

Parental involvement and learning competency in TLE of intermediate pupils in loctugan integrated school

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Abstract

This study aimed to determine the extent of parental involvement in Technology and Livelihood Education (TLE) and its relationship with the learning competency of intermediate pupils. A descriptive-correlational research design was employed with 183 Grades 4, 5, and 6 pupils from Lactogen Integrated School, Roxas City Division, Philippines, during the 2020–2021 school year. A researcher-made survey questionnaire measured parental involvement in terms of cognitive development and skills development using a five-point Likert scale. Pupils' learning competency was obtained from first grading period scores based on DepEd Order No. 8, s. 2015. Data were analyzed using frequency, percentage, mean, t-test, one-way ANOVA, and Pearson r. Results showed that parental involvement was "high" overall (grand mean = 3.96), with cognitive development (3.97) slightly higher than skills development (3.94). The majority of pupils (55.7%) achieved "very satisfactory" learning competency. Significant differences in parental involvement were found only by father's educational attainment ($p = 0.024$), while significant differences in learning competency were found only by age ($p = 0.040$). No significant differences were observed for sex, mother's educational attainment, or family monthly income. Furthermore, no significant relationship was found between the extent of parental involvement and pupils' learning competency in TLE ($r = -0.002$, $p = 0.976$). The study concludes that while parents are highly involved in their children's TLE education, this involvement does not directly translate to higher learning competency, suggesting that other factors may mediate academic performance in TLE.

Keywords: Parental Involvement; Learning Competency; Technology and Livelihood Education (TLE); Intermediate Pupils; Descriptive-Correlational Study

1. Introduction

In many countries like Chile, parental involvement in school has long been heralded as an important and positive variable on children's academic and socioemotional development. From an ecological framework, reciprocal positive interactions between these two key socializing spheres families and schools contribute positively to a child's socio-emotional and cognitive development. Parental involvement demonstrated a positive association between parental involvement in education and academic achievement, improving children's self-esteem, and their academic performance as well as school retention and attendance (Garbacz, et al., 2017).

In the Philippines, public or private schools have PTA or the Parent Teacher Association. It is guided by the Department of Education (DEPED) policy. Every PTA provides mechanisms to ensure proper coordination with the members of the community, provides an avenue for discussing relevant concerns, and provides assistance and support to the school for the promotion of their common interest. Regular meetings are conducted with local government units, civic organizations and other stakeholders to foster unity and cooperation. The PTA serves as support group and as a significant partner of the school whose relationship shall be defined by cooperative and open dialogue to promote the welfare of the students (Bartolome, 2017).

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Moreover, Filipino parents across all social class levels typically regard education as essential to their children's success and are willing to go to great lengths to help their children through school, retention is a major concern in Philippine school, as many students do not continue past their elementary grades (Blair, 2014).

In child's education, parents' involvement can be in many different ways. To illustrate, there may be different types of involvement such as caring about child's lessons and assignments at home, playing educational games, attending parent-teacher meetings, being in contact with teachers, watching school demonstrations, attending school trips, and playing an active role in the school's decision-making process. The role assigned by parents to themselves and the school determines the type and the level of involvement in the activities in children's educational process (Saban, 2011).

Influence of parental involvement on a student's academic success should not be underestimated (Pinantoan, 2013). Pinnation stressed the importance of a support system that a student gets from home is equally important as his brainpower, work ethics, and genetics which all work in the accomplishment of his goal in life. Furthermore, students with two parents operating in supportive roles are 52% more likely to enjoy school and get excellent academic performance than students whose parents are disengaged from what's going on at school. This is especially the case during the earliest years of schooling, in kindergarten through the 5th grade, when students with active parents are almost twice as likely to succeed.

On this note, Technology and Livelihood Education (TLE) as a subject in the Philippine elementary school curriculum, covers the basic skills and concepts of home economics, entrepreneurship, and agricultural and industrial arts and ICT and Entrepreneurship aimed to develop skill, knowledge, appreciation, and values necessary for effective daily living. Ariaso (2016) stressed the urgency to improve the performance of TLE students with very few enrollees in vocational courses due to perceived low employability.

The researcher observed that in many situations in teaching TLE in school, challenges on parental support in terms of materials needed for pupil's activities, and the most essential ICT infrastructure for ICT learning are encountered. This was observed to affect the pupil's engagement and thus affecting the overall pupil's performance.

