data first, followed by analyzing qualitative data based on the quantitative findings. Qualitative data is used to interpret quantitative data. A mixed-method research technique integrates data from both quantitative and qualitative phases. (Timans, Wouters & Heilbron, 2019). The primary goal of the design is to clarify or emphasize quantitative results. Furthermore, this method combines qualitative and quantitative research into a single study. It provides a better approach to understanding the research subject by utilizing the benefits of both methods. While quantitative or numerical data offers a measurable result, qualitative or descriptive data offers a deeper comprehension of respondents' perspectives. This article highlights the growing interest of educational researchers in

sequential mixed method design to collect and analyze data to legitimize knowledge claims (Dhanapati, 2016).

In this qualitative phase, the researchers used a sequential exploratory research design to gather data regarding the parent's perception of standardized tests of the seventh graders. According to DA Hamadi (2021), this study is expected to open new opportunities for researchers to conduct quantitative and qualitative research on student academic performance. The main purpose of this study is to explore parents' perceptions of standardized tests and their impact on their children's academic performance. Examine the parents' attitudes and perceptions of the importance of tests. Investigate how parents view how they believe concerns and attitudes regarding standardized tests influence their children's academic performance.

Additionally, it integrates qualitative and quantitative research techniques into a single study. This strategy uses each method's advantages to offer a more thorough comprehension of the study. This study uses a mixed-method design to gain insight into the parents' perception of school size and its impact on the academic environment, the school atmosphere, and relationships within the high school. The quantitative and qualitative data collected were analyzed and compared for the result (Caver, 2011).

### Respondents/Participants

The study's respondents will be 15% out of the 360 students. This means a total of 54 of the parents of the students from the 7th graders in one of the Public Secondary Schools in the Cluster 1 Division of Pampanga during the school year 2024-2025. The researchers will use a purposive sampling technique. The purposive sampling technique reduces random sampling and guarantees that only certain types of people are included in the final sample of the research project. The idea that, given the study's goals and objectives, some kinds of people may have substantial and opposing perspectives on the concepts and issues under examination, resulting in their inclusion in the sample, justifies the adoption of a purposive technique (Campbell et al., 2002).

On the qualitative part, the participants of this study are the parents or guardians of 7th-graders in one of the public secondary schools in Cluster I Division of Pampanga during the school year of 2024-2025. with a maximum of 10-15 participants. The researchers will use qualitative methods and will be recruited to ensure diverse backgrounds and must have a child in 7th grade at a school that administers standardized tests. The researchers will use homogeneous sampling in selecting participants. The respondents were chosen for the study's qualitative phase using the homogenous sampling approach. Using homogeneous sampling, which selects respondents with similar characteristics, it is possible to conduct a more focused analysis and possibly gain a better understanding of how parents' perceptions affect the results of standardized tests for at-risk students. According to Isenstein, L., & Hutchinson, M. (2023), homogeneous sampling is a purposive sampling method used in research to select study participants who share similar characteristics or attributes. This sampling technique aims to create a relatively homogeneous sample, meaning the participants have commonalities regarding specific predetermined criteria.

### Instrument

The researchers will employ one adopted instrument to collect data on parents' perceptions of seventh-grade students' standardized tests. The questionnaires used to collect parents' perceptions of seventh-grade students' standardized tests were taken from Monica Z. Osburn, Charles Stegman, Laura D. Suitt, and Gary Ritter (2004) as a measure of parental perception of seventh-grade students' standardized tests and their relationship and effect on students' achievement.

This was adopted from the construct of Parental Involvement and Interest in Testing; the item reliability was .70; the Testing Climate construct yielded a .79 item reliability; and the Overall Stress and Anxiety construct yielded a .71 item reliability.

In this qualitative phase, the researchers conducted an informal interview using a validated interview protocol guide approved by the research adviser to collect the necessary data for the study, which was informed by quantitative findings. The interview occurred at a Public Secondary High School in Cluster I, Division of Pampanga, during the academic year 2024–2025. Before the study, the researchers obtained approval from the school head and secured consent from the five selected participants.

### Data Collection

Before conducting the study, the researchers will write and send a letter seeking the approval of the school's principal. Then, the researchers will administer the adopted questionnaires to the respondents. Lastly, the researchers will collect and process the data from the respondents.

