



THE PARENTS' PARTICIPATION AND STUDENTS' BEHAVIOR IN MODULAR DISTANCE LEARNING TOWARDS THE ACADEMIC PERFORMANCE OF THE STUDENTS OF PAG-ASA NATIONAL HIGH SCHOOL

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Article DOI: <https://doi.org/10.36713/epra13415>

DOI No: 10.36713/epra13415

ABSTRACT

This study aimed to identify the level of the parents' participation and level of the students' behavior in accomplishing the Learning Activity Sheets and/or Modules of the modular distance learning students of Pag-asa National High School. Predominantly, this study is focused on the identified characteristics or roles of the parents and the behaviors of the students during the modular distance learning to modify the process of the school in garnering bigger percentage of Learning Activity Sheets to be retrieved from the students. The identified behavior of the modular distance learning students was also correlated to the students' academic performance to improve and develop learning materials such as the Learning Activity Sheets and the Modules. The study utilized the descriptive-survey type of research to determine the level of the parents' participation and students' behavior in modular distance learning. The results of the study revealed that the level of the parents' participation in accomplishing the Learning Activity Sheets has a verbal interpretation of Great Extent and the given situations are often done by the parents. On the other hand, the behavior of the students in accomplishing the Learning Activity Sheets, has a verbal interpretation of Great Extent and the given behavioral situations are considered often done by the learners. This study focused and limited only on the level of the parents' participation and students' behavior based on the perception of the learners from Grade 10 Modular Distance Learning section one (MDL 1) and to assess the relationship of the students' behavior to their performance during the first year of the implementation of the modular distance learning. This action research will guide the parents in assisting their children to accomplish their Learning Activity sheets considering the different behaviors of their children during the time of pandemic. The results of this study will also serve as an initial move to work with the parents and other members of the schools and the community to help the learners in improving their behavior and study skills.

INTRODUCTION

The COVID-19 pandemic has brought a chaos in every aspect of the education system not only in the Philippines but also in the whole world. DepEd Order No. 018, series of 2020, the Policy Guidelines for the provision of Learning Resources in the Implementation of the Basic Education Learning Continuity Plan, reiterates that education must be innovative and resourceful in delivering quality, accessible, relevant, and liberating education and ensuring that learning opportunities are safely provided to the learners through different learning delivery. Through this, the City Schools Division of Dasmariñas selected Modular Distance Learning as one of the learning modalities to be given to the learners in the entire city.

Modular distance learning in the Philippines is one of the learning modalities being offered to the Filipino students in the public schools in the Department of Education. In the first year of the implementation of the Basic Education Learning Continuity Plan of the Department of Education, everyone was stunned on the new process of delivering education to the learners. To fully accomplish the Learning Activity Sheets, the students need to read, search on the internet, and make any other ways just to learn based on the given Learning Activity Sheets and/or Modules. The help of the parents and other members of the family who are capable of providing the educational needs of the learners as well as the behavior of the learners are facets to successfully accomplish the Learning Activity Sheets and/or Modules.



During the first year of implementation of the modular distance learning, the teachers observed a low number of parents passing the Learning Activity Sheets of their children. The students were having difficulties in accomplishing the activities from the Learning Activity Sheets and/or Modules Ysthr Rave Pe Dangle et al. (2020). As a result, the MDL learners had a low academic performance during the school year 2020-2021. The perceptions of the students and the behavior of the learners in accomplishing the Learning Activity Sheets and/or Modules are big contributors to the performance of the learners that is why this actions research is developed. "In a distance learning approach, parents would have to play an active role in the learning process. They would be the one to facilitate and guide their children through the modular lessons that would be sent to students while doing remote learning. The modular approach situates Filipino students to learn in the comfort of their homes. Limited contact with teachers will place parents or guardians as the learners' model. Parents are their first teachers, and they have a key role in shaping up their character. A balance of education at home and school molds a student's actual learning. Parental encouragement had played a crucial role in successful students. Their role is not limited to home but involvement in school activities too (Lebaste, 2020)."

In the study of Ysthr Rave Pe Dangle et al. (2020), on the implementation of modular distance learning in the Philippine secondary public schools, most students cannot study independently. 70% of them cannot easily follow instructions in the modules. Some learners cannot finish their modules on time because they mostly spend their study time teaching their siblings with their modules and helping their parents. The teachers think that students' answers in their modules have no validity, and most probably, mastery of the lessons is impossible to attain. Parents lack knowledge to assist their child/children.

