Parents' Level of Engagement in the Modular Distance Learning of Elementary School Students

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Abstract— The primary purpose of the study was to determine the level of parents' engagement in the modular learning of elementary school students. The researchers used survey questionnaires as an instrument, utilized the descriptive type of research and total population sampling in the selection of the respondents, the entire parents of Grades 4-6 was studied. The respondents of this study are the 30 parents which are categorized based on their educational attainment and family monthly income. The researchers used the adapted research questionnaire from the study of Gumapac, et al., (2022) which based on the three indicators: sustaining motivation, coaching and tutoring and monitoring student's compliance. The result of the study showed that there is no significance difference in the parents' level of engagement in modular learning when categorized according to educational attainment and family monthly income. Parents are encouraged to continue to support and motivate their children in various aspects and encourage their children to continue in schooling despite on the family income or educational attainment of their parents. Furthermore, the future researchers should conduct the same study in different schools, particularly in Island Garden City of Samal.

Indexed Terms—modular distance learning, descriptive research, parents' engagement, elementary school students

I. INTRODUCTION

Regardless of the educational level of their parents, students perform well in school. Economic status, ethnicity, and parental involvement in their children's education are all factors (Ma et al., 2016). Furthermore, parents may demonstrate to their children that they involved in their lives by doing simple things such as asking their children about school or helping them with their homework.

Besides, parents are also actively interested in their children's education not only encourage academic success in them but also provide teachers more confidence when presenting the lesson to assist children reach their maximum potential.

Hence, COVID-19 Corona virus disease has been a very difficult health issue affecting people all around the world especially in the world of education since students cannot be physically present in school due to the implementation of government policies to suspend face -to-face classes in numerous nations , including the Philippines (Peñas, 2022). These led the Department of Education to create several learning strategies such as modular learning (MDL) modality, in which parents and teachers take the lead in maintaining children's education. However, according to Panol et al. (2021), parents are the one who visit the school to obtain and turn in extracurricular activities, modules, and other task performance for their children. At home, parents assist their kids in doing the modular activities with them and check to see if every module has been fully completed. Even when they are busy at work, they nevertheless give their children adequate time to complete the entire task in their modules.

Furthermore, parents play a vital role in their child's education. In fact, they provide their children's basic needs and teach them, they also nurture a child through giving love, attention, support, and knowledge (Gumapac, et. al., 2021). Learners are more engaged to their homework if their parents are involved on it. Therefore, parental engagement is both strongly recommended and expected. As parents' partners in education, they play a crucial role as learning facilitators and para-teachers who will give students the necessary instructional support when a classroom teacher is unavailable.

Similar to this , Luaña (2021) as cited by Gumpac, et al (2021) listed several ways parents might help their children in answering modules, including explaining things; giving examples; correcting their children's mistakes; and immediately providing the correct answers. Determining parent's engagement are crucial for both student's learning and the development of the parent's role in MDL.

From the previous studies, the researcher found out that the results of their study shows that parents are on average level in terms of their demographic profile, thus the researchers gained inspiration to do the research based on this topic. The researchers conduct this study to determine the parent's level of engagement in modular distance learning of the elementary school students. The outcome of this study will help the parents to be more engage on their children's development and also to the teachers to immediately address the needs of their students.

II. REVIEW OF RELATED LITERATURE

A. Modular Distance Learning

The most widely used form of education is modular distant learning. This is the new standard for student delivery in the Philippines setting. This modality pertains to individualized instruction wherein students use self-learning modules with less interaction with their teachers (Department of Education, 2020). In modular distance learning, students are free to manage their own learning independently. They grow conscious of given that the tasks in the modules can be completed at their own leisure. However, teachers must determine the student's learning needs, implement the proper interventions, and utilize internet resources that are accessible locally (Labrado et al., 2020) as cited by (Insorio & Olivarez, 2021).

Moreover, modular learning is a form of distance learning that based on DepEd's Most Essential Learning Competencies (MELCS) that uses Self-Learning Modules (SLM). The modules include parts on evaluation and motivation that serve as a comprehensive manual for the abilities that both teachers and students should possess. Teachers will do home visits to check on the progress of the students (while adhering to social distancing norms),

and feedback mechanisms will then direct those who need more help. Furthermore, Estrella (2020) cited that the Department of Education (DepEd) will provide self-learning modules with alternate learning delivery modalities to the various sorts of learners in the Philippines.

