PARENTAL AWARENESS, INVOLVEMENT, AND DIFFICULTY WITH PRINTED MODULAR LEARNING MODALITY

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Abstract

The effectiveness of the Printed Learning Modality (PMLM) is largely influenced by how aware and involved parents are and the obstacles they encounter. Schools and teachers can be crucial in assisting parents by maintaining clear communication, supplying necessary resources, and offering guidance to help them manage the challenges related to PLM. In this context, this study investigated the parental awareness, involvement, and difficulty in PMLM in a District of a medium-sized Division in Southern Negros for the School Year 2021-2022. Data needed by the study was collected from 256 sampled parents using a self-made instrument that has passed the rigorous tests of validity and reliability. The ensuing analysis showed high levels of parental awareness (M=4.46; SD = 0.467) and parental involvement (M=4.47; SD = 0.357) but a low level of difficulty (M=2.38; SD = 0.433). Simply put, the results revealed that some parents mainly were challenged in constantly reminding the children to complete and return their modules in time (M=4.23; SD = 0.667) and in reminding learners to prepare for their performance tasks ahead of time (M=4.28; SD = 0.495). The results call for parent-child programs expected to enhance parental engagement.

Keywords: Education, printed modular learning modality, parental awareness, parental involvement, parental difficulties, Negros Islan

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Introduction

Rationale

The temporary shift of classes to printed modular learning modality during the pandemic created opportunities for parents to be greatly involved in studying their children. While challenging, this shift in educational format highlighted the crucial role parents play in their children's education. It also underscored the importance of ongoing collaboration between parents, teachers, and the educational system to ensure a well-rounded and practical learning experience, whether in-person or through alternative modalities.

However, many factors affect their awareness level (Malabarbas, 2022). Parental involvement in learners' education substantially changed during the pandemic when modular distance learning modality was implemented. The study results of Agua and Balasabas (2022) revealed that most parents can guide their children in accomplishing their modules. On one end, some parents said they are afraid to get involved with their children's modular studies because they do not know some of the lesson contents.

As to the challenges encountered by parents during the implementation of modular distance learning, Ribeiro et al. (2021) established some of the parents' issues, like having less spare time to spend with their children and less time helping them with modular work. Interestingly, some parents indicated little time to check whether their children can submit their assignments and projects on time.

Parental involvement is a complex construct that has been defined in several ways. A holistic concept of parental involvement says it is a continuum of parenting behaviors ranging from those representing lower levels of involvement to those representing higher levels of involvement (Ribeiro et al., 2021).

Literature Review

This section tackles current discussions on parental awareness, involvement, and challenges in modular distance learning. Overall, this section provides a comprehensive overview of the critical issues surrounding parental participation in modular distance learning, shedding light on both the positive aspects and the challenges parents face in this educational context.

Kuusisto et al. (2019) claim that throughout the past three decades, collaborations between parents and teachers addressing students' education have been well investigated. The importance of the parent's role in their children's learning has recently changed in research and practice contexts. Such a change is part of a more significant global trend to adapt educational systems' objectives to a world constantly changing and becoming more globalized. This trend aims to foster specialized knowledge and transversal competencies like learning cultural competence, and entrepreneurship. The comprehensive approach to education significantly impacts these changes, sparked by the most recent educational reflections under the Organization for Economic Cooperation and Development's purview.

Furthermore, Cooper (2019) states that today, parents who believe their role is

essential in affecting their child's achievement in school tend to more often facilitate the development of their child's interests, compared to parents who do not view their role as necessary. Role beliefs identified in the research are, in part, related to what modern expectancy-value theory refers to as task-value. Beliefs about task-value are important factors in task engagement, perseverance, and choice. The four parts of task value that Eccles and Wigfield identified are attainment value, intrinsic value, utility value, and costs. Regarding parental engagement, these elements would be (a) the personal importance the parent would attribute to positively influencing their child's learning, (b) the sincere enjoyment the parent would feel about doing so, (c) the relationship the parent attributes between positively influencing their children's learning and their personal life goals, and (d) the amount of effort or challenging experiences a parent feels they must go through in order to do so.

Second, according to Olivierre (2018), parental involvement is higher when parents perceive that teachers value and include their input. Teachers with high expectations for the parents' abilities to support their students' learning are more likely to involve the parents than teachers with low expectations. Parents value teachers' encouragement to learn how to aid their children, and they respond favorably to their invites to get involved, giving teachers' requests a significant and predictive role in the dynamics of parental engagement. Additionally, teachers' self-efficacy perceptions of parental involvement have been significantly related to involvement, functioning as a predictor. This research supports that student teachers should follow an academic path emphasizing parental involvement tactics and mindsets.