Parents have the biggest roles in assisting the educational needs of the students in this time of pandemic. However, most students were not able to pass their learning activity sheets on time during the first year of implementing the modular distance learning. To address this concern, Pag-asa National High School conducted this study to identify the parents' roles and students' behavior in accomplishing the Learning Activity Sheets to assist the parents to be better in supporting their children in accomplishing the Learning Activity Sheets and/or Modules.

This study aimed to use the identified parents' roles and student' behavior in accomplishing the Learning Activity Sheets and/or Modules. The results of the study will guide the parents in assisting their children to accomplish their Learning Activity Sheets considering the different behaviors of their children during this period of pandemic. The result of this study will also serve as an initial move to work with the parents and other members of the schools and the community to support the learners in improving their behavior and study skills.

MATERIAL AND METHODS

This study aimed to identify the level of the parents' participation and the students' behavior of Grade 10 MDL 1 as well as the relationship of the students' performance and students' behavior during the first year implementation of modular distance learning. It sought to answer the following questions:

1. What is the level of the parents' participation in accomplishing the Learning Activity Sheets?
2. What is the level of the students' behavior in accomplishing the Learning Activity Sheets?
3. What is the level of achievement of the students during the school year 2020-2021?
4. Is there a significant relationship of the students' behavior and the students' academic performance during the school year 2020-2021?

This study focused and limited only on the level of the parents' participation and students' behavior based on the perception of the learners from Grade 10 Modular Distance Learning section one (MDL 1) and the relationship of the students' behavior and students' performance during the first year implementation of the modular distance learning as well as the level of achievement of the students. The identified parents' characteristics or roles and students' behavior in accomplishing the Learning Activity Sheets can be used for seminars for the parents and students during general assemblies before a school year starts.

Purposive sampling technique was used in this study because all the Grade 10 MDL 1 learners were taken as participants. A purposive sample is a non-probability sample that is selected based on the characteristics of a population and the objective of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling. This type of sampling can be advantageous. This design is based on choosing individuals as samples according to the situations when you need to reach a targeted sample quickly and where sampling to proportionality is not the primary concern. There are 52 respondents involved in this study.

In gathering the data, permission to conduct the research to the MDL 1 was asked to the school head and when it was approved, the researchers prepared a self-made questionnaire for the respondents.

The questionnaire, as a research instrument, required the respondent to write answers to questions about the topic. The answer form was usually structured. There were fixed choices, or the state may be open. The keyword in questionnaire construction was relevance (Zulueta and Perez, 2010).



The descriptive survey was used as an instrument to gather data in this study. According to Mc Combes (2019), descriptive survey research uses surveys to collect data about varying subjects. This data aims to know the extent to which different conditions can be obtained among these subjects. The questions were constructed by the researchers and restored in the google form, and the link was sent to the respondents through Facebook Messenger. The questionnaires were retrieved through the use of google forms and the data were transferred in a Microsoft Excel.

Once the measuring instruments had been retrieved, the researchers processed the raw data into quantitative forms. Data processing involved input. This involved the responses to the measuring apparatus of the subjects of the study.

The frequency distribution was employed in the study to describe variables after the data were coded, tabulated, and analyzed. A frequency distribution is a list, table or graph that displays the frequency of various outcomes in a sample. Each entry in the table contains the frequency or count of the occurrences of values within a particular group or interval, and in this way, the table summarizes the distribution of importance in the sample.

Furthermore, Mean can be considered the center of the gravity of the distribution and is the most appropriate measure of central tendency when the data are in the interval ratio or ratio scale.

In addition, descriptive analysis on the parents' participation, students' behavior and the students' performance during the school year 2020-2021 was interpreted.

Lastly, a correlational analysis was also used to describe the relationship of the students' behavior and students' performance during the first year implementation of the modular distance learning.

RESULTS AND DISCUSSION

Research Question1: What is the level of the parents' participation in accomplishing the Learning Activity Sheets?

