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Involvement of Working Parents in Students' Academic Achievement: Basis of Support Programs

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Abstract

The study aimed to determine the level of involvement of working parents and the level of seriousness of the problems they encountered in modular distance learning. It sought to test whether there is a significant relationship between the academic achievement of the students and their parents' level of involvement. This study utilized a descriptive-correlational research design with a questionnaire as a data-gathering tool. Results show that working parents are highly engaged in the new learning modality while their children manifested a satisfactory level of academic performance. The relationship between the overall level of parents' involvement and level of academic achievement was found insignificant, but coaching and tutoring, and monitoring students' compliance flagged a significant relationship with academic achievement. A set of programs was proposed to address problems experienced by parents such as poor internet connection, insufficient resources at home, unclear instructions in the self-learning modules, and distraction from gadgets.

Introduction

The COVID-19 pandemic radically changed the way we live. The unprecedented events caused a significant transformation in almost all sectors of our lives, and education was one of the forefronts of the changes. The outbreak meant drastic adjustments to the learning practices, which included canceling classes and other school activities to practice social or physical distancing to ensure the learners, teachers, and other personnel's health, safety, and well-being. As a result, schools worldwide shifted and adapted distance learning modalities to provide quality education for all continuously.

In the Philippines, confronted with the educational problems caused by the coronavirus, the Department of Education addresses challenges in basic education through the Basic Education Learning Continuity Plan (BE-LCP). The BE-LCP refers to a package of education interventions in response to the challenges posed by COVID-19 (DepEd Order No. 012, s.2020). The department employed several learning delivery modalities (LDMs) and Alternative Delivery Modalities (ADM) to keep the involved individuals functional in their respective roles in the teaching-learning process in the new normal setting. (Rinosa, 2021) Learning Delivery Modalities or LDMs are the modes or forms of delivering instructions and learning experiences to learners. One of which is Modular Distance Learning.

Modular Distance Learning or MDL, based on the Learner Enrollment and Survey Form (LESF), is the most preferred learning modality by the parents. DepEd Order 012, s.2020 defined Modular Distance Learning as individualized instruction that allows learners to use self-learning Modules in print or digital formats, whichever is applicable in the context of the learner, and other learning resources like learner's materials, textbooks, activity sheets, study guides, and other study materials. In this form of learning, parents, guardians, and other stakeholders may assist as para-teachers to monitor the progress and accomplishment of the learners.

The BE-LCP also demands a holistic approach and stronger partnerships among schools, households, and communities. The strong and stable synergy of efforts among teachers, parents, and other stakeholders is valuable in creating effective learning experiences for learners, especially during this time of the pandemic.

Due to the absence of face-to-face classes, the engagement of parents plays a vital role during this time of the pandemic. The role of parents during the Covid-19 pandemic in general is to become educators, mentors, and supervisors as well as providers of a sense of security and comfort when children are at home (Sari and Maningtyas, 2020). The parents are considered ParaTeacher, who guide learners in their studies at home. Further, Jaiswal (2017) cited that parents have a dynamic role in their children's educational development. They provide financial assistance, emotional support, motivational assistance, and the facilitation of study resources as well as encouraging achievement. Hence, parents are the first and finest teachers for their children, especially now that education has been placed inside their homes because of the global health crisis.

Several research studies proved that parents' support has a direct impact on their children's development. In the study of Tus (2021), parental involvement is a determinant of students' academic success. Parental involvement is defined as parents' experiences with school and with their children to support their children's educational achievements and prospective success (Hill et al., 2004). This definition means that parental participation has a direct positive impact on children's educational outcomes and future advancement. This claim is supported by the study of Rabahi, Yusof, & Awang (2015) who stated "parents' involvement (PI) sustains their children's learning engagement and improves academic achievement." Moreover, cross-lagged studies revealed that parental support for learning predicted an increase in areas of academic knowledge and executive functioning over time. Promoting parental learning support could be a useful technique for improving school preparation for children who are at risk for both contextual adversity and aggressive-disruptive behavior problems (Abenavoli, Greenberg, & Bierman, 2015). Thus, the role of parents in the learning process is a major factor in the learner's success.

In the present situation of the education system, the need to intensify the participation of parents and other stakeholders is greatly encouraged. Modular Distance Learning greatly relies on the More Knowledgeable Others (MKO) capacities, also known as adult figures at learners' homes (Gueta & Janer, 2021). Parents become the co-facilitator of teachers in the tasks and performances of the learners in modular learning to address the learning gaps brought by this pandemic. Due to these, there are more abrupt changes in the style of learning, making it more challenging for parents and guardians to help their children understand the lessons supplied in hardbound or electronic modules (Bhamani et al., 2020). Teachers monitor and supervise learners' home learning through online chat, text, or call, but several obstacles exist, such as limited online communication facilities, parents caring for other children, or parents who are working. In support, Llamas (2021) found out that parents experience and face

several problems such as time constraints in conducting literacy instruction because of work and other responsibilities of the parents such as household chores. The challenges experienced by the parents about remote learning become a major concern not only with the parents but as well with the teachers, the school, and mostly to the educational system.

The statements above boosted the interest of the researchers to conduct this study. Moreover, Luaña (2021), in his study regarding practices and challenges met by parents in modular distance learning, stated that his generalizations and conclusions may not apply to a larger population, since he only used working parents of elementary learners. With this, the researchers are prompted to study the level of involvement of working parents of junior high school students and the level of seriousness of the challenges they encounter in Modular Distance Learning.

