



PARENTS' INVOLVEMENT AND SATISFACTION IN THE IMPLEMENTATION OF MODULAR LEARNING MODALITY

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ABSTRACT

This descriptive study was conducted to assess the parents' involvement and satisfaction with the implementation of the modular learning modality. An interview schedule was developed, validated, and pilot-tested for reliability. The respondents were 50 parents with at least one child studying at Santa Barbara Central Elementary School, Santa Barbara, Iloilo. The data were analyzed both quantitatively and qualitatively. The quantitative analysis involved frequency count and percentage while the qualitative data were processed via thematic analysis. Findings revealed that the parents were "somewhat comfortable" in their involvement with modular learning, and they assisted in their children's schoolwork "most of the time." They viewed their involvement as a necessity, a pleasant activity, and an easy task. Most of the parents were "dissatisfied" with modular learning resulting to over-reliance on gadgets, a poor learning environment, and a lack of enthusiasm among the learners. Based on the findings of the study, a set of policy recommendations was offered.

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Keywords: *Modular Learning Modality, Parents' Involvement, Parents' Satisfaction*

INTRODUCTION

The COVID-19 pandemic has precipitated a series of transformations and paradigm shifts most notably in education (Maqsood, 2021). Numerous governments have launched initiatives to stop the spread of infections, including class suspensions, school closures, and a shift to online education (Al Lily, 2020). As a result, the modular distance learning modality introduces new challenges that increase the level of stress experienced by educators, students, and parents (Espino-Daz, 2020).

In the Philippines, the Department of Education implemented Modular Distance Learning for the continuity of education and for every school to attain its mission and vision of providing quality education to every Filipino learner. Modular Distance Learning refers to a learning delivery modality in which learning takes place between the teacher and the learners who are geographically remote from each other during instruction. This modality has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV or Radio-Based Instruction (RBI)(Quinones, 2020).

Modular Distance Learning (MDL) is used by all public schools where learning happens through printed and digital modules and is the most preferred distance learning method for

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parents with children enrolled during the academic year (Bernardo, 2020). Learners in rural areas where the internet is not accessible for online learning may ask assistance from the teacher via e-mail, telephone, text message, or instant messaging. When possible, the teacher may do home visits to learners needing remediation or assistance. Printed modules are delivered by the teachers to students, parents, or guardians or through Local Government Officials. Since education is no longer in the school, parents serve as partners of teachers in the delivery of modules so education may continue.

Parents play vital role as home facilitators. Their primary role in the modular learning approach is to guide the child or children (Manlangit, 2020).

Parents and guardians perform various roles in Modular Learning, such as Module-ator, Bundy Clock, and Home Innovator. As a Module-ator, they are the ones who get and submit the printed Self-Learning Modules (SLMs) from and to schools or barangay halls at the beginning and end of the week, depending on the agreement between the parents and the school. As a Bundy Clock, they must check their children's schedule or workweek plan. The number of subjects or activities must be followed and done accordingly to avoid cramming or delays in submission which may affect the child's performance (Department of Education, 2020).

The transition from traditional to distance learning necessitates parents who are taking on additional roles in their children's learning processes and assisting the family in unusual

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circumstances (Harris, 2020). Parental involvement is a factor in achieving learning objectives during the distance learning mode (Brossard, 2020).

Parents' involvement in educational processes is a positive and encouraging outcome that improves students learning (Ceka & Murati, 2016). However, this situation has a variety of factors. For example, low parental education and self-efficacy lead to insufficient parental involvement which affects the child's performance. Another example, as Home Innovators, parents must provide their children with a productive learning environment to help them focus more on learning (Chohan & Khan, 2010).

In the Province of Iloilo, Santa Barbara is one of the municipalities with various primary schools affected during the COVID-19 pandemic, wherein modular learning modality put right students learning despite the pandemic effect.

MATERIALS AND METHODS

Research Methodology

This chapter presents the research design, respondents of the study, sampling design, research instrument, data gathering procedure, data analyses, and statistical tools used.

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Research Method

This study used a mixed research method which combined and integrated qualitative and quantitative research methods in a single research study. It involved collecting and analyzing qualitative and quantitative data to understand a phenomenon better and answer the research questions on the involvement and satisfaction of parents with the modular learning modality implementation on grade school.