Theoretical Underpinnings

This study was anchored on three major theories: The theory of Parental Involvement by Joyce Epstein (1980), the Theory of Awareness, and the Theory of Challenges by Robert Yerkes and John Dodson (1908). The theory of Parental Involvement encompasses the topic of awareness and preparedness of parents because the entire theory explains the mechanism between parental involvement and school-family-community partnerships. Epstein (1980) believed that parental involvement is critical to the academic success of every child’s education. According to him, it is in understanding the mechanics of parental involvement that can become involved in school communities that it would be easier to plan to ensure parental participation and support. The theory of Awareness is Popularly called the Schema of Awareness and Attention by Mack and Rock (1998). This theory posits that when a person is not subjectively aware of a stimulus because the stimulus is briefly presented or masked, the stimulus can still draw attention in an automatic, bottom–up manner. Lastly, this study will also be anchored on the Optimal Challenges in Education theory by Robert Yerkes and John Dodson (1908). This theory suggests an optimal level of arousal for the best performance in learning tasks. From the academic standpoint, "teachers' expectations should match the inabilities and actual needs of the students." This theory applies to the present study because it accounts for the different challenges private high school teachers encounter in implementing face-to-face classes to cater to learners' academic needs.

Objectives

This study aimed to determine parental awareness, involvement, and difficulties in printed modular learning modality (PMLM) in a District of a medium-sized Division in Southern Negros for the School Year 2021-2022. Specifically, this study sought to find answers to the following questions: 1) What is the level of parental awareness in PMLM in terms of module distribution and retrieval, performance tasks, and assessment of learning? 2) What is the level of parental involvement in PMLM in parenting, learning environment, and collaboration with teachers? 3) What is the level of parental awareness in PMLM when grouped according to the aforementioned variables? 4) What is the level of parental involvement in printed modular learning modality when grouped according to the aforementioned variables? 5) What is the level of parental difficulty in printed modular learning modality when grouped according to the aforementioned variables?

Methodology

This section provides a roadmap for how the study was conducted, allowing readers and other researchers to evaluate and replicate the research, and contributes to the overall rigor and credibility of the research findings**.**

Research Design

This study used a descriptive research design deemed relevant and appropriate in determining parental awareness, involvement, and difficulties encountered in implementing the printed modular learning modality. Dudovskiy (2017) stated that descriptive research design attempts to determine, describe, or identify characteristics found within the phenomena investigation. In line with the present study, it is the nature of this undertaking to determine the conditions of things in their present state.

Respondents

The study's respondents were 256 parents from the 759 parents chosen through stratified random sampling techniques determined using the Cochran formula. This approach helped increase the external validity or generalizability of the paper as it ensures that the sample is not biased and accurately reflects the diversity of the population under study. More importantly, it allows for more reliable inferences about the major variables on parental awareness, involvement, and difficulties with PMLM.

Instruments

This study used a self-made questionnaire with 70-line items to gather data from the parents who served as respondents. The instrument was subjected to validity (4.87 - excellent) and reliability tests (0.906 for parental awareness, 0.964 for parental involvement, and 0.954 for difficulties, all interpreted as Excellent). The instrument was divided into two parts. The first part intended to gather the socio-economic profile of the respondents, and the second part contained the 70-line items for the questionnaire proper. There were 30-line items for awareness, 30 for involvement, and 10 for difficulty.

Procedures

This section spells out the procedures designed to ensure that the study is conducted in a rigorous and methodical manner, allowing for the collection of reliable and valid data.

Data Collection

After establishing the validity and reliability of the instrument, the researcher submitted a letter request to the school division Superintendent and the School Heads to conduct the study within a specified period outside of school hours. After securing the approval, the questionnaires were distributed, and the same were retrieved after three days for recording. The responses were encoded and subjected to data analysis using the Statistical Package for Social Sciences (SPSS) software. Likewise, statistical tables were constructed per consideration of the objectives stated in this study. The results were presented according to the sequence of the objectives.

Data Analysis & Statistical Treatment

Objective No. 1 used the descriptive analytical scheme and frequency count and percentage distribution to determine the profile of the respondents in terms of age, educational attainment, family income, and number of children. Objectives No. 2 to 6 also used the descriptive analytical scheme and mean as statistical tools to determine parental awareness, involvement, and difficulties.