Literature Review

Parents' Involvement in the Distance Learning Modality

To ensure the continuity of learning despite the presence of serious health threats, the Department of Education solicits the active participation of parents and guardians in the distance learning modality. DepEd Order No. 31, s 2020, or the Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan, states that parents and guardians play an important role in helping their children adapt to the changes in the learning format. They are also expected to communicate with the school, particularly with the subject teachers, to monitor the learning progress of the student. Parents/Guardians, as the main learning facilitators at home, are also encouraged to guide their children in the accomplishment of learning/assessment tasks prepared and designed by the teacher.

Gumapac, Aytona, and Alba (2021) assessed the parent's level of engagement in Modular Distance Learning of high school students. The research work described the parents of the respondents as 'highly engaged' in sustaining their child's motivation, coaching and tutoring, and monitoring their compliance with school or classwork. It was also found that the parents are involved in purchasing learning materials and participating in decision-making activities like parent-teacher conferences or meetings. Supporting the previous study, Palma, et al (2021) reported that students who are under modular distance learning receive a high level of academic support from their parents. Parents allocate allowance for learning materials needed for the completion of learning activities. The same was found in the study of Gumapac, Aytona, and Alba (2021). They also encourage their children to read additional references and appreciate their good performance in school. However, the study also disclosed that parents are not that involved when it comes to the accomplishment of activities, homework and assignments, and studying the lesson. Parents are more involved in the motivational and financial aspects of distance learning.

Sari and Maningtyas (2020) agree that parents can foster their children's motivation and interest in learning. This can be due to the implementation of the work-from-home scheme, wherein parents can spend more time with their children at home while accomplishing work-related tasks. Although the study revealed that parents' involvement in distance learning is at a good classification, it was mentioned that parents are experiencing difficulty with their

children's boredom when they are confined inside their home all the time. The parents in the study of Kasi, Suparno & Asib (2021) believe that their participation in school meetings and seminars is significant, and they can use the chance to communicate and inquire with the subject teachers or classroom adviser regarding the academic standing of their child. Teachers also agree with the perception of parents in terms of their involvement in distance learning. In the same study, teachers believe that parents can help them in guiding and facilitating learning at home, making sure that students do the required tasks and assignments.

On the contrary, the study of Datu and Episcope (2021) stated that parents are sometimes involved in their children's educational processes in the new normal. Parents scored the highest mean rating of involvement in monitoring and evaluation. It was concluded that parents see monitoring the academic progress of their child at home as the easiest task than helping them in doing activities and assisting them acquire the required knowledge.

Academic Achievement of Students in Distance Learning Modality

The pandemic forced education leaders to redefine the grading policies for basic education. DepEd Order No. 31, s.2020 mandates the exclusion of quarterly assessments, which contribute 20% to the grades of students and distribute equal portions to written works and performance tasks. The order emphasizes summative tests and performance-based assessments, which are expected to capture the skills and knowledge acquired by a learner from the most essential learning competencies.

Despite the changes in the grading and assessment policies, students seem to display academic success in the distance learning modality. Solis (2021) reported that among 212 junior high school students, 90% obtained a final rating of 80 and above. More than half of the students are at a 'satisfactory' level of academic proficiency with an average grade ranging from 80 to 84. Twenty-three percent (23%) of them are 'very satisfactory' while 11% exhibited an outstanding performance. Only ten percent are at a 'fairly satisfactory' level. The study further says that no one among the respondents failed and all are promoted to the next grade level. With these results, Solis (2021) concluded that despite the challenges of the new normal learning setup, students still produce commendable results.

The study by Tus (2021) revealed that junior high school students from private schools performed well in the distance learning modality adopted. The greatest number of student-respondents obtained a 'satisfactory' level of performance in their subjects, while second to them are those who are at a very satisfactory level.

Relationship between Parents Involvement and Academic Achievement

Parental involvement in adolescents' learning has been linked to high academic achievement (Xiong, et al., 2021). A significant positive relationship between parental involvement and the academic achievement of students was found in the study of Xiong, et al. (2021). Gan & Bilige (2019) confirms that high-quality parental involvement positively influences the child's academic achievement. Tus (2021) study included a test to determine the relationship between the involvement of parents and the academic performance of junior high school students in

the distance learning modality. The result of the study suggests that academic achievement is related to the participation of parents in their distance learning. He further concluded that parental involvement is a determinant of a student's academic success. Kasi, Suparno & Asib (2021) discovered that the parents, students, and school staff unanimously believe that parents' involvement positively influences students' academic achievement.

Lara and Saracosti (2019) claimed that parents' involvement is a crucial element in the academic achievement of their children. This is statistically supported by their findings where learners who have highly involved parents tend to have a higher level of academic success, and low-performing learners are associated with low parental involvement. Aside from a statistically significant and positive association between parental involvement and a child's academic achievement, there is also a notable difference between the academic achievement of learners when clustered according to the level of parental involvement (high, medium, and low).

