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## PARENTS' INVOLVEMENT IN MODULAR DISTANCE LEARNING AND THE ACADEMIC PERFORMANCE OF GRADE 6 LEARNERS IN A PUBLIC SCHOOL

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### ABSTRACT

Face-to-face classes were temporarily suspended and shifted to modular print learning modality due to the COVID-19 pandemic. The study aimed to determine if there significant difference and relationship between parents' involvement in modular distance learning and the academic performance of the Grade 6 learners in a public elementary school. The results revealed that parents' involvement in their child's MDL varies substantially according to their educational attainment and family monthly income. Similarly, the educational attainment of parents and their family's monthly income are predictors of their children's academic achievement. Furthermore, it was disclosed that fathers were more likely than mothers to be involved in the learners' MDL. The findings also revealed that there was a correlation between parents' involvement in modular learning and their children's academic performance. Furthermore, the study supports prior results that parental involvement has a major impact on children's academic

achievement. As a result, the researchers urge that parents be heavily involved in modular learning activities and encouraged to participate actively as partners in their children's education.

**Keywords:** Parents' Involvement, Academic Performance, Modular Learning, Learners.

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## INTRODUCTION

Students perform well in school, no matter what their parent's educational attainment, economic status, and ethnic background are as long as parents are involved in their children's education (Ma et al., 2016). According to Chen (2021), parents can show their children that they are involved in their lives by doing simple things like asking them about school or helping them with homework. Parents who are involved in their children's education not only help them excel academically but also give the teachers more confidence in delivering the lesson to help children reach their full potential.

Coronavirus Disease-19 brought changes in the world of education such as the closure of face-to-face learning. Because of these, the Department of Education implemented different learning modalities such as the modular distance learning (MDL) modality wherein parents and teachers become front liners to continue educating the children. As cited by Panol et al. (2021), parents are the ones who go to school to retrieve and submit modules, additional activities, and other performance tasks for their children. At home, parents help answer the modular activities with their children and monitor their work if all the modules are answered completely. Parents who are busy with work give enough time to help their children answer all activities in their modules. These self-learning modules (SLMs) are printed copies provided by the teachers.

According to Shute et al. (2011) in their conclusion, parents' involvement influences the performance of their children, academically. There were concerns that the improvement of students' academic performance was determined by the level of parents' involvement. Also, Lechuga-Peña and Brisson (2018) found out that parents who lacked involvement in their child's learning were hindered by barriers such as their differences in culture and race, and their status in society. Because of these barriers, parents were viewed as not being interested or less likely to be involved in their child's learning.

With this, this study aims to determine the relationship between parents' involvement in modular learning and the academic performance of Grade 6 pupils in a public elementary school. Specifically, it sought to answer the following objectives: (1) determine the significant difference between the parents' involvement in modular distance learning (MDL) and their profile; (2) determine the significant difference between the academic performance in MDL of the learners and their parents' profile; and (3) determine significant relationship between parents' involvement in MDL and academic performance of the learners.

## LITERATURE REVIEW

### Parenting

Parenting amid a pandemic has been challenging. Yet, as we approach the COVID-19 pandemic, research is emerging and evolving that can aid us to understand and comprehend which parenting training and practice during the epidemic help our families to thrive, even under this difficult scenario. It is said that parenting in this time of pandemic is fundamentally

the reconstruction from scratch. But somewhere between the shreds and the triumphs, there are a handful of styles we see reaching into the anticipated future. Notwithstanding, parents are still now in the process of trying to explore the uncertainties of raising children during a period of pandemics and strife. In connection, it is said that the occurring parenting challenges surrounding the COVID-19 pandemic may signify that we need to become flexible and use good strategies and skills (Montreuil, 2021).

Moreover, parental involvement and academic performance have always been at the heart of research by school psychologists and educators. Studies have shown that the two constructs are positively related to each other, with most findings demonstrating that parents' involvement with their child's education has benefited them (Ghazvini & Khajehpour, 2011; Marshall & Jackman, 2015). As cited by Chen (2021), it has been revealed that parent involvement is crucial and is essential in a child's education which has been examined in many studies and reports. According to the same article, it has been found that the more parents were involved, the better impact it causes on a child's academic achievement.