Ethical Considerations

This research paper strived to minimize the risk of harm to its target respondents by assuring them of the confidentiality of their responses and protecting their anonymity throughout the entire research process. At the onset, this researcher secures their free, prior informed consent and assures them of their right to withdraw from their research participation if deemed necessary.

Results and Discussions

This section presents, analyzes, and interprets raw data gathered to find answers to the objectives of the research paper. It demonstrates the rigor and validity of the findings and contributes to the broader body of knowledge in this field.

Parental Awareness in PMLM

This sub-section illustrates the study results on parental awareness in printed modular learning modality (PMLM) in distributing and retrieving modules, performance tasks, and learning assessments.

Table 1

Level of Parental Awareness in PMLM in the Distribution and Retrieval of Modules

Distribution and Retrieval	**Mean**	**Interpretation**
As a parent, I…		
1. keep track of the distribution schedule	4.43	High level
2. come to school early to receive the modules for my child.	4.34	High level
3. provide feedback to the teacher if the number of modules is lacking.	4.39	High level
4. make sure that the modules are properly disinfected before giving them to my child.	4.38	High level
5. authorize another older family member to receive the module if I am unavailable.	4.43	High level
6. check the number of modules to be returned per week.	4.50	Very high level
7. keep track of the accomplished modules to ensure I am returning a complete set.	4.32	High level
8. constantly remind my child to finish all his modules so we can return them on time.	4.23	High level
Overall mean	**4.38**	**High level**

Table 1 shows a high level of parental awareness in PMLM based on the modular distribution and retrieval with an overall mean of 4.38. Item no. 6 got the highest mean score of 4.50 on checking the number of modules to be returned weekly, which means a very high level (VHL). Meanwhile, Item no. 8 got the lowest mean score of 4.23 in constantly reminding their children to finish all their modules so we can return them on time, interpreted as high level.

Overall, these results suggest that parents are actively involved and are highly aware of their role in distributing and retrieving modules for PMLM. They are particularly diligent in checking the number of modules to be returned, demonstrating a VHL of engagement in this specific aspect of the learning g process. This high level of awareness translates to high involvement and indicates the parents' commitment to supporting their children's education in this learning modality.

The results align with Kuusisto (2019) which claim about how parents and teachers have been collaborating for their children's education, a trend that can be implied from parental awareness about their roles as principal stakeholders in education.

Table 2
Level of Parental Awareness in PMLM in Performance Tasks

Performance tasks **Items**	**Mean**	**Interpretation**
As a parent, I…		
1. check my child's performance tasks before asking him to do them.	4.71	Very high level
2. allow my child to work on his performance task alone.	4.72	Very high level
3. standby by my child's side when doing his performance tasks so I can assist him/her whenever needed.	4.33	High level
4. provide all the materials my child needs in performing tasks.	4.29	High level
5. provide additional references and reading materials for my child.	4.39	High level
6. ask ahead for my child's needed materials so he can be ready to perform tasks.	4.28	High level
7. help my child in completing his/her performance tasks.	4.37	High level
8. allow my older children to help their younger siblings complete their performance tasks.	4.33	High level
Overall mean	**4.43**	**High level**

Table 2 shows a high level (HL) of parental awareness in PMLM based on the performance tasks with an overall mean of 4.38. This result means that most parents are highly aware that there is a performance task that their children need to do on a regular schedule while on modular learning.

Item no. 2 got the highest mean score of 4.72 on allowing their children to work on their performance task alone, interpreted as VHL. This indicates that the parents spend time talking to their children to discuss their assigned schoolwork. Meanwhile, Item 6 got the lowest mean score of 4.28, which states, "ask ahead for my child's needed materials so he can be ready in doing his performance tasks," interpreted as "high level."

Cooper (2019) corroborates this result, asserting how parents believe in their respective roles as indispensable partners of the school in developing their children's interest in their studies. This again is an apparent offshoot to parental awareness of their roles in the education of their children.

Table 3
Level of Parental Awareness in PMLM in the Assessment of Learning

Assessment of Learning **Items**	**Mean**	**Interpretation**
As a parent, I…		
1. assist my child in accomplishing their assessments.	4.64	Very high level
2. encourage my child to complete their assessments before the deadline.	4.61	Very high level
3. provide all of the necessary resources my child needs in doing their assessments.	4.64	Very high level
4. read and explain to my child the content of their assessments.	4.61	Very high level
5. take ample time in explaining to my child the choices in the answer sheets.	4.78	Very high level
6. find ways to ask the teacher about the results of my child's assessments.	4.77	Very high level
7. make sure that my child reviews his lessons before the exam period.	4.76	Very high level
8. teach my child every day so that he is ready for the assessment anytime.	4.79	Very high level
Overall mean	**4.70**	**Very high level**

Table 3 shows a high level (VHL) of parental awareness in printed modular learning modality (PMLM) based on the learning assessment with an overall mean of 4.70. This indicates that parental involvement in learners' assessment is very high.

