



PARENTAL INVOLVEMENT IN MODULAR DISTANCE MODALITY: BASIS FOR RESTRENGTHENING THEIR ROLES IN TIME OF PANDEMIC

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ABSTRACT

Research Title	: Parental Involvement in Modular Distance Modality: Basis for Restrengthening Their Roles in Times of Pandemic
BERA/Research Theme	: Governance
Research Design	: Descriptive Quantitative Research
Sampling	: Stratified Sampling
Data Collection	: Researcher-Made Validated Questionnaire
Data Analysis	: Frequency Count, Percentage, Mean, and Pearson Correlation and Linear Regression

Executive Summary:

Due to the suspension of face-to-face classes brought by pandemic COVID-19, learning takes place at home. Parents have vital roles to play as partners of teachers in facilitating learning. Thus, knowing the involvement of parents of Butansapa National High School on vital roles in the delivery modality in times of pandemic, this research was conducted.

Descriptive quantitative research was the design used to conduct the study. It involved 170 selected parents through stratified sampling and made use of researcher-validated questionnaire as the main tool for collecting data.

Major results revealed that parent respondents were mostly elementary graduates, with income below Php5,000 and family providers were underemployed and unemployed at the time the study was conducted. Parents were moderately involved to their role in teaching children at home and setting of home rules and supervision, and school activities while somewhat involved based on their parenting styles and communication to school personnel. The level of encouraged of teachers on parental involvement was moderate. A strong negative significant relationship was proved where $\text{sig}=0.00<0.05$ which rejected the null hypothesis and affirmed and accepted the research hypothesis.

Therefore, major recommendation is to restrengthen parental involvement in the area of parenting styles as well as communication to school personnel. Likewise, teachers need to maximize their capacity of encouraging parents to achieve a higher-level parental involvement. Follow up studies is encouraged to conduct and include other variables to give comprehensive and more profound results.



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I. Introduction

Every educational institution has its own shared problems that need to be addressed. Major problems that beset the schools are related to school performance indicators such as enrolment rate, dropout rate, achievement rate, retention rate, and the like. Consequently, it is a dream of every school head to strengthen the parents' involvement to uplift the school performance because the parents and the school share responsibilities in educating their children together with the school and its teachers (School-Based Management, 2012).

School-Based Management Approach empowers the school heads, teachers, and other stakeholders including the parents to be part of the decision-making process. Abulencia (2014) yielded a positive result in terms of the academic performance of the students, through the increased participation of parents and community in the education of their children. Moreover, according to the Child and Youth Welfare Code of the Philippines, promotion, and enhancement of the child's life and welfare is anchored on moral supervision and support given by his parents or guardians. This statement implies that moral support and supervision should be given in and outside the house premises.

Bartolome, Mamat, and Masnan (2017), viewed parental involvement as the amount of participation a parent has when it comes to the schooling of his/her children. Likewise, parental involvement in school activities has always been a major concern of every teacher in the teaching learning process (Saquilabom & Abulon, 2016). Some schools foster healthy parental involvement, but some don't. Some parents are quite passive in their child's education. After enrolling their children, they don't take part in meetings and gatherings. Seemingly, the burden of child education has become the sole responsibility of the teachers (Saquilabom & Abulon, 2016). Hence, Delisio (2010) considered parental involvement as a neglected garden.

Schools should be accessible to families and they should foster a partnership that does not only include one-way communication, rather should establish a partnership that is on-going, consistent, progressive, collaborative, and beneficial. To establish a good parental involvement program, teachers should be trained on how to deal with parents too, since teachers' practice was the strongest predictor of parental involvement while other predictors were parental beliefs, perceptions, aspirations, and ease of communication with school (Dauber & Epstein 1993).

As Vandergrift and Greene (1992) elucidated, “The two key elements that work together to make up the concept of parental involvement are the level of commitment to parental support and the level of parental activity and participation.” To maximize parental involvement, reaching out to them and letting them understand their roles in their children’s education is truly important. However, there were studies that focus on how parents could be involved in their children’s education but did not materialize because they were not given a chance to do what they feel like doing (Bernhard et al., 1998).

The above statements are very relevant in today’s situation of the school, particularly on the teaching and learning process. With the outbreak of COVID-19 pandemic, all the educational institutions are facing the challenge of alternative delivery modalities. In this regard, the support and involvement of the parents in the education of their children is seen as much needed in this time and the years ahead.

In order to maximize the involvement of parents in their children’s education amid pandemic, schools set up programs and policies, most especially to respond to the challenges of alternative delivery modalities (ADM), such as Modular Distance Learning, Online Distance Learning, and a blend of other alternative delivery modality.

Like all the public secondary schools in the Schools Division of Marinduque, Butansapa National High School, has started the implementation of Distance Learning Modality as its ADM for SY 2020-2021 through Modular Learning (text printed) in accordance to Department of Health (DOH) Inter-Agency Task-Force (IATF), and the Local Government Unit (LGU) health protocols.

The preferred modality was based on the school survey using the Learners Enrolment Survey Form (LESF) conducted from June to July 2020. This resulted 215 out of 285 or 75% who answered “No” to face-to-face (F2F) classes. This also implies that “Blended Learning” is impossible. Moreover, the survey says that parents preferred to have Modular Distance Learning through printed modules despite the availability of gadgets.

In like manner, Distance Learning Decision Tree for Home School Distance Mode Cohort shows the impossibility of Home-Schooling, hence, it needs capability and ability of parents to teach their children which further requires training from the school on how to teach and use modules to their children at home. Also, Home Schooling Blended Model Cohort will not take

place and is not an option due to the suspension of Face-to-Face (F2F) classes and lack of training of parents to hold home-schooling as an alternative delivery modality.

By and large, the decision of the parents on the preference for distance learning as such Modular Distance Learning using print materials have been affected by some factors which were mostly the availability of gadgets for the other alternative delivery modalities, the lack of internet access (not to mention the frequent power interruptions that Marinduquenos are experiencing).

As a result, the major decision was the implementation of Modular Distance Learning Print. So this School Year 2020-2021, Butansapa National High School used this modality and the researcher, being the school head of this school, sought to find out the level of involvement of the parents towards the learning of their children during the implementation of Modular Distance Learning. Results will yield to the implementation of another learning modality, Home Schooling to train parents and maximize their involvement in the learning of their children.

II. Literature Review

To give clear and comprehensive background and support to the study, the following literature and studies are reviewed.

