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## PARENTS' AND PUPILS' TECHNIQUES IN ACCOMPLISHING MODULES

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### ABSTRACT

It is fundamental to seek overhauls that would enhance the learning environment for pupils in light of the global epidemic and with respect for the fresh approach to education presented by the Department of Education. This study was conducted to understand the ways and practices of parents and pupils in accomplishing modules. A mixed-method research technique was used in collecting and analyzing quantitative and qualitative data. The data needed for the study was gathered through questionnaire and in-depth interview with parents and pupils. Results showed that majority of the parents lacked knowledge in guiding their children with their lessons which was considered as one of the hindrances in doing modular activities. In terms of pupils' strategies being used to accomplish the modules, they did the modules either in the morning or afternoon; they threw tantrums; and they rely with their parents in accomplishing their modules.

For the part of the parents, they gave reward to their children as one of the major techniques in order to accomplish the weekly modules.

**Keywords:** *modules, techniques of accomplishing modules, parents' participation, challenges, and innovative practices in accomplishing modules*

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## Introduction

In the Philippines, parents' participation in the education of their children is expected and highly encouraged (Gumapoc, et. al. 2021). This was highlighted during the School Year 2020-2021 and 2021-2022, where there was a country-wide restriction of face-to-face learning. The Covid-19 pandemic brought about drastic changes in the delivery of educational services in the country. One of the changes implemented was the modular mode of learning wherein learners do their academic tasks at the comfort of their homes.

Due to restrictions implemented by the government, the teaching-learning process shifted. From teachers who directly teach the pupils into parents who have close contact with their children. This was the time when parents' patience was put to test in teaching their children with less supervision coming from the teachers. It was the time which made parents' participation as the most important part of the Philippine education resulting to collaboration between parents and teachers.

Moreover, it heralded a new standard form of education and placed a fresh burden on parents for the well-being of their kids. Parents' involvement is often welcomed by their children, whether it is for homework or a range of activities assigned by instructors. BE-LCP (Basic Education: Learning Continuity Plan) recommended modular distance learning as one of the modalities. It is harmonious with Section 1 of Article XIV of the 1987 Constitution, which preserves citizens' right to excellent education at all levels and makes education accessible to everyone (Tibon, 2020; Abadiano and Alicamen, 2020).

Olivo (2021) mentioned that printed modules had been favored by parents as a means of making learning accessible to their children. In a modular learning context, parents or senior siblings must be actively involved in their children's learning and function as facilitators. They supervised and assisted the children's home learning in the completion of the learning courses. Parents as well as educators have a part in supporting their youngsters in learning and reaching their educational goals.

Additionally, involvement by parents in their children's early learning improves academic performance. Parents must establish an environment at home that fosters learning,

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validates what is taught in school, and produces life skills since they are also teachers and want their children to grow up to be responsible people.

Parents learn new things, face challenges, and create strategies to support their first-grader's learning because of needing to assist their child. This research assumed that parents would get the experiences and knowledge required to appropriately teach their children in the new normal of learning. The approaches that parents employ to complete the modules are viewed as a crucial impact in their children's academic achievement. Understanding how their support in modular learning would affect their children's academic advancement might also help them examine and uncover their children's specific demands and academic growth.

Many of research as derived on the involvement of parents on their children's learning and development. Dy et. al (2022) of Cebu Normal University mentioned that parents greatly faced challenges in supporting the modular learning of their children, because most parents did not receive formal training in accomplishing modules. Ceka and Murati (2016) stressed the necessity of parents supporting their children's physical and intellectual growth to the point where they can operate independently and meet the demands of their environment in their research.

It is in this context that the study sought to discover the various techniques and methods parents used in accomplishing the modules of their grade one children in Buenasuerte Elementary School in Nabas, Aklan.

It is a fact that the assistance of parents can also be a factor in the enhancement of their children's academic success, they must participate in the modular learning of their children so that they would know what to add to their facilities, be it materials or improvements on their academic learning. However, this will not make things easy for both children and parents. Some things create challenges and struggles for parents. Hence, the techniques used by parents in accomplishing their children's modules are important. Collaboration between parents and children could also form a bridge that connects to academic success. The data from this study painted a bigger picture of the problem being

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studied to determine various methods, strategies, and techniques used by parents and pupils in accomplishing their modules.

In Buenasuerte Elementary School, parents collected the modules from each grade level and the ones tasked to return the same on a set date and time to properly assess the academic participation of the primary pupils. However, there were circumstances that occurred when parents could not properly adhere to the prescribed modular protocols of the school. This resulted in inconvenience and delay on the part of teachers due to delayed submission and return of the learner’s learning activity sheets.

Thus, it was imperative to understand the various ways and techniques the parents and pupils used to accomplish their modules and submit them on time.

## Methods

A mixed-method research approach was utilized in order to gain a thorough understanding of the strategies parents and students used in order to complete the modules. In Buenasuerte Elementary School in Nabas, Aklan, a study was carried out with 25 participants, consisting of 25 parents and their Grade One children. Structured questionnaires were utilized to gather data, evaluating parental participation, resource accessibility, and learning process obstacles. In-depth interviews were also carried out to acquire qualitative information about the tactics and experiences of both parents and students. Thematic analysis was used to examine the data in order to find recurring themes and patterns about the methods used by parents and students to finish their modules.

A manual thematic analysis of the data was done. Question-wise documents were prepared, and queries were run to explore the word frequency for each of the questions. Open coding from the acquired data was done at an initial stage, and themes and sub-themes were formed. The codes, themes, and sub-themes were completely verified by the researcher to confirm the coherence in interpretation. The researcher used video recordings and prepared checklists

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for the possible response themes to ease the memorizing of the interview. The interview was done at the convenient time of the participants.

The following experts served as the validators of the researcher-made questionnaire: the Public Schools District Supervisor in the District of Nabas, Principal II of Buenasuerte Elementary School, Primary Grade Chairman of Buenasuerte Elementary School; and two parent-teachers of a grade 1-A pupil. The Good and Scate’s validity sheet determined the validity of the questionnaire to establish opinion and knowledge about an issue by seeking mutual agreement from experts.

The validation tool has the following scores and interpretation:

| Score       | Interpretation |
|-------------|----------------|
| 4.21 – 5.00 | Excellent      |
| 3.41 – 4.20 | Very Good      |
| 2.61 – 3.40 | Good           |
| 1.81 – 2.60 | Fair           |
| 1.00 - 1.80 | Poor           |

The questionnaire got a 3.81 score from the expert’s validation which is interpreted as a “very good” questionnaire. The suggestions of the validators were incorporated into the instrument.

