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Parental Involvement in The Implementation of Modular Distance Learning Approach Among Identified School in Botolan District, Division of Zambales

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ABSTRACT : The general purpose of this study was to find out the level of extent on the parental involvement in the implementation of modular distance learning approach in Botolan District, Division of Zambales, Philippines during school year 2020-2021. The study revealed that the parent-respondent is a typical female in her early adulthood, married, high school graduate with part-time work and meagre income whose children are at primary grade level. The academic performance of the parent- respondents' children was assessed "Very Satisfactory". Perceived "Highly Involved" on Parent as a Teacher and Acceptance of the Self-Learning Module while "Involved" on Submission of the Self-Learning Module. There is significant difference when grouped according to highest educational attainment towards Parent as a Teacher, Acceptance and Submission of the Self-learning module respectively; significant when grouped according to family income towards Parent as Teacher and Acceptance of the Self-Learning Module; while significant on number of children studying in the elementary level towards Parent as Teacher and Submission of the Self-Learning Module respectively. There is significant difference on the perception towards dimensions on the level ofextent on the parental involvement in the implementation of modular distance learning approach. There is negatively weak or little relationship between the level of academic performance and the level ofextent on the parental involvement in the implementation of modular distance learning approach.
Based on the summary of the investigations conducted and the conclusions arrived at, the researcher recommended that the parents are encouraged to be given orientation to heighten awareness on their respective limited roles in the implementation of the self-learning modular approach; that parents are encouraged to help children developed with high levels of self-directed learning, to have strong for learning.\

KEYWORDS:*Botolan District, Division of Zambales,Parental Involvement in Modular Distance Learning Approach*

I. INTRODUCTION

It is known that family is the basic unit which nurtures a child from infancy to other higher stages of human development. Similarly, school is viewed as an institution responsible for enhancing cognitive development, learning, socialization and molding an individual who fits in the community. Finally, community is perceived as the universe where all individuals converge, irrespective of their character or past experience. To build a healthy and peaceful society, human interactions at various stages of human development are inexcusable.

The transition to distance learning will be challenging for families. Parents will need to think differently about how to support their children; how to create structures and routines that allow their children to be successful; and how to monitor and support their children's learning. Some students will thrive with distance learning, while others may struggle

In a distance learning approach, parents would have to play an active role in the learning process. They would be the one to facilitate and guide their children through the modular lessons that would be sent to students while doing remote learning.

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).

A. Psychologist Lev Vygotsky defines an MKO as "someone who has a better understanding or higher ability level than the learner, concerning a particular task, process, or concept." Vygotsky proposed that human learning is a social process. A learner may or may not learn alone, but will learn better with an MKO.

Parents and guardians will face various challenges in fulfilling their roles as MKOs. The first challenge lies in the fact that parents and guardians have varying skills, knowledge, and qualifications. At Danacbunga Elementary School, 50% are high school graduates, and only one-fifth of the total parent population finished college. While eight out of ten (90.3%, 10 years old and over) Filipino adults are literate enough to be functional to the community, it does not mean they are already qualified to teach. To ensure the content's uniformity, equality, and quality, teachers should deliver while aided by parents.

Existing research also shows the interconnectedness of parents' educational level and their income. Educated parents earn more, and can escape poverty and benefit from a better quality of life. Furthermore, parents' educational attainment can heighten their feelings of competence and confidence in guiding their children's education. It manifests in different ways, such as being more proactive in checking their child's performance through parents-teachers' association (PTA) meetings, providing their child's educational necessities, and other parental-educational duties.

The final challenge of learning falls under children having preferred MKOs. They choose who will assist them with their lessons and assignments, depending on their attachment with that MKO. Some children like to be taught by their mother or father, or sometimes by their older siblings. Learners learn better when there is a suitable and safe space for learning. This conducive space is not limited to a physical one; the MKO must give a warm atmosphere for the learner to love learning even at home.

All these are the challenges posed by the differences of MKOs in terms of expertise, educational attainment, cognitive biases, and even emotional connection to the learner, hence this study.

Parental involvement has been recognized as an intangible ideal that can be connected to a large number of activities that focus on a relationship between the home and the school (Sy, Rowley & Schulenberg, 2007). Parental participation in student learning in traditional schooling environments has a positive relationship with student achievement, attendance and pro-social behaviors (Anderson et al., 1985; Cotton & Reed-Wikelund, 1989; Edwards, 2004; Henderson, 1981, 1987). This relationship is appealing to school administrators, politicians, parents and students. Thus, a considerable body of research has explored the role of parents and the effects of their involvement on student academic achievement (Christenson, Rounds & Gorney, 1992; Epstein, 1991; Keith, 1991; National Center for Education Statistics [NCES], 1997).

