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Parental Assessment on The Use of Self Learning Modules and Its Relation to Students' Academic Achievement

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Abstract

This study aimed to determine the relationship between parents' assessment of the use of self-learning modules and students' academic achievement in Araling Panlipunan in the Kadingilan District, Division of Bukidnon, during School Year 2021–2022. Specifically, it examined parents' assessment of self-learning modules in terms of Coverage, Timeliness, Efficiency, Access to Teachers, and Grading System, as well as the academic achievement of students in Araling Panlipunan. The study also determined whether significant differences existed in parents' assessments when grouped according to their demographic profiles. The findings revealed that parents had a high level of assessment of the use of self-learning modules across all five dimensions: Coverage (M = 3.34), Timeliness (M = 3.29), Efficiency (M = 3.33), Access to Teachers (M = 3.41), and Grading System (M = 3.31). Students demonstrated very satisfactory academic achievement in Araling Panlipunan, with the majority obtaining grades within the 85–89 range. Furthermore, no significant differences were found in parents' assessments when grouped according to age ($p = .840$), gender ($p = .106$), monthly income ($p = .060$), and occupation ($p = .436$). However, a significant positive relationship was found between parents' overall assessment of the use of self-learning modules and students' academic achievement ($r = .741$, $p < .001$). Significant relationships were likewise observed for Coverage ($r = .605$), Timeliness ($r = .716$), Efficiency ($r = .709$), Access to Teachers ($r = .532$), and Grading System ($r = .726$). Based on these findings, it is recommended that school heads and teachers sustain effective communication and collaboration with parents to strengthen the implementation of modular learning. Schools and education officials may also develop mechanisms that recognize and encourage the active participation of parents and teachers in supporting learners' education. Continued collaboration among schools, parents, teachers, and other stakeholders is encouraged to ensure effective learning support at home and promote positive academic outcomes.

Keywords: Parental Assessment, Use of Self Learning Modules, Academic Achievement

1. Introduction

Worldwide, the effects of the pandemic from two years ago are still being felt. Since there are still incidents of people dying from the COVID 19 Disease, everyone is still having difficulty. As a result, people are still hesitant to venture outside and engage in normal activities without following health procedures. Currently, Bukidnon has been placed on alert level 2, and children between the ages of 5 and 12 must have vaccinations in order to be protected against the virus. Teenagers between the ages of 12 and 17 have finished their schedules, yet similar to parents, some pupils in this age group are still unvaccinated. The fact that students and parents visit the school while still unvaccinated and could threaten the lives of other students causes fear and worry among the school staff.

Despite the fact that the majority choose self-learning modules since they are more affordable in terms of materials and supplies, parents are still encouraging their children to go to school and pick up and return their modules, especially if their children are unvaccinated. As a result, it is the parents who are struggling to maintain their children's education throughout this pandemic. The parents are taking on a lot of duties purely out of a desire for seeing their kids finish their education because they think it would make their life better and more fruitful. Since parents are aiding their children's education at home with self-learning modules, they work with the teachers and school to make things simpler for their kids.

In the end, the parents are supporting the current state of distant learning using modules as a learning mode. It's vital to hear about their struggles, sacrifices, and emotions as they support their kids' at-home learning. As a result, it is only fair to allow students to evaluate the modules' effectiveness as a teaching tool and the other activities they are engaging in as a result of the pandemic. In terms of Coverage, Timeliness, Efficiency, Access to Teacher, and Grading System, they will be evaluating the efficiency of the self-learning modules.

As a result, parents must evaluate the efficacy of the self-learning modules used in distant learning. In order to determine whether the competencies covered by the modules are actually pertinent to the lives of their children during this pandemic, they must first evaluate the module coverage. Since the central office or regional office is responsible for crafting the MELC to ensure that the competencies are truly essential, it is ideal to let the teachers present the Minimum Essential Learning Competencies (MELC) to the parents in order for them to believe that the coverage of the module is actually coming from the MELC prepared by those offices. Therefore, they must evaluate whether it contains the most crucial learning skills that their child needs to master during this pandemic, conveys lessons that are within the learners' comprehension levels, emphasizes lessons that are tailored to the abilities and capabilities of the students in their current grade level, simplifies lessons so that even the parents can understand them and can effectively guide their children at home, and provides facilitate.

In addition, parents will evaluate how well the courses were delivered to the students on time. This will take the form of whether they receive the self-learning module from the teacher on time with all of the completed subjects and the answer key, return the self-learning module on time so that others can use it timely, give us the assessment test as scheduled by the teachers for each subject area, require us to submit the performance portfolio on time or as scheduled, and remind us of our projects and class assignments through our parents or through online means.

