



# PARENTS' DIFFICULTIES IN FACILITATING TLE 6 LEARNING

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Parents' Difficulties in Facilitating TLE 6 Learning

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### **Abstract**

This descriptive study which explored the difficulties in facilitating TLE 6 learning during the pandemic involving all the 20 parents of grade six pupils of Marcos R. Necesito Sr. Elementary School was conducted during the school year 2020-2021. With a two-part researcher-made questionnaire containing indicators for Home Economics, Agriculture, Industrial Arts and ICT/Entrepreneurship as main data source, the query was able to gauge the aspects that hinder parents in successfully assisting their children in TLE learning. Frequency and percentage were used for data analysis. Results showed that it was hard for the parents to provide enough budget for the cooking lessons (HE), to recognize all agricultural tools and equipment (Agriculture), determine the total project cost and provide raw materials for projects (Industrial Arts) and provide different ICT materials (ICT/Entrepreneurship). It was further revealed that the difficulties experienced by the parents were due to their economic situation. The most popular strategy practiced was attendance at school-initiated meetings of the PTA and discussing TLE lessons with other parents in their purok. It was recommended that the school may exert effort to solicit willing stakeholders that may support grade 6 learners in TLE projects, and enhance Purok Learning System wherein neighbors assist one another in making their children meet the curriculum requirements.

**Keywords:** *Technology and Livelihood Education (TLE), Purok Learning System*

### **Introduction**

The subject of Technology and Livelihood Education (TLE) was included in the curriculum as a ‘response to the job mismatch in the country’ (Gregorio, 2016). Its implementation aimed to prepare Filipinos into becoming globally competitive.

When the COVID-19 pandemic occurred, teaching and learning of the TLE subject became very challenging. Instead of classroom interaction, the learner is compelled to interact with printed modules. It is claimed that ‘quality learning results in quality teaching’, but could this happen during this time of the COVID-19 outbreak?

As the Department of Education started to implement the Basic Education Learning Continuity Plan mandated thru DepEd Order No. 012, parents of Marcos R. Necesito Sr. Memorial Elementary School chose the printed modular distance learning as a learning delivery mode for their children.

In the face-to-face setup, research concerning Technology and Livelihood Education (TLE) instruction found that schools have inadequate facilities, most of the recommended tools, materials, and equipment are not available, and lack of capital investment (Gregorio, 2016). Considering the said problems in the regular classroom setup, it is interesting to investigate how Grade Six pupils will navigate their TLE lessons during the pandemic with the assistance of their parents at home.

To direct the study, it is essential to tackle the different aspects that affect the learning growth of a person. According to Sengonul (2022), one of the aspects is the involvement of parents. The nature of the parent-child relationship will determine if it is nurturing or not. A nurturing relationship is contributory to better learning. It is also presumed that the availability

of basic needs, the presence (or absence) of security and stability in the family, and the opportunities to obtain inspiration to excel in life are positive factors for better learning.

As parents became the key facilitators for the learning and growth of their children, it was observed that many are having difficulties with how and where to start assisting their children specially TLE 6. Due to this situation, the researcher came up with the idea to gather the parent's common difficulties in facilitating TLE 6 learning. With the help of this study, strategies on how to address and provide assistance in the difficulties encountered by parents in the new normal setting may be discovered.

One proof that parents play an important role in their child's learning is the finding of Lara and Saracostti (2019) wherein the support and presence of parents in different school programs, plans, and activities became the fundamental component of academic success and development of their children.

On the other hand, it was stated in the study of Family-School and Community Partnership Bureau (2012) that the learning trajectory begins well before children enter school. Parents play a critical role in providing learning opportunities at home and in linking what children learn at school with what happens elsewhere.

This statement supports the study on parental involvement in terms of providing a home learning environment ( Sylvia 1999; Melhuish 2001). There is a higher chance of success in homeschooling if the environment is engaging and the full support of parents and other members of the family.