Parental Involvement

Test (2015) affirmed that universally speaking, parents desire what they perceive is best for their children. Aside from providing knowledge and the necessary values and skills children need to develop intellectually, education is generally perceived as a human and social capital (Echaune, Ndiku, & Sang, 2015; Yuen & Cheung, 2014), instrumental to improved human condition and upward social mobility (Foshay, 1991; Sy, 2006). Thus, parents involve themselves in different ways to help their children succeed in school.

Parental involvement in children's education is a vital component in young children's motivation and academic achievement (Walker et al., 2005; Fleharty & Edwards, 2013). Furthermore, parental involvement contributes to children's school readiness (Hill, 2001), reading proficiency, math, and vocabulary skills (El Nokali, Bachman, & Votruba-Drzal, 2011).

When parents are involved, they may gain information on how and what to teach their children (Pomerantz, Moorman, & Litwack, 2007). Involved parents also provide their children with opportunities to practice and further develop what they have learned in school. Parental involvement conveys to children that parents are interested and have invested in their development (Hango, 2007), and this possibly motivates children to do well in school. Lastly, parents participating in school send a message to their children that school is important (Fan, Williams, & Wolters, 2012) and children imbibe this value and become more positive about learning (Marcon, 1999). Given that parental involvement benefits children in numerous ways (Domina, 2015), it has become the subject of educational research and policy in years (Gordon & Cui, 2014; Moroni, Dumont, Trautwein, Niggli, & Baeriswyl, 2015).

For instance, the achievement gap between low-income and high-income students has been well documented in the literature, with children in poverty having more academic and behavior problems, and higher school dropout rates (Berliner, 2013). Although numerous factors contribute to this disparity (e.g., disproportionate access to high-quality schools and other resources), parental involvement may play a role in bridging the gap in children's school outcomes (LaRocque, Kleiman, & Darling, 2011). However, notwithstanding the benefits of parental involvement, various factors facilitate and hinder involvement, with some barriers identified as beyond parental control, such as access to technology and other socio-cultural factors (Yoder & Lopez, 2013). Families in poverty are especially vulnerable to factors that can hinder parental involvement; for instance, the economic pressure and financial stresses can constrain their capacities to involve themselves in their children's schooling (Conger & Donnellan, 2007).

In addition, researchers also explored parental involvement programs. According to Epstein (2000), to establish a good parental involvement program, several issues should be addressed by the school administrators and teachers. Since teachers are not trained to deal with parents, engaging with them became one of their greatest challenges. The issues on changing school policies and poor outreach programs and at times the lack of opportunities given for parents to participate in school activities have led to communication breakdown between the school and the parents.

To improve the involvement of parents in the education process, several programs were launched by the Department of Education such as the “Adopt-a-School-Program” as well as the “Brigada Eskwela” Program that unite teachers, parents, and community members every third week of May to prepare public schools for opening. The spirit of “Bayanihan” (spirit of kinship and camaraderie) was revived when private organizations in the community contribute to generating resources needed for repairs and upkeep of school facilities. This is one way of fostering parental involvement since parents are the major stakeholders of every school and should realize their roles in their child’s learning development with the help of the teachers of the Department of Education (DepEd, 2008).

The revised guidelines governing “Parent-Teacher Association” clearly prescribed that both elementary and secondary schools shall organize a Parent-Teacher Association (PTA) to provide a forum for the discussion of issues and their solutions related to the total school program and to ensure total cooperation of parents in the implementation of such program emphasize that parents should always be part of the decision making for their child’s education (DepEd, 2009). Furthermore, the Parent-Teacher Association (PTA) is another mechanism through which parents can support school improvement. However, their role in planning is limited. The primary type of support provided by PTA is in the form of additional financing and labor. As such, planning and decision-making are largely confined to school heads and teachers (Read & Atino, 2017).

Positive reinforcement such as giving rewards after a good performance is founded on Edward Thorndike’s development of the Law of Effect which was expanded later by B.F Skinner’s operant conditioning. This study subscribed to the importance of these classical theories of motivation and learning. Nevertheless, the involvement of parents is being highlighted in the study to support the teachers in providing positive reinforcement that could lead to enhanced performance in school.

Some studies proved that those children who read at an early age are likely to exhibit greater interest in reading at later ages (Arnold & Whitehurst, 1994). Additionally, Weinberger (1996) suggested that students who were attached to books at the age of three could best perform in grade VII. This argument builds the basis that parents’ role is very critical in the lives of their children. Parents as first teachers of their children need to focus on developing reading habits

such as reading for pleasure, more importantly, to help them read easily at school and beyond. In the article “Role of Parents in Developing Reading Habits”, studies emphasize that reading as a routine activity helps the learners in obtaining meaningful and desirable habits. Bashir and Mattoo (2012) as cited in Owusu-Acheaw (2014) believe that it is good reading habit that “acts as a strong weapon for the students to excel in life” (p. 2).

Other studies extensively support the idea that parents who read in front of their children can inspire them towards reading books; and as a result, they are attracted automatically to reading (Morrow, 1983). Furthermore, parents who read regularly can influence their children to engage with reading (Cunningham & Stanovich, 1997). Parents can provide many other opportunities to their children to start reading different texts for their academic improvement as well as for their general knowledge. Moreover, parents can provide materials related to reading at home that can enhance children’s reading achievement and cognition (Stuart, et al., 1998). Similarly, Kaiser and Hancock (2003) acknowledged that for children, their parents serve as their first teachers, who can develop a love for reading that could enable them to excel in their academic as well as social life. Thus, the effective role of parents in improving reading engagement cannot be ignored (Baker, 2003), which ultimately helps their academic achievements (Pressley, 1998). Therefore, in order to understand their critical role, parents should contribute to the success of their children.

The extant literature also underscores how the different types of parental involvement can impact child outcomes in different ways. In a comprehensive review of related literature, Pomerantz et al. (2007) asserted that parental involvement does not simply have a linear relationship with positive child outcomes, that more involvement does not always mean better outcomes for children. Rather, the effectiveness and benefits of parental involvement depend on how (style) parents become involved.

The parenting style influences the effect of parenting practices by providing the emotional climate in which the involvement is expressed (Darling & Steinberg, 1997). The role of parenting style is affirmed by Darling and Steinberg (1997) which states that parenting style moderates the influence of parenting practices on the child’s development in at least two ways: by transforming the nature of the parent-child interactions and thus, moderating the specific

practice's influence on child outcomes, and by influencing the child's personality, especially the child's openness to parental influence (p.493).

