

PARENTAL INVOLVEMENT TO THE LEARNING TASKS ON LEARNERS' ACADEMIC PERFORMANCE IN TECHNOLOGY AND LIVELIHOOD EDUCATION

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Abstract

The major objective of this study was to determine the effect of parental involvement on the learners' learning tasks and academic performance in the implementation of remote learning among the selected Grade 6 learners in Pagsawitan Elementary Schools in the municipality of Santa Cruz, division of Laguna. This study would individually analyze the three concepts; level of parental involvement, learners' learning task, and academic performance in remote learning in the TLE subject. Then, it also investigated and aimed to answer the following questions. First, what is the level of parental involvement in teaching TLE in terms of appropriate language; discipline; focus and attention; knowledge about the curriculum; parent-child relationship. Second, what is the level of learning task in TLE as to activity sheets; practical tests; and teacher-made assessments? Third, what is the level of academic performance of Grade 6 TLE learners as to 3rd quarter grade? Fourth, does parental involvement have a significant effect on the learning task in TLE of Grade 6 learners? And lastly, does parental involvement have a significant effect on the academic performance of Grade 6 learners?

The respondents to the survey consisted of fifty-five (55) sixth graders and fifty-five (55) parents from Pagsawitan Elementary School in Santa Cruz County, Laguna, collecting the necessary information to answer the survey questions. The descriptive research method was used. Mean, standard deviation, frequency, and percentage have been utilized to measure the students' performance. Regression analysis was utilized to measure the effect between the independent and dependent variables.

Based on the statistical treatment, the findings show that there is no significant effect on parental involvement in the learning task in TLE of Grade 6 learners. The overall mean of 88.00 indicates that the performance of the learners in the activities was very satisfactory. This means that based on the average academic performance in the 3rd quarter grade, learners were very competent. The findings show that learners' academic performance improved in the third quarter. It implies that parents successfully support and encourage their children to focus, and possess the proper discipline to handle their studies well, thus attaining high academic performance.

From the findings above, it can infer that the results are all more than 0.05 level of significance, which implies that there is no significant effect between the parental involvement and the learning task in TLE in terms of activity sheets, practical tests, and teacher-made test also on the academic performance of the learners.

The null hypothesis stating that "The level of parental involvement has no significant effect on the learning task and academic performance in TLE of Grade 6 learners in Pagsawitan Elementary School" is accepted. Thus, this study recommends various courses of action that would serve to benefit the various stakeholders of education.

Keywords: Parental Involvement, Appropriate Language, Discipline, Focus and Attention, Knowledge about the Curriculum, Parent-child Relationship, Learning Task, Activity Sheets, Practical Test, Teacher-made Test, Academic Performance

1. Main text

Introduction

"We need to begin with the firm belief that all parents are interested in the development and progress of their own children" -Pen Green, Centre for Under Fives and Families.

Parental involvement refers to the amount of participation a parent has when it comes to the schooling of his/her children. Some schools foster healthy parental involvement, but sometimes parents have hesitations if they will involve themselves with their children's education. Parenting is important in the Philippine society because family is viewed as a center to one's social world.

On an international scale, parental involvement in school has long been heralded as an important and positive variable on children's academic and socioemotional development. From this approach, families and schools are the main factors in the construction of their roles and forms of involvement, generating new and varied actions to relate to each other according to the specific educational context needed by the learners. With remote learning being of great use in the current era, learners and the parents, are quickly adapting to this set-up encountering challenges and realization that inevitably arise as a sign of development. Parental involvement is an important factor for student achievement in traditional school settings.

As such, parental involvement has demonstrated significant contributions to the success of learners in a virtual learning environment (Woofter, 2019) as well as in remote learning. With the said premise, parents must take on new and unfamiliar roles and responsibilities as their children participate in online education while experiencing increasing instructional responsibility for their child's learning (Liu et al., 2018). In a remote learning approach, parents would have to play an active role in the learning process. Parents now have the important task of ensuring that their children receive quality education without compromising their safety. As a result, parents often struggle with understanding the role they should play in their children's online learning (Boulton, 2018).

In line with this, the researcher strongly believes that parental involvement in terms of Time, Focus and Attention, Interest, Appropriate Language, Discipline, Parent-Child Relationship, Supervision, and Knowledge About the Curriculum, are factors to consider as the learners' task engagement and academic performance are taken into account.

Thus, the researcher wants to examine the parental involvement in remote learning and its effect on learners' learning task and academic performance in TLE.

Background of the Study

The implementation of distance learning for the early childhood education level cannot be carried out independently by children without the assistance of parents. Early childhood requires direct involvement of parents as companions and guides to participate in a series of distance learning as well as parents are expected to be able to guide children to learn from home and replace the role of teachers at school. On the course of exploring and learning the effects of parental involvement of elementary students with regards to their learning task and academic performance in TLE using Remote Learning, the researcher aims to pursue further reasons and concepts that would yield results and recommendations that would be of great help to the parents and their child as well.