In a virtual conference, DepEd Undersecretary Sevilla stated that it's very enormous and important on the part of learners and the part of parents on online platforms. According to her, instruction that is delivered through the internet is more difficult to manage unlike traditional

face-to-face learning because you have to consider the presence and support of parents in online classes.

In addition to the article published in Manila Bulletin last April 30, 2020, it shown that the Department of Education has been firm on its stand that” Learning must continue”. In this scenario, the major problem needs to be solved is that what kind of learning modalities will be used for students’ needs and interest in continuous learning. Adjustment is not only done by teachers but mostly on the parts of the parents where becoming a teacher and managing the learnings of their kids at home is not their specialty. This difficulty is not an easy task to address especially on the part of parents who are both working.

Additionally, on the Blog Archive of Mc Afee (2020), it was shown some of the shared difficulties of parents in different grade levels from elementary up to senior high school. Parents’ difficulties mentioned were that school works become the center of attention, repetitive practice, equal opportunity of work at home and teaching, programs, and timetable for the sunset to sunrise schedule.

Research also shows that no doubt that parents are much more susceptible to burnout (physical or mental collapse). The Philippines, with its new normal situation, is very likely facing the same situation (Philippines New Education, 2020)

According to Lardizabal-Dado (2020) of The Manila Times, there is no guarantee that traditional classes will open this January 2021 due to the pandemic which manipulates to the lives of every individual throughout the country. Due to this situation, parents are not only able to provide primary needs of their family but also become the teacher of their children because of the so-called homeschooling. With these challenges, parents and guardians will prepare some alternative plans and programs to be used in attaining success in education despite the pandemic

experienced by everyone. The pandemic will hinder in-person classes approximately until 2021. This time-lapse may be a chance for the family members to find ways how to assist their children's education.

The above also goes with the teachers. Hanif (2010), emphasized that a teacher's responsibility is not only focused on the curriculum. In order to become effective, he/she has to balance the job by considering inculcating positive values, establishing good interrelationships, and encouraging all stakeholders to help make learning enjoyable.

Thus, according to Durisic (2017), it was posted that in accordance with the system of integrated support, the success of learners is based on the collaborative effort of the school in establishing a harmonious relationship with parents and explaining their responsibilities.

Seale (2020), however, posed some inconsistencies in the distance learning effectivity in view of distance learning: for those families who belong to the low-income category make it difficult to support the education of their children and this may result in dropping out of school. In addition one of the biggest factor in the success of every learner is their parents' perspective towards education. If parents don't have any initiative how much more on the part of their children? For those who live in the far flung area or distant places, education is one of the least priority for them.

In terms of technology requirements, Hasan, Mehmet, and Aysenur (2010) quoted in their study that in the virtual environment, there are difficulties that need to address in terms of technical problems arising wherein one of their major problems is a stable internet connection. Most of the users experience internet signal issues during online classes, conferences and meetings, and other related online activities.



Relatively, William and Sanchez (2013) cited that financial problems, insufficient awareness and access to education, and lack of time are factors that hindered parents' involvement in the educational learning of their children.

On the other hand, Salin (2017), posted that the involvement of parents in education is challenging and difficult due to the following reason such as shortage of time, illiteracy, and lack of sensitivity from the school system. It's very exhausting and at the same time difficult on the part of every parent to have direct involvement in the learning of their children especially mental idea that teachers should be responsible for the learning of their children. Some parents do believe that teachers have the sole responsibility for the education of every learner.

Another angle of parental capacity to assist children is relayed in the finding of Burdett, East Bill, Mellard, and Daryl (2015) who posited that to utilize online classes there must be adequate parental involvement and clear communication about parents' responsibilities how that information is passed on. Some online schools require parents to watch a video that explains their role as manager, or coach, but does not incorporate a subsequent check for understanding or observation to make sure that parents are adhering to the requirements. In addition to this, parents do not have the training to provide the same interventions and assistance needed to implement their child's IEP.

