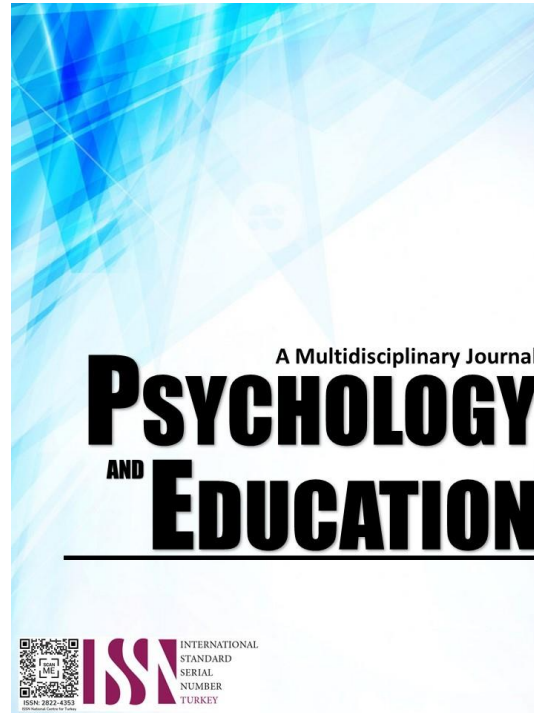


**PARENTS' IN MODULAR DISTANCE LEARNING  
AND THE LEARNERS' ACADEMIC  
PERFORMANCE**



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## Parents' Engagement in Modular Distance Learning and the Learners' Academic Performance

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### Abstract

Parents' engagement played an important role in parent-teacher partnership in educating the children to have a harmonious collaboration in motivating the children's learning. Due to this pandemic, parents were appreciated as facilitators in the learning process of the learners since children were not allowed to go to school for face-to-face interaction with the teacher. Modular Distance learning modalities were implemented most of the schools especially Dalamas Integrated School wherein internet connection was not available in the said area. This study aimed to assess the parents' engagement in modular distance learning and the learners' academic performance in the school year 2021-2022. The study utilized the descriptive-correlational research design. Findings revealed that the respondents' engagement in modular distance learning helped them realize that education was very important to their children and that they encouraged their children to do their homework. However, the data revealed that engagement of parents in modular distance learning did not necessarily affect the academic performance of the learners and that their engagement was not differentiated based on their socio-demographic profile.

**Keywords:** *parents' engagement, modular distance learning,*

### Introduction

Parents' engagement has always been an essential component of every teacher-learner- school academic endeavor. Parents have been considered as one of the stakeholders of the school and played vital roles in the learners' educational transformation. This pandemic, distance learning gave additional labor for the parents who were also busy working to provide the needs of the family. The pandemic produced psychological distress and concerns for parents due to unstable finances, school closures and suspension of educational services for children.

On the other hand, the school suspension greatly affected the parents especially in hinterland schools one of this is Dalamas Integrated School, wherein parents lack of capacity to assess their children. Since they were living in a far- flung area, and busy with their day to day living like "pagsanggi" in order for them to survive, they must find time to come to school in getting and returning of self- learning modules. Another issue was that they only had a limited amount of information, and several of the learning modules' contents were difficult for them to comprehend.

The use of modular distance learning allows parents to supervise, tutor, and facilitate their children's learning. Teachers, parents, and students all need to adapt to this new teaching method as well as at-home self-learning. Parents' involvement in the implementation of children's education was greatly appreciated, and

during this pandemic, they must learn at home. Some parents favored traditional education to modular distance learning because they held unfavorable opinions about its advantages.

The goal of this study was to assess the parents to be more active in engaging and assessing their children in learning even while staying at home. The modular distance learning was the type of learning modality offered in the school. Assessing of parents' engagement in this modular distance learning would also tract the performance of the learners in school and also the effectiveness of learning modality being offered. Parents' engagement in their child's learning process offers many opportunities for success. DepEd Order Number 21, series of 2019 entitled "Policy Guidelines on the K to 12 Basic Education Program," set forth Flexible Learning Options (FLOs) that included alternative delivery modes and its corresponding learning resources that were responsive to the need. As the opening of the classes run in the extraordinarily school year, the Department of Education (DepEd) adopted the Basic Education-Learning Continuity Plan (BE-LCP) which permits multiple learning delivery modalities.

The main objective of the study was to assess parents' engagement in this modular distance learning and the learners' academic performance at Dalamas Integrated School. The study was conducted last June 2022. The researcher wanted to assess parents' engagement in this time of pandemic wherein only modular learning approach as offered in the said school and also tract

the academic performance of the Grade six learners with their final General Percentage Average (GPA) for School Year 2021-2022.

### Research Questions

This study aimed to assess parents' engagement in modular distance learning with regards to academic performance of the learners at Dalamas Integrated School. Specifically, the study sought to answer the following questions.

1. What is the socio-demographic profile of the respondents in terms of:
  - 1.1 Age;
  - 1.2 Sex;
  - 1.3 Civil Status;
  - 1.4 Number of Children;
  - 1.5 Educational Attainment;
  - 1.6 Occupation; and
  - 1.7 Monthly Income?
2. What is the parents' engagement in modular distance learning in terms of:
  - 2.1 Balancing responsibilities;
  - 2.2 Learners' motivation; and
  - 2.3 Accessibility?
3. What is the academic performance of the learners with their final general percentage average during the S.Y. 2020-2021?
4. Is there a significant relationship between the parents' engagement in modular distance learning and the academic performance of the learners?
5. Is there a significant difference on respondents' engagement in modular distance learning when grouped according to their socio-demographic profile?
6. What action plan can be designed based on the findings of the study?