In the qualitative part, the researchers conducted an informal interview using the validated interview guide protocol provided by the research adviser to collect data for the study, aligning with the quantitative findings.

### Ethical Consideration

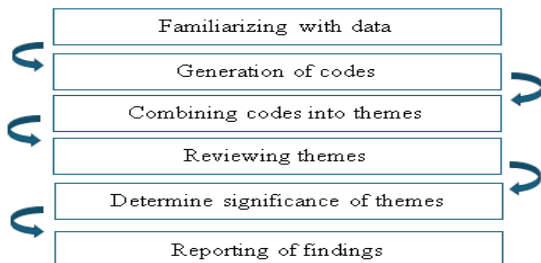
This study will use an adopted questionnaire with the appropriate consent of the 7th-grade students' achievers. The additional data will be collected with explicit permission from the participating students, and relevant effort will be made to ensure that the identity of the students will be optional and made to ensure that the respondent will not be exposed. Students should be informed how their data will be protected and whether their identities will be kept confidential or anonymous. Students must fully understand the nature of the research, including its purpose, procedures, potential risks, and benefits. All information that will be collected will be used solely for the study.

### Statistical Treatment/Data Analysis

The statistical treatment that researchers will use is the standard deviation. To test the dependability of the data collected regarding the parents' perceptions of the seventh-grader participants, one will determine the measure that the deviation from the mean is responded to. How consistently do parents view their children's performance on standardized tests? According to Balasico and Tan (2020), Performed in science, math, and English at an average level. Additionally, their Grade 6 GWAs showed a range of academic performance. The standard deviation of the

respondents' parental participation in the various school-related benchmark statements. Parents encouraged their students to participate in all activities.

In this qualitative phase, introduce the six stages of thematic analysis described by Braun & Clarke (2013). Thematic analysis is a qualitative research method that researchers use to organize and analyze complex data sets systematically. It is a search for themes that can capture the narratives available in the account of data sets.



**Figure 1. Thematic analysis steps adapted from Clarke, V., & Braun, V. (2013)**  
**Result and Discussion**

	Indicators	Mean	Verbal Description Significant Amount
1.	The Standardized testing program is important for the educational progress of my child	3.89	
2.	The Standardized testing program is stressful for my child.	2.05	Some
3.	The standardized testing program is stressful for teachers.	2.11	Some
4.	Teachers seem threatened by the testing program.	1.75	Not at all
5.	I feel pressure to help my child score well on standardized tests	2.56	Some
6.	I have had the results of my child's test explained to me by a teacher.	1.75	Not at all
7.	I have had the results of my child's test explained to me by a counselor.	1.96	Some
8.	The climate surrounding testing in this school is healthy.	3.35	Moderate Amount
9.	I am interested in the results of my child's tests	4.22	Extreme Amount
10.	I believe that standardized testing is a waste of time.	1.58	Not at all
11.	I think the teachers genuinely want my child to do well on the test.	3.98	Significant Amount
12.	I think the teachers are concerned about the test results impacting their job security.	3.60	Significant Amount
13.	I think teachers are concerned about the pressure that could be placed on them by the principal if their classes' test	3	Moderate Amount
14.	I believe the teacher is responsible for working with my child to improve his/her performance on standardized tests	3.58	Significant Amount
15.	I believe that parents have a responsibility to work with their children to improve their performance on standardized tests.	3.77	Significant Amount
16.	My child likes the testing week because he/she has less homework and less instruction in the class	3.25	Moderate Amount
17.	My child tries to do well on the tests.	4.05	Significant Amount
18.	The principal works hard to help make the testing week as pleasant as possible for the students.	3.51	Significant Amount
19.	The principal works hard to help make the testing week a positive experience for the students	3.42	Significant Amount
Total:		3.07	Moderate Amount

Table 1 shows that the highest computed was 4.22, which means that the respondents are interested in knowing the results of their children's test describing "extreme amount." In support of the study by Osburn (2004), parents reported significant or extreme involvement and interest in their child's testing. Then, the highest mean was 4.05, where the child tries to succeed on the tests, which describes a "significant amount," and the next highest mean is 3.98; it appears that the teachers genuinely hope the child will succeed on the test, which describes "significant amount." Then the highest mean was 3.77; it is believed that parents have a responsibility to work with their children to improve their performance on standardized tests, which describes a "significant amount". In support of the study of Osburn (2004), where parents also felt the responsibility of their children to improve their performance. Lastly, the last highest mean is 3.60; it is believed

that the teachers are concerned about the test results impacting their job security, which is described as a "significant amount".