In the article "Life and Style" (2020), it was cited that there are difficulties faced by parents most especially those in the primary grades. Working while teaching your kids at home is one of the tough scenarios in the life of every parent because not all parents are able to teach their children. Furthermore, on the side of working parents, it can add stressful situations that can never resolve easily.

In support of the plight of the parents, The Journal of Educational Development (2020) convenes that to address the different problems regarding the system of education, there must be firm support up to the national level wherein different platforms can be used to disseminate the lessons to all the learners most especially to the far-flung areas.

Thus, it could be concluded that ready or not, children's learning needs much assistance from family members. This is to make learning continuity really work.

### Conceptual Framework

The figure below shows that parents' common difficulties and the adjustments practiced from these difficulties during TLE 6 teaching and learning served as the input pieces of information that were gathered in the form of a survey and interview. These were analyzed and interpreted leading to the development of an action plan to address parents' difficulties in facilitating learning in TLE 6 during the pandemic.

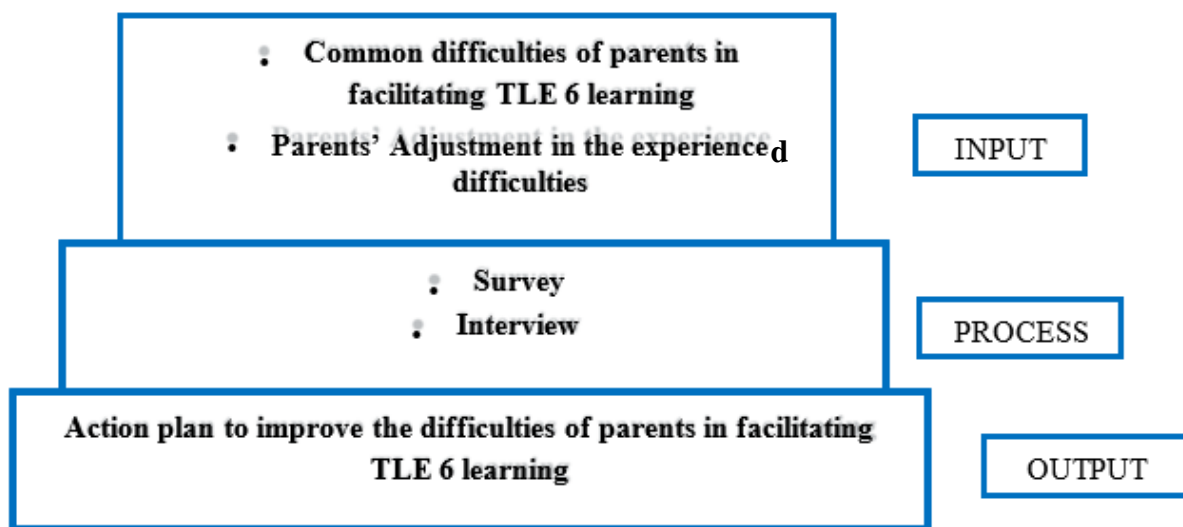


Figure 1. The conceptual framework showing the relationship between the study variables

## Research Questions

The main objective of this study was to have a deeper understanding of the perceived difficulties of parents in teaching their children in TLE 6 while facing the health threats brought by COVID-19 and to find ways how to address the difficulties.

Specifically, it attempted to answer the following questions:

1. What are the parents' difficulties in facilitating TLE 6 learning in the following areas:
  - 1.1 Home Economics
  - 1.2 Agriculture
  - 1.3 Industrial Art
  - 1.4 ICT/ Entrepreneurship
2. How may parents' adjustment to the experienced difficulties be described in terms of:
  - 2.1 provision of learning resources and
  - 2.2 coordination of practices?
3. What action plan may be offered to address the parents' difficulties?

## Significance of the Study

The results of this study are deemed beneficial to the following, to wit:

**Parents.** The parents, as the children's partners in learning, could develop strategies that will make learning at home more systematic and enjoyable for the child. Moreover, the study results will motivate them to be more engaged in their children's learning.

