

# The Level of Parents' Support to Ang TANGKUB's TVBI vis-à-vis Level of Students' Performance

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**Abstract.** Undeniably, parents' support and lack thereof totally affects the attainment of educational goals. This study aims to describe and analyze the level of parents' support to Ang TANGKUB's TVBI (*Transforming Advancement in the New Normal, Guiding K to 12 Learners under Broadcast Media*) which is an existing innovation for two academic school years already in the entire division aiming to bridge learning gaps and respond to the challenge of literacy in times of crisis. This study focusing on identifying the level of parents' support and its relationship on students' performance employed descriptive-quantitative design. The result of this study has revealed that the very high level of parents' support has a positive significant relationship or association on students' academic grades. This goes to show that schools should maintain and strengthen high level of parents' support to the implemented modality to meet desired educational targets.

*Keywords: TV-based instruction, stakeholders' support, students' performance, challenge of literacy in times of crisis*

## I. Introduction of Research

There is no one-size-fits-all ultimate solution to the current challenges that have been bugging education systems around the globe. However, the unprecedented shutdown of schools all over the country has allowed the education sector and institutions to explore on learning modalities that would best carry out teaching-learning in the New Normal. TV-based instructions is one of the viable platforms which was implemented because of its ability to reach majority of the learners. While it is true that innovations can attain desired outcomes, there are factors that may greatly affect their attainment.

Cliché as it may sound, it normally takes a village to raise a child. Schools must also consider in its operations, the empowerment of key stakeholders as their support or lack thereof can undermine continuous improvement and the level of attainment of desired student learning outcomes. As Cabardo (2016) pointed out in his study on the School-Based Management (SBM) that education stakeholders play a great role in achieving and sustaining school operations.

Needless to say, students may only reach their full potential when important people in their lives: parents, teachers and other community members are united in supporting and nurturing them to develop their ability. Authors claim that parental involvement is not only an operational mechanism to ensure students' academic success, but also in increasing motivation, self-esteem and self-reliance leading to success in any academic pursuit notwithstanding economic background. On the other hand, insufficient or no parental involvement leads to low student achievement and engagement Bower and Griffin in (Martinez, 2015).

The research on parents' support or involvement is already extensive yet inconsistent. Partly, this is true because parents' support encompasses a variety of behaviors. Parental participation is defined as the parent's commitment to provide learning resources to the child. Moreover, it is also described as an investment in the children's education or parents' participation in activities that promote their children's learning and performance. Similarly, the current researches define parental participation as parents' efforts to contribute to their children's well-being, academic as well as social and emotional growth (Erdem and Kaya, 2020).

Literature has proven that there are actually different types of parental support. It is interesting to note that parents in the New Normal setup have significant roles to play in the education of their children for their roles included monitoring their children's activities, reminding the schedule of the TV programs, seeing to it that learning spaces are conducive for them to concentrate, guiding them in the completion of their Self-Learning Materials (SLMs) and the like. Although, there are already myriad of researches focusing on parental involvement on academic achievement, the researchers are particularly concerned with the parents' support given to one of the adapted learning modalities in the division which is the TV-based instruction. Moreover, this study would like to determine the level of parents' support and the level of students' performance and whether these two have positive correlation. The researchers believed that being an ongoing innovation for two consecutive school years already, the modality should be assessed as to whether or not it was able to meet educational targets. The results of this study could become the basis for further quality assurance mechanisms.

## II. Review of Related Literature

Tangub City Division, in its attempt to bridge learning gaps and respond to the challenge of literacy in times of crisis has initiated the innovation called “Ang TANGKUB” which stands for “Transforming Advancement in the New Normal, Guiding K to 12 Learners under Broadcast Media.” It is a combination of both radio (RBI) and TV-based instruction (TVBI) programs crafted in response to the need of making education possible and accessible to learners at the comfort of their homes. These two learning modalities (RBI and TVBI) have been chosen as a result of the learning continuity plan (LCP) and Learner Enrolment Survey Form (LESF) which includes the answer to available learning resources at home among learners such as phone, television, radio and others as well as internet availability and preferred learning modality.