### Methodology

#### Research Design

The descriptive-correlational research design was adopted for this investigation. Through the gathering of information and its interpretation, descriptive studies explain something that is already there (Beach & Pedersen, 2018). In order to ascertain the association between respondents' profiles and parents' participation in modular distance learning and students' academic performance, a correlational approach was used in this study. This kind of research

strategy documented and investigated a specific phenomenon in its natural environment using numerical data and statistical analysis.

### Research Environment

This study was conducted at Dalamas Integrated School of South I- District, Division of Iligan City in the School year 2021- 2022. Dalamas was one of the sitio of barangay Puga-an in the City of Iligan, in the province of Lanao del Norte. In December 2017, Dalamas Elementary School became an integrated school. The school has 636 enrolled learners and offers kindergarten to Grade 11.

Table 1. *Grade Levels and Number of Learners in School Year 2021-2022*

<i>Grade Level</i>	<i>Section</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Kindergarten	Blue	15	12	27
	Green	15	12	27
Grade 1	Diligent	15	14	29
	Energetic	18	7	25
Grade 2	Molave	14	14	28
	Narra	15	15	30
Grade 3	Rose	24	29	53
Grade 4	Durian	34	20	54
Grade 5	Earth	29	20	49
Grade 6	Rizal	27	28	55
Grade 7	Zircon	36	26	62
Grade 8	Amethyst	23	23	46
Grade 9	Sapphire	28	21	49
Grade 10	Onnex	30	22	52
Grade 11	Ruby	26	24	50
<b>Total</b>		<b>349</b>	<b>287</b>	<b>636</b>

Dalamas Integrated School has 24 teachers. It has 6 buildings with functional classroom. Recently, Dalamas Integrated School won First Place in the search for Best Implementing School Secondary Small School Category in Brigada Eskwela, won First Place in the search for Best Implementing School- Integrated School Category I School Based- Management for the Basic Education- Learning Continuity Plan and won First Place for the search in Best Learning Delivery Modality (LDM) for Kinder to Grade Three Level. Some learners were less fortunate. They have many household chores to do but then they managed to accomplish the self-learning modules. Parents walked two hours or more in coming to school for the self-learning modules of the learners. These were the challenges that most parents and learners were experiencing due to this pandemic. Despite of these challenges, parents, teachers, learners, and other stakeholders within the community were helping each other just to achieve all these awards. Collaboration

effort of the whole stakeholders with the presence of parents' engagement really helped the improvement of the school. Not just its physical appearance but also the academic performance of the learners.

### Respondents and Sampling

Parents of students in Grade 6 served as the study's respondents. Because of the COVID 19 epidemic, the researcher chose the parents of Grade Six students because they were enrolled in a two-year modular distance learning program and would soon be in Grade Seven. 55 students in Grade 6 were enrolled, hence 55 parents or guardians were counted as responses. As a result, the researcher focused on a specific population, including all parents of students in Grade 6 as respondents to the survey. The guardians, siblings or brothers in the absence of a father, or mothers were also respondents who needed to be taken into account.

### Research Instrument

A survey questionnaire was distributed to the parents and guardians of Grade 6 learners. They were asked to rate using the four-point Level of engagement to assess their engagement in modular distance learning. This study utilized the descriptive-correlational study to assess the relationship between variables. It used statistical tools, such as mean, standard deviation, frequency and percentage, Pearson's Product Moment Correlation, and T-test. To determine the parents' engagement in modular distance learning, a four-point Likert scale questionnaire was utilized to measure and obtain scores from the respondents in the form of numerical values. Thereafter, it was submitted for statistical analysis, summary, and interpretation (Gravetter & Forzano, 2019). Data were collected through assessment questionnaires completed by the respondents.

The research instrument was adapted from Parental Involvement and Academic Achievement (Thornton, 2015), a survey questionnaire on parents' engagement. The said questionnaire was divided into two parts. The first part contained the socio-demographic characteristics of the respondents in terms of age, sex, civil status, number of children, educational attainment, occupation, and monthly income while the second part dealt with parents' engagement in modular distance learning. Specifically, there were 15- item statements, which were categorized as follows: Balancing responsibilities with 5-item, learner's motivation with 5-item and accessibility with 5-item statements. Each statement had Cebuano translation due to the respondents' capability in answering the

statement. The researcher translated it with the help of a "lumad" in speaking Cebuano since he was using this language since birth. This translation provided accurate result from the said study. The responses of the respondents on their engagement in modular distance learning were categorized as follows: Poor, Moderate, High, and Extremely High. The result of the questionnaire would be used to interpret the respondents' engagement in modular distance learning. Likewise, it had a numerical scale, range, descriptive rating, and qualitative interpretation.

