DEMANDS ENCOUNTERED IN MODULAR LEARNING AT IBN MAS-OUD INTEGRATED SCHOOL
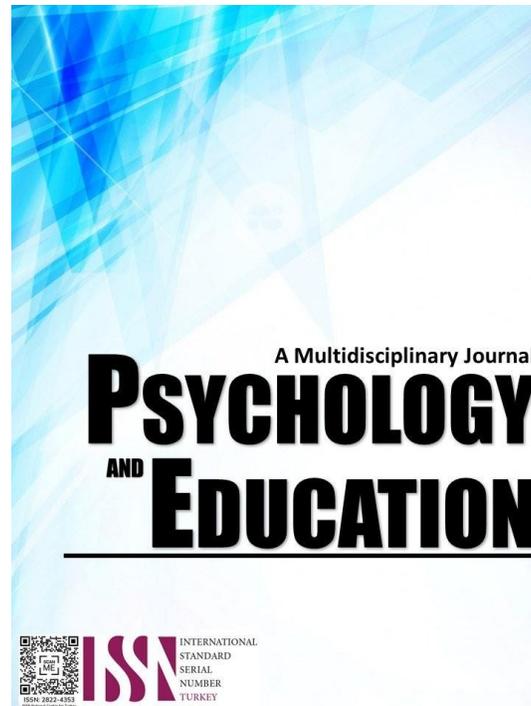

PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Demands Encountered in Modular Learning at Ibn Mas-Oud Integrated School

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Abstract

The study used the descriptive survey method of research. This determined the age, civil status, educational attainment, occupation, and family monthly income of the respondents. The socio- economic profile of the respondents and the demands of the modular learning approach were correlated to the academic performance of the learners. The study was conducted in Ibn Mas-Oud Integrated School for the school year 2020-2021, with 25 parents as respondents. The questionnaire was a researcher-made instrument. The following statistical techniques employed the frequency count and mean percentage, and Pearson product-moment correlation. Major findings showed that most parent respondents were female. This would show that mothers were always facilitators for their kids compared to the father. Most of the respondents belonged to 30-39 years of age, married, majority were college graduates, self-employed, and with an income bracket of at most 9,999 pesos per month. As depicted, the parents were always improving their parent-child relationship and always returned and got the module on time. Also, the parents always tried to find the solution to accomplish the capacities of the learners. Further, they were often active contributors to their kids' academic futures. Results also revealed that the learners had outstanding academic performance levels. The study also concluded that parents of grade 1 learners in Balo-i Lanao Del Norte's private schools believed that the demands encountered had a positive impact on their positive growth in general. It was inferred that facilitating the learners helped to build their capacities by giving time to monitor their children to develop their self- esteem.

Keywords: *modular learning, private school, demands*

Introduction

Modular Distance Learning (MDL) is a way of learning basic education in the Philippines. This modality is in the form of printed self-learning modules (SLM), and these modules can be accessed digitally or via electronic gadgets. Accordingly, modular education is an imperfect substitute for in-person learning. The Department of Education (DepEd) conducted a survey among parents, which revealed that 87% chose the printed modular learning modality for their children.

In the Philippines, modular distance learning modality is used by most public schools because learning through printed and digital modules comes out as the most preferred distance learning method for parents. Not to mention that the learners in rural areas have no internet; hence, online learning is impossible. In this mode of learning, the teacher takes the responsibility of supervising the learners' progress. If the learners need assistance from the teacher, it is done via telephone, text message/instant messaging, among others. The teachers are also expected to visit learners who need assistance or remediation. Printed modules are released to the learners' parents or guardians by the teacher. Parents serve as teachers' partners since they play a vital role as home facilitators. Their primary role in modular learning is to connect and guide the child (Flip Science, 2020).

To sustain and ensure the continuity of learning despite lockdown and community quarantine, the Department of Education (DepEd) has taken into consideration the institutionalization of educational measures through the issuance of DepEd Order No. 12 s.2020 entitled "Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for the School Year 2020-2021 in Light of the COVID-19 Public Health Emergency."