Table 1: The Level of Parents' Participation in Modular Distance Learning

My parents...	Mean	SD	Verbal Interpretation
1. guide me in reading articles or reading materials from the LAS/Modules	3.23	1.42	Moderate Extent
2. guide me in understanding the directions of every activity	3.38	1.27	Moderate Extent
3. provide example answers in the activities I am working with if I do not understand	3.04	1.41	Moderate Extent
4. guide me searching on the internet the topics I do not understand	3.08	1.45	Moderate Extent
5. provide me mobile load for my internet consumptions / pay the internet bills for my internet consumptions	4.19	1.12	Great Extent
6. give me time to play and watch (either online or on television)	3.92	1.17	Great Extent
7. check my activity sheets before passing them in school	4.23	1.38	Very Great Extent
8. pass my activity sheets on time based on the schedule of our school	4.37	1.03	Very Great Extent
9. remind me every day to work on my LAS	4.33	1.04	Very Great Extent
10. communicate with my teachers all the time regarding my performance	3.50	1.32	Great Extent
11. attend school meetings either face to face or virtual	3.44	1.50	Great Extent
12. ask my feelings before and after I answer my LAS	3.27	1.51	Moderate Extent
13. give me rewards if I finish may LAS on time	2.63	1.47	Moderate Extent
14. remind me to keep updated on the announcement and reminders posted in GC.	4.25	1.15	Very Great Extent
15. encourage me to watch the video lesson prepared by the subject teachers to understand the lesson better	4.13	1.22	Great Extent
Weighted Mean: SD	3.67:1.41		
Verbal Interpretation	Great Extent		



<i>Legend</i>	<i>Remarks</i>	<i>Verbal Interpretation</i>
4.20-5.00	Always	Very Great Extent
3.40-4.19	Often	Great Extent
2.60-3.39	Sometimes	Moderate Extent
1.80-2.59	Rarely	Low Extent
1.00-1.79	Never	Very Low Extent

Table 1 presents the level of parents' participation in Modular Distance Learning based on the perception of the modular distance learning students of MDL 1.

The results showed that the perception of the students to the parents' participation during the modular distance learning is verbally interpreted from Moderate Extent to Very Great Extent with supported Weighted Mean of 3.67, Standard Deviation of 1.41 and an overall Verbal Interpretation of Great Extent. This means as whole, the given situations are often done by the parents.

As shown in the table, with a verbal interpretation of Moderate Extent, parents were guiding their children in reading articles from the Learning Activity Sheets and/or Modules with a Mean of 3.23 and Standard Deviation of 1.42. The parents were also noted by the learners that they were helping them in understanding and following the given directions in the Learning Activity Sheets or Modules with a Mean of 3.38 and Standard Deviation of 1.27. Parents were also recognized in helping their children by providing examples to the activities they do not understand with a Mean of 3.04 and Standard Deviation of 1.41. With a Mean of 3.08 and Standard Deviation of 1.45, the parents guided their children in searching the topics if they do not understand during their modular distance learning. It is also verbally interpreted to Moderate Extent that the parents were giving the learners a reward whenever they finished their Learning Activity Sheets on time. The mentioned situations are sometimes performed by the parents in helping the learners to accomplish their Learning Activity Sheets.

The next situations are perceived by the learners with a verbal interpretation of Great Extent. The parents provided the learners mobile load or paid their internet consumptions with a Mean of 4.19 and Standard Deviation of 1.12. The learners also recognized that their parents were allowing them to play and watch either on television or online with a Mean of 3.92 and Standard Deviation of 1.17. The parents were also communicating with their children's teachers with a Mean of 3.50 and Standard Deviation of 1.32. Through the Mean of 3.44 and Standard Deviation of 1.5, the parents were also attending meetings either online or face-to-face. It has also a verbal interpretation of Great Extent and Mean of 4.13 and Standard Deviation of 1.22, the parents encouraged their children to watch the videos prepared by the teachers for them to understand more the lessons. The data revealed that the given situations were often performed by the parents to support the learners to accomplish the Learning Activity Sheets.

The last situations garnered the highest mean with a verbal interpretation of Very Great Extent. The parents checked the activity sheets of their children before they pass them on the given schedule with a Mean of 4.23 and Standard Deviation of 1.38 as well as, the parents passed the activity sheets on time in the school with a Mean of 4.37 and Standard Deviation of 1.03. It is noted also by the learners that their parents reminded them every day to work on their Learning Activity Sheets or Modules supported by a Mean of 4.33 and Standard Deviation of 1.04. It was also taken note by the learners that their parents reminded them to keep updated on the announcements and reminders on their Facebook Group Chat with a Mean of 4.25 and Standard Deviation of 1.15. The result shows that the mentioned situations were always executed by the parents to help the learners in accomplishing the Learning Activity Sheets or Modules.

