



IMPROVING THE ACADEMIC PERFORMANCE OF THE LEARNERS USING MODULAR INSTRUCTION THROUGH FAMILY MEMBERS' INVOLVEMENT

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Completed 2021



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Improving the Academic Performance of the Learners Using Modular Instruction Through Family Members' Involvement

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Abstract

The onset of the pandemic led to the conduct of this study since education was greatly affected. Nonetheless, despite the pandemic, education had to be sustained so that the learning of learners would not stagnate. The school found ways and initiated distance learning modalities to cater to the learnings of the school's clientele. It applied modular instruction in the delivery of the lessons. Hence, with this modality, family member's involvement in the learners' academic performance was vital. Family members were encouraged to take part in the learning process since teachers were not around to facilitate the learning needs of the learners during this time. This research was made to identify if family members took significantly in the learners' academic endeavors. The research, ergo, used one (1) section of grade 10 in Imelda National High School to see the importance of family members' participation in the academic performances of the recipients. This research would see the performances of the learners in their quizzes, major assessments, and other activities both in the first and second quarters. Moreover, this research used a T-test to measure the significant difference between the variables included in the study. 71 respondents in this research were signed up for the academic year 2021–2022. It was vivid that after the conduct of this research, it was found that there was a significant difference in the GPAs of the learners both in the first and second quarters, and there was a strong relationship in both quarters which affected remarkably the recipients' grades.

Keywords: *academic performance; family members; involvement; modular instruction*

Acknowledgment

Living in the line that nobody should be left unattended nor left behind, this research was made. It is with utmost sincerity and gratitude that the researchers would like to extend to these remarkable individuals who helped make this study a reality. The greatest honor and praise are accorded to HIM.

The researchers would like to also give their felicitations to the District Research Coordinator, Dr. Reynante B. Diodos, who mentored, guided, and wholeheartedly extended his expertise from the formulation up to the finalization of the study.

To Imelda District Research Team headed by Dr. Dennis D. Silva and to the Division Research Team, who conducted orientations and provided valuable suggestions and recommendations relevant to the study.

To the Zamboanga Sibugay Division Basic Education Research Fund (BERF) for the financial support accorded for the fulfillment of the study.

To the parents and to the learners involved in this study, heartfelt thanks were also extended.

To their families and to everyone who became the inspiration and moral support of the researchers to participate and accomplish their work, their grand respect and gratitude.

Thank you, and More Power!

Introduction

The COVID-19 coronavirus outbreak in 2020 wreaked havoc on people's daily lives all around the world. Like any other sector, education experienced a variety of COVID-19-related effects. To stop the coronavirus from spreading, the government has implemented regulations that limit social interaction. Numerous countries put immigration restrictions on Erasmus students and stopped having classes and exams in person. Textbooks and other educational tools are being used in place of traditional classrooms. Various e-learning platforms enable teachers and students to intermingle with one another, and occasionally social media, broadcast television, and modular training are employed for educational reasons (Gonzales et al. 2020).

All learners, especially those from low-income families, have been impacted by school closures and social isolation because of the COVID-19 pandemic. A mental health crisis is developing due to the harm done to students' learning and the fact that many students can no longer access the assistance that was provided by schools (Terada 2020). Based on recent research, almost all students currently need in-person instruction. Thus, a lot of parents and teachers worry that when the pandemic passes, kids won't perform as well in school and that the achievement gap between high- and low-achieving learners will widen (Soland et al. 2020).

Another study stressed that school-aged children and parents were so much affected by the storm of the virus. The transition from attending school to remaining at home seven days a week, nonstop, is important for children. As a result, parents have also had to change their approach, maybe working from home and adding "teacher" to their list of parental qualifications. Both parents and kids experience more effort and stress as a result of this change. As a parent, grandparent, or other caregiver, it can be difficult to teach a child how to manage their complex emotions in a healthy and mature way (Branstetter 2020).

Being a parent has always been challenging, but homeschooling, working from home, and all the financial uncertainty around COVID-19 have made it even more difficult (Lundgren and Segal 2020, 1). They also emphasized how many of us have become de facto homeschool teachers as a result of the coronavirus outbreak. Family members must establish a relationship with their children's instructors, they highlighted, as they are well aware of their academic strengths and limitations and may be able to assist in developing a more personalized learning plan.

Children remain at home and are expected to complete their education remotely as a result of COVID-19 forcing the closure of the school. Teachers will use digital technologies to communicate with students, but parents and other relatives of the family must assist with this new approach of education. They continued by saying that it will be crucial for parents and other relatives of the family to step up and make sure that kids are taken care of and teachers are supported in encouraging kids to keep learning (Cheong et al. 2021, 296).