According to Delgado (2019), the participation of parents in the educational process means that teachers and parents share the responsibility to teach learners and work together to achieve educational goals. Furthermore, Brossard et al. (2020), stated that the involvement of parents serves a significant position for the remote learning that is designed to continue learning but this time within the corners of the home. As such, decisions that shape remote education should be responsive to the need to ensure that all parents are capable to implement. Feelings of parents towards remote learning are mixed. Some parents feel more connected to their child's schoolwork while others see this as an additional burden. Sorensen's (2012) study revealed the most challenging and favorable aspects of remote learning for parents, keeping their children on schedule while completing their coursework as the former and interactions with the child's online teachers as the latter. In addition, schools and teachers simply do not have

enough guidance to improve the parental engagement experience, especially with the effective use of technology (Goodall, 2016).

As adoption of remote learning as a learning modality are taken into consideration due to the resources and situations of the communities, the parents became responsible as to how they hold their child's education for the future.

It is with these concepts that the researcher aims to explore how these concepts are relative to other factors revolving the learning task and academic performance of learners in TLE, hence the conduct of this study.

Statement of the Problem

The major objective of this study was to determine the effect of parental involvement to the learners' learning tasks and academic performance in the implementation of remote learning at Pagsawitan Elementary School in Santa Cruz, Laguna. This study would individually analyze the three concepts; level of parental involvement, learners' learning tasks and academic performance on remote learning in the TLE subject. With the above specified objectives, the study aimed to answer the questions:

1. What is the level of parental involvement in teaching TLE in terms of:
 - 1.1 appropriate language;
 - 1.2 discipline;
 - 1.3 focus and attention;
 - 1.4 knowledge about the curriculum; and
 - 1.5 parent-child relationship?
2. What is the level of learning task in TLE as to:
 - 2.1. activity sheet;
 - 2.2. practical test; and
 - 2.3. teacher-made assessment?
3. What is the level of academic performance of Grade 6 TLE learners as to 3rd quarter grade?
4. Does the parental involvement have significant effect to the learning task in TLE of Grade 6 learners?
5. Does the parental involvement have significance effect to the academic performance of Grade 6 learners?

Research Methodology

The researcher used the descriptive survey research method. This method refers to the collection of data from members of the population in which direct contact is made employing the survey questionnaires and checklist both in hard copy and in the google form.

The descriptive method is preferred since it yields valid and reliable results for a manageable number of respondents and can be accomplished with limited resources. A survey instrument was used to obtain data from the randomly selected respondents.

The process of descriptive survey research went beyond mere gathering and tabulation of data. It involves an element of interpretation of the meaning or significance of what is being described. The researcher believes that descriptive method is the best research method to be used in this research.

The respondents of the study comprised of fifty-five (55) Grade 6 learners and fifty-five (55) parents from Pagsawitan Elementary Schools in Santa Cruz District, SDO Laguna to gather the needed information and to answer the research problem.

The researcher made use of the random sampling technique. Random sampling is one of the simplest forms

of collecting data from the total population. Under random sampling, each member of the subset carries an equal opportunity of being chosen as a part of the sampling process. Each member of the workforce has an equal opportunity of being chosen because all the employees which were chosen to be part of the survey were selected randomly. An unbiased random sample is important for drawing conclusions

The instrument that was used in the study is a survey questionnaire checklist through google form. The questionnaire used of a five-point likert-scale. In the questionnaire, a five-point rating scale indicated below was used.

Scale	Numerical Value	Remarks	Verbal Interpretation
5	4.20-5.0	To a very great extent	Very high
4	3.40-4.19	To a great extent	High
3	2.60-3.39	To a moderate extent	Average
2	1.80-2.59	To a low extent	Low
1	1-1.79	To a very low extent	Very low

In the construction of the questionnaire described above, an extensive review of various books, publications, and internet sites was used. An initial draft of the research tool was prepared and presented to the professors and panel members for comments and suggestions. Validation was done to assess the representation of the items with those of others dealing with the same area of investigation. The assistance of the adviser relevant to the content of the questionnaire was solicited. The final form of the questionnaire was reproduced and administered to the respective respondents.

The researcher sought permission from the respective public school's district supervisor (PSDS), and Pagsawitan Elementary School head respectively has been included in the study. Upon approval, a meeting was set to meet the respondents thru online platforms before the actual administration of the questionnaire to orient them relative to the purpose of the study.

The distribution and retrieval of the questionnaire was administered by the researcher to follow-up vague responses made by the respondent for consistency check. The researcher explained fully the directions as well as the purpose of the study before allowing the respondents to answer. Later, the data has been gathered, given appropriate statistical treatment, which was analyzed and interpreted.

The responses were tabulated using google forms as the basis for the statistical treatment of the data. To analyze and interpret the data gathered, the following statistical tools were utilized in the study. Mean, standard deviation, t-test has been utilized to measure the learners' performance. Wherein mean is the average or the most common value in a collection of numbers. On the other hand, t-test is any statistical hypothesis test in which the test statistic follows a learner's t-distribution under the null hypothesis.