### Data Gathering Procedure

The researcher gathered data from the respondents of Dalamas Integrated School. As part of the protocols, the researcher distributed letters from the proper authorities for approval to conduct the study. During the module distribution, the researcher gave the questionnaire to the respondents. Four groups of respondents were formed due to pandemic time wherein limited person can enter the classroom. The first group had 15 parents, the second had 15, the third had 15, and the final group had 10 parents. In two days, this was scheduled and administered. The first and second groups made up the first batches. On the day that the modules were distributed, they responded to the questionnaire. The third and fourth groups of the delivery of modules the next week were the second batches. Both the researcher and the responders followed the safety and health rules. After administering the questionnaire, the researcher went over the study's goals and how to fill it out, keeping in mind that the participants were parents. They were also encouraged to ask questions about items that they found difficult to understand. The respondents had given 1 hour to answer considering their educational background. When all of them were done answering, all questionnaires were collected and gathered for data analysis. As per ethical considerations, informed consent was formally obtained from the respondents. The researcher informed the respondents of their right to withdraw if they felt uncomfortable. They were informed that their responses had no bearing on their status and thus writing their names was deemed optional.

### Statistical Treatment

The data was tabulated and interpreted to acquire the actual information needed. The following statistical measures and methods were employed to analyze the data gathered in the study such as: Frequency and Percentage, Weighted Mean and Standard Deviation, Pearson Product-moment Correlation and Independent



T-test and One-way ANOVA.

For problem 1 and 3, Frequency and Percentage were used to describe the demographic profile of the respondents relative to age, sex, civil status, number of children, educational attainment, occupation, and monthly income. It was also utilized to assess the academic performance of the learners.

For problem 2, the Weighted Mean and Standard Deviation were used to determine the engagement of the respondents in modular distance learning.

For problem 4, the Pearson Product-moment Correlation was used to determine the significant relationship between respondents' profile and the assessment of parents' engagement in modular distance learning.

For problem 5, the Independent T-test and One-way ANOVA were used to determine the significant difference in the respondents' profile between the assessment of parents' engagement in modular distance learning to the academic performance of the learners.

**Results and Discussion**

**What is the socio – demographic profile of the respondents in terms of age, gender, civil status, number of children, highest educational attainment, occupation, and monthly income?**

Table 2. *Distribution of the Respondents According to Age*

Age	Frequency	Percentage (%)
16 – 20 years old	0	0
21 – 25 years old	0	0
26 – 30 years old	2	3.6
31 – 35 years old	15	27.3
36 – 40 years old	28	50.9
41 years old and above	10	18.2
Total	55	100.0

Table 2 presents the age of the respondents. Results showed that 28 or 50.9% of the total respondents were 36-40 years old; 15 or 27.3% were classified to at most 31-35 years old; 10 or 18.2% belong to the 41 years old; and above and 2 or 3.6% of them were between 26-30 years old. This meant that majority of the respondents were 36 to 40 years old. In addition, parents who belonged to this age were most responsible with regard to the education of the learners.

According to Alampay's study from 2021, parent-child interactions related to parenting have built positive relationships so that the child may be evaluated fairly. This indicated that responsible parents played a significant role in their children's education. As a result, the learner's interactions at home and at school helped him or her succeed academically and supported them in doing well in school. Filipino parents were involved in their children's education and wished for them to succeed, according to Blair's (2020) study. Additionally, Filipinos have long placed a high importance on educating their children for the benefit of the nation's citizens.

Table 3. *Distribution of the Respondents According to Sex*

Sex	Frequency	Percentage (%)
Female	44	80.0
Male	11	20.0
Total	55	100.0

Table 3 shows the frequency and percentage distribution of the respondent's gender. It showed that 44 or 80.0% were females, 11 or 20.0% respondents were males. The result described that majority of the respondents were females. This meant that mother or sister was more likely to get involved in the learners' schooling.

According to Bredekamp (2019), parents' morale support was necessary for students to build self-confidence. They all understood that women were experts in this field because of their experience raising children at home. Mothers were also regarded as adaptable and capable multitaskers. When it came to the students' learning development, mothers were encouraging. To find the correct response, they turned to one another for assistance. According to Bay et al. (2018), parents, who were primarily women, adopted the practice of using planners to set priorities and ensure that everything ran well when it was well-organized. In order for them to monitor the flow of the activities, women were specific in all topics that were written and documented.



Table 4. *Distribution of the Respondents According to Civil Status*

Civil Status	Frequency	Percentage (%)
Single Parent	7	12.7
Married	46	83.6
Widow/Widower	2	3.6
Total	55	100.0

Table 4 shows the frequency and percentage distribution of the respondents' civil status. Result revealed that 46 or 83.6% were married; 7 or 12.7% were single; 2 or 3.6% were widow/ widower. The result entailed that the majority of the married respondents were most likely involved to their children. This meant that married people highly motivated their children with their learning at school.

It had been argued that parents needed to strike a balance between their responsibility for their children's education and their responsibilities at home, such as domestic duties and other workloads, as stated by Liu et al., (2021). In order to be good role models for their kids, parents have to manage these workloads.

Table 5. *Distribution of the Respondents According to Number of Children*

Number of Children	Frequency	Percentage (%)
1 – 3	37	67.3
4 – 6	17	30.9
7 and above	1	1.8
Total	55	100

Table 5 shows the frequency and percentage distribution of the respondents' number of children. Result revealed that 37 or 67.3% had 1-3 children; 17 or 30.9% had 4-6 children; 1 or 1.8% had 7 and above children. The result entailed that majority of the respondents had only 1 to 3 children. This implied that parents can assess their children effectively when they had only few children.

Copple et al. (2018) cited him as saying that encouraging a child's development could have an impact on their achievement. Families served as a child's primary setting where parents could impart knowledge beyond what schools could offer. According to Bartolome et al. (2020), parents assisted their children in overcoming emotional difficulties. Parents wished for their children to achieve success, particularly in the classroom.