Aside from LCP and LESF, a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis and three pilot testing were also conducted to provide a much better perspective to the current situation and as such, it revealed that the two modalities are more viable compared to other learning modalities such as modular and online learning. This finding has been supported by Global data firm Dataxis (2019) which states that 18.7 million households in the Philippines have their own TV sets at home and 47.1% of the population has radios respectively. Further, on the same year, Department of Education's (DepEd) enrollment data showed that around 6.3 million households have no internet access or only 17.7% have own internet access. Data reveal that television and radio broadcasts can be an effective way for education systems to reach school-aged learners with the greatest needs, especially among poorer households which cannot afford internet access at home. This paper would like to focus on the TV-Based Instruction modality for the purpose of narrowing down its scope for a more conclusive result.

Gatchalian (2020) recognizes the role of broadcast media in teaching complicated competencies. He even cited that in one of his rounds to check how classes had been going on, he encountered a learner studying fractions who confessed that this lesson was difficult without the guidance of a teacher. Videos as he noted had the capacity to show the step by step process to get solutions to problems. In addition, he even encouraged partnerships between local government units and local radio and television stations in order to air localized episodes.

UNESCO (2020) pointed out that the utilization of television broadcast as distance learning solutions is a probable means to link the digital divide in the education sector and connect with learners. Distance education in the form TVBI is likely viewed as a contemporary

development, but tracing back some historical facts shows that during the 1940s and 1950s, there were groups which applied for television station licenses. As a matter of fact, the Truman Commission (1947) articulated strong position on universal education. Even stronger declarations followed such as the Eisenhower Commission. It was in 1952 when the Federal Communications Commission (FCC) assigned frequencies to establish public broadcasting and its objective includes the provision for instructional television (Portway & Lane, n.d.).

TVBI platform has just been revisited to support the continuity of learning reinforced by the research findings of UNICEF (United Nations International Children's Emergency Fund) that television broadcasts provide a helpful means for schools and institutions to be able to cater the children with the greatest educational needs (Bell, Rutstein, & Ferrone, 2020). It is also responsive to heading forward education for lifelong learners of the future, *Sulong EduKalidad* since it provides educational reform solution tailored-fit to a “world drastically changing.”

Broadcast media is supported by the pillars of Bandura's Social Learning Theory (1977) which asserts that one's ability to learn are best acquired through observation, imitation and modeling. Behavior performed or modeled on TV is observed and imitated by the viewers. It has an impact on people's attitudes, beliefs and values. What learners see on TV has an effect to their spatial abilities and imagination. As supported by Salomon (in Moeller, 1996), even watching slow zooms into details of a larger picture teaches visual analytic skills.

Being a newly implemented innovation, the researcher would like to find out whether or not the level of parents' support has a positive effect on students' learning performance as reflected by their grades in the Curriculum Management Support System or CMSS. Curriculum Management Support System (CMSS) is an online monitoring of schools compliance with DO 31, s. 2020 and of the learners' performance per quarter for all the learning areas from kindergarten to Senior High School.

In education, parents play various integral roles affecting learning outcomes and their purposes and how educational institutions are structured. When linkage between the school and the different stakeholders especially the parents are clearly defined, learning community may exist among parents, community, and schools, or among administrators, teachers, and students (Emmanuel, 2021). High performance is also said to be dependent on the school's ability to utilize both the human and material resources available. Learning outcomes or academic performance may be positively influenced by the parents' and stakeholders' support, acceptance and participation in schools and the ability of the school administrators or school heads to influence

the stakeholders. A certain study which sampled 52 schools using a random sampling technique also found out that most schools have an established stakeholder involvement thus school management committees were actively participating in the decision making process in respect to the school management. It also stressed out that there is a need to sensitize parents to take up roles in their children's class meetings; that more funding is necessary to enhance participatory activities geared towards the improvement of the learning environment. Moreover, study also assumed that participatory management in most schools contributed positively to academic achievement to a large extent (Gichohi, 2015).