Minitab 14 was used in computing the data gathered and treated them statistically using Regression Analysis. It was utilized to measure the effect between the independent and dependent variables.

Theoretical Framework

This study explores the nature of school heads with regards to their leadership competence and their values and how it complements with the conduct of tasks relative to the implementation of remote learning.

Parental Involvement Theory as stated by Avvisati et. al (2014), is the theory predicts that children whose parents are involved in their education are more likely to develop a strong, positive sense of efficacy for successfully achieving in school-related tasks than with children whose parents are not involved. This theory entails those parents tend to adapt to the changes and is not impossible to grasp the effectivity of implementing the learning modality as long as the parents are willingly involving themselves.

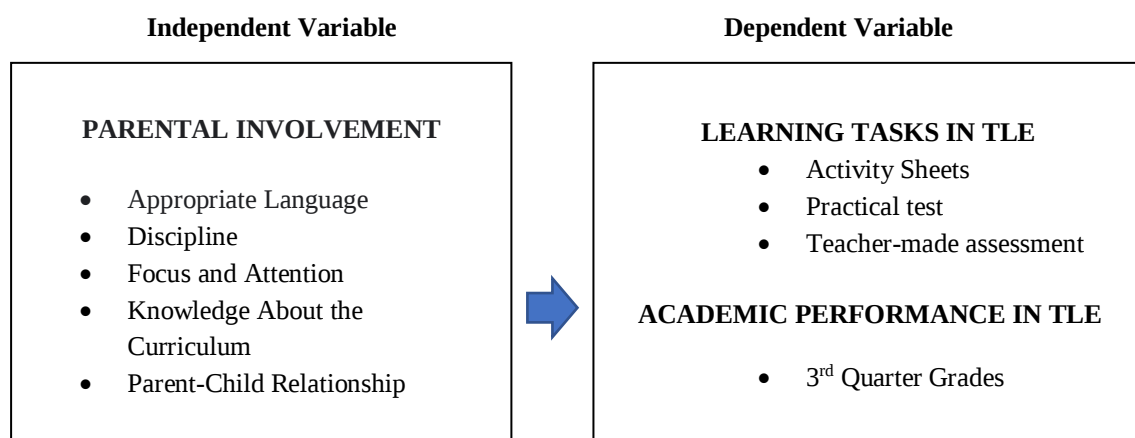
Incremental Theory as stated by Jiang et. al (2019), assumes that intelligence is malleable and changeable,

most notably through effort and persistence, that with the help of the parents, who are not initially the learners' companion when it comes to studying, would be still effective if efforts were exerted. This theory splits the decision-making process into smaller steps that would make a certain action be less questionable.

Theory of Planned Behavior as stated by Luenendonk (2019), is a theory that explores and describes how the integration of new information with existing thoughts or cognitions results in the formation and/or changes in one's attitudes. In short, before making a final judgement of a situation's effectivity, the situation must be evaluated, integrated and responded first, before arriving at that judgment. This theory to explain all behaviors over which people have the ability to exert self-control to determine the specific beliefs for a specific population.

Conceptual Framework

The ideologies presented below, guide the flow of this paper.



The paradigm above presents an illustration of what the researcher aims to work upon in determining the implications of the independent variables on the dependent variables. The independent variables are comprised of one major concept; namely parental involvement. Objectively, the researcher aims to determine if these major concepts provide context on the implementation of remote learning, with regards to learners' learning task and academic performance, which is presented as the dependent variable of this study.

Results and Discussion

Parental involvement or parental participation in learners school activities plays an important part on students' development and performances in school.

In this study, parental involvement was described in terms of appropriate language, discipline, focus and attention, knowledge about the curriculum and parent-child relationship and was determined by the weighted mean and standard deviation.

Table 1 shows that the level of parental involvement in terms of appropriate language was very high supported by the grand (M=4.45). This further implies that respondents were to a very great extent use of appropriate language or a good communication between the learners and their parents contribute greatly to learner's performances.

The respondents were to a very great extent that "Parents communicate openly and effectively with the learners", obtaining the highest (M=4.53 SD=0.63). Likewise, the respondents were to a very great extent that "Parents do not practice behaviors like yelling and not paying attention while their children are practicing and doing the learning tasks" yet it gained the least (M=4.38, SD=0.75). To elaborate, parents' effective communication which includes the use of appropriate language leads and motivates learners to perform well in school.

Table 1. Level of Parental Involvement in Teaching TLE in Terms of Appropriate Language

STATEMENT	Mean	SD	Remarks
Parents communicate openly and effectively with the learner.	4.53	0.63	To a very great extent
Parents communicate effectively by showing them respect therefore making them motivated to study more.	4.44	0.80	To a very great extent
Learners feel that they are heard and understood by their parents.	4.45	0.66	To a very great extent
Parents build understanding and trust by effective communication making learners be able to work with the learning tasks.	4.45	0.68	To a very great extent
Parents do not practice behaviors like yelling and not paying attention while their children are practicing and doing the learning tasks.	4.38	0.75	To a very great extent
Grand Mean	4.45		Very high

The findings show that the parents established effective parental communication and used appropriate language that effectively shows how they trusted and apprehended their children. It implies that learner's motivation increased, leading to improved their performance.