Table 6. *Distribution of the Respondents According to Educational Attainment*

Educational Attainment	Frequency	Percentage (%)
Elementary Level	4	7.3
Elementary Graduate	9	16.4
High School Level	24	43.6
High School Graduate	16	29.1
College Level	2	3.6
College Graduate	0	0
Total	55	100.0

Table 6 shows the frequency and percentage distribution of the respondents' highest educational attainment. Result revealed that 24 or 43.6% were high school levels; 16 or 29.1% were high school graduates; 9 or 16.4% were elementary graduates; 4 or 7.3% were elementary levels; 2 Or 3.6% were college levels. The result entailed that the majority of the respondents were high school levels. Due to the location of the school wherein the school who offered high school before was very far from them. This was the main reason of the parents why they did not graduate in high school.

As stated from the study of Nihat and Gurbuzturk (2020), said that parents were considered a constant and principal component of curriculum where parents' engagement supported the school-based instruction to have a positive outcome. In addition to this, if parents and teachers were working collaboratively, the school was proactive.

Table 7. *Distribution of the Respondents According to Occupation*

OCCUPATION	Frequency	Percentage (%)
VENDOR	10	18.2
FARMER	8	14.5
DRIVER	5	9.1
HOUSEKEEPER	27	49.1
BEAUTICIAN	2	3.6
FACTORY WORKER	1	1.8
TEACHER	0	0
ENGINEER	0	0
NURSE	0	0
DOCTOR	0	0
OTHERS	2	3.6
TOTAL	55	100.0

Table 7 displays the frequency and percentage distribution of the respondents' occupation. It showed



that 27 or 49.1% were housekeepers; 10 or 18.2 were vendors; 8 or 14.5% were farmers; 5 or 9.1% were drivers; 2 or 3.6% were beauticians; 1 or 1.8% was a factory worker. Results revealed that majority of the occupation of the respondents were housekeepers.

As stated by the study of FlipScience (2020), that the primary role of the parents was to build connection and assist the learning of the child. This meant that parents can ask for assistance and guidance from the teacher in order to help their child too.

Table 8. *Distribution of the Respondents According to Monthly Income*

Monthly Income (in Php)	Frequency	Percentage (%)
Below 7,500	33	60.0
7,500 – 15,000	21	38.2
15,001 – 30,000	1	1.8
Above 30,000	0	0
<b>Total</b>	<b>55</b>	<b>100.0</b>

Table 8 displays the frequency and percentage distribution of the respondents’ monthly income. It showed that 33 or 60.0% were below 7,500; 21 or 38.2 were 7,501-15,000; and 1 or 1.8% was 15,001-30,000. Result suggested that majority of the respondents’ monthly income were below 7,500.

Accordingly to the World Bank Group (2021), the onset of the pandemic had adverse effects on low- income families. With the geographical location of Dalamas Integrated School and the source of income of the locals, their sustenance for their daily living was greatly affected. This implied that since Dalamas is only a small sitio in barangay Puga-an, most of the people living suffered crisis due to lack of education. Most of the people there were farmers and they were not the landowners. They were tenants or what they called care takers as long as they were staying there and do the farming.

**What is the parents’ engagement in modular distance learning in terms of balancing responsibilities, learners’ motivation, and accessibility?**

Table 9. *Parents’ Engagement in Modular Distance Learning in terms of Balancing Responsibilities*

Balancing Responsibilities	Mean ± SD	Description
S1. I help my child in doing homework. (Akong tabangan ang akong anak sa iyang buluhaton sa tulunggaan.)	3.07±0.92	High
S2. I set aside time in the evening to assist/ tutor my child. (Naggahin ako ug oras / panahon aron akong maabagan o matudloan ang akong anak.)	2.93±0.92	High
S3. I attend the school activities my child is involved in. (Mitambong ako sa mga kalihukan sa tulunggaan diin ang akong anak langkob niini.)	2.96±0.88	High
S4. I have a responsibility to see that my children have their homework done. (Responsibilidad nako nga subayon kung nahuman sa akong anak ang ilang buluhaton sa tulunggaan.)	3.33±0.72	High
S5. I discuss things we’re reading to my child. (Among hisgutan ang among gibasa.)	2.89±0.94	High
<b>Average</b>	<b>3.04±0.89</b>	<b>High</b>

Table 9 shows the summary of the perspectives of the respondents on parents’ engagement in modular distance learning. Results showed that most of the parents had high engagement in balancing responsibilities with an average of 3.04 and a standard deviation of 0.89. It could be said that the respondents had high engagement on the responsibility of the parents to see the homework of their children (Mean = 3.33, SD = 0.79), however helping in doing homework (Mean = 3.07, SD = 0.92). Hence, most of the parents perceived that parents’ engagement was being part of the parents’ responsibility. It could be showed on their high engagement in attending the school activities where their children were involved (Mean= 2.96, SD = 0.88). This meant that parents’ engagement had slightly encouraged the learners’ involvement in school activities.

According to a study by Mahuro and Hungi (2019), parents’ involvement—defined as their dedication of time and money to their child’s education—played a critical influence in inspiring the learning of children. This implied that caring parents were devoted to making time for their kids in order to facilitate their learning. Through participation in school events where the child belongs, parents should inspire and serve as role models for the kids.