Hence, the importance of parental involvement and engagement is so well established that it stands as one of the most agreed-upon principles of good educational practice (Borgonovi and Montt, 2012). Thus, this study seeks to advance the analysis of the effects of parental involvement in school on the academic achievement of TLE elementary pupils. The study aims to analyze how different parental involvement profiles (based on the main forms of parental involvement identified in literature) influence children's academic achieved in TLE. Parental involvement can take a wide variety of forms, among them, communication between family and school, supporting learning activities at home, and involvement in activity making will be highlighted and these will be included in this study.

Objectives of the Study

This study was an attempt to determine parental involvement and TLE learning competency of intermediate pupils in Lactogen Integrated School-Roxas City Division for the School Year 2020-2021.

Specifically, it sought to answer the following problems

- What is the extent of parental involvement in TLE subject as a whole and in terms of cognitive development and skills development?
- What is the level of learning competency in TLE subject during the first grading period?
- Is there a significant difference in the extent of parental involvement in TLE subject when the respondents are grouped according to age, sex, mother's educational attainment, father's educational attainment and family monthly income?
- Is there a significant difference in the level of learning competency in TLE subject of intermediate pupils when the respondents are grouped according to age, sex, mother's educational attainment, father's educational attainment and family monthly income?
- Is there a significant relationship between the extent of parental involvement in TLE subject and level of learning competency in TLE subject of intermediate pupils in Lactogen Integrated School-Roxas City Division?

2. Conceptual Framework

The conceptual paradigm, which guided the researcher in the conduct of this study, was illustrated in Figure 1. The independent variable of this study was the profile of TLE pupils along with age, sex, mother's educational attainment,

father's educational attainment and family monthly income. Moreover, it presents the dependent variables such as the extent of parental involvement along with the cognitive development and skills development and the TLE learning competency during the first grading period which was composed of written works (30%) and performance tasks (70%).

The framework presents the relationships of the independent variable, the extent of parental involvement considering the cognitive development and the skills development of the pupils and their learning competency in TLE subject during the first grading period.