With the onset of the pandemic, education must not be compromised. "Education cannot wait," as the DepEd chief stipulated in one of her interviews in the national news. To this, the Secretary further noted that the department undergoes several organizational reforms one of these was the filling out and submission of the Learner Enrollment and Survey Form (LESF) to verify each learner's family's capacity to assist the child at home while there is an absence of face-to-face instruction where teachers cannot commit themselves physically with the school-aged children.

Imelda National High School, Imelda, Zamboanga Sibugay uses modular instruction in the delivery of lessons through supplemental online learning is adapted,

but the core of the lessons' delivery is through printed modules which are given to parents on a scheduled basis. To this, family members' involvement in the deepening of understanding of the learners on the varied lessons highlighted in the distributed learning modules significantly plays a role. Adding to it is the educational attainment and capacity of the elders to assist the learners in understanding the different lessons in the different learning areas.

Hence, the phenomenon inspires the researchers to conduct this research to address the efficacy of members of the family's participation in the academic achievement of the learners using modular print.

Literature Review

Academic success has consistently been shown to be positively connected with engagement of parents in their children's early schooling (Hill and Craft 2003, 74-83; Marcon 1999, 1; Stevenson and Baker 1987, 1348). Particularly, children who have parents with greater interest in their education academically perform better compared to children whose parents are less actively participating (Topor et al. 2011, 1). A child's scholarly development is significantly impacted by predominantly active and responsive parent-child interactions (Christian, Morrison, and Bryant 1998; Committee on Early Childhood Pedagogy 2000).

Many other factors have been used to define and evaluate parent participation, including how parents act at home and at school, how they feel about their children's education, where they go to school, and who their teachers are (Epsteini 1996; Grolnick and Slowiaczek 1994; Kohl, Lengua, and McMahon 2000). Previous studies have revealed evidence that more active parental participation raises a child's ability (Gonzalez-Dehass, Willems, and Holbein 2005, 16-18; Grolnick, Ryan, and Deci 1991).

Thus, the proponents decided to conduct this study to diagnose the in-depth effects of family member's involvement in students' academic performance using Modular Instruction.

Research Questions

The aforementioned study assessed the effect of family member's participation in the academic attainment of the learners in Grade 10-Rizal of Imelda National High School, Imelda, Zamboanga Sibugay during the First Grading Period of the school year 2021-2022 using Modular Instruction.

The study specifically seeks to address these queries after data will be gathered, analyzed and interpreted:

1. What is the degree of family members' participation in the learners' academic achievement using modular instruction during the first quarter?
2. What is the GPA of the students' academic performance during the first quarter?
3. What is the extent of family members' involvement in the learners' academic performance using modular instruction during the second quarter?
4. What is the GPA of the learners' academic performance during the second quarter?

5. Is there a significant difference between the degree of family members' participation in the academic performance of the learners using modular instruction during the first and second quarters?
6. Is there a significant difference in the GPA of the learners using modular instruction during the second quarter?
7. Is there a significant relationship between the family members' participation in the GPA of the learners?
8. Based on the study's findings, what action plan can be made?

Scope and Limitation

The scope of the study investigated the impact of the involvement of family members in the academic performance of the students using modular instruction. The research was conducted to the seventy-one (71) Grade 10-Rizal learners of Imelda National High School, Imelda, Zamboanga Sibugay, and the seventy-one (71) parents and or family members of the research's recipients. The study was conducted during the first and second quarters of School Year 2021-2022 when in-person classes were not allowed.

Method

Research Design

The research used a descriptive survey research design. This model used quantitative data collection and analysis. Creswell (2003, 18) Quantitative research uses experimental and survey research methods to gather data on pre-selected instruments that afford statistical data. Results from quantitative research can be prescriptive, explicative, and confirmatory (Creswell 2003, 18).

The research methodology was deemed suitable for this undertaking because this study's main objective is to assess the influence of family member's involvement in the academic performance of the learners in Grade 10-Rizal of Imelda National High School, Imelda, Zamboanga Sibugay during the First Grading Period of the School Year 2021-2022 using Modular Instruction.

Research Participants

The researchers used the qualitative descriptive method of investigation in this research because the researchers appealed to identify the effectiveness level of family involvement in students' Academic performance during the first quarter using modular instruction. The research was conducted on Grade 10 Rizal learners for SY 2021-2022.

The research was done by observing and getting the average grades of the Grade 10 Rizal learners in English, Science, and MAPEH subjects for the first quarter.

