



**ENGAGEMENT OF PARENTS ON MODULAR TEACHING
APPROACH: A LITERATURE REVIEW**

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ABSTRACT

This unexpected gloomy occasion brought by COVID-19 tested the fragility of our education systems. This paper viewed several articles that discuss parental engagement on the modular teaching approach. Moreover, this paper also includes determining several challenges confronted by the parents and parents' role in the child's education. This paper pointed up the high engagement of parents in modular distance learning. It was evident how parents diligently and responsibly played their part as co-teaching in their child's education in this new standard time. Since change is unavoidable, everyone is still muddling through these challenging times. Therefore, the literature reviewed conveys scanty findings on parents' tenacity schemes and coping mechanisms in managing and supporting modular distance learning.

Keywords: challenges, Covid-19 pandemic, modular teaching approach, parental engagement

INTRODUCTION

COVID-19 is a highly contagious and unseeable foe that afflicted the world. The lives of so many people have been drastically altered and struck every aspect of life, specifically education. Teachers as leaders at this educational challenge have a great responsibility to act responsibly and to ensure a continuous, inclusive, and equitable education for all students during this epidemic (UNESCO, 2020). To this effect, it sent educational institutions scrambling to shift classes into distance learning. The Philippines is one of the nations rocked by pandemic around the world. Despite the halt of face-to-face classes, the Philippine educational system has been striving to seek out new ways to educate students. The Philippines is currently undergoing a transformation to a new normal of education, with educators' constant innovations and active participation from other stakeholders serving as the driving factors behind its success (OECD, 24 September 2020).

Nevertheless, the pandemic did not wholly impede delivering and providing educational services. As a result, the department's system shifted to distance education. The Department of Education (DepEd) formulated and implemented policies, plans, and programs to continue Filipino students' education during the pandemic (DepEd, 2020). During the 45-day registration period for public schools which ended on 15 July 2020, parents and guardians were made to respond to the DepEd Student Registration and Assessment Form. He asked them about the different study mode they chose and

wanted to indicate if they were ready to enroll for a basic education. The results of a study released on Thursday by DepEd showed that 8.9 million parents preferred to study long distances, with students at home learning about self-study modules. Online learning was the third most popular method, selected by 3.4 million parents, followed by educational TV, by 1.3 million. An estimated 6.5 million parents surveyed said they could go online, and 6.3 million said otherwise. More than 3.4 million respondents in the study said they had an internet connection at home. More than 3.6 million respondents say they have a television without cable at home, and about 2.6 million say they have a line TV. The survey also found that some 937,000 parents opted for radio-based education, while just over half a million chose "alternatives," which were not stated. Nearly 5.9 million parents say they have smartphones at home, and 3.8 million say they have "basic" cell phones. The Department of Education has decided to utilize a module to study grades, the most common method of grade learning in the Philippines. Moreover, this is also in consideration for learners in rural areas where the internet is not accessible for online distance learning.

Since education is no longer held in schools, parents play an essential part as learning facilitators and para-teachers that will provide learners instructional support as needed without a classroom teacher. Parents are also the most critical factors of their prior life achievements as their children's first teachers. When parents and children work together on educational activities, their attachment expands since they can spend more time around each other. Such instances allow parents to become a source of comfort in easing pain and worry and engage in conversations with their children to help alleviate their anxiety. It has been recommended that parents should be taught interventions on how to provide emotional support to children at times of uncertainty (Wang, Zhang, Zhao, Zhang, & Jiang, 2020). Seale (2020) suggests that one of the best ways to do this prevent deep divisions and educational inequalities during the epidemic is to empower families to support learning in their homes.

Parental involvement in their children's and adolescents' education is an excellent protective feature. Studies show that parent involvement at home is associated with improving student behavior, academic progress, and social skills without attending face-to-face classes. Children and adolescents are more likely to avoid undesirable behavior and environmental stressors if their parents involve actively at home. This article defines and describes parent engagement on modular assistance for their children's education.

DISCUSSIONS

Parents play an essential role in their child's overall development and education. Aside from providing their basic needs and educating their children, they also nurture a child by giving love, attention, support, and fundamental understanding. Similarly, they serve as the primary and continuing educators of a child before their formal schooling and remain an important influence in their children's learning in school and beyond. Thus, the parents and the family are considered educational partners and supporters of their child's education.