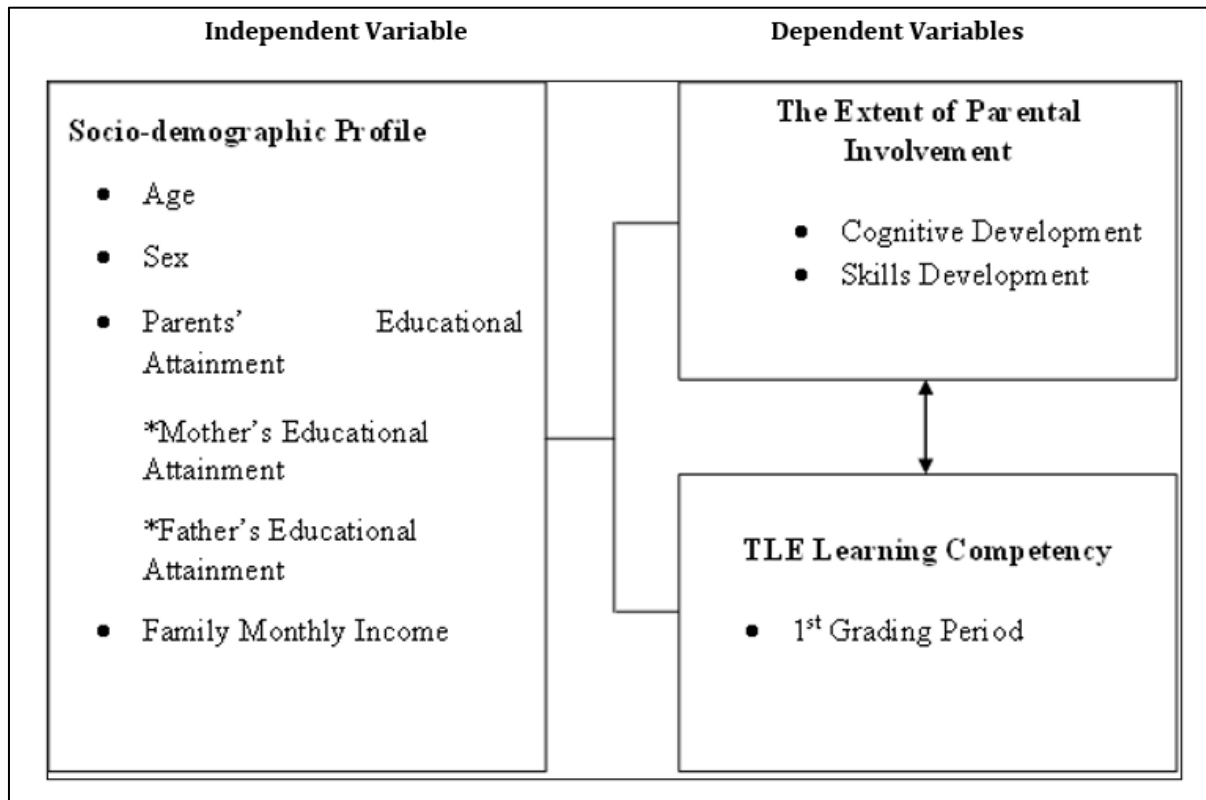


Figure 1 Schematic diagram showing the framework of the study

The diagram represents connections of the demographic profile of the respondents which is the independent variable which connects to the dependent variables and is assumed to impact the extent of parental involvement in TLE subject and the level of learning competency in TLE. The double-headed arrow which connects the extent of parental involvement in TLE subject and level of learning competency in TLE signifies that the extent of parental involvement in TLE subject affects the level of learning competency in TLE of intermediate pupils.

3. Methodology

3.1. Research Design

This research utilized the descriptive-correlational research design employing quantitative data. Descriptive research is designed to provide a snapshot of the current state of affairs (Stanger, 2011). Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute alternative knowledge claims. It starts with a statement of a problem, generating of hypothesis or research question, reviewing related literature, and a quantitative analysis of data. It employs strategies of inquiry such as experiments and surveys, and collect data on predetermined instruments that yield statistical data (Williams, 2011).

On the other hand, correlational research is used to determine whether, and to what degree, a relationship exists between two or more variables within a population (or a sample). Correlation method of research deals with the creating relationship amid two or more variables in the same population (Leedy and Ormrod, 2010).

Descriptive-correlational research design was considered appropriate to this study because it intends to determine the association between the extent of parental involvement in TLE subject and the level of learning competency of intermediate pupils in TLE. This research design was adopted with the quantitative methods in gathering the data expressed in numerical form, and the data were described in the form of tables, graphs or statistical measurements such as averages, variances and correlations, and were analyzed on the basis of the results.

3.2. Research Participants and Sampling Procedure

The respondents of the study were the one hundred eighty-three (183) intermediate pupils in lactogen Integrated School-Roxas City Division during the school year 2020-2021.

The total population of the respondents was known through inquiry in the principal's office in lactogen Integrated School. Out of the one hundred ninety-seven (197) total population of intermediate pupils the study considered one hundred eighty-three (183) as respondents. The required sample size was determined using the Cochran formula (1963) which was applied.

As shown in the table, one hundred eighty-three (183) of respondent's samples were drawn from the population of Grades 4, 5 and 6 pupils in lactogen Integrated School-Roxas City Division. It showed that the population of the respondents is one hundred ninety-seven (197) with a sample size of one hundred eighty-three (183). The distribution of respondents is reflected in Table 1.

Table 1 Respondents of the study according to grade level

Grade Level	Population	Samples	Percentage
Grade 4	73	68	37.06
Grade 5	57	53	28.93
Grade 6	67	62	34.01
Total	197	183	100.0

Data revealed that in Grade 4 there were 68(37.06%) samples; 53(29.83%) in Grade 5 and 62(34.01%) in Grade 6. Most of the respondents were from Grade 4.

3.3. Research Instrument

A researcher-made survey questionnaire was the primary instrument used to collect data (see Appendix K, p. 133). The questionnaire was developed following the guidelines of Reganit (2010), which recommend this method when information must be gathered from varied and widely dispersed sources and when the survey objectives cannot be briefly explained.

The questionnaire was divided into two main parts. The first part gathered the sociodemographic profile of respondents, including age, sex, mother's educational attainment, father's educational attainment, and family monthly income. The second part consisted of scales measuring the extent of parental involvement in Technology and Livelihood Education (TLE) in terms of cognitive development and skills development. The level of pupils' learning competency in TLE for the first grading period was obtained from grading sheets submitted by Grades 4, 5, and 6 TLE teachers.

The questionnaire was validated by a panel of experts who examined each item to ensure it measured the intended variables. The validation process assessed the appropriateness, meaningfulness, and usefulness of the data to be collected. Based on the panel's comments and suggestions, a final version of the questionnaire was produced. According to Cattell (2007), expert judgment is sufficient for questionnaire validation.

Following validation, the instrument underwent a reliability test through pilot testing. The pilot respondents were intermediate pupils from Adlawan Integrated School, Roxas City Division, who were not participants in the actual study. Data from the pilot test were gathered and analyzed to check the instrument's reliability, which was computed using Cronbach's alpha. A generally accepted rule is that an α value of 0.6–0.7 indicates an acceptable level of reliability, while 0.8 or greater indicates a very good level (Clamoring, 2007).