**Teachers.** Gaining knowledge regarding the parent's perceived difficulties in teaching TLE 6 will provide ideas for teachers to develop inclusive educational programs that require deep involvement and support from the parents of learning children at all levels.

**Policy Makers.** The results of this study may be utilized as a basis for improving policies that could help serve learners and educators in making education meet desired goals. It could also provide additional information in making revisions and provisions in developing plans.

**Researchers.** The results of this study may be used as a reference for broader scientific queries about parents' perceived difficulties in teaching TLE 6.

### **Scope and Limitations**

This study involved the Grade 6 parents of Marcos R. Necesito Sr. Memorial Elementary School, in the District of Maria Aurora East, Schools Division of Aurora. The respondents were only those parents of Grade 6 in School Year 2020-2021. The focus of this study is to identify the perceived difficulties of parents in facilitating TLE learning. Further, it would try to devise an action plan to address their adjustment.

The study population does not represent the whole district of Maria Aurora East and results will therefore be applied only to the Grade 6 parents in the school under study.

## **Methods**

### **Type of Research**

This study used the descriptive type of research using the survey method. According to Check and Schutt (2012), survey research is defined as “the collection of information from a sample of individuals through their response to a question. The essence of the survey method can be explained as “questioning individuals on a topic or topics and then describing their responses. The survey method can be broadly divided into three categories: mail survey, telephone survey, and personal interview.

According to Gay (1992:217), descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. A descriptive study determines and reports the way things are. Descriptive research is scientific research that systematically deals with certain areas or populations about events, phenomena, or facts.

Aggarwal (2008) defined descriptive research as devoted to gathering information about prevailing conditions or situations for the purpose of description and interpretation.

Thus in this study, the researcher identified the parent's perceived difficulties in teaching TLE 6, as well as their adjustments in terms of survey and interview.

### **Respondents and Sampling**

The respondents of this study were 19 parents of Grade 6 pupils enrolled for the school year 2020-2021 of Marcos R. Necesito Sr. Memorial Elementary School in the District of Maria Aurora East, Schools Division of Aurora. The total population method was applied.

### **Sources of Data**

The researcher prepared a survey questionnaire for the main source of this study. It was enriched by information from parents during semi-structured interviews. These data were enriched by the information from the (LESF) Learner Enrolment Survey Form submitted to the school during the enrolment period of SY 2020-2021 and all foreign and local related literature researched by the researcher.

### **Instruments**

The main instrument used is a two-part questionnaire –a checklist crafted by the researcher. Part I is a list of common difficulties in facilitating TLE 6 in four areas (H.E,

Agriculture, Industrial Art, and ICT/Entrepreneurship) where the respondents checked the column that described his/her response on the following scale: 4- I can do it very well, 3- I can do it, 2- I can do it a little, 1- I cannot do it. Part II-A is a checklist of the provision of learning resources where the respondents checked the column that described their response as to the following scale: 4- always, 3- often, 2- I sometimes, and 1- never. Part II-B is a checklist of coordination where the respondents checked the column that described their response as to the following scale: 4- always, 3- often, 2- I sometimes, and 1- never.

The questionnaire was subjected to a reliability test before it was administered to the target respondents. All additional information from the semi-structured interviews was noted and used in discussing results.

### **Data Collection Procedure**

The researcher submitted the research proposal to the Schools Division Office –Research Evaluation Committee, for review and approval. When it was approved, the letter of consent/assent was distributed to the parents to become participants in the study. Those who gave consent were given the questionnaires. Interviews followed and so is the LESF validation. Results were tabulated and submitted to statistical measures for interpretation and analysis.

### **Ethical Considerations**

Normal research survey needs face-to-face interviews, however, it would be dangerous for both participants and researchers. The mode of communication that was applicable in this new normal is digital platforms wherein the survey was online and able to reach the respondents. To ensure the safety of information about parents and pupils, consent letters were provided in view of the approved request from the Schools Division Superintendent. All research ethics and

rules were observed to avoid any problem from occurring. All responses and outputs of the participants were treated with the utmost confidentiality.