Item No. 8 got the highest mean score of 4.79, focusing on the parental task of teaching their children daily to prepare them for the assessment time. Meanwhile, items 2 and 4 got the lowest in encouraging their children to complete their assignments before the deadline and reading and explaining the content, with an identical mean score of 4.61, still at a high level. The lowest mean score indicates that some parents are less aware of the deadline set forth by schools in completing and submitting their online assessments. On the other hand, some parents are less aware of the importance of explaining the content of their children's assessment without answering it themselves. Cooper (2019) corroborates this finding by reporting that parents who believe their role is essential in affecting their children's school tasks tend to get more involved with their children's studies.

Parental Involvement in PMLM

This sub-section tackles the second major variable on parental involvement with PMLM with an overall mean score of 4.41, which is interpreted to mean HL. Tables 4, 5, and 6 illustrate these findings.

Table 4
Level of Parental Involvement in PMLM in Parenting

Parenting		
Items	**Mean**	**Interpretation**
As a parent, I…		
1. provide my child with a safer home to stay.	4.69	Very high level
2. make sure that all of my child's needs are provided for.	4.71	Very high level
3. see to it that my child is well-nourished with healthy foods.	4.35	High level
4. provide for my child's academic needs, even on distance learning.	4.35	High level
5. ensure a conducive learning space for my child at home.	4.36	High level
6. provide for my child's clothing and other needs at home.	4.75	Very high level
7. educate my child on how to manage his/her time.	4.35	High level
8. teach my child how to work independently on his modules.	4.32	High level
Mean	**4.49**	**High level**

Table 4 shows the level of parental involvement in PMLM based on parenting with a mean of 4.49, which is interpreted to mean HL. This shows that, on average, good parenting practices are high. When examined more closely, item 6 got the highest mean of 4.75 on the need for parents to provide for their children's clothing and other needs at home, interpreted as VHL. Meanwhile, item 8 got the lowest mean of 4.32 on teaching children how to independently work on their modules.

Some parents might believe in fostering self-reliance and independent learning skills in their children. In contrast, others may not have the time or resources to provide extensive support for their children's education. Additionally, some parent may not fully understand the specific requirements of modular learning or how they can effectively support their children in this context. This result aligns with Olivierre (2018) which implies that parental involvement becomes more enthusiastic when parents perceive that teachers value and include the former's input.

Table 5
Level of Parental Involvement in PMLM in Learning Environment

Learning Environment Items	**Mean**	**Interpretation**
As a parent, I…		
1. make sure the house is clean to be good for studying.	4.42	High level
2. provide books and other reading materials at home.	4.44	High level
3. make sure that the study area at home is well-ventilated.	4.44	High level
4. make sure our home is a safe study place for my children's modular learning.	4.39	High level
5. provide all the support for the study of my child inside our home.	4.46	High level
6. provide enough lighting for my child's study area.	4.41	High level
7. place my child's study area in a quiet, noise-free area.	4.41	High level
8. have internet connected at home for my child's research purposes.	4.37	High level
Overall mean	**4.42**	**High level**

Table 5 summarizes the analysis of the level of parental involvement in PMLM with particular emphasis on the learning environment with a mean score of 4.42, interpreted to mean HL. When all items were thoroughly examined, item no. 5 got the highest mean score of 4.46 on providing all the support for the study of children inside the home, duly interpreted as HL. On the contrary, item no. 8 got the lowest mean of 4.37 on the need for internet connection at home for children's research purposes, still interpreted as HL.

This means some parents cannot simply afford to provide the needed internet connection at home for their children during modular learning. Internet connections are very important, especially for children's learning during the pandemic, when no teachers were available to teach the learners going online to search or study for their lessons. Pascual (2020) highlights a critical issue regarding the intersection of access to technology, literacy, and educational resources. The statement underscores that children lacking access to technology are often from backgrounds where illiteracy is more prevalent. This creates a cycle where these children are disadvantaged in developing their literacy skills.