Research Design

This study explored the involvement and satisfaction of parents in the implementation of modular learning modality in Santa Barbara Central Elementary School, Santa Barbara, Iloilo. A descriptive research design was used. According to Shuttleworth (2008), descriptive research design was a scientific method that involved observing, identifying, and describing the subject's behavior without influencing it in any way. This design was appropriate for this study which simply determined the involvement and satisfaction of parents with the use of modular learning modality in the education of their grade-school learners.

Participants of the Study

The participants were fifty (50) parents of Grade school learners enrolled in Santa Barbara Central Elementary School, Santa Barbara, Iloilo.

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Sampling Design

The sampling design used was the convenience sampling method to choose 50 parents of Grade school learners at Santa Barbara Central Elementary School, Santa Barbara, Iloilo to determine how parents were involved and satisfied with the learning performance of their grade school children through the implementation of modular learning modality. The convenience sampling method relied on data collected from the populace who were conveniently available to participate in the study.

Research Instrument

To gather the data for the study, the researcher distributed an interview schedule to be answered by the study participants. The interview schedule served as the instrument intended to gather data on the parents' involvement and satisfaction with the modular learning modality at Santa Barbara Central Elementary School, Santa Barbara, Iloilo.

The research interview schedule consisted of four parts. The first part was the personal profile of the study participants; the second part was the parents' involvement in the Implementation of Modular Learning Modality; the third part was parents' satisfaction with Modular Learning Modality implementation, and the fourth part was about the issues and challenges in relation to the Modular Learning Modality.

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Validity of the Research Instrument

To ensure a valid result for the study, the researcher submitted the interview schedule for content validation. A draft of the interview schedule was submitted to the research adviser for corrections and suggestions before being presented to a group of jurors who were experts in the field of research. Corrections, suggestions, and recommendations from the jurors were incorporated in the final print of the interview schedule for reliability testing.

Data Gathering Procedures

Before the conduct of the study, the approval of the adviser for the research plan was secured. Through a formal letter explaining the purpose of the study and assuring the confidentiality of data, permission to conduct the study was obtained from the Principal of Sta. Barbara Central Elementary School. After the approval, the researcher personally administered the researcher-made instrument to the target participants. When all copies of the instruments were accomplished, immediate retrieval of the same was done.

The data were tabulated, analyzed, and interpreted.

Data Analyses

Data analyses were done both quantitatively and qualitatively. This study combined and integrated qualitative and quantitative research methods in a single research study. It involved collecting and analyzing qualitative and quantitative data to understand a phenomenon better

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and answer the research questions. It expanded evidence, improved the credibility of findings, and illustrated the results from one method with the results from the other one.

In presenting, analyzing, and interpreting the quantitative data gathered, various statistical tools and techniques were used. Descriptive statistical tools such as frequency counts and percentages were focused on counting and classifying participants' profiles belonging to a certain classification to explain what is observed.

In the qualitative research, questions composed of sub-questions and parents' responses were analyzed using thematic analysis to obtain insights into what it felt like to be another person and to understand the world as another experienced it.

RESULTS AND DISCUSSIONS

The study was conducted to assess parental involvement and satisfaction with the implementation of modular learning modality at Santa Barbara Central Elementary School, Santa Barbara, Iloilo. The study aimed to determine the demographic profile of the participants, assess parental involvement and satisfaction, and identify issues encountered by parents regarding the implementation of modular learning modality. The sample consisted of fifty participants from Santa Barbara Central Elementary School were selected via non-probability sampling techniques. An interview schedule was used as a research instrument which was developed by the researcher and validated by a panel of experts. It is important to advance that the findings of this study

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cannot be generalized to all parents at Santa Barbara Central Elementary School given the sampling design used.

The findings revealed that in terms of the socio-demographic profile, the majority of the respondents were female who belonged to the 36 -45 age group, married, and had finished high school. In terms of occupation, the majority of them belonged to non-professional groups with a monthly income below Php 25,000. Most of them had two children studying and a majority had residences three or more kilometers away from the school where their children were enrolled.

Parents' involvement in the implementation of modular learning modality mainly includes the picking up of the supplies or modules from school and returning or submitting the same upon completion and helping their children to accomplish the modules in cases where no one else was available to help the learner. In the process of being involved, many parents experience the whole range of being comfortable or uncomfortable due to a variety of reasons.

In terms of satisfaction, the majority of the parents were not satisfied. They felt that their children were not learning enough given the circumstances surrounding their children's learning performance and progress via modular learning modality.