### **Data Analysis**

According to Koomey (2020), data analysis is a process of inspecting, cleansing, transforming, and modeling data with the goal of discovering useful information, informing conclusions, and supporting decision-making. In fact, in the study by Simpson (2015), he stated that even before data collection begins, we need to have a clear analysis plan that will guide us from the initial stages of summarizing and describing the data through to testing hypotheses.

For answering the specific questions, frequency, and percentage were used to answer Questions 1 and 2. The improvement plan to address difficulties was formulated using the recommendations of the respondents.

## **Results and Discussion**

### **1. Parent's Difficulties in Facilitating TLE Learning**

#### **1.1 Home Economics.**

Table 1 below presents the common difficulties of parents in facilitating learning in Home Economics. As shown in the table, 6 or 30% of the parents cannot provide enough budget for cooking lessons while 2 or 10% found it difficult to know the different materials needed in Home Economics. For those who claimed they can only do a little of the tasks for Home Economics, there are 4 or 20% who can only do a little in terms of acquiring teaching skills in Home Management Teaching, and 3 or 15 % for assisting learners in related tasks and knowing the different materials needed in Home Economics.

Based on the results, it is clear that the most common problem of parents in facilitating lessons in Technology and Livelihood Education (TLE) in the area of Home Economics was

providing enough budget for cooking lessons. This implies that the problem was related to financial constraints experienced by the family. The said result may be an offshoot of the economic crisis caused by the pandemic.

This result could be associated with the contents of the article in “The Journal of Education” (2020) where it was shown that the shortage of financial aid (for needy minority students ) is a serious national problem deserving special attention. Survey data reveal the extent to which the burden of self-financing their college education triggered students’ difficulties in the educational process such as deferred attendance, reduction in enrollment status, dropout, poor academic performance, increase economic hardship, and emotional distress.

**Table 1**  
**Parents’ Difficulties in Facilitating learning in Home Economics**

Item		I can do it very well (4)		I can do it (3)		I can do it a Little (2)		I cannot do it (1)	
Indicators no. To teach TLE to my child, I need to....									
H.E		f	%	f	%	f	%	f	%
1	Know the different materials needed in Home Economics	6	30.0	9	45.0	3	15.0	2	10.0
2	Provide enough budget for cooking lessons	5	25.0	9	45.0	0	0	6	30.0
3	Acquire teaching skills in Home Management Teaching	7	35.0	9	45.0	4	20.0	0	0
4	Practice budgeting, draft patterns for household linens and food preservation	9	45.0	11	55.0	0	0	0	0
5	Assist him/her with different learning tasks related	5	25.0	12	60.0	3	15.0	0	0



## 1.2 Agriculture.

Table 2 shows the data on the problems encountered by parents in Agriculture. There is 1 or 5% who cannot recognize all agricultural tools and equipment required while 5 or 25% can do it a little. In distinguishing scientific practices in animal/fish raising and farming, 7 or 35% can only do it a little, as well as giving financial and moral support (4 or 20%) and administering availability of time (2 or 10%).

The results show that though many of the parents can facilitate TLE learning and the fact that most were engaged in agricultural work, it was still difficult for them to match their knowledge of the tools with the standard labels used in teaching the subject. These results may be related to the published findings that beginning teachers had moderate problems with those students who have low academic ability and low interest in coordinating the activities of an active young farmer. Participants in this research also rated that making the focus of agriculture program career preparation and obtaining knowledge to name those facilities and equipment are close to a problem (Journal of Agricultural Education (2007)).