When parents are controlling and coercive, rather than supportive of children's autonomy in their involvement, they inhibit the opportunities for children to initiate and solve problems on their own. They may also deprive the children of feeling capable and independent. Parental involvement can also be described as a process- versus person-focused.

Process-focused involvement considers the context of skill and motivational development as a process, whereas a person-focused involvement concentrates on the child's characteristics (e.g., intelligence) and overlooks the child's efforts to develop (Pomerantz et al., 2007). With the latter, children may form negative perceptions of themselves and their abilities, especially when receiving criticisms directed to who they are as opposed to what they do. Parental involvement that is characterized by negative affection is also not conducive for children's development.

When parents are always annoyed, hostile, stressed, or overly critical, rather than supportive and caring, their involvement may send a message that school is taxing and frustrating. This, in turn, may affect the child's attention and enthusiasm around schoolwork. All these findings imply that examining the quality, not just quantity, of parental involvement, is of utmost importance in understanding how involvement affects the child. For example, instead of simply asking close-ended questions such as if anyone helps the child with homework, constructed-response questions such as how the parent checks the homework can provide more insights on parental involvement (Balarin & Santiago, 2007; Pomerantz et al., 2007). In summary, the effects of parental involvement on children's development rely heavily on the nature of parental involvement and how it is expressed.

However, one factor observed that hinders the involvement of the parents is the economic condition of the parents that prevent them from supporting the studies of their children. This typically happens in the Philippines, a developing country with high rates of poverty and education deficits. In fact, school dropout rates are also high especially among children and youth from disadvantaged backgrounds (Albert, Dumagan, & Martinez, 2015). Knowing the significance of parental involvement, this study will explore the means and ways to maximize parental involvement among low income parents and its role in children's educational outcomes

in times of the pandemic situation. The goals of the study are described and illustrated in the conceptual framework.

A. Conceptual Framework of the Study

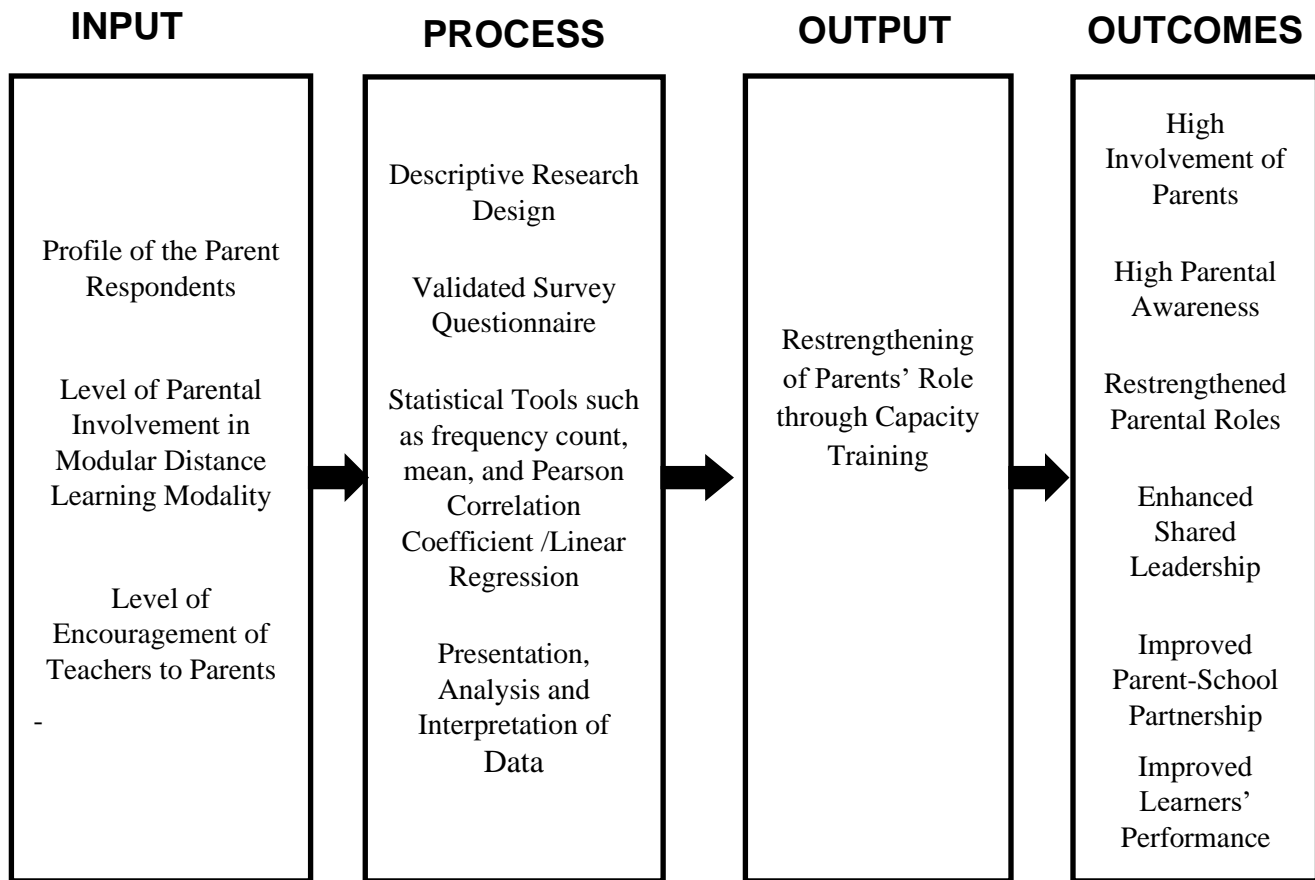


Figure 1. Conceptual Framework

Figure 1 shows the framework of the study. The first frame contains the input which includes the profile of the parent respondents, the level of their involvement in the Modular Distance Learning, and the level of encouragement of the teachers to parents in the MDL. The process involves the research design which is descriptive qualitative research and the research instrument, which is the validated survey questionnaire. Results would yield to the output- Restrengthening of parents' role through capacity training. Expected outcomes are high involvement of parents, high parental awareness, restrengthened parental roles, enhanced shared leadership, improved parent-school partnership, and improved learners' performance.

III. Research Questions

This research aimed to restrengthen the parental involvement in modular distance learning modality (MLD) in Butansapa National High School. Results would serve as a basis for training capacity program to restrengthen parents' roles in the MDL.

