



FAMILY STRUCTURE AND PARENTAL INVOLVEMENT ON PUPILS' LEARNING OUTCOMES

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ABSTRACT

This study explored about "Family Structure and Parental Involvement on Pupils' Learning Outcomes. (1) It determined the family structure of Grade 5 pupil of Bongbongon Elementary School in terms of family structure, and parental involvement. Under family structure, this study delves on the type of family, size of family, and head of the family;(2) identified the level of Parental involvement; (3) assessed the level of Grade 5 pupils' learning outcomes when categorized as outstanding, very satisfactory, satisfactory, fairly satisfactory, and did not meet expectation; and (4) find out the relationship between Grade 5 pupils' learning outcomes and the family structure and parental involvement. This study employed a descriptive research design where the method included a quantitative approach in collecting data through questionnaire. It was conducted at Bongbongon Elementary School, Kauswagan, Division of Cagayan de Oro City. It has forty-two (42) teaching person-nel and 1,501 pupil-enrollees. The researcher concluded that that the child who belonged to a small size of the family and parents who are actively involved in school, are most likely well managed and excel academically. The researcher used (KII) Key Informant Interviews to any people who have particularly informed perspective on an aspect of the program being evaluated. The majority of the respondents belonged a nuclear family and it signifies a "Low or Slight Relationship" to the pupils learning outcomes. However, the size signifies a moderate corre-lation to the learning outcomes. It is recommended that parents need to attend parent-teacher conferences, to know the pupils' learning outcomes in school. Parents should be role model, develop a partnership with child's teachers.

INTRODUCTION

The family is the vital and most important spirited factor in the development of behavior, intellect, and well-being of a child. The family is considered the first school where the child develops knowledge, skills, attitudes, and values. Education is inevitable in human development since knowledge and talents are developed through education, making people fit nicely into every society. The fundamental goal of all education is to generate a positive change in the student's behavior. Stakeholders in education include government and its agencies, the family, and the communities.

The family, traditionally defined as a pair of parents raising their children or a group of people residing under one roof and typically under one head, is the fundamental unit of society, according to Merriam-Webster Dictionary (2018). Families can be nuclear, large, blended, single parent, adopted, or foster, and the way in which they contribute to a kid's education largely relies on the sort of family structure to which the child belongs (Meleen, 2019). As a result, parents have a crucial role in the educational results of children.

In addition, it was noted that family structure, such as the involvement of the father, mother, and older siblings in the family, was perceived by school children as a valuable and important factor in their school engagement and learning outcomes. Mustasica (2018) found that family structure and parental support played an imperative impact on school children's education and academic performance. The study also showed that family structure, especially nuclear and extended families, which include parents, grandparents, cousins, aunts, and uncles, had a significant impact on a student's learning results because of the support and encouragement provided by the number of family members. However, it was also based on the family members' educational backgrounds and orientations. Furthermore, in the Philippines, children who live with two married parents instead of alternative family types, including stepparent and single-parent houses or families, experience superior educational, social, intellectual, and behavioral environments. A child's well-being is nurtured and supported by the family system, which is what they require.

According to empirical research, parental involvement in a child's education is positively correlated with learning results (Tárraga et al., 2017). The primary actors in the formation of their roles and forms of involvement in this method are families and schools, leading to new and varied activities to relate to one another based on the educational context (Garbacz et al., 2017); improving children's self-esteem; and their learning outcomes; as well as school retention and attendance (Ross, 2016). The most important research in the field of families and schools indicate that this connection positively affects, among other things, academic performance and attainment (Sebastian et al., 2017)

The researcher has seen that the teachers and the monitors have really monitored well the welfare of the pupils. The parents are very willing to support their children so that they can excel well in academics and holistic developments. However, there are some pupils who haven't come to school regularly so the researcher has become curious about this group of pupils out of her curious she has decided to conduct a study to find out the root cause of the problem. It is because in finding out the root cause of the problem, she can help to identify the possible solutions for this type of pupils who have disregarded their study as a important factor of their lives. So, the researcher has decided to find out the family structure of the pupils since she has believed that there is contributing factor that can affect the academic performance and holistic well-being of the pupils.