Based on the data obtained from DepEd's National Learner Enrolment and Survey Forms (LESFs), among the suggested learning delivery modalities, there were 8.8 million out of the 22.2 million enrollees (39.6% of the total respondents) who preferred the Modular Distance Learning (MDL), a modality that utilizes Self-Learning Modules (SLMs) in print or digital format/electronic copy, whichever is applicable to the learners. Learners under MDL could also use other resources such as Learner's Materials, textbooks, activity sheets, study guides and other study materials (DepEd, 2020).

Among the types of modalities, 13 million out of the 22.2 million enrollees (59% of the total respondents) preferred MDL based on the data gathered via DepEd's National Learner Enrolment and Survey Forms (LESFs) (FlipScience, 2020). This modality uses Self-Learning Modules (SLMs) based on the Most Essential Learning Competencies (MELCS) provided by DepEd. As technology and internet connectivity remain a problem for most students, MDL-Printed is commonly utilized by most of the schools. The Department of Education (DepEd) also assured that the safety and health of teachers and personnel would be its top priority as SLMs can be done at home. In this study, the researcher determined the demands of modular learning modality encountered by the parents. The research was conducted this school year 2020-2021. In like manner, this paper examined the demands encountered by the parents in grade one. The researcher was a grade one teacher for two years already in the locale of the study.

Research Questions

The study determined the demands encountered by the parents/guardians of grade one learners at Ibn Mas-Oud Integrated School

regarding their kid's modular learning modality during the current school year 2020-2021. It 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 educational attainment;
   1.5 occupation; and
   1.6 family monthly income?
2. What are the demands encountered in modular learning modality to the parent-respondents in terms of
   2.1 personal demands and
   2.2 academic demands?
3. What is the academic performance of the learners?
4. Is there a significant relationship between the socio-demographic profile of the respondents and academic performance of the learners?
5. Is there a significant relationship between the demands of modular learning modality encountered by the respondents and the learner's academic performance?
6. What action plan can be designed based on the findings of the study?

Methodology

This section presents the research design, or research environment location, and the respondents involved in the research study. It identifies the research instrument to be used and the data gathering procedures to be undertaken.

Research Design

The study used the correlational descriptive survey method of research in as much as this study determined the age, sex, civil status, highest educational attainment, occupation, and family monthly income of the respondents. The socio-demographic profile of the respondents and the demands of the modular learning approach were correlated to the academic performance of the grade 1 pupils in Ibn Mas-Oud Integrated School.

Respondents

The respondents of the study were the twenty-five (25) grade one parents of learners in Ibn Mas-Oud Integrated School, enrolled during the school year 2020-2021. Hence, a complete enumeration of the respondents was made.

Instruments

The questionnaire was a researcher-made instrument. The table of the survey was made based on the researcher's sources of mythology and thirty survey tests were formulated. Since the instrument is a researcher-made survey questionnaire, it was pilot tested to ten grade two parents in the locale. Also, the questionnaire was presented to the adviser and to the panel members for correction before it was administered. On the other hand, the questionnaire was translated to the lingua franca of the locality. The Maranao translation was done by a Master Teacher who a Junior High School teacher is teaching Aralin Panlipunan in the Department of Education for decades already. She is a well-known translator in the community.

The survey was given personally to twenty-five grade 1 parents of Ibn Mas-Oud Integrated School. The researcher explained the survey test to the parent-respondents by batch. Batch 1 was composed of 12 parent-respondents and another batch of 13 was gathered to observe the protocol of the Inter-Agency Task Force. The results of the survey were tallied and analyzed to seek the significance of the study. The demands encountered by the respondents were described in the Likert Scale in terms of personal and academic demands. The equivalent score of 5 – always, 4 – often, 3 – sometimes, 2-rarely, and 1 – never were used.