Research Instrument

The researcher made a questionnaire with 10-item statements with the response using the Likert Scale. This questionnaire was used during the first and second quarters of the school year 2021 – 2022. The questionnaire was validated by a panel of experts within the school.

Data Gathering Procedure

Since the research employs a descriptive quantitative method, a survey questionnaire was used to get the necessary data. The subjects of this study were the Grade 10 Rizal learners of Imelda National High School and their family members who were qualified to assist in the learning process. Table 1 shows the number of respondents who were surveyed.

Table 1: The Respondents of the Research

Respondents	Total Enrollees of G-10 Rizal for School Year 2021-2022	Desired Sample Size
Grade 10 Rizal Learners	71	71
Family Members	71	71
Total	142	142

The data gathered were based on the survey from the 71 total number of respondents, which will also equal to as many family members as there are.

Data Analysis

The information received from the learners was summarized and analyzed using the weighted mean to determine the level of effectiveness of family members' involvement in academic performance using modular instruction. The significant difference between the two variables was determined using a t-test, and the significant association between the two variables was tested using a Pearson correlation of students' GPA from the first to second grading periods.

Results and Discussion

This part focused on the discussion on results, research findings, and reflection of the researchers on family member's participation in the academic performance of the learners in Grade 10-Rizal with 71 learners of Imelda National High School, Imelda, Zamboanga Sibugay during the First Grading Period of the School Year 2021-2022 using Modular Instruction.

Family Members' Involvement in Learners' Academic Performance Using Modular Instruction. Family involvement in learners' academic performance is a topic of significant importance, especially in the context of modular instruction. Modular instruction, which involves breaking down the curriculum into smaller, manageable units or modules, has gained traction due to its potential to enhance learning outcomes. When family members actively participate in this process, students can experience several benefits that contribute to their academic success.

Table 2 shows that the length of involvement of family members in the learners' academic performance using modular instruction during the first quarter was 3.31, interpreted as always. This means that family members received information on how to aid their kids' learning progress or improve at home; received regular updates on the child's progress from the teacher; got information about the skills and knowledge the

child should possess in his/her current year level; aware of their responsibility in child's academic performance at school and retrieved the modules on time.

Table 2: The Degree of Family Members' Participation in Learners' Academic Performance Using Modular Instruction During the First Quarter

	Statement	Weighted Mean	Interpretation
1	I learned what I can do at home to help my child's learning progress or be improved upon.	3.98	Always
2	The teacher gave me regular information on my child's academic growth.	3.73	Always
3	I learned what my child ought to know and be able to do at his or her current grade level.	3.83	Always
4	I am conscious of my obligation to support my child's academic success at school.	3.85	Always
5	I regularly followed up with my child in completing his/her modules.	3.38	Always
6	I assist my child with the questions in the modules by explaining to him/her the topic.	2.00	Sometimes
7	I teach my child the correct answer for him/her to finish answering ahead of time.	1.45	Never
8	I retrieved the modules for my child on time.	3.83	Always
9	I retrieved the modules for my child on time.	3.93	Always
10	I followed up regularly on the progress of my child at school through messenger or text.	3.15	Oftentimes
	Average Mean	3.31	Always

Range: 1 – 1.75 Never; 1.76 – 2.51 – Sometimes; 2.52 – 3.27 Oftentimes; 3.28 – 4.00 Always

Students' Academic Achievement. Exploring the factors contributing to the effectiveness of modular instruction in enhancing students' academic success is crucial. It becomes increasingly evident that modular instruction offers a potential pathway to fostering improved academic performance.

Table 2: Grade-Point Average (GPA) of the First Quarter's Academic Performance of the Students

Quarter	Average MPA
First	91.53

The table above shows the GPA of Grade 10- Rizal learners during the first quarter, which was 91.53%, indicating their remarkable performance in the assessments, activities, and other outputs in their varied learning areas, showcasing the involvement of their family members.

Family Members' Involvement in Learners' Academic Performance Using Modular Instruction. Modular instruction has gained prominence as an educational approach, particularly during times when traditional classroom-based learning is not feasible, such as during the COVID-19 pandemic. In this context, the involvement of

family members in learners' academic journey becomes increasingly crucial. Family involvement plays a significant role in enhancing learners' academic performance and success, even when education is delivered through modular instruction.