Challenges encountered by Parents in MDL

With the sudden modification in the educational format, problems are expected to develop. Parents, as the primary facilitators of learning at home, may run into unexpected difficulties as they provide support to their children. Kintanar, et al. (2021) investigated the challenges faced by parents during the implementation of modular distance learning. In terms of communicating instructions, the parents confessed that they experience hardships in making their children understand the learning modules due to the lack of knowledge in facilitating instructions to their children as well as the struggles in understanding the topics. They also revealed that they (parents) cannot respond to all questions raised by their children. When it comes to learning at home, parents admit that their children tend to lose their focus when it comes to the completion of academic tasks. Learners at home prefer to sleep and wake up anytime they want, play with cell phones or watch television shows (Kintanar, et al., 2021). Moreover, parents are alarmed that their children get easily distracted which results in unaccomplished learning tasks.

Luaña (2021) examined the possible reasons why parents answer their children's modules. Poor reading and writing skills of their children, difficulty to understand the lessons in the module, presence of other siblings who also need assistance in learning, and too many learning tasks – these emerged as the top problems and explanations why parents accomplish learning tasks instead of their child. Kintanar, et al. (2021) agrees that parents find it difficult to make their child comprehend the content of the self-learning modules. Some learning modules are written in the English language and learners have difficulty understanding the text in this medium of instruction. Luaña (2021) noted that parents need to translate the English text to Filipino for their children to have a grasp of what the content is all about. His study also disclosed that some parents are not good at English.

In the context of having more than one child to assist in modular distance learning, Kintanar, et al (2021) flags a very serious problem with this indicator. While doing some house tasks or working, some parents can only attend to one child at a time, leaving other kids working on their learning tasks alone. Agaton and Cueto (2021) observed that parents tend to rely on their older children in assisting their younger siblings. Some of them stated that they give more focus on the distance learning of their child in the lower grade level. While this method seems to lighten the task of parents as learning facilitators, this brings additional obstacles to the learning process of the eldest.

Agaton and Cueto (2021) also reported that students need more time to accomplish school tasks. They added that learners are tired of accomplishing many learning tasks and other assignments. Bayucca (2021) listed many activities in each module as one of the top issues in modular distance learning. These are supporting the prior study conducted by Luaña (2021), in which one obstacle parents noticed is the high volume of school work. Students finish their activities for the sake of acquiescence while some cannot submit them on time due to insufficient time and instruction (Agaton & Cueto, 2021). Instructions must be clear enough for parents and students to easily follow (Gueta & Janer, 2021).

Gueta & Janer (2021) classified problems met by parents in modular distance learning into four themes: Time management, Comprehension, Motivation, and Independent Learning. Under time management, being unable to manage workload and lack of proper scheduling are the most frequent responses among the participants. As parents are expected to act as the MKO at home, they struggle with allotting time to guide their children in academic activities due to workloads. On comprehension, some parents cannot comprehend the content of the modules, and thus cannot provide answers to the activities in it. A common adage says you cannot teach what you don't know. This is true for parents who have limited knowledge and cannot offer greater help in understanding the self-learning modules. Motivating the child at home to undergo self-learning is also a task designated to the parents. However, the child's delight with gadgets like cellphones and tablets poses a distraction to the process. Lack of immediate feedback from teachers and parents' involvement are also problems related to sustaining the motivation of the learners. Lastly, less interaction with peers and teachers arose as a problem under independent learning along with a lack of encouragement from teachers and the learning community. Bayucca (2021) mentioned that difficulty in independent learning is the topmost challenge met by parents in the current learning modality.

Research Questions

This study aimed to determine the level of involvement of working parents in the modular distance learning of their children. With the results, it also sought to propose support programs to help parents in acting as learning facilitators at home.

The study is guided by the following specific questions:

1. What is the level of involvement of parents in the modular distance learning of their children in terms of sustaining motivation, coaching and tutoring, and monitoring students' compliance?
2. What is the level of academic achievement of the students in the modular distance learning modality?
3. Is there a significant relationship between the level of parents' involvement and the academic achievement of the students?
4. What is the level of seriousness of the challenges encountered by the parents related to modular distance learning?
5. What activities and programs can be suggested to support parents as learning facilitators at home in modular distance learning?

Method

Research Design

This study utilized a descriptive-correlational research design. According to Driessnack, Sousa, & Mendes (2007), the descriptive-correlational design describes a certain phenomenon or variables in a study and the relationship between them. This work primarily targeted to quantitatively describe the level of involvement of working parents, their children's level of academic achievement, and the level of seriousness of problems they encountered in modular distance learning. Moreover, the level of engagement of the responding parents and students' academic achievement was subjected to a correlational test.

Sampling

This study used the purposive sampling technique. By definition, the purposive sampling technique is a non-probability method of selecting respondents for research work and is based on a specified criterion. The researchers targeted parents who are both working, or even single parents who are working, as the main sources of data. A total of 103 parents participated in the study. Some questionnaires were not successfully retrieved due to ethical considerations: the willingness and availability of parents to participate and answer the questionnaires.

Data Collection

This study used a printed survey adopted from the study of Gumapac, Aytona & Alba (2021), inserting a few modifications to suit the current setup of the study. The survey comprised items that revolve around the involvement of working parents in the distance learning modality, particularly in sustaining motivation, coaching and tutoring, and monitoring students' compliance. Moreover, the questionnaire also included items on the level of seriousness of pre-determined problems/challenges encountered by the parents while they participate in the distance learning of their children. It was validated by a set of experts (a master teacher, a school head, and a college instructor) who are also working parents. The result of the validity test is 4.95, described as highly valid. The result of the reliability testing using the Cronbach alpha, at 0.85, suggests an acceptable and very good level of consistency.