In connection, innumerable studies have found that those where parents are involved with their children are those who perform better in school. Those children whose parents are involved are also most likely to get better grades and are taught more highly by teachers compared to those students whose parents are uninvolved. Even though parents become less involved as the child ages, the effects are said to remain in the future. It is said that parents who are more involved in school-based activities and programs most likely have the best effect on their child's grades and home-based parents are also said to have an impact too (Thill, 2017). The same study cited that involved parents help in a child's school performance in many ways such as nurturing mastery orientation towards child's learning and reassuring their self-discipline. In addition, schools need to provide training and programs to at least seek out parents' participation and improve their involvement to help out with their child's education and can help the development of parental involvement.

### **Learning at Home**

Parents' experience and expertise are believed to be priceless. According to studies, one of the best predictors of a child's success in school is learning at home and parents being involved in their children's education. Parental involvement helps develop self-confidence and motivation in the classroom. Parents who help their children have a multitude of benefits including strengths and weaknesses, spending individual time with children, enlightening, making learning more meaningful, and having higher aspirations (Kiser, 2020). According to the same article, parental involvement at home influences children in a positive way. One of the helpful reasons for parents who are involved is that it helps relieve stress and anxiety for the students who are struggling with their lessons. Parents who have experience and expertise with the various subject matter and life experiences tend to help increase relevance to children. Also, parents who help their children comprehend the content of the lesson and make it more meaningful, are of big help for them to understand.

According to Wang et al. (2020), when parents and their children spend more time together it is likely said to be a good bond where they can both have more time working together in a child's learning activities. In addition, it states that the more parents are open and have time with their children may result in allowing their children to understand that they are present in times when they need hope, and comfort, easing their pain and worry, and even alleviating their

anxiety. It has been recommended that programs and interventions should be taught to parents for them to have ideas and understanding of how they should provide emotional support to their children in times that they need it.

As suggested by Zahed, Rezaee, Yazdani, Bagheri, and Nabeiei (2016), it is a highly significant component of parenting associated with the training and growth of talents, skills, the learning about social rules and norms, as well as choices of interests in the forms of hobbies that can transform in careers when both having close relationships and mutual understanding between parents and children. Therefore, it is possible to conclude that high levels of parents' involvement in the learning and disciplining of children could have a reverse effect on accomplishment (Hosokawa & Katsura, 2018)

### **Parental Involvement and Child Characteristics**

Existing research has called attention to parental involvements' essential factor for the achievement and success of students. Parental involvement can be defined in several ways. Recently, Antipkina & Ludlow (2020) suggests parental involvement is a sequence of parenting behaviors from those who represent the lower levels of involvement. In his meta-synthesis, Wilder (2014) found the following parental involvement definitions used in different articles such as parent-child communication about school; home supervision; checking homework; homework assistance; participation in school activities; communication with schools; and parental attitude towards education.

Parental involvement is often focused on the involvement of parents at home and usually involves their behavior towards the educational progress of their children. It is home-based involvement wherein parents help their children with their homework, parental monitoring of school tasks, and involvement with the various forms of participation in the school's activities, and home-school communication, such as parents interacting with teachers (Wilder, 2014). As for a child's characteristics, one variable which influences parental involvement is their age, mostly because it tends to decrease from primary to middle school and even more during high school. Mostly, parents' perceptions that their involvement is less welcomed by their adolescents and lower parental self-efficacy in the learning topics during high school (Hurley et al., 2019).

### **The Development of Modular Learning**

The disruption of the COVID-19 pandemic has affected many schools in the world. Schools including their faculty and staff were suddenly faced with the new normal of teaching and the task to prepare instructional materials to facilitate modular learning as the mode of teaching to sustain the delivery of new normal education to the learners (Regoniel, 2021).