Table 10. Parents' Engagement in Modular Distance Learning in terms of Learners' Motivation

Learners' Motivation	Mean ± SD	Description
S1. It is important to encourage my child so he /she feels successful for simply working hard on his/her homework. (Mahinungdanon kaayo ang pagdasig sa akong anak aron iyang mabati ang kalamposan luyo sa iyang mga paninguha.)	3.58±0.60	Extremely High
S2. I talk to my child about the jobs/profession that interest him/her. (Gahisgut kami sa akong anak mahitungod sa iyang kuhaon nga trabaho / propesyon.)	2.98±1.03	High
S3. I give rewards to my child for good grades. (Gahatag ako ug pahalipay sa akong anak kung siya adunay maayo nga grado.)	2.60±1.12	High
S4. My child's education is very important. (Ang pagtungha sa akong anak mahinungdanon kaayo.)	3.73±0.59	Extremely High
S5. Monitoring my child's homework is an important part of his/her education. (Ang pag-atiman ug paghatag ug pagtagad sa buluhaton sa tulonghaan sa akong anak, mahinungdanon isip kabahin sa iyang edukasyon.)	3.44±0.83	High
Average	3.27±0.95	High

Table 10 (Figure 10) shows the summary of the perspectives of the respondents on parents' engagement in terms of learners' motivation. Results showed that the majority of the respondents had high engagement on the indicators under learners' motivation with an average of 3.27 and a standard deviation of 0.95. It can be said that most of the parents had extremely high engagement in believing that their child's education was very important (Mean= 3.73, SD= 0.59) and that encouraging the child would feel successful in doing homework (Mean = 3.58, SD= 0.60). This implied that parents' engagement gave importance to the learners' motivation that could boost to their eagerness to study very well and had the profession they wanted to be. As a result, talking to the child about the job and profession made them interested (Mean= 2.98, SD= 1.03).

Timetables as a way for students to track their development, according to Miller and Schmidt's study (2020), had a beneficial effect. Additionally, it was discovered that students were motivated if teachers continuously praised them and reminded them of the value of school and their intended careers.

Table 11. Parents' Engagement in Modular Distance Learning in terms of Accessibility

Accessibility	Mean ± SD	Description
S1. Communicating with my child's teacher is a pleasant experience. (Ang pakigsulti sa magtutudlo sa akong anak usa ka maayo nga kasinatian.)	3.49±0.77	High
S2. It is important to be active in school organizations like PTA. (Mahinungdanon nga aktibo ako sa mga oraganisasyon sa tulonghaan sama sa PTA.)	3.58±0.74	Extremely High
S3. It is important for my child to see that I am involved in school functions. (Mahinungdanon nga makita sa akong anak nga miapil ako sa mga kalihokan sa tulonghaan.)	3.29±0.92	High
S4. I communicate with my child's teachers. (Nakigsulti ako sa mga magtutudlo sa akong anak.)	3.49±0.86	High
S5. I attend parent-teacher conferences. (Miapil ako sa mga panagtigum nga gipahigayon sa tulonghaan.)	3.49±0.86	High
Average	3.47±0.83	High

Table 11 (Figure 11) shows the summary of the perspectives of the respondents on parents' engagement in terms of accessibility. Data showed that there was high engagement on the indicators under accessibility with an average of 3.47 and a standard deviation of 0.83. It can be highlighted that parents gave importance and actively participating in school organizations like Parent- Teacher Association (PTA) (Mean= 3.58, SD= 0.74). Also, the communication with the teacher was highly appreciated (Mean= 3.49, SD= 0.77). This implied that the parents' engagement with accessibility was more on communication with the parents and the teachers through some school organizations and conferences. As a result, communicating with the child's teacher was very important (Mean= 3.49, SD= 0.86).

A study of Moreira et al. (2018), revealed the vital role of the supportive school environment. This meant that teachers and parents built good relationships with each other in order to have more connections and engagement of parents in school activities. The success of the students in school has traditionally been attributed to the teachers' and parents' effective communication. It would be successful for parents and teachers to work together to build the learners' education. In order to create harmonious partnerships of parents as stakeholders in all school activities and programs, parents who attended school training, orientations, and other school activities.

**What is the academic performance of the learners with regard to their final general percentage average?**



Table 12. Academic Performance of the Learners

Academic Grade	Performance Level	Frequency	Percentage (%)	Mean ± SD (Description)
90-100	Outstanding	0	0.0	
85-89	Very Satisfactory	18	32.7	83.75±1.93 (Satisfactory)
80-84	Satisfactory	37	67.3	
Total		55	100.0	

Table 12 above displays the learners’ academic performance. It showed that 0 (0.0%) had a grading scale of 90-100 which corresponded to a performance level description outstanding. Eighteen (18) or 32.7% had a grading scale of 85-89 which corresponded to a performance level description of very satisfactory with a mean of 83.75 and a standard deviation of 1.93. Thirty-seven (37) or 67.3% had a grading scale of 80-84 which corresponded to a performance level description of satisfactory. Therefore, the result described that 67% (n=37) of the total respondents had satisfactory performance levels, 33% of them had at least very satisfactory performance levels.

This implied that even there was no face-to-face interaction with the teachers and only modules and other learning materials were with them with the assistance and guidance of parents, still they were able to attain a passing or a satisfactory grade.