The instrument's reliability was evaluated using the test-retest method. To gather questionnaire responses, the researcher spoke with ten (10) parents and pupils in Grade 1-A at Buenasuerte Elementary School. The Friedman ANOVA statistical software, which is part of IBM SPSS (Statistical Package for Social Science), was used to assess the

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reliability of the pilot test results. The results of the questionnaires for parents and pupils were 0.812 and 0.764, respectively, indicating that they were acceptable and dependable.

The researcher was able to categorize the possible themes or responses of the participants through observation and compiling anecdotal records.

Additionally, a checklist for closely observing the participants during the submission and receipt of the learning modules was supplied by the researcher.

| No.   | Criteria  | Always | Seldom | As Needed | Never |
|---|---|--------|--------|-----------|-------|
| <b>Parents' Participation in the Pupils' Learning</b> |   |        |        |           |       |
| <i>Punctuality</i>                                    |   |        |        |           |       |
| 1   | Submitted all the outputs on time.  |        |        |           |       |
| 2   | All the weekly modules were accomplished.                                 |        |        |           |       |
| 3   | Completion of all required activities, assignments and performance tasks. |        |        |           |       |
| 4   | Spent time with the child, guiding him through his learning modules.      |        |        |           |       |
| <i>Physiological Needs</i>                            |   |        |        |           |       |
| 5   | The child had a favorable learning environment at home where he can focus |        |        |           |       |

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|---|--|--|--|--|--|
|   | on answering the modules without interruptions.  |  |  |  |  |
| 6   | Provided different learning materials.   |  |  |  |  |
| 7   | Made sure the child had eaten food before the study session.   |  |  |  |  |
| <i>Emotional Support</i>  |  |  |  |  |  |
| 8   | Made the child confident by my presence while he is doing the learning modules.  |  |  |  |  |
| 9   | Encouraged and disciplined the child to complete his learning modules.   |  |  |  |  |
| 10  | Participated cooperatively in school activities, followed school rules and used appropriate behaviors and social skills. |  |  |  |  |
| <i>Spiritual Support</i>  |  |  |  |  |  |
| 11  | Made a habit of praying both before and after completing modules.  |  |  |  |  |
| 12  | Teaches the Christian values to the child.   |  |  |  |  |
| <b><i>Best Practices of Parents in Assisting Their Children to Accomplish the Modules</i></b> |  |  |  |  |  |
| 1   | Initiated to begin the learning process.   |  |  |  |  |

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|   |   |  |  |  |  |
|---|---|--|--|--|--|
| 2 | Asked other family members for assistance in comprehending the lesson in the modules,               |  |  |  |  |
| 3 | Made use of technology to make it simple to find the answers in the courses.                        |  |  |  |  |
| 4 | Employed discipline to make the child complete his module assignment.                               |  |  |  |  |
| 5 | Gave the child a prize when appropriate so that he will work hard to complete his module responses. |  |  |  |  |
| 6 | Encouraged the child to complete his activities in the modules by providing him with motivation.    |  |  |  |  |
| 7 | Advised the child to simply copy the answers from the answer key.                                   |  |  |  |  |

***Problems Encountered by Parents***

|   |   |  |  |  |  |
|---|---|--|--|--|--|
| 1 | Insufficient time to help the child complete his lessons.           |  |  |  |  |
| 2 | Workaholic parents  |  |  |  |  |
| 3 | Lack of knowledge and comprehension regarding the modules' lessons. |  |  |  |  |
| 4 | Short tempered person.  |  |  |  |  |

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|   |  |  |  |  |  |
|---|--|--|--|--|--|
| 5 | Struggled as a parent to get my child to follow my instructions. |  |  |  |  |
| 6 | Child goes in tantrums to avoid answering the modules.           |  |  |  |  |

## Results and Discussions

### I. PARENTS' VIEW OF THEIR PARTICIPATION IN THE PUPILS' LEARNING

#### a. Length of time spent in teaching

Table 1 shows the length of time spent by parents in teaching their children in accomplishing their modules with a grand mean of  $M=6.25$ . It could be seen that majority of the respondents (13 or 52%) spent two (2) hours with their children in answering their modules; 6 or 24% of the respondents spent for a maximum of one (1) hour; 5 or 20% spent for three (3) hours; and only 1 respondent spent time with their children for more than three (3) hours. This meant that majority of the parents spent less time with their children in answering the modules. This might be because some of the parents were working full-time and had a limited time to support their children's needs for the assigned modules which greatly impacted the academic endeavors of their children.

The said implications were further explicated by the following responses from the parents:

A full-time sales associate parent mentioned:

*"Kun amat lang dan ma'am nasingit ko imaw daad sa kun oras para mausyan na nga udyang man ako para sa ana magburig. Amat gid di ron maadjust sa akong obra bay." (I try to squeeze him in my time so he can still see me helping him. My time for work can't really be adjusted, Ma'am.)*

Meanwhile, a 38 year-old parent admitted:

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*“Indi bay ko kaintindi sa isang pasada basa mana nakun kaya gabuhay kami. Kung rodyang akong manghod na bay-an ko lang sa ana kon onga ag pahaom lang kot andang makaon.” (It’s because I have to understand the content first if I’ll teach them. We always have long sessions, I cannot understand immediately. If my sister is there, I’ll leave the teaching to her, I’ll just prepare snacks.)*

This was supported by Geolea and Geolea (2021) who stated that parents had a hard time managing their employees and household commitments, which made it difficult for them to support their children's learning at home. Parents were also reported as being too busy or unable to afford the expenses of supporting their children's education at the time.

**Table 1.**

*Parents’ Length of Time Spent in Teaching their Children*

| Length of Time Spent in Teaching |           |             |
|----------------------------------|-----------|-------------|
| <i>Number of Hours</i>           | <b>F</b>  | <b>%</b>    |
| Maximum of 1 hour                | 6         | 24%         |
| 2 hours                          | 13        | 52%         |
| 3 hours                          | 5         | 20%         |
| More than 3 hours                | 1         | 4%          |
| Total                            | <b>25</b> | <b>100%</b> |
| Mean                             |           | <b>6.25</b> |

*b. Module productivity per day*

Table 2 shows the number of modules parents and pupils could finish each day with a grand mean of  $M=6.25$ . From the table below, it could be seen that 10 or 40% of the respondents could finish answering two (2) modules in a day; 8 or 32% could finish only one (1) module; 5 or 20% could finish five (5) modules; and only 2 or 8% of the respondents could answer four (4) or more modules in a day. This suggested that majority of the pupils

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could only finish one (1) or two (2) modules each day with the supervision of their parents. This might be because of the limited available time of parents in supporting their children due to work-related responsibilities. Also, it might be because the pupils themselves were not yet emotionally ready to do any academic tasks. It could also be due to the limited background knowledge of parents in teaching their children the lessons from the module since it was not their area of expertise which made them slow in answering the modules. However, if parents were unavailable to assist their children, they tend to ask their extended family members to help the children in answering the modules. This could be demonstrated by the narration of one of the respondents.