In terms of the issues and problems encountered by the parents, the majority cited such issues as family and financial problems, their limited capacity to help their children answer the module, and the learning environment at home to have hampered their involvement in their children's education. They likewise mentioned the bulk of working papers, the curriculum, the

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content of modules, and the lack of active feedback from teachers as some of the factors that pose a hindrance to the improvement of their children's education.

Based on the findings of the study, the researcher recommends the review of the DepEd policy on the use of modular learning modality. The parents' feedback as revealed in the study would serve as a good starting point in the review of the present policy and practices.

CONCLUSION

Thus, the study showed that the impact of modular distance learning implementation resulted in the decreased of academic performance of children was due to the parental responsiveness and enthusiasm in participating in modular learning activities. The attitude of parents in supervising and encouraging their children to finish the learning tasks was one of the biggest factors. The capability of parents to communicate and motivate children, managing children's time, moods and feelings affects academic learning productivity.

Parents' satisfaction with the modular learning modality was generally low for several reasons, particularly due to their perception that their children were not making enough progress.

Several issues and concerns raised by the parents were valid enough to be considered by the authorities concerned.

Based on the findings of the study, it was recommended that DepEd should revisit its existing policy and practices in the use of modular learning modality.

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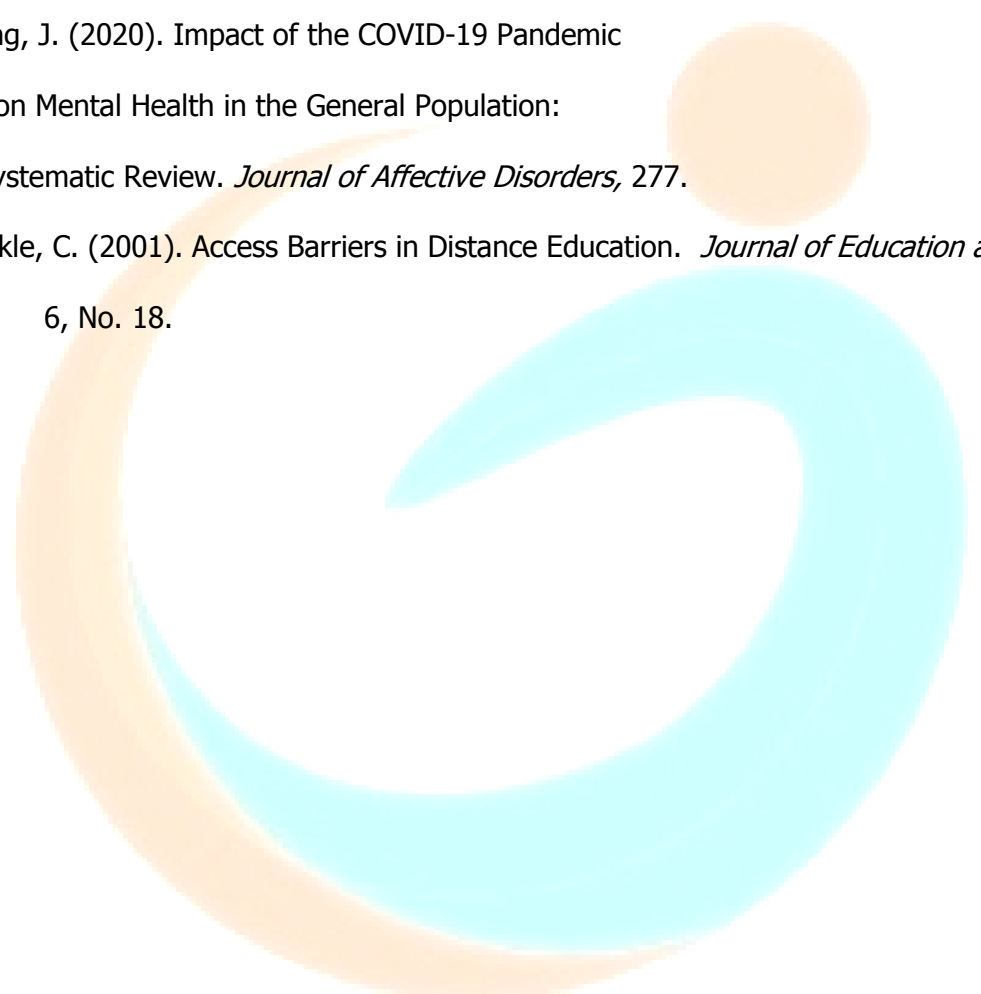
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