Communication for such parents is not a tool for control, rather it is utilized for forging connections that stabilize parent-child relationships during the storm and stress of adolescence (Sillars A, et al, 2014). Educating in an open environment like the home, children can watch behaviors in their parents. If parents push online learners to remain committed and work hard, parents must reflect this in their own behavior. Children are apt to adopt behavior they feel beneficial. The relationship between parents and their child/children can be improved if parents really do their best to communicate effectively with their children, because this way they feel that they are listened to and understood.

Table 2. Level of Parental Involvement in Teaching TLE in Terms of Discipline

STATEMENT	Mean	SD	Remarks
Parents established routines for all daily tasks including time to do the learning tasks in TLE.	4.45	0.63	To a very great extent
Parents provide specific rules to help their children develop study habit.	4.44	0.68	To a very great extent
Parents reduce the possibility of learners' distractions for them to be able to manage their time effectively	4.42	0.71	To a very great extent
Parents practice learners to obey rules in answering the module consistently	4.33	0.90	To a very great extent
Parents use reinforcement for the sake of enforcing obedience to their children in relation to studying.	4.38	0.75	To a very great extent
Grand Mean	4.40		Very high

The above result shows that the level of parental involvement in terms of discipline was very high supported by the grand (M=4.40). This further implies that respondents were to a very great extent that the parents established their children to have proper discipline to ensure learners' success.

The respondents were to a very great extent that “Parents established routines for all daily tasks including time to do the learning tasks in TLE”, obtaining the highest ($M=4.45$ $SD=0.63$). Likewise, the respondents were to a very great extent that “Parents practice learners’ to obey rules in answering the module consistently” yet it gained the least ($M=4.33$, $SD=0.90$). To elaborate, parents’ have practiced on how to discipline their children to maintain their effective study habit which leads to increase the learner’s performance.

According to Alampay (n.d), Filipino parents, in general, subscribe to authoritarian attitudes. Her study reveals that the foregoing cultural values of kapwa (helping others), hiya (shyness), and utang na loob (paying back) are among the interdependent themes that pervades the dynamics of Filipino parenting and parent- child relationships, which are characterized by respect for parental authority and obedience on the part of children, family cohesion, and meeting familial obligations.

The findings demonstrate that the parents fostered excellent management in disciplining their children to maintain their study habits or routines so they stayed focused and accomplished every given learning task. It also implies that proper discipline has greatly contributed to the learners' excellent performance.

Table 3 shows that the level of parental involvement in terms of focus and attention was very high supported by the grand ($M=4.30$). This further implies that respondents were to a very great extent that the parents have remarkable focus and attention to assist their children to have focus on their studies and effectively learn the lesson.

Table 3. Level of Parental Involvement in Teaching TLE in Terms of Focus and Attention

STATEMENT	Mean	SD	Remarks
Parents focus and are hands-on in assisting their children while answering the learning tasks as this will help them be able to show a stable and clear guidance.	4.25	0.72	To a very great extent
Parents engage clarity of communication between them and their children while doing the learning tasks.	4.33	0.81	To a very great extent
Parents try to understand the topics together with their children to help them focus and engage in the learning tasks.	4.29	0.82	To a very great extent
Parents provide important opportunities that help learners to explore ideas and knowledge, collaborate, solve problems and develop knowledge and skills on their own.	4.33	0.85	To a very great extent
Parents help in constructing knowledge, filling in the information gaps and making inferences for learners to know when it is needed.	4.29	0.68	To a very great extent
Grand Mean	4.30		Very high

The respondents were to a very great extent that “Parents provide important opportunities that help learners to explore ideas and knowledge, collaborate, solve problems and develop knowledge and skills on their own”, obtaining the highest ($M=4.33$ $SD=0.85$). Likewise, the respondents were to a very great extent that “Parents focus and are hands-on in assisting their children while answering the learning tasks as this will help them be able to show a stable and clear guidance.” yet it gained the least ($M=4.25$, $SD=0.72$). To strengthen this, parents sought to engage their children in numerous ways to guide them effectively in their studies.

In terms of focus and attention, the findings establish that the parents focus and give attention to their children to effectively assist them to have various strategies to develop the learner’s skills and effectively learn the lesson. It implies that parents' focus and attention to their child's performance leads to the betterment of their child's education.

The teaching of error detection is a complicated process, made more so by our evolving understanding of the psychological processes involved with attention itself. The purpose of this study was to explore the impact of listener attention on the error detection process (Williams, 2021).

The above result shows that the level of parental involvement in terms of knowledge about the curriculum was very high supported by the grand ($M=4.35$). This further implies that respondents were to a very great extent that the parents are well oriented on the curriculum.