**Table 2.**  
**Parents' difficulties in Facilitating learning in Agriculture**

Indicators To teach TLE to my child, I need to...		I can do it very well (4)		I can do it (3)		I can do it a little (2)		I cannot do it (1)	
<b>Agriculture</b>		<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
1	Recognize all agricultural tools and equipment required	7	35.0	7	35.0	5	25.0	1	35.0
2	Distinguish scientific practices in animal/fish raising and farming	8	40.0	5	25.0	7	35.0	0	0
3	Administer availability of time	8	40.0	10	50.0	2	10.0	0	0
4	Prepare a safe place for my child to work	11	55.0	8	40.0	1	5.0	0	0
5	Give financial and moral support	6	30.0	10	50.0	4	20.0	0	0

### 1.3 Industrial Arts.

Table 4 provides the top most prevalent problem encountered by parents in industrial arts. In terms of determining the total cost of a project in Industrial Arts, there were 5 or 25% of the respondents who can determine the project cost while 1 or 5% of the respondents cannot do it. As to providing raw materials for the project, 3 or 15% can do it a little and 1 or 5% cannot do it. The findings show that those families who belong to low-income families mostly felt difficulties in complying with the requirements given by the school.

The Journal of American Industrial (2006) cited that poverty is one of the main problems in some countries. Most parents are having a hard time earning money for their children's needs therefore some parents cannot afford to send their children to school and somehow stop when they don't have.

**Table 3.**  
**Parents' difficulties in Facilitating learning in Industrial Art**

<b>Indicators To teach TLE to my child, I need to...</b>		<b>I can do it very well (4)</b>		<b>I can do it (3)</b>		<b>I can do it a little (2)</b>		<b>I cannot do it (1)</b>	
<b>Industrial Arts</b>		<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
1	Determine the total cost of the project	7	35.0	7	35.0	5	25.0	1	5.0
2	Use additional materials to aid in learning in I. A.	5	25.0	7	35.0	8	40.0	0	0
3	Guide my child into actual performing of tasks	7	35.0	8	40.0	5	25.0	0	0
4	Supervise the different on-hands activities	8	40.0	9	45.0	3	15.0	0	0
5	Provide raw materials for their projects	7	35.0	9	45.0	3	15.0	1	5.0

### 1.4 ICT/ Entrepreneurship.

Table 4 revealed the data on the problems encountered in facilitating ICT/Entrepreneurship. There were 4 or 20 % who claimed that they cannot provide ICT material to their children, and there were 3 or 15% who can do it a little. In the use of the different digital forms, 6 or 30% of respondents know a little, and respondents who don't know it were 3 or 15%. In terms of conducting a survey, 3 or 15% of the respondents cannot do it.

The findings of the present study corroborate Siddiquah's (2017) assertion that the most important problem for students in Pakistan regarding the use of ICT at home was load shedding. The problem faced by Pakistani students at home was the non-availability of required software. Other problems faced were virus threats, poor working conditions of the computers, lack of access to the Internet, and lack of technical support.

**Table 4**  
**Parents' difficulties in Facilitating learning in ICT/Entrepreneurship**

Item no.	INDICATORS	I can do it very well		I can do it		I can do it a little		I cannot do it	
	<i>To teach TLE to hild, I need to....</i>	(4)		(3)		(2)		(1)	
		F	%	frequency	%	frequency	%	frequency	%
ICT/ Entrepreneurship									
1	Learn how to browse internet	7	35.0	8	40.0	5	25.0	0	0
2	Provide different ICT materials	5	25.0	8	40.0	3	15.0	4	20.0
3	Know the different digital form for communication	8	40.0	6	30.0	3	15.0	3	15.0
4	Study the nature in conducting a survey using outline tools.	5	25.0	10	50.0	5	25.0	0	0
5	Communicate using online platforms	5	25.0	9	45.0	3	15.0	3	15.0

## **2. Parents' Adjustment to the Difficulties Experienced**

### **2.1 Provision of Learning Resources.**

Table 5 shows the parent's adjustments in the experienced difficulties. As shown in the table below, 80% always subscribe to different reading materials to help them facilitate TLE learning at home, while 60% often or do it sometimes. As to the installation of internet or Wi-Fi connection, there was almost equal distribution among respondents who always do it, often do it, or sometimes do it. There were 30% who do not pursue internet installation at home. In terms of buying gadgets, there was an equal distribution of the respondents who often or sometimes do it 30% and also equal distribution of always and never bought gadgets which were 20%. 50% always download different topics and lessons related to TLE 6, while the others have an almost equal distribution 20% who often and sometimes do it and only 10% who do not download or are not able to download. In terms of using learning resources such as DepED Commons 50% always use it, 35% sometimes use it while the remaining 15% often use it.