This can be supported by the study conducted by Anzaldo (2021), that one of the advantages of modular distance learning was that learning continues when the learners would adapt to change. Even in this type of academic setting, where students learned at home under the direction and supervision of their parents, there were students who were making progress. These students were adaptable to changes in their surroundings and had an open mind. Parents also understood how crucial their part is in their children’s education. Parents increasingly understand their responsibility in their children’s learning and schooling as a result of the covid-19 pandemic throughout the nation. They were suddenly conscious of how challenging teaching was. Additionally, adaptable to this new regular learning environment were some parents. When parents became their children’s teachers at home these days, they did not blame the teachers.

**Is there a significant relationship between the parents’ engagement in modular distance learning and the academic performance of the learners?**

Table 13. Relationship between the Parents’ Engagement in Modular Distance Learning and the Academic Performance of the Learners

Parents’ Engagement Components	Academic Performance		Remarks
	r-value	p-value	
Balancing Responsibilities	0.262 <sup>ns</sup>	0.054	Not Significant
Learners’ Motivation	0.186 <sup>ns</sup>	0.173	Not Significant
Accessibility	-0.075 <sup>ns</sup>	0.587	Not Significant
Total Measure	0.134 <sup>ns</sup>	0.328	Not Significant

Table 13 presents the relationship between the perspective of the parents’ engagement in modular distance learning and the academic performance of the learners using the Pearson Product Moment Correlation analysis. Results revealed that the perspective of the respondents on parents’ engagement in modular distance learning relative to balancing responsibilities (r=0.262, p=0.54), learners’ motivation (r=0.186, p=0.173), and accessibility (r=-0.075, p=0.587) were not significantly correlated to the academic performance of the learners. Thus, the null hypothesis was not rejected. This meant that the parents’ engagement in modular distance learning did not necessarily influence the academic performance of the learners. This result entailed how the parents performed during modular distance learning was not predicted on how the learners perceived in their schooling.

This can be supported with the study of Anzaldo (2021), that teachers can only monitor their learners’ academic progress through text messaging and phone calls, unlike face-to-face classes where teachers can supervise and facilitate the learning. Due to this pandemic, Dalamas Integrated School made a program in which the teachers conducted community visitation in order to monitor and check the learning progress of the learners. They called the program Bringing Education Closer to the Community (BECC). The meeting place was the waiting shed in a certain purok and the parents waited for the teachers for their queries. This was due to some of the areas could not reach the signal.

**Is there a significant difference on the respondents’ engagement in modular distance learning when grouped according to their profile?**



Table 14. *Differences in the Respondents' Engagement in Modular Distance Learning When Grouped to their Gender*

Parents' Engagement	Sex Group		t-value (47)	P-value	Remarks
	Male (n=11)	Female (n=44)			
Balancing Responsibilities	2.58±0.72	3.15±0.68	2.458 <sup>a</sup>	0.009	Significant
Learners' Motivation	2.80±0.51	3.38±0.63	2.845 <sup>a</sup>	0.003	Significant
Accessibility	3.36±0.66	3.50±0.74	0.538 <sup>ns</sup>	0.296	Not Significant
Total Measure	2.92±0.59	3.34±0.62	2.075 <sup>a</sup>	0.021	Significant

Table 14 presents the differences in the respondents' engagement in modular distance learning when grouped to their gender using the Independent T-test analysis. Results showed that the engagement in modular distance learning significantly differed by their gender ( $t=2.075$ ,  $p=0.021$ ). The male and female respondents were having comparable engagement in modular distance learning relative to balancing responsibilities ( $t=2.458$ ,  $p=0.009$ ). Thus, females always took the responsibility in assessing the child and set aside time to balance household chores and learners' schooling. Learners' motivation reflected this result ( $t=2.845$ ,  $p=0.003$ ). This result entailed that gender had a significant effect on engagement in modular distance learning. That, male gave motivation to learners with regards to the effort they exerted to the family in order for them to survive.

The strongest evidence for this assertion comes from a study by Newland et al. (2019), which found that fathers who supported and scaffolded their children's learning were more likely to see good results. Fathers who are involved and supportive have a beneficial influence on their children's attitudes and behaviors, which benefits the learners. As a result, the learners' accomplishment when it came to being firm and strong was significantly impacted by the father's motivation.

On the other side, Bredekamp (2019) noted that certain students required morale support from the mother, where mothers could grow confident in their ability to be flexible and multitask while juggling duties. Mother has a great role in facilitating the learner at home since most of mothers were staying at home. Mothers have more time in helping the learner in accomplishing the learning modules at home.

Table 15. *Differences in the Respondents' Engagement in Modular Distance Learning When Grouped to their Age*

Parents' Engagement	F-value	P-value	Remarks
Balancing Responsibilities	2.641 <sup>ns</sup>	0.059	Not Significant
Learners' Motivation	1.925 <sup>ns</sup>	0.137	Not Significant
Accessibility	2.475 <sup>ns</sup>	0.072	Not Significant
Total Measure	2.866 <sup>a</sup>	0.046	Significant

Table 15 presents the differences in the respondents' engagement in modular distance learning when grouped to their age using the One-way ANOVA analysis. Results displayed that the engagement in modular distance learning was significantly differed by their age ( $F=2.866$ ,  $p=0.046$ ). In addition, the respondents having an age of 26-30, 31-35, 36-40, and above 40 years old were having comparable engagement in modular distance learning relative to balancing responsibilities ( $F=2.641$ ,  $p=0.059$ ), learners' motivation ( $F=1.925$ ,  $p=0.137$ ), and accessibility ( $F=2.475$ ,  $p=0.072$ ). This result entailed that how respondents engaged in the schooling of the learners depended on their age. This claimed can be best supported by a study of Diaz and Fiel (2021), stated that early parenthood influenced their responsibilities to their child. This meant that the more that the parents were getting matured, the more they got involved in the learning of their children.