To obtain accurate data on the academic achievement of students, the researchers requested copies of class records or a summary of grades from the class advisers, with the permission of the school principals.

Data Analysis

To aid in the meaningful analysis and interpretation of data, the following statistical tools were used:

Frequency and Percentage

It was employed to describe the distribution of students based on their academic achievement.

Mean

This provides central measures to represent the level of involvement of parents, the level of achievement of the students, and the level of seriousness of the problems encountered by parents.

To describe the level of involvement of working parents, the following norms will be used:

| Scale Range | Verbal Interpretation |
|-------------|-----------------------|
| 3.26 – 4.00 | Highly Engaged |
| 2.51 – 3.25 | Engaged |
| 1.76 – 2.50 | Less Engaged |
| 1.00 – 1.75 | Not Engaged |

To describe the level of seriousness of problems encountered by parents during modular distance learning, the following norms will be used:

| Scale Range | Descriptive Rating |
|-------------|--------------------------|
| 3.26 – 4.00 | Very Serious Problem |
| 2.51 – 3.25 | Serious Problem |
| 1.76 – 2.50 | Slightly Serious Problem |
| 1.00 – 1.75 | Not a Serious Problem |

Pearson Product Moment Correlation

This was used to measure the degree of relationship between the level of parents' involvement and the level of academic achievement of the students.

Results

This section presents the significant findings of the data analysis with interpretation and validations from other studies related to the theme of this current research work. As seen in Table 1, the level of involvement of working parents in sustaining motivation for academic achievement in modular distance learning is highly engaged with an overall mean of 3.42. In this study, it was found that working parents are highly engaged in purchasing school supplies for their children's needs in modular distance learning with a mean of 3.61. It means that working parents give their full support to their children's education and motivate them to study well even at home by providing them with the needed school supplies. According to the study by Palma, et al (2021), parents always allocate a budget to buying materials needed for the performance tasks of their children which motivates them to do their best. It can also be noticed that working parents are highly engaged in cooking healthy foods and assuring their children get proper sleep with a mean of 3.59. The table also shows that working parents are highly engaged in persuading and telling their children that they can finish or accomplish any given task or activity with a mean of 3.54. All these results support the study of Gumapac, Aytona, & Alba (2021) on parents' level of engagement in

the Modular Distance Learning of high school students to sustain a child's motivation. In their findings, parents are highly engaged in sustaining a child's motivation in learning at home setup.

Table 1. Level of Parent's Involvement along Sustaining Motivation

| Indicators | Mean | Descriptive Rating |
|--|-------------|-----------------------|
| Cook healthy foods and assure they get proper sleep. | 3.59 | Highly Engaged |
| Purchase school supplies my child needs in his/her modular distance learning. | 3.62 | Highly Engaged |
| Participate in parent-teacher conferences in school. | 3.20 | Engaged |
| Provide a learning space at home conducive to my child's learning. | 3.50 | Highly Engaged |
| Set time for breaks. | 3.50 | Highly Engaged |
| Encourage my child to express his/her opinion and feelings towards his/her education. | 3.51 | Highly Engaged |
| Persuade and tell my child that he/she can finish or accomplish any given task or activity. | 3.54 | Highly Engaged |
| Spend time with my child and study together. | 3.26 | Highly Engaged |
| Praise my child every time he/she finishes answering an assigned activity in his/her module. | 3.43 | Highly Engaged |
| Share personal experiences to motivate my child and give words of encouragement. | 3.54 | Highly Engaged |
| Recognize and celebrate my child's academic accomplishments and achievements. | 3.39 | Highly Engaged |
| Listen and answer my child's questions and suggestions about his/her module. | 3.40 | Highly Engaged |
| Promise my child a reward like an increase in allowance to make him/her finish the activities in his/her module. | 2.98 | Engaged |
| Overall | 3.42 | Highly Engaged |

Moreover, as seen in the table, working parents are engaged in promising a reward to their children to motivate them to finish the activities in the module. This finding is supported by the study of Gumapac, Aytona, and Alba (2021) that parents are more involved in the motivational and financial aspects of distance learning. Barathi and Lawrence (2016) also emphasized that giving rewards and motivation boosts the academic performance of the students which parents need to understand. They also added that parents must identify and give their children's gifts with inspiration, guidance, and information about what is beneficial for them.

Working parents also sustain motivation to their children through their participation in parent-teacher conferences in school with a level of involvement as engaged which means that most of the respondents agreed that attending parent-teacher meetings at school motivates their children in doing their part or responsibilities as students. This finding was in turn supported by Kasi, Suparno & Asib (2021). From their study, they believed that their

participation in school meetings and seminars is significant and a chance to communicate and inquire with the subject teachers or classroom adviser regarding the academic standing or learning progress of their child.

Overall, according to Valoroso, Idulog & Baslan (2022), during the implementation of modular learning, students were performing well because their parents acted as friendly teachers and motivators at home. Parents employ a variety of ways to encourage their children to do and accomplish the learning tasks given to them.

Table 2 shows the level of involvement of working parents in coaching and tutoring their children as engaged with an overall mean of 3.17.