The effectiveness of the modules given to the students is also being evaluated by their parents. Most likely, they are looking to see if it increases output per student per subject area at home simply by being a self-learner, empowers students to work independently and obediently, helps me as a parent worry about the portion of my time given to them because I'm also working for our basic survivals, and extends help to the teacher for their convenience also to check and review the modules submitted by their students and easy to use.

Additionally, parents will use Access to evaluate the success of the SLMs. The parents will examine whether the modules make it simple for parents to contact their children's teachers and address their inquiries diplomatically, respond to their inquiries quickly via text or with the aid of social media sites like Facebook and Messenger, conduct home visits for students who have issues with or questions about their modules' lessons, or simply contact teachers to inquire about their students' current situations, problems, and concerns so that they can be guided.

The success of the grading system will also be evaluated by parents throughout this outbreak. Parents will watch to see if teachers are orienting them on how the grades of the learners will be generated and computed, informing them that the modules are not the bases of the grades but by the assessment in the form of four written tests and four performance tasks per subject per grading period, informing them that the performance tasks can be compiled if those are projects and output in a cv format. of 2020.

2. Conceptual Framework

This study is based on Jean Jacque Roseau's (1973) theory that parents are their children's first teachers, even before they are born since they are talking with them while they are still developing within the mother's womb. Therefore, parents can help their children by showing them how to learn as independently as possible. The responsibility of serving as the child's learning facilitator rests with the parents. Education has been elevated to the status of a fundamental right, one that must be provided to all individuals without charge with the cooperation of the local populace. This thought strongly supports the idea that everyone's attention in the educational system should be focused on ensuring that children continue to study during this difficult time and not on other issues that obstruct the delivery of high-quality teaching and learning even in the midst of the COVID 19 pandemic.

DepEd Order No. 18, Section, also supports this study. of 2020. policy directives for the provision of educational materials in carrying out the basic education learning continuity plan. The policy lays out the rules that will allow DepEd to offer educational materials for the BE-LCP's implementation. The rules for the release, use, and liquidation of support funds for the printing and delivery of self-study modules and other educational resources are also established.

Consequently, with these legal bases supporting this education in pandemic time, parents have the bases to get involve the learning modality of their children as their way of giving their share just to sustain the learning acquisition of their learners. Hence, parents in the District II of Kadingilan for the school year 2021-2022 need to get involve in the learning process of the today's delivery modality such as modules' comprehensiveness, relevance of time, efficiency in working the module, teachers' reachability, school heads' support.

3. Statement of the Problem

This study aimed to determine the relationship between the level of parental assessment on the use of self-learning modules in relation to students' academic achievement in Araling Panlipunan in the Kadingilan I District, Division of Bukidnon during the School Year 2021-2022.

Specifically, this study seeks to answer the following questions:

1. What is the parents' demographic profile in terms of age, gender, monthly salary/income, and occupation?
2. What is the Level of parental assessment on the use of self-learning modules in terms of Coverage, Timeliness, Efficiency, Access to Teacher and Grading System?
3. What is the students' Academic achievement in Araling Panlipunan in the Kadingilan II District, Division of Bukidnon?
4. Is there a significant difference on the level of parental assessment on the use of self-learning modules when the respondents are group according to demographic profile?
5. Is there a significant relationship between the level of parental assessment on the use of self-learning module and the students' Academic achievement in Araling Panlipunan?

4. Results and Discussions

The parents' demographic profile in terms of age, gender, monthly salary/income, and occupation is shown in the following tables.

Table 1. Demographic profile of the respondents in terms of age.

Age	**Freq**	**%**
20 – 30 Years Old	0	0
31 – 40 Years Old	47	35.3
41 – 50 Years Old	83	62.4
51 Years Old Above	3	2.3
Total	133	100.0

Table 1 shows that most of the respondents were 41 – 50 years of age (freq = 83 or 62.4%). Others were 31 – 40 years old (freq = 47 or 35.3%) and 51 years old and above (freq = 3 or 2.3%). It implied that these parents were in the adult stage already and thy were in the state of making decision for the welfare of their children.

Table 2. Demographic Profile of the Respondents in terms of Gender

Gender	**Freq**	**%**
Male	34	25.6
Female	99	74.4
Total	133	100.0

Table 2 revealed that most of the respondents were female (freq = 99 or 74.4%). The rest were males (freq = 34 or 25.6%). This indicates that the parents were more female and it could be noted that they were also assisting their children at home.