One parent said:

*"Sa agahon ngarun ma'am mga katunga palang it module ro masabtan. Sa one day isa siguro ang matapos. Dahil sa hapon bago imaw magtulog pagkatapos ilabas, tapos na ang sambilog nga module." (In the morning, half of the module is already answered. In one day, maybe, my child can finish only one module because in the afternoon, before he sleeps, one module is already finished.)*

A mother with three children also said that:

*"Kaya na ran ma'am tapuson and tatlo o apat basta sa mood lang maw daad ag rodyan man ang anang tiya gatudlo." (She can finish that, Ma'am, as long as she is in the mood and if her Aunt is available to teach her.)*

In conjunction, Atashrooz and colleagues (2008) argued that personality traits and academic performance should be understood which could influence students' learning and accomplishments. They also noted that students' psychological characteristics had a significant impact also in their academic accomplishments. Hence, as Noviante and Garzia (2020) stated, parents should motivate their children to achieve something in some sort of activity since children would be able to grow, learn, and accomplish with the help of their parents' support and compassion.

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**Table 2.**

*Module Productivity per Day*

| Module Productivity per Day |           |             |
|-----------------------------|-----------|-------------|
| <i>Number of Modules</i>    | <i>F</i>  | <i>%</i>    |
| 1 module                    | 8         | 32%         |
| 2 modules                   | 10        | 40%         |
| 3 modules                   | 5         | 20%         |
| 4 and more                  | 2         | 8%          |
| Total                       | <b>25</b> | <b>100%</b> |
| Mean                        |           | <b>6.25</b> |

*c. Available learning facilities at home*

Table 3 shows the available learning facilities at home of the respondents categorized into study spot, capacity, distractions, and lighting and ventilation with a mean of  $M=12.5$ . In terms of study spot, majority of the respondents answered the modules with their children in study table/study room (9 or 36%) and dining room (9 or 36%) while only 7 or 28% answered outdoor with a mean of  $M=6.25$ . Meanwhile, in terms of capacity, many of them had spacious facility at home (23 or 92%) and only 2 or 8% had narrow spaces at home with a mean of  $M=12.5$ . When it came to distractions at home, majority of them had conducive learning environment (12 or 48%); 10 or 40% of them had moderate noise or distractions; and only 3 or 12% had many distractions at home when doing modular activity with a mean of  $M=8.33$ . In terms of lighting and ventilation, all respondents (25 or 100%) had a well-lighted and ventilated place.

This meant that parents and pupils could concentrate in doing activities from the module if it was being done in a study room or dining table, in a spacious area, had no distractions and was well-lighted and ventilated. This suggested that parents did their best to provide an appropriate environment for their children when doing school-related works. It

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could also be deduced that parents indeed wanted their children to be comfortable and relaxed when answering their modules.

Such implications were explicated by the following narratives from the parents:

A 36-year-old mother stated:

*"Kainit abi kaya ma'am mu gaguwa kami para presko man kaso magahod man ang sa palibot namon. Mabantay gid ako sa ana para indi maw mag-untat sa pag-obra." (Nowadays, the temperature gets hot during the daytime. We go out but there are some distractions from neighbors. I really need to check on him thoroughly so he would not be distracted easily.)*

One of the parents when asked where they study when doing the modules, he said:

*"Sa sala mat a. Owa it masangag dahil malayo kami sa mga panimalay. Bukon it masangag. Mahayag ag may electric fan man." (In the sala. There are no distractions because we are far from other houses. It has also a good lingthing and has electric fan.)*

This was supported by Sintia and Rohita's (2020) discussion that parents used a variety of methods to create a learning environment that encourages students to complete the tasks assigned to them. However, for Chan (1996) a good learning environment was associated with pastel colouring, appropriate lighting, controlled acoustics, and proper air ventilation. A good learning environment frees students from physical distress, makes it easy for students to concentrate on schoolwork, and induces logical thinking.

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**Table 3.**

*Availability and Status of Learning Facilities at Home*

| Available Learning Facilities |                             |           |             |
|-------------------------------|-----------------------------|-----------|-------------|
| <i>Categories</i>             | <i>Specifics</i>            | <i>F</i>  | <i>%</i>    |
| Spot                          | Study Table/Study Room      | 9         | 36%         |
|                               | Dining Table                | 9         | 36%         |
|                               | Outdoor                     | 7         | 28%         |
|                               | <b>Total</b>                | <b>25</b> | <b>100%</b> |
|                               | <b>Mean</b>                 |           | <b>6.25</b> |
| Capacity                      | Spacious                    | 23        | 92%         |
|                               | Narrow                      | 2         | 8%          |
|                               | <b>Total</b>                | <b>25</b> | <b>100%</b> |
|                               | <b>Mean</b>                 |           | <b>12.5</b> |
| Distractions                  | Conducive (No Distractions) | 12        | 48%         |
|                               | Moderate Noise              | 10        | 40%         |
|                               | Lot of Distractions         | 3         | 12%         |
|                               | <b>Total</b>                | <b>25</b> | <b>100%</b> |
|                               | <b>Mean</b>                 |           | <b>8.33</b> |
| Lighting and Ventilation      | Well-lighted and ventilated | 25        | 100%        |
|                               | Poor light and ventilation  | 0         | 0%          |
|                               | <b>Total</b>                | <b>25</b> | <b>100%</b> |
|                               | <b>Mean</b>                 |           | <b>12.5</b> |

*d. Available Learning Materials and Electronic Devices*

Table 4 shows the available learning materials or electronic devices at home which the parents and pupils utilized in answering the modules with a mean of  $M=14.25$ .

As shown in Table 4, it could be noticed that most of the respondents had available printed books or encyclopedia at home (21 or 37%); DepEd books were utilized by 19 (33%)

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respondents; phones, laptop, netbook, and desktop with 14 or 25% respondents, and Smart TV with only 3 (5%) respondents.