Parental involvement has been associated with many positive student academic outcomes improved writing skill and enhanced reading skill. Parental involvement also has been positively associated with additional academic benefits or behavior outcomes, including lower drop-out rates more positive attitude toward school, increase in time spent on homework; and improvement of self-regulatory ability..Russell believed the role of parental involvement in modular distance learning schooling could be more important than it is in traditional schooling. Parental involvement is a key component of both traditional and non-traditional forms of face-to-face education, including public schools. The physical presence afforded by the teachers and the classroom has critical impact on the development and shaping of the academic success factors identified by Roblyer and Marhsall such as self-control ability, technological skills, self-esteem, learning motivation, and time-management skills. Given the lack of physical presence of the teacher inherent to distance learning, it remains to be determined how to best provide the support to keep modular learners focused on assigned tasks. Some studies also show that modular distance learning has its own unique characteristics although it also shares some academic success factors with traditional schooling.. Parental encouragement. Parents' explicit affective support for engaging students in school- or learning-related activities is the focus of parental encouragement Martinez-Pons stated that, when facing the failure of self-regulation to engage in school activities, a child who is encouraged to persist to do so will be more likely to succeed in engaging in school work than a child who is not. Students can learn by observing their parents' models and they will become motivated to learn when they observe their parents are actively interested in school (Gonzalez-DeHass, Willems, & Holbein, 2005).

II. OBJECTIVE OF THE STUDY

The aim of this study was to find out the level of extent on the parental involvement in the implementation of modular distance learning approach in Botolan District, Division of Zambales during school year 2020-2021.

III. MATERIALS AND METHOD

The study made used of the Descriptive research design aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions, but not why questions.

A descriptive research design can use a wide variety of research methods to investigate one or more variables. Unlike in experimental research, the researcher does not control or manipulate any of the variables, but only observes and measures them.

Descriptive research can be used to investigate the background of a research problem and get the required information needed to carry out further research. It is used in multiple ways by different organizations, and especially when getting the required information about their target audience.

Descriptive research seeks to describe the characteristics or behavior of an audience. Its purpose is to describe, as well as to explain or to validate some sort of hypothesis or objective when it comes to a specific group of people. Specifically, this research employed survey that involved interviews or discussions with larger audiences and are often conducted on more specific topics (McNeill, 2018).

Furthermore, descriptive research is a study designed to depict the participants in an accurate way. It is all about describing people who take part in the study. Survey is defined as a brief interview or discussion with an individual about a specific topic (Kowalczyk, 2018).

This research study made use the naturalistic paradigm, a descriptive case-study type that interprets and analyses the response of the purposively chosen respondents. A quota of three hundred ninety-two (392) randomly selected parents from different elementary school in North Botolan /disrricts composed of elementary school as respondents were chosen accordingly. They are the parents of the said pupils studying in identified School located at District of Botolan Zambales. The researchers utilized discourse analysis which normally identified texts with wide-range of probable information sources including transcripts of documented interviews, teachers' observation documents and in depth analysis of a few excerpts as the Fifty parents shared and communicated shift of information. It is the investigation of what lingo does or what their parenting styles do through the parents' accomplishment. Instruments used in the study were: a) Demographic Profile Questionnaire b) an interview given to the pupils regarding the support given by their parents and c) the teachers' observations on the parental involvement. Table 1 shows the distribution of the parent-respondents.

IV. RESULTS AND DISCUSSION

The result shows that the gathered and processed, analyzed and interpreted for better understanding on the problems asked in earlier Chapter 1.

1. Profile of the Parent-respondents

Table 2 shows the frequency and percentage distribution of the parent-respondent profile of age, sex, parental status, highest educational attainment, work status, grade level of children, monthly family income and number of children studying in elementary.

Table 2
Frequency and Percentage Distribution of the Parent-respondent Profile

Profile of the Respondents		Frequency (f)	Percentage (%)
Age **Mean=38.37 years old**	26-30 years old	63	16.10
	31-35 years old	96	24.50
	36-40 years old	69	17.60
	41-45 years old	93	23.70
	46-50 years old	55	14.00
	51 years old and above	16	4.10
Sex	Male	77	19.60
	Female	315	80.40
Parental Status	Single	38	9.70
	Married	323	82.40
	Separated	31	7.90
Highest Educational Attainment	Elementary Graduate	20	5.10
	Elementary Level	36	9.20
	High School graduate	184	46.90
	High School Level	107	27.30
	College Level	23	5.90
	College Graduate	22	5.60

Table 2
Frequency and Percentage Distribution of the Parent-respondent Profile (Continuation)N=392

Profile of the Respondents		Frequency (f)	Percentage (%)
Work Status	Full time	146	37.20
	Part time	246	62.80
Grade level of Children	Primary (1,2,3)	278	70.90
	Intermediate 4,5 and 6	114	29.10
Monthly Family Income **Php=12,353.83**	Php5,000-10,000	241	61.50
	Php20,001-30,000	88	22.40
	Php10,001-20,000	49	12.50
	Php30,001 and above	14	3.60
Number of children studying in elementary Mean=2.09	1	111	28.30
	2	173	44.10
	3	70	17.90
	4	38	9.70
	Total	**392**	**100.00**

1.1. Age. Out of three hundred ninety-two parents, there were 96 or 24.50% from age group of 31-35 years old; 93 or 23.70%, from 41-45 years old; 69 or 17.60%, 36-40 years old; 63 or 16.10%, from 23-30 years old; 55 or 14.00% from 46-50 years old and 16 or 4.10% from 51 years old and above. The computed mean age of the parent-respondents was 38.37 years old. The data signifies that the parent-respondents were relatively young parent in their early adulthood. Middle adulthood is a time of changes and substantial events that require more sense of self in order to maintain good psychological health. Personal expectations or societal demands may harbor and deter self-identity in middle adulthood. (Lachman 2004) provides a comprehensive overview of the challenges facing midlife adults. These include: 1. Losing parents and experiencing associated grief. 2. Launching children into their own lives. 3. Adjusting to home life without children (often referred to as the empty nest). 4. Dealing with adult children who return to live at home (known as boomerang children in the United States). 5. Becoming grandparents. 6. Preparing for late adulthood. 7. Acting as caregivers for aging parents or spouses. This finding is similar to the study of (Agsi 2020) where the teachers are on the same age level.