Collected data were prepared for analysis and interpretation based on the order of the study's research questions. Responses on the extent of parental involvement in TLE were scored using a five-point Likert scale with the following intervals and interpretations

Table 2 Scoring Guide for the Extent of Parental Involvement in Technology and Livelihood Education

Score Interval	Verbal Interpretation	Meaning of Verbal Interpretation
5 (4.21-5.00)	Very High	The condition expressed by the statement is remarkably manifested; there is extra evidence to support it.
4 (3.41-4.20)	High	The condition expressed by the statement is regularly manifested to a certain extent; there is consistent evidence to support it.
3 (2.61-3.40)	Average	The condition expressed by the statement is simply manifested now and then; there is evidence to support it-but only in an inconsistent manner.
2 (1.81-2.60)	Low	The condition expressed by the statement is hardly manifested; evidence is rare to support it. The situation needs attention.
1 (1.00-1.80)	Non-existent	The condition expressed by the statement is not manifested at all; there is no evidence to support it. The situation needs serious attention.

For the level of pupils' learning competency in TLE, the researcher adapted the grading scale from DepEd Order No. 8, s. 2015 (Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program)

Table 3 Grading Scale for Pupils' Level of Learning Competency in Technology and Livelihood Education

Grading Scale	Description	Interpretation
90-100	Outstanding	The group of pupils exhibit outstanding level of proficiency in the learning competencies of each domain.
85-89	Very Satisfactory	The group of pupils exhibit very satisfactory level of proficiency in the learning competencies of each domain.
80-84	Satisfactory	The group of pupils exhibit satisfactory level of proficiency in the learning competencies of each domain.
75-79	Fairly Satisfactory	The group of pupils exhibits fairly satisfactory level of proficiency in the learning competencies of each domain.
Below 75	Did Not Meet Expectations	The group of pupils exhibits low level of proficiency in the learning competencies of each domain.

3.4. Data Gathering Procedure

After establishing the validity and the reliability of the questionnaire, the researcher requested permission to conduct the study from the office of the School Principal through a letter. After the request was granted, the researcher distributed and administered the questionnaires. This was done by giving a copy to the parents together with the modules for the pupils. Then the parents returned the said questionnaire along with the completed modules. This is to ensure social distancing and hundred percent retrieval of the said questionnaires. The respondents were given enough time to answer the questionnaires, after which the researcher retrieved the questionnaires.

3.5. Data Analysis and Interpretation Procedure

- Using the Statistical Package for Social Sciences (SPSS) version 21, the following descriptive and inferential statistics were used:

- Frequency count and percentage were used to describe the socio-demographic characteristics of the intermediate pupils such as age, sex, mother's educational attainment, father's educational attainment and family monthly income.
- Mean was used to determine the extent of parental involvement and level of learning competency in TLE.
- The t- Test and One-Way ANOVA were used to evaluate the variances between the mean scores of the variables and to determine whether there are overall differences between the groups.
- Pearson R was used to measure the relationships among the extent of parental involvement in TLE subject and the level of learning competency in TLE of intermediate pupils.
- The significance level for inferential statistics was set at 0.05 alpha. Statistical data were computer processed using the Statistical Package for Social Sciences (SPSS) version 21 which contained the different formulas in its program.

3.6. Ethical Approval and Informed Consent

This study involved human participants, specifically intermediate (Grades 4, 5, and 6) pupils. The research protocol, including the administration of the survey questionnaire, the collection of sociodemographic data, and the access to pupils' grading sheets, was reviewed and approved by the Research Ethics Committee. All procedures were conducted in accordance with the ethical standards of the institutional research committee and with the 1964 Helsinki Declaration and its later amendments.

Because the participants were minors, written informed consent was obtained from the parents or legal guardians of all participating pupils prior to data collection. The consent form explained the purpose of the study, the voluntary nature of participation, the confidentiality of responses, and the absence of any anticipated risks or direct benefits. Parents were informed that they could withdraw their child from the study at any time without penalty or consequence to their child's academic standing. In addition, verbal assent was obtained from each pupil after explaining the study in age-appropriate language.

To protect participant privacy, all survey responses and grade data were anonymized prior to analysis. No identifying information (names, addresses, or student identification numbers) was collected or retained. The grading sheets provided by TLE teachers were accessed only for the purpose of obtaining aggregate learning competency scores and were handled in strict confidence.

The study posed no more than minimal risk to participants, as it involved routine educational data and non-sensitive survey questions about parental involvement. No experimental interventions or invasive procedures were employed.