It is based on the above-stated circumstance that the researcher was encouraged to explore the relationship of family structure and parental involvement on the education and learning outcomes of Grade 5 pupils of Bongbongon Elementary School at Kauswagan, Division of Cagayan de Oro City.

Theoretical/Conceptual Framework

The idea for the study was taken from Mustasica (2018), who argued that parental participation and family structure had a significant influence on schoolchildren's education and learning results. Additionally, it was mentioned that school children considered family structure, such as the presence of the father, mother, and older siblings in the household, as valuable and significant influences on their school participation and academic results.

According to the theory, a two-way communication system should be established between the family/ parents and the school concerning school programs and pupils' progress. The school must develop several communication modes to transfer information between them and parents. These communication mediums may include PTA meetings, sending termly student's report cards to parents, telephone, conversations, messaging / emails, social media (Newchurch, 2017). Establishing constant communication between these two stakeholders will provide an avenue to discuss students' progress and shortcomings mutually.

(Bernardo et al., 2018) postulated that family structure and parental involvement were found to predominantly influence in achieving the greater goal such as the child's learning outcomes. Additionally, it was emphasized that parents' appreciation and encouragement within the family motivate children to perform better in school. Praise in the classroom is a motivator for pupils to do well in school. Acknowledging a pupil for a job well done in school is a step toward their scholastic success. Many

teachers are perplexed as to how to motivate their students to put forth effort in learning or to overcome their anxieties about a subject or topic. It has been noticed that a learner's attitude toward their intelligence has an impact on their learning process. In a similar investigation, (Suarez-Orozco, 2019) reported that a parental expectation, in the Philippine family structure, has compelled pupils to perform well in school.

Methodology

A descriptive research design is used in the study. It was concerned with conditions and relationships that exist, opinions held processes, and effects that are evident. It dealt with the relationship of the variables that had universal validity. This method is appropriate because the procedure includes observation and recording of events, so "it can provide wealth of information about behavior, especially behaviors that would be difficult to study experimentally" (Smith et al., 2016).

Essentially, it discussed the interplay between the dependent and independent variables of the study, Bhandari (2022) said, Data gathered, and results were explained by the underlying concepts that can be related to each piece of information. Researchers often manipulate or measure independent and dependent variables in studies to test cause- and- effect relationship. The independent variable is the cause. Its value is independent of other variables in the study. The dependent variables is the effect. Its value depends on changes in the independent variable.

The study was conducted at Bongbongon Elementary School, Kauswagan, Division of Cagayan de Oro City. Bongbongon Elementary School is in NHA Kauswagan, Cagayan de Oro City which is approximately 0.43 kilometers from the National Highway. The school has an area of approximately 17,000.00 square meters which was acquired through the leadership of Santiago O. Salido, School Principal I. Subsequently, Bongbongon Elementary School was established through the initiative of Remedios B. Lago, North II District Supervisor, Kauswagan, CDOC, Santiago O. Salido, School Principal I and Sol Matugas, Schools Division Superintendent in City in 1986 upon the passage of Board Resolution No.37-02-s.2020 in Cagayan de Oro City. This is in response to the dream of the local government to provide its constituents free access to public education in the Barangay Bongbongon, Kauswagan to better serve the primary education needs of the people.

At present, Bongbongon Elementary School has forty (42) teaching personnel and 1,501 pupil-enrolees. It implements the Printed Modular Distance Learning Delivery and Limited Face to Face Classes.

The respondents of the study were the parents of the Grade 5 pupils of Bongbongon Elementary School. There were forty-seven (47) parent-respondents answered the survey questionnaire on family structure and parental involvement. The respondents were purposively selected for the convenient accessibility and proximity. The same number of pupils were considered as other respondents. Since their learning outcomes were used in the study.