Table 3. Demographic Profile of the Respondents in terms of Monthly Income

Monthly Income	Freq	%
1,000 – 10,000	129	97.0
11,000 – 20,000	1	.8
21,000 – 30,000	2	1.5
31,000 - Above	1	.8
Total	133	100.0

Most of the respondents had the lowest monthly income specified in Table 3. There monthly income is between 1,000 – 10,000 (freq = 129 or 97.0%). This means that the parents were below poverty line in terms economic status in life.

Table 4. Demographic Profile of the Respondents in terms of Occupation

Occupation	Freq	%
Farming	48	36.1
Self - Employed	83	62.4
Government Employee	2	1.5
Total	133	100.0

Most of the respondents in Table 4 were self – employed (freq = 83 or 62.4%) and engaged in farming (freq = 48 or 36.1%). While there were only 2 who were as government employees.

The Level of parental assessment on the use of self-learning modules in terms of Coverage, Timeliness, Efficiency, Access to Teacher and Grading System is shown in the following tables.

Table 5. Level of parental assessment on the use of self-learning modules in terms of Coverage

Indicator	Mean	Interpretation
As a parent, I find the self-learning module in terms of coverage by		
1. covering the most essential learning competencies that my child needs to learn during this pandemic time.	3.52	High
2. simplifying the lessons that even the parents can under-stand and that they can guide well their children at home.	3.45	High
3. highlighting the lessons that are tailored fit to the abil-ity and capability of the students in their present grade level	3.31	High
4. facilitating the children's module that are self-directed learning in nature and within the pace of the learners.	3.28	High

5. bearing the lessons that are within the comprehension level of the learners.	3.16	Moderate
Overall	3.34	High

Scale	Mean Interval	Qualitative Description
5	4.20-5.00	Very High
4	3.20-4.19	High
3	2.60-3.19	Moderate
2	1.80-2.59	Low
1	1.00-1.79	Very Low

Table 5 reveals that the parental assessment on the self - learning module in the statements "covering the most essential learning competencies that my child needs to learn during this pandemic time" (mean = 3.52, sd = .681), got the highest mean value. This means that the parents were convinced that the curriculum covered from the MELC were really the most essential competencies that their children need to know during the pandemic time. This may be because of the fact that it was designed as prepared by the regional personnel to meet the needed competencies during the education of pandemic time. This finding was supported by DM No., 32 where the learning modality is through self-learning modules generated from the MELC or the Most Essential Learning Competencies. These self-learning modules are based on the most essential learning competencies (MELCS) provided by DepEd. Ideally, the modules should include sections on motivation and assessment that serve as a complete guide for both the teacher's and students' desired competencies Likewise, "the parental assessment is moderate in the statement "bearing the lessons that are within the comprehension level of the learners" (mean = 3.16, sd = .796) which yielded the lowest mean value. This means that the parents were helping their children and found out the lessons in the modules were in the comprehension level of their children. This means that the parents could assess the lessons that were understandable by the children. This may be because the parent themselves could understand themselves that is why they find it within the comprehension level of the learners. This result was supported by DM No., 32 where the learning modality is through self-learning modules generated from the MELC or the Most Essential Learning Competencies.

In general, the parental assessment on the use of self-learning modules in terms of Coverage was high (mean = 3.34, sd = .797). This means that the modular lessons were found by the parents applicable to their children. This may be because the parents find it easier since even them could managed to support their children at their level. This may be because the parents were once upon a time a student and they knew whether the coverage of the modular lessons were within the bounce of interest of their children. Sectretary Briones mentioned that examples in modules are limited. The modules themselves aren't perfect. They differ from school to school, and their contents depend on the teachers who made them. Some students may not have a problem understanding their lessons because of a well-explained module, but others may not be as lucky.