Procedure

Foremost, communication with the principal at Ibn Mas-Oud Integrated School was made as an initial letter of request for a study. After that, the researcher settled the time to inform the parents from grade 1 about the topic to be conducted by the teacher. Then, the researcher discussed the ideas of what the study and questionnaire were all about. The usual research protocol had been adhered to the conduct of this research study. This meant that appropriate communications were sent prior to the actual data gathering activity. Once the communications were approved, data gathering commenced. The parents were informed of the specified topic prior to the giving of the test questionnaire. One session was intended for the conduct of the test. Hence, the second quarter grades of the pupils were used taken from the class adviser.

Data Analysis

The following statistical techniques were employed to answer the different problems: For problem 1, Frequency and Percentage were

used in analyzing the profile of the respondents as to age, sex, civil status, educational attainment, occupation, and family monthly income. For problem 2, Frequency and Percentage, Mean, and Standard deviations were used to determine the focus of the respondents in terms of the demands of the modular learning approach. For problems 3, 4, and 5, Pearson product moment correlation was used to illustrate the relationship between the socio-demographic profile and the possible outcome of the demands of the modular learning approach.

Results and Discussion

Problem 1: What is socio-demographic profile of the respondents in terms of age, gender, civil status, highest educational attainment, occupation, and family monthly income?

Table 1. *Age of the Respondents*

Age (in years)	Frequency	Percentage (%)
24-29	10	40.0
30-39	14	56.0
40-49	1	4.0
Total	25	100.0

Note: Mean (SD) = 31.68 (5.34)

Table 1 presents the age profile of the respondents. Result showed that 14 or 56% of the total parents' respondents belonged to 30-39 years of age, 10 or 40% of them were having 24-29 years of age, and only 1 or 4% belonged to 40-49 years of age. Figure 1 showed that the majority answered the survey belonged to the 30-39 age. They would show here that 56% total of parents answered at the right age more on maturity level. Research studies showed that students' performances depended on many factors such as learning facilities, gender, age differences, etc. that could affect student performance (Hansen, 2000).

Table 2. *Sex of the Respondents*

Sex	Frequency	Percentage (%)
Male	6	24.0
Female	19	76.0
Total	25	100.0

Table 2 reveals that 19 or 76% of the total parent-respondents were female and 6 or 24% of them were male. The respondents who answered the questionnaires were more female. This showed that mothers were always identified as facilitators for their kids compared to their father. The study suggested the value of engagement opportunities tailored to families' unique circumstances and assets (Maddox & Lock, 2016).

Table 3. *Civil Status of the Respondents*

Civil Status	Frequency	Percentage (%)
Married	25	100.0
Single	0	0.0
Total	25	100.0

Table 3 shows that all the respondents were married. The majority of the grade 1 parents were married to complete the family profile. Parents/caregivers of 86 general education students transitioning to kindergarten completed a survey assessing their concerns, needs, and involvement in transition preparation activities. Results suggested that although the majority of parents expressed few concerns regarding their child's kindergarten transition, a subset (27.9%) reported significant concerns (Wildenger & McIntyre, 2011). Also, the findings implied that most women were believed to be compassionate and affectionately dedicated in their careers. They exerted selfless efforts to achieve the goals of the school where they were connected.

Table 4. *Educational Attainment of the Respondents*

Educational Attainment	Frequency	Percentage (%)
Elementary	2	8.0
High School	4	16.0
College Level	8	32.0
College Graduate	11	44.0
Total	25	100.0

Table 4 displays that 11 or 44% of the respondents were college graduates, 8 or 32% of them were college level, 4 or 16% of them were from high schools and 2 or 8% of them were elementary levels. Figure 4 showed that the highest achievement of grade 1 parents was college graduate level. The major educational outcomes of the involvement process were children's development of skills and knowledge, as well as a personal sense of efficacy for succeeding in school.