Table 4. Level of parental involvement in teaching TLE in terms of Knowledge about the Curriculum

STATEMENT	Mean	SD	Remarks
Parents understands the responsibility of considering and guiding learners for them to adapt an approach that would be beneficial to their academic endeavor	4.44	0.80	To a very great extent
Parents identify the relevance and importance of pacing and scheduling the learners' work load to create a stronger position to succeed in modular approach.	4.42	0.73	To a very great extent
Parents detect inconsistencies or mistakes the students have encountered, to reshape their opinions, actions and ideas.	4.25	0.81	To a very great extent
Parents allow learners at every level to evaluate their decision-making and how these decisions ultimately impact results they will gain.	4.27	0.72	To a very great extent
Parents have the ability to think beyond the specific issue or task at hand and making proper decisions for the learners.	4.38	0.70	To a very great extent
Grand Mean	4.35		Very High

The respondents were to a very great extent that "Parents understands the responsibility of considering and guiding students for them to adapt an approach that would be beneficial to their academic endeavor", obtaining the highest ($M=4.44$ $SD=0.80$). Likewise, the respondents were to a very great extent that "Parents detect inconsistencies or mistakes the learners have encountered, to reshape their opinions, actions and ideas" yet it gained the least ($M=4.25$, $SD=0.81$). To strengthen this, parents know how to assist their students that aligned to the curriculum.

The findings reveal that parents encourage their children to assess and reflect on their decisions. It also indicates that parents develop strategies or approach to help their children to learn more effectively. In the point of views of Anyikwa and Obidike (2012) describe parental involvement as the participation and support of parents at school and in the home, which directly and positively impacts the educational performance of their children. It was supported by Nihat Şad & Gürbüzürk, 2013 wherein parents must be considered a constant and principle component of curriculum. They add that success at school is guaranteed if school-based instruction is supported by parents' involvement at home.

Table 5 shows that the level of parental involvement in terms of parent-child relationship was very high supported by the grand ($M=4.41$). This further implies that respondents were to a very great extent that the parents build a positive relationship with their children which leads to have better performance. The respondents were to a very great extent that "Parents do their best and find ways to improve their children's study habit in remote learning", obtaining the highest ($M=4.45$ $SD=0.78$).

Likewise, the respondents were to a very great extent that "Parents exert an effort to attend the expectation of the learners in remote learning" yet it gained the least ($M=4.38$, $SD=0.82$). To elaborate, parents did a great effort to support their children to effectively learn the lesson.

Table 5. Level of Parental Involvement in Teaching TLE in Terms of Parent-Child Relationship

STATEMENT	Mean	SD	Remarks
Parents set clear, achievable goals to the learners for them to be provided with real boost of motivation without pressuring them in doing the learning tasks in TLE.	4.40	0.70	To a very great extent
Parents give chances and feedbacks to the learner given that these will serve as a way to improve themselves through self-reflection.	4.42	0.68	To a very great extent
Parents exert an effort to attend the expectation of the learners in remote learning.	4.38	0.82	To a very great extent
Parents do their best and find ways to improve their children's study habit in remote learning.	4.45	0.78	To a very great extent
Parents are open to challenging the learners as it will act as a means for them to achieve high expectations in the learning process under remote learning.	4.42	0.80	To a very great extent
Grand Mean	4.41		Very High

The findings demonstrate that parents do their very best to encourage and motivate their children to sustain their study habits in remote learning. It also implies that having a positive parent-child relationship greatly affects and contributes to the learner's success.

Learners need to perceive that they have on-site support for learners in online learning set-up. Before the COVID-19 pandemic, online teachers relied heavily on parents or other mentors to help with SRL, including monitoring learner progress, providing encouragement, communicating information about tasks and achievement and even providing instructional support (Sorenson, 2019).

Level of Performance in Learning Task in TLE

Table 6. Level of learning task in TLE in terms of Activity Sheet

Grading Scale	Frequency	Percentage	Descriptors
90 – 100	22	40.00	Outstanding
85 – 89	15	27.27	Very Satisfactory
80 – 84	11	20.00	Satisfactory
75 – 79	6	10.91	Fairly Satisfactory
Below 75	1	1.82	Did Not Meet Expectations
Mean	87.00	Interpretation	Very Satisfactory

Table 6 presents the level of performance in the learning task in TLE in terms of activity sheets. seen from the table that 22 or 40 percent obtained an outstanding performance in activities. Moreover, 15 or 27 percent of the respondents got a very satisfactory performance, 11 or 20 percent obtained a satisfactory performance 6 or 11 percent performed fairly satisfactory but unfortunately, 1 or 2 percent was not able to meet the expectations.

The over-all mean of 87.00 indicates that the performance in the activities was very satisfactory. This means that based the average performance in their activities were very competent. The result shows that the learners' performance on activity sheets was great, which indicates that parents effectively assisted in accomplishing the learners' activity sheets. However, it also implies that not all learners can effectively learn the lesson through the activity sheets.