This meant that much of modular activities done by the parents and pupils were aided using printed materials at home. Electronic devices such as phones, laptops, netbook, desktop, and Smart TV were not available at some households due to financial constraints limiting the families to avail such aids in educating their pupils. Also, limited learning resources might be due to inadequate finances that parents would always opt to spend their money on their basic needs rather than using it for enriching the learning opportunities of their children. Though given such reasons, there were still parents who would tend to spend money just to support the educational needs of their children. This could be explicated by the given responses of one of the respondents. One of the respondents stated that:

*"Baw nagbakal gid takun cellphone lang ma'am para may magamit maw ag sa mga videos nga napasa. Mabug-at sa balsa." (I bought another cellphone she can use for videos. Somehow, there are many expenses.)*

Also, another parent mentioned:

*"Gagamit kami it libro, DepEd nga libro kung gasabat it module." (We used a book, the DepEd textbook when answering the modules.)*

This could also be explained by Knopik et al. (2021) stating that because of this new normal of learning, parents must actively participate in logistical activities such as providing appropriate equipment, generating supplies, creating an account on the platform, sharing homework photos, managing the schedule of activities, and those specifically related to the educational process such as task implementation, formulating notes, and locating sources, among others. However, challenges were also experienced by the parents to support their children's educational needs. As Ozer and Keskin (2019) stated, parents faced material difficulties in terms of economic and the inability to give materials especially the materials needed for the new normal education.

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**Table 4.**

*Available Learning Materials and Electronic Devices*

| Available Learning Materials and Electronic Devices | <i>F</i>  | <i>%</i>     |
|---|-----------|--------------|
| Printed Books/ Encyclopedia                         | 21        | 37%          |
| DepEd books   | 19        | 33%          |
| Smart TV  | 3         | 5%           |
| Phones, laptop, netbook, desktop                    | 14        | 25%          |
| Total   | <b>57</b> | <b>100%</b>  |
| Mean  |           | <b>14.25</b> |

*e. Physiological Support*

Table 5 shows the parents' physiological support to their children as a technique in helping the learners in answering their modules.

It could be seen in Table 4 that majority of the respondents gave food to their children while studying (13 or 52%) while 12 or 48% gave snacks before the study session with a mean of ( $M=6.25$ ). When asked if their children get hungry during the study session, majority of them said sometimes (12 or 48%), 8 or 32% said yes, and only 5 or 20% said no with a mean of ( $M=8.33$ ). In addition to this, 18 or 72% of the population allotted Php 0-99, 5 or 20% of them allotted Php 100-199, and only 2 or 8% of them allotted Php 200 of their budget for food during study sessions with a mean of ( $M=8.33$ ).

This meant that parents provided food and allotted an amount of money for their children during study sessions. It could be implied that parents value the physiological needs of their children which is vital for their children's concentration during study sessions and for accomplishing academic tasks. This could be clearly illustrated by the given response of some of the respondents:

A 34-year-old housewife said that:

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*"Mas madali sanda makausoy gid kon busog sanda." (They can understand and study better if their stomachs are full.)*

One of the pupils when asked if she had eaten any food before answering the modules said: "Oo." (Yes) The same answer was also given by the respondent when asked if she was given food by her mother whenever she asks for it.

As stated by Paco et al. (2021), the major job of parents was to give support, direction, and access to activities that assist children in completing critical developmental tasks. In addition, parents invest time and money in their children's futures out of their strong love and concern for them.

**Table 5.**  
*Parents' Physiological Support to their Children*

| Physiological Support                        |                                    |           |             |
|--|------------------------------------|-----------|-------------|
| <i>Categories</i>                            | <i>Specifics</i>                   | <i>F</i>  | <i>%</i>    |
| Food Provision on Study session              | Provide food before study sessions | 12        | 48%         |
|  | Provide snacks while studying      | 13        | 52%         |
|  | <b>Total</b>                       | <b>25</b> | <b>100%</b> |
|  | <b>Mean</b>                        |           | <b>6.25</b> |
| Do they go hungry on study sessions          | Yes                                | 8         | 32%         |
|  | No                                 | 5         | 20%         |
|  | Sometimes                          | 12        | 48%         |
|  | <b>Total</b>                       | <b>25</b> | <b>100%</b> |
|  | <b>Mean</b>                        |           | <b>8.33</b> |
| Budget Allotment for Food for Study Sessions | Php 0-99/day                       | 18        | 72%         |
|  | Php 100-199/day                    | 5         | 20%         |
|  | Php 200 and above per day          | 2         | 8%          |
|  | <b>Total</b>                       | <b>25</b> | <b>100%</b> |
|  | <b>Mean</b>                        |           | <b>8.33</b> |

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f. *Academic Support*

Table 6 shows the academic support of parents for their children when answering the modules with a mean of  $M=12.5$ . It could be gleaned that majority of the respondents were undergraduate (16 or 64%) who assisted their children in doing modular activities while college graduates were only 9 or 36%. This meant that majority of the respondents were not able to reach or finish their college education. Despite this, all the respondents positively assisted their children in answering the modules. It suggested also that though parents were undergraduates or were not that familiar with the lessons of their children, they still looked for means in supporting their children with their academics. Some of them even asked for help from their extended family in assisting their children.

As one of the respondents, a working mother said:

*"Napamisar ko man kon amat nga konta nakatapos man ako para burigan ko sanda sa andang modules." (Sometimes, I regret that I didn't pursue my school when I was young. Maybe I will be able to help them (her children) with their modules now.)*

Also, one mother said:

*"Ako ang gatudlo. Ang tatay hay kun amat lang gid ay may trabaho." (I am the one teaching my child. My husband often teaches her since he has a job.)*

This was further explained by the study of Gecolea and Gecolea (2021) who stated that parents were also having difficulty teaching their children since several concepts in the school curriculum were difficult for them to completely comprehend. Because some of them were not able to finish their studies, the parents would occasionally find themselves unable to react and to provide knowledge on their children's inquiries.

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**Table 6.**

*Academic Support*

| Academic Support                            | Do you teach or assist your child in answering modules? |            |             |             |
|---|---|------------|-------------|-------------|
|   | <i>F</i>  | <i>%</i>   | <b>YES</b>  | <b>NO</b>   |
| College Grad Parent                         | 9   | 36%        | 36%         | 0%          |
| Undergraduate Parent                        | 16  | 64%        | 64%         | 0%          |
| Total                                       | <b>25</b>   | <b>100</b> | <b>100%</b> | 0%          |
| Mean  |   | <b>%</b>   |             | <b>12.5</b> |
| Seeks help from other family members (N=25) | 18  | 72%        |             |             |

*g. Emotional Support*

Shown in Table 7 is the emotional support given by parents to their children when doing modular activities.

It could be seen that most of the respondents provided reward for the tantrums of their children (13 or 52%) whenever they were answering the modules; some parents gave rewards and punishment (7 or 28%); and a few of them provided punishment (5 or 20%) with a mean of  $M=8.33$ . This suggested that parents either prepared something to give to their children or resorted to punishment whenever their children showed tantrums when doing modular activities. This was understandable as parents wanted their children to behave appropriately and to excel when dealing with their academic activities. Parents knew that either reward or punishments would likely motivate their children to do the modules and finish it on time. This could be exemplified by the following statements.