Table 5 discloses that 9 or 36% of the parents were self-employed, 7 or 28% of them were government employee, 7 or 28% were in business, and 2 or 8% were private employee. Different approaches had been utilized by educators of different schools around the

world to achieve quality in education. For Royster et al. (2019) effective educational program had to focus on the improvement of learning environment.

Table 5. *Occupation of the Respondents*

Occupation	Frequency	Percentage (%)
Self-employed	9	36.0
Government employee	7	28.0
Business	7	28.0
Private employee	2	8.0
Total	25	100.0

Table 5 showed the breakdown of the occupation of the respondents' profile who took the survey. Majority of parents of grade 1 learners were self-employed. Furthermore, Lardizabal (2020) wrote that parents working from home will now have additional work providing tech support or guidance in their schoolwork. It is difficult adjusting meetings and other tasks with online classes and considering that at most times. Several kids in one family could use only one computer. Both teachers and parents needed additional work (Mahmoud, 2021).

Table 6. *Family Monthly Income of the Respondents*

Family Monthly Income	Frequency	Percentage (%)
9,999- below	15	60.0
10,000-19,999	2	8.0
20,000-29,999	7	28.0
30,000-above	1	4.0
Total	25	100.0

Note: Mean (SD) = 11035.28 (9835.56)

Table 6 shows that 15 or 60% of the respondents were having income bracket of at most 9,999, 7 or 28% of them said that they had monthly income of 20,000-29,999, and only 1 or 4% had a monthly income of at least 30,000. The COVID-19 pandemic had plunged the world into turmoil more than one could ever imagine. The findings implied that the respondent's monthly income salary range could be considered enough for survival especially that majority of them were married who had other personal responsibilities aside from work. This kind of financial set up might provide them stressful encounters with other priorities in life and thus, might also affect their job performance.

Problem 2: What are the demands encountered in modular learning modality to the parent-respondents in terms of personal demands and academic demands?

Table 7. *Personal Demands Encountered in Modular Learning Modality*

Personal Demands	Mean ± SD	Description
1. Spare my time in answering the lesson	4.24±0.93	*Often*
2. Hire a tutor or ask somebody for help.	3.52±1.33	*Often*
3. Need to have an internet connection.	4.16±1.14	*Often*
4. Develop my personal attitude.	4.48±0.82	*Often*
5. Enhance my child's self-esteem.	4.64±0.86	*Always*
6. Improve my parent-child relationships.	4.76±0.60	*Always*
7. Balance the time between work, childcare, and a household chore.	4.44±0.71	*Often*
8. Encourage my child to do the work alone after my explanation.	4.12±1.05	*Often*
9. Shorten my sleep and time to answer all the modules due to the great number of activities, distractions, and lack of focus.	3.40±1.12	*Sometimes*
10. Easy to bother when my child cannot follow my instruction and explanation.	3.60±1.19	*Often*
11. Assist from the help of technology in doing task.	3.72±1.10	*Often*
12. Use words of encouragement.	4.32±1.22	*Often*
13. Communicate and collaborate with teachers.	4.16±0.94	*Often*
14. Give rewards to my child.	3.72±0.84	*Often*
15. Return and get the module on time.	4.64±0.57	Always
Total Measure	4.13±0.48	Often

Note: 1.00-1.49 Never   1.50-2.49 Rarely   2.50-3.49 Sometimes   3.50-4.49 Often   4.50-5.00 Always

Table 7 presents the demands encountered in modular learning modality to the parent-respondents in terms of personal demands. As depicted, the parents were always improving their parent-child relationship (M=4.76, SD=0.60) and always return and get the module on time (M=4.64, SD=0.57). Further, they also perceived that they often develop their personal attitude (M=4.48, SD=0.82), use of words of encouragement (M=4.32, SD=1.22), and do often spare time in answering the lesson (M=4.24, SD=0.93). According to Refran's report on "24 Oras," the Quezon City schools' division had conducted a dry run of the modular distance learning for 25 kindergarten students of Holy Spirit Elementary School (Casilao, 2020). The parents would go to schools weekly to pick up the copy of learning modules. In the dry run, parents taught children how to read and write for one week. Meanwhile, Lauzon (2020) contributed

that modules were delivered to parents who could not go to school.