1.2. Sex. Majority of the parent-respondents were female with 315 or 80.40% while 77 or 19.60% are males. The data clearly manifest on the involvement of female parent-respondent and this is accounted on the fact that male parents are out of the field for work and earn a living. This finding supports on the study of (Tadeo and Conching 2020) where the female teachers dominates in their studies.

1.3. Parental Status. Majority of the parent-respondents are married with 82.40%; 38 or 9.70% are still single while 31 or 7.90% are separated. Clearly gleaned from the data on the dominance of the married parent-respondents. This further signifies on their readiness to handle marital responsibilities and obligations.Education is the basic mechanism for enhancing the population quality of a nation, and education during childhood is the foundation for the formation of human labor-force quality. Childhood education not only affects the achievement and happiness at the individual level, but also shapes the labor force quality and capacity of innovation (Heckman 2011) to determine the potentiality of the development of a nation.

1.4. Highest Educational Attainment. There were 184 or 46.90% of the parent-respondents are high school graduate; 107 or 27.30% attain high school level; 36 or 9.20%, elementary level; 23 or 5.90%, college level; 22 or 5.60% are college graduate; and 20 or 5.10% are elementary graduate. The data demonstrate on the attainment of high school education among the parent-respondents and this could be ascribed on the program of the Department of Education in providing free basic and

secondary education program. These findings address research related to how parents' educational levels influence their children's educational outcomes. Child behavior is shaped by observation and direct learning experiences (Bandura as cited in Dubow, Boxer, & Huesmann, 2009). Since children learn, in part, by observation, one of the key components to a child's success is parental time investment (Kalil, Ryan, & Corey, 2012). Highly educated parents spend more time with their children (Guryan, Hurst, & Kearney, 2008) and spend that time actively developing their children's talents and skills (Lareau, 2002); whereas, less educated parents spend less time with their children (Guryan et al., 2008) and tend to let their children's talents and skills develop with little or no guidance (Lareau, 2002).

1.5. **Work Status**. Majority with 246 or 62.80% have part-time work; while 146 or 37.20% have full-time work status. The data clearly illustrates that majority of the parents have no permanent jobs. The cultural capital theory stresses that family cultural resources and environment determine children's educational aspirations and performances. Compared to families with insufficient cultural capital, parents with rich cultural capital are more aware of the rules of schools, invest more cultural resources, pay more attention to cultivate the children's educational aspiration and interest, help children with school curriculum, and enable them to perform in academics outstandingly (Bourdieu and Passeron 1990).

1.6. **Grade Level of Children.** Majority with 278 or 70.90% where children are in primacy level (Grades 1,2 and 3); while 114 or 29.10% are in the intermediate levels (Grades 4, 5 and 6). The data clearly indicates that the children are very young school children. Family and teacher communication is foundational to supporting student learning — and more essential than ever in distance learning. Founded that some students spend the school day with parents, while others may be in the care of an older sibling, grandparent, or friend. Teachers' ability to get in touch with each student's primary caregiver during the school day is critical to building and sustaining student engagement. Teachers are adapting to this new form of education at a rapid pace, and collaborating with one another benefits all of us.

1.7. **Monthly Family Income.** Majority of the parent-respondents have family income ranges from Php5,001-10,000; 88 or 22.40%, with income of Php20,001-30,000; 49 or 12.50%, with income of Php10,001-20,000 and 14 or 3.60% with income Php30,001 and above. The computed mean of family income was Php12,353.83 monthly. Tis further implies that the family has a meagre income. According to (Molano 2010) all family income below Php40,000 is considered below poverty level. There is abundant evidence that children in low income households do less well than their peers on a range of developmental outcomes. However, there is continuing uncertainty about how far money itself matters, and how far associations simply reflect other, unobserved, differences between richer and poorer families.

2. Level of Pupils' Academic Performance

Table 3 shows the Level of the pupils' Academic Performance manifested on the general weighted average grade in the first grading period.

Most of the children of the parent-respondents obtain a grade of 80-84 (Satisfactory) with 163 or equivalent to 41.60%; 31 or 33.40% with grade of 85-89 (Very Satisfactory); 59 or 15.10%, 90-100 (Outstanding); and 39 or equivalent to 9.90%, with grade of 75-79 (Fairly Satisfactory). The computed mean of the academic performance was 85.13 with qualitative interpretation of "Very Satisfactory".