The findings revealed that the least concern of the parents in terms of the provision of learning resources is buying gadgets such as smartphones, tablets, desktops or laptops. Newspaper opinions and notifications talked about how the absence of these learning resources leads to the loss of learning and its impact on the pupil's educational needs. In a study by Rideout (2016), she found out that most low—and moderate-income parents have generally positive views about the impact of the internet and modern technology gadgets on their 6- to 13-year-old children. They agreed that computers and mobile devices help their children to learn important skills but due to economic inequality, it is critical to engage in digital technologies and how they perceive the opportunities.

**Table 5.**  
**Parents' Adjustment in the Provision of Learning Resources**

Item No.	INDICATORS	Always		Often		Sometimes		Never	
	<i>To teach TLE 6 to my child, I need to....</i>	(4)		(3)		(2)		(1)	
		F	%	F	%	F	%	F	%
1	Subscribe different reading materials that will help in facilitating learning in TLE 6	8	40.0	6	30.0	6	30.0	0	0
2	Install internet connection or WIFI connection so that my child can search online on the difficult topics	6	30.0	5	25.0	6	30.0	3	15.0
3	Buy gadgets such as smartphone, tablet, desktop or laptop	4	20.0	6	30.0	6	30.0	4	20.0
4	Download different topics and lesson related to TLE 6	10	50.0	4	20.0	5	25.0	1	5.0
5	Use other learning resources such as DepED Commons and books in the lessons which is difficult to understand	10	50.0	3	15.0	7	35.0	0	0

## 2.2 Coordination of Practices.

Table 6 provided the top most prevalent adjustment done by parents towards the experienced difficulties. 10 or 50% of the respondents always joined in GC (group chat) created by parents, 5 or 25% often joined, 4 or 20% joined sometimes and only 1 or 5 % never joined. On the other hand, 9 or 45 % said that they always called the teachers to discuss issues and concerns, 6 or 30% sometimes do it, and the remaining 5 or 25% often do it. In terms of reminders and announcements, 10 or 50% of the respondents always listened, 8 or 40% often do it, and 2 or 10% sometimes listened. 15 or 75% of the respondents always attended orientation and meetings, 3 or 15% sometimes did it and 2 or 10% often do it. 11 or 55% of the respondents always discuss lessons in TLE with parents in every purok, 4 or 20% often do it, 3 or 15% never did it, and the remaining 2 or 10% sometimes do it.

It revealed that in terms of parents' adjustment, discussion of lessons in TLE 6 with the parent in every purok was the less priority.

**Table 6.**  
**Parents' Adjustment in Coordination of Practices**

Item No.	INDICATORS	Always		Often		Sometimes		Never	
	<i>To teach TLE 6 to my child, I need to....</i>	(4)		(3)		(2)		(1)	
		F	%	F	%	F	%	F	%
'1	Join GC (Group chat) for Grade 6 parents so we could discuss TLE 6.	10	50.0	5	25.0	4	20.0	1	5.0
2	Call the teacher during class hours to discuss and elaborate some issues and concerns regarding the lesson.	9	45.0	5	25.0	6	30.0	0	0
3	Listen and read some reminders and announcement in the school	10	50.0	8	40.0	2	10.0	0	0
4	Attend orientation and meeting of parent- teacher association in the school	15	75.0	2	10.0	3	15.0	0	0
5	Discussion of lessons in TLE 6 with the parent in every purok	11	55.0	4	20.0	2	10.0	3	15.0

### 3. Action Plan.

Based on the results of the common difficulties experienced by parents it was cited that financial assistance is the major reason why these difficulties have risen. Measures to address the difficulties found were indicated in the Action Plan To Address Parents' common Difficulties in Facilitating TLE6 Learning (Table 7, p. 27).