The research instrument was adapted and revised from Mustasica (2018) who conducted a study on family structure and parental involvement to pupils' learning outcomes. The instrument composed of two (2) major components, the first component was on the family structure which includes the type of family, size of family, and the head of the family. The second component was on the parental involvement of parents, which included the parents' involvement in school-related activities, home learning or tutorial, and school performance monitoring of parents. Subsequently, the pupils' learning outcomes served as the second instrument which were categorized as Outstanding, Very Satisfactory, Satisfactory, Fairly Satisfactory, and Did not meet Expectations.

Prior to the administration of the survey questionnaire, the researcher sought approval to conduct the study from the Schools Division Superintendent of the Division of Cagayan de Oro City with the recommendation of the School Principal and endorsement from the Office of the Dean of the Graduate School of Southern de Oro Philippines College. After the approval was sought, the researcher administered the survey questionnaire to the parent-respondents and retrieved immediately after each respondent provided their responses to the survey item to ensure 100% retrieval.

Subsequently, the responses of the respondents from the retrieved survey questionnaire were tallied, summarized, tabulated, and submitted to the statistician for appropriate statistical analysis. The researcher also used (KII) Key informant Interviews to interview people who have particularly informed perspective on an aspect of the program being evaluated. Key informant were "qualitative, in depth interview. The researcher made an unstructured interview to 10 parents or guardians.

The following statistical treatments were used to analyze the data of the study.

Problem 1. The respondents' family structure was ascertained using frequency and percentages.

Problem 2. The level of parental participation was assessed using the mean value and standard deviation.

Problem 3. The learning outcomes of the students were calculated using frequency and percentages.

Problem 4. The strong correlation between student learning outcomes and family structure and parental participation was found using Pearson-Product Moment Correlation.

Results and Discussions

Problem 1. What is the family structure of Grade 5 pupils of Bongbongon Elementary School in terms of: Family Structure; Type of Family; Size of Family; Head of the Family and Parental Involvement.

Family structure refers to the combination of relatives or kinship among the members of a family. This structure, as it was employed in this study, may include individuals who are regarded as family. On the one hand, parental involvement refers to the level of involvement a parent has in their child's education. Tables 1.1-1.3 display the frequency and percentage distribution of the family structure in terms of type of family, size of family, and head of the family. In Table 1.4 the mean distribution shows the parental involvement.

Table 1.1

Type of the Family

Type of Family	Frequency	Percentage
Nuclear Family	38	81%
Single- Parent Family	6	13%
Extended Family	1	2%
Childless Family	0	0
Blended Family	0	0
Grandparent Family	2	4
Total	47	100%

Table 1.1 presents the frequency and percentage distribution of the type of the family. As shown in the above- data, 38 (81%) respondents have nuclear type of family. This indicates that majority of the respondents belonged to a family that consist of married parents, siblings, and other relatives. Thus, in education, it is important to consider responsible parenthood as an influential factor to improve the learners' educational achievement. Harkonen, Bernard &Boertien (2017) noted that a family transitions on child outcomes to differ between children from different socioeconomic, ethics' background, and time period studied.

On the contrary, the lowest frequency of 1 (2%) denotes respondents who belonged to an extended family . This result indicates that among the respondents, only few of them live beyond with their nuclear family or they have been living with their grandparents , aunts , uncles, and other relatives. Thus, it essential to establish effective family management with regards to education. It is deemed important to promote nonviolent and nurturant parenting. The effect of extended family system on students' performance hasbeen prevalent and not too impressive since the system is practiced without socializing with other family members (Oden, 2022) .

Mother and father's love and affection are crucial components for a child's emotional stability and good emotional development. It should be mentioned that children raised in a family devoid of affection and care frequently become undesirable members of society as adults. Mother – father connection in a family comes with both positive consequences such as happiness, understanding and positive child growth, and negative ones such as family tension , divorce or recurring fights. It is necessary that biological parents aim to confer several development sets for their children, this may involve, care giving stability, economic resources and quality parenting and supervision, which transform into a positive academic and behavioral outcome. (Guse, 2018).