Further, this modular learning setup is far different from the traditional classroom setup learning occurs at home. Its emergence behaviorally disrupted the lives of parents as the delivery of instructions shifted to modular learning. Puspita (2021) pointed out how crucial parents are, particularly mothers, in educating their children. Parent serves as direct guidance on their children's reading, writing, and with their home tasks.

Nevertheless, parents currently go to the school to pick up and turn in their children's learning modules and other outputs as part of the Modular Distance Learning modality. They help their kids complete the activities contained in the modules at home. Even parents who are working make time to assist their children in completing the tasks in the self-learning modules (Pano et al., 2021).

B. Parents' Engagement

The study of Epstien (1995) describes parents who are interested in their children's education include those that regularly communicate with the school personnel, assist their child with homework at home, and volunteer their time in the decision-making processes at the school. Moreover, Epstein et al. (2018) purports, "more students will receive common messages from various persons about the significance of school, working hard, thinking creatively, of supporting one another, and of staying in school" with regular contacts among schools, families, and communities.

However, it was being stated that as home innovator, the parents must provide their children with a productive learning environment to help them focus more on learning. It must be a well-lighted and well-ventilated space in the house, with a less distraction or no distraction (Duero, 2020).

The following are the indicators of parent's level of engagement in modular learning:

B.1 Sustaining Motivation

According to Wlodkowski (1986), motivation refers to processes that (a) pique interest in conduct, (b) provide behavior direction and purpose, (c) allow behavior to endure, or (d) result in the choice or preference of a certain activity. In relation to learning, Crump (1995) stated that inspiring a learner to learn can be defined as energizing their mind to receive information (Brewer & Burgess, 2005). In other words, motivation is an internal condition that sustains an individual's efforts in a specific direction and for a specific period of time (Kong, 2009).

In modular distance learning, one of the responsibilities of a parent is maintaining their child's desire to learn when they engage in modular learning is one of their key responsibilities. This is in line with the research of Barathi and Lawrence (2016), which suggests that parents should be aware of the importance of proper nutrition and activity for kids. Both support the findings of Jaiswal's (2017) study, which found that parents play a vital role in fostering their children's educational development by providing them with resources for learning and motivating them to succeed.

B.2 Coaching and Tutoring

Tutoring is the interactive, intentional, and methodical support provided to others' learning by individuals who are not certified teachers. It is typically conducted in pairs or on a one-to-one basis (Topping, 2000). Parents, other adult caregivers, siblings, other family members, students from the peer group, and a variety of volunteers can all serve as tutors. Thus, coaching is the process of maximizing an individual's performance. Instead of instructing them, it aids their learning (Whitmore, 2009). It is also a cooperative, problem-solving, results-driven, and methodical approach where the coach supports the coaches' improvement in work performance, life experience, self-directed learning, and personal growth (Grant, 1999; basic definition also referred to by the Association for Coaching, 2006).

In a distant learning technique, parents would be asked to actively participate in the learning process (Cruz et al., 2020). When students engaged in remote learning, they would be the ones to guide and assist their kids through the modular lessons that were supplied to the students. Students can learn from the convenience of their own homes. Due of their limited interactions with teachers, parents or guardians serve as the teachers of the students that would guide them in answering their modules.

Parents described the difficulties they encountered when teaching their children to read at home without having received any training or attending any seminars or workshops on the subject. An earlier study, however, highlighted the positive effects that well-educated parents who purposefully introduce games or plays at home with their children to creatively convey the teachings have found (Guan & Benavides, 2021).

B.3 Monitoring Students' Compliance

Parental monitoring is "a collection of associated parenting actions requiring attention to and surveillance of the child's whereabouts, activities, and adjustments," (Dishion & McMahon, 1998). According to this concept, monitoring is equivalent to a set of parenting skills; excellent monitors are said to be adept at tracking and keeping an eye on things. In the new paradigm of education, parents are the ones who facilitate learning. One of their key responsibilities is to keep an eye on the students' adherence to MDL.