Table 2. Level of Parents' Involvement along Coaching and Tutoring

| Indicators | Mean | Descriptive Rating |
|---|-------------|--------------------|
| Translates English text to Filipino or mother tongue to better explain concepts to my child. | 3.18 | Engaged |
| Remind my child to wisely use his/her time when answering every activity in the module. | 3.46 | Highly Engaged |
| Set the goals that my child needs to accomplish for the day. | 3.06 | Engaged |
| Post my child's weekly schedule to be guided in the time to be spent in every subject and activity. | 3.01 | Engaged |
| Explain the direction of the activity to my child for him/her to easily understand and answer the activities. | 3.25 | Engaged |
| Explain to my child how to answer activities in his/her module using mnemonics and acronyms. | 3.09 | Engaged |
| Encourage my child to make a reviewer. | 3.22 | Engaged |
| Provide examples including real-life scenarios to explain ideas or concepts to my child. | 3.30 | Highly Engaged |
| Use a variety of visual aids like pictures, posters, charts, tables, flashcards, and videos to better teach concepts. | 3.03 | Engaged |
| Help my child in accomplish a performance task | 3.14 | Engaged |
| Use real-world examples or scenarios to explain a concept. | 3.16 | Engaged |
| Overall | 3.17 | Engaged |

As seen in the table, working parents are highly engaged in reminding their children to use their time wisely in answering every activity in the module with a mean of 3.46 and providing examples including real-life scenarios in explaining ideas or concepts to their children with a mean of 3.30.

On the other hand, working parents are engaged in posting their child's weekly schedule to guide their time spent in every subject which means that most of them asked their children to follow the schedule provided by class advisers. Despite these efforts of the parents, the study of Agaton and Cueto (2021) reported that students need more time to accomplish school tasks. They added that learners are tired of accomplishing many learning tasks

and other assignments. From study of Bayucca (2021), he listed many activities in each module as one of the top issues in modular distance learning. Students finish their activities for the sake of acquiescence while some cannot submit them on time due to lack of time and instruction (Agaton & Cueto, 2021). Based on the study of Bhamani, et al. (2020) parents are challenged from home or office because they have their schedules to follow too.

The table also shows that working parents are engaged in using visual aids to explain the lesson for a better understanding of concepts. This finding is in line with the research of Bhamani, et al (2020) that parents believe in being creative which makes their children fruitful. Parents also recommend some apps for vocabulary development, spelling ability, and writing skills. But Sari and Maningtyas (2020) pointed out also in their study that the utilization of various learning media by parents in teaching their lessons at home needs improvement.

Table 3 manifests the level of parents’ engagement in terms of Monitoring their children’s compliance with school activities or tasks during modular distance learning.

Table 3. Level of Parents Involvement along Monitoring Students’ Compliance

| Indicators | Mean | Descriptive Rating |
|---|-------------|--------------------|
| Inspect whether my child finished and submitted all the projects and activities needed in their modular learning. | 3.46 | Highly Engaged |
| Check if my child properly organized his/her learning kit containing their activities before submitting it to the teacher/barangay learning partners. | 3.29 | Highly Engaged |
| Browse my child’s works to check if he/she has completed the activities or practice exercises in his/her module. | 3.13 | Engaged |
| Check whether my child answers his/her activities or tasks in accordance with his/her weekly learning schedule. | 3.14 | Engaged |
| Make sure my child answers the proper answer sheet as indicated in the module. | 3.34 | Highly Engaged |
| Review the number of subjects or activities my child needs to accomplish within the week. | 3.15 | Engaged |
| Ask my child about his/her progress in the module. | 3.22 | Engaged |
| Review my child’s answer to his/her activities and comment on his/her work. | 3.19 | Engaged |
| Contact the school and communicate with the teachers about the progress of my child. | 3.10 | Engaged |
| Report my child’s progress at home to his/her teacher. | 2.96 | Engaged |
| Overall | 3.20 | Engaged |

As gleaned from the table, parents are engaged in monitoring students’ compliance supported by the 3.20 overall mean rating. Specifically, the indicator with the highest level of engagement is the inspection of finished and submitted activities in their modular learning with a 3.46 mean. It implies that although they are working parents, they still find time to check and determine whether their children finished their required output, projects, and

activities needed to be submitted in their distance learning.

Parents are also highly engaged in making sure that their children answer the proper answer sheet indicated in the modules with a 3.34 mean rating. This means that working parents ensure that their children answer the proper answer sheets indicated in their modules in compliance with the directions provided. Similarly, parents are also highly engaged in checking the proper organization of the learning kit before submitting with a mean of 3.29. This indicates that parents want to ascertain that their children's outputs and modules are properly organized to double-check completion and to avoid misplacing answer sheets or outputs before submitting them to the teacher.

The results are supported by the idea of Jaiswal (2017), that parents play a dynamic role in their children's education as they provide not only financial assistance, emotional support, and motivational assistance, but also in facilitating study resources. Parents involve themselves in helping their children, improving their homework, encouraging them, and monitoring their outputs at home. Also, the study of Valoroso et al. (2021), revealed that parents are playing the role of facilitator or guide role model to assist their children in the learning process. On contrary, Gumapac, Aytona, and Alba (2021) stated that parents are more involved in terms of motivation and financial aspects, but not well involved in accomplishing activities, homework, and assignments, and helping their children in their lessons during the modular distance learning.