On the other hand, the lowest computed was 1.58; some of the respondents believe that standardized testing is a waste of time, which is described as "not at all". In the defense, toward the lowest computed of the study of Osburn (2004), fewer respondents reported that it was not at all important. Then the lowest mean was 1.75; the parent has received an explanation of the child's test results from a teacher, which describes "not at all". In contrast to the study of Osburn (2004), parents were informed that they had not received an explanation of their children's test results from their children's teacher. Also, at 1.75, it appears that the teachers feel threatened by the testing program, which describes as "not at all." Next was 1.96; a counselor provided the parent with an explanation of the child's test results, which describes "some." Lastly, 2.05 shows here that the standardized testing program is stressful for children, which describes "some." In contrast, according to the study of Osburn (2004), parents expressed the belief that the testing program at the school is not overly stressful for their children.

This justifies that data mixed views on standardized testing. Parents show strong interest and involvement in their child's test results, while teachers and students are motivated for success. Many believe parents should help improve test performance, and teachers worry about job security linked to test outcomes. However, some see testing as a waste of time, with few parents receiving proper explanations of results. Concerns were also raised about the stress testing causes for children and teachers. Overall, while testing is seen as important, issues with communication and pressure remain significant.

### Sequential Explanatory Data

#### Parental Involvement and Support in Child's Education

Parents are concerned about teaching across different sections of Grade 7, particularly about standardized exams, and students may have difficulty if all teachers do not cover the same exam topics. They also understand how well students do in school can affect their future chances. Parents believe that the friends a child's choice can affect their behavior and goals, which can help them succeed in school in the future. If the child can make choices, they will be better prepared to pick the right courses. Parents believe that their child will one day be used to the structure of standardized exams, like college exams, and learn the importance of studying as much as possible. Ultimately, parents are confident that their children will do well in the future, learn from their social and academic experiences, and succeed in their lives. According to a 2019 study by Roberts et al., personal growth activities, including goal setting and mindfulness exercises, greatly influence students' academic and professional achievement. Students who engage in these activities gain a feeling of direction, learn how to cope with stress, and build constructive habits that improve their performance in general. The authors stress that preparing students for the pressures of maturity and the workforce is as important to personal growth as attaining immediate academic achievement.

*Mahalaga sakin kasi dahil sa... sacrifice ng magulang no, sa araw araw na nandun sila, so ayon Hahaha. bilang magulang proud ako na nakasali sya don sa*

standardized na yon, so magalaga yon mahalaga yon bilang isang magulang.) It's important to me because of the... sacrifices my parents made, being there every day. As a parent I'm proud that they were able to be part of that standardized test, so it's important... It's valuable as a parent. P1

(Minsan na woworry ako kapag baka yung mga activities nila pag mataas yung mga pag dating ng performance nag rereview sila nag woworry ako kung mababa ba o magiging mataas ganon.) Sometimes I worry when they have activities, especially when their performance is being reviewed. I get concerned if it will be low or high. P1

(Ang worry ko kasi diba pag sinabi ni standardized yung parepareho yung exam ng buong grade seven diba ohh so yung worry ko don is yung halimbawa ehh diba usually mga yung mga teachers ahh dinaman grade 7 hindi naman isa teacher sa isang subject sa isang subject hindi lang isang teacher naman ang nagtuturo diba misan dalawa sila tatlo ganun... Ang worry ko don is kung halimbawa yung isa isa yung gumawa ng exam tapos ahh hindi pala natakled yun doon sa ibang section ganon baka hindi nila makuha yung ibang sagot na dapat sagot dun sa tanong na ibinigay.) So, my worry is that when they say standardized it means the whole grade seven has the same exam, right? so my worry is that usually, in grade 7 there isn't just one teacher for each subject; sometimes there are two or three teachers. I'm worried that if one teacher creates the exam and topics weren't covered by the other sections, the students might not know the answers to the questions given. P3

Based on their story, the parents said that as a parent, they are proud that their child is part of the standardized tests. It is important to them because of the sacrifices they make every day, and with the help of the parents, their children can be successful. Because of this, the parents worry about their children's activities and performance, wondering if their results will be low or high. They also worry that their children might not be able to answer the questions given by the teachers.

