



PARENT'S INVOLVEMENT AND STUDENT ACADEMIC PERFORMANCE

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KeyWords

Minimum 7 keywords are mandatory; Parent's involvement, module, academic performance.

ABSTRACT

The foundation of the parent's involvement in their child's education is essential. This study aimed to determine parents' significance and influence on their children's academic performance. It sought to determine the respondent's level of involvement in the distribution of the module, answering the module, and submission of the module. To the level of academic performance shown in the General Weighted Average (GWA). It was conducted to the parents of one hundred fifty-six (156) pupils and the pupils of Igpit Elementary School for the School Year 2021-2022. The instrument used to gather data was tested and validated by a reliability test of Cronbach's Alpha with a score of 0.87, which is Good. This study utilized a descriptive method with a quantitative research design. Descriptive statistics, mean, standard deviation, and Pearson Correlation Coefficient were the statistical tools used to analyze the data.

The findings revealed that the parent was mostly involved in the distribution of the module, answering the module, and submission of the module. The academic performance of the learners was revealed Very Satisfactory. This is a significant relationship between parent involvement. Thus, the null hypothesis of no significant relationship is rejected. It is recommended that School Heads and teachers should develop an academic program that may help assist the parents. To boost academic performance and maintain a positive relationship, teachers should implement more concepts and methods for communicating with parents.

The first page should be used only for Title/ Keyword/ Abstract section. The main paper will start from second page.

INTRODUCTION

The total development and education of a child are greatly influenced by the parents. They nurture a child by offering them love, attention, support, and knowledge in addition to fulfilling their basic requirements and teaching their children. By providing the right guidance, they help their child develop character till they are independent and equipped to take on the difficulties of their society. In a similar way, they act as a child's primary and constant educators before they enter real schooling, and parents continue to be a crucial factor in how their children think both in and outside of school.

Children are more engaged with their academics, stay in school longer, and produce higher academic achievement when parents are active in their education. Longer-term economic and societal advantages follow from this. The demands on children's education are rising across a variety of settings, and parents are uniquely positioned to ensure that these places best meet their particular learning needs. As a result, the family and parents are regarded as the child's educational partners. The parenting styles that are most strongly associated with excellent accomplishment focus on general oversight of their children's learning activities (Gumapac et al., 2021).

In addition, the changes brought about by the pandemic have increased the importance of parents in their children's education. One of these developments is the transition away from in-person instruction toward other learning modalities, particularly Modular Distance Learning (MDL), which the Department of Education (DepEd) found to be the preferred type of distance learning. The Basic Education Learning Continuity Plan (BE-LCP) for the Academic Year 2020–2021 has been put into place by DepEd because it is thought that education will continue regardless of the situation. The BE-LCP is a collection of educational initiatives designed to address the issues with basic education (DepEd, 2020). In this, participation from parents is strongly encouraged and anticipated. Parents, who are partners in education, play a crucial role as learning facilitators and para-teachers who will give students the necessary instructional support when a classroom teacher is not available (Durisic, 2017).

Implementing the Basic Education Learning Continuity Plan calls for a comprehensive strategy and closer collaboration between communities, households, and schools. In order to support the student's learning process at home. This mandates the complementary and broader roles of parents, guardians, other household partners, and community members as the teachers and DepEd personnel deal with the additional tasks, challenges, and new expectations in the new normal.

Additionally, in DepEd schools, textbooks are typically the main learning material used by students under the direct supervision of teachers in a classroom setting to complete curricular objectives. When classes are disrupted, it will be harder for students and teachers to communicate face-to-face because Self-Learning Modules are designed and intended primarily for learners outside of the classroom setting. Being the key learning resource for modular distance learning in the existing educational system brought by the spread of Covid-19, SLMs will be shared among the learners. Before usage, SLMs shall be reviewed to confirm their conformity to the quality requirements for learning resources defined by DepEd (DepEd Order No.01, s.2021).

Many empirical research has supported the value of parents being involved in their children's education. "No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school," according to research from the National Coalition for Parent Involvement in Education (Brooks, 2019).

According to Bartolome et al. (2018), parental involvement refers to the level of interest a parent has in the tutoring of their children. However, as parents put delay their children's education, schools form relationships with parents. In any event, the enormous social effects of parents' contributions to the advancement of children's learning have been emphasized in Western countries.