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A working mother admitted that she is strict to her child:

*"Ginakuyot ko gid taran ma'am nga madulot gid. Hay need bay tana mahimo ag kon matapos mata hay iwarang ko ron maw o makaon kami sa Palomata." (I do pinch him at times, Ma'am, so he can understand that he has to study and finish his tasks. If he is successful or at least he tries, I will treat him after.)*

Another working mother also said:

*"Kun amat abi ma'am hay ginaabot anang topak. Indi mag-module. Hay akong gina-obra karun hay, o sige, bahala ka kung inid ka mag-obra it module. Indi na ako magtudro kimo. Indi ko pagbalikan imong module kay ma'am kung indi ka magmodule. Pero pahagan hagan ko anay run ma'am bago magmodule kami nga wa imaw it topak. Pag nagsampit maw, sige ma, mamodule eon ako. Hay hato." (Sometimes when he is not in the mood to the module, he will not do it. I will then say, okay, if you do not want to answer the module, I will not teach you and I will not pass your modules to ma'am but I will wait for*

*him in a while to be in the mood again. Then, he will say, let's do the module ma.)*

As Rosenzweig (2001) stated, parental participation in children's learning activities was linked to a foster pattern. Warm support and emotion were shown by parents with authoritarian foster habits in which such characteristics could contribute to a child's academic success. These attributes could help a youngster succeed academically wherein parents kept track of the times and sort the tasks provided by teachers, as well as monitor the students to ensure that the activities were completed on time.

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**Table 7.**

*Emotional Support of Parents to their Children*

| Emotional Support       |           |             |
|-------------------------|-----------|-------------|
|                         | <i>F</i>  | <i>%</i>    |
| Support                 |           |             |
| Rewards and punishments | 7         | 28%         |
| Reward for tantrums     | 13        | 52%         |
| Punishment              | 5         | 20%         |
| Total                   | <b>25</b> | <b>100%</b> |
| Mean                    |           | <b>8.33</b> |

*a. Spiritual Support of Parents to their Children*

Table 8 shows the spiritual support shown by parents every time they are answering the modules. It could be gleaned that the participants were almost equally divided who prayed before answering the modules; 14 or 56% of them said that they pray and 11 or 44% said they did not when answering the modules. Though there was a thin line of difference between the respondents who prayed and who did not when answering the modules, still, majority of them prayed. This suggested that parents who practice praying were active in doing religious activities while parents who do not pray might be no longer practicing religious practices such as attending Sunday mass. It could be implied that activities like praying and attending mass on TV were important activities which could help learners overcome their difficulties in answering or accomplishing modules. Such implications could be further explicated by the given statement.

A mother of four children, made it a point that her children practice praying every point of the day. She said that:

*"Magbugtaw sila sang-aga, bago magkaon ag pagkatapos ag bago magturog. Nahambal ko sa ila nga indi bay tana dapat limtan gid nga mangadyi sa Ginuo sa tanan orobrahon." (By the time they rise from the bed, before and*

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*after meals, and before sleeping. We make sure that they always seek guidance from God for every activity they do.)*

Another mother was asked also if they pray before doing the modules, she said with a nod and smile:

*"Hoo. Hoo." (Yes. Yes)*

As Pusztai and Fenyes (2022) stated, parents' religiosity and parental attention were considered as important factors to become effective parents. Moreover, religious involvement of parents yielded positive results on academic performance of students (Park & Bonner, 2008) and students with high religiosity had better grades and could complete the years of education (Horwitz, 2021).

**Table 8.**

*Spiritual Support of Parents*

| Statement           | F  | %   |
|---------------------|----|-----|
| Do you practice Yes | 14 | 56% |
| praying? No         | 11 | 44% |

## II. PROBLEMS AND CHALLENGES ENCOUNTERED OF PARENTS IN ASSISTING THE CHILDREN ACCOMPLISH THEIR MODULES

The responses of the participants below were thematized to display the problems and challenges encountered by the parents in assisting their children to accomplish their modules. Through the interviews and discussions, the researcher asked the participants to rate each problem based on its existence and likeness in their parent-pupil tandem with regards to

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accomplishing the pupil's weekly module assignments. Table 9 presents the mean ratings per problem commonly encountered by parents with a grand mean of  $M=9:00$

As seen in Table 9, 19 (31%) of the participants lacked knowledge to guide their children in their lesson; 16 (26%) of them were having difficulties with their kids every time they threw tantrums; 11 (18%) of them could not give their time due to their work and different responsibilities; 8 (13%) of the parents were having difficulties teaching their children because they were workaholics; 4 (6%) of the parents were short-tempered; 3 (5%) were having problems in parenting their children; and only 1 (1%) had spoiled children. It could be seen that the lack of knowledge about the lesson was the first challenge parents experienced when assisting their children to accomplish their modules. Some of the parents were undergraduate in educational attainment. This could be due to the difficulty of the lesson and the activities required to be accomplished in the modules. This could be exemplified by the narratives below:

A high school graduate mother said:

*"Ginaliwat-liwat nakun basa ang module para mausyan ko ma'am. Gapangakig man siya sa akon kon madugay ako mag-intindi. Gamangkot lang ko sang mga gumangkunan." (I read the module many times ma'am so that I can get it. He easily gets mad if I don't know how to answer. That's why I seek help for my nieces.)*

Also, a working parent mentioned:

*"May obra bay kami mag-asawa ma'am. Maabot pa kami sa balay gab-e ron tana." (My husband and I have work ma'am and we usually arrive at home late in the evening.)*

In addition, a mother said:

*"Lisod gid ma'am. Iba gid abi tana ang face-to-face. Iba gid man tana ang maestra gaturo kaysa sa nanay dahil ako abi nga nanay hay nalisdan man ako mag-explain sa akong onga. Di nakon usyan ang hato nga, di nakon kaya ma-explai kana." (It's difficult. Face-to-face classes*

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*are different because the teacher is the one teaching. I, as a mother, have difficulty because it's hard for me to explain the lesson to my child.)*

Significantly, the lack of knowledge about the concepts mentioned in the modules proved to be the most common problem encountered by the participating parents. As mentioned also in the academic support questionnaire, most parents were not confident in their educational background and acknowledged that they do not have enough knowledge to teach their children. They even said that they did not fully understand the terms and other instructions written in the materials. In addition, since they also have full-time jobs or do housework for a full day, they could not give all their attention to their children while doing the assigned modules. This was also one of the reasons why they sought help from other family members who had free time to supervise their children.