(Nagiging epekto.... minsan sa ano sa barkada ganon nagiging epekto din yon sa ano maling barkada, tapos at tyaka sa standard ano nya pwedeng maka kuha ya ng... kung anong gusto nyang kurso tyaka kung kabisado na nya para sa pag dating ng araw di na sya mahihirapan.) The effect sometimes with friends, it can affect the type of friends they hang out with, and their standards... They might be able to get the course they want if they know what they're doing so when the time comes, they won't have a hard time. P1

(Malaki yung epekto syempre Lalo na pag natututo sakanila din kasi yon eh.) Of course, the effect is big, especially when they learn from them that's for them too. P2

(Sa future magiging sanay na sila kasi 'di ba kunwari magali magiging college na sila tapos afternoon mag-exam sila so is yung exam standard yon isang exam na mismo so parang nasanay na sila na isa lang yong exam na ginamit na ano na masasanay na sila na

kailangan nilang aralin yung lahat ng konsepto na dapat pag-aralan nila.) In the future, they will get used to it because, for example, when they go to college and have an afternoon exam, it will be a standardized exam. So, they'll be accustomed to having just one exam, and they'll learn that they need to study all the concepts they should know. P3

According to the participants, parents worry about their children being influenced by the wrong friends, which might affect their performance on standardized tests. They believe that doing well on standardized tests will help children get the courses they want and make their future more manageable. Standardized tests will significantly impact children, as they will teach them important lessons for the future when needed. For the standardized tests, they need to study well to succeed when taking college exams.

(Oo yung parang yung pag kailangan nya ng mga tulong ganon, pero madalang lang yung dahil alam ko naman na kaya nya yon kasi sa totoo lang minsan lang syang humiling sakin ng ano uhhm.. ng ano yung ganon yung kung.. kasi kahit puyat yan mas inuuna nya pa yung ano pag may mga activities pag dating.. diba four thirty sya nagigising ng madaling araw tapos maaga syang nagigising tapos pagdating sa school madaming ginagawa, so kahit na marami syang activities mas inuuna nya yon kesa sa pag tulog nya, sabi ko sakanya matulog muna sya ng konti pero hindi tatapusin nya muna lahat kahit na antok na antok na sya. Kaya kaya yon minsan lang nga sya mag ano sakin pero tinutulugan ko naman sya minsan.) Yeah, like when they need help but it's rare because I know they can handle things. Honestly, they rarely ask me for help. Even if they're tired, they prioritize their activities like... they wake up at 4:30 in the morning and get up early even though they have a lot to do at school. They still prioritize finishing everything, even when they are tired. I told them to take a little rest, but they still want to finish everything first. So, they only ask me occasionally, but I do let them sleep when they need to. P1

(Ako kasi tinatanong ko lang lagi sila ng ano yung pag-exam nila ganun ano yung hindi mo maintindihan doon ko sila tinutulungan kasi yung mga naiintindihan na niya so ano nanya sakanya nayon ahh nagpo-focus na lang kami kung halimbawa kung may isang subject siya na mahina doon na lang kami nagpo-pocus ganun yun lang.) I always ask them about their exams, like what they don't understand, and that's where I help them. Since they already understand some things, we just focus on the subjects where they're struggling. That's it. P3

According to the participants, when children need help, their parents assist them. However, once the children understand things independently, they no longer ask for help often. Children rarely ask their parents for help. Even if the children are tired, they still prioritize their activities. Parents also ask if they can help with the children's activities. If there is something their children do not understand, the parents will help them. When the children know



what they are doing, they focus on it. The children value their standardized activities because they are important for their future and need their parents' help.

### Academic Anxiety and Performance Pressure

A parent is concerned about how well their child performs in school, especially regarding standardized tests. They are concerned that different teachers might teach the same subject in different ways, making it more difficult for some children to succeed. The parent also observes how friends can positively or negatively impact a student's behavior and academic achievement, which may impact their children's academic success in the future. It expresses how academic anxiety and performance pressure are common concerns for students, especially during the standardized exams where the entire grade level is assessed uniformly; many students often worry about their performance, fearing that they will not meet the expectations when results come, worrying that their results may not reflect their true potential or abilities. This anxiety is often triggered when multiple teachers are involved in teaching a subject, as inconsistencies in the curriculum can lead to gaps in knowledge. For instance, if one teacher creates an exam based on topics not covered by others, some students may struggle to answer questions accurately.