The Local Government Unit (LGU) of Tangub City is one of the division's major stakeholders in the implementation of TVBI. Hence, the LGU-operated TV station has allotted time slots for the airing of "Ang TANGKUB." TV-based instruction can be viewed through Dalit TV. Episodes in TVBI can also be accessed on Astral Academy YouTube channel and Facebook page for those who have internet service provider. LGUs in the different barangays also assured their support to their partner schools by allocating some budget in purchasing public address systems for households with no radio transistors. Moreover, barangay halls have become drop-off points for module distribution and retrieval.

Tangub City Division strategically planned and conceptualized "Ang TANGKUB" not just to cut paper cost, but also to provide contextualization and flexibility in line with the provisions laid down in DO 12, s. 2020 on the Basic Education Learning Continuity Plan (BE-LCP) which suggested ways or measures in fostering academic ease amidst the pandemic. Being an ongoing innovation, the researchers would like to find out whether the level of parents' support has positive and significant relationship on the learners from Grades 1 to 10 as shown by students' performance.

### **III. Research Questions**

This study seeks to find out the level of parents' support to Ang TANGKUB's TV-Based instruction and the level of students' performance as reflected by their grades and whether or not the former has a positive and significant relationship in students' performance.

Specifically, this will aim to answer the following:

1. What is the level of parents' support to Ang TANGKUB's TVBI?
2. What is the level of students' performance as reflected by their grades?
3. Is there a significant relationship between parents' support and students' level of academic performance?

#### **IV. Scope and Limitations**

Two schools in the division were utilized in the conduct of this study, one of which is in elementary and the other is in the secondary. Tangub City Central School (TCCS) and Tangub City National High School (TCNHS) are both the biggest schools among the elementary and secondary schools in the division and they have the most number of learners who opted for TV-based instruction. Out from the 1,787 learners who selected the TV-based instruction modality this school year 2021-2022, the researchers got the sample size of 317 given the confidence level of 95% and 5 % margin of error. There were 158 respondents from TCCS and 159 respondents from TCNHS. This study is only limited to the parents' perception as to the level of their support. Focused Group Discussions (FGDs) and interviews could have been conducted to support the result of numerical findings and to explore on indicators with weaker correlation than the others.

#### **V. Research Methodology**

**Research Design.** This study employed a descriptive-quantitative design which aims to measure and indicate the relationship between and among the variables in focus. According to Leedy & Ormod (2001), it is pivotal not only to describe the connection among variables, but also to examine the extent of statistical correlation that exists between characteristics. This design aimed to also find out if the changes in one or more variable directly affects to the changes in another variable/s. This study specifically aimed to determine the level of parents' support and the level of students' performance in the TVBI platform utilized by Tangub City Division in S.Y. 2021-2022.

**Setting.** The study was conducted in Tangub City Central School (TCCS) and Tangub City National High School (TCNHS). Both schools are located in the same barangay, Mantic, Tangub City. They are also the biggest schools in elementary and secondary level in terms of school population.

**Respondents.** There were 317 parent-respondents along with their school children who became the respondents in the conduct of this study. Out from the 317 respondents, 158 where from Grades 1 to 6 and the remaining 159 where from grades 7 to 10.

**Sampling.** The researchers used stratified random sampling in obtaining the data for this research. Stratified random sampling also known as quota or proportional sampling is a

method of sampling that involves the division of a population into smaller sub-groups known as strata. This is done to see to it that the researchers can obtain a sample population that best represents the entire population being studied.

**Data Collection.** This research gathered quantitative data through the following techniques and tools:

Survey-Questionnaire. A researcher-made 10-item survey-questionnaire was used in getting the level of parents' support. Pilot testing was done to non-respondents of the study ensure that the data will more likely yield intended results. In determining the level of stakeholders' support, this scale was used:

<b>Responses</b>	<b>Continuum</b>	<b>Interpretation</b>
Always	4.20-5.00	<b>Very High</b>
Often	3.40-4.19	<b>High</b>
Sometimes	2.60-3.39	<b>Moderate</b>
Rarely	1.80-2.59	<b>Low</b>
Never	1.00-1.79	<b>Very Low</b>

Students' Grades. Grades of the children whose parents responded on the survey-questionnaire were obtained from the schools' ICT coordinator, with the approval of the school principal, provided that all data must be kept confidential and used solely for the attainment of the purpose of this study.