Children's success in school is greatly influenced by their parents' involvement in their education. Two –parent household are structurally stronger because parent can divide up task of raising children and maintain the home. There are two parents will monitor and ensure rules are followed Parents serve as the first teacher of their children. The support they provide affects children's development and learning, their encouragement, support, and guidance have a big impact to the child learnings. The Parents involvement build a strong foundation to the pupils success. A happy parents can raise a happy children.

Table 1.2
Size of the Family

Size of Family	Frequency	Percentage
1 to 2 children	31	66%
3 to 4 children	16	34%
5 to 6 children	0	2%
7 to 8 children	0	0
9 to 10 children	0	0
More than Children	0	0
Total	47	100%

Table 1. 2 discloses that the frequency and percentage distribution of the size of the family. It can be gleaned that 31 or (66%) respondents belonged to a family size of 1 to 2 children . The indicates that majority of the respondents live in a small family. Thus, responsible parenthood is indubitably in this condition andparents are encouraged to maintain good relationship with their children with regards to schooling. Parenting behavior and educational support to their children could cultivate children’s learning habits and affect academic performance (Li &Qiu , 2018).

On the other hand the lowest frequency of 16 or (34 %) indicates the respondents who live in a family that consist of 3 to 4 children. This implies that only few of the respondents belonged to a quite big family size . Thus , parental support is encouraged to sustain in order to help the children accomplish their learning performance effectively and useful to their lifelong learning. Parental support or engagement tends to be the greatest with young children and tends to taper off as children get older (Miller , 2016).

Based on the respondents answered in the survey questioner and interviewed, it shows that family size affects pupils learning outcome. The child belongs to a small family , each child receives more parental attention and educational advantages. Children in small families, especially first and only children, tend to have higher school and personal achievements. The financial costs of maintaining a household are lower. It is easier for both parents to combine careers with family life. Family size has effects on quality of life. These include , nutrition , educational attainment of children , social status of families as well as their ability to adequately cater for the needs oftheir families. Family size also , have a significant impact on child’s early skills and later on pupils learning outcomes.

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Table 1.3
Head of the Family

Head of Family	Frequency	Percentage
Father	40	85%
Mother	7	15%
Total	47	100%

Table 1. 3 presents the frequency and percentage distribution of the head of the family. According to the results, 40 (85 percent) of the respondents saw their father as the head of their household. Since they considered their father as a head rather than their mother, this suggests that the majority of respondents still have complete parents. Therefore, strengthening Filipino values inside the family must be established as a component helping children attain higher schooling. Because parents from different backgrounds participate differently in their children's education, it is crucial for schools to acknowledge the existence of cultural diversity in parent involvement (Bartolome, Mamat, & Masnan, 2017).

Contrarywise, the lowest frequency of 7 (15 %) indicates respondents who considered their mother as head of the family . This result implies that few of the respondents treated their mother as head of their family. This may be contradicted to the existing Filipino Culture or may indicate that some of the respondents have no father in their family due to personal and other reasons. Thus, it is important to consider that the school should improve the integration of lessons on family values and culture into other disciplines, aside from improving values education. In nowadays social circumstances, the family has a huge

and very tough responsibility as well as creation for a better moral values and convictions and attitudes, habits to a firm and well-behaved cultural relation in the family where the child lives (Ceka&Murati, 2016).

The role of parents' cognitions in shaping socialization practices and children's development outcomes. The role of mothers and fathers play at work and at home. At the same time, they share with a father who works full time and a mother who doesn't work outside. Each family has its own ways of deciding who has the power and authority within the family unit, and which rights, privileges, obligations, and role are assigned to each family member. For the physical and emotional wellbeing of the family's children, the father's involvement is crucial. Chile has emphasized the significance of collaborative ties between families and schools growing in the National System. When a child has a healthy relationship with a father figure, they tend to grow up to higher levels of psychological health as well as better quality relationships.