Many studies show that children learn and achieve when their parents are involved. Ceka and Murati (2016) highlighted in their research that parents should take

good care of their children's physical and educational development to the extent that they are able to be independent and meet the needs of the world in which they live. It has also been substantiated further by Matilov (2002) that when parents are aware and engaged in their children's education process, the outcome may naturally be qualified as positive and motivating. In this study, parents demonstrated apprehensions, safety concerns, and a sense of responsibility. Still, all these things are condensed that they are fully aware of the "important" role as study-buddy in this new normal teaching.

According to the works of Epstein, parents and schools they recognize their shared interests and responsibilities of children and work together to create better programs and opportunities for students. She explains this connection through her theory of overlapping spheres of influence, which expresses that the external model recognizes that the three primary contexts in which students learn and grow—the family, the school, and the community—may be drawn together or pushed apart. As the coronavirus pandemic puts face-to-face learning to a halt, parents find themselves at the frontliners of education once more. Teachers and parents now have the vital task of ensuring the quality of education without compromising the child's safety. Parents, teachers, and schools should be working hand in hand in preparing children spiritually, socially, emotionally, physically, and intellectually.

Parental engagement is a critical factor influencing student achievement (Kim, 2020). Parental engagement is the active participation of parents in all aspects of their children's social, emotional, and academic development (Castro et al., 2015). It is a multifaceted concept because it subsumes a broad range of parental beliefs, roles, behavioral patterns, attitudes, and Budhrani, Martin, Malabanan, and Espiritu practices (Fan & Chen, 2001). The level of involvement changes due to the parents' abilities and expectations, differing student needs, and shared responsibility with teachers (Borup et al., 2015; Keaton & Gilbert, 2020). Parents or guardians are partners of teachers in education. They serve as home facilitators and para-teachers who facilitate and guide the students in answering the modular lessons they sent during the modular learning (Manlangit et al. 2020). Depending on the administrators' schedules, parents and guardians will pick up the school's self-learning modules (DepEd, 2020). The Philippine Information Agency (2020) shares that parental guidance and support will serve as an incentive for children to learn. Studies revealed that parental participation is the missing link in educational equity in this educational setup, such as modular distance learning. Even the most established ones, schools, and teachers cannot simply educate every child independently. Strong support from parents and family is needed (Colombo, 2006). LaRoque, et al., (2011) explains that parental response and participation in module teaching is influenced by a variety of factors including their educational achievement, confidence, motivation, level of comfort, language skills, and social profile. Teachers should aim to make parental involvement more common and meaningful. As a Bundy-clock, they must check their child's schedule or workweek plan. Because of the number of subjects or activities to be done, they must see that it is being followed accordingly to avoid cramming or delays in submission, which may affect the child's performance. Lastly, as a Home Innovator, they must provide their child with a productive learning environment to help them focus more on learning. It must be a well-lighted and well-ventilated space in the house, with little or no distraction (DepEd, 2020). McWayne et al. (2004) research indicated that learners whose parents are in