**Ethical Considerations.** Regarding the issues on authority to conduct the research, safety and well-being of the participants was resolved through following the Inter-Agency Task Force (IATF) guidelines and health protocols. In terms of authority to conduct the research of this nature, the researchers are part of the pool of teachers and division personnel for the TV-Based Instruction Production Team and could look at the heart of the matter from a logical perspective.

Moreover, the participation of participants in this research is not compulsory. Informed consent was sought as respondents sign consent forms. Consent forms also specified the nature of the respondents' participation.

Confidentiality and anonymity was observed in the study by not mentioning the respondents' identity in any part of the paper. Copyright issues were resolved through proper citation of the original authors.

**Data Analysis.** The following processes were performed in the analysis of the data gathered using the Statistical Package for the Social Sciences also known as IBM SPSS Statistics software:

**Mean & weighted mean.** These were computed to determine the level of parents' support as well as students' average performance.

**t-test.** It was used to find out whether there is a significant difference between the level of parents' support on the performance of students in TV-based instruction.

**Pearson Product-Moment Correlation Coefficient.** It is used to find out if there is a positive significant relationship between the level of parents' support on students' performance.

**p-value.** This was used to analyze whether the relationship between variables is significant.

**Linear Regression.** It is used to predict the value of students' performance based on the value of parents' support.



## VI. DISCUSSION OF RESULTS AND REFLECTION

This part constitutes the core of the study, presents, analyzes and interprets the data, including data implications. Each table presents the gathered data to answer the research problems.

**Table 1**  
Level of Parents' Support to Ang TANGKUB's TV-Based Instruction

<b>Indicators</b>	<b>Mean</b>	<b>Interpretation</b>
1. I show my support to the school by providing the necessary learning materials for the children's education such as but not limited to television, cable subscription or mobile data.	4.30	Very High
2. I volunteer in school activities which require my presence and cooperation such as in promptly getting my child/children's Self Learning Materials (SLMs) and submitting them for checking.	4.13	High
3. I willingly take part in school maintenance such as parent-teacher conferences.	4.26	Very High
4. I encourage other parents to take part and make valuable contribution to school activities.	4.35	Very High
5. I remind my children of the daily airing schedule of lessons in radio and television.	4.17	High
6. I answer important calls from the school and teachers especially regarding on urgent matters related to my child's performance.	4.30	Very High
7. I motivate my child/children to finish their SLM's ahead of time and follow the suggested class schedule prescribed by the school.	4.43	Very High
8. I supervise my child/children in watching to TV-based lessons and monitor or even follow-up my child's progress.	4.04	High
9. I provide conducive learning spaces at home for my child to focus and concentrate in his or her lessons.	4.17	High
10. I am actively engaged in all areas of my child's development.	4.13	High
<b>Grand Mean: 4.22 (Very High)</b>		

Table 1 shows the level of parents' support to the 'Ang TANGKUB's TV-Based instruction with a grand mean of 4.22 and is interpreted as very high. It is reflected in the table that the fourth and seventh indicators got the highest means of 4.35 and 4.43 respectively and is interpreted as very high. The fourth indicator tells that parents are encouraging other parents to take part and

make valuable contribution to school activities. The seventh indicator states that parents do motivate their child/children to finish their SLM's ahead of time and follow the suggested class schedule prescribed by the school. Overall, the result suggests that parents are indeed very supportive to the innovation. Consequently, the lowest indicator is on the eighth indicator which reveals that they have to improve the manner by which they supervise their children in watching the television until the end of any respective lesson. This goes to show that motivating students to study hard is not sufficient. Supervising them on tasks is also a matter of importance. As Ribeiro (2021) posits that even the independent students require a minimum of one hour supervision from their parents for them to perform better. This proves that if parents are capable of supervising the child in their study, their children could have more chances of attaining academic success in school. But when the parents cannot supervise because they do not know the tasks or are unwilling to guide in their growing up children's study; their children will eventually make slow progress or would have low performance.