Table 16. *Differences in the Respondents' Engagement in Modular Distance Learning When Grouped to their Civil Status*

Parents' Engagement	F-value	P-value	Remarks
Balancing Responsibilities	3.298 <sup>a</sup>	0.045	Significant
Learners' Motivation	3.774 <sup>a</sup>	0.029	Significant
Accessibility	0.840 <sup>ns</sup>	0.437	Not Significant
Total Measure	2.352 <sup>ns</sup>	0.105	Not Significant

Table 16 presents the differences in the respondents' engagement in modular distance learning when grouped to their civil status using the One-way ANOVA test. Results displayed that the engagement of modular distance learning did not significantly differ by their civil status ( $F=2.352$ ,  $p=0.105$ ). Moreover, the respondents who were single, married, and widower differed in the respondents' engagement in modular distance learning relative to balancing responsibilities ( $F=3.298$ ,  $p=0.045$ ), learners' motivation ( $F=3.774$ ,  $p=0.045$ ), and accessibility ( $F=0.840$ ,  $p=0.105$ ). Thus, single, married, and widower had a similar engagement in modular distance learning in terms of balancing responsibilities and learners' motivation as shown on Table 16 which showed that they were significantly mattered with their civil status. While the respondents relative to accessibility had no significant effect whether single parent, married, and widower.

The strongest evidence for this argument comes from a

research by Stokes (2020), who found that raising kids in a stable, two-parent family environment increased their chances of success. This indicated that since both parents contributed to the learners' education, both were of significant assistance to their academic performance. In all school activities, parents were seen as collaborators, and there were some where fathers provided invaluable assistance, such as fixing school construction.

Table 17. *Differences in the Respondents' Engagement in Modular Distance Learning When Grouped to their Number of Children*

Parents' Engagement	F-value	P-value	Remarks
Balancing Responsibilities	0.488 <sup>ns</sup>	0.616	Not Significant
Learners' Motivation	0.371 <sup>ns</sup>	0.692	Not Significant
Accessibility	1.006 <sup>ns</sup>	0.373	Not Significant
Total Measure	0.445 <sup>ns</sup>	0.643	Not Significant

Table 17 presents the differences in the respondents' engagement in modular distance learning when grouped to their number of children using the One-way ANOVA test. Results displayed that the engagement of modular distance learning did not significantly differ by their number of children ( $F= 0.445$ ,  $p= 0.643$ ). Moreover, the respondents had 1-3 children, 4-6 children, and 7 above were having similar engagement in modular distance learning relative to balancing responsibilities ( $F= 0.488$ ,  $p= 0.616$ ), learners' motivation ( $F= 0.371$ ,  $p= 0.692$ ), and accessibility ( $F= 1.006$ ,  $p= 0.373$ ). This result suggested that the number of children had no significant effect on the engagement of the parents in modular distance learning. With the new set-up of education in this time of pandemic, children relied only on the supervision of the parents because they were not allowed to come to school and had a face-to-face interaction with the teacher.

As stated by the study of Kleinman and Darling (2019), said that many strategies can address the achievement gap of the learners and this must be done through the collaboration of parents and teachers in assessing the academic performance of the learners. Parent-teacher consultation supports great help in educating the child.

Table 18. *Differences in the Respondents' Engagement in Modular Distance Learning When Grouped to their Educational Attainment*

Parents' Engagement	F-value	P-value	Remarks
Balancing Responsibilities	2.437 <sup>ns</sup>	0.059	Not Significant
Learners' Motivation	2.231 <sup>ns</sup>	0.079	Not Significant
Accessibility	0.486 <sup>ns</sup>	0.746	Not Significant
Total Measure	1.169 <sup>ns</sup>	0.167	Not Significant

Table 18 presents the differences in the respondents' engagement in modular distance learning when grouped to their educational attainment using One-way ANOVA test. Results disclosed that the engagement in modular distance learning did not significantly differ by their educational attainment ( $F= 1.169$ ,  $p= 0.167$ ). The respondents who were elementary level, elementary graduate, high school level, high school graduate, and college level were having comparable engagement in modular distance learning relative to balancing responsibilities ( $F=2.437$ ,  $p= 0.059$ ), learners' motivation ( $F= 2.231$ ,  $p= 0.079$ ), and accessibility ( $F= 0.486$ ,  $p= 0.746$ ). This result entailed that respondents' educational attainment had no significant effect on their engagement in modular distance learning.

The strongest evidence for this claim comes from a study by Dangle and Sumaoang (2020), which found that one of the major obstacles to modular distance learning was parents' inability to mentor their children intellectually.

Additionally, according to Anzaldo's study from 2021, one of the drawbacks of modular distance learning was that parents found it challenging to teach their children using modules. There are also parents who are illiterate, which makes it more challenging for them to teach their kids the teachings. In order to answer the learning module, parents requested assistance from family members who can read and comprehend it. Parents used varied techniques just to return the learning modules of the learners with answers.