As cited by Bagood (2020), the DepEd tends to address this kind of situation and accepts the challenge in finding avenues to solve the present disruption that COVID-19 Pandemic gives and it directly capacitates its teachers and school heads to become more efficient and effective on the new modality which is the Modular Learning. It may be challenging but the DepEd immediately finds a way to deliver a quality education despite the pandemic.

Modular learning is a type of learning where modules are the platform being used in facilitating students' learning by answering independently (Nardo, 2017). In the same article, modular learning is said to be the new mode of delivery in learning where it uses Self-Learning Modules (SLM) from the most essential learning competencies (MELCS) made by the teachers with the help of curriculum developers. It is a material being used that possesses a quality where it aims

to make learners independent individuals and the very essence of the modular instruction is to produce a self-pacing and progressing learner at his rate. In addition to the same article, it states that the use of modules also encourages independent study where it directs the learner to practice or comprehend information on his own to gain the mastery of the topic, concepts, and exercises on modules from the easy level to the difficult one. In support of this, one benefit of using the modules for instruction is the better acquisition of self-study or independent study of the learners whereas they are developing a sense of responsibility in doing their tasks provided in the modules

Based on the study conducted by Ambayon (2020), modular instruction is a better way of teaching the learners to become independent rather than the usual teaching approaches because in this modular approach the students learn in their stride by answering their modules. It is unlimited self-learning where feedback is provided to stimulate the students' ability. Hence, this kind of learning modality increases the student-centered approach to learning.

### **METHODOLOGY**

The researchers used descriptive-correlational design to determine the relationship between parents' involvement and the academic performance of Grade 6 pupils. Descriptive-correlational design is attuned to interpreting the association among chosen research variables (Frankfort-Nachmias, Nachmias, & DeWaard, 2015). The participants of the study were parents of Grade 6 pupils in a public elementary school in Antique, Philippines. Moreover, the researchers used an adopted Parents' Involvement Questionnaire designed by Mejia et al. (2009). However, the said tool was validated for its fitness to use in the present study and it obtained Cronbach's alpha coefficient of 0.91. Thus, the instrument was good and accepted since it obtained a Cronbach's value of greater than 0.7 (Taus, 2009). Then, the data were treated and analyzed with the aid of the SPSS.

### **RESULTS AND DISCUSSION**

#### **Test of Difference Between Parents' Involvement in MDL and their Profile**

Table 1 presents the test of difference in the level of parents' involvement in modular distance learning (MDL) and their profile. The data showed that there was a significant difference in parents' educational attainment ( $p=0.013$ ) and family monthly income ( $p=0.029$ ) to their involvement in modular distance learning of their children. Further, the least significant difference (LSD) was used to compare the two means of the educational attainment of parents. It showed that parents who were college graduates had significant differences among the group ( $p=0.005$ ) the more higher the parents' education, the more they involved in their child's learning. The study's findings agree with some studies asserting that parents who have a higher level of education are often more involved with their children's education than parents who have a lower level of education (von Otter, 2014; Wang, 2014; Trentalange (2019). In addition, family monthly income is a predictor of parents' involvement in modular learning.

Table 1

*Test of Difference Between the Level of Parents' Involvement in MDL and their Profile*

Sources of Variance	Sum of Squares	df	Mean Square	F ratio	p-value
<b>Age</b>					
Between groups	0.786	4	0.197	0.991	0.422
Within groups	8.929	45	0.198		
Total	9.715	49			
<b>Occupation</b>					
Between groups	1.160	5	0.232	0.879	0.328
Within groups	8.555	44	0.194		
Total	9.715	49			
<b>No. of Children</b>					
Between groups	1.600	7	0.229	1.183	0.333
Within groups	8.115	42	0.193		
Total	9.715	49			
<b>Educational Attainment</b>					
Between groups	2.018	3	0.673	4.019	0.013*
Within groups	7.698	45	0.167		
Total	9.715	49			
<b>Employment Status</b>					
Between groups	0.588	3	0.196	0.988	0.407
Within groups	9.127	46	0.198		
Total	9.715	49			
<b>Family Monthly Income</b>					
Between groups	1.708	3	0.569	3.270	0.029*
Within groups	8.008	46	0.174		
Total	9.715	49			
<b>Source of Income</b>					
Between groups	0.699	3	0.233	1.189	0.324
Within groups	9.016	46	0.196		
Total	9.715	49			
<b>Who helps the child in answering modules</b>					
Between groups					
Within groups	0.498	3	0.166	0.828	0.485
Total	9.218	46	0.200		
	9.715	49			