Table 6. Level of parental assessment on the use of self-learning modules in terms of Timeliness

Indicator	**Mean**	**Interpretation**
As a parent, I find the self-learning module in terms of timeliness by.		
1. receiving the self-learning module on time from the teacher withy complete subjects and answer key.	3.53	High
2. reminding us our projects and class activities through our parents or through online manner.	3.27	High
3. giving us the assessment test as scheduled by the teachers per subject area.	3.26	High
4. requiring us to submit the performance portfolio on time or as scheduled.	3.20	High
5.Returning the self-learning module on time also so that others can use it also timely.	3.18	Moderate
Overall	3.29	High

Scale	Mean Interval	Qualitative Description
5	4.20-5.00	Very High
4	3.20-4.19	High
3	2.60-3.19	Moderate
2	1.80-2.59	Low
1	1.00-1.79	Very Low

The assessment of the self – learning module in table 6 was high in the statements “receiving the self-learning module on time from the teacher with complete subjects and answer key” (mean = 3.53, sd = .734). This means that the parents were appreciative on the fact that it was receive by them on time with complete subject areas having key to answer. This may be because the self-learning modules were self-learning in nature for the learners. Hence, answer keys were provided so that they learners would have to check their answers whether it was correct or not and if their answer was mistakes then they can have the chance to know the process why is it so. This finding was supported by DepEd (2020) mentioned that they are doing steadfast in its preparation for School Year 2020-2021, the Department of Education (DepEd) will provide Self-Learning Modules (SLMs) with the alternative learning delivery modalities to be offered for various types of learners across the Philippines

Likewise, “Returning the self-learning module on time also so that others can use it also timely” (mean = 3.18, sd = .912) got the lowest mean value. This means that the teachers were returning the answered modules on time in considering other learners who are to use the modules. This could be attributed to the fact that many schools could not provide the copies of modules one by one or individually due to the scarcity of copies and they made it as a NAT style pattern. This result was in consonance with the press release of DepEd (2020) where the SLMs and the other alternative learning delivery modalities are in place to address the needs, situations, and resources of each and every learner and will cover all the bases in ensuring that basic education will be accessible amid the present crisis posed by COVID-19,” DepEd Secretary Leonor Briones said.

In general, the parental assessment on the use of self-learning modules in terms of Timeliness was high (mean = 3.29, sd = .625). This means that the parents were observing timeliness in taking and returning the modules to the teachers. This could be due to the result of the proper dissemination and orientation by the teachers to the parents about the status of the modules. Hence, the parents were kind and generous to others since all of them were after of the education to be sustainable even on the pandemic period. This result was supported by the DM No., 32 where the learning modality is through self-learning modules were steadfast by them to provide to elementary schools on time during pandemic time.

Table 7. Level of parental assessment on the use of self-learning modules in terms of Efficiency

Indicator	**Mean**	**Interpretation**
As a parent, I find the self-learning module in terms of efficiency by		
1.promotes the increase of output per learner per subject area at home simply by being a self-learner.	3.67	High
2. empowering the learners which make my child to work independently and religiously.	3.30	High
3.extending help to the teacher for their convenience also to check and review the modules submitted by their learners.	3.25	High
4.easy to handle and work with the activities included in the SLM which make them to do it as fast as they can.	3.23	High
5. helping me as the parents to worry for the portion of my time given to them since I'm working also for our basic survivals	3.20	High
Overall	3.33	High

Scale	Mean Interval	Qualitative Description
5	4.20-5.00	Very High
4	3.20-4.19	High
3	2.60-3.19	Moderate
2	1.80-2.59	Low
1	1.00-1.79	Very Low

The parents' assessment on the self - learning module was high in the statements the self – learning module "promotes the increase of output per learner per subject area at home simply by being a self-learner" (mean = 3.67, sd = .725), This means that the parents were helping their children on their modular lessons. Hence, the output of the learners was increasing as self-learners of their modular delivery of learning. This may be due to the fact that there is really improvement and higher efficiency when a learner was well guided by their parents at home.

This finding was supported by DepEd (2020) SLMs emphasizes that modules are delivered in printed format to schools that are located in coastal areas, far-flung provinces, and communities without access to the internet or electricity. Likewise, helping me as the parents to worry for the portion of my time given to them since I'm working also for our basic survivals" (mean = 3.20, sd = .756) garnered the lowest mean value. The results mean that the parents found these statements to be true in 7 – 8 times out of 10 situations. This means that the parents were happy to note that they were being assisted by their children at home since their time is so much focused on their basic needs to survive. This may be due to the fact that it's difficult to look for the livelihood on pandemic days since one is to observe the minimum health protocols seriously. This result was supported by Secretary Briones who noted that SLMs will be integrated in video lessons, most especially for K to 3 learners who will require more auditory learning than other grade levels. With inclusivity in mind

In overall, the parental assessment on the use of self-learning modules in terms of Efficiency was high (mean = 3.33, sd = .652). This means that the parents were efficient in assisting their children on the use of self-learning modules at home. This could be attributed to the fact that the parents were doing their best just to support their children's education at home. This may be also due to the fact that the parents won't mind the stress and expenses they would incur for as long as they were satisfied in making their children's education feasible in the light of COVID 19 Pandemic. This finding was supported by DM No., 32 where the central office would try to deliver the learning modules on time for the learners to use it promptly.