Table 3 :Level of the Academic Performance
N=392

Academic Performance	Frequency (f)	Percentage (%)
Outstanding (90-100)	59	15.10
Very Satisfactory (85-89)	131	33.40
Satisfactory (80-84)	163	41.60
Fairy Satisfactory (75-79)	39	9.90
Total	392	100.00
Mean of Academic Performance = 85.13 (Very Satisfactory)		

The academic performance of the learners serves as the reflection of their total performance for the quarter. This is usually accumulated from the graded and recorded written works and performance tasks of the learners (Sanchez, 2020). This is represented in numerical forms such as 90 to 100 for outstanding performance, 85 to 89 for very satisfactory performance, 80 to 84 for satisfactory performance, 75 to 79 for fairly satisfactory performance, and 74 and below for not meeting standards performance (Deliquiña, 2020). However, most parents concentrate much on the lessons learned by their children and not on their numerical grades as reflected in their report cards. They admit that these grades are the results of their collaborative effort with their children in answering the various activities provided by their teachers (Esposo, 2020). This is also the reason why teachers can hardly assess the academic performance of their learners because they are not sure that their children are really the ones who work on their given tasks. As a matter of fact, the submitted learning outputs of the learners bears the penmanship of their parents. This means that their parents are the ones who supply the answers to the various activities given to them (Bugarin, 2020).

While remote learning and remote work opportunities have been growing for quite some time regardless of the pandemic, the current need to social distance has led to massive adoption of remote processes. Professionals who may have been well equipped to handle web conferencing and remote training are even struggling.

Students thrive when given opportunities to collaborate and converse with peers. They grow from classroom discussions and social interactions with classmates, both academically and socially. Now, they're being deprived of these opportunities to do so in person. This is not to say that discussions cannot be achieved virtually, but the success of these depends greatly on the teacher or facilitator to ensure their effectiveness.

There's no downplaying the very real factors that affect students' performance currently. The current situation has raised questions of whether the current challenges, despite some Band-Aid and other solutions will negatively affect academic performance for the short-term. Others worry about the long-term effects, such as social implications for students at critical learning and social development ages.

3. Perception of the parent-respondent on the level of extent on the parental involvement in the implementation of modular distance learning approach.

3.1. Parents as Teacher

Table 4 shows the perception of the parent-respondent on the level of extent on the parental involvement in the implementation of modular distance learning approach as to parents as teacher.

Table 4 :Perception of the parent-respondent on the level of extent on the parental involvement in the implementation of modular distance learning approach as to Parents as Teacher
N=392

	Parents as Teacher	Weighted Mean	Qualitative Interpretation	RANK
1	Always act as teacher, parents are the child's first teacher	3.49	Highly Involved	1
2	Prepare a conducive learning study space for my child/children.	3.39	Highly Involved	3.5
3	Working together to fulfill our different role	3.37	Highly Involved	6
4	Guide the children to better understand the sight of something unfamiliar module or what is the learning modules all about	3.40	Highly Involved	2
5	Parents involvement make children excel in academics	3.39	Highly Involved	3.5
6	Help the children feels the importance of education	3.38	Highly Involved	5
7	Regular checkup the child's workweek plan and make sure that the learner sticks to their lesson assignments	3.34	Highly Involved	7
	Overall Weighted Mean	**3.40**	**Highly Involved**	

The parent-respondents assessed "Highly Involved" on all item indicators particularly on indicator #1, "Always act as teacher, parents are the child's first teacher", manifested on the high mean value of 3.49 and ranked 1st while on indicator #7, "Regular checkup the child's workweek plan and make sure that the learner sticks to their lesson assignments", with lowest mean value of 3.34 and ranked 7th. Overall, the computed

weighted mean on responses towards the level of extent on the parental involvement in the implementation of modular distance learning approach as to parents as teacher was 3.40 with qualitative interpretation "Highly Involved".

The role of parents cannot be underestimated as the first teacher of the child at home since birth. From the moment your first child was born, parent become a teacher. Although not a formally qualified one, they instantly become your child's first and most influential coach.

Research indicates no amount of formal teaching can compare to the influences of parents on their offspring, who teach every day, – by word and by example. And, with the early years being the most significant stage in life, in order to develop the child's sense of security, social awareness and confidence in learning.

3.2. Acceptance of self-learning modules

Table 5 shows the perception of the parent-respondent on the level of extent on the parental involvement in the implementation of modular distance learning approach as to Acceptance of Self-Learning Modules.

The parent-respondents assessed "Highly Involved" on all item indicators particularly on indicator #2, "Follow the Health protocol of COGVID19 like wearing of mask and social distancing when getting a SLMs in school", and indicator #5, "Follow the time schedule given by the teacher adviser", manifested on the equal high mean value of 3.43 and ranked 1.5th respectively while on indicator #7, "Collaboration with the teacher adviser and fellow parents for Self Learning Module exchange", with lowest mean value of 3.36 and ranked 7th. Overall, the computed weighted mean on responses towards the level of extent on the parental involvement in the implementation of modular distance learning approach as to Acceptance of Self-Learning Modules was 3.39 with qualitative interpretation "Highly Involved".

Table 5 :Perception of the parent-respondent on the level of extent on the parental involvement in the implementation of modular distance learning approach as to Acceptance of Self-Learning Modules
N=392

	Acceptance of self-learning modules	Weighted Mean	Qualitative Interpretation	Rank
1	Time allotment for the acquisition/acceptance of Self Learning Module in school	3.37	Highly Involved	6
2	Follow the Health protocol of COGVID19 like wearing of mask and social distancing when getting a SLMs in school	3.43	Highly Involved	1.5
3	Check the Self Learning Modules handed before leaving the school premises.	3.40	Highly Involved	3
4	Log the SLMs upon handling from teacher adviser.	3.39	Highly Involved	4
5	Follow the time schedule given by the teacher adviser.	3.43	Highly Involved	1.5
6	Attend orientation meeting in order to be properly guided on accepting the modules.	3.38	Highly Involved	5
7	Collaboration with the teacher adviser and fellow parents for Self Learning Module exchange	3.36	Highly Involved	7
	Overall Weighted Mean	**3.39**	**Highly Involved**	

Clearly gleaned from the data on the high involvement of parents in the acceptance of the modules. Because of the restriction set by the IATF, parents are obliged to strictly follows the guidelines as to wearing of face mask and face shields when claiming the modules on the specified time of distribution. They had attended orientation and simulation activities to assure the protocols had been strictly followed.

Schools establish processes in the distribution and retrieval of modules. This is also presented to the parents during the orientation intended for them (Baccay, 2020). Schools consider the health and safety protocols that require the parents to wear their face masks and face shields upon entering the school premises. Their body temperature must also be recorded, contact tracing log must be filled-up, and the health declaration form (Pelayo, 2020). Aside from that, they need also to sanitize or wash their hands with soap. It is also important to bring with them their own ballpen especially in accomplishing the different forms and even the log sheets. From time to time, they are reminded to practice social distancing with the other parents to avoid contamination of the virus (Mitchell, 2020). It is important for the parents to follow religiously the roles and processes set by the school. This is for their health and safety (Hopkins, 2018).

3.3. Submission of self-learning modules

Table 6 shows the perception of the parent-respondent on the level of extent on the parental involvement in the implementation of modular distance learning approach as to Submission of Self-Learning Modules.

The parent-respondents assessed "Highly Involved" particularly on indicator #1, "Adhere to follow the instruction on the role of parents in assisting children in answering the module", manifested on the high mean value of 3.36 and ranked 1st while on indicator #7, "Because my child is too young, I usually answer the module", with lowest mean value of 2.80 interpreted as "Involved" and ranked 7th. Overall, the computed weighted mean on responses towards the level of extent on the parental involvement in the implementation of modular distance learning approach as to Submission of Self-Learning Modules was 3.12 with qualitative interpretation "Involved".

Table 6 :Perception of the parent-respondent on the level of extent on the parental involvement in the implementation of modular distance learning approach as to Submission of Self-Learning Modules
N=392

	Submission of self-learning modules	Weighted Mean	Qualitative Interpretation	Rank
1	Adhere to follow the instruction on the role of parents in assisting children in answering the module	3.36	Highly Involved	1
2	Because my child is too young, I usually answer the module.	2.80	Involved	7
3	In order not be disturb from work, I let my child to answer the module by himself/herself.	2.94	Involved	6
4	Usually after dinner time, I assist my child to answer activity in the module.	3.13	Involved	4
5	Stay connected with the teacher adviser for the update in the submission of modules. .	3.35	Highly Involved	2
6	I wanted for my child to learn independently and I do not intervene on answering the module.	3.13	Involved	4
7	Accomplish modules neatly for further uses	3.13	Involved	4
	Overall Weighted Mean	**3.12**	Involved	

Clearly gleaned from the table on the high involvement of the parents in the submission of the modules. The restriction imposed by the IATF and the local official banning individual 15 years old and below not to go out if not necessity which included the submission of the accomplished modules. The responsibilities depend greatly on the shoulder of the parents. This has been a challenged to some parents where they have work and submission becomes a problem to them.

According to some parents, they have asked help and support of neighbors and other family relatives in order to submit the modules on the specified time schedule for pick-up and submission.

3.4. Summary:

Table 7 :Summary of Responses on level of extent on the parental involvement in the implementation of modular distance learning approach

	Dimensions	Overall Weighted Mean	Qualitative Interpretation
1	Parents as Teacher	3.40	Highly Involved
2	Acceptance of self-learning modules	3.39	Highly Involved
3	Submission of self-learning modules	3.12	Involved
	Grand Mean	3.30	Highly Involved

Table 7 shows the Summary of Responses on level of extent on the parental involvement in the implementation of modular distance learning approach.

The parent-respondents were "Highly Involved" in Parent as Teacher (3.40) and Acceptance of the self-learning modules (3.39) while "involved" in Submission of the Self-Learning Module (3.12). The computed grand mean on the responses towards level of extent on the parental involvement in the implementation of modular distance learning approach was 3.30 with qualitative interpretation of "Highly Involved"

4. Test of significant difference on the level of extent on the parental involvement in the implementation of modular distance learning approach when grouped according to profile variables.

4.1. Parents as Teacher

Table 8 shows the Analysis of Variance to test significant difference on the level of extent on the parental involvement in the implementation of modular distance learning approach as to Parents as Teacher when grouped according to profile variables.

Table 8 :Analysis of Variance to test significant difference on the level of extent on the parental involvement in the implementation of modular distance learning approach as to Parents as Teacher when grouped according to profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Age	Between Groups	1.869	5	0.374	1.478	0.196	Accept Ho
	Within Groups	97.638	386	0.253			Not Significant
	Total	99.508	391				
Sex	Between Groups	0.066	1	0.066	0.258	0.612	Accept Ho
	Within Groups	99.442	390	0.255			Not Significant
	Total	99.508	391				
Parental Status	Between Groups	0.683	3	0.228	0.893	0.445	Accept Ho
	Within Groups	98.825	388	0.255			Not Significant
	Total	99.508	391				
Highest Educational Attainment	Between Groups	8.502	5	1.700	7.212	0.000	**Reject Ho**
	Within Groups	91.006	386	0.236			**Significant**
	Total	99.508	391				
Work Status	Between Groups	0.073	1	0.073	0.286	0.593	Accept Ho
	Within Groups	99.435	390	0.255			Not Significant
	Total	99.508	391				
Grade level of Children	Between Groups	0.354	1	0.354	1.394	0.239	Accept Ho
	Within Groups	99.153	390	0.254			Not Significant
	Total	99.508	391				
Monthly Family Income	Between Groups	4.286	3	1.429	5.822	0.001	**Reject Ho**
	Within Groups	95.221	388	0.245			**Significant**
	Total	99.508	391				
Number of children studying in elementary	Between Groups	2.781	3	0.927	3.718	0.012	**Reject Ho**
	Within Groups	96.727	388	0.249			**Significant**
	Total	99.508	391				

There is significant difference on the perception towardslevel of extent on the parental involvement in the implementation of modular distance learning approach as to Parents as Teacher when grouped according to highest educational attainment, monthly family income, and number of children studying in elementary profile variables respectively manifested on the computed Sig. values 0.000, 0.001 and 0.012 which are lower than (<) 0.05 alpha level of significance, hence the null hypothesis is rejected. According to the resource dilution model, children who have many siblings receive less support from parents than children raised in small families. However, there is considerable heterogeneity in the effect of family size across countries. Part of this variation may be explained by different cultural conditions: less negative or even positive negative effects may be more common for countries ranking high in collectivism, where parents share the responsibility for raising children with a wide circle of relatives.

On the other hand, the computed Sig. values of 0.196, 0.612, 0.445, 0.593, and 0.239 which are higher than (>) 0.05 alpha level of significance, therefore the null hypothesis is accepted hence there is no significant difference when grouped according to age, sex, parental status, work status, and grade level of children.

Parents as Teachers is an evidence-based parent education and support program designed to empower parents as their child's first teacher. utilizes a home visitation model, working with families from pregnancy until their child enters kindergarten.

Parents as Teachers aims to improve parenting practices by increasing a parent's knowledge of early childhood development. Through home visits and ongoing assessment, parent educators are able to provide early detection of developmental delays and health issues, help in the prevention of child abuse and neglect, and increase children's school readiness and success. As we head into a new school year, let's remember to partner with our students, families and colleagues in order to establish a caring classroom community, even if it's from a distance.

4.2. Acceptance of self-learning modules

Table 9 shows the Analysis of Variance to test significant difference on the level of extent on the parental involvement in the implementation of modular distance learning approach as to Acceptance of self-learning modules when grouped according to profile variables.

Table 9 :Analysis of Variance to test significant difference on the level of extent on the parental involvement in the implementation of modular distance learning approach as to Acceptance of self-learning modules when grouped according to profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Age	Between Groups	1.459	5	0.292	1.172	0.322	Accept Ho
	Within Groups	96.052	386	0.249			Not Significant
	Total	97.510	391				
Sex	Between Groups	0.004	1	0.004	0.017	0.897	Accept Ho
	Within Groups	97.506	390	0.250			Not Significant
	Total	97.510	391				
Parental Status	Between Groups	0.189	3	0.063	0.251	0.861	Accept Ho
	Within Groups	97.321	388	0.251			Not Significant
	Total	97.510	391				
Highest Educational Attainment	Between Groups	6.504	5	1.301	5.517	0.000	**Reject Ho**
	Within Groups	91.006	386	0.236			**Significant**
	Total	97.510	391				
Work Status	Between Groups	0.037	1	0.037	0.148	0.701	Accept Ho
	Within Groups	97.473	390	0.250			Not Significant
	Total	97.510	391				
Grade level of Children	Between Groups	0.055	1	0.055	0.221	0.639	Accept Ho
	Within Groups	97.455	390	0.250			Not Significant
	Total	97.510	391				
Monthly Family Income	Between Groups	4.210	3	1.403	5.836	0.001	**Reject Ho**
	Within Groups	93.300	388	0.240			**Significant**
	Total	97.510	391				
Number of children studying in elementary	Between Groups	0.975	3	0.325	1.306	0.272	Accept Ho
	Within Groups	96.535	388	0.249			Not Significant
	Total	97.510	391				

There is significant difference on the perception towardslevel of extent on the parental involvement in the implementation of modular distance learning approach as to Acceptance of self-learning modules when grouped according to highest educational attainment, and monthly family income profile variables respectively manifested on the computed Sig. values 0.000, and 0.001 which are lower than (<) 0.05 alpha level of significance, hence the null hypothesis is rejected.Economic stress can make parents frustrated, less patient and lacking in the emotional resources needed for supportive and nurturing parenting behaviors (McLoyd 1990; Magnuson and Duncan 2002). The two models are not mutually exclusive, and might interact with each other: for example, more money might give parents the mental space to plan healthier meals and stimulating activities, as well as the resources to afford them.

On the other hand, a number of confounding factors may explain the apparent link between financial resources and children's outcomes. Parents who command higher incomes are likely to have higher levels of human

capital, leaving them better placed to help with school work and to negotiate public services in their child's interest. They may, on average, put more emphasis on educational success. Higher income and wealth may also be associated with types of social and cultural capital which can offer children multiple direct and indirect advantages affecting health as well as educational attainment and progression (Lareau 1987; Waterston et al. 2004; Ferguson 2006; Tramonte and Willms 2010).

On the other hand, the computed Sig. values of 0.322, 0.897, 0.861, 0.701, 0.639 and 0.272 which are higher than (>) 0.05 alpha level of significance, therefore the null hypothesis is accepted hence there is no significant difference when grouped according to age, sex, parental status, work status, grade level of children, and number of children studying in elementary. A vast majority of studies carried out in the developed countries confirms a negative association between number of children and educational outcomes (Heer 1985; Steelman 2002). However, surprisingly, the evidence for some low- or middle-income countries is less clear (Lloyd and GageBrandon 1994; Lu 2009). Even though parental resources in these countries are particularly restricted and the support from the welfare state for families with children is missing, growing up in a large family does not always impede educational chances of children in these countries. This divergence in family size effects merits attention.

4.3. Submission of self-learning modules

Table 10 shows the Analysis of Variance to test significant difference on the level of extent on the parental involvement in the implementation of modular distance learning approach as to Submission of Self-Leaning Modules when grouped according to profile variables.

There is significant difference on the perception towardslevel of extent on the parental involvement in the implementation of modular distance learning approach as to Submission of Self-Leaning Modules when grouped according to highest educational attainment, and monthly family income profile variables respectively manifested on the computed Sig. values 0.002, and 0.006 which are lower than (<) 0.05 alpha level of significance, hence the null hypothesis is rejected.

Table 10 :Analysis of Variance to test significant difference on the level of extent on the parental involvement in the implementation of modular distance learning approach as to Submission of self-learning modules when grouped according to profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Age	Between Groups	1.114	5	0.223	0.883	0.492	Accept Ho
	Within Groups	97.407	386	0.252			Not Significant
	Total	98.521	391				
Sex	Between Groups	0.369	1	0.369	1.464	0.227	Accept Ho
	Within Groups	98.153	390	0.252			Not Significant
	Total	98.521	391				
Parental Status	Between Groups	0.447	3	0.149	0.589	0.622	Accept Ho
	Within Groups	98.075	388	0.253			Not Significant
	Total	98.521	391				
Highest Educational Attainment	Between Groups	4.591	5	0.918	3.774	0.002	**Reject Ho**
	Within Groups	93.930	386	0.243			**Significant**
	Total	98.521	391				
Work Status	Between Groups	0.448	1	0.448	1.781	0.183	Accept Ho
	Within Groups	98.074	390	0.251			Not Significant
	Total	98.521	391				
Grade level of Children	Between Groups	0.033	1	0.033	0.130	0.719	Accept Ho
	Within Groups	98.489	390	0.253			Not Significant
	Total	98.521	391				
Monthly Family Income	Between Groups	.687	3	0.229	0.909	0.437	Accept Ho
	Within Groups	97.834	388	0.252			Not Significant
	Total	98.521	391				
Number of children studying in elementary	Between Groups	3.147	3	1.049	4.268	0.006	**Reject Ho**
	Within Groups	95.374	388	0.246			**Significant**
	Total	98.521	391				

On the other hand, the computed Sig. values of 0.492, 0.227, 0.622, 0.183, 0.719 and 0.437 which are higher than (>) 0.05 alpha level of significance, therefore the null hypothesis is accepted hence there is no significant difference when grouped according to age, sex, parental status, work status, grade level of children, and monthly family income.

Schools establish processes in the distribution and retrieval of modules. This is also presented to the parents during the orientation intended for them (Baccay, 2020). Schools consider the health and safety protocols that require the parents to wear their face masks and face shields upon entering the school premises. Their body temperature must also be recorded, contact tracing log must be filled-up, and the health declaration form (Pelayo, 2020). Aside from that, they need also to sanitize or wash their hands with soap. It is also important to bring with them their own ballpen especially in accomplishing the different forms and even the log sheets. From time to time, they are reminded to practice social distancing with the other parents to avoid contamination of the virus (Mitchell, 2020). It is important for the parents to follow religiously the roles and processes set by the school.

5. Test of significant difference on the level of extent on the parental nvolvement in the implementation of modular distance learning approach.

Table 11 shows the Analysis of Variance to test significant difference on the level of extent on the parental involvement in the implementation of modular distance learning approach.

Table 11 :Analysis of Variance to test significant difference on the level of extent on the parental involvement in the implementation of modular distance learning approach

Sources of Variations		SS	df	MS	F	Sig.	Decision
Parents as Teacher **Acceptance of self-learning modules** **Submission of self-learning modules**	Between Groups	19.681	2	9.841	39.058	0.000	**Reject Ho** **Significant**
	Within Groups	295.539	1173	0.252			
	Total	315.221	1175				

There is significant difference on dimensions towards the level of extent on the parental involvement in the implementation of modular distance learning approach as to

Parents as Teacher, Acceptance of self-learning modules and Submission of self-learning modules manifested on the computed Sig. value of 0.000 which is lower than (<) 0.05 alpha level of significance, hence the null hypothesis is rejected.

All children need unstructured social time with friends, both for their emotional well-being and to support their engagement in school. Students lose interest in lessons more rapidly when reading module than in person, so I have found that keeping lessons dynamic with the use of multimedia, screen-sharing and breakout rooms supports engagement and motivation in students. Students and families send me photos of their art and science projects and posted it in bulletin boards. This public honoring of their work is both motivating and an expression of care.

6. Test of Relationship

Table 12 shows the Pearson Product Moment Coefficient of Correlation to test relationship between the level of Academic Performance and the Extent of Parental Involvement.

Table 12 :Pearson Product Moment Coefficient of Correlation to test relationship between Academic Performance and the Extent of Parental Involvement

Sources of Correlations		Academic Performance	Level of Extent on Parental Involvement
Academic Performance	Pearson Correlation	1	-.209**
	Sig. (2-tailed)		.000
	N	392	392
Level of Extent on Parental Involvement	Pearson Correlation	-.209**	1
	Sig. (2-tailed)	.000	
	N	392	392
**. Correlation is significant at the 0.01 level (2-tailed).			

There is negatively little or weak relationship between level of Academic Performance and the Extent of Parental Involvement manifested on the computed Pearson Product Moment Coefficient of Correlation value of -0.209**. The computed Sig. (2-tailed) value of 0.000 which is lower than 5% significant level, therefore the null hypothesis is rejected.

This study found that factors such as family background, differences in educational opportunities, and children's learning behavior explained of differences in children's test scores. This shows that, on the one hand, the family background still has a great influence on children's academic achievement, even in the period of compulsory education that appeals to social justice. It is in this sense that extensive public policy efforts in promoting education equity at the stage of compulsory education are needed. On the other hand, the influence of family socioeconomic status on children's academic achievement is not simplistic and direct. There is a large room for schools and families to take action in improving children's academic performance.

V. CONCLUSION AND RECOMMENDATIONS

Conclusions

Based on the summary of the investigations conducted, the researcher concluded that:

1. The parent-respondent is a typical female in her early adulthood, married, high school graduate with part-time work and meagre income whose children are at primary grade level.
2. The academic performance of the parent- respondents' children was assessed "Very Satisfactory".
3. Perceived "Highly Involved" on Parent as a Teacher and Acceptance of the Self-Learning Module while "Involved" on Submission of the Self-Learning Module.
   Active participation of parents in acceptance of module is highly appreciated for this shows their willingness to continue the learning of their children education.
4. There is significant difference when grouped according to highest educational attainment towards Parent as a Teacher, Acceptance and Submission of the Self-learning module respectively; significant when grouped according to family income towards Parent as Teacher and Acceptance of the Self-Learning Module; while significant on number of children studying in the elementary level towards Parent as Teacher and Submission of the Self-Learning Module respectively.
5. There is significant difference on the perception towards dimensions on the level ofextent on the parental involvement in the implementation of modular distance learning approach.
6. There is negatively weak or low relationship between the level of academic performance and the level ofextent on the parental involvement in the implementation of modular distance learning approach.

These are uncertain times for humanity in general and for the young developing minds in particular. To mitigate the physical and mental health consequences, the government, Non- Government Organizations (NGOs), academia and parents must provide a structure by utilizing regular routines, communication and developing new partnerships. The literature is still evolving, but some lessons can be learnt from the previous outbreaks (Decosimo, 2019) and countries who were initially affected (Wang, 2020). Home learning has emerged as a substitute to the conventional schooling methods, which should be made effective to provide essential learning skills to children at home using the limited available resources. Online resources which are adapted to our curriculum's expectations can be implemented at home. The curricula should incorporate cautiously curated online courses which include physical and psychosocial components other than the academic goals (Mason, 2018). The limitations remain like how parents with different educational backgrounds will follow through the instructions; therefore, online schooling to support home learning can be a go-to strategy where teachers deliver education online. Centralized data dashboards, an adaptive interactive educational technology can be used to measure, monitor, organize and analyze data to keep the students, teachers and schools on target (Papamitsiou, 2014). Opportunities for enhancing teachers' quality and lifelong professional development should be encouraged to be at the forefront of this transformative process. For academia, this comes as an opportunity to evaluate the effectiveness of different educational approaches and develop their own hybrid model of teaching and learning suited to specific educational needs. Input from families should be sought to create a learning environment that benefits everyone. The above-mentioned strategies will cause disruptive innovations in the education delivery system in the long term, which will further require feasibility testing, quality control and regulation. Thus, the government should establish regulating bodies to keep a check. Similarly, adjustments to the current educational budget should be made to incorporate such educational reforms in the ime of emergency.

Recommendations

Based on the summary of the investigations conducted and the conclusions arrived at, the researcher recommended that:

1. Parents are encouraged to be given orientation to heighten awareness on their respective limited roles in the implementation of the self-learning modular approach.

2. Parents are encouraged to help children developed with high levels of self-directed learning, to have strong desires for learning, make use of problem-solving skills, have the capacity to engage in independent learning activities, and autonomously manage their own learning.
3. A seminar may be conducted to help parents on parenting styles and management, parent –teacher communication and home and family support as determinants influence on child academic performance.
4. To conduct a parallel or similar study with in-depth and wider in scope so as to validate the salient findings obtained in the study.

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