In the study of Lase et al. (2020), "For parents, the learning approach implemented during the Covid-19 pandemic emergency must be lived and supported in the absence of other options. Although parents do not have negative perceptions, distance learning has increased the burden on parents or families economically, psychologically, and socially. The lack of parental involvement and support in children's learning process at home is generally due to the lack of time and the inability of parents to become teachers for their children at home. Actions to accompany and support the learning process of children at home are carried out to provide internet packages, help children master the material, and participate in completing assignments or tests given by the teacher."

Parents are really playing an important role in helping the learners to accomplish their learning activities either online or modular distance learning. Aside from their work of providing the needs of the family, the responsibility of monitoring their children during their class hours or accomplishing the Learning Activity Sheets or Modules adds a burden on their part as parents. The parents need to check the activities of their children before they pass the answer sheets in the school. It is noted also that parents are having tough time to help their children in accomplishing the Learning Activity Sheets or Modules because they were not used to do it in the past years.

The phenomenon of parental involvement in the remote learning of children amid the current challenging period presents a timely need to capture history through the lived experience at the present moment. It is important that parents keep a positive response to the challenges. A recent study by Morelli et al. (2020) showed that the confidence of the parents of their abilities mediated the



influence of psychological distress and regulatory emotional efficacy of parents on the emotional regulation and negativity of the children, Cahapay (2021).

Research Question 2: What is the level of the students' behavior in accomplishing the Learning Activity Sheets?

Table 2. The Level of Students' Behavior in Modular Distance Learning

In studying during the pandemic l...	Mean	SD	Verbal Interpretation
1. search on the internet if I do not understand a topic	4.25	0.97	Very Great Extent
2. ask my parents, guardians, older siblings, others to help me if I do not understand a lesson	3.33	1.42	Moderate Extent
3. use dictionary if I do not understand a word	3.67	1.28	Great Extent
4. follow my schedules in every subject in answering my LAS	3.08	1.01	Moderate Extent
5. ask my teachers in our group chat if I do not understand a lesson or personal message them to ask questions	3.75	1.08	Great Extent
6. finish my LAS in advance	3.38	1.07	Moderate Extent
7. ask my teachers to provide feedbacks on my works	2.54	1.32	Low Extent
8. used cellphone applications to help me answer may activities	3.46	1.36	Great Extent
9. watch Youtube to search information about my lessons	3.92	0.99	Great Extent
10. ask my classmates in the group chat about our lessons	2.6	1.18	Moderate Extent
11. check our group chats for announcement from my teachers and classmates	4.75	0.71	Very Great Extent
12. attend class meetings virtually with my teachers	3.5	1.13	Great Extent
13. follow the schedule as indicated in the WHLP in answering the task	4.21	0.94	Very Great Extent
14. watch the video lessons posted by my teacher in the GC	4.6	0.77	Very Great Extent
15. I watch DepEd TV and use DepEd Commons and other educational resources provided by DepEd	3.21	1.32	Moderate Extent
Weighted Mean: SD	3.42:0.97		
Verbal Interpretation	Great Extent		

<i>Legend</i>	<i>Remarks</i>	<i>Verbal Interpretation</i>
4.20-5.00	Always	Very Great Extent
3.40-4.19	Often	Great Extent
2.60-3.39	Sometimes	Moderate Extent
1.80-2.59	Rarely	Low Extent
1.00-1.79	Never	Very Low Extent

Table 2 presents the level of perception of the students' behavior during the modular distance learning of the students from Grade 10 Modular Distance Learning section one (MDL 1).

The verbal interpretation of the given behavioral situations is perceived by the learners from Low Extent to Very Great Extent.

Based on the table, the learners perceived to a Moderate Extent with a Mean of 3.33 and Standard Deviation of 1.42, they asked their parents, guardians, and older siblings a help whenever they do not understand the lessons. The learners also used dictionary whenever they do not understand a word with a Mean of 3.67 and Standard Deviation of 1.01. The students worked on their Learning Activity Sheets (LAS) in advance with 3.38 as supporting mean and Standard Deviation of 1.07, while they followed the given schedules in answering the LAS with a Mean of 3.08 and Standard Deviation of 1.28. The learners noted also that they moderately asked their classmates in their Facebook Group Chat about their lessons with a Mean of 2.6 and Standard Deviation of 1.18. The learners even taken note that they watched the DepEd TV and used DepEd Commons and other educational resources provided by the Department of



Education with a support of 3.21 Mean and Standard Deviation of 1.32. The mentioned behavioral situations are sometimes exhibited by the learners during their modular distance learning.