Additionally, Lara and Saracostti (2019) carried out research that examined the links between parental involvement in education and children's academic achievement. A sample of 498 parents whose children attended second and third grade in 16 public elementary schools in Chile revealed through cluster analysis that there are three different profiles of parental involvement (high, medium, and low), depending on the type of involvement (at home, at school and through the invitations made by the children, the teachers, and the school). The findings indicated that there are disparities in children's academic accomplishment between the parental engagement profiles, showing that children whose parents are not as involved in their education had poorer academic achievement. In this light, this present study aims to investigate parents' involvement in the distribution of modules, answering of the modules, and submission of the modules and academic performance of the Grade III pupils of Igpit Elementary School, the School Year 2021-2022.

Methodology

The study used the descriptive survey method of research to identify the level of the parent's involvement in the Grade 3 pupils and pupils' academic achievement at Igpit Elementary School, Opol, Misamis Oriental. Descriptive statistics gather quantifiable information used for statistical reference on the target audience through data analysis. To select the data, the instrument was the questionnaire that provides a quantitative method of data gathering such as evidence or information expressed in numerical terms. For academic achievement, data mining on the pupil's grades for the whole School Year, 2020-2021 was used.

The Misamis Oriental province officially classifies the Municipality of Opol as a second-class municipality. It has 66,327 residents, according to the 2020 census. By virtue of Republic Act No. 524, which was enacted on June 15, 1950, the barrios of Opol, Igpit, and Lower Iponan, which were originally a part of Misamis Oriental, were combined to become Opol. The study was carried out at Igpit, an Opol municipality barrio in the Misamis Oriental region. The location of Igpit is 8°31' North and 124°35' East. It has 12,902

residents, according to the 2020 census.

Due to a combination of the municipality's own population increase and the rise of neighboring Cagayan de Oro City, the area is progressively becoming increasingly urbanized. Opol used to be a more rural region with an emphasis on agriculture and fishing. Commercial fishing, farming, tourism/hospitality, and light industry are among Opol's major economic drivers. The San Miguel/Coca-Cola bottling facility, Lechem Food Marketing, the fishing port at Luyong-Bonbon, as well as the municipal market building, which is close to the Opol municipal center, are notable examples of economic infrastructure.

Since its founding in 1951, Igpit Elementary School has impacted thousands of students thanks to the outstanding public service provided by its teachers and administration. From Kindergarten through Grade 6, IES provides basic educational needs and has helped students excel in academics and athletics to a national level. Igpit Elementary School was extremely appreciative of the generosity and thoughtfulness of Zeta Phi Omega of Youngsville Subdivision and Cagayan de Oro City on January 21, 2022. (Chi Delta Omicron Council). The school is appreciative to the businesses that donated 200 hollow blocks for the "A Span for the Fence" campaign and pledged their full support to the plans and initiatives.

The Alumni Batch 1990–1991 was chaired by Hon. We would like to express our sincere gratitude to them. The chairman of the Opol municipality's school board supported a second concrete span, which was also started by this batch. A truly good example of someone who genuinely and generously cares about the school, the teachers, and the pupils is Maximino Seno. Classes will shortly begin on August 18, 2021; thus the school is preparing for it. Their custom has been to visit the school before classes begin and lend a hand to the teachers as they set up the classrooms for the students. The opportunity to contribute what one has or for the school to function as a learning institution to its fullest potential is provided by Bayanihan sa Paaralan. Igpit ES has established goals for this academic year that would improve learning regardless of the pandemic. They urge people to help the school in any manner they can, including parents, groups, and other stakeholders. Igpit Elementary School, bearing School ID 127839, is located in Zone 3, Opol, Misamis Oriental, and is a shining example of Opol District, Division of Misamis Oriental. The school's motto is "IES shine!" 2021–2022 academic year Let's overcome the "new normal" problem together in a spirit of cooperation and solidarity.

The respondents of the study were the parents of Grade 3 pupils at Igpit Elementary School, the School Year 2021-2022 as the coverage of the study. This study took the universal sample considering the few number of the respondents which are the parents one hundred fifty-six (156) pupils were enrolled for the School Year 2021-2022.

The research instrument contained the parents' involvement as to the distribution of modules, answering of modules and submission of modules, and the pupils' academic achievement. The questionnaire was tried out to select parent respondents who are not part of the population with similar characteristics to those of the actual respondents, but they did not participate in the actual study. This validates the Cronbach's Alpha, a common test score reliability coefficient for single administration. This is to ensure that the instrument is simple, meaningful, easily administered, and adequate in collecting the needed data. Eventually, the revision will be made before the actual distribution of the instrument.