Table 1.4
 Summary of Family Structure

Family Structure	Leading Indicator	Percentage
Type of Family	Nuclear Family	81%
Size of the Family	1-2 Children	66%
Head of the Family	Father	85%

Table 1.4 presents the family structure and percentage of the summary of the Family Structure. As shown in the above data, 81% respondents have nuclear type of family. This indicates that majority of the respondents belonged to a family that consists of married parents, siblings, and other relatives. Then 66% respondents belonged to a family size of 1 to 2 children. This indicates that majority of the respondents live in a small family presents the frequency and percentage distribution of the head of the family. The findings show that 85% of respondents regarded their father as the head of their family. Given that they considered their father as a head rather than their mother, this suggests that the majority of respondents still have complete parents.

In the summary of family structure, the head of the family has the leading indicator overall. This suggests that parental involvement in a child's schooling is continuously linked favorably to a child's learning outcomes. Learning outcomes for parents' children have improved as a result of giving parents clear, practical advice on how to get more active in their children's academics. improved learning outcomes by informing parents of their child's current academic standing. Many researchers noticed that parental behavior modifications had an impact on learning and thus increased student effort or the quality of education at school Tahir (2017).

Nuclear type is a traditional type of family, families can be an essential source of affection and encouragement. If a person has a strong family, they'll always be able to find the love and support they need. With their family behind them, a person will find the motivation and courage for success. On the other side, if a person isn't getting love and support from a family structure, they'll feel lonely, depressed and even hopeless. (Huberty, 2020). Anyone can father a child, but being a dad takes a lifetime. Father play a role in every child's life that cannot be filled by others. This role can have a large impact on a child and help shape him or her into the person they become (Franklin, 2022).

Problem 2. What is the level of Grade of Parental Involvement of Grade 5 parents in Bongbongon Elementary School?

Table 2.1 presents the mean, the standard deviation, and the verbal description of the indicators of the home. As shown in the above data, the respondents involves Facilitating Learning at home rated "High Involvement" on the extent of parental involvement with a mean of 3.30 (SD=.74). Then the respondents in Involves in monitoring pupil's academic and learning progress in school rated "High Involvement" on the extent of parental involvement with a mean 3.21 (SD=.78). This result indicates Parental involvement in school has been demonstrated to be a key factor for children's learning outcome. A partnership between teachers and families helps develop successful and well rounded pupil. This partnership provides pupils with more opportunities to learn and grow from life experiences. Through open communication and collaboration, parents and teachers create important opportunities for children to develop social, emotional, and academic skills. School involvement makes a difference (Pontz, 2019)

Table 2.1
 Home Involvement

Indicators	Mean	SD	Verbal Description
1. Involves in Home tutorial activities	3.34	.73	High Involvement
2. Involves in Facilitating Learning at home	3.40	.74	High Involvement
3. Involves in the preparation of conducive home learning environment	3.27	.74	High Involvement
4. Involves in the provision of appropriate learning materials to pupils	3.27	.71	High Involvement
5. Involves in monitoring pupil's academic and learning progress in school	3.21	.78	Moderate Involvement
Total	3.30	0.74	High Involvement

Legend: 3.25-4.00= High Involvement/2.50-3.24=Moderate Involvement/1.75-2.49=Low Involvement/1.00-1.74= Not Involved

Overall, As shown in the above data, the respondents involves Facilitating Learning at school , the respondents rated “High Involvement” on the extent of parental involvement with a mean of 3.36 (SD= .79). This result indicates that the parents on most occasion signify their High Involvement in school to help also their child’s educational achievement as a whole. Thus, it is emphasized to consider effective collaboration among the parents once the school has to implement program. The profiles of parental participation show disparities in pupils learning outcomes, demonstrating children with less parental involvement have worse academic accomplishment (Lara &Saracostti, 2019).

