
Parents' Involvement in the Implementation of Modular Distance Learning Modality and the Academic Performance of Grade V Pupils in English

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Abstract — What's the most accurate predictor of academic achievement? It's not socioeconomic status, nor how prestigious the school is that a child attend. The best predictor of student success is the extent to which families encourage learning at home and involve themselves in their child's education (3). When parents are engaged in their children's school lives, students have the home support and knowledge they need to finish their assignments and develop a lifelong love of learning. Teachers who focus on parent engagement often see a profound change in the learning of their children. The more parents involved in their children's education, the better their entire learning motivation, behavior, and grades become. During this time of pandemic where school personnel's health status is at stake, the Department of Education initiates in adopting distance learning education utilizing the modular distance learning modality of which pupils had to learn their lessons at home with their parents as learning facilitators. Here the parents' involvement is important in order for their children to attain positive learning outcome. Thus, this study was crafted to determine the relationship between the extent of parents' involvement in implementing modular distance learning modality and academic performance of the grade V pupils in English. It was revealed in this study that there is significant relationship between the extent of parents' involvement in the implementation of modular distance learning modality and academic performance of the grade V pupils in English. High extent of parents' involvement results to a very satisfactory academic performance. The Proposed Improvement Plan to improve the parents' involvement to improve the Grade V pupils' academic performance in English is recommended.

Keywords — *Extent of Parents' Involvement, Profile of Parents, Academic Performance, Modular Distance Learning Modality*

I. Introduction

Parents have always played a crucial role in their children's emotional and intellectual development. They serve as their children's first teachers, and give them the stepping stones they need to adapt to life in school. As the coronavirus pandemic puts face-to-face learning to a halt, parents find themselves at the frontlines of education once more. Parents now have the important task of ensuring that their children receive quality education without compromising their safety. Although education takes a major hit as classrooms are forced to close their doors to eager students, countless parents are stepping up to support their children who are adjusting to the new set-up of learning.

Learning is an ongoing process that takes place as knowledge is utilized, regardless of the place and time. Thus, 'learning' does not have to refer to taking formal instructional courses; many can learn without attending courses. Many learners prefer to share experiences and not constantly sit in classrooms. Some of them learn at home. During this time of the pandemic, the Department of Education (DepEd) ensures the effective implementation of the K to 12 Basic Education Curriculum for every learner to acquire quality, accessible, relevant, and liberating basic education. The implementation of K to 12 Curriculum provides opportunity and sufficient time for learners to acquire and master lifelong learning skills for the 21st century and to experience learning beyond the classroom for more holistic development, in order to prepare the graduates for higher education, middle level skills development, and the world of work (1).

The Department of Education reiterated that school opening will not necessarily mean traditional face-to-face learning in the classroom. The physical opening will depend on the risk severity grading or classification of a certain community pursuant to guidelines from the Department of Health (DOH), the Inter-Agency Task Force (IATF) for the Management of Emerging Infectious Diseases in the Philippines and the Office of the President (OP). The learning delivery modalities that schools can adopt may be one or a combination of modular distance learning and or blended learning, depending on the COVID-19 restrictions and the school or locality learners' particular context.

As in Montebello Elementary School where the school is located without internet connectivity, the parents choose to adopt the modular distance learning modality for their pupils to continue learning. Modular learning is a form of distance learning that uses Self-Learning Modules (SLM) based on the most essential learning competencies (MELCS) provided by DepEd. The modules include sections on motivation and assessment that serve as a complete guide of both teachers' and students' desired competencies. Teachers will monitor the learners' progress through home visits (following social distancing protocols) and feedback mechanisms, and guide those who need special attention.

The modular approach situates Filipino students to learn in the comfort of their homes. Limited contact with teachers will place parents or guardians as the learners' model or the "More

Knowledgeable Other” (MKO) or learning facilitators. With this learning modality, parents are challenge to take their role in the learning of their children.