4. Results and Discussion

4.1. Extent of Parental Involvement in TLE Subject of Intermediate Pupils in Lactogen Integrated

4.1.1. School-Roxas City Division

The extent of parental involvement in TLE subject considering cognitive development and skills development is expressed in Table 4 with a grand mean of 3.96 and verbally interpreted as "high".

Table 4 Extent of parental involvement in TLE subject of intermediate pupils in Loctugan Integrated School-Roxas City Division

Degree of Teaching Readiness	Mean	Verbal Interpretation
Cognitive Development	3.97	High
Skills Development	3.94	High
Grand Mean	3.96	High

As a whole, the extent of parental involvement in the TLE subject in lactogen Integrated School-Roxas City Division was high in terms of cognitive development (3.97) and skills development (3.94) respectively. This implies that parents who are involved with their student's education had a better understanding of ways to help their child academically. If the parent is involved with their child and their school activities, they will be more supportive in realizing the aspirations of both their children and the school where they belong. Parents who value their child's education will ensure that they

are in school during school days. They will try to make sure that the student is engaged in their class. They will also be more likely to encourage their child to participate in academically related activities. In the case of parents, they become mentors who provide opportunities for problem identification, reflection, and problem-solving actions that help children take ethical responsibility for their academic performance as well as actions to improve their skills in TLE. Parents need to be more than providers of material resources and become key guides to help children map their own paths in TLE learning tasks for which technical and social/emotional skills are key resources for academic success.

Moreover, parents are the most influential persons in the life of the child. They are the first to mold the minds of their children and inspire them to do things. According to Patrika Kou (2014), children's development is basically influenced by the way parents get themselves involved. Schools must work hard to establish partnership with parents since working with them is crucial in each of their learners' development. It is every child's primary right and every parent's obligation to be involved in every step of the child's development, may it be academic in nature or other areas of their development (Organization for Economic Cooperation and Development [OECD] Starting Strong, 2012).

Cognitive development. The extent of parental involvement in the TLE subject in terms of cognitive development as perceived by intermediate pupils in lactogen Integrated School-Roxas City Division had a grand mean of 3.97 and verbally interpreted as "high".

The extent of parental involvement in the TLE subject in terms of cognitive development was highlighted in the statement, "My parents helped me to try new ways to do schoolwork when I was having a hard time" with the highest mean of 4.13 and verbally interpreted as "high".

4.2. Level of Learning Competency in TLE Subject of Intermediate Pupils in lactogen Integrated

4.2.1. School-Roxas City Division

The level of learning competency in TLE of intermediate pupils lactogen Integrated School-Roxas City Division is presented in Table 5.

Table 5 Level of learning competency in TLE subject of intermediate pupils in lactogen Integrated School-Roxas City Division

Grade Point Average (GPA): First Grading	Frequency	Percentage
Fairly Satisfactory	5	2.7
Satisfactory	30	16.4
Very Satisfactory	102	55.7
Outstanding	46	25.1
Total	183	100.00

Scale Below 75%-Did Not Meet Expectations; 75%-79%-Fairly Satisfactory; 80%-84%-Satisfactory; 85%-89%-Very Satisfactory; 90%-100%-Outstanding (Adopted from DepEd Order No. 8 s. 2015)

The level of learning competency of the intermediate pupils was determined using the K to 12 grading system as provided in DepEd Order No. 8, s. 2015 (Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program). Data disclosed that the majority of the intermediate pupils, 102(55.70%) have very satisfactory learning competency in TLE. Further, 46(25.1%) are evaluated outstanding; while 30(16.4%) are satisfactory; and only 5(2.7%) are fairly satisfactory.

This implies that lactogen Integrated School in Roxas City Division reported a successful program of parental involvement which resulted in the accelerated development of cognitive and skills development and positive behavioral and attitudinal changes towards learning in a remote setting which has also an implication with parents, increased confidence in contacts with schools, teachers, and the education system, leading to becoming more active partners with schools.

In corollary, in the context of a blended learning environment in the new normal, the role of parents in virtual learning environments is a critical element to a student's success. In fact, it is acknowledged that some research has indicated that "parents have greater responsibilities online than they do in the face-face courses". Parents must occupy the space

normally held by the teacher in a traditional classroom. Teachers expect parents in online courses to monitor, mentor, and motivate their children in their academic studies. Though parents have a special role in online learning (Curtis and Werth, 2015).