Table 7. Level of learning task in TLE in terms of Practical Test

Grading Scale	Frequency	Percentage	Descriptors
90 – 100	11	20.00	Outstanding
85 – 89	19	34.55	Very Satisfactory
80 – 84	25	45.45	Satisfactory
75 – 79	0	0.00	Fairly Satisfactory
Below 75	0	0.00	Did Not Meet Expectations
Mean	86.00	Interpretation	Very Satisfactory

It is necessary to carry out research related to the development of learning tools in the form of worksheets that can help students in the learning process and improve critical thinking skills as demand for 21st-century education as well as intellectual capital for students in the future (Andayani and Budijastuti, 2021)

The above result presents the level of performance in the learning task in TLE in terms of practical test. It can be seen from the table that 11 or 20 percent obtained an outstanding performance in practical test. Moreover, 19 or 35 percent of the respondents got a very satisfactory performance, 25 or 45 percent obtained a satisfactory performance, and no one got fairly satisfactory and didn't meet the expectations. The over-all mean of 86.00 indicates that the performance in the practical test was very satisfactory. This means that based the average performance in their practical test, were very competent.

The result reveals that the all the learners got high grade in their practical test, it indicates that parents have effectively involved in their children study habits, therefore the performance of the learners are excellent. Traditional, age-old methods like essay/essay type questions, which suffer from lack of objectivity, are giving way to newer objective methods of assessment in the form of multiple-choice questions, short answer questions, and such other tools, for assessment of cognitive domain. As far as skills assessment is concerned the conventional methods are not only subjective in nature, but also lack scope for direct observation of the performance of skills by the assessor. Moreover, the coverage of contents may be limited. Hence, attempts have been made to introduce methods that can overcome the above-mentioned limitations. (Malhotra, Shah and Patel, 2018)

Table 8 presents the level of performance in the learning task in TLE in terms of teacher made test. It can be seen from the table that 18 or 33 percent obtained an outstanding performance in teacher made test. Moreover, 15 or 27 percent of the respondents got a very satisfactory performance, 19 or 35 percent obtained a satisfactory performance 2 or 4 percent performed fairly satisfactory but unfortunately, 1 or 2 percent was not able to meet the expectations.

The over-all mean of 88.00 indicates that the performance in the teacher made test was very satisfactory. This means that based the average performance in their teacher made test, were very competent. The results demonstrate that the learners' performance in a teacher-made test was great. It indicates that parents' involvement influences the learners' enthusiasm for their studies. However, the results varied, which may be due to the level of parental involvement.

Table 8. Level of learning task in TLE in terms of Teacher-Made Assessment

Grading Scale	Frequency	Percentage	Descriptors
90 – 100	18	32.73	Outstanding
85 – 89	15	27.27	Very Satisfactory
80 – 84	19	34.55	Satisfactory
75 – 79	2	3.64	Fairly Satisfactory
Below 75	1	1.82	Did Not Meet Expectations
Mean	88.00	Interpretation	Very Satisfactory

It is a well-known fact that assessment drives learning. A single examination does not full fill all the functions of assessment, such as assessing knowledge, comprehension, skills, motivation, and feedback. Written examinations (essays and multiple choices) test cognitive knowledge, which is only one aspect of the competency. Structuring of questions and assessment through highlighting on objectivity has been emphasized and gained importance in the practical evaluation (Yaqinnudin et. al., 2019)

Level of Academic Performance

Table 9. Level of Academic Performance of Grade 6 TLE learners as to 3rd Quarter Grade

Grading Scale	Frequency	Percentage	Descriptors
90 – 100	23	41.82	Outstanding
85 – 89	23	41.82	Very Satisfactory
80 – 84	9	16.36	Satisfactory
75 – 79	0	0.00	Fairly Satisfactory
Below 75	0	0.00	Did Not Meet Expectations
Mean	88.00	Interpretation	Very Satisfactory

Table 9 presents the level of academic performance in terms of 3rd Qtr grade. It can be seen from the table that 23 or 42 percent of the students obtained an outstanding performance in 3rd Qtr. Moreover, 23 or 42 percent of the respondents got a very satisfactory performance, 9 or 16 percent obtained a satisfactory performance, and no one got fairly satisfactory and didn't meet the expectations.

The over-all mean of 88.00 indicates that the performance in the activities was very satisfactory. This means that based the average academic performance in 3rd qtr grade, were very competent.

The findings show that learners' academic performance improved in the third quarter. It implies that parents successfully support and encourage their children to focus, and possess the proper discipline to handle their studies well, thus attaining high academic performance. This finding can be supported by the studies of The National PTA (2019) and National Coalition for Parent Involvement in Education wherein, they share that “family

involvement improves student success, regardless of race/ethnicity, class or parents' level of education", "no matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior and adapt well to school", and lastly they mentioned that "the most accurate predictors of student achievement in school are not family income or social status, but the extent to which the family becomes involved in the child's education at school."

Significant Effect of Parental Involvement on the Learners' Performance in Learning Task in TLE of Grade 6 Learners

The computed p-values were compared to the level of significance at 0.05 to determine the significant effect of parental involvement on the learners' performance in learning task in TLE of Grade 6 learners.

The results below were the effects of parental involvement in terms of the use of appropriate language, discipline, focus and attention, knowledge about the curriculum and parent-child relationship on learners' performance in the learning task in TLE in terms of activity sheets.