Parental involvement can encourage children’s and adolescents’ achievement in many ways. Parents can contribute positively to their children’s education to assist them with their academic work at home. Parents who read to their children, assist them with their homework, and provide tutoring using resources provided by teachers tend to do better in school than children whose parents do not assist them (2). In this premise, the researcher decided to conduct this study to determine the relationship between the parents’ involvement in the implementation of modular distance learning modality and academic performance of Grade V pupils in English. Findings of the study will be the basis in formulating an improvement plan.

In the aforementioned rationale, the researcher who is currently teaching in the above-mentioned local would like to delve worthy research undertaking that will benefit the school she is currently teaching and that of her Graduate Program. This study evaluates The Extent of Parents’ Involvement in the Implementation of Modular Distance Learning Modality and Academic Performance of Grade V Pupils in English.

Specifically, this study sought to answer the following questions:

1. What is the profile of the parents of Grade V pupils in terms of the following:
 - a. Highest educational attainment;
 - b. work status;
 - c. combined monthly income; and
 - d. type of government beneficiary?
2. What is the extent of the parents’ involvement in the implementation of modular distance learning modality?
3. What is the academic performance of Grade V pupils in English?
4. Is there a significant relationship between the extent of the parents’ involvement in the implementation of modular distance learning modality and academic performance of Grade V pupils in English?
5. What improvement plan can be proposed based on the findings of this study?

II. Methodology

Design. This study utilized the descriptive-correlational research design to evaluate the extent of parents’ involvement in the implementation of modular distance learning modality and academic performance of Grade V pupils in English. Montebello Central School, Kananga III District, Leyte Division is the main locale of the study. The 56 parents of the Grade V pupils enrolled in the current school year are the main respondents of the study and Parental Involvement Survey with profile of parents and 2nd quarter grades of the pupils were utilized. This research is mainly focused on evaluating the extent of parents’ involvement in implementing modular distance

learning modality and academic performance of the Grade V pupils in English and their relationship. A Proposed Improvement Plan based on the findings of the study is the output.

Sampling. There are 56 parents involved in this study. A survey questionnaire was administered through face-to-face interaction with consent from the Local IATF and strictly following the prescribed Health Protocol.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Schools Division Superintendent, Public School District Supervisor and school principal was sought. The proposed title and design were submitted to the panel for screening, evaluation and approval. When the research was approved, the researcher began the process of data gathering. Validation of the instruments through the School Head and District Supervisor was sought. The survey was pre-tested and undergone validation. Orientation of the participants by groups of 10 was done. Answering and retrieval of the research survey followed. The survey was translated into the vernacular for further understanding by the respondents. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Improvements.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent of the Division, District Supervisor of the District and school principal. Orientation of the respondents was done using face to face modality. In the orientation, issues and concerns were addressed, and consent included in the study was signed.

Treatment of Data. The Simple Percentage and Weighted Mean was employed to evaluate the extent of parents' involvement in implementing modular distance learning modality and their profile and academic performance of the Grade V pupils in English. Pearson Product Moment Correlation was used to determine the significant relationship between the extent of parents' involvement in the implementation of modular distance learning modality and academic performance of grade V pupils in English.

III. Results and Discussion

Table 1
Profile of Parents (N=120)

Profile	Frequency	Percentage
E. Highest Educational Attainment		
Elementary	25	45
High School	18	32
Tech-Voc	1	2
College	12	21
Total	56	100
F. Work Status		
Full Time	12	21
Part Time	12	21
Self-Employed	4	8
Jobless due to Community Quarantine	4	8
No Job	24	42
Total	56	100
G. Combined Monthly Income		
Php40,000.00-Php59,000.00	3	5
Php20,000.00-Php39,000.00	9	16
Php10,000.00-Php19,000.00	44	79
Below Php9,000.00	3	5
Total	56	100
H. Type of Government Beneficiary		
4Ps	14	24
Farmer's Aid	4	8
Senior Citizens	1	2
Others	10	18
Non	27	48
Total	56	100

Table 1 presents the profile of parents of the Grade V pupils in terms of highest educational attainment, work status, combined monthly income, and type of government aid beneficiary. It was revealed on the table that out of 56 parent-respondents, 25 or 45% are elementary, 16 or 28% are high school, 12 or 21% are college and 1 or 2% is TEC-VOC. This means that all of the parents are able to attend schooling during their time. This implies that they are literate and has the capacity to assist and guide their children accomplish their modules while learning at home.

