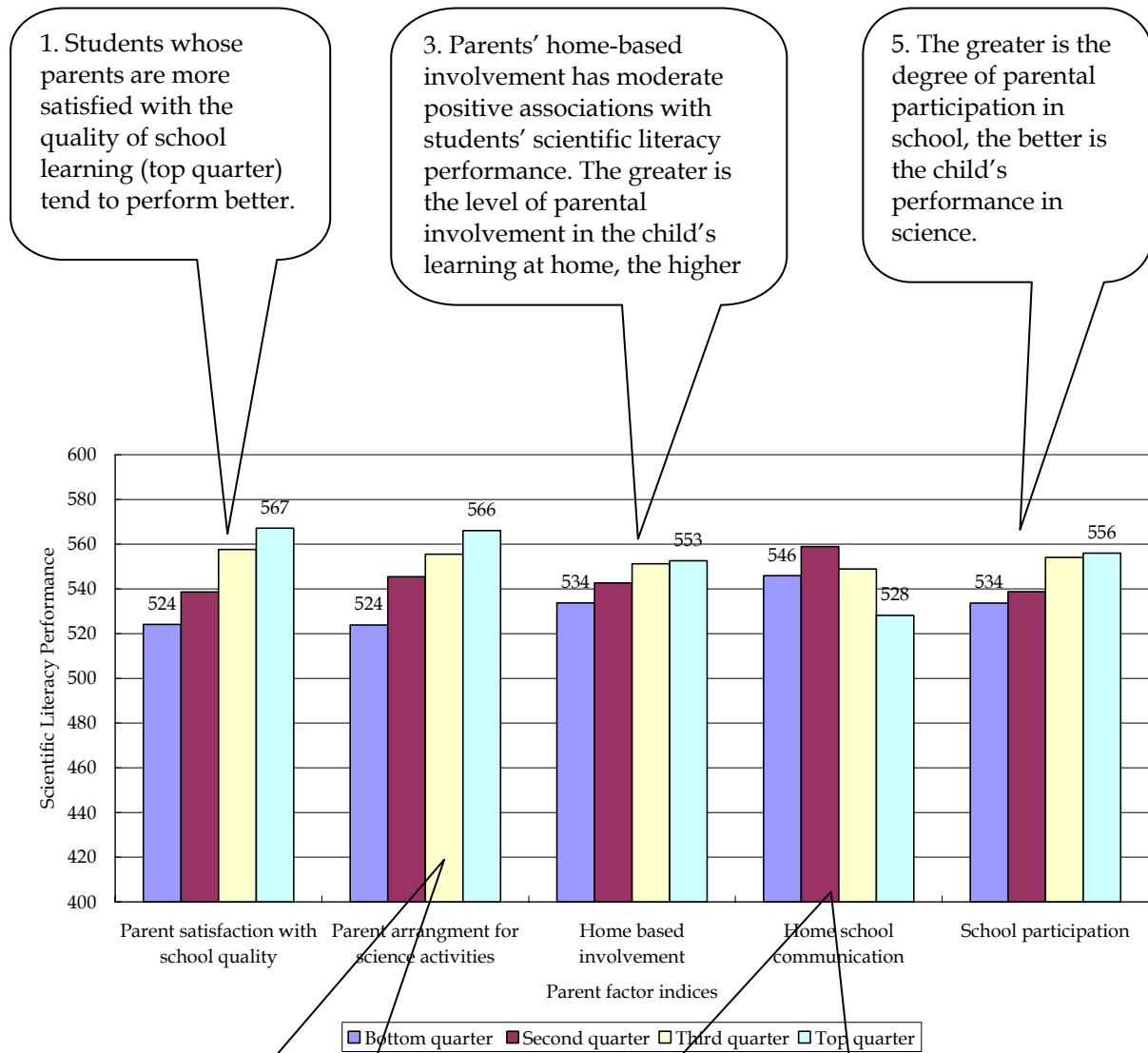


**Figure 7. Parents' Perception, Parental Involvement and their Children's Science Performance**



1. Students whose parents are more satisfied with the quality of school learning (top quarter) tend to perform better.

3. Parents' home-based involvement has moderate positive associations with students' scientific literacy performance. The greater is the level of parental involvement in the child's learning at home, the higher

5. The greater is the degree of parental participation in school, the better is the child's performance in science.

2. Parents reported more arrangement of science activities when their children was 10 year old, their children's science performance at age 15 tend to be higher.

4. Interestingly, home-school communication does not exhibit a positive relationship with the child's science performance. Parents with the most home-school communication (top quarter) appears to have the worst performance. One possible explanation is that teacher-parent contact is often initiated by incidents related to students' academic or behavioral issues. In other words, home-school communication is more likely to be problem oriented rather than positive communication.