Further, working parents are engaged in browsing their children's work to check whether activities and exercises in the module are completed with a mean of 3.13. Moreover, parents who are working are engaged in contacting the school and communicating with the teachers about the progress of their children and report their children's progress at home with mean of 3.10 and 2.96 respectively. This implies, that working parents communicate with the school and teachers to check and facilitate their children's performances and to ensure their compliance with modular distance learning. Parents serve as para-teachers, being the ones who guide and monitor the progress and accomplishment of their children (Sari and Maningtyas, 2020).

The overall level of parent's involvement of working parents in the new learning modality is showcased in Table 4.

Table 4. Overall Level of Parents Involvement of Working Parents in the MDL

| Level of Parents Involvement | Mean | Descriptive Rating |
|-------------------------------------|-------------|---------------------------|
| Sustaining Motivation | 3.42 | Highly Engaged |
| Coaching and Tutoring | 3.17 | Engaged |
| Monitoring Students' Compliance | 3.20 | Engaged |
| Overall | 3.28 | Highly Engaged |

Overall, working parents are highly engaged in sustaining motivation in their children in Modular Distance Learning with a mean of 3.42. Moreso, they are engaged in coaching and mentoring their children being the teachers' co-facilitators at home. Similarly, working parents are engaged in monitoring their children's compliance with the task and performances needed in modular learning.

The result of the study is parallel to the findings of Gumapac et al. (2021), wherein parents are highly engaged in Modular Distance Learning in terms of sustaining motivation, coaching and tutoring, and monitoring students' compliance. It manifests that parents are knowledgeable about their expected roles in MDL. On the other hand, the study by Datu and Episcope (2021) revealed that parents are sometimes involved in homework management as well as in monitoring and evaluation. This means that parents are moderately engaged in assisting their children while doing their tasks and monitoring their learning progress. In addition, parents see monitoring their child's learning task as an easier job compared to assisting and helping them accomplish it.

According to Epstein's Framework of Six Types of Involvement, working parents, including single parents, who are employed outside the home or live away from home, are less involved, unless the school organizes opportunities and activities for parents to get engaged and partnered with the school as a way of supporting their child's academics. The next table displays the distribution of the students according to their final grade last SY 2021-2022.

Approximately three out of ten junior high school students performed satisfactorily in the distance learning modality. Table 5 affirms that 35.92%, or 37 out of 103, of the students, have attained an average final grade within 80 - 84 while 26.21% are very satisfactory in terms of their academic performance. It can also be noted that an almost equal number of the selected students is recorded for students who exemplified an outstanding and fairly satisfactory performance. The result reflects that none of the children of working parents are striving academically. All the students have passed and met the academic standards set by the Department of Education even during a pandemic where a distance learning modality is implemented.

Table 5. Level of Academic Achievement of Junior High School Students

| Range of Final Grades | f | % |
|-------------------------------|--------------|---------------------|
| 90 - 100 (Outstanding) | 20 | 19.42 |
| 85 - 89 (Very Satisfactory) | 27 | 26.21 |
| 80 - 84 (Satisfactory) | 37 | 35.92 |
| 75 - 79 (Fairly Satisfactory) | 19 | 18.45 |
| N | 103 | 100.00 |
| Mean | 84.31 | Satisfactory |
| Standard Deviation | 4.37 | |

Overall, the level of academic achievement of the selected students is Satisfactory. It is evident in the overall mean rating of 84.31, and standard deviation of 4.37. At this level, students are expected to have acquired the fundamental knowledge, skills, and core understanding of the subject areas. They can accomplish learning tasks and transfer learning to perform tasks with a little guidance from their home learning facilitators, or even peers. In a deeper context, they cope well with the new learning modality, even in the absence of a classroom teacher, however, not enough to at least achieve the proficient level.

This result is very much aligned with the findings of Solis (2021) and Tus (2021). Most junior high school students

perform satisfactorily in modular distance learning (Solis, 2021). Furthermore, students who demonstrate very satisfactory performance are second in number, while outstanding students are third and fourth are those who exhibit fairly satisfactory performance. Tus (2021), in addition, also agrees as her study presented a similar pattern of results with the greatest percentage, 39%, recorded for junior high school students who got grades from 80-84 interpreted as satisfactory. But the study of Valoroso, Idulog & Baslan (2022) shows that most students are at a very satisfactory level, meaning they have final grades equivalent to 85 - 89.

Table 6 presents the result of the correlation between the level of parents' involvement and the student's academic achievement. This statistical test used two levels of significance: .01 and .05. Table 6 suggests that only two dimensions, included in this study, flagged significant relationships with the students' academic achievement. The level of parent's involvement along Coaching and Tutoring showed a significant relationship with the students' academic achievement at a 0.01 level of significance. The value $r = 0.502$ denotes a positive but moderate relationship between these two variables. The higher the level of coaching and tutoring involvement of parents, the more the child yields better achievement academically. In addition, this means that the involvement of working parents in terms of coaching and tutoring positively boosts the achievement of students in the distance learning modality.