Furthermore, the MDL 1 learners perceived to a Great Extent that they used a dictionary whenever they do not understand a word with a Mean of 3.67 and Standard Deviation of 1.28. To a Great Extent, they asked their teachers on their Facebook Group Chats or Personal Message them when they do not understand the lessons with a mean of 3.75 and Standard Deviation of 1.08. With a Mean of 3.46 and Standard Deviation of 1.36, the learners perceived to a Great Extent that they used cellphone applications to help them answer their LAS while they watched Youtube to search the information about their lessons with a Mean of 3.92 and Standard Deviation of 0.99. The learners also perceived that they attended class meetings virtually with their teachers with a Mean of 3.5 and Standard Deviation of 1.13. Thus, the mentioned behavioral situations are often portrayed by the learners during their modular distance learning.

In addition, the learners perceived to a Very Great Extent that they searched on the internet the topic whenever they do not understand with a Mean of 4.25 and Standard Deviation of 0.97. The learners were also checking their Facebook Group Chats for the announcements from their teachers with a Mean of 4.75 and Standard Deviation of 0.71. It is highly noted also that the learners followed that Weekly Home Learning Plan (WLHP) with a Mean of 4.21 and Standard Deviation of 0.94 and they watched video lessons posted by their teachers with a supported Mean of 4.6 and Standard Deviation of 0.77. All these behavioral situations were performed by the learners during their modular distance learning.

It is very evident also from the table that the MDL Learners were not asking any feedback from their teachers to the activities they had accomplished with a Mean of 2.54, Standard Deviation of 1.33 and verbally interpreted as Low Extent. This means that the learners rarely asked their teachers about the results of their Learning Activity Sheets.

As a whole, Table 2 has a Weighted Mean of 3.42 and Standard Deviation of 1.27. The MDL learners perceived the given behavioral situations to a Great Extent. This means that the learners often do the given behavioral situations during their modular distance learning to accomplish their Learning Activity Sheets or Modules.

The result of this table shows that the learners are not fully performing the given situations. To fully accomplish the Learning Activity Sheets, the learners need a guidance from their parents or guardians and siblings. Dangle et al., (2020) mentioned that students struggle with self-studying. The learners in the first year of the implementation of modular distance is really struggling on how to finish their learning activity sheets and pass them on time. The support of any members of the family to help them regarding their lessons or topics would give confidence to finish the activities.

Since education is no longer held within the school, parents serve as partners of teachers in education. Parents play a vital role as home facilitators. Their primary role in modular learning is to establish a connection and guide the child. (Flip Science, 2020). This is the reason why parents need to communicate with the teachers of their children.

Research Question 3: What is the level of achievement of the students during the school year 2020-2021?

Table 3. Students' Achievement in Modular Distance Learning

Lowest Grade	Highest Grade	Mean	SD	Verbal Interpretation
75	92	82.50	4.88	Satisfactory

Legend:

Scale	Verbal Interpretation
90% - 100%	<i>Outstanding</i>
85% - 89%	<i>Very Satisfactory</i>
80% - 84%	<i>Satisfactory</i>
75% - 79%	<i>Fairly Satisfactory</i>
Below 75%	<i>Did not meet Expectation</i>

Table 3 shows the performance of the MDL 1 learners during the school year 2020-2021.

The highest grade was 92 and the lowest was 75. The mean of the final grades of the learners is 82.50 and the Standard Deviation is 4.88. This means that the performance of the learners in the school year 2020-2021 is Satisfactory.

To look closely to the mean of the final grades of the learners, 82.50, it shows that the learners were not performing well during the first year of accomplishing the Learning Activity Sheets or Modules. This means that the parents, students, teachers, and other stakeholders of the school need to give more efforts to support the academic performance of the learners.

Research Question 4: Is there a significant relationship of the students' behavior and the students' academic performance in the school year 2020-2021?