Table 3: Degree of Family Members' Participation in Learners' Academic Performance Using Modular Instruction During the Second Quarter

	Statement	Weighted Mean	Interpretation
1	I learned what I can do at home to help my child's learning progress or be improved upon.	3.80	Always
2	The teacher gave me regular information on my child's academic growth.	3.73	Always
3	I learned what my child ought to know and be able to do at his or her current grade level.	3.70	Always
4	I am conscious of my duty to support my child's academic success in school.	3.68	Always
5	I regularly follow up with my child in completing his/her modules.	3.13	Oftentimes
6	I support my child as they complete the modules by explaining to him/her the topic.	1.88	Sometimes
7	I teach my child the correct answer for him/her to finish answering ahead of time.	1.48	Never
8	I retrieved the modules for my child on time.	3.45	Always
9	I returned the modules to my child on time.	3.87	Always
10	I follow up regularly on the progress of my child at school through messenger or text.	2.95	Oftentimes
	Average Mean	3.17	Oftentimes

Range: 1 – 1.75 Never; 1.76 – 2.51 – Sometimes; 2.52 – 3.27 Oftentimes; 3.28 – 4.00 Always

The table above shows the consistency of the Average Mean from the first quarter to the second quarter with an interpretation of Oftentimes with an Average Mean in the second quarter of 3.17. This means that family members regularly follow up with their child in answering his/her modules and follow up regularly on the progress of the child at school through messenger or text.

Students' Academic Achievement. Family involvement in education has consistently shown positive correlations with students' academic achievement. When family members are highly involved in their children's educational journey, students tend to perform better academically and experience a range of benefits that contribute to their overall success.

Table 4: Students' Academic Achievement through Grade-Point Average (GPA) During the Second Quarter

Quarter	Average MPA
Second	92.33

Table 4 shows the Mean Percentage Average of the learners for the second quarter. The table above showed the increase in GPA of the learners during the second quarter from 91.53% in the first quarter, it increased to 92.33% in the second quarter indicating their remarkable performance in the assessments, activities, and other outputs in their varied learning areas with the involvement of their family members.

Table 5. Test of Significant Difference in the Degree of Family Members' Involvement in the Academic Performance of the Learners Using Modular Instruction During the First and Second Quarters

Variables	t-value	p-value	Findings	Decision on H₀
1 st Quarter vs. 2 nd Quarter	4.157	.002	Significant	Rejected

Family members' impact on kids' academic achievement in the first and second quarters is significantly different, as seen in the table above. Parents who participate in their children's education see greater academic results. Studies show that parental involvement is most successful when it is viewed as a partnership between educators and parents (Davies 1996, 13-21; Emeagwali 2009, 8; Epstein 2009, 209).

Table 6: Test of Significant Difference between the GPA of the Learners Using Modular Instruction During the First and Second Quarters

Variables	t-value	p-value	Findings	Decision on H₀
1 st Quarter vs. 2 nd Quarter GPA	-6.676	.000	Significant	Rejected

The table above demonstrated a substantial difference in the learners' GPAs using modular instruction in the first and second quarters. Jacobs and Bleeker (2004, 5-21) concluded that large data sets gave academic access with proof that family members helped to improve the learner's grades.

Table 7: Test of Significant Relationship Between the Family Members' Involvement in the GPA of the Learners

Variables	r-value	Interpretation	p-value	Findings	Decision on H₀
1 st Quarter vs. 2 nd Quarter Family Involvement	.977	Very strong relationship	.000	Significant	Rejected

***Correlation is significant at the 0.01 level (2-tailed).*

The hypothesis was disproved at a significance level of 0.01; as a result, there was a substantial correlation between the two variables: the first-quarter GPA and the second-quarter GPA. Therefore, if parents are actively involved, students perform well in school, Sheldon (2009) mentioned that numerous studies have demonstrated that children excel academically when parents provide a lot of support to them, as cited by Đurišić and Bunijevac (2017, 137).

In conclusion, research revealed a link between parents' participation in modular learning and students' academic achievement. The study also supported several earlier findings that showed parental involvement greatly impacted kids' academic development.

According to the research's findings, there were significant differences in how involved families were in their children's modular instruction during the first and second quarters of the 2021–2022 school year. This finding is supported by a study by (Davies 1996, 13-21) that found that families and schools work well together to support students' education.

Family members' participation supports a critical chance for schools to supplement modular distance learning by carrying family members into the teaching procedure. More family involvement has been found to improve student success, parent and teacher satisfaction, and the school environment. To encourage effective family involvement, schools may establish partnership programs that continuously develop, implement, analyze, and improve practices and policies encouraging family and community involvement. During the pandemic, family members' involvement encouraged healthful child development and safeguarded school conditions since it was constructed with sensible reflection of the community's particular needs.

Schools need to involve family members in the instruction of learners via efficient partnership programs attempting to convey the value of education during times of pandemic. It is also advantageous for administrators and educators to contain family members in the education of the learners and continually provide education in modular distance learning or in any modality to learners during times of crisis.