Specifically, it sought answers to the following questions:

1. What is the profile of the selected parents in Butansapa National High School in terms of the following:
 - 1.1 number of children in school;
 - 1.2 highest educational attainment;
 - 1.3 socio-economic status; and
 - 1.4 employment status?
2. What is the level of parental involvement in the modular distance learning modality in terms of the following dimensions?
 - 2.1 parenting style;
 - 2.2 teaching children at home;
 - 2.3 home rules and supervision;
 - 2.4 communication to school personnel; and
 - 2.5 involvement in school activities?
3. What is the level of teachers' encouragement to parental involvement in modular distance modality?
4. Is there a significant relationship between the profile of the parents and the level of parental involvement in modular distance modality in terms of:
 - 4.1 parenting style;
 - 4.2 teaching children at home;

- 4.3 home rules and supervision;
- 4.4 communication to school personnel; and
- 4.5 involvement in school activities?

5. What intervention program can be proposed as an output of the study?

IV. Scope and Limitation

The study covered the level of involvement of the parents in the modular distance learning modality for SY 2020-2021. Specifically, it involved the following variables: profile of the parents as to number of children in school, highest educational attainment, socioeconomic status, and employment status; level of involvement of parents as to different dimensions such as parenting style, teaching children at home, home rules and supervision, and communication to school personnel. Similarly, it determined the level of encouragement of teachers to maximize parental involvement. The research also aimed to prove the significant difference that exists between the variables, the profile of the respondents, and their level of involvement.

V. Research Methodology

A. Sampling

A stratified random technique was used for this research. It is a method of sampling from a population that can be partitioned into subpopulations. Below is the distribution of population and subpopulation (strata).

Grade Level	Population	Sample	Percentage
Grade 7	68	41	60
Grade 8	72	43	60
Grade 9	68	41	60
Grade 10	77	45	58
Total	285	170	60

B. Data Collection

Several steps were undertaken in collecting data. *First*, a questionnaire was draft. *Second*, the draft questionnaire underwent validation of contents by research experts. Comments and suggestions were incorporated in the final draft of the questionnaire. *Third*, a permission to conduct the study was sought from the Office of the Schools Division Superintendent. *Fourth*, upon approval and indorsement, the approved letter was handed over to the Office of the Public Schools District Supervisor of Mogpog for another permission to conduct the study among selected parents whose children are students of Butansapa National High School. *Last*, the questionnaires were distributed and were personally retrieved by the research. During the distribution and retrieval of questionnaire, the research followed and adhered to the minimum health protocols.

C. Data Analysis

Descriptive statistics were used to statistically process the collected data. *Frequency* and *percentage* were used for describing the profile of the respondents. *Mean* was used in determining the level of involvement of the respondents and level of teachers' encouragement to parent respondents. Modified 5-point Likert scale was used to determine the level of parental involvement.

Below are the formula and the Likert Scale used:

$$\text{Percentage} = \frac{f}{N} \times 100\%$$

Where:

f = frequency

N = total number of respondents

$$WM = \frac{twf}{n}$$

Where:

WM = weighted mean

twf = total weighted frequency

n = total number of distribution

Scale	Description	Parameters
4.3 – 5.0	Extremely Involved	The specific indicator is ALWAYS done by the parent.
3.5 - 4.20	Moderately Involved	The specific indicator is MODERATELY done by the parent.
2.70 - 3.40	Somewhat Involved	The specific indicator is SOMETIMES done by the parent.
1.90 - 2.60	Slightly Involved	The specific indicator is OCCASIONALLY done by the parent.
0.80 - 1.80	Not Involved	The specific indicator is NEVER done by the parent.

Scale	Description	Parameters
4.3 – 5.0	Extreme	The specific indicator is ALWAYS done by the teacher.
3.5 - 4.20	Moderate	The specific indicator is MODERATELY done by the teacher.
2.70 - 3.40	Somewhat	The specific indicator is SOMETIMES done by the teacher.
1.90 - 2.60	Slight	The specific indicator is OCCASIONALLY done by the teacher.
0.80 - 1.80	Never	The specific indicator is NEVER done by the teacher.

Meanwhile, Correlation coefficients were used to measure how strong a relationship is between two variables: the profile and the level of parental involvement. Specifically, for this research, Pearson's Correlation (also called Pearson's R) is the correlation coefficient used in linear regression to calculate the relationship.

VII. Discussion of Results and Recommendations

This section presents the results of the research. Each result is supported by comprehensive discussion, analysis, and interpretation. It is also backed up with related literature and studies reviewed.

Table 1.1 Number of Children of the Respondents

Number of Children	Frequency	Percentage
1	30	18.00
2	47	28.00
3	38	22.00
4 or more	55	32.00
Total	170	100.00

Table 1.1 highlights the distribution of children of the respondents. As reflected in the data, there was an uneven distribution of children, the highest was with 4 or more children, followed by with 2 children, next was with 3 children, then with one child. By and large, results underscored that majority of the participating parents seemed to have big members of the family.

Table 1.2 Highest Educational Attainment of the Respondents

Educational Qualification	Frequency	Percentage
College Graduate	8	5.00
Vocational Graduate	21	12.00
College Undergraduate	4	2.00
Vocational Undergraduate	14	28
Elementary Graduate	68	40.00
Elementary Undergraduate	55	33.00
	170	100.00
Total	170	100.00

Table 1.2 presents the highest educational attainment obtained by the respondents. Data revealed uneven distribution of the highest educational attainment of parents. Most of them were elementary graduates while the least were college undergraduates. It was followed by elementary undergraduates. Others were vocational graduates and vocational undergraduates. Only a few of them were college graduates.

Table 1.3 Socio-Economic Status of the Respondents

Socio-Economic Status (based on Income)	Frequency	Percentage
below Php. 5, 000	91	54.00
Php 5,001.00 to Php 7,000.00	16	9.00
Php 7,001.00 to Php 10,000.00	13	8.00
Php 10,001.00 to Php 13,000.00	4	2.00
Php 13,001.00 to Php 15,000.00	11	7.00
Others	35	21.00
Total	170	100.00

Table 1.3 displays the breakdown of family income as the basis of the socio-economic status of the respondents. Data underscored that most of the respondents are within the Php 5 000.00 and below salary range with a percentage of 53.5. The respondents within the Php 10 001 to 13 000 salary range have the least percentage of 2%. Having an income of below Php 5,000 in a month, it could be inferred that most of the parents of Butansapa National High School are living within the low socioeconomic status. Data of family income were justified and were reflected in the respondents' employment status in Table 1.4.