Some of them also sought support from other family members who could teach their children. However, parents who do not live with their extended family do extra work just to finish the modules. One parent confessed that they were given answer keys for the modules, allowing them to correct what their children had finished. But this also became a way for the parents to answer the modules themselves, just so their children could submit a complete module. Some parents admitted to this and made their writing illegible, so the teacher would not be suspicious and think that those were made by the children.

The process of parents answering the modules themselves also happened because of the children's tantrum attacks, which highly tested their patience. Most parents, who did not want to prolong their children's tantrums, did the modules, and let their children rest or play. Parents had difficulty teaching their children since several concepts in the school curriculum were difficult for them to completely comprehend. Regarding the parents' educational backgrounds, it was determined that parents who lacked information about assisting their children's distant learning were more likely to have secondary education or less after evaluating the data (Jaafar et al., 2020).

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**Table 9.**

*Problems Encountered by Parents in Assisting their Children to Accomplish the Modules*

| Problems Encountered by Parents | <i>F</i>  | %           |
|---------------------------------|-----------|-------------|
| Time                            | 11        | 18%         |
| Workaholic parents              | 8         | 13%         |
| Lack of Knowledge               | 19        | 31%         |
| Parenting problems              | 3         | 5%          |
| Short-tempered person           | 4         | 6%          |
| Having tantrums                 | 16        | 26%         |
| Spoiled                         | 1         | 1%          |
| Total                           | <b>62</b> | <b>100%</b> |
| Mean                            |           | <b>9.00</b> |

### III. STRATEGIES USED BY THE PUPILS TO ACCOMPLISH THEIR MODULES

The strategies used by the pupils to accomplish their modules were thematized in schedules, module productivity, attitude, and parent’s support.

a. *Schedules.*

Shown in Table 10 is the study schedule of the pupils in doing their modules. It could be seen that most of the respondents did their modules either in the morning (20 or 40%) or in the afternoon (20 or 40%) while only 10 (20%) did it in the evening with a mean score of  $M=16.67$ .

Although they found their study schedules flexible, most of them still chose morning or afternoon time to study. This might be because morning and afternoon sessions are an effective time for children to focus more in answering their modules. Also, this was consistent with the schedule of students in school prior to the pandemic. Moreover, at

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such times, children were more active to spend their energy with their modules than in the evening when children’s energy already depleted making them sleepy to do the modular activities. Such implications could be further explained by the given responses from the respondents.

One of them mentioned:

*When asked if what time they like to study, some of the respondents said: "Morning. Ayaw ko ng afternoon. Kasi sa hapon naglalaro ako at nanood sa gabi." (I like to study in the morning. I do not like to do it in the afternoon because I am already playing and in the evening, I am watching TV.)*

Also, another pupil said:

*"Aga. Ayaw sa afternoon at gabi." (Morning only. I don't like to do it in the afternoon and evening.)*

This is supported by the study of Muhammad, Sidhu, and Srinivasan (2022) in which they found that students who were studying in the morning and afternoon

performed better compared to students who were studying in the late afternoon. They also noted that concepts of lessons were retained longer if students study in the morning.

**Table 10.**

*Study Schedules of Pupils*

| Study Schedules | F         | %            |
|-----------------|-----------|--------------|
| Morning         | 20        | 40%          |
| Afternoon       | 20        | 40%          |
| Evening         | 10        | 20%          |
| Total           | <b>50</b> | <b>100%</b>  |
| Mean Score      |           | <b>16.67</b> |

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b. *Module Productivity.*

Shown in Table 11 is the number of modules parents and pupils could finish in one day with a mean score of  $M=10$ . Figures showed that 17 (57%) of the respondents could finish only one module for a day; 10 (33%) respondents could finish all modules; and 3 (10%) could finish the modules according to the assigned schedule. This meant that the pupils could only focus on answering one module for a day. It implied that pupils were having a hard time to focus on more than one module to answer. This might be because the setting at home was different from school in which their motivation in answering their modules were affected. In addition, since the setting was at home, the pupils did not feel any urgency to finish the modules since there were no teachers around to check their work. The following responses from the participants exhibited clearly the implications made:

When asked if the pupil wanted to finish all the modules in a day, the pupil answered:

*"Ayaw. Isa isa lang"*

Another pupil also answered *"Ayaw"* (No) and she agreed when asked if it was better to answer the modules one at a time.

However, when asked if how many modules he could finish, one of the pupils answered: *"Daywa"* (Two) Yet, when asked again if he could finish it within the day, he said: *"Indi"* (No).

This was supported by the Home-Schooling Program study of Devit (2022) who stated that ages 5-7 spent study time for about two-three hours a day in which they should not be exposed to many worksheets. Also, Noviante and Garzia (2020) noted that children's independence is still developing which requires parental guidance.

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**Table 11.**

*Module Productivity per Day*

| Module Productivity | <i>f</i>  | %           |
|---------------------|-----------|-------------|
| All modules         | 10        | 33%         |
| One at a time       | 17        | 57%         |
| Based on Schedule   | 3         | 10%         |
| <b>Total</b>        | <b>30</b> | <b>100%</b> |
| <b>Mean</b>         |           | <b>10</b>   |

c. *Attitudes.*

As shown in Table 12, 18 or 44% of the respondents threw tantrums resulting to non-accomplishment of the modules; 14 or 34% behaved when doing modules; and only 9 or 22% were lazy in accomplishing their modules with a mean of  $M=13.67$ . This data meant that majority of the pupils tend to throw tantrums leading them not to finish the modules on time. It could be deduced that children resorted to throwing tantrums for them to avoid in answering the modules. Children usually assumed that if they throw tantrums, their parents will not force them to answer the modules and the parents would do it for them anyway. However, despite throwing tantrums, some pupils still chose to finish their modules. This could be explicated by the given narrative.

One of the pupils, when asked if he showed tantrums whenever their parents wanted him to finish the modules, he did not hesitate to nod his head. Though, when asked if he wanted to finish the module, he said: "*Gusto*" (Yes).

Another pupil was also asked if he cried or threw tantrums when answering the modules, he answered: "*Hoo*" (Yes). Yet, when he was asked if he listened to his parents when it was time to do the modules, he said yes.

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Such implications could be explained by the study of Noviante and Garzia (2020), who stated that primary learners were difficult to handle and to encourage in learning. Children, especially those who are young, were particularly vulnerable. At this age, children's independence is still developing; therefore, they ought to be directed to practice home learning.