**Table 2**  
Overall Level of Students' Performance as Reflected by their Grades

<b>Grading Scale</b>	<b>Students' Actual Highest/ Lowest Grade</b>	<b>Descriptor</b>	<b>Frequency</b>	<b>Percentage (%)</b>
90 – 100	90-97	Outstanding	158	49.84 %
85 – 89	85-89	Very Satisfactory	103	32.49 %
80 – 84	80-84	Satisfactory	50	15.77 %
75 – 79	76-79	Fairly Satisfactory	6	1.89 %
Below 75	-	Did Not Meet Expectations	-	-
<b>Total/ Average</b>	<b>89.24</b>		<b>317</b>	<b>100%</b>

Table 2 shows the overall level of students' performance as reflected by their grades. Accordingly, there are 158 students out of 317 or 49.84% who received grades ranging from 90 to 97, which is described as outstanding. Moreover, it is also interesting to note that only 6 out of the 317 students or 1.89% got grades ranging from 76-79. Clearly, it could be interpreted that 261 or 82.33% of the students are performing well academically in TV-based instruction modality.

This findings run parallel with the study of Martinez (2015) which presents that based on the cumulative end-of-year district benchmark examinations for ELA and mathematics for grade 4, pupils with highly involved family members outperformed those with family members who were not involved with the mean difference was 32.33 (p=.001), while in mathematics, it was 52.73 (p=.001).

Findings in table 2 suggest that to have more chances for children or learners to have an outstanding academic performance, schools should not discount the role of very highly supportive parents.

**Table 3**

Significant Relationship between the Level of Parents’ Support and Students’ Academic Performance

		Level_Parents_Support	Students_Grades
Spearman's rho	Correlation Coefficient	1.000	.966**
	Level_Parents_Support Sig. (2-tailed)	.	.000
	N	317	317
	Correlation Coefficient	.966**	1.000
	Students_Grades Sig. (2-tailed)	.000	.
	N	317	317

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The results reveal that the high level of parents’ support has a significant relationship to students’ academic performance. It can be interpreted that correlation is significant at the 0.01 level (2-tailed) which means that the value will be considered significant if is between 0.001 to 0,010. Moreover, the correlation coefficient p is +1 signifies that the two variables being compared which are parents’ support and students’ performance have a perfect positive relationship. It can be interpreted further that when the independent variable which is parents’ support moves higher or lower, the other dependent variable which is students’ performance moves in the same direction with the same magnitude.

**Table 4**

Linear Regression Coefficients Predicting Students' Performance  
in TV-Based Instruction

Factors	Unstandardized Coefficients		Standardized Coefficients	t value	p value
	B	Std. Error	Beta		
<b>Constant</b>	69.228	0.481		144.01	<.000
Parents' Support	4.733	0.111	0.923	42.722	<.000
<b>Adjusted r<sup>2</sup></b>	<b>0.853 (85.3%)</b>				
<b>Residual</b>	<b>4.10477</b>				
<b>F</b>	<b>1825.191</b>				
<b>p-value</b>	<b>&lt;0.000</b>				

Note: \* $p < 0.05$  (significant); \*\* $p < 0.01$  (highly significant)

Table 4 shows the linear regression analysis to test if parents' support is a significant predictor to students' performance. The result of the regression shows that the predictor explained 85.3% of the variance ( $R^2=0.853$ ,  $F=1825.191$ ,  $p < .000$ ) or the extent of the relationship of parents' support to student performance. It was revealed that parents' support is highly significant to student performance.

In addition, the residual or predicted value which is 4.10477 tells us that if schools will be able to secure very high level of parents' support, students' grades have the potential of increasing by at least 4 points. In conclusion, findings show that parents' support is important factor affecting learner's performance. Home and family support through good communication with their child's teachers and school is necessary. In consonance, parents who remain interested in their children's education make beneficial effect on their students' academic progress (Mutodi and Ngirande, 2014).