Table 8. *Academic Demands Encountered in Modular Learning Modality*

Academic Demands	Mean ± SD	Description
1. Study the lesson ahead of time.	4.20±1.15	*Often*
2. Struggle to understand the instructions.	3.44±1.16	*Sometimes*
3. To use the mother tongue as the primary language in the text of modules.	3.76±1.09	*Often*
4. Study the module in advance so that I can provide the right instruction.	3.88±1.01	*Often*
5. Sharing the lessons to them that I am not familiar.	3.16±1.40	*Sometimes*
6. Easy to distract when the noise loudly from outside.	3.84±1.07	*Often*
7. Do some research work related to the lessons.	3.80±1.08	*Often*
8. Personally answers all activities assignments in case my child will not answer.	3.20±1.29	*Sometimes*
9. Assess learners in all activities and provide time for my child's learning.	4.16±0.85	*Often*
10. Provide the necessary support to teacher's requirements instructions and demands.	4.24±0.97	*Often*
11. Be active contributors to my kid's academic future.	4.48±0.87	*Often*
12. Copy the problem in the instruction or activities found in modules.	3.72±1.10	*Often*
13. Use gadgets to research these activities.	4.00±1.12	*Often*
14. Find the solution to accomplish given within the capacities of learners.	4.52±0.71	*Always*
15. Make necessary follow-up about the results of the module.	4.40±0.87	*Often*
Total Measure	*3.92±0.64*	*Often*

Note: 1.00-1.49 Never   1.50-2.49 Rarely   2.50-3.49 Sometimes   3.50-4.49 Often   4.50-5.00 Always

Table 8 reveals that the parents always find the solution to accomplish given the capacities of the learners (M=4.52, SD=0.71). Further, they were often active contributors to their kids' academic future (M=4.48, SD=0.87) and often study the lesson ahead of time (M=4.20, SD=1.15). Research studies showed that students' performances depended on many factors such as learning facilities, gender and age differences, etc. that could affect student performance (Hansen, 2000). Harb and El-Shaarawi (2006) found that the most important factor with a positive effect on students' performance was students' competence in English.

Parental involvement then influenced children's developmental and academic outcomes through such mechanisms. These elements were modeling, reinforcement, and instruction as mediated by the parent's use of developmentally appropriate activities and the fit between parental activities and the academic expectations. The major academic outcomes of the involvement process were children's development of skills and knowledge, as well as academic sense of efficacy for succeeding in school. (Hoover et al., 2005).

Table 9. *Consolidated Findings of the Demands Encountered in Modular Learning Modality to the Parent-Respondents*

Demands	*Mean ± SD*	*Description*
Personal Demands	4.13±0.48	Often
Academic Demands	3.92±0.64	Often
Total Measure	4.02±0.53	Often

Note: 1.00-1.49 Never   1.50-2.49 Rarely   2.50-3.49 Sometimes   3.50-4.49 Often   4.50-5.00 Always

Table 9 reveals that the parents have more personal demands (M=4.13, SD=0.48) than on their academic demands (M=3.92, SD=0.64). The results implied that modular learning was a significant contributor to the decrease and increase in the academic performances of learners. According to (Dangle et al., 2020) a wide range of research studies have found that the modular learning approach had positive effects on student achievement, while other studies had indicated that blended learning achieved levels of student success equivalent to traditional education. Also, Birbal et al., (2018) confirmed that modular learning was found to be more effective than traditional learning in terms of students' grades and pass rates. This was because some learners faced challenges and difficulties adjusting to their learning environment. Parents who keep track of their children's school performance and convey the importance of education may also contribute to the happiness and psychological well-being experienced by their children and reduces their emotional distress.

Problem 3: What is the academic performance of learners?