**Table 12.**

*Attitude when Doing Modules*

|                             | Attitude   | F         | %            |
|-----------------------------|--|-----------|--------------|
| Attitude when doing modules | Throws tantrums so they don't accomplish modules | 18        | 44%          |
|                             | Behave when doing modules                        | 14        | 34%          |
|                             | Lazy in accomplishing modules                    | 9         | 22%          |
| Total                       |  | <b>41</b> | <b>100%</b>  |
| Mean                        |  |           | <b>13.67</b> |

d. *Parents' support.*

Table 13 shows the perception of pupils with their parents' participation in answering their modules. In terms of parents' initiation of learning with a mean score of  $M=10.67$ , 21 or 66% of them saw their parents as initiators in accomplishing their modules; 11 or 34% viewed their extended family members as their helpers; and none of them had tutor in answering all their modules. This meant that the pupils had parents who tend to initiate first in accomplishing the modules of their children. At this point, it was assumed that parents had a goal of helping their children accomplish academic tasks on time.

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When asked if who was the one initiating to answer the modules, one pupil said:

*"Si mama." (My mother.)* If asked again if her father helped her, she answered: *"Minsan lang." (Sometimes)*

Similarly, one of the respondents also answered:

*"Si Mama" (My mother)* when he was asked on who initiated to answer his modules.

This was especially true with the statement of Olivio (2021) stating that parents are important instructors for their children. In addition, Sari and Maningtyas (2020) noted that parents must take an active part in the growth of their kid's early learning by surrounding and directing them. It is the parents' obligation to oversee and instruct their children's learning at home.

Also, based on the table, it could be seen that 19 (56%) of the respondents asked their parents' help when they could not understand their modules; 11 (32%) did the modules by themselves; and 4 (12%) did not mind their modules because their parents would do it for them, with a mean of  $M=11.33$ . It could be implied that majority of the pupils sought the help of their parents whenever they had difficulty with their modules. Given that parents are their first teachers, it is always assumed that children would always seek first the help of their parents. Also, parents are the more abled people who are around and available for them every day.

One of the pupils when asked if he asked some help from his parents whenever he could not understand the lessons in his module, he answered:

*"Si nanay, natawag ko." (I always call or ask my mother.)*

Aside from his mother who helped him in answering the modules, another respondent said:

*"Si ninong." (My godfather.)*

As Noviante and Garzia (2020) stated, it was difficult for children to attain academic success without parental assistance. In the first and second years of

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primary school, children are still required to give a quick explanation regarding the subject and do in-home study, wherein parents must provide help.

**Table 13.**

*Pupils' Perception of Parents' Participation*

| Parents' Participation |  | <i>F</i>  | <i>%</i>     |
|------------------------|--|-----------|--------------|
| Initiation of Learning | My parents initiate accomplishing modules                      | 21        | 66%          |
|                        | I have a tutor   | 0         | 0%           |
|                        | My extended family helps me with my module                     | 11        | 34%          |
|                        | <b>Total</b>   | <b>32</b> | <b>100%</b>  |
|                        | <b>Mean</b>  |           | <b>10.67</b> |
| Presence               | I ask my parents for help when I cannot understand the modules | 19        | 56%          |
|                        | I do modules all by myself                                     | 4         | 12%          |
|                        | I do not mind my modules, my parents will do it for me.        | 11        | 32%          |
|                        | <b>Total</b>   | <b>34</b> | <b>100%</b>  |
|                        | <b>Mean</b>  |           | <b>11.33</b> |

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## IV. TECHNIQUES PARENTS PRACTICED ASSISTING THEIR CHILDREN TO ACCOMPLISH THE MODULES

The responses of parents on what techniques they practiced to assist their children in accomplishing the modules such as starting to initiate learning, seek help from family members, discuss the lesson, use gadgets, punishment, giving rewards, provide motivation, and copying the answers had a mean score of  $M=8$ .

Various techniques were used and combined by parents to motivate their children to accomplish the assigned modules. Most of the interviewed parents also mentioned that their initiation of learning was an effective way to finish the tasks and giving rewards to children whenever they accomplished and completed the modules as scheduled.

Figures showed that 16 (25%) of the respondents gave reward to their children; 14 (22%) sought help from other family members; 12 (19%) initiated learning; 9 (14%) discussed the lesson; 6 (9%) copied the answers; 3 (5%) used gadgets; and lastly, 2 (3%) gave punishment and provided motivation for the learners in answering the modules. This meant that majority of the respondents were ready to give a reward to their children as a motivation to finish their modules.

For those parents who found their educational background a barrier, they always sought support from other family members to help their children. However, some parents admitted that they practiced copying the answer kit for faster completion. Either the children wrote the answers as they dictated it, or they themselves completed the module while writing illegibly to avoid suspicions from teachers. This could be explicated by the responses of one of the respondents.

As cited already in the previous sections, a high school graduate mother said:

*"Ginaliwat-liwat nakun basa ang module para mausyan ko ma'am. Gapangakig man siya sa akon kon madugay ako mag-intindi. Gamangkot lang ko sang mga gumangkunan." (I read the module many times ma'am so that I can get it. He easily gets mad if I don't know how to answer. That's why I seek help for my nieces.)*

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One of the parents admitted that she was the one who answered the module of her children. She said:

*"Oo. May time man ma'am nga ako gatapos dahil gahambae abi imaw nga, ay nagaoy eon ako. Nagaoy na imaw magsulat so ako nalang ang gatapos." (Yes, there was a time that I answered his module because he is usually say that he is tired. He is already tired of writing that is why I will finish it for hime.)*

This was in consonance with the study of Gecolea and Gecolea (2021) who mentioned that some parents had difficulty teaching their children in answering their modules as they were incapable to completely grasp some of the issues in the school curriculum. Because of their academic background, parents would occasionally find themselves unable to reply to and answer their children's queries.

**Table 14.**

*Parents' Techniques to Accomplish Modules*

| Parents' Techniques to Accomplish Modules | F  | %   |
|---|----|-----|
| Start to initiate learning                | 12 | 19% |
| Seek help from other family members       | 14 | 22% |
| Discuss the lesson                        | 9  | 14% |
| Use gadgets                               | 3  | 5%  |
| Punishment                                | 2  | 3%  |
| Giving rewards                            | 16 | 25% |

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|                    |           |             |
|--------------------|-----------|-------------|
| Provide motivation | 2         | 3%          |
| Copy the answers   | 6         | 9%          |
| Total              | <b>64</b> | <b>100%</b> |
| Mean               |           | <b>8.00</b> |

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## V. INNOVATIVE BEST PRACTICES DEVELOPED FROM THE PARENTS' TECHNIQUES AND THE PUPILS' STRATEGIES IN ACCOMPLISHING THE MODULES

The narratives that follow were the results, interpretations, and analyses of the innovative best practices of parents' techniques and the pupils' strategies to accomplish the learning modules. Table 15 explained how each best practice was embraced and observed by parents in teaching their children to accomplish their modules.