Table 8. Level of parental assessment on the use of self-learning modules in terms of Access to Teacher

Indicator	**Mean**	**Interpretation**
As a parent, I find the self-learning modules in terms of access to teachers by		
1.doing home visitation for the learners who have problems and queries about their lessons in the modules.	3.54	High
2. reaching out the teachers of my children easily and cater our queries diplomatically.	3.47	High
3.accommodating and responding to the parents if visited to the teachers in the school for consultation purposes	3.38	High
4.responding my queries quickly through texting or with the help of social media like messenger and face book.	3.35	High
5.reaching the teachers just to ask the status, issues and concerns of their learners for them to be guided and attended with their FAQ.	3.32	Moderate
Overall	3.41	High

Scale	Mean Interval	Qualitative Description
5	4.20-5.00	Very High
4	3.20-4.19	High
3	2.60-3.19	Moderate

2	1.80-2.59	Low
1	1.00-1.79	Very Low

Table 8 shows that the parents had high parental assessments on the statements "doing home visitation for the learners who have problems and queries about their lessons in the modules" (mean = 3.54, sd = 3.56) got the highest mean value. This means that the parents were appreciative so much on the efforts given by the teachers in visiting their home. This implies further that the learners would be assisted on their problems about their studies. This may be due to the fact that if the learners can't be reached out anymore, then the teachers would be the one to visit them for them to be saved from dropping out of school. This result was supported by DepEd Order No 53 where the learners who are struggling in their learning and even at risk of dropping out should be visited by the teachers and be given assistance for them to catch up their modular lessons in this pandemic time.

Likewise, their parental assessment on the statement "reaching the teachers just to ask the status, issues and concerns of their learners for them to be guided and attended with their FAQ" (mean = 3.32, sd = .875) was moderate and yielded the lowest mean value. This means that at any rate the parents were reaching out their children's teachers just to do queries, issues and concerns about their children. This may be due to the fact that the parents were acquainted also, of the scheme since it was on pandemic time and the safest way to contact the teachers is through cellphones and flat forms. This result was in consonance with DM No. 32 the Guidelines in Handling Classes during the time of pandemic.

In overall the parental assessment on the use of self-learning modules in terms of Access to Teacher was high (mean = 3.41, sd = .978). This means that there was healthy relationship between teachers and the parents and they could access to each other like teachers were doing home visitation to those PARDO learners and the parents were communicating their children's teachers through using technology. Hence, the parents find this effective as they did their parental support to their children at home in the new normal situation.

Table 9. Level of parental assessment on the use of self-learning modules in terms of Grading System

Indicator	**Mean**	**Interpretation**
As a parent, I find the self-learning module in terms of grading system by		
1. orienting us on how the grades of the learners will be generated and computed.	3.50	High
2. informing us that the performance tasks can be demonstrated as learned skills in actual or virtual in manner.	3.34	High
3. informing us that the grading system is based from the DepEd Order no. 31, s. of 2020.	3.33	High
4. informing us that the modules are not the bases of the grades but by the assessment in the form of 4 written test and 4 performance task per subject per grading period.	3.20	High

5. performance tasks can be compiled if those are projects and output in a clear book.	3.17	Moderate
Overall	3.31	High

Scale	Mean Interval	Qualitative Description
5	4.20-5.00	Very High
4	3.20-4.19	High
3	2.60-3.19	Moderate
2	1.80-2.59	Low
1	1.00-1.79	Very Low

Table 9 reveals that the parental assessments were high in four statements in which the statement "orienting us on how the grades of the learners will be generated and computed" (mean = 3.50, sd = .822) got the highest mean. This means that the parents were satisfied as to how they were informed about the grading system of their children during pandemic period. This may be because as the curriculum was modified into MELC, the grading system was also fitted in to the new normal education system. There was a need to tailored fit the grading system to the MELC as the modified curriculum. This finding was supported by the mandates of DepEd Order no. 31, series of 2020 which is the grading system during the pandemic time.

Likewise, the parental assessments were moderate in the statement "performance tasks can be compiled if those are projects and output in a clear book" (mean = 3.17, sd = .883). The result imply that this statement was true in 5 – 6 times out of 10 situations. This means that there were only few parents who were informed and assisted to their children's performance portfolio where their children's output should be compiled in a clear book. This may be because the parents were not familiarized of the portfolio of their children which was part of the grades of their children.