Moreover, this table also presents the profile of parents in terms of work status. It was revealed on the table that out of 56 parents, 24 or 42% have no job, 12 or 21% are full time workers, 12 or 21% are part time workers, 4 or 8% are self-employed and 4 or 8% are jobless due to community quarantine. This means that majority of the parents have no job. This implies that most of the parents can attend to their children while at home. They can assist and guide their children in answering their modules and accomplishing the projects or outputs ask from them.

Furthermore, this table also presents the profile of the parents in terms of combined monthly income. It was revealed on the table that among the 56 parent-respondents, 44 or 79% has an income ranges from Php10,000.00-Php19,000.00 monthly, 9 or 16% have an income between php20,000.00-Php39,000.00 per month, 3 or 5% has an income between Php40,000.00-Php59,000.00 and 3 or 5% has an income below Php9,000.00. This means that all of the parents in Grade V are earners. This implies that parents can support the education of their children. They can provide the needs of the pupils in school.

Lastly, this table presents the profile of parents in terms of type of government aid beneficiary. It was revealed on the table that among the 56 parents, 27 or 48% are not a beneficiary in any type of government aids, while 14 or 24% are 4Ps beneficiaries, 10 or 18% with other type of beneficiary, 4 or 8% are farmers aid beneficiaries and 1 or 2% is a senior citizen. This means that most of the parents are beneficiaries in any type of government aids. This implies that parents avail the benefits given by the government to help them alleviate their way of living.

Table 2
Extent of Parents' Involvement (N=56)

STATEMENTS	Weighted Mean	Description	Interpretation
1. I spent time with my child's education.	3.10	Often	High
2. I attended the meeting in school in the implementation of modular distance learning education.	2.80	Often	High
3. I got overwhelmed trying to understand educational programs and procedures especially during this pandemic.	3.18	Often	High
4. I spend several hours trying to help my child understand her modules.	3.24	Often	High
5. My child gets an excessive number of modules every day and I don't have time to help.	3.12	Often	High

6. I always check my child's work to make sure it is correctly done.	3.34	Often	High
7. I have difficult time understanding my child's modules enough to make sure it is correct.	3.36	Often	High
8. My child receives too much modules every night.	3.34	Often	High
9. I am always willing to help my child complete his/her modules.	3.36	Often	High
10. I was the one responsible in getting and retrieving the modules of my child.	3.22	Often	High
11. I had a hard time helping my child's modules because I lack information or knowledge regarding the lessons discussed.	3.17	Often	High
12. My involvement in my child's education motivates him/her to finish the modules.	3.18	Often	High
13. I seek help from the teacher every time I find difficulty in assisting my child's module.	3.17	Often	High
14. Teachers at my school encourage parents to guide our child in completing his/her modules.	3.25	Often	High
15. I cannot help my child on his/her modules because I do not know.	3.32	Often	High
16. I attended capacity building to enhance my knowledge in assisting my child.	2.35	Sometimes	Low
17. I believe that my child is equipped with the knowledge to answer his/her modules independently.	3.22	Often	High
18. My child cannot work on his/her module without my assistance.	3.00	Often	High
19. I attended to my child's need in completing the requirements for their modules.	3.30	Often	High
20. I talk with other parents frequently about educational issues.	3.26	Often	High