Table 6. Relationship between Parents' Involvement and Student's Academic Achievement

| Parents Involvement | Academic Achievement |
|-------------------------------|-----------------------------|
| Sustaining Motivation | 0.127 |
| Coaching and Tutoring | 0.502* |
| Monitoring Student Compliance | 0.225** |
| Overall | 0.153 |

*correlation is significant @ 0.01 level

**correlation is significant @ 0.05 level

Similarly, the level of parents' involvement along with monitoring students' compliance and level of academic achievement of the students seem to have a positive relationship at 0.05 level of significance. The r-value of 0.225 implies a direct relationship between the two variables, which means that the more engaged parents are in terms of monitoring their child's academic tasks and completion, the better the child performs in the modular class. As the learning facilitators at home during their free time, parents who monitor whether their child has completed or executed learning tasks can check the accuracy and quality of the outputs before submission. As a result, the parent may provide additional inputs and has the chance to correct mistakes in the answers of the learner. However, sustaining motivation did not achieve a statistically significant relationship with students' academic achievement.

Overall, the level of parents' involvement does not significantly affect the level of academic achievement. The overall Pearson r-value, 0.153, was found statistically insignificant at any level of significance. This is also true for the study conducted by Tus (2021) where no significant relationship was discovered between parental involvement and the academic achievement of students. In addition, the study of Valoroso, Idulog & Baslan

(2022) unveiled no significant correlation between the parents' role as an overall learning facilitator at home during the pandemic and the students' academic achievement. Despite playing the roles of counselor/advisor, motivator/encourager, facilitator/guide role model, good communicator, active caretaker, routine builder, vigilant guardian, and friendly teacher, the study affirms that the learners' academic achievement is dependent on the quality of outputs and how well he/she responds with written works and performance tasks.

There have been numerous studies supporting the strong relationship between parental involvement and academic achievement. One of them is the study of Naite (2021) which says that students who are sons and daughters of highly involved parents have a higher tendency to gain higher scores on tests and achieve higher grades. Parental involvement and academic achievement of the students are found significantly correlated (Xiong, et al, 2021; Gan & Bilige, 2019). The significant correlation denotes that the involvement of parents in the academic tasks of their child positively influences the learner's school-related achievement. Lara & Saracosti (2019) states that parental involvement is a crucial element in the academic endeavor of their child. Learners who have highly involved parents tend to be better at school while low parental involvement is associated with low performance. Furthermore, the previous study concludes that a significant difference in the academic performance of the students when they are clustered according to their parent's level of involvement.

Table 7 presents the level of seriousness of the problems encountered by parents as learning facilitators at home. It can be noticed that most of the items are described as slightly serious problems, while only four as marked as serious problems.

Table 7. Level of Seriousness of the Problems Encountered by Parents during MDL

| Problems | Mean | Descriptive Rating |
|---|-------------|---------------------------|
| Lack of proper scheduling of learning tasks | 2.29 | Slightly Serious Problem |
| Unable to balance work and tasks as a learning facilitator at home | 2.34 | Slightly Serious Problem |
| Difficulty in understanding the content of the modules | 2.37 | Slightly Serious Problem |
| Too many activities in the modules | 2.46 | Slightly Serious Problem |
| Less capability to teach | 2.34 | Slightly Serious Problem |
| Distractions caused by gadgets like cellphone and tablets | 2.94 | Serious Problem |
| Lack of immediate feedback from the teachers | 2.21 | Slightly Serious Problem |
| Lack of references available at home | 2.52 | Serious Problem |
| Multiple children enrolled in modular distance learning | 2.16 | Slightly Serious Problem |
| Unclear instructions for activities and tests in the self-learning modules | 2.51 | Serious Problem |
| Limited financial resources to support materials for activities and performance tasks | 2.35 | Slightly Serious Problem |
| Internet connection issues | 2.59 | Serious Problem |
| Emotional instability of child at home | 2.22 | Slightly Serious Problem |
| Poor reading and writings skills of the child | 1.94 | Slightly Serious Problem |

As shown in the table, with a mean of 2.94, working parents agree that distractions caused by gadgets such as cell phones and tablets are a serious problem in modular distance learning. This implies that their children are easily distracted and spend more time on their cell phones, commonly browsing their social media or playing online games, which results in losing their focus in answering their self-learning modules. Similarly, Gueta & Janer (2021), also found out that gadgets are distractions like cellphones and tablets. This is supported by the study of Kintanar, et al. 2021, where parents get alarmed by their children’s inattention in accomplishing learning tasks, due to distractions brought by cell phones and televisions.

Issues with internet connectivity and lack of references available at home are also seen as serious problems by working parents with means of 2.59 and 2.52, respectively. This indicates that the availability of an internet connection is essential for students in answering their modules as the easiest means to access various references that may help them finish their tasks. Moreover, some of the activities in the modules need access to several online sites. This is congruent with the study of Tosun et al. (2021), wherein it was found that internet access is one of the issues that hinder learning delivery. In addition, working parents also find unclear instructions for activities and tests in the self-learning modules a serious challenge, wherein parents find it difficult to help their children in answering their modules with limited and unclear instructions resulting in confusion and poor accomplishment of their tasks and tests. This is similar to the findings of Gueta & Janer (2021), wherein some modules do not have clear instructions resulting in difficulty in understanding and answering the modules a challenge in the use of self-learning modules. Likewise, Kintanar et.al. (2021), parents are faced with challenges like communicating and facilitating instructions to their children in modular distance learning as parents are quite unfamiliar with how to systematically facilitate instructions.