Additionally, the pressure to perform well can influence their choice of hanging out with friends, leading them to associate with peers who may not positively impact their academic journey. Moreover, these factors can significantly affect their future educational opportunities, making it essential for students to develop effective coping strategies and for educators to ensure a cohesive and fair teaching approach. According to Muriithi (2020), academic pressure could sometimes motivate students to improve their performance. However, too much pressure usually has the reverse impact and reduces their capacity to provide their best effort

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*(Malaki yung epekto syempre Lalo na pag natututo sakanila din kasi yon eh.) Of course, the effect is big, especially when they learn from them that's for them too. P2*

### Resilience and Responsibility in Education

The parent believes that their child will do well on standardized exams in the future and will learn the importance of studying carefully. The child is independent and usually does not ask for help, even when tired, and prefers to finish their tasks before resting. Although the parent respects the children's determination to finish their work first, even though they advise rest, the child usually handles things independently. The parent monitors the child's academic development and offers support when needed, focusing only on areas where the child struggles. Academic success relates to being resilient and strong. The student expressed independence in education, resilience, and responsibility are the keys as students prepare for challenges like homework, schoolwork, and upcoming standardized tests in their school; they learn to manage their time effectively and study all necessary things to learn about, many students rarely ask for help even when overwhelmed. Some wake up early to get ready and prioritize school activities over rest, showing determination and the need for balance. In group projects, they often rely on siblings or any other family to ask for some support; they are just taking all risks to lead in their work, which helps them develop independence skills. Focusing on their weaknesses allows them to be more proactive in their studies, enhancing their understanding and building resilience. Overall, it is about students learning to balance their responsibilities while taking care of their well-being, according to research by Martin and Marsh (2018). Even when faced with obstacles or disappointments, students who exhibit resilience are likelier to stick with their studies. More excellent drive, emotional control, and problem-solving skills are all traits that these children frequently exhibit and are essential for handling the demands of the classroom. Additionally, according to the study, resilient kids are better equipped to handle difficulties and turn failure into a learning experience rather than a reason to give up.

*(Sa future magiging sanay na sila kasi 'di ba kunwari magali magiging college na sila tapos afternoon mag-e-exam sila so is yung exam standard yon isang exam na mismo so parang nasanay na sila na isa lang yong exam na ginamit na ano na masasanay na sila na kailangan nilang aralin yung lahat ng konsepto na dapat pag-aralan nila.) In the future, they will get used*

to it because, for example, when they go to college and have an afternoon exam, it will be a standardized exam. So, they'll be accustomed to having just one exam, and they'll learn that they need to study all the concepts they should know. P3

*(Oo yung parang yung pag kailangan nya ng mga tulong ganon, pero madalang lang yung dahil alam ko naman na kaya nya yon kasi sa totoo lang minsan lang syang humiling sakin ng ano uhhm.. ng ano yung ganon yung kung.. kasi kahit puyat yan mas inuuna nya pa yung ano pag may mga activities pag dating.. diba four thirty sya nagigising ng madaling araw tapos maaga syang nagigising tapos pagdating sa school madaming ginagawa, so kahit na marami syang activities mas inuuna nya yon kesa sa pag tulog nya, sabi ko sakanya matulog muna sya ng konti pero hindi tatapusin nya muna lahat kahit na antok na antok na sya. Kaya kaya yon minsan lang nga sya mag ano sakin pero tinutulugan ko naman sya minsan.) Yeah, like when they need help but it's rare because I know they can handle things. Honestly, they rarely ask me for help. Even if they're tired. they prioritize their activities like... they wake up at 4:30 in the morning and get up early even though they have a lot to do at school. They still prioritize finishing everything, even when they are tired. I told them to take a little rest, but they still want to finish everything first. So, they only ask me occasionally, but I do let them sleep when they need to. P1*

*(Hindi pag ano lang pag mga project lang ganon yun siguro pero kung ano anjan yung ate nya yun yun yung tumutulog sakanya sama sama ganon mga suggestions lang ganon pero yung totally gumagawa sya tapos inaano lang inaalalayan ganon hahah). Not if it's just projects like that maybe but his sister that's the one that helps him all the same that's just suggestions but that's what he's totally doing and then he's just supporting that. P2*