Thus, the Likert Scale for interpreting Cronbach's Alpha was used to test the internal consistency of the three-part research instrument. The First Part was a 15-item Parents' Involvement in Distribution of Modules questionnaire with a reliability index of 80 percent (80%) using Cronbach's Alpha. The Second Part was the 15-item Parents' Involvement in Answering of Module questionnaire with a 81 percent (81%) reliability index using Cronbach's Alpha. The Third Part was a 15-item Parents' Involvement in Submission of Module questionnaire with a 86 percent (86%) reliability index using Cronbach's Alpha. The reliability test measured parents' responses and was based on Cronbach Alpha's consistency scale of $0.8 > \alpha \geq 0.7$

Before the data gathering, a letter of request was presented to the Dean of the Education Department asking permission to allow the researcher to conduct the study and administer the research instruments to the respondents. Once permitted, a formal letter be sent to the Vice-President for final approval. Finally, an appointment was arranged with the office of the principal of the respective school to conduct the study. The consent form also respects the right of the participant to withdraw such participation in the course of the study. The identity of the respondents of this study remained confidential.

Considering the present pandemic, the researchers intended the transaction during a monthly meeting where parents were gathered. In administering the instruments, the researcher would ensure that the necessary health protocols. The direction of each item was explained by the researcher thoroughly for the respondents to understand the statements. The collected data was tabulated, examined, and interpreted using descriptive statistics such as the mean, standard deviation and Pearson Product Moment Correlation to determine parents' involvement as to the Distribution of the Module, Answering of the Module, and Retrieving of the Module and the Pupils' Academic Performance.

Results and Discussion

Problem 1. To what level are the parents Involvement of Grade 3 pupil's of Igpit Elementary School as to:

- 1.1 Distribution of the Module;
- 1.2 Answering of the Module; and
- 1.3 Submission of the Module?

Table 1
Distribution of Responses on Module Distribution

| Indicator | Mean | SD | Description |
|---|------|------|-----------------|
| 1. I have an available time during the module distribution. <i>(Ako naay bakante nga oras sa ting-hatag og module.)</i> | 3.42 | 0.81 | Highly Involved |
| 2. I heard the teacher orientation on the usage of the modules during the distribution. <i>(Ako gapaminaw sa orientasyon sa magtutudlo, unsa ang pag-gamit sa modules inig ting-hatag.)</i> | 3.46 | 0.79 | Highly Involved |
| 3. I follow the teachers' schedule on when to get the modules and when to submit them. <i>(Ako gina sunod and saktong schedule sa ting-hatag og ting-kuha sa modules.)</i> | 3.42 | 0.74 | Highly Involved |
| 4. I arrived at school in exact time prior to the distribution of a module. <i>(Ako makaabut sa eskwelahan sa saktong oras sa ting-hatag sa module.)</i> | 3.26 | 0.80 | Highly Involved |
| 5. I double check the answer sheets and module on the distribution of modules. <i>(Ako gina tan-aw og tarung ang mga answer sheet, sa ting-hatag og modules.)</i> | 3.52 | 0.66 | Highly Involved |
| 6. I received the module regularly. <i>(Ako makadawat perme of module.)</i> | 3.58 | 0.65 | Highly Involved |
| 7. I received the modules well organized. <i>(Ako makadawat og han-ay nga module.)</i> | 3.63 | 0.60 | Highly Involved |
| 8. I get updates through messenger, text, call when the distribution of module. <i>(Ako gina update pina-agi sa messenger, text, og tawag kung ting-hatag og modules.)</i> | 3.48 | 0.77 | Highly Involved |
| 9. I received the modules on the available boxes in the school. <i>(. Ako gaka-dawatan nga modules naa sa box sa eskwelahan.)</i> | 3.33 | 0.96 | Highly Involved |
| 10. I have free time to receive the module. <i>(Ako naay bakante nga oras sa ting-hatag og module.)</i> | 3.18 | 1.01 | Mostly Involved |
| 11. I ask my neighbor to receive the module for my child. <i>(Ako gahanyo sakong mga silingan nga dawaton ang module.)</i> | 1.99 | 1.14 | Involved |
| 12. I seek help from barangay officers, to receive my child's module. <i>(Ako gahanyo sa mga barangay officers nga dawaton ang module.)</i> | 1.93 | 1.19 | Involved |
| 13. I receive the module at my suitable time. <i>(Ako gakadawat ang modules sa saktong nga oras.)</i> | 3.41 | 0.89 | Highly Involved |
| 14. I contact the teacher whenever I have questions before the distribution of the modules. <i>(Ako gapangutana una sa akong tuyo, sa wala pa nag-ting-hatag.)</i> | 3.18 | 0.97 | Mostly Involved |
| 15. I listen to the instruction of the teacher before the distribution of the module. <i>(Ako gapaminaw sa instruction sa maestra wa wala pa nag-ting-hatag.)</i> | 3.62 | 0.70 | Highly Involved |
| Overall Mean | 3.23 | 0.84 | Mostly Involved |