This study also revealed that working parents find too many activities in the modules a slightly serious problem. This implies that working parents and students find an overwhelming number of activities in their modules a challenge in distance learning. The finding is parallel to the study of Luaña (2021), where parents are concerned with the jampacked activities given in different subjects within a week, ranging from review to output-based activities. Lack of immediate feedback from the teachers, multiple children enrolled in modular distance learning, and poor reading and writing skills of the child are also seen as slightly serious problems.

Table 5. Proposed Plan of Activities and Programs

| Areas of Concern | Objectives | Strategies/ Activities | Persons Involved | Time Frame | Expected Output |
|--|---|---|---|-------------------|--|
| Challenges encountered by working parents in assisting students’ performances in Self- | Minimize the problem encountered by parents in distance learning. Improve | Paging! Disseminate the results of the study to the school administrators and teachers to inform them about the concerns of parents in the modular distance learning and conduct LAC sessions | School Administrators Teachers Parents Students | Year Round | LAC sessions Digitized modules and learning materials such as |

| Areas of Concern | Objectives | Strategies/ Activities | Persons Involved | Time Frame | Expected Output |
|--|--|--|-------------------------|-------------------|---|
| Learning Modules: a. Distractions caused by gadgets like cell phones and tablets b. Internet connection issues c. Lack of references available at home d. Unclear instructions for activities and tests in the self-learning modules | parents' level of engagement in coaching and mentoring and monitoring students' compliance Develop shared responsibility between parents/guardians and schools that foster academic success and self-management of learning | which aim to simplify and conceptualize instructions and activities in the modules. FYI: Use the school page Deped Tayo Banayoyo National High School to disseminate information about the proposed action plan on improving parents' level of engagement in the student's learning process. I-download mo ako! Develop downloadable digitized modules or learning materials (PowerPoint Presentation, recorded video lessons, and activity or answer sheets) available and accessible online or offline. BNHS E-library: Develop a school website using google sites where teachers can upload learning materials such as PPT presentations, recorded video lessons, activities, or answer sheets which are available for online | | | PowerPoint Presentation, recorded video lessons, and activity or answer sheets. School website of learning materials accessible by parents and teachers online or offline. Intervention programs: a. Sharing of good practices b. Time management |

| Areas of Concern | Objectives | Strategies/ Activities | Persons Involved | Time Frame | Expected Output |
|-------------------------|-------------------|--|-------------------------|-------------------|------------------------|
| | | or offline downloads. | | | |
| | | Tara! Usap Tayo: Conduct face-to-face parents-teachers conferences to expand intervention programs | | | |

Conclusions

Based on the findings of the study, the researchers hereby conclude the following:

1. Working parents are highly engaged in terms of the motivational aspect of parental involvement. They exhibit a high level of involvement in the purchasing of learning materials, giving encouragement and motivational words, and preparing healthy foods or snacks. On the other hand, parents are engaged in coaching and tutoring, and monitoring students' compliance, parents are engaged. Overall, the level of parents' involvement is described as Highly Engaged. Despite having to attend job-related tasks or involvement in money-making activities during the pandemic, parents are still performing their duties and responsibilities as learning facilitators at home.
2. Students demonstrate a satisfactory level of academic achievement during modular distance learning. Most of the junior high school students attained a final grade within 80 – 84.
3. The study reveals a statistically insignificant relationship between the overall level of involvement of working parents and students' academic achievement. However, the academic achievement of the junior high school students posted significant relationships with two dimensions of parental involvement – coaching and tutoring, and monitoring students' compliance. The results suggest that the higher the level of involvement of parents in knowledge acquisition and monitoring of the completion or submission of learning tasks, the higher the academic success their child achieves.
4. Distractions caused by gadgets, unavailability of learning resources at home, unclear instructions in the activities and tests found in the self-learning modules, and unstable internet connection are tagged as serious problems encountered by working parents during modular distance learning.
5. A set of proposed programs for parents are suggested to up their level of involvement, particularly in knowledge acquisition and monitoring students' compliance, as well as addressing the challenges met in the distance learning modality.

Recommendations

Aligned with the findings and conclusions of the study, the following are hereby recommended:

1. To sustain the positive level of involvement of working parents, and other parents/guardians who mainly act as learning facilitators at home, the school must continue crafting programs that will magnify the impact of

parents' engagement on their children's various learning tasks. Teachers may create authentic learning tasks or outputs which require the involvement of the learner's parents.

2. Teachers and parents should work hand-in-hand towards the improvement of the academic achievement of the learners. Teachers may consider intensifying the use of educational platforms and applications and trying out a variety of methodologies to meet the learning needs of the students. Parents, on the other hand, may opt to adopt practices of other parents especially in sustaining motivation, coaching and tutoring, and monitoring the academic compliance of their child.
3. Parents should continue to provide a consistent level of support and engagement to the scholastic tasks of their children. Whether in a face-to-face modality or distance learning format, parents should engage in an opportunity to coach or monitor his/her child, as it is seen as a relevant factor in academic success.
4. The schools included in this study, and others as well may consider implementing the proposed programs to address pressing issues met by parents who act as para-teachers to meet a significant development in the academic endeavors of the learners regardless of the learning modality utilized.
5. Other researchers may conduct related academic research to confirm or refute the findings of this study to create a wider range of literature on the topic at hand. They may conduct both quantitative and qualitative research that compares the involvement of parents during the pandemic and post-pandemic time.

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