Conclusion and Recommendations

According to the study's findings, there have been significant differences between parents' involvement in their child's modular instruction throughout the first and second quarters of the 2021–2022 academic year. The results showed a connection between parents' participation in modular learning and students' academic achievement. The study also supports several earlier findings that showed parental involvement greatly impacted kids' academic development. Thus, the researchers advise that parents be actively involved as partners in their children's learning and closely involved in modular learning activities.

Dissemination and Advocacy Plans

According to the study's findings, parents' involvement in their child's modular training has widely varied in the first and second quarters of the school year 2021 – 2022. The results showed a connection between parents' participation in modular learning and students' academic achievement. The research also supports several earlier findings that showed parental involvement greatly impacted kids' academic

development. Thus, the researchers advise that parents be actively involved as partners in their children's learning and closely involved in modular learning activities.

Action Plan

To institutionalize this study, the researchers called the attention of the parents and or guardians of the recipients of this research for a caucus highlighting their involvement in the students' academic achievement under modular instruction on the first week of September. During the conduct of the study, follow-ups were made on the grades or performances of the learners after the first quarter and second quarter assessments. Right after, a parents' meeting was called to inform the result of the performances of the learners in both quarters.

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Financial Report

This section approximated the funds utilized in the actual conduct of this research work. The breakdown of cost per research task is detailed in Table below.

Items	Cost	Quantity	Total Cost
Bond Paper-A4	195/reams	10 reams	1,950.00
Epson Ink	400/bot.	9 bots.	3,600.00
TOTAL			5,550.00

Appendix A

Interview Questions

Name of parents/guardian: _____ Name of Student: _____

Grade level: _____ Section: _____ Quarter: _____

FAMILY MEMBERS' INVOLVEMENT IN THE ACADEMIC PERFORMANCE OF LEARNERS IN MODULAR (PRINT) INSTRUCTIONS SURVEY

Your involvement in your child's education is valuable and significant as a parent or family member. Your level of involvement in your child's academic achievement in modular (print) instructions is requested in this survey. Your replies, which could aid schools in strengthening relationships with parents and families will be kept private. Results will only be shared as a collective. Please select the response that most closely resembles each of the following statements of your level of involvement with your child in answering the module.

STATEMENT	4- ALWAYS	3- OFTENTIMES	2- SOMETIMES	1- NEVER
1. I learned what I can do at home to help my child's learning progress or be improved upon.				
2. The teacher gave me regular information on my child's growth.				
3. I was given information on skills and knowledge my child should possess at his/her current year level.				
4. I am conscious of my responsibility for my child's academic performance at school.				
5. I regularly follow up with my child in answering his/her modules.				
6. I support my child as he/she completes the modules by explaining to him/her the topic.				
7. I teach my child the correct answer for him/her to finish answering ahead of time.				
8. I retrieved the modules for my child on time.				
9. I returned the modules to my child on time.				

10. I follow up regularly on the progress of my child at school through messenger or text.				
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Signature of respondent

The Researchers:

ESMERALDA D. GAMIL

MARIA HELEN C. LAGUTIN

YOLANDA A. FORTUNA

Appendix B

Informed Consent

Title of the Study:

Improving the Academic Performance of the Learners using Modular Instruction through Family Members' Involvement

Principal Investigator:

I acknowledge that the purpose of this study is to document and I consent to take part in it and analyze how the academic performance of learners improved using modular instruction through family members' involvement.

1. Confidentiality: I am aware that the data from this study may be used for research, including publication in a journal of that sort. However, all personal data will be coded, and my identity will never be made public.

2. Voluntary participation: I have been given explanations of the study's nature and objectives. I am aware that participation in this study is voluntary and that declining to take part will not subject me to punishment or victimization. I'm free to stop taking part whenever I want, without incurring any fees. I am aware that I can stop taking part at any time without being penalized. I am aware that I can stop taking part in the study at any time and there will be no repercussions.

3. Termination of Participation: If the researcher thinks any aspect of the study would place me at an unreasonable danger, I could have my participation in the study ended without my agreement. If I don't follow the study protocol, my participation can also be cut off.

4. Persons to contact with questions: I am aware that the study's lead researcher is: _____. Additionally, I make a note of the contacts listed in the informational booklet that came with this letter, which I will save for future use and safekeeping.

5. Consent to participation: I declare that I have read everything above and that any queries I may have had have been satisfactorily addressed. I now voluntarily consent to taking part in the study. (A copy of this signed informed consent will be given to me.)

Participant's Signature

Date