Table 1.4 Employment Status of Respondents

Employment Status	Frequency	Percentage
Employed	51	30.00
Unemployed	36	21.00
Regular	18	11.00
Contractual	19	11.00
Under-Employed	43	25.00
Self-Employed	3	2.00
Total	170	100.00
Total	170	100.00

Table 1.4 reveals the employment status of the parent respondents. The highest frequency was recorded among family providers with employed status, followed by those with under-

employed status, and then those with unemployed status. Meanwhile, other family providers have regular and contractual status and only a few with self-employed.

At a closer look, combined data of under-employed and unemployed were higher than those who were employed. This justifies the reason for a higher number of parents with income below Php. 5,000.00.

Table 2. Level of Parental Involvement

Level of Parental Involvement	Mean	Descriptive Value
1. Parenting Style	3.08	Somewhat Involved
2. Teaching Children at home	3.57	Moderately Involved
3. Home Rules and Supervision	3.61	Moderately Involved
4. Communication to School Personnel	3.30	Somewhat Involved
5. Involvement in School Activities	3.45	Moderately Involved
Composite Mean	3.40	Somewhat Involved

Legend:

1.00-1.79 Not Involved

1.80 – 2.59 Slightly Involved

2.60 – 3.39 Somewhat Involved

3.40- 4.19 Moderately Involved

4.20 – 5.00 Extremely Involved

Table 2 depicts the level of involvement of parents in the modular distance learning modality. In most dimensions like “*Teaching Children at Home, Home Rules and Supervision, and Involvement to School Activities*” the involvement of parents was said to be “Moderately Involved.” In this regard, parents were able to supervise the studies of their children at home, most of them were able to guide their children and act as learning buddies and they attended school activities (e.g. meetings, orientation) and the like related to MDL. In contrast, the term “Moderately Involved” connotes inconsistencies of involvement, which means, the level of involvement was not consistent at all times or all throughout the duration of MLD at home. This further implies that at times parents were not involved in the MDL learning of their children for reasonable things. One could be, parents have work which conflicts with the schedule of Class - Home Program in the MDL. Another reason, parents might be attending other matters or performing other obligations. But the bottom line, parents are reasonably involved because they know are concerned with the studies of their children.

Meanwhile, the remaining two dimensions such as “*Parent Styles and Communication to School Personnel*” were remarked as “Somewhat Involved.” It tells that parents were occasionally involved in these dimensions. Occasionally connotes, “are not involved due to mediating factors, like busy work, too many children to attend too, too many household chores, and limited knowledge “ which prevents parents from helping or guiding their children.

By and large, parent-respondents were involved in the MDL of children, especially in this pandemic time. Despite some inconsistencies due to intervening factors, parents performed their shared responsibilities with the school in guiding their children (School-Based Management, 2012). They also take part in any form to support both their children and school (Test, 2015). The involvement of the parents shows also that they are concerned about the learning of their children (Saquilabom & Abulon, 2016), in particularly in this time of pandemic where teachers and students interaction was limited.

Table 3. Level of Teachers’ Encouragement of Parental Involvement

Dimension	Mean	Descriptive Value
Level of Teachers’ Encouragement	3.49	Frequent
<i>Legend:</i> 1.00-1.79 <i>Never</i> 1.80 – 2.59 <i>Slight</i> 2.60 – 3.39 <i>Somewhat</i> 3.40- 4.19 <i>Moderate</i> 4.20 – 5.00 <i>Extreme</i>		

Table 3 underscores that the level of teachers’ encouragement of parental involvement was “Moderate.” Teachers practically and reasonably coordinated and communicated with parents about the latest updates and information in school, especially in this time of pandemic. Teachers informed parents about the learning performance of their children, provided them instruction, guidance, and advices. Results only inferred that educating a child is a collaborative effort of the school, represented by the teachers, and parents (SBM, 2012). Likewise, teachers considered the involvement of parents as a vital component in motivating children (Walker et al., 2005; Fleharty & Edwards, 2013), especially in the new set-up of learning. Thus, when parents are involved, the more they gain more information about their children (Pomerantz, Moorman, & Litwack, 2007).

Table 4. Significant Relationship between Profile of Parents and Level of Parental Involvement

Level of Parental Involvement				
Categories	Correlation Coefficient	Description	p - values	Remarks
Number of Children in School	-0.939	Strong Negative Correlation	0.0000	Significant
Highest Educational Attainment	-0.806	Strong Negative Correlation	0.0000	Significant
Socio-Economic Status	-0.934	Strong Negative Correlation	0.0000	Significant
Employment Status	-0.977	Strong Negative Correlation	0.0000	Significant

Table 4 proves significant relationship between each profile and the level of parental involvement of the respondents in the MDL. This statistically predicts that the level of involvement as shown by the sig.=0.00 was less than 0.05 level of significance. The result shows that the profile of parents is strong negatively correlated to the level of parental involvement. This rejects the null hypothesis, upon proven the significant correlation.

A strong negative correlation or inverse correlation between two variables indicates that one variable increases (profile) while the other decreases (the level of parental involvement) and vice-versa. It had been due to mediating or intervening factors. For instance, parents with bigger number of children, may have the tendency of decreasing involvement (e.g parenting style). The number of children to take care affects the involvement of parents to the studies of his/her other children. In another dimension, parents who had achieved higher educational attainment may had low involvement because they were working and too busy to guide their children or to attend to other needs and obligations like attending to school activities (meetings, orientation). Likewise, being employed of some parents may limit their time to guide their children.

Nevertheless, a negative correlation also indicates that the relationship between two variables can change over time and may have periods of positive relationship. This means that parents, despite being busy at home, could still have time to guide and help their children, but in limited capacity.

Summary of Findings

The following are the salient findings of the study:

- 1.1 Most parents have 4 to 5 children while the least was with only one child with 55 and 30, respectively.
- 1.2 A greater number of parent participants were elementary graduates and the lowest number was college undergraduates with 68 and 4, respectively.
- 1.3 Most of the parent providers had income below Php. 5,000.00 while the least was with earnings of Php 10,001 to Php 13,000, with 91 and 4 respectively.
- 1.4 The number of employed parents was 51 while the least was 3 for self-employed.
2. Parents were moderately involved to their role in teaching children at home and setting of home rules and supervision, and school activities while somewhat involved based on their parenting styles and communication to school personnel. The level of parental involvement was remarked to be “Somewhat Involved” based on composite mean of 3.40.
3. The level of encouragement was described as “Moderate” based on the composite mean of 3.49 with descriptive value of “Frequent”.
4. The profile of the parent respondents was remarked to be strong negative correlated related to their level of involvement with statistical value of $\text{sig.} = 0.000 < 0.05$.