*(Ako kasi tinatanong ko lang lagi sila ng ano yung pag-exam nila ganun ano yung hindi mo maintindihan doon ko sila tinutulungan kasi yung mga naiintindihan na niya so ano nanya sakanya nayon ah nagpo-focus na lang kami kung halimbawa kung may isang subject siya na mahina doon na lang kami nagpo-pocus ganun yun lang.) I always ask them about their exams, like what they don't understand, and that's where I help them. Since they already understand some things, we just focus on the subjects where they're struggling. That's it. P3*

### Preparation For Personal Growth and Future Success

Parents believe that the friends a child's choice can affect their behavior and goals, which can help them succeed in school in the future. If the children hang out with friends who are focused on their goals, it can encourage the children to set high standards for themselves, like choosing the right career or course. When they know what they want to do, it is easier to stay on track and avoid problems. Learning from others working hard helps the children grow, as they can learn from their experiences. Looking to the future, getting used to challenges like big exams can help

children be more prepared. In college, practicing how to study and handle one big exam will make it easier to succeed. By being around the right people, you can have a better and more successful future. Parents are confident that their children will do well in the future, learn from their social and academic experiences, and succeed in their lives.

According to a 2019 study by Roberts et al., students' academic and professional achievement is greatly influenced by personal growth activities, including goal setting and mindfulness exercises. Students who engage in these activities gain a feeling of direction, learn how to cope with stress, and build constructive habits that improve their performance in general. The authors stress that preparing students for the pressures of maturity and the workforce is as important to personal growth as attaining immediate academic achievement.

*(Nagiging epekto.... minsan sa ano sa barkada ganon nagiging epekto din yon sa ano maling barkada, tapos at tyaka sa standard ano nya pwedeng maka kuha ya ng... kung anong gusto nyang kurso tyaka kung kabisado na nya para sa pag dating ng araw di na sya mahihirapan.) The effect sometimes with friends, it can affect the type of friends they hang out with, and their standards... They might be able to get the course they want if they know what they're doing so when the time comes, they won't have a hard time. P1*

*(Malaki yung epekto syempre Lalo na pag natututo sakanila din kasi yon eh.) Of course, the effect is big, especially when they learn from them that's for them too. P2*

*(Sa future magiging sanay na sila kasi 'di ba kunwari magali magiging college na sila tapos afternoon mag-exam sila so is yung exam standard yon isang exam na mismo so parang nasanay na sila na isa lang yong exam na ginamit na ano na masasanay na sila na kailangan nilang aralin yung lahat ng konsepto na dapat pag-aralan nila.) In the future, they will get used to it because, for example, when they go to college and have an afternoon exam, it will be a standardized exam. So, they'll be accustomed to having just one exam, and they'll learn that they need to study all the concepts they should know. P3*

### Conclusion

- It shows that standardized testing has positive outcomes, such as parents being interested in their child's test results and teachers being motivated for success. Despite that, there are still adverse outcomes, such as other parents believing that standardized testing wastes time.
- Different views are expressed in the study on parents' perceptions of seventh-grade standardized achievement exams. Some parents are concerned that their child's mental health and confidence may be impacted by the stress of completing these examinations. Some people think the examinations help monitor students' academic development. While most parents agree that standardized exams may be beneficial, many believe that more than one method should be used to evaluate a child's capacities. This study aimed to determine how parents feel about

seventh-grade standardized achievement exams. It centered on their opinions on the exams' usefulness, fairness, and impact on their kids' educational experiences.

#### ➤ Recommendation

- Teachers should keep parents informed so they can better support their children's academic learning while providing explanations to help them understand the test results clearly. Standardized testing can be made more practical and less stressful for students and teachers while improving communication and support of parents. Parents should also know that standardized tests are the only way to measure their children's success.
- 2. Standardized tests must be reviewed on a regular basis to ensure that they fairly and accurately represent students' abilities. Schools should also more directly involve parents in the testing process to help their children's education and engage them in conversations about the importance of the tests to their education. Because of this involvement, Parents would better understand the positive and negative aspects of standardized testing.
- The future researcher found that the students' parents are interested in their children's standardized tests and support them in activities and performance. Parents are concerned that their child's mental health and confidence may be affected by the stress of taking these exams, but they are also helpful in the student's academic progress. Some parents say that these tests benefit their children as they can use them in the future to help them succeed in standardized tests.

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