Thus, it is emphasized to consider Parents have active participation in their child’s school. They are aware of how their child is progressing in school. The report cards, and the school progress reports provide parents a pretty good picture of the student’s performance – grades, attendance, behavior, and evaluation of the teacher . The teacher is the best person to talk to on how well a child is doing in school. Often, the teacher will be able to give feedback not just on the academic aspect, but the emotional, and social aspects as well. Parents will be made aware if there are problems that may be hindering learning and learning outcomes (McKinley , 2022) .

Overall, the respondents rated “Moderate Involvement” on the extent of parental involvement with a mean of 3.08 (SD= .781). This result indicates that the parents on most occasion signify their involvement in school to help also their child’s educational achievement as a whole. Thus, it is emphasized to consider effective collaboration among the parents once the school has to implement program. There are differences in children’s academic achievement between the parental involvement profiles, indicating children whose parents have a low involvement have lower academic achievement (Lara &Saracostti, 2019). Thus, it is emphasized to consider Parents have active participation in their child’s school. They are aware of how their child is progressing in school. The report cards, and the school progress reports provide parents a pretty good picture of the student’s performance – grades, attendance, behavior, and evaluation of the teacher . The teacher is the best person to talk to on how well a child is doing in school. Often, the teacher will be able to give feedback not just on the academic aspect, but the emotional, and social aspects as well. Parents will be made aware if there are problems that may be hindering learning and learning outcomes (McKinley , 2022) .

Upon the other hand, the highest mean of 3.40 (SD= .741) described as “High Involvement” in the indicator, “Involves in Facilitating Learning at home.” This implies that the respondents’ parents are very responsible in guiding their child learning at home. Thus, parents are advised to learn some effective strategy in facilitating learning at home particularly in times of crisis. Parents are now taking on more a support-oriented role by supporting their children as they take on assignments and home projects (Azubuike, 2020).

Table 2.2
School Involvement

Indicators	Mean	SD	Verbal Description
1. Involves in school reading program	3.36	.79	High Involvement
2. Involves in Brigada Eskwela program	3.34	.79	High Involvement
3. Involves in school feeding program	1.74	1.11	Not Involved
4. Involves in GulayansaPaaralan program	2.63	.64	Moderate Involvement
5. Involves in monitoring pupil’s involvement and participation in school activities	3.27	.77	High Involvement
Total	2.87	.82	Moderate Involvement

Legend:3.25-4.00= High Involvement/2.50-3.24=Moderate Involvement/1.75-2.49=Low Involvement/1.00-1.74= Not Involved

Table 2.2 presents the mean distribution on the extent of parental involvement through school involvement. Overall, the respondents rated “Moderate Involvement” on the extent of parental involvement with a mean of 2.87 (SD= 0.82). This result

indicates that the parents on most occasion signify their involvement in home to help also their child’s learning. on the extent of parental involvement. This result indicates that the parents not actively involved in school when they are at school so much that they become a source of distraction for their child, or their child’s classmates and teachers. It’s important to remember that school is a place of learning as well as a workplace. Also, not all teachers are comfortable with a parent volunteer in class. Some students are too distracted by the presence of their parents, which can cause a lack of focus or behavior problems. A parent can help the school without necessarily being in the room (Gaunt, 2022). Contrary, parents who are actively involve children tend to achieve more, regardless of ethnic or racial background, socioeconomic status, or parents' education level. Children generally achieve better grades, test scores, and attendance. They consistently complete their homework. Additionally, they have higher expectations and motivation for academic success, have higher self-esteem, and are more disciplined. Children who have a good attitude toward school frequently behave better in class and have fewer disciplinary suspensions. Less kids are being enrolled in remedial and special education classes (Olsen 2017).