Legend: 4 = 3.25 – 4.00 Highly Involved 2 = 1.75 – 2.49 Involved
 3 = 2.50 – 3.24 Mostly Involved 1 = 1.00 – 1.74 Not Involved

Table 1 shows the level of parental involvement in Distribution of Module, with an **overall mean of 3.23 (SD=0.84)**, described **Mostly Involved**. The data shows that parents agreed that learning modules distribution was carried out generally well as they have agreed on all the indicators provided. Parents claimed that the schedule of distribution was not a problem since they had available time during the module distribution. Time was not a problem because they followed the teachers' schedule on when to get the modules and when to submit them.

Further, this indicates a general agreement of the system and strategies the school had carried out for the distribution of learning modules. Findings suggest that learning may still be possible during situations like the pandemic. Because of the time and

effort, it is challenging for the teachers, but they would do anything to help students learn (Torregoza, 2020). When parents participate in the educational process, instructors and parents share responsibility for instructing pupils and collaborating to meet educational objectives. For schoolchildren to receive a decent education in their most secure and safe environment—their own homes—parental engagement is essential. Numerous studies show that students who have been involved and encouraged by parents do more academically (Delgado, 2017).

Likewise, the indicator "**I received the modules well organized.**" obtained the **highest mean of 3.63 (SD=0.60)**, described as **highly involved**. This means that in the management of Covid-19, such as following social distancing, wearing masks and face shields, taking temperatures, and spraying alcohol to avoid the spread of the virus were organized. Some parents who went there for clarification had to go through the protocol before they could enter the school premises.

Further, Olivo (2021), to avoid overcrowding during the distribution and stop the growth of Covid-19, the school's administrator decided to forbid students and parents from receiving modules from the institution. To prevent overcrowding in the classroom, parents were also asked for feedback on the retrieval of the learning modules. They said that there were too many activities to complete in the module's allotted time because there were so many of them. Parents complained about the time allocation to complete the learning modules for each subject because children were able to handle the subjects in the time allotted.

Particularly, DepEd created the Basic Education Learning Continuity Plan (BE-LCP) in particular to ensure that learning opportunities are provided to learners in a secure manner, utilizing various learning delivery methods (DepEd Order No.18, s.2021). Accordingly, DepEd aims to manage resources wisely in order to implement its BE-LCP without sacrificing the provision of high-quality basic education (DepEd Order No.15, s.2021). In order to provide learning opportunities while ensuring the health, safety, and welfare of the students, teachers, and staff, the health standard is committed to doing so.

On the other hand, the indicator "**I seek help from barangay officers to receive my child's module**" got the **lowest mean of 1.93 (SD=1.19)**, described as **Involved**. On whether the school provided parents with options on how to receive the modules, mostly all of them have an available time during the module distribution. Teachers provided their mobile phone numbers to the parents so they could easily be reached if parents needed some assistance in guiding their children at home.

The study by Olivo (2021) says that the distribution schedule was not an issue because Purok Parent Leaders brought the learning modules to their homes. Time was also not an issue because they merely had to wait for the educational modules to be delivered by their school via the Purok Parent Leaders. Parents also concurred that the distribution was well-planned.

Table 2 shows the level of parental involvement in Answering of Modules, with an **overall mean of 3.26 (SD=0.88)**, described as **Highly Involved**. This means that parents generally agreed that answering of modules was great for their children to answer. Findings imply the need for teachers to revisit the learning modules and adjust learning activities that are reasonable for a given period of time. As Murray (2011) stated, the ability of students to complete assignments during class is one of the major benefits of working in a self-directed learning environment. However, teachers must be careful to have someone review the student's work in order to accurately measure their learning progress.

Luaña (2021) enumerated that parents can help their children with answering modules in a number of ways, including by explaining things, providing examples, correcting their children's mistakes, 'Googling' the answer, and directly providing the right answers. Moreover, the surveillance of students' academic work may make them more anxious and affect their performance.

The indicator "**I encourage my child to take his/her studies seriously**" obtained the **highest mean of 3.59 (SD= 0.70)**, described as **highly involved**. This means that parents were answering modules more than enough and overwhelming. They provide their child with