Table 10. *Academic Performance of the Learners*

Grades	*Performance Level*	*Frequency*	*%*	*Mean ± SD*
95-100	Excellent	6	24.0	
90-94	Outstanding	8	32.0	90.24±4.44
85-89	With high honors	8	32.0	(*Outstanding*)
80-84	With honors	3	12.0	
75-79	Developing Stage	0	0.0	
Total		25	100.0	

Table 10 presents the academic performance of the learners. Result revealed that the learners had outstanding performance levels with average grade of 90.24 and with variability of 4.44. Learners' ranges of grades were between 85.8 to 94.68 with the performance level of high honors to excellent. In addition, 8 or 32% of them belonged to outstanding performance, 6 or 24% of them have excellent

performance, and only 3 or 12% of them specified within with honors level. It was revealed that parental aspiration/expectation for children's educational achievement has the strongest relationship, whereas parental home supervision had the weakest relationship, with students' academic achievement. In addition, the relationship is stronger when academic achievement was represented by a global indicator (e.g., GPA) than by a subject-specific indicator (e.g., math grade). Limitations of the study were noted, and suggestions were made for future studies (Fan & Chen, 2001).

Problem 4: Is there a significant relationship between the socio-demographic profile of the respondents and the academic performance of the learners?

Table 11. *Relationship Between the Socio-Demographic Profile and the Academic Performance of the Learners*

Socio-demographic Profile	Academic Performance of the Learners		Remarks
	r-value	*p-value*	
Gender (Female)	-0.184^{ns}	0.378	*no significant relationship*
Age	0.295^{ns}	0.152	*no significant relationship*
Highest Educational Attainment			
At most high school	0.163^{ns}	0.437	*no significant relationship*
College level	-0.215^{ns}	0.301	*no significant relationship*
College graduate	0.062^{ns}	0.767	*no significant relationship*
Occupation			
Self-employed	0.074^{ns}	0.727	*no significant relationship*
Government employee	-0.055^{ns}	0.794	*no significant relationship*
Business	0.232^{ns}	0.265	*no significant relationship*
Private employee	-0.423^{*}	0.035	*has significant relationship*
Family Monthly Income	0.164^{ns}	0.435	*no significant relationship*

Note: *-significant at 0.05 level   ns-not significant at 0.05 level

Table 11 presents the relationship between the socio-demographic profile and the academic performance of the learners. Result displayed that the occupation relative to private employee had a significant relationship to the academic performance of the learners (r=-0.423, p=0.035). This result suggested that the learners' academic performance was lower for those parents who were private employees compared to those do not. However, no significant relationship was found between the socio-demographic profile relative to gender, age, highest educational attainment, occupation (self-employed, government employee, and business), and family monthly income and the learners' academic performance since the observed p-values exceeded the 0.05 level of significance. Thus, the null hypothesis of no significant relationship between the socio-demographic profile and the learners' academic performance was not rejected. The idea that parental involvement had a positive influence on students' academic achievement was so intuitively appealing that society in general, and educators in particular, had considered parental involvement an important ingredient for the remedy for many problems in education (Fan & Chen, 2001).

Problem 5: Is there a significant relationship between the demands of modular learning modality encountered by the respondents and the learner's academic performance?

Table 12. *Relationship Between the Demands of Modular Learning Modality Encountered and the Learner's Academic Performance*

Demands of Modular Learning	Academic Performance of the Learners		Remarks
	r-value	*p-value*	
Personal Demand	-0.277^{ns}	0.180	*no significant relationship*
Academic Demand	0.055^{ns}	0.793	*no significant relationship*
Total Measure	*-0.092*	*0.662*	*no significant relationship*

Note: ns-not significant at 0.05 level

Table 12 presents the relationship between the demands of the modular learning modality encountered and the learners' academic performance. Result revealed that there was no significant relationship between the demands of modular learning and the academic performance of the learners (r=-0.092, p=0.662) and this signified that the academic performance of the learners was not associated with their parents' demands of modular learning encountered. Thus, the null hypothesis of no significant relationship between the demands of modular learning modality encountered and the learners' academic performance was not rejected. Those learning modalities aim to cater to the needs of learners from various walks of life.