contact with the school showed higher academic skills than those whose parents did not coordinate with the school. Luaña (2021) enumerated ways parents' guide their children in answering modules, namely, guiding by explaining, giving examples, correcting their children's incorrect answers; guiding by 'Googling' the answer; and guiding by directly giving the correct answers. First, guiding by explaining. As mentioned by Luaña (2021), there are featured themes that were difficult for students to understand due to challenging terminology and ideas. To counter this, parents attempt to explain issues to their children in simple terms to the best of their ability. Parents explain difficult sentences that their children cannot understand and believe that by doing so, their children will grasp the gist of the lessons, which will aid them in answering the questions in their modules. Similarly, when their child encounters difficulty in reading and comprehending the texts written in English. Parents translate the lessons to Filipino for their children to understand and answer what is indicated in their module. Next, guide by giving examples. Parents help and guide their children by providing additional examples not included in the modules. They present examples that are familiar to their children, such as the TV shows that they watch, the places where they go, the food that they eat, the people that they meet, and the activities that they do, among others since they are aware of their children's experiences. Equally, since the examples are relatable to the students, they better understand the subjects or questions being discussed. As a result, the students arrived at the correct answer using the scaffolding provided by their parents, particularly the examples provided. Third, guiding by correcting their children's incorrect answers. When parents notice mistakes in their children's answers, they will ask them to correct them. In this case, the parents give the correct answers to the questions instead of the incorrect ones. Likewise, due to time constraints, there were times when they did not explain to the students why the response was incorrect. Fourth, guiding by 'Googling' the answer. Best Practices for MDL. Parental engagement in MDL is important for the effective implementation of the new learning modalities in the new normal in education. Hence, parents utilized a variety of practices in supporting the MDL of their children. According to Mercader & Abadiano (2020), even though many parents have struggled to get their children to learn, many have attempted to welcome technology and deal with online learning. Their study indicated that many mothers have been using the Facebook application to connect with the social media community to help their children become more interested in their home learning activities. Moreover, according to Malanga et al. (2020), parents provide their children with a conducive learning environment to help them focus more on learning and regularly check their child's schedule or workweek plan. Because of the number of subjects or activities to be done, parents and guardians must see that it is being followed accordingly to avoid cramming or delays in submission, which may affect the child's performance. Parents also obtain the different materials and services needed by the learner. And also give adequate praise, encouragement, and rewards to heighten their child's motivation to learn. Likewise, Jaiswal (2017) concurred that parents also involved themselves in helping their children, improving their schoolwork, providing encouragement, arranging appropriate study time and space, model desired behavior (such as reading for pleasure), monitor homework, and actively monitor their children tutoring their children at home. According to Ezeokoli & Ugwu (2019), parents use their mother tongue as a medium of instruction to better communicate their ideas and explain concepts to their

children. This bears similarity with the study of Luaña (2021), who stated that many subject areas used English as the medium of instruction in writing the modules; thus, parents translate the lessons to Filipino content for their child's better understanding of the module. Moreover, parents also guide their children by explaining and giving examples without explicitly giving them the answers, thereby acting as a guide on the side, allowing their children to participate in the learning process actively.

However, this modality, modular distance learning, encounter several challenges, particularly in the Philippine setting. Tibon (2020) points out that the majority of students in basic education do not have the ability to read independently while most students are not supported by their guardians and parents. Also, according to Olivo (2021), parents complained that the time allotted to complete the module's activities was insufficient because there were so many activities in such a short period of time. Similarly, some parents stated that due to a lack of proper education, parents cannot provide learners with knowledge that they could utilize to assist their children in completing their learning modules. Relative to the study of Bhamani et al. (2020) that one of the difficulties parents face is keeping their children busy. He indicated that children consider this time as a vacation from school; hence they spend most of their time using social media, playing games, and watching cartoons/movies. From the study of Manlangit et al. (2020), the learners have different degrees of attachment and preferences of their family members who will support them with their lessons and assignments. But there are instances that parents are embarrassed to ask and offer help to their children. Similarly, having a health condition (ex. has illnesses like asthma, diabetes, high blood, etc.) is also a challenge in their engagement to MDL of their children.

SUMMARY AND CONCLUSION

This outbreak has significantly changed our views and appreciation for everything. Regardless of how extremely challenging they may be for some; these changes have turned into the new wave of the future and reality. Shifting to the new normal of learning in education has opened many doors for opportunities, innovations, however, challenges and difficulties await inside.

Eventually, everyone confronted and strived the impediments brought by the pandemic, primarily in education. In the past years, parents' role and engagement in their child's education has been heightened in which their participation was highly encouraged and anticipated. It can be noted how parents responsibly played their significant role as partners, home facilitators, and para-teachers in ensuring that the best educational and holistic support is at hand. Moreover, engaging parents must be perceived as a cooperative effort rather than self-responsibility. Some of them are still expanding and growing their engagement in school, particularly in these trying times. As the old African proverb says, "It takes a village to raise a child", therefore for children to experience and flourish in a productive, safe, and healthy environment, they must be in a tougher community where hope, courage, and faith are overflowing everywhere.

The articles reviewed conveyed that parents are highly engaged in modular distance learning. In addition, it can be attested that parents are highly preoccupied in supporting and managing their children's modular distance learning. But then, challenges are inevitable; everyone is still muddling through in these challenging times,

so the literature reviewed shows a scanty of findings on parents' tenacity schemes and parents' coping mechanisms in modular distance learning.

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ACKNOWLEDGMENT

The author would like to thank Professional Lecturer Dr. Juan O. Abarro for motivating her to accomplish the Literature Review Article also, a heartfelt thanks to the authors of all the materials used in this paper.

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