It can be gleaned that the parental involvement has no significant effect on learners' performance. The use of appropriate language gained p-value (0.885), discipline gained p-value (0.256), focus and attention gained p-value (0.263), knowledge about the curriculum gained p-value (0.876) and parent-child relationship gained p-value (0.124) which were all higher than (0.05) level of significance which supported the result of the analysis. This explains more that parental involvement may not affect learners' performance in answering their activity sheets in particular. Parents participation in the learner's activities in education may not be associated with their performances in school at all times.

Table 10. Significant Effect of Parental Involvement to the Learning Task in TLE of Grade 6 Learners

Parental Involvement	Learning Task	t-value	p-value	Analysis
Appropriate Language	Activity Sheets	-0.15	0.885	Not Significant
Discipline		1.15	0.256	Not Significant
Focus and Attention		1.13	0.263	Not Significant
Knowledge about the Curriculum		0.16	0.876	Not Significant
Parent-Child Relationship		-1.56	0.124	Not Significant
Appropriate Language	Practical Test	-0.91	0.369	Not Significant
Discipline		0.12	0.904	Not Significant
Focus and Attention		1.31	0.198	Not Significant
Knowledge about the Curriculum		-1.52	0.134	Not Significant
Parent-Child Relationship		0.67	0.503	Not Significant
Appropriate Language	Teacher-Made Assessment	0.71	0.483	Not Significant
Discipline		1.22	0.228	Not Significant
Focus and Attention		0.75	0.457	Not Significant
Knowledge about the Curriculum		-0.69	0.492	Not Significant
Parent-Child Relationship		-1.42	0.161	Not Significant

*Significant at .05 level of significance

The above result was the effect of parental involvement in terms of the use of appropriate language, discipline, focus and attention, knowledge about the curriculum and parent-child relationship on learners' performance in the learning task in TLE in terms of Practical test.

It can be gleaned that the parental involvement has no significant effect on learners' performance. The use of appropriate language gained p-value (0.369), discipline gained p-value (0.904), focus and attention gained p-

value (0.198), knowledge about the curriculum gained p-value (0.134) and parent-child relationship gained p-value (0.503) which were all higher than (0.05) level of significance which supported the result of the analysis. This explains more that parental involvement may not affect learners' performance in answering their practical test in particular. Parents participation in the learner's assessment in education may not be associated with their performances in school at all times.

The above result was the effect of parental involvement in terms of the use of appropriate language, discipline, focus and attention, knowledge about the curriculum and parent-child relationship on students' performance in the learning task in TLE in terms of Teacher-Made Test.

It can be gleaned that the parental involvement has no significant effect on learners' performance. The use of appropriate language gained p-value (0.483), discipline gained p-value (0.228), focus and attention gained p-value (0.457), knowledge about the curriculum gained p-value (0.492) and parent-child relationship gained p-value (0.161) which were all higher than (0.05) level of significance which supported the result of the analysis. This explains more that parental involvement may not affect learners' performance in answering their teacher-made test in particular.

It is said to be that the present study shows that parents' engagement in their children's educational assessment may not always be related to their academic success because the teacher reveals that learners always stick to the explanations given by the teacher. Learning is more dominated by giving material and exercises and worksheets from learner books. This results in learners being less able to develop their skills in solving problems and applying the concepts they learn in school in everyday life. Learners only listen to the material in the direction of the teacher so that they are not used to expressing their ideas. (Anggraeni and Budijastuti, 2020).

Significant Effect of Parental Involvement to the Academic Performance in TLE

Table 11. Significant Effect of Parental Involvement to the Academic Performance in TLE as to 3rd Quarter Grade

Variable	t-value	p-value	Analysis
Appropriate Language	-1.09	0.281	Not Significant
Discipline	1.98	0.064	Not Significant
Focus and Attention	1.57	0.123	Not Significant
Knowledge about the Curriculum	-0.33	0.745	Not Significant
Parent-Child Relationship	-1.68	0.100	Not Significant

**Significant at .05 level of significance*

Table 11 result was the effect of parental involvement in terms of the use of appropriate language, discipline, focus and attention, knowledge about the curriculum and parent-child relationship on learners' academic performance in TLE in terms of 3rd quarter grade.

It can be gleaned that the parental involvement has no significant effect on learners' performance. The use of appropriate language gained value (0.281), discipline gained p-value (0.064), focus and attention gained p-value (0.123), knowledge about the curriculum gained p-value (0.745) and parent-child relationship gained p-value (0.100) which were all higher than (0.05) level of significance which supported the result of the analysis. This explains more that parental involvement may not affect learners' academic performance in 3rd quarter grade in particular

In the research study entitled “Parent involvement and student academic performance: A multiple mediational analysis” (David R. Topor 2011) it was predicted that parent involvement would no longer be a significant predictor of a child's academic performance when the child's cognitive competence and the student-teacher relationship were accounted for in the analyses. This may serve as evidence why parental involvement found not significance in child learning task in TLE.