It was cited in the study of Canton Mayo (2009) that the improvement plans are educational innovations carried out in schools, with the participation of all members, with the aim of improving the organization in the didactic, organizational, and management aspects. The Department of Education and science of Asturias (2009) defined an improvement plan as an intentional action through which a center articulates a process that allows it to reinforce those aspects considered positive and modify or eliminate those that are judged negative as a result of its previous self-evaluation process.

**Table 7.**  
**Offered Action Plan**

<b>ACTION PLAN TO ADDRESS PARENTS' DIFFICULTIES IN FACILITATING TLE 6 LEARNING</b>								
PROGRAMS/PROJECTS/ ACTIVITIES	OBJECTIVES	STRATEGIES	TIME FRAME	RESOURCES				Expected Output
				MATERI AL	FUND	SOURCE OF FUND	MANP OWER	
Create group chat (GC) for parents involve	Clear and important information to be disseminated .	Dissemination of information through group chat (GC)	Sept. 2021	Internet connectivity	200.00	Personal fund	Parents - Teacher Adviser	Group chat has been carried out to disseminate information
Purok Learning System	Enhance Purok Learning System during pandemic	Limited face to face PLAC by purok	Oct – Nov. 2021	Downloaded powerpoint Recorded videos related to TLE 6	500.00	Voluntary contribution Personal Fund	School Head Parents Teachers	Parents are instructed on how to teach their children at home effectively
“Kalingahusay” Program	Help low – income pupils	Approach the alumni of the school and external stakeholder to be possible donors	Dec. 2021	Request letter Load	200.00	Personal fund	Teacher School Head	Sponsors/donors were identified. Assistance to pupils were recorded and properly accounted for.

## Conclusions

Based on the study results, it can be concluded that:

1. The difficulties of the parents in facilitating TLE 6 are rooted in their challenging economic situations.

1.1. Majority of the parents are experiencing difficulties in providing raw materials for cooking lessons in Home economics. The scarcity of income in most parents hinders them from allotting the budget for their children's TLE cooking lessons.

1.2. The most common difficulty of the parents in Agriculture is recognizing agricultural tools and equipment. There was limited agricultural equipment at home that may help pupils and parents bridge the TLE lessons and experiences.

- 1.3. In Industrial Arts, determining the total cost of the project and providing raw materials for the projects are the two most common difficulties. Again, the low income of the parents causes this reality.
- 1.4. In ICT and entrepreneurship, parents find it difficult to provide ICT materials for their children's learning. This, again, is the inability of the parents to allot extra budget for the ICT materials due to the need to address first the basic family needs.
2. To adjust to the difficulties, parents seek the help of their fellow parents in their purok, see to it they read announcements and reminders, and they attend meetings and orientations in the PTA. This means they favor face-to-face communications over online platforms.
3. An action plan is needed to identify promising interventions to address parents' difficulties for parents both in their individual relationships with their children and in their co-parenting role. To address parents' common difficulties in facilitating TLE6 learning, creating a group chat (GC) where parents will be involved in online communication, Purok Learning System, and the "Kalingahusay" Program were included in the action plan.

### **Recommendations**

On the basis of the findings and conclusions drawn, the following recommendations are hereby offered:

1. The school may exert efforts to solicit stakeholders who are willing to financially support grade 6 learners in TLE projects.
2. Enhance Purok Learning System wherein neighboring parents assist one another in making their children meet the curriculum requirements.
3. Provide video lessons in TLE to be shared with parents. These video lessons could be accessed offline and online.
4. Assist one another in making their children meet the curriculum requirements and related studies be conducted focused on other subject areas.



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