Conclusions

In the light of the findings, the following are the conclusions:

- 1.1 The bigger number of children the parents have, the lower the involvement of the parents to their children’s academic performance.
- 1.2 The low educational attainment may be a hindering factor to parental involvement. Meanwhile, the high educational attainment may limit the time of the parents to get involved to their children’s studies.

- 1.3 The low income of the family may reduce their involvement because of other priorities like earning extra money or working harder to double the income to support the family needs.
- 1.4 The unstable work condition of the parents (being unemployed and underemployed) may reduce their involvement because their priority is to seek for employment, either part-time, causal to be able to earn even a little for the family.
2. There are mediating factors that affect the involvement of parents to the MDL in this pandemic time. Being “Somewhat Involved” connotes inconsistencies and irregularities of involvement due to some factors.
3. The level of teachers’ encouragement of parental involvement was moderate. Moderately involved connotes reasonable and practical way of teachers’ encouragement of parental involvement.
4. A significant strong negative correlation was proved which prompted to reject null hypothesis and affirmations and acceptance of the research hypothesis. The profile of the parents had strong negative correlation with their level of involvement. The strong negative correlation connotes that these variables move in opposite direction, which give negative connection, but gives significant or effect to other variables.

Recommendations

In the light of the conclusions, the following are hereby recommended:

To the School Personnel

1. Provide support from Knowledge Source and other Volunteer to students belonging to a bigger family;
2. Tap or coordinate with LGU, Knowledge Source (KS) and Alumni to support students’ learning.
3. Request to LGU a livelihood program for the family with low income for Additional support to their needs;
4. Conduct seminars or workshop to intensify Parenting Styles in times of Pandemic.

5. Intensify open communication with parents through any channel of communication (phone call, messenger). Maintain shared partnership with parents (PTA/ Parent Conferences/Home Room PTA); and
6. Design Parent Class Program for capable parents to be trained as Learning Facilitators).

To Other Researchers

Conduct follow-up studies covering the following topics:

1. Parenting Styles during Pandemic Times
2. Challenges of Parents during Pandemic Time
3. Awareness of Parents on their Roles in the Modular Distance Learning Modality; and
4. Challenges and Sentiments of Parents in the Modular Distance Learning Modality

VII. Dissemination and Advocacy Plans

Research findings will be disseminated through participating at District, Division, and Regional Research Summit. Abstract of the study will also be published at the school publication “The Nasyon Patrol”.

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IX. Financial Report

SUMMARY OF EXPENSES

(BERF Funded Action/Basic Research)

OFFICIAL RECEIPT		SUPPLIER	PARTICULARS	AMOUNT
Number	Date			
008759	November 4, 2021	VENMAR STORE	Supplies for printing research paper 1 ream A4 bond paper @ Php 220.00 1 bottle Epson Ink 003 original @ Php 380 Sliding Folder 10 pcs @ Php 180.00	220.00 380.00 180.00
0004838	December 17, 2021	A.F. Photocopying Services	Binding of Final Copy 5 copies @ P300.00	1, 500.00
TOTAL				P 2, 280.00

Prepared and Certified Correct:

ROWENA M. LOTO

Lead Proponent

X. Appendices

A. Research Intervention

Proposed Activity: Capacity Training for Restrengthening of Parental Involvement

Proposed Date: November 26-27, 2021

Proposed Venue: Social Hall, Butansapa National High School

Rationale:

The modular approach situates Filipino students to learn in comfort of their homes. Limited contract with teachers will place parents or guardians as the learners' model. Furthermore, parents are their first teachers and they have a key role in shaping up their character. A balance education at home and school molds a learner actual learning. Parental involvement had played a crucial role in successful learning. Moreover, their roles are not limited at home but also their involvement in school activities, too.

Parents are partners of teachers in education. In the New Normal, parents are "home facilitators" "tagapagdaloy" (channel_ but they will not be teaching subject matter. The primary roles of the parents in the modular learning is to establish a connection and guide the child. Parents or guardians should be responsible for interacting with teachers, barangay representatives, and other stakeholders to acquire the various materials and resources needed by the learners like modules, textbooks, etc, regularly check the child's workweek plan and make sure that the learner sticks to their schedule, prepare conducive learning study space for the learner and give appropriate praises, encouragement, and rewards to heighten their child's motivation to learn.

Results of the study of Loto (2020) that were gaps in the involvement of parents which this training capacity would bridge in order to restrengthen the involvement of parents, especially in this time of pandemic.

Brief Description:

This capacity training is to be participated by 170 parents of students of Butansapta National High School for 2 days, from November 26 and 27 at the school Social Hall.

The training will include parenting styles and roles of parents in the modular distance learning modality. It will be facilitated by selected guidance designates from Mogpog District.

Objectives:

At the end of the two-day training, participants should have been:

1. re-oriented on their roles as parents in the MDL;
2. capacitated on their parenting styles; and
3. re-strengthened their roles and parenting style.

STRATEGY OF IMPLEMENTATION

DAY	TIME	TOPIC
1	8:00 – 9:15 AM	Arrival, Registration, Opening Program, Orientation
	9:15 – 9:30 AM	BREAK
	9:30 – 12:00 NN	LECTURE Parenting Styles 1. Authoritarian 2. Democratic
	12:00-1:00 PM	LUNCH TIME
	1:00 – 3:00 PM	Parenting Styles 3. Laizzes Faire 4. Other dominating parenting styles
2	3:00 – 4:30 PM	Open Forum
	8:00 – 9:45 AM	Modular Distance Learning Modality
	9:45 – 10:00 AM	BREAK
	10: 00 – 12:00 NN	Roles of Parents in the MDL 1. Learning Buddy 2. Channel of Communication
	12:00-1:00 PM	LUNCH TIME
	1:00 - 4:30 PM	3. Home Innovator 4. Modu-lator Open Forum Closing Program Awarding of Certificates

B. Research Questionnaire**Questionnaire**

General Instructions: Below are item/indicators contained in the questionnaire for the research study entitled “Involvement of Parents in the Modular Distance Learning Modality: Basis for Re-Orientation of Parents’ Roles in Times of COVID-19 Pandemic. Please check, fill in, or supply the needed information.