The indication " **Involves in school feeding program**" on the other hand, had the lowest mean of 1.74 (SD= 1.112), verbally denoting "Not Involved," which shows that parental involvement in a school meal program is detrimental. As a result, the schools should encourage parent participation in the feeding program. To respond to the survey question, the researcher has chosen respondents. The majority of responders do not participate in the feeding program, but it is one of the programs that supports students' academic progress. School feeding programs, often known as school meal programs, are interventions that provide children and adolescents attending school with regular access to wholesome foods. The benefits of school feeding for kids and teens include lowering hunger, preventing overweight and obesity, minimizing micronutrient deficiencies, enhancing school enrollment and attendance, improving cognitive and academic performance, and promoting gender parity in access to education (Fawzi , 2020). This claim is congruent to (Wang and Fawzi’s, 2020) study that opined, school feeding programs are beneficial for the physical, mental, and psychological development of school-age children and adolescents.

Problem 3. What is the level of Grade 5 pupils’ learning outcomes when categorized as: Outstanding, Very Satisfactory, Satisfactory, Fairly Satisfactory and Did not Meet Expectation?

The learning outcomes measure the level of competence of the pupils towards a specific subject. These demonstrate how the pupils’ engage into learning based on the required standard of competency. Table 2.1 presents the frequency and percentage distribution of the level of Grade 5 pupils’ learning outcomes when grouped according to outstanding, very satisfactory, satisfactory, fairly satisfactory, and did not meet expectation.

Table 3.1

Pupils Frequency Distribution of the Level of Pupils’ Learning Outcomes

Level of Pupils’ Learning Outcomes	Frequency	Percentage
Outstanding	9	19%
Very Satisfactory	15	32%
Satisfactory	23	49%
Fairly Satisfactory	0	0
Did not Meet Expectation	0	0
Total	39	100%

Table 3.1 shows the frequency and percentage distribution of the level of pupils’ achievements. Result reveals that 23 (49%) respondents were rated satisfactory in their level of learning outcomes. This result implies that majority of the respondents are performing better in their class as the result indicates that they could accomplish assigned tasks based on the learning competency. Thus, family motivational support plays pivotal role in a child’s level of competence. Liu and Chiang (2019) show that students with strong learning motivation have high academic performance.

Correspondingly, the lowest frequency of 9 (19%) denotes respondents who obtained an outstanding level of pupils’ achievement. This implies that some pupil respondents are excelling academically. Therefore, teachers are encouraged to continue implementing effective teaching strategy that can catch the learners’ attention that would eventually give them opportunity to excel. Raba (2017) found out that there was positive impact of effective teaching strategies on producing good and fast learning outcomes.

Problem 4. Is there a significant relationship between Grade 5 pupils' learning outcomes and the family structure and parental involvement?

Table 4.1

Pupils Test of Relationship among Family Structure, Parental Involvement, and Pupils' Learning Outcomes.

Family Structure	(r)	p-Value	Interpretation	Decision on Ho1
Type of the Family	.189	.187	Signifies Low or Slight Relationship	Accepted
Size of the Family	.480	.001*	Signifies Moderate Correlation	Rejected
Head of the Family	.149	.318	Denotes Negligible Correlation	Accepted
Parental Involvement	.604	.000*	Denotes Moderate Correlation	Rejected

Note: significant at $p < 0.05$ alpha level

Table 3.1 exhibits the results of the test of relationship among family structure, parental involvement, and pupils' learning outcomes. It discloses that the respondents' family structure on type of the family signifies "**Low or Slight Relationship**" to the pupils' learning outcomes ($r = .189$) as indicated by the probability value ($p = .187$ s means slight significant. This implies that the performance of the pupils is slightly influenced by the type of their family. The same is true when the family type is suitable, chances are the children are well managed and fully supported financially. Thus, it is important to note that responsible parenthood is necessary for child's education. Being responsible parents also refers to effective dealing with the children (Adhikari, 2018). It noted that proper family assures that every child receives the attention and care they deserve.

There is a significant relation between Grade 5 pupils' learning outcomes and the family structure and parental involvement, the learning outcomes of the pupils are the statements that described the level of competence based on pedagogical knowledge and skills. On the other side, the family structure describes the members of a household who are linked by bloodline. Further, parental involvement characterizes the extent of support and engagement of parent towards their child's schooling. The parental involvement has shown a relationship between parents' engagement and pupil learning outcomes. Table 3.1 exhibits the test of relationship among the family structure, parental involvement, and the learning outcomes of the pupils.