This result was in consonance with the study of Lim et al. (2013) where she cited that the teacher has the key role in using the technology in educational institutions. In this context, it is important that teachers understand the effects of technology in teaching and learning process especially the teachers who work as specialists in technology act like a bridge between technology, educational institutions and students.

In overall, the parental assessments on the use of self-learning modules in terms of Grading System was high (mean = 3.31, sd = .668). This means that the parents were convinced and satisfied how was the grading system was crafted and designed. This may be due to the fact that the there was a massive information dissemination about the DO no. 31, series of 2020 and it was fully internalized among the parents. This result was in consonance with the contents of DO No. 31, S., of 2020 about how grades should be computed in time of pandemic.

Table 10. Students' Academic achievement in Araling Panlipunan in the Kadingilan II District, Division of Bukidnon

Grades	Freq	%	Description
90 and Above	37	27.9	Outstanding
85 - 89	49	36.8	Very Satisfactory
80 - 84	42	31.6	Satisfactory
75 - 79	5	3.8	Fairly Satisfactory
74 and Below	0	0	Did not Meet Expectations
Total	133	100	

Table 10 shows that majority of the academic achievements of the students in Araling Panlipunan were very satisfactory with grades between 85 - 89 (freq = 49 or 36.8%). Several students were outstanding in their academic achievements with grades of 90 and above (freq = 37 or 27.9%). There were students whose grades were between 80 – 84 (freq = 42 or 31.6%). This means that most of the students were above average on their grades in Araling Panlipunan. This may be because the learners were striving well on their studies aside from, they were well supported by their parents and teacher's despite of being in the challenging time. This result is consistent with the findings of Santillan and Olana (2025), who reported that Grade 10 learners in Araling Panlipunan in Malaybalay City achieved a very satisfactory academic performance during the COVID-19 pandemic, with an average grade of 88.29.

Table 11. Test of significant difference on the level of parental assessment on the use of self-learning modules when the respondents are group according to demographic profile

Variable	SS between	SS within	MS between	MS within	F/t	P – value
1. Age	.155	57.477	.077	.442	.175	.840
2. Gender					-1.629	.106
3. Monthly Income	3.207	54.425	1.069	.422	2.534	.060
4. Occupation	.731	56.900	.366	.438	.836	.436

When the respondents were grouped according to their demographic profile as shown in table 11, Age (F = .175, p – value = .840), Gender (t = -1.629, p – value = .106), Monthly Income (F = 2.534, p – value = .060) and Occupation (F = .836, p – value = .436) their parental assessments do not have significant difference. This means that the parents' assessment on the self-learning modules of the learners were remain the same when they were grouped according to age, gender, monthly income, and occupation. This may be because no variables would affect to their assessment when they were supporting to their children on their studies unconditionally. Therefore, we fail to reject the null hypothesis which states that there is no significant difference on the level of parental assessment on the use of self-learning modules when the respondents are group according to demographic profile. This finding is consistent with the study of Cagas and Ambalong (2023), which found that parents'

engagement in modular distance learning was not differentiated based on their socio-demographic profile.

Table 12. Test of significant relationship between the level of parental assessment on the use of self-learning module and the students' Academic achievement in Araling Panlipunan

Variable	r	p-value	Interpretation
Coverage	.605	.000	Significant
Timeliness	.716	.000	Significant
Efficiency	.709	.000	Significant
Access to Teacher	.532	.000	Significant
Grading System	.726	.000	Significant
Overall	.741	.000	Significant

Parents, assessments on the use of self – learning module in terms of Coverage (r = .605, p – value = .000), Timeliness (r = .716, p – value = .000), Efficiency (r = .709, p – value = .000), Access to Teacher (r = .532, p – value = .000) and Grading System (r = .726, p – value = .000) have significant relationship with the students' academic achievements in Araling Panlipunan. This means that all variables on the parental assessment had significant bearing to the learners' academic achievement in AP. This means further that the higher their assessment to these variables is the greater their academic achievement in AP since they were all passers and having an average grade of AP during the pandemic period. Therefore, we reject the null hypothesis which states that There is no significant relationship between the level of parental assessment on the use of self-learning module and the students' Academic achievement in Araling Panlipunan. This finding is consistent with the study of Libera and Olana (2025), which found a significant relationship between parental involvement in children's study habits and their academic performance in Araling Panlipunan. The findings suggest that parental support plays an important role in shaping learners' study habits and academic outcomes.

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