4.3. Differences in the Extent of Parental Involvement in TLE Subject when Respondents were grouped

4.3.1. according to Selected Profile

Table 6 Differences in the extent of parental involvement in TLE subject when respondents were grouped according to their selected profile

Socio-demographic Profile	t-Value/F-value	Sig.	Probability
Age	0.824	0.511	N.S.
Sex	-0.259	0.796	N.S.
Mother's Educational Attainment	0.865	0.423	N.S.
Father's Educational Attainment	3.808	0.024	N.S.
Family Monthly Income	2.804	0.063	N.S.

Result of the data show that there was a significant difference in the extent of parental involvement considering father's educational attainment with an obtained a p-value of 0.24 that is less than the 0.05 alpha. However, there were no significant differences in the extent of parental involvement in TLE subject in terms of age, sex, mother's educational attainment and family monthly income. Therefore, the null hypothesis is accepted in terms of age, sex, mother's educational attainment and family monthly income but rejected in terms of father's educational attainment.

Parental involvement and age. Data disclose the ANOVA result for the difference between the extent of parental involvement in TLE subject of the intermediate pupils and age. Result reveals that there were no significant differences in the extent of parental involvement in TLE subject of intermediate pupils (cognitive development and skills development) ($F=0.824$, $p=0.511$) in Loctugan Integrated School-Roxas City Division.

Result of the present study implies that the extent of parental involvement in TLE subject of intermediate pupils in Loctugan Integrated School-Roxas City shows no significant effect for age. This further implies that parents are willing to support their children as they continue to finish their education.

In support of the present findings, learners, whose parents are involved, are active and ready to learn, they learn to be punctual from young age, they learn to be persistent as the parents would be continuously enquiring about their progress and they would not want to disappoint them. Through these parents can be able to make sure that their children succeed in school (Mortera, 2015).

Parental involvement and sex. t-test for independent samples result reveals that there were no significant differences in the extent of parental involvement in TLE subject of the intermediate pupils (cognitive development and skills development) and sex, ($t=-0.259$, $p=0.796$), in Loctugan Integrated School-Roxas City Division.

Result of the present study implies that the extent of parental involvement in TLE subject of the intermediate pupils in Loctugan Integrated School-Roxas City shows no significant effect for sex. Hence, parental involvement can be directed to improving cognitive gains of both male and female students when implementing school-like activities at home. These foster the continuity of classroom learning in the form of monitoring homework and facilitating the real-life, at-home application of concepts learned at school.

Parental involvement and mother's educational attainment. Result reveals the ANOVA result for the difference among the extent of parental involvement (cognitive development and skills development) in TLE subject of the intermediate pupils and mother's educational attainment. Result reveals that there were no significant differences in parental involvement in the TLE subject of intermediate pupils (cognitive development and skills development) ($F=0.865$, $p=0.423$) in Loctugan Integrated School-Roxas City Division.

Result of the present study implies that the extent of parental involvement in TLE subject of the intermediate pupils in Loctugan Integrated School-Roxas City shows no significant effect for mothers' educational attainment. Involving

parents in education would yield positive outcomes in many aspects including increased student attendance to and satisfaction with school, better academic achievement, motivation, school attachment, responsibility and confidence, better social adaptation and less discipline problems.

Parents are agents of change in securing the foundations for their child's learning capabilities and educational achievement (Kimaro, and Macham, 2015; Perez, 2018). Recent study also confirmed that parental involvement in terms of support to their child's educational goals and achievement, their academic socialization also helped.

Parental involvement and father's educational attainment. Data reveal the ANOVA result indicating that there were significant variations in the scores in determining the extent of parental involvement (cognitive development and skills development) in TLE subject of the intermediate pupils, ($F=3.808$, $p=.024$), in Loctugan Integrated School-Roxas City Division when grouped according to respondents' fathers' educational attainment.

Result of the present study implies that the extent of parental involvement in TLE subject of intermediate pupils in Loctugan Integrated School-Roxas City shows a significant effect for fathers' educational attainment. This can also draw implication to the children's fathers to establish a wide range of collaboration with teachers in terms of child's projects and activities. In Filipino community children usually look up to their father for help especially those tasks involving manpower skills.

Additionally, when parents are involved, the students feel that they are supported, and they react more positively and is evident through their academic achievement. Family's emotional support is beneficial to the students, as it not only promotes academic success but also psychological well-being and thus encourages better student engagement in schools (Roksa and Kinsley, 2019).

Parental involvement and family monthly income. Data reveal the result of One-way ANOVA indicating that there were no significant variations in the scores in determining parental involvement in TLE subject of the intermediate pupils (cognitive development and skills development), ($F=2.804$, $p=.063$), in Loctugan Integrated School-Roxas City Division when grouped according to family monthly income.