This is supported by Manlangit et al. (2022) that parents or guardians play many roles in modular distant learning, including module-ator, bundy-clock, and home innovator. In order to save time preparing the activities to be submitted and to prevent losing their child's outputs before returning it to the instructor, parents must make sure that their child's learning kit is correctly organized.

III. METHOD

A. Research Design

The research design used a descriptive type of research. This research design was used to describe several variables employed. According to McCombes (2022), a descriptive research design can employ a wide range of research techniques to examine one or more variables. Additionally, it is an appropriate option when the goal of the research is to discover

traits, frequencies, trends, and classifications. Since the study's main objective was to ascertain the parents' level of participation in modular distance learning, this particular methodology was selected since it is relevant and accurate.

B. Research Respondents

The researchers chose the level of parent engagement because the researchers wanted to determine their capacity for engagement in the new mode of delivery learning. The respondents of this research were the thirty (30) parents of Grades 4, 5, and 6 of Tayapoc Elementary School.

In addition, the researchers used total population sampling, which involves including all of the population that meets the requirements in the study (Etikan et al., 2021). In situations where there are few cases being investigated, total population sampling is typically used.

C. Research Instruments

The researchers used adapted questionnaire from "Parents' Level of Engagement in Modular Distance Learning" by Gumapac, et al., (2022), Parents Involvement in Accomplishing Students Learning Tasks in the New Normal, as a tool for determining parents' engagement in modular distance learning through its terms and demographic profile of the respondents.

This study adapted a rating scale in interpreting the level of engagement of the chosen respondents. A scale range of 4.20 – 5.00 has a highly engaged/ strongly agree description which indicates that the engagement of parent is always manifested. A scale range of 3.40 – 4.19 has an engaged/ agree description which indicates that the engagement of parent is oftentimes manifested. A scale range of 2.60 – 3.39 has a moderately engaged description which indicates that the engagement of parent is sometimes manifested. A scale range of 1.80 – 2.59 has a less engaged/ disagree description which indicates that the engagement of parent is rarely manifested. A scale range of 1.00 – 1.79 has a not engaged/ strongly disagree description which indicates that the engagement of parent is never manifested.

D. Research Procedure

The following procedures were used in the gathering of data:

1. Asking Permission to Conduct the Study. The researchers wrote a letter of permission to the college of the dean/ director of UM Peñaplata College and to the principal of Tayapoc Elementary School asking permission to conduct the study on "Parent's Level of Engagement In Modular Distance Learning Of Tayapoc Elementary School".

2. Questionnaire Construction. The researchers adopted questions from "Parents' Level of Engagement in Modular Distance Learning" by Gumapac, et al. (2022), Parents Involvement in Accomplishing Students Learning Tasks in the New Normal.

3. Validation of Questionnaire. After the questionnaire is prepared, it is reviewed by the assigned adviser and it will be validated by the panel.

4. Distribution of the Questionnaire. With the approval of the request, the researchers went to the school and give the questionnaires to the assigned teacher of Grades 4,5 and 6 following the health protocols. The questionnaire was distributed by the teacher to the identified respondents at the school.

5. Retrieval of Questionnaire. The questionnaires were retrieved after having been accomplished by the respondents.

6. Collation and Tabulation of the Data. The retrieved questionnaires were tallied and recorded accordingly. The result was analyzed, interpreted, and statistically computed to answer this study's questions with the statistician's help.

E. Statistical Treatment of Data

All questionnaire responses were collected, examined, and interpreted in light of the research's objective. Following the necessary statistical analysis, the acquired data was then examined. The statistical tools used in this study are the following:

Mean. This was used to identify the level of the parents' engagement in modular distance learning.

Analysis of Variance. This was used to measure the parents' engagement in modular learning when categorized by educational attainment.

T-test. This was used to determine the significant difference of parent's engagement in modular learning when categorized by family monthly income.