Table 19. *Differences in the Respondents' Engagement in Modular Distance Learning When Grouped to their Occupation*

Parents' Engagement	F-value	P-value	Remarks
Balancing Responsibilities	1.03 <sup>ns</sup>	0.416	Not Significant
Learners' Motivation	1.994 <sup>ns</sup>	0.085	Not Significant
Accessibility	1.127 <sup>ns</sup>	0.361	Not Significant
Total Measure	1.143 <sup>ns</sup>	0.223	Not Significant



Table 19 presents the differences in the respondents' engagement in modular distance learning when grouped to their occupations using One-way ANOVA test. Results revealed that the engagement in modular distance learning did not significantly differ by their occupation ( $F= 1.143, p= 0.223$ ). The respondents' occupations like vendor, farmer, driver, housekeeper, beautician, factory worker, and others were having comparable engagement in modular distance learning relative to balancing responsibilities ( $F= 1.03, p= 0.416$ ), learners' motivation ( $F= 1.994, p= 0.085$ ), and accessibility ( $F= 1.127, 0.361$ ). This result implied that occupation had no significant effect on the respondents' engagement in modular distance learning. Thus, occupation may not be a significant predictor to the academic performance of the learners since the educational system had shifted to modular distance learning.

Table 20. Differences in the Respondents' Engagement in Modular Distance Learning When Grouped to their Monthly Income

Parents' Engagement	F-value	P-value	Remarks
Balancing Responsibilities	1.03 <sup>ns</sup>	0.416	Not Significant
Learners' Motivation	1.994 <sup>ns</sup>	0.085	Not Significant
Accessibility	1.127 <sup>ns</sup>	0.361	Not Significant
Total Measure	1.143 <sup>ns</sup>	0.223	Not Significant

Table 20 presents the differences in the respondents' engagement in modular distance learning when grouped to their monthly income using the One-way ANOVA test. Results revealed that the respondents' engagement in modular distance learning did not significantly differ by their monthly income ( $F= 0.299, p=0.743$ ). The respondents' monthly income below 7,500, 7,501-15,000, and 15,001-30,000 were having comparable engagement in modular distance learning relative to balancing responsibilities ( $F= 0.130, p= 0.878$ ), learners' motivation ( $F= 0.699, p= 0.502$ ), and accessibility ( $F= 0.437, p= 0.648$ ). This result implied that monthly income had no significant effect on the respondents' engagement in modular distance learning. Thus, monthly income may not be a significant predictor to academic performance of the learners.

This can be supported by the study of Adzido et al., (2020), who said that most studies stated that family income affected learners' academic performance. In contrast with this, it was not an essential predictor of better academic performance since there were learners

having farmer parents but they excelled in the class.

### What action plan can be based from the result of the study?

#### Rationale/ Objectives

As a learning Institution, Dalamas Integrated School works hand-in-hand with the Department of Education to protect and promote the right of every child to quality basic education. This can be possible if teachers and parents will work together as partners in educating their children. Parents engagement in school activities gives encouragement to the learners. Parent-teacher relationship also motivates the learners to perform well. Good communication with the parents and teachers can also help build the confidence of the children to do well in school.

Both father and mother should actively participate in all activities being implemented in school. There are programs that both of them are needed to attend and this will help the learners to be motivated in all school activities. Active parents in school activities can also help the improvement of the school. Parents and teachers can work hand in hand in the learning process of the learners through parents' engagement.

Thus, the teacher will have this action plan as basis for training and orientation for the parents in order to improve their engagement in all school activities.

The expected outcome for this program is to: (1) Increase understanding, communication and levels of engagement through parents, school and community. (2) A well refine model for promoting parent-teacher partnership. (3) Increase partnership training efforts for teachers, parents and community members. (4) Wider the level of parent-teacher engagement as partners in school activities and programs.

#### Description of the Program

This action plan will guide the parents to become more participative in all the activities in school. The parents are encouraged to come to school by following the schedule assigned for mother and father activities due to some of the activities in the school are applicable for men like doing construction repairs. Through this program, fathers serve as the motivator of their children that not all the time that the mothers will always be there to participate in school matters. This will also build a harmonious result for the improvement of the school.

## Conclusion

In light of the findings of the study, the following were the conclusions drawn.

The respondents' participation in modular distance learning assisted them in realizing the value of education to their children and the importance of encouraging them to do their assignments. One may say that parents also checked on their kids' schoolwork. Parents assumed responsibility for evaluating their children's work. Parents assisted their kids by allocating time for schoolwork. They also participated in school-related events where their kids were involved.

Parents' engagement in the learning of the children can help the children to be motivated due to the support of the parents. Learners with supportive parents are eager to come to school to learn. Even though, pandemic did not happened, parents considered as first teacher to the children. Therefore, parents' engagement is always present at all times in order to monitor the learning progress of the learners. Parents' without proper education can also be of great help to their children, not intellectually advance but emotionally strong to handle real life situations. Data, however, showed that parents' participation in modular distance learning was not differed depending on their socio-demographic profile and did not necessarily improve the learners' academic achievement.

Based on the conclusions cited by the researchers, the following recommendations were made: (1) The teachers should make schedules for parents' activities every quarter in order to track and monitor the parents' engagement to have a betterment partnership in educating their children. (2) School administrators may require parents to participate in all school activities to create harmonious collaboration in achieving the goal for the school in the community. (3) The learners may reach out to their teachers more often to ask assistance, guidance, and technical support for them to be able to improve their academic performance. (4) The parents are welcome to come to school for further information regarding the learning performance of the learners. Parents are encouraged to participate all school activities in the school. (5) Future researchers who might be interested in this study can make this study as part of their references in order to further strengthen the foundation of the findings. Moreover, it is recommended that they may add further variables to establish greater and better results.

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