Result of the present study implies that the extent of parental involvement in TLE subject of intermediate pupils in Loctugan Integrated School-Roxas City shows no significant effect for family monthly income. Parental support is extended by parents in spite of lack of financial resource on their part, parents always find ways to provide for their children's projects and the materials.

4.4. Differences in the Level of Learning Competency in TLE Subject when Respondents were grouped

4.4.1. according to Selected Profile

Differences in the level of learning competency in TLE subject of intermediate pupils in Loctugan Integrated School-Roxas City Division was formed and expressed in Table 7.

Table 7 Differences in the level of learning competency in TLE subject when respondents were grouped according to selected profile

Socio-demographic Profile	t-Value/F-value	Sig.	Probability
Age	2.559	0.040	s.
Sex	-.648	0.518	n.s.
Mother's Educational Attainment	1.078	0.342	n.s.
Father's Educational Attainment	.831	0.437	n.s.
Family Monthly Income	2.435	0.090	n.s.

In Table 7, result of the data show that there was a significant difference in the learning competency in TLE subject considering pupil's age with an obtained a p -value of 0.040 that is less than the 0.05 alpha. However, there were no significant differences in the learning competency in TLE subject in terms of sex, mother's educational attainment, father's educational attainment and family monthly income. Therefore, the null hypothesis is accepted in terms of sex, mother's educational attainment, father's educational attainment and family monthly income but rejected in terms of age.

Learning competency in TLE and age. Data disclose the ANOVA result for the differences among the levels of learning competency in TLE of the intermediate pupils in Loctugan Integrated School-Roxas City Division. Result reveals that there were significant differences in the level of learning competency in TLE of the intermediate pupils, ($F=2.559$, $p=.040$), in Loctugan Integrated School-Roxas City Division when grouped according to respondent's age.

Result of the present study implies that the level of competence in the TLE subject of intermediate pupils in Loctugan Integrated School-Roxas City shows significant effect for age.

Further, the strong collaboration of parents with school authorities can lead to increased improvement in both physical and academic performance of the school. Hence, school administrators have to encourage parents to get involved and make contribution towards helping the school achieve its missions and goals (Sapungan and Sapungan, 2014).

Learning competency in TLE and sex. t-test for independent samples result reveals that there were no significant differences in the levels of learning competency in TLE of the intermediate pupils in Loctugan Integrated School-Roxas City Division and sex, ($t=-.648$, $p=.518$).

Result of the present study implies that the level of competence in TLE subject of the intermediate pupils in Loctugan Integrated School-Roxas City shows no significant effect for sex. This indicates that regardless of sex, their level of competence in TLE is the same.

As such, behavioral involvement and home supervision magnifies the academic performance of children (both boys and girls) (Ma, Shen, Krenn, Hu, and Yuan, 2016; Partin, 2017). Another benefit that was established regarding parental involvement is that parent teacher partnership is improved, thus, an integral foundation of academic performance of children as problems arising from academic performance are easily solved by the partnership of parents and the school (Llamas and Tuazon, 2016).

Learning competency in TLE and mother's educational attainment. Result reveals the ANOVA result for the difference among the levels of learning competency in TLE of the intermediate pupils in Loctugan Integrated School-Roxas City Division. Result reveals that there were no significant differences in the levels of learning competency in TLE of the intermediate pupils, ($F=1.078$, $p=.342$), in Loctugan Integrated School-Roxas City Division when grouped according to mothers' educational attainment.

Result of the present study implies that the level of competence in TLE subject of the intermediate pupils in Loctugan Integrated School-Roxas City shows no significant effect for mothers' educational attainment.

Learning competency in TLE and father's educational attainment. ANOVA for the difference among the levels of learning competency in TLE of the intermediate pupils in Loctugan Integrated School-Roxas City Division was formed. Result reveals that there were no significant differences in the levels of learning competency in TLE of the intermediate pupils, ($F=.831$, $p=.437$), in Loctugan Integrated School-Roxas City Division when grouped according to fathers' educational attainment.

Result of the present study implies that the level of competence in TLE subject of the intermediate pupils in Loctugan Integrated School-Roxas City shows no significant effect for fathers' educational attainment.

Regardless of parent's educational background, parents become comfortable when the education system requires their involvement in school activities. The strong collaboration of parents with school authorities can lead to increase improvement in both physical and academic performance of the school. Hence, school administrators have to encourage parents to get involved and make contribution towards helping the school achieve its missions and goals (Sapungan and Sapungan, 2014).