IV.   RESULTS AND DISCUSSION

A. Demographic Profile

The table 1 shows the demographic profile of the respondents in terms of educational attainment and family monthly income. There are 30 parents who responded the survey. The highest percentage of educational attainment has 53.3 %, this means that most of the parents were high school level. Therefore, in modular distance learning, student academic achievement is predicted by the educational level of the parents. It demonstrates that a parent's higher level of education has a significant impact on the rate of a child's academic growth (Benner, Boyle, & Sadler, 2016; Dubow et al., 2009). In family monthly income, 60 % of parent's family monthly income is ₱ 2,500- ₱ 6,249. According to Valoroso et al. (2022) study, it demonstrates that the parents can participate or not despite these characteristics of the population. It emphasizes that, with the exception of their employment situation, parents are in charge of shaping the personalities of their children regardless of their demographic factors. Both father and mother could serve as educators as cited by their study based on Krisnawati and Rohita (2021). This was also supported by the baseline survey results from the China Family Panel Study from 2010 were used by Liu and Xie (2015) to demonstrate that parental involvement and other non-financial family resources were more significant and stable for children's cognitive development than money resources.

Table 1. *Demographic Profile of Respondents*

Note: The total number of respondents is 30 (N=30

Demographic Profile	N	%
Educational Attainment		
Elementary*	8	26.7
High School	16	53.3
College	6	20.0
Family Monthly Income		
₱6250 and above	12	40.0
₱2500- ₱6249	18	60.0

*It includes parents without formal educational background

B. Parent's Level of Engagement in Modular Distance Learning

Table 2 shows the Parent's Level of Engagement in Modular Distance Learning in terms of sustaining motivation, coaching and tutoring, and monitoring student's compliance. The overall mean score is 4.49 with a descriptive level of Highly Engaged that indicates that the engagement of parent is always manifested. This was supported by the study of Lawrence and Barathi (2016) emphasized the need for parents to understand motivational and reward tactics in order to improve their children's academic performance. Along with making sure their kids get enough food and exercise, parents also need to be able to recognize their kids' talents and give them inspiration, advice, and knowledge about what will benefit them.

Therefore, this emphasized that parents took good care for their children's health in order to maintain their great academic performance. This is evidence that parents can connect with their children and keep them motivated even as they go through MDL in the new normal of school.

This result is supported by study of Gumapac et al. (2021) stated that parents are very committed to explaining ideas and concepts to their children in their mother tongue or first language. This suggests that parents prefer to use the language that their children are more accustomed to in order to facilitate learning. This is also anchored on the study Luaña (2021) as cited by Gumapac, et al. (2021) which found that parents experience difficulties when their children struggle to read and comprehend literature written in English. For their children to comprehend the lessons and respond to the questions in their module, parents translate the courses into Filipino.

Table 2. *Parent's Level of Engagement in Modular Distance Learning*

Indicators	SD	M	Descriptive Level
Sustaining Motivation	.31	4.58	Highly Engaged

Coaching and Tutoring	.32	4.44	Highly Engaged
Monitoring Student's Compliance	.33	4.45	Highly Engaged
Overall Mean	.25	4.49	Highly Engaged

Note: N = 30, M = Mean, SD = Standard Deviation

C. Significant Difference of Parent's Engagement in Modular Learning when Categorized by Educational Attainment

Table 3 shown the overall mean score of parents who were attained elementary level is 4.58 and a standard deviation of .11 with a descriptive level of Highly Engaged. Parents who attained high school level is 4.44 and a standard deviation of .28 with a descriptive level of Highly Engaged. Parents who attained college level is 4.52 and a standard deviation of .30 with a descriptive level of Highly Engaged. The p-value is .436, which means it is greater than 0.05; hence the null hypothesis is accepted. It expressed that there is no significant difference of parent`s engagement in modular learning when categorized by educational attainment. This illustrates that the parent's engagement is always manifested.

According to the result of the study of Cudillo et al. (2022), it shows that all factors and profile variables have p-values larger than 0.05 level of significance. According to the research, there is "no significant difference" between the obstacles faced by each individual when they are categorized by sex, age, the number of children enrolled in school, monthly income, occupation, and level of education. The conclusion suggests that parents' profile variables, when grouped according to sex, age, the number of children in school, monthly income, occupation, and educational attainment, did not have any bearing on or are not a contributing factor to the challenges parents faced in implementing modular distance learning on an individual, instructional, and institutional level.