## **Findings and Recommendations**

**Findings.** The results of this study reveal that parents have very high level of support to Ang TANGKUB's TV-based instruction modality as reflected with the grand mean of 4.22. Findings on the level of students' performance also show that the average students' grade is 89.24 which is described as outstanding. In addition, there is certainly a perfect positive and significant correlation between the two variables in focus. This implies that schools and teachers should tap parents more as they are the greatest partners in facilitating learning among the students. Since this study did not ask open-ended questions, it is also interesting to delve deeper into parents' sentiments and make them express their own reasons for showing high level of support or the lack thereof. An exploration to their circumstance is necessary to understand why they behave the way they do. Understanding what drives people to do something is important to make a better approach or plan of action. Focused group discussion (FGD) is recommended to future researchers who are also interested in similar study.

## **Reflection**

The idea of inclusive education is ideally the goal of schools and any academic institution. The challenge of literacy in times of crisis is certainly met by different schools all over the country and across the globe through adapting different types of learning modalities. Given the limited encounter of the students or the learners in schools, parents act as facilitators of learning. Parents' support is proven to have positive relationship to their children's academic performance. It is important to note that strengthening the bonds of parents and the schools is a requisite. Hence, the researchers are convinced that schools should develop a sustainable mechanism for the free flow of communication so that strong partnership among different stakeholders, particularly the parents will remain in force.

## **VII. Action Plan**

The following activities will be conducted in the dissemination and utilization of the research findings:

Dissemination of Findings. Results and findings of this study will be presented in the Division Management Committee Meeting.

Policy Recommendation. Findings of the study will be utilized to suggest the strengthening of Parent-Teacher Association in schools which is guided by the Department of Education Memorandum No. 74 series of 1999 stating that 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.

Roll-Out. Given that this study will also be beneficial to all the schools in the entire division, seminar-workshops should be conducted to help the schools better strengthen their linkage with parents.

Publication. To ensure that findings of this study will be made accessible to greater audience, this will be published in reliable publication media.

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**Appendix A**  
**Survey Questionnaire**

**Level of Parents' Support to Ang TANGKUB's TV-Based Instruction**

**Direction:** Rate each statement according to the level of your support or participation to the TV-Based Instruction learning modality. Put a check (✓) mark of your choice using the scales below.

5 – Always

4 – Often

3 – Sometimes

2 – Rarely

1 – Never

Indicators	5	4	3	2	1
1. I show my support to the school by providing the necessary learning materials for the children's education such as but not limited to television, cable subscription or mobile data.					
2. I volunteer in school activities which require my presence and cooperation such as in promptly getting my child/children's Self Learning Materials (SLMs) and submitting them for checking.					
3. I willingly take part in school maintenance such as parent-teacher conferences.					
4. I encourage other parents to take part and make valuable contribution to school activities.					
5. I remind my children of the daily airing schedule of lessons in radio and television.					
6. I answer important calls from the school and teachers especially regarding on urgent matters related to my child's performance.					
7. I motivate my child/children to finish their SLM's ahead of time and follow the suggested class schedule prescribed by the school.					
8. I supervise my child/children in watching to TV-based lessons and monitor or even follow-up my child's progress.					
9. I provide conducive learning spaces at home for my child to focus and concentrate in his or her lessons.					
10. I am actively engaged in all areas of my child's development.					