Learning competency in TLE and family monthly income. Data reveal the ANOVA result for the difference among the levels of learning competency in TLE of the intermediate pupils in Loctugan Integrated School-Roxas City Division. Result reveals that there were no significant differences in the level of learning competency in TLE of the intermediate pupils, ($F=2.435$, $p=.090$), in Loctugan Integrated School-Roxas City Division when grouped according to family monthly income. Result of the present study implies that the level of competence in TLE subject of the intermediate pupils in Loctugan Integrated School-Roxas City shows no significant effect for family monthly income. This indicates that regardless of their family monthly income the parental involvement among parents is the same.

4.5. Relationship between the Extent of Parental Involvement and Level of Learning Competency in TLE

4.5.1. Subject of Intermediate Pupils

Relationship between the extent of parental involvement in TLE subject and level of learning competency in TLE of the intermediate pupils in Loctugan Integrated School-Roxas City Division was expressed in Table 8.

Table 8 Relationship between the extent of parental involvement and level of learning competency in TLE subject of intermediate pupils

Variables	N	Pearson R	Sig.	Probability
Extent of Parental Involvement in TLE	183	-0.002	0.976	n.s.
Level of Learning Competency in TLE	183			

There was no significant correlation between scores in determining the relationship between the extent of parental involvement in TLE subject and the level of learning competency in TLE of the intermediate pupils, ($r=-.002$, $p=.976$), in Loctugan Integrated School-Roxas City Division.

This implies that the development of a strong parental involvement in schools could not readily increase pupils' level of competence more specifically in Technology and Livelihood Education (TLE). The relationship between these variables were found not significant because the significant value of .976 was higher than .05 alpha. Hence, the hypothesis which states that there is no significant relationship between the extent of parental involvement in TLE subject and the level of learning competency in TLE subject of the intermediate pupils in Loctugan Integrated School-Roxas City Division is hereby accepted.

This can further be inferred that because selected profiles of the respondents caused no significant variations to the extent of parental involvement in TLE subject as well as to their learning competence hence no significant association was found between these variables. It is noteworthy that the responses on the extent of parental involvement were reported based on the perception of the intermediate pupils and not the parents themselves. Further, this could be attributed to motivational factors in student's learning. Theory of planned behavior developed by Ajzen's (1991) indicated that to predict and explain human behavior in specific contexts, motivational reasons lead to higher intentions to perform a behavior on the basis that the stronger the intention to engage in a behavior, the more likely is its performance.

In contrast, research on "Parental Involvement and Academic Achievement Among High School Students" overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement. Further, the research shows that the more intensively parents are involved in their children's learning the more beneficial are the achievement effects. This holds true for all types of parent involvement in children's learning and for all types and ages of students. The research also shows that if parent involvement begins the earlier in a child's educational process, the effects will be more powerful. Educators frequently point out the critical role of the home and family environment in determining children's school success, and it appears that the earlier this influence is "harnessed," the greater the likelihood of higher student achievement. In this study an attempt has been made to explore the relationship between academic achievement and parental involvement among high school students. The study also analyzed differences in gender and living place among 300 high school students (Vijaya, 2016).

5. Conclusion

The extent of parental involvement in TLE subject and the level of learning competency in TLE subject of the intermediate pupils in Loctugan Integrated School-Roxas City Division were determined in this study. Based on the findings of the study, the following conclusions are drawn.

Parents are consistently involved in the TLE subject of intermediate pupils in Loctugan Integrated School. They assist their children to try new ways to do school work and do homework in TLE subject. Parents who are involved with their student's education will have a better understanding of ways to help their child academically.

Intermediate pupils in Loctugan Integrated School have very satisfactory performance in TLE subject as manifested in their first grading performance. This is manifested by the successful program of parental involvement which resulted in the accelerated development of cognitive and skills development and positive behavioral and attitudinal changes towards learning in a remote setting which has also an implication with parents, increased confidence in contacts with schools, teachers, and the education system, leading to becoming more active partners with schools.

Father's educational attainment effect variations to the extent of parental involvement in TLE subject of the intermediate pupils in Loctugan Integrated School-Roxas City Division. The result draws implication that fathers have to establish a wide range of collaboration with teachers in terms of child's projects and activities in TLE since mostly the subject requires the skills suited for men.

Age effect variations to the level of learning competency in TLE subject of the intermediate pupils in Loctugan Integrated School-Roxas City Division. This is manifested that pupils who are in higher grade level are expected to have acquired better competency than those who are in the lower grade.

The extent of parental involvement in TLE subject and the level of learning competency in TLE subject of the intermediate pupils in Loctugan Integrated School-Roxas City Division are not mutually dependent. This implies that the development of a strong parental involvement in schools could not readily increase pupils' level of competence more specifically in Technology and Livelihood Education (TLE).

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

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