Table 3. *Significant Difference of Parent's Engagement in Modular Learning when Categorized by Educational Attainment*

Parent's Engagement	Elementary		High School		College		$F_{(2, 27)}$	p	Decision on Ho
	M	SD	M	SD	M	SD			
Sustaining Motivation	4.64	.16	4.57	.36	4.51	.36	.294	.747	Accept
Coaching and Tutoring	4.56	.18	4.36	.39	4.52	.23	1.304	.288	Accept
Monitoring Student's Compliance	4.53	.28	4.39	.35	4.52	.38	.592	.560	Accept
Overall Mean	4.58	.11	4.44	.28	4.52	.30	.857	.436	Accept

D. Significant Difference of Parent's Engagement in Modular Learning when Categorized by Family Monthly Income

Table 4 shown. The overall mean score on family monthly income of ₱2,500-₱ 6249 is 4.52 and standard deviation of .24. The overall mean score on family monthly income of ₱6250 and above is 4.45 and a standard deviation of .27. The p-value is .489 which means it is greater than 0.05; hence the null hypothesis is accepted. It expressed that there is no significant difference of parent`s engagement in modular learning when categorized by family monthly income.

This is supported by the result of the of Bacomo et al. (2022` shows that 86.4% of the participants' stated monthly income is below the poverty line of 10,957, according to national statistics. The participants' parents' educational and professional backgrounds may be a contributing factor to their low socioeconomic level. However, the data firmly established that, particularly in this new normal circumstance, low family income is not a barrier to education. Despite worries about their financial situation that were exacerbated by the pandemic's challenges, it appears that the parents were able to support their children. This is also anchored by the study of Agayon, et al., (2022) stated that parental involvement is crucial because SLMs are the new

standard and just a few face-to-face classes have been

fully adopted.

Table 4. *Significant Difference of Parent's Engagement in Modular Learning when Categorized by Family Monthly Income*

Parent's Engagement	₱2500- ₱6249		₱6250 and above		t(28)	P	Decision on Ho
	M	SD	M	SD			
Sustaining Motivation	4.61	.30	4.54	.33	.586	.562	Accept
Coaching and Tutoring	4.49	.32	4.38	.34	.943	.354	Accept
Monitoring Student's Compliance	4.46	.32	4.44	.36	.110	.913	Accept
Overall Mean	4.52	.24	4.45	.27	.702	.489	Accept

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This research's primary goal and purpose was to seek the parent's engagement on modular distance learning of the elementary school students. This chapter discusses the summary of findings, conclusions, and recommendations given by the researchers from the results gathered are provided in this chapter.

A. Summary of Findings
The study determined the following findings;
1. The total percentage of the educational attainment of high school parents is 53 % that has the highest percentage. In family monthly income, 60 % of parent's family monthly income is ₱ 2,500- ₱ 6,249.
2. The overall mean score of parent's engagement is 4.49 with a descriptive level of Highly Engaged.
3. The F-ratio for the significant difference of parents' engagement when categorized by educational attainment is 0.857 with a p-value is 0.436, which leads to the acceptance of null hypothesis.
4. The p-value is .489 which means it is greater than 0.05; hence the null hypothesis is accepted. It expressed that there is no significant difference in the engagement of parent when grouped according to family monthly income.

B. Conclusions
Based on the findings of the study, the researchers concluded the following:

1. High school was the highest educational attainment of most parents in Tayapoc Elementary School.
2. Parents always support and motivate their children's education.
3. The result of the study shows that the parents, regardless of educational attainment and family monthly income have the same engagement to modular learning of the students.

C. Recommendations
The following recommendations were made considering the findings and the study's conclusion.
1. The researchers would like to recommend that parents may continue to support and motivate their children in various aspects. Parents encourage their children to continue in schooling despite on the family income or educational attainment of their parents because there is no hindrance to pursue one's dream.
2. We would like to recommend the future researchers to conduct the same study in different schools, particularly in Island Garden City of Samal.

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