GRAND MEAN	3.16	Often	High
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Table 2 presents the extent of parents' involvement in the implementation of modular distance learning modality. It was revealed on the table that the extent of parents' involvement in the implementation of modular distance learning modality has an average mean of 3.16 which is interpreted as high. This means that parents often involved in the education of their children. This implies that they supportive in achieving educational goals of their children. They are aware of their roles and responsibilities as parents and as learning facilitators at home. Moreover, the indicator with the highest mean of 3.36 states that parents have difficulty understanding their child's modules enough to make sure it is correct and are always willing to help their child complete his/her modules. This means that despite of the little understanding on the topics discussed in the module, still they are eager and ready to help their children accomplish the task given them in the modules. They make sure that all the modules were accomplished and retrieved on time. On the other hand, the indicator with the lowest mean of 2.35 states that parents attended capacity building to enhance my knowledge in assisting my child. This means that with the many task attended by parents, they sometimes attend capability building. This implies that teachers had to make a plan to visit these parents at home and conduct the capability building to help their child accomplish the modules.

Table 3
Academic Performance of the Grade V Pupils in English (N=56)

Rating	Description	Frequency	Percentage
90-100	Outstanding	10	18
86-90	Very Satisfactory	21	37
80-85	Satisfactory	10	18
75-79	Fairly Satisfactory	15	27
Below 75	Did not meet expectation	0	0
TOTAL		56	100

Table 3 presents the academic performance of the Grade V pupils in English. It was revealed on the table that among the 56 pupils enrolled in Grade V, 21 or 37% are able to get a grade between 86-90 or very satisfactory, 15 or 27% get a grade of 75-79 or fairly satisfactory, while 10 or 18% get a grade of 80-85 or satisfactory and 10 or 18% get a grade of 90-100. This means that all pupils passed the subject English. This implies that despite the new learning modality, which is modular distance learning, pupils can still understand the concepts and master the competencies for the grade.

Table 4
Test of Relationship Between the Extent of
Parents' Involvement and Academic Performance

Variables Correlated to Parental Involvement	p value	Table Value @.05	Decision on Ho	Interpretation
ACADEMIC PERFORMANCE	0.00	0.05	Reject Ho	Significant Relationship

Table 4 presents the test of relationship between the extent of parents' involvement and academic performance of the Grade V pupils in English. It was revealed that the p value is 0.00 at .05 level of significance, so the null hypothesis is rejected. This means that there is a significant relationship between the parents' involvement in implementing modular distance learning modality and academic performance of the Grade V pupils in English. This implies that parents' involvement in school activities like their assistance and guidance in accomplishing the modules greatly affects their performance.

IV. Conclusion

The data revealed a significant relationship between the extent of parents' involvement in the implementation of modular distance learning modality and academic performance of Grade V pupils in English. Having educated and working parents with sufficient income and benefiting some governments aid manifest high involvement in their children's education, which resulted in a positive learning outcome. Therefore, academic performance is dependent on the extent of parents' involvement in the implementation of modular distance modality.

V. Recommendations

1. The proposed improvement plan formulated should be utilized;
2. Teachers should see to it that parents are directly involved in the education of their children at home;
3. Teachers and School Heads should enhance the parent-teacher partnership to gain support from parents on home learning;
4. Teachers and School heads should conduct monitoring activities to the pupils and learning facilitators;
5. Teachers should encourage parents to support their children through guidance;
6. Teachers and School Heads should conduct home visitation for feedback giving; and

7. Future researchers should replicate this study to include different locale, and include different variables aside from what is mentioned in this study.

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AUTHOR'S PROFILE



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The author is born on May 20, 1994 at Las Navas, Northern Samar, Philippines. She finished her elementary education at Las Navas Central School, Las Navas, Northern Samar in the year 2006 and secondary education at Kananga National High School, Kananga, Leyte last 2010. After graduation she enrolled in Sto. Nino College, Ormoc City where she graduated and earned a degree of Bachelor of Elementary Education in the Year 2014 and immediately passed the Licensure Examination for Teachers. She is currently enrolled at Western Leyte College Ormoc City taking up Master of Arts in Education major in Elementary Education.

She is teaching at Montebello Central School, Kananga III District, Leyte Division holding a position of Teacher I. She is teaching all subjects in Grade V. She attended series of trainings in the Division and District most specifically on teaching the Distance Learning Education. She was able to receive different awards in recognition of her exemplary performance in teaching.