Level of significance at 0.05

**Test of Difference Between Academic Performance in MDL of Learners and their Parents' Profile**

Table 2 presents the test of significant differences between academic performance in modular distance learning and their parent's profile. The study revealed that there were significant differences in the educational attainment of parents ( $p=0.001$ ). Thus, the educational attainment of parents is a predictor of the academic performance of pupils in modular distance learning. It shows that the higher educational attainment of parents has firmly impact on the level of a child's academic progress (Benner, Boyle, & Sadler, 2016; Dubow et al., 2009). In addition, parents' source of income ( $p=0.041$ ), had a significant difference in the level of academic performance in modular distance learning. Drajea and O'Sullivan's (2014) paper mentioned that family indigence appears as the main barrier to the academic progress of children. Since, parents consumed time for the daily living of their family instead of facilitating their child's learning.

Table 2.

*Test of Difference between the Academic Performance in MDL of Learners and their Parents' Profile*

Sources of Variance	Sum of Squares	df	Mean Square	F ratio	p-value
<b>Age</b>					
Between groups	45.924	4	11.481	0.897	0.474
Within group	576.076	45	12.802		
Total	622.00	49			
<b>Occupation</b>					
Between groups	66.208	5	13.242	1.048	0.402
Within groups	555.792	44	12.632		
Total	622.00	49			
<b>No. of Children</b>					
Between groups	127.369	7	18.196	1.545	0.179
Within groups	494.631	42	11.777		
Total	622.00	49			
<b>Educational Attainment</b>					
Between groups	196.828	3	65.609	7.098	0.001**
Within groups	425.172	46	9.243		
Total	622.00	49			
<b>Employment Status</b>					
Between groups	80.373	3	26.791	2.275	0.092
Within groups	541.627	46	11.775		
Total	622.00	49			
<b>Family Monthly Income</b>					
Between groups	67.912	3	22.687	1.879	0.146
Within groups	554.088	46	12.045		
Total	622.00	49			
<b>Source of Income</b>					
Between groups	101.252	3	33.751	2.981	0.041*
Within groups	520.748	46	11.321		
Total	622.00	49			
<b>Who helps the child in answering modules</b>					
Between groups	43.170	3	14.390	1.144	0.342
Within groups	578.830	46	12.583		
Total	622.00	49			

Level of significance at 0.05

### Relationship between Parents' Involvement in MDL and Academic Performance of Learners

As shown in the table, there was a significant relationship between parents' involvement in modular learning and the academic performance of the Grade 6 learners. Therefore, if the parents' involvement is high, learners' academic performance is also high. Sheldon, (2009) was mentioning that many studies proved that students who achieved higher academic proficiency were extremely supported by parents, as cited by Đurišić & Bunijevac (2017).

Table 3

*Test of Correlation Between Parents' Involvement in MDL and the Academic Performance of the Learners*

	Parents' Involvement		
	r-value	p-value	Decision
Academic Performance	0.28	0.047	Significant

\*Correlation is significant at the 0.05 level

## CONCLUSION AND RECOMMENDATION

Based on the findings of the study, the involvement of parents in the MDL of their child has greatly differed as to their educational attainment and family monthly income. Likewise, parents' educational attainment and their family's monthly income are predictors of the academic performance of the learners. More so, it was also shown that fathers were more likely involved in the MDL of the learners than mothers. Findings also divulged that there was a relationship between parents' involvement in modular learning and the academic performance of the learners. Further, the study also conforms to different previous findings that the participation of parents had a significant effect on children's academic progress. Thus, the researchers recommend that there shall be close involvement of parents in modular learning activities and encourage active participation as partners in their child's learning.

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