Part 1. Profile of the Parents

1.1 Number of children in school (*Bilang ng anak na nag-aaral*)

_____ only 1 child _____ 2 children _____ 3 children _____ more than 4
(*isang anak lamang*) (*dalawang anak*) (*tatlong anak*) (*higit sa 4 na anak*)

1.2 Highest Educational Attainment (**Pinakamataas na antas na natapos**)

_____ College Graduate (<i>Nakapagtapos ng Kolehiyo</i>)	_____ Vocational Graduate (<i>Nakapagtapos ng Kursong Bokasyunal</i>)
_____ College Undergraduate (<i>Hindi Natapos ang Kurso sa Kolehiyo</i>) (<i>Ilagay ang taon na natapos</i> _____)	_____ Vocational Undergraduate (<i>Hindi Natapos ang Kursong Bokasyunal</i>) (<i>Ilagay ang taon na natapos</i> _____)
_____ Elementary Graduate (<i>Nakapagtapos ng Elementarya</i>) (<i>Ilagay ang taon na natapos</i> _____)	_____ Elementary Undergraduate (<i>Hindi Nakatapos ng Elementarya</i>) (<i>Ilagay ang taon na natapos</i> _____)

1.3 Socio-economic status (according to family earnings)

(*Kinikitang halaga sa loob ng isang buwan*)

_____ below Php 5, 000.00	_____ Php 5001 to 7,000.00
_____ Php 7001 to 10,000	_____ Php 10,001 to 13,000.00
_____ Php 13,001 to 15,000.00	_____ Others, please specify

1.4 Socio-economic status (according to household member's employment)

_____ employed (<i>May trabaho</i>)	_____ unemployed (<i>walang trabaho</i>)
(If employed, specify if _____ regular (<i>regular</i>)	_____ contractual (<i>kontraktual</i>)
_____ underemployed (<i>may trabaho na malayo sa natapos</i>)	_____ self-employed (<i>may sariling negosyo</i>)

Part 2. Level of Parental Involvement

Directions: Please describe your involvement in the education of your children in terms of the following indicators using the given scale.

Scale	Description	Parameters
4.3 – 5.0	Extremely Involved	The specific indicator is ALWAYS done by the parent
3.5 - 4.20	Moderately Involved	The specific indicator is MODERATELY done by the parent.
2.70 - 3.40	Somewhat Involved	The specific indicator is SOMETIMES done by the parent.
1.90 - 2.60	Slightly Involved	The specific indicator is OCCASIONALLY done by the parent
0.80 - 1.80	Not Involved	The specific indicator is NEVER done by the parent.

No.	Indicators of Parenting Style	5	4	3	2	1
	A. Authoritarian					
1	Compels/forces child/children to answer his/her module but not responsive to his/her queries (<i>e.g. demanding to what has to be done but not responsive to the needs</i>) Inuobliga ang anak/mga anak na magsagot ng module subalit hindi tumutugon sa mga katanungan ng anak/mga anak kung mayroon itong mga di maintidihan sa content ng Self-Learning Modules					
2	Shows little warmth and not nurturing (<i>e.g no words of encouragement given to his or her child while learning at home</i>) Kaunting malasakit lang ang ipinakikita sa anak/mga anak at walang pag-eenganyo sa pag-aaral upang ang anak/mga anak ay maging “motivated” pag-aaral lalo na sa pagsagot ng Self-Learning Module.					

3	<p>Gets easily irritated with the child's behavior (<i>e.g. easily annoyed and irritated when being approached or asked by his or her child regarding studies</i>)</p> <p>Walang pagpapasensya sa anak (hal. mabilis maiinis kung ang anak makulit sa kanyang pagtatanong tungkol sa mga aralin na hindi nya naiintindihan o nauunawaan)</p>					
4	<p>Degrading when being asked regarding his or her child regarding studies</p> <p>Nampapahiya sa anak, tulad ng pagtataas ng boses, pagbibitiw ng masakit na salita na nakakasakit sa bata kung mayroon ang anak/mga anak na bagay na itinatanong na hindi maintidihan sa pag-aaral o di kaya naman may nais na bilhin o kailagan sa pag-aaral</p>					
5	Others, please specify >>>					
	B. Democratic					
1	<p>Listens to his or her child and is responsive to the needs (<i>e.g. studies</i>)</p> <p>Nakikinig sa sinabi ng anak at tumutugon sa pangangailan sa kanyang pag-aaral</p>					
2	<p>Shows connection to the child's learning</p> <p>Nagpapakita na sya ay konektado sa pag-aaral ng kanyang anak/mga anak (Hal. Nakikipag-ugnayan sa anak sa pangangailangan nito sa pag-aaral.)</p>					
3	<p>Helps the child to become capable and independent.</p> <p>Tumutulong sa anak upang matuto at tumayo sa sarili nya (Hal. Huwag maging dependant sa mga magulang sa lahat ng pagkakataon, hindi</p>					

	iaaasa sa magulang ang pag-sagot ng module, at ang magulang ay gabay lamang.)					
4	Helps develop the child's confidence. Ang magulang ay tumutulong sa anak/mga anak upang malinang ang tiwala nila sa kanilang sarili. (Hal. sa pagsasagot ng mga Self-Learning Materials at sa pag-aaral, ang mag-aaral ay nagtitiwala na kaya nyang makatugon sa kanyang pag-aaral at nagtitiwala sa kanyang kakayahan sa tulong ng kanyang magulang.)					
5	Others, please specify>>>>					
	C. Laizzes Faire					
1	Does not set any limit to his or her child/children Ang magulang ay di nagbibigay ng kahit anong limitasyon. Hinahayaan ang anak sa nais na gawain (hal. Hinahayaan ang anak kung kailan gustong mag-sagot ng Self-Learning Module, kung kailan gustong tapusin ang SLM o kung kailan ito nasa mood upang makapag-aral.					
2	Does offers little guidance on behavior Hindi nagbibigay ng ganap na patnubay, bagkus ay konting patnubay lamang sa pag-uugali ng anak. (Hal. Sa pag-aaral, ang magulang ay hindi masyado gumagabay, at hinahayaan lamang ang kanyang anak, kung ito ay natatamad, o wala sa mood upang mag-aral o magsagot ng mga Self-Learning Module.)					
3.	Does not help child solve problems. Hindi tumutulong sa mga suliranin ng anak. (Hal. Ang anak ay nahihirapang umintindi nang ilan sa kanyang mga aralin, hinahayaan lang ito					