Additionally, according to the probability value ($p = .001^*$), which denotes significance, the respondents' family size indicates "**Moderate Correlation**" to the students' learning results ($r = .480$). This finding suggests that the size of the student's family and family structure are related to their academic success. This indicates that the students who came from tiny families are probably well-managed and financially sufficient. In order to ensure that their child has a better education, parents must take effective family planning into account. Investments in family planning services in underdeveloped communities are crucial because they enable women to better plan their pregnancies and because they may increase primary enrollment rates, which would help the area's economy grow (Longwe & Smit, 2013).

As a result, according to the probability value ($p = .318$), the family structure in terms of the head of the family indicates "Negligible Correlation" to the students' results ($r = .149$), which is not significant. This demonstrates that students' academic success is unrelated to their family's head of household status. This means, the pupils still have the chance to learn better regardless of their family status. Thus, motivational support is deemed necessary to establish. Motivation in education can have a dramatic impact on students' performance and results (Silva, 2020). Parents and teachers who are willing to help their children do better in school should be aware of the factors that affect student motivation (*Ibid*).

As shown by the probability value ($p = .000^*$), which signifies significance, parental participation indicates "Moderate Correlation" to the pupils learning results ($r = .604$). This suggests that parental participation has a major impact on students' learning achievements. This indicates that students whose parents actively participate in educational events or programs are likely to achieve academically. In order to promote children's education, it is encouraged to increase cooperation among stakeholders, especially the parents. Effective collaboration between educators and parents has become more and more essential to meet the basic needs of the students (Wal, 2020). Wal added that this partnership includes parents, families, and teachers

working together as a strategy to support students' learning.

Therefore, this present study implied that the null hypotheses were rejected as the respondents' profile on type of the family, size of the family, and the Parental involvement and the pupils' learning outcomes were found to be significant, thus correlated. On the contrary, another null hypotheses were accepted as the respondents' profile on the type of the family and on head of the family and the pupils' learning outcomes were found not significant, thus, they are not associated.

Conclusion

Based on the results of the findings in this study, the following conclusions were made:

1. Children from a belonged to a small size of the family, are more likely to be well-managed and to achieve academically. Parental participation is also a feature that aids the children's progress in school. Without the demands of other children on their parents' attention, a parent's bond with their child may be closer. With one or two children, it becomes easier to assist them in pursuing school-related activities. A limited family size guarantees well-nourished and healthy family members. In addition, children in a small household will receive more attention and love from their parents. Children from tiny families are more likely to be well-managed and achieve success.

2. Parents have a significant influence on their children's learning outcomes. Parents who are actively involved in their children's life and education are more likely to encourage and motivate their children to participate in school. The obstacles will alter as the child grows, and their thinking will evolve, but the parents' attitude should be constant, firm, and caring. Encourage positive actions like doing something to make someone's life better.

3. The pupils obtained the third level of learning outcomes which is the satisfactory. This result implies that majority of the respondents are performing better in their class as the result indicates that they could accomplish assigned tasks based on the learning competency. Thus, family motivational support plays pivotal role in a child's level of competence. The pupils' learning outcomes which indicates that he/she has obtained a competency with an equivalent grade of 80% to 84%.

4. Parents are their children's primary educators. They have an impact on children's growth, learning, and, most importantly, learning outcomes. Direct assistance with learning before, during, and after formal education, as well as nutrition, health, and cleanliness. School and family communication can help students achieve better learning results. Students are more driven to learn, and their grades improve as a result. It also aids in the improvement of student learning results. Relationships between parents and teachers are more crucial; students with involved parents are more likely to: earn higher grades or test scores, develop self-confidence and motivation in the classroom, and have superior social skills and classroom behavior. reveals that teachers' perspectives on the role of the teacher have a minor impact on students' learning outcomes.

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