

Self-Learning Module: Involvement of Parents and the Academic Performance of their Children in the New Normal

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Abstract

With the continuous lockdown brought about by the Covid-19 pandemic, educational institutions were forced to withdraw from face-to-face classes and opt for a self-learning module at home where parents are task to be a “home facilitator” to their children. This study focused on the parents’ involvement in the learning of their children using self-learning module in English, Mathematics, Science, and Filipino in the new normal. The level of their children’s academic performance along the four subject areas of learning was established. Further, the significant relationship on the extent of involvement of the parents using the self-learning module along the four variables tested with the academic performance of their children, and the significant difference on the extent of parents’ involvement using self-learning module along the four variables were also established. This study employed descriptive-cross sectional research design conducted to the parents of the Grade VI pupils of MSU-TCTO ILS Mainstream Curriculum. Findings revealed that parents were oftentimes involved in the learning of their children using self-learning modules in Science, English, Mathematics and Filipino. In like manner, these pupils obtained a very satisfactory level of academic performance in the four subject areas. There is no significant relationship on the extent of the parents’ involvement using self-learning module along the four variables with the academic performance of their children. Further, there is no significant difference on the extent of the parents’ involvement using self-learning module along the variables tested. It is concluded that parents are highly involved in the learning of the children using self-learning modules in Science, English, Mathematics and Filipino. They invest time and effort for their children’s learning during this time of pandemic, hence, they become active home facilitators. The involvement of parents is specifically confined to assisting, guiding, monitoring, and motivating their children but not essentially in answering their modules since the latter are capable of doing the tasks in their self-learning modules as evident in their high academic performance. It is further concluded that parental involvement is not an index on pupils’ high academic performance.

Keywords: Self-Learning Module, Parents’ Involvement, Pupils’ Academic Performance, Core Subjects, New Normal

Introduction

In March 2020, the world was suddenly immobile due to a deadly virus known as COVID-19. This pandemic has brought immense problem worldwide. Everything was put into halt where industries, businesses, schools, offices, travels, communications, among others were affected. With the continuous lockdowns and rising of the COVID-19 positive, educational institutions were forced to withdraw from face-to-face classes. Nevertheless, the Department of Education has been firm on its stand that “learning must continue”. Different learning modalities or alternatives were considered and explored to make sure that each will be suitable and appropriate for pupil’s needs and interests.

One of the alternative learning device modalities that is provided by the Department of Education across the Philippines is the self-learning module. This self-learning module refers to the material that is designed for the learners to understand lesson and learn on their own. The Department of Education provides the self-learning modules that are being used as the primary

learning resources of the learners across the Philippines to ensure that all learners will be given quality basic education while face-to-face classes are still prohibited (DepEd, 2020). According to Bendijo (2020), this is very new to everyone especially to parents since they will take a big part in the new normal setup. Learning will be moved to the students’ homes and parents will somewhat take on the role of teachers.

In Bongao, Tawi-Tawi, Philippines, public elementary schools, particularly the Mindanao State University-Tawi-Tawi College of Technology and Oceanography Integrated Laboratory School (Mainstream Curriculum), implemented the self-learning module and blended learning due to the insufficient internet connectivity. The said self-learning module is prepared and delivered in printed format by the teachers to the learners amidst the Covid-19 pandemic. It gives every learner the right to answer their self-learning module on their own and free to choose what to learn, how to learn, when to learn, and where to learn through the help of their parents.

Parents are known to be the partners of teachers where they are the “home facilitators” or the channel in understanding, clarifying, and interpreting the lessons for the children by guiding and letting them learn on their own. Involvement of parents in their children’s education is believed to be of great help in enhancing the latter’s skills and in achieving good academic performance. In fact, parents are the first and continuing educators of their children. Further, their involvement is believed to build a partnership with the teachers, schools, and the community in giving quality education to the pupils that will lead to a positive outcome and high chance of academic achievement in the new normal set-up.

However, with the implementation of the self-learning module during the COVID-19 pandemic, there are parents who found self-learning module a disadvantage because other parents would answer their children’s self-learning module first-hand resulting to pupils’ high academic performance. On the other hand, there are parents who do not even bother to assist their children in doing their module. Hence, the researchers found interest in assessing the extent of the involvement of parents in the learning of their children using the self-learning module particularly to understand the role of the parents in their children’s learning using the said approach.

Research Questions

This study aimed to determine the involvement of the parents and the academic performance of their children in the new normal using self-learning module. Specifically, it sought to answer the following questions:

- 1) To what extent is the involvement of the parents of the Grade VI pupils of MSU-TCTO ILS Mainstream Curriculum in the learning of their children using self-learning module in terms of:
 - 1.1. English module;
 - 1.2. Mathematics module;
 - 1.3. Science module; and
 - 1.4. Filipino module?
- 2) What is the level of the academic performance of their children along the four major areas of learning?
- 3) Is there a significant relationship on the extent of involvement of the parents of the Grade VI pupils using the self-learning module along the above-mentioned variables with the academic performance of their children?
- 4) Is there a significant difference on the extent of involvement of the parents of the Grade VI pupils using the self-learning module along the four major

areas of learning?