Most public schools all over the country adopted the Modular Distance Learning Delivery as a mode of learning for their students. With this modality, students were given self-learning kits and self-learning modules for them to answer weekly with the help of their guardians and parents at home. Teachers also assure that there is open communication with the parents and students to continuously monitor and address their needs (Briones, 2020). However, it cannot be denied that teaching in the new normal has weaknesses and threats.

Problem 6: What action plan can be designed based on the findings of the study?

Parents and teachers should plan regular and meaningful career learning improvements to help learners recognize and enhanced their strengths while also addressing their weaknesses. Furthermore, parents need not be concerned with identifying students' flaws, but rather with coaching by illustrating the answering techniques during modalities activities at home such as parents-based and circuit-based facilitate their learners. Given these conditions, the study proposed this action plan to enhance the strategies of the teachers in distance modular learning.

Objectives

The following are the objectives of the action plan;

1. Establish a good teacher-learner and parent relationship.
2. Enhance teachers on strategies in modular distance learning.
3. To provide learners with varied engagement learning activities.

Matrix of the Action Plan

Area of Concern	Strategies/ Activities	Person Involved	Time Frame	Success Indicator
Time Management	To-Do-List (Keep schedule template or agenda)	Teacher	Year-Round	On-Time Completion of Given Tasks
Teachers – learners and parent's relationship	• Create support channels such as Facebook page messenger group chats or text messaging and other social media platform • Frequently communicate with learners. Give extra time and effort to reach them, use the time to connect by giving assistance or queries. • Parent-Teacher/Guardian Partnership for distance modular learning	Teachers Learners Parents	Year-Round	The harmonious relationship between teachers, learners, and parents
Enhancing of Learning Instructions and Teaching Strategies	• Develop localize instructional lesson video and learning materials	Teachers Learners	Year-Round	Increase academic performance by 90% percent
Provisions and Assessments of Learner's Diversity	• Provide appreciation thru video or notes on learner's work • Planned and delivered teaching strategies that are responsive to the special educational needs of the learners in difficult circumstances.	Teachers Learners	Year-Round	Learners are more engaged in the lesson.

Conclusion

Based on the findings in the previous chapter of this study, the researcher inferred that the parents have more personal demands than their academic demands. Findings concluded that the occupation relative to the private employee had a significant relationship to the academic performance of the learners. This signified that the academic performance of the learners was not associated with their parents' demands for modular learning encountered. The study also concluded that parents from grade 1 in Balo-i Lanao Del Norte's private schools believed that the demands encountered had a positive impact on their positive growth in general. It was inferred that facilitating the learners helped to build on their capacities by giving time to monitor their children to develop their self-esteem.

Based on the findings and conclusions of this study, the following recommendations were made; (1) Parents should give priority to have spared time for their kids so that they could have enough time to improve their kid's academic performance. (2) Module activities should have clear instructions so that the learners can easily comprehend and the facilitator can smoothly discuss the topic. (3) Since the majority of the respondents were females, it was suggested by that assistance to their children's learning should have the required knowledge and skills in the field of supervision. Therefore, the capacity of learners should be given attention. (4) Parents should make the necessary support in many ways assigned to them both in personal and academic demands. (5) Further research is required to find out the impact of actual teaching approaches, parents' strategies, and satisfaction on teaching development. (6) It is recommended to conduct a wider scope of the study in terms of locale and not just focusing on one school but on the entire private school system. (7) Parents and teachers should plan regular and meaningful career learning improvements to help learners recognize and enhance their strengths while also addressing their weaknesses. Furthermore, parents need not be concerned with identifying students' flaws, but

rather with coaching by illustrating the answering techniques during modalities activities at home such as parents-based and circuit-based methods.

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