		Number of Respondents																																	
33		34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65		
5	Level of Parents' Support	1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
5		2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		
5		3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		
5		4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		
5		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		
5		6	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		
5		7	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		
5		8	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		
5		9	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		
5		10	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		
5	General Average	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5			
96	Students' Grades	96	96	96	96	95	95	95	95	95	95	95	95	95	95	95	95	95	95	95	95	95	95	95	95	94	94	94	94	94	94	94			





		Number of Respondents																																	
132		133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164		
5	Level of Parents' Support	1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		
5		2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		
5		3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
5		4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
5		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
5		6	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
5		7	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4		8	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5		9	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
5		10	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4.9	Average	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	
91	Students' Grades	91	91	91	91	91	91	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	89	89	89	89	89	89	89	









		Number of Respondents																															
264		265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296
3	Level of Parents' Support	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
3		2	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
3		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2
3		4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3		5	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3		6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4		7	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2
3		8	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2
3		9	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3		10	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3.1	General Average	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	2.9	2.6	2.6	2.6	2.6	2.6	2.6	2.6	2.6	2.6	2.6	2.6	2.6	2.6	2.4	2.3	2.3	2.3	2.3	2.3	
84	Students' Grades	84	84	84	84	84	84	84	83	83	83	83	83	83	83	83	83	83	82	82	82	82	82	82	82	82	82	81	81	81	81	81	

		Number of Respondents																				Average	
297		298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317		
3	Level of Parents' Support	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4.30	
2		2	2	2	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	4.13	
2		3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	4.26
3		4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4.35
2		5	2	2	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4.17
3		6	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	4.30
2		7	2	2	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4.43
2		8	2	2	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4.04
2		9	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	4.17
2		10	2	2	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4.13
2.3	General Average	2.3	2.3	2.3	2.3	2.3	2.3	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7		
81	Students' Grades	81	81	81	81	80	80	80	80	80	80	80	80	80	80	79	78	78	77	76	76	89.24	

## Appendix C

### Consolidated Grades of Respondents by Grade Level

Grade Levels	Grading Scale					Total Respondents
	90 - 100 (Outstanding)	85-89 (Very Satisfactory)	80-84 (Satisfactory)	75-79 (Fairly Satisfactory)	Below 75 (Did Not Meet Expectations)	
1	18	6	2			26
2	14	10	2			26
3	10	13	3			26
4	17	8	1			26
5	14	11	2			27
6	18	7	2			27
7	14	12	12	1		39
8	17	12	10	1		40
9	17	13	9	1		40
10	19	11	7	3		40

**Appendix D**  
**T-Test**

**One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
Level_Parents_Support	317	4.2284	.97329	.05467
Students_Grades	317	89.2429	4.98869	.28019

**One-Sample Test**

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Level_Parents_Support	77.350	316	.000	4.22839	4.1208	4.3359
Students_Grades	318.505	316	.000	89.24290	88.6916	89.7942

## Appendix E

### Pearson Correlation

#### Descriptive Statistics

	Mean	Std. Deviation	N
Level_Parents_Support	4.2284	.97329	317
Students_Grades	89.2429	4.98869	317

#### Correlations

		Level_Parents_Support	Students_Grades
Level_Parents_Support	Pearson Correlation	1	.923**
	Sig. (2-tailed)		.000
	N	317	317
Students_Grades	Pearson Correlation	.923**	1
	Sig. (2-tailed)	.000	
	N	317	317

\*\* . Correlation is significant at the 0.01 level (2-tailed).

## Appendix F

### Spearman's Rho Correlation

#### Correlations

			Level_Parents_Support	Students_Grades
Spearman's rho	Level_Parents_Support	Correlation Coefficient	1.000	.966**
		Sig. (2-tailed)	.	.000
		N	317	317
	Students_Grades	Correlation Coefficient	.966**	1.000
		Sig. (2-tailed)	.000	.
		N	317	317

\*\* . Correlation is significant at the 0.01 level (2-tailed).



## Appendix G

### Linear Regression

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.923 <sup>a</sup>	.853	.852	1.91692

a. Predictors: (Constant), Level\_Parents\_Support

b. Dependent Variable: Students\_Grades

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6706.805	1	6706.805	1825.191	.000 <sup>b</sup>
	Residual	1157.492	315	3.675		
	Total	7864.297	316			

a. Dependent Variable: Students\_Grades

b. Predictors: (Constant), Level\_Parents\_Support

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	69.228	.481		144.017	.000
	Level_Parents_Support	4.733	.111	.923	42.722	.000

a. Dependent Variable: Students\_Grades