Methodology

This study employed a descriptive-cross sectional research design to determine the extent of the involvement of the parents in the learning of their children using the self-learning module and the pupils’ academic performance. It was conducted to the parents of the Grade VI pupils of Mindanao State University-Tawi-Tawi College of Technology and Oceanography, Integrated Laboratory School Mainstream Curriculum located at Barangay Tubig Mampallam, Bongao, Tawi-Tawi, Philippines. A researcher-made-scale consisted of eighty (80) items was utilized to gather the needed data validated by the panel of experts. In like manner, pupils’ grades in English, Mathematics, Science and Filipino subjects were retrieved from their respective teachers. Gathering of data were personally administered by the researchers through the help of the concerned Grade VI teachers. Parent-respondents were given ample time to answer the researcher-made-scale before it was retrieved. The conduct of this study was ensured following the IATF health protocol. Mean, weighted mean, Spearman’s Rank Correlation Rho, and Kruskal-Wallis test were used to treat data.

Results and Discussion

Table 1 presents the extent of the involvement of the parents of the Grade VI pupils of MSU-TCTO ILS Mainstream Curriculum In the learning of their children using self-learning module in terms of (1) English Module, (2) Mathematics Module, (3) Science Module, and (4) Filipino Module.

Table 1. *Extent of Parents’ Involvement in the Learning of Children Using Self-Learning Module*

Subject (Module)	Average/Mean	Interpretation
English	4.048	Oftentimes Involved
Mathematics	4.011	Oftentimes Involved
Science	4.246	Oftentimes Involved
Filipino	3.944	Oftentimes Involved

As shown in Table 1, the parents of the Grade VI pupils of MSU-TCTO ILS Mainstream Curriculum *oftentimes involved* in the learning of their children using self-learning modules in Science, English, Mathematics and Filipino with mean scores of 4.246, 4.048, 4.011, and 3.944, respectively. This implies that parents of Grade VI pupils of MSU-TCTO ILS Mainstream Curriculum were highly involved in the latter's self-learning module at home, hence, become home facilitators. Further, their involvement is limited to assisting, guiding, monitoring, and motivating their children in their learning using the self-learning module across the four subjects in the new normal setup. Moreover, parents invest time and effort on their children for academic success.

Table 2 presents the level of the academic performance of their children along the four major areas of learning.

Table 2. *Level of Academic Performance of Children in Four Areas of Learning*

Subject (Module)	Average/Mean	Interpretation
English	4.048	Oftentimes Involved
Mathematics	4.011	Oftentimes Involved
Science	4.246	Oftentimes Involved
Filipino	3.944	Oftentimes Involved

As shown in Table 2, the Grade VI pupils of MSU-TCTO ILS Mainstream Curriculum obtained a *very satisfactory* level of academic performance in Science with mean score of 89.35, English with a mean score of 88.38, Mathematics with a mean score of 87.50 and Filipino with a mean of 86.27, respectively. This implies that said pupils are performing well along the four subject areas using self-learning module. The said pupils obtained highest grade in Science followed by English, Mathematics and Filipino, although in the same level of interpretation. It further implies that the Grade VI pupils are more interested in answering their science module compared to other subjects because they found hands-on activities like experimentation more challenging and fun filled.

Table 3 presents the significant relationship on the extent of the involvement of the parents the Grade VI pupils using the self-learning module along the four variables tested with the academic performance of their children.

Table 3. *Result of Test for Significant Relationship between Extent of Parents' Involvement and their Children's Academic Performances*

Subject Module	Spearman's Rho	p-value	Remarks
English	0.146	0.476	Not Significant
Mathematics	0.198	0.332	Not Significant
Science	0.307	0.125	Not Significant
Filipino	0.067	0.744	Not Significant

As shown in Table 3, there is *no significant relationship* on the extent of the involvement of the parents of the Grade VI pupils using self-learning module along the four subject areas with the academic performance of their children since the p-values of 0.476, 0.332, 0.125 and 0.744 are greater than alpha 0.05 level of significance. It implies that parents are *only* involved in assisting, guiding, monitoring, and motivating their children but not involved in answering their children's module. It further implies that these pupils can still manage to answer their modules even without their parents' involvement.

Table 4 presents the significant difference on the extent of involvement of the parents of the Grade VI pupils using the self-learning module along the four.

Table 4. *Result of Test for Significant Difference on Parents Involvement Along the Four Subject Areas*

Degree of Freedom	Kruskal-Wallis Chi-Squared	p-value	Remarks
3	3.2821	0.3501	Not Significant

As shown in Table 4, there is *no significant difference* on the extent of the involvement of the parents of the Grade VI pupils using the self-learning module along the four subject-variables tested since the p-value of 0.3501 is greater than alpha 0.05 level of significance. It implies that parents have similar extent of involvement in the learning of their children using the self-learning module in Science, English, Mathematics and Filipino. It further implies that parents exhibit the same level of involvement in their children's self-learning module along the four subject areas because they believed that these subjects are of equal importance to their children's learning and academic success.

Conclusion

Based on the findings of the study, it is concluded that parents of the Grade VI pupils of MSU-TCTO ILS Mainstream Curriculum are highly involved in the learning of the children using the self-learning modules in Science, English, Mathematics and Filipino. They invest time and effort for their children's learning during this time of pandemic, hence, they become active home facilitators. The involvement of parents is specifically confined to assisting, guiding, monitoring, and motivating their children but not essentially in answering their modules since their children are capable of doing the tasks in their self-learning modules as evident in their high academic performance. It is further concluded that parental involvement is not an index on pupils' high academic performance.

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