	ng magulang.)					
4.	<p>Freely accepts all emotional expressions from the child with little encouragement.</p> <p>Tinatanggap ng magulang ang kahit na anong saloobin ng anak. (Hal. kung ang anak ay nahihirapan sa pag-aaral sa modular na paraan, umiiyak, nagagalit, ito ay tinatanggap lang magulang, at nagbibigay ng kaunting encouragement.)</p>					
5.	Others, please specify					
	Teaching child/children at home					
1	<p>Serves as learning channel at home</p> <p>Ang magulang ay tagapag-abot at taga pabatid ng mga “instructions or sinasabi ng guro sa kung ano dapat at nararapat gawain sa pagkakatatuto sa modular na paraan. (Hal. Tamang pagsunod sa Class-Home Schedule, paghahanda para sa Online Class kung mayroon, paghahanda sa phone call ng guro, at iba pa.)</p>					
2	<p>Acts as learning facilitator</p> <p>Ang magulang ay tumutugon bilang tagapagpadaloy sa pagkatuto sa modular na pamamaraan. (Hal. Ang magulang ay gumagabay sa anak/mga anak sa mga modules na dapat nilang basahin at masagutan sang-ayon sa takdang oras sa Class-Home Program.)</p>					
3	<p>Serves as knowledge source to his or her child/children at home</p> <p>Ang magulang ay tumutugon bilang tagapagturo sa anak/mga anak sa modular na paraan. (Hal. nagpapaliwanag sa mga directions/instruction sa SLMs, gumagabay sa</p>					

	pag-babasa, sumasagot sa tanong ng anak kung may hindi ito naiintindihan) at mga tungkulin bilang isang learning buddy.)					
4	Provides support to the learning needs of his/her child/children Ang magulang ay nagbibigay ng suporta sa pag-aaral ng kanyang anak. (Hal. Ang magulang ay kumuha ng learning tutor kung di sya makakatugon sa pangangailang ng anak sa pag-aaral, ibinibili ang anak/mga anak na kinakailangang gamit sa modular na pag-aaral, at iba.)					
5	Others, please specify					
	Home Rules and Supervision					
1	Set house rules to follow for distance modular learning May batas/alituntunin na ipinasusunod sa pagkakatatuto sa modular na pamamaraan. (Hal. paggising ng maaga, pagsunod sa Class-Home Program sa pagsagot ng SLMs, paggawa ng iba pang output/projects sa tamang oras, hindi panunuod ng tv o paglalaro ng online games kung hindi pa tapos ang pag-aaral at pagsagot ng mga learning activities sa SLMs.)					
2	Supervises the study hour for learning Ginagabayan ang anak/mga anak kapag oras ng kanilang pag-aaral					
3	Checks on the daily activities of his or her child Inaalam ng magulang kung natapos o tapos na pagsagot ng mga takdang gawain sa SLMs ng anak/mga anak. Tinatawagan ang anak kung sila ay nasa trabaho, nag-videocall kung sila ay nasa malayong lugar upang alamin ang kalalagayan					

	ng pag-aaral ng anak					
4	Others, please specify					
	Communication with school personnel					
1	Communicates with the concerned school personnel regarding the Self-Learning Modules Nakikipag –ugnayan sa mga guro hinggil sa pagsagot ng mga modyul					
2	Responds to the communication of the school (e.g. call for a meeting) Tumutugon kapag may patawag na pagpupulong sa paaralan					
3	Meets the concerned teacher regarding the grades of his or her child Nakikipag-ugnayan at nakikipag-usap sa mga guro ng kanilang anak tungkol sa mga grado nang kanilang anak (Hal. may incomplete na grades, dahil may incomplete na requirement; biglang pagbaba ng marka ng isang grading period)					
4	Meets the concerned teacher regarding learning performance of his or her child/children Nakikipag-ugnayan sa mga guro kung paano pa mapapabuti ang pag-aaral ng kanyang anak/mga anak (Hal. humihingi ng gabay, payo kung paano makakatulong sa paghimok o paghikayat upang mas mabuti ang pagkakatuto ng kanilang mga anak)					
5	Others, please specify					
	Involvement to School Activities					
1	Attends to school activity (e.g. clean up)					

	Tumutugon sa mga gawaing pampaaralan. (e.g. Brigada Eskwela)					
2	Attends to home room meeting Tumutugon sa patawag ng paaraalan o mga guro sa mahalagang Ang magulang ay pagpupulong (Hal. Homeroom Meeting)					
3	Takes part to other school activities (e.g. Risk Disaster Meeting, Fire and Earth Quake Drill) Nakikiisa sa mga gawain sa paaralan tulad gawain o pagpupulong tungkol sa kaligtasan sa panahon ng kalamidad, mga sunog, lindol at iba pa					
4	Responds other school activities. Dumadalo sa iba pang gawaing pampaaralan (e.g. Basa Baya Lahat Program, Planning Meeting para sa paghahanda sa unang araw ng pasukan, at iba pa.)					
5	Others, please specify					

Part 3. Teachers' Encouragement on Parental Involvement

Directions: Please check (/) the item that describes the encouragement of teachers to your involvement and rate the extent of encouragement.

Scale	Description	Parameters
4.3 – 5.0	Extreme	The specific indicator is ALWAYS done by the teacher.
3.5 - 4.20	Moderate	The specific indicator is MODERATELY done by the teacher.
2.70 - 3.40	Somewhat	The specific indicator is SOMETIMES done by the teacher.
1.90 - 2.60	Slight	The specific indicator is OCCASIONALLY done by the teacher.
0.80 - 1.80	Never	The specific indicator is NEVER done by the teacher.

No.	Teachers' Encouragement of Parental Involvement	5	4	3	2	1
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1	Inform parents on different school activities					
2	Inform parents on the learning performance of the child					
3	Provide counselling and tips to parents regarding motivating and encouraging their children to lead and excel in studies despite pandemic situation					
4	Involve the parents in meeting regarding the distribution and retrieval of self-learning materials					
5	Explains to the parents about the Class-Home Program to be able to follow regularly and religiously at home					
6	Orient the parents regarding their shared responsibilities with the school in the new normal					
7	Guides the parents on how to follow up learning at home					
8	Engages the parents on their roles as learning tutors or learning facilitators					
9	Involves the parents on important school activities					
10	Others, please, specify					