Table 4. The Relationship of the Students' Behavior and Students' Performance

r-value	p- value	Degree of Correlation	Analysis
0.158	0.262	Very low correlation	Not significant

Legend

Scale	Degree of Correlation
±0.00	<i>no correlation, no relationship</i>
±0.01 – ±0.20	<i>very low correlation, almost negligible relationship</i>
±0.21 – ±0.40	<i>slight correlation, definite but small relationship</i>
±0.41 – ±0.70	<i>moderate correlation, substantial relationship</i>
±0.71 – ±0.90	<i>high correlation, marked relationship</i>
±0.91 – ±0.99	<i>very high correlation, very dependable relationship</i>
±1.00	<i>perfect correlation, perfect relationship</i>

The degree of correlation of the students' behavior and the students' performance shows a very low correlation but not a substantial relationship and has an analysis of significance at 0.262 level which is greater than 0.05. This means that there is no significant relationship of the students' behavior and the students' performance during the modular distance learning in the school year 2020-2021.

Since there is no significant relationship of the students' behavior to the performance of the learners during the modular distance learning, it is then vital to identify more aspects that could help the learners to cope with the different struggles they had encountered in answering the Learning Activity Sheets or Modules to achieve higher performance in the next coming year using the modular distance learning modality.

CONCLUSION

The level of parents' participation in Modular Distance Learning in accomplishing the learning Activity Sheet as a whole had a weighted mean of 3.67. This means that the given situations are only often done by the parents or guardians during the modular distance learning of the learners from MDL 1.

It is very impressive to note that the parent or guardians always remind their children in working on the LAS/Modules every day, check the activity sheets, and pass in the school on time. This means that the parents are aware about the LAS that their children need to accomplish for the week.

Additionally, the parents or guardians often provide load for internet usage of the learners, give the learners a time to play and watch either online or on television, communicate with the teachers regarding the performance of the learners, and encourage the learners to watch the video lessons prepared by the teachers.

It is significant to note that these last five situations got the lowest mean in the perception of the learners wherein the parents or guardians sometimes guide them in reading the LAS/Modules, in understanding directions, in searching on the internet, in asking the feelings of the learners, and in giving the learners a reward whenever they finished the LAS.

The level of the students' behavior in accomplishing the LAS during the Modular Distance Learning as whole had a weighted mean of 3.42 and verbally interpreted to a great extent. This means that the given behavioral situations are often done by the learners during their modular distance learning.

It is notable that to a very great extent, the learners were always searching on the internet if they do not understand the topics, they always check their Facebook Group Chat for announcements from their teachers, and they always follow schedule indicated in the Weekly Home Learning Plan.

To a great extent, the learners often use dictionary, ask their teachers in the Facebook Group Chat if they do not understand the lessons, use cellphone applications to help them understand the lessons, watch Youtube to search information, and attend class meetings online.

In a moderate extent, the learners sometimes ask their parents, guardians, siblings and others to help them, finish the LAS in advance, ask their classmates in the Facebook Group Chat, and sometimes watch the watch DepEd TV and use DepEd Commons and other educational resources provided by DepEd.

Even though the overall result of the level of the students' behavior in modular distance learning is interpreted to a great extent which means the behavioral situations given are often done by the learners, it is imperative to note that the learners rarely ask the teachers to provide feedbacks about the learners' works or answers on the LAS.



The performance of the learners based on their final grades during the school year 2020-2021 is interpreted as satisfactory. It is then very valuable to consider the result of this study to improve the academic performance of the students. Through the given behaviors of the students and the perception of the learners on the parents' participation in the modular distance learning, it is conceivable to present them to the parents, students, teachers, and other school stakeholders during general assemblies or seminars before a school year starts to improve not only the percentage of the Learning Activity Sheets being retrieved but also the academic habits and performance of the learners.

Lastly, there is no significant relationship of the students' behavior and the students' performance during the first year implementation of the modular distance learning. It is essential to the parents and the school to help the learners to cope with the struggles they had experienced during the first implementation of the modular distance learning.

ACKNOWLEDGEMENT

CITY SCHOOLS DIVISION OF DASMARIÑAS, for allowing the researchers to present the study during the City of Dasmariñas Research Educators Assembly.

PAG-ASA NATIONAL HIGH SCHOOL, for allowing researchers to conduct the study to the students from printed modular distance learning.

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