Summary of Findings

This descriptive study aimed to determine the relationship of parental involvement to the learning task on learners' academic performance in TLE. Specifically, it sought to identify the level of parental involvement in teaching TLE, the level of learning task in TLE, level of academic performance of Grade 6 TLE learners as to 3rd quarter grade, significant effect of parental involvement to the learning task in TLE of Grade 6 learners and to the academic performance of Grade 6 learners.

The respondents of the study comprised of fifty-five (55) Grade 6 learners and fifty-five (55) parents from Pagsawitan Elementary Schools in Santa Cruz District, SDO Laguna to gather the needed information and to answer the research problem.

Findings

1. Level of parental involvement in teaching TLE

Finding shows that the parents are highly involved with their children. All of the indicators under the parental involvement which are appropriate language, discipline, focus and attention, knowledge about the curriculum and parent-child relationship are very high. It can imply that parents really teach their children and guide them on their study.

2. Level of learning task in TLE

Finding shows that the level of learning task in TLE as to activity sheets, practical-test and teacher-made assessment are varied. However, the result still shows that it is very satisfactory which means that learners really learn and understands their lesson in spite of using different learning materials.

3. Level of academic performance of Grade 6 TLE learners as to 3rd quarter grade.

The over-all mean of 88.00 indicates that the performance of the learners in the activities was very satisfactory. This means that based the average academic performance in 3rd qtr grade, students were very competent. The findings show that learners' academic performance improved in the third quarter. It implies that parents successfully support and encourage their children to focus, and possess the proper discipline to handle their studies well, thus attaining high academic performance.

4. Significant effect of parental involvement to the learning task in TLE of Grade 6 learners

Finding shows that there is no significant effect on the parental involvement to the learning task in TLE of Grade 6 learners. Parents participation in the learners' activities in education may not be associated with their performances in school at all times. Also, parents' engagement in their children's educational assessment may not always be related to their academic success.

5. Significant effect of parental involvement on the academic performance in TLE in terms of 3rd Quarter Grade

The parental involvement has no significant effect on learners' performance. The use of appropriate language gained p-value (0.281), discipline gained p-value (0.064), focus and attention gained p-value (0.123), knowledge about the curriculum gained p-value (0.745) and parent-child relationship gained p-value (0.100) which were all higher than (0.05) level of significance which supported the result of the analysis. This explains more that parental involvement may not affect learners' academic performance in 3rd quarter grade in particular.

Conclusion

On the basis of the foregoing findings, the following conclusions were drawn. From the findings above, it can infer that the results are all more than 0.05 level of significance, which implies that there is no significant effect between the parental involvement and the learning task in TLE in terms of activity sheets, practical test and teacher-made test also on the academic performance of the learners. The null hypothesis stating that “The level of parental involvement has no significant effect on the learning task and academic performance in the TLE learners of Pagsawitan Elementary School” is accepted.

Some schools foster healthy parental involvement, but sometimes parents have hesitations if they involve themselves with their children's education. Although parental involvement is recognized as being of significance in the education of children, there remains great diversity concerning parental involvement. In this case, the findings might be affected by factors such as: exist over which schools have little control and these different parenting styles; parent's lack of social capital, failure of learners in delivering information and communicating with their parents regarding school programs, activities, and events; learners who see their parent's role as a secondary educator will often become confused or challenged with weighted opinions. Furthermore, time poverty, lack of access, lack of financial resources, and lack of awareness, feelings of inadequacy, limited school background, or preoccupation with basic necessities may prevent parents from communicating with school can still consider as identified barriers to involvement.

Recommendations

Based on the drawn conclusions resulted to the following recommendations:

1. It is suggested that the parents need to be more involved in their children not only on answering their modules but also during, before and after their studying. They have to monitor their children's progress and address their needs if needed.
2. School may continuously encourage the parents to be more engaged with learners' learning task and to the school programs. It can help on building a good relationship and establish connection with the learners and educators. In other words, schools can use several strategies for improving parents' involvement in education such as calling and e-mailing home, sending newsletters home, setting up websites for their learners etc.
3. Parents may continue guiding and supporting their children in terms of their academic especially in this time of pandemic. Spending more time and increasing their focus and attention on learners' education will also boost the learner's confidence and motivation to study hard and increase their school performances.
4. Moreover, it is recommended that the school provides extension program for the parents and/or guardians to help them build the knowledge on how to handle, teach and regulate their children in terms of their studies. It is important to explain the following aspects of parental involvement: (1) why parents become involved in their children's education, (2) how parents choose specific types of involvement, and (3) why parental involvement has positive influence on students' education outcome.
5. Lastly, it is recommended for teachers to still use different learning task in TLE to maintain the outstanding performance of the learners showing that they can learn in various paces.

Interventions to promote parental involvement should be designed considering multiple factors, as we could see in this study. Therefore, multilevel interventions are welcome, involving school leaders, teachers, parents, and students in the promotion of students' learning and success; in the analysis of the needs of parents, teachers and students; and thus, the development of action plans.

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