It could be reflected in the results that 23 or 37% of them had actively participated in making their modules and only 18 or 29% of them only included rewards and punishment. Here, 21 or 34% of the parents were driven by the fact that they wanted their children to learn and be informed.

### a. Giving Rewards and Punishment

The term reward and punishment were ascertained when the researcher asked the parents about their emotional support to their children to accomplish their academic modules. Interviewed parents showed that they also observed this process by giving snacks during study sessions, going outside for sightseeing, playing with their neighbors, and others. This gave the children motivation to finish their tasks the soonest, making them excited about their reward. Some parents pinched their child with light hands, and others forbade them from playing or using electronics in the meantime. They claimed that for their youngster to complete his learning modules, punishment was also necessary.

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As disclosed by a 36-year-old mother:

*"Ako gid ang gahagad sa ana mag-obra. Nahambal ko lang sa ana kon matapos hay mabakal kami it hampangan sa banwa, sugtan ko imaw maghampang o marigos sa baybay Kung indi gid hay napakopya lang namon ang answer key hay sukod na sa oras ma'am." (I am the one who initiates to start. I condition him if he can accomplish all the modules, we will buy new toys for him, and allow him to play and go to the beach. If he fails to do so, I just let him copy the answer key ma'am.)*

As narrated by a mother when asked if her child get frustrated when answering the modules:

*"May time nga natak-an imaw. Owa imaw naila. Gusto na maghampang. Naugot ako nga di imaw magpati bala ngarun hu." (There was a time he gets frustrated ad he would not answer the modules. He just wants to play. So, I will get angry if he will not listen to me.)* When further asked if she consistently tend to give punishment, she answered: *"Bukon man. Napabay-an ko lang. Pag indi gid a imaw, indi gid a imaw." (No. I will just let him be. I cannot force him if he does not want to do it.)*

A strict mother also said:

*"Hay need bay tana mahimo ag kon matapos mata hay iwarang ko ron maw o makaon kami sa Palomata." (You need to finish your module. Once you finish it, we will eat at Palomata.)*

As common as it might seem, rewarding children for their accomplishments and disciplining them for their lapses and unwanted attitudes still provided good results in their learning processes. Although these are important, they still should be made in moderation, as too many rewards made the children dependent on their parents, while too many punishments made the children unmotivated and depressed (Wu and Chen, 2022).

b. Active participation and presence

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Through interviews with the children, parents' active participation in the learning process is important, as they are the first people that children go to whenever they have questions about the learning materials. Almost all the parents interviewed were omnipresent with their children. They depended on them for their modules, even though some parents were not confident enough due to their educational background. This could be explicated by one of the mothers interviewed when asked if she could explain the lessons from the module to her child.

A mother was asked if her child was the one doing the module if her child was in a good mood. She said:

*"Imaw gaobra. Ga-guide lang ako. Pero ang mga activities, syempre, about sa mga gunting. Hindi pa sya marunong kasi kaliwite eh. Nabiligan sya kasi di pa sya marunong mag gupit. Or si papa nya minsan. Gusto nya rin magtry sa onga nya." (She is the one doing it. I just guide her but in terms of the cutting something for her activities, since she cannot cut it out because she is left-handed and it is difficult for her, I help her. Sometimes, her father tries to help her also.)*

One of the pupils asked some help from his parents whenever he could not understand the lessons in his module. He said:

*"Si nanay, natawag ko." (I always call or ask my mother.)*

Being a teacher at home needs parents to not only follow and guide their children, but also to explain the purpose and rewards of the activities imposed by instructors (Sinta & Rohita, 2020). Abadiano and Alicamen (2020) also noted that despite difficulty, parents had adapted and improved their strategies for aiding their children with their schooling. Parents devised innovative solutions to the problem and learned more about their children's education.

### c. Child's learning as a family matter

It is important that even though there were parents who were not fully confident in teaching their children, they still thrived to give help by seeking support from other family

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members who could tutor their children. Through this, the children could still get the best support as they learn, even if not directly from their parents.

A grandmother of one pupil was asked if her grandchild sought her help whenever the child could not understand the lesson. She said:

*"May gapamangkot kung indi eot a nana kayang sabton. Mama ano ya?, mana karun. May kotana gid a kun amat nga malisod. Hoo, may una a matood nga malisod. Maskin ako indi ko masabat. Hay pag naipasa eot a namon saka ako pangotan-on ang sabat sa maestra." (She will ask if she cannot already answer it like 'Mama ano ya?' There are questions which are indeed difficult, and I could not answer it. When I passed the modules, it is the time I will ask the teacher for the answers.)*

Moreover, a mother said:

*"Ako ang gatudlo. Ang tatay hay kun amat lang gid ay may trabaho." (I am the one teaching my child. My husband often teaches her since he has a job.)*

Noviante and Garzia (2020) stated that parents must have measures to be able to accompany their children's learning activities so that they develop healthily, both emotionally and academically. Parents should continue to try to spend time together as a family, listening to their experiences and thoughts. It is critical to make the children feel valued, to understand their emotions, and to assist the child in solving the challenges they are facing.

**Table 15.**

*Innovative Best Practices*

| Innovative Best Practices | F  | %   |
|---------------------------|----|-----|
|                           | 18 | 29% |
| Rewards and punishments   | 23 | 37% |

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|                                     |           |              |
|-------------------------------------|-----------|--------------|
| Active Participation and Presence   | 21        | 34%          |
| Child's learning as a family matter |           |              |
| Total                               | <b>62</b> | <b>100%</b>  |
| Mean                                |           | <b>20.67</b> |

## Conclusions

Based on the findings, the following conclusions were arrived at:

1. Most of the respondents spent 2 hours with their children in accomplishing the modules; could finish 2 modules in a day; answered the modules in a study room/study table and dining room; had a spacious facility; had a conducive learning environment; used printed books available at home; gave food to their children while studying; sometimes children got hungry during study session; allotted Php 0-99 for their children's food; parents were mostly undergraduate; provided reward for the tantrums of their children; and most of them prayed before study session.
2. Majority of the participants lacked knowledge to guide their children in their lesson which was considered as the major problem parents encountered in assisting their children to accomplish their modules.
3. The strategies used by the pupils in accomplishing their weekly modules, most of them did the modules in the morning or in the afternoon; could finish only one module for a day; threw tantrums resulting to non-accomplishment of the modules; and most of them saw their parents as initiators in accomplishing their modules.
4. Most of the participants gave reward to their children as a technique parents practice in assisting their children in accomplishing their modules.

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