Table 6
Level of Parental Involvement in PMLM in Collaborating with Teachers

Collaboration with Teachers **Items**	**Mean**	**Interpretation**
As a parent, I…		
1. keep an open line with my child's teacher.	4.45	High level
2. check how I can help the classroom with its needs.	4.46	High level
3. assure the teacher that I am standing by my child's education.	4.48	High level
4. ask the teacher as to what areas my child needs support.	4.43	High level
5. make it a habit to ask for my child's academic performance.	4.53	Very high level
6. cooperate with other parents in addressing the needs of the classroom.	4.52	Very high level
7. cooperate with the teacher in instilling discipline in my child.	4.51	Very high level
8. ask the teacher about the scheduled distribution and return of modules.	4.53	Very high level
Overall mean	**4.49**	**Very high level**

Table 6 illustrates the level of parental involvement in PMLM with particular emphasis on Collaborating with Teachers, obtaining a mean score of 4.49, interpreted as VHL. With a verbal interpretation of VHL, items 5 and 8 got the highest mean score of 4.53 on the parents' need to make it a habit to ask for their children's academic performance and the need to ask the teacher about scheduled distribution and return of modules.

Meanwhile, item no. 4 got the lowest mean score of 4.43 when asking the teacher what areas my child needs more support. This suggests that some parents may intentionally communicate less with their children's teachers. They may do this to allow their child to take more responsibility for their academic progress. However, it is essential to note that by doing so, these parents might not clearly understand their child's strengths and weaknesses in their academic life.

Parental Difficulty with PMLM

This sub-section focuses on the third major variable of parental difficulty with PMLM at the height of the COVID-19 pandemic. Table 7 summarizes the result of this particular analysis.

Table 7
Level of Parental Difficulties with PMLM

As a parent, I have difficulties in …		
1. providing reading materials at home	2.22	Low Level
2. helping my child complete his modules and assignments.	2.83	Moderate Level
3. providing the physical needs of my children).	2.43	Low Level
4. making sure that the learning environment at home is safe and conducive.	2.18	Low Level
5. picking up and returning the modules due to the distance from our home to the school.	2.40	Low Level
6. getting support from other family members.	2.35	Low Level
7. providing knowledge and skills to my child.	2.56	Moderate Level
8. enforcing the study and playtime rule at home for my child.	2.16	Low Level
9. teaching my child how to become independent learners.	2.27	Low Level
10. managing my time between work and tutoring my child.	2.47	Low Level
Overall mean	**2.38**	**Low Level**

Table 7 illustrates the level of parental difficulties with PMLM, obtaining an mean score of 2.38, which is interpreted to mean low (M = 2.38; SD = 0.433). The parents' highest challenge was helping their children complete their modules and assignments, with a mean score of 2.89; on the contrary, they were least challenged in enforcing the study-playtime rule at home, with a mean score of 2.18.

Overall, these findings suggest that while parents encountered some difficulties with modular learning, the challenges were not overwhelmingly high on average. It's important to recognize that individual experiences may vary, and providing additional support or resources for parents who find certain aspects more challenging can facilitate effective learning at home.

Addressing these challenges requires a collaborative effort involving schools, teachers, and the community, Schools can provide clear instructions and resources to parents to help them support their children's learning. Additionally, community organizations and government agencies can work together to ensure families can access the necessary resources, such as tutoring or additional educational materials. Recognizing and addressing these difficulties is essential to promote equitable educational opportunities for all children.

Conclusion

This study has found several factors associated with parents' awareness, involvement, and difficulty in printed modular learning modality (PMLM), a mode adopted by the Philippine Educational System during the COVID-19 pandemic. Firstly, the very high level of parental awareness of the modular learning approach promises improved educational outcomes for students, even with the difficulties posed by the pandemic. Second, the high level of parental involvement in the printed modular learning modality is an indication that parents are actively engaged in their children's education

through this method. In fact, parental involvement has never been an issue, though this has been handicapped by fluctuating internet connection, a factor in the delay in accomplishing some performance tasks and in returning the modules to concerned schools. Finally, the low level of parental difficulty with the printed modular learning modality means that parents are finding it relatively easy to manage and support their children's education using this method. Given these findings, this paper suggests the need for parent-child programs aimed at enhancing parental engagement through an open communication line between the school and parents.

Conflict of Interest

In relation to my study titled "Parental Awareness, Involvement, and Difficulty with Printed Modular Learning Modality," I hereby declare that there are no conflicts of interest. I have no financial, personal, or professional relationships that could be perceived as influencing the outcomes or conclusions of this research. All aspects of the study, including data collection, analysis, and interpretation, have been conducted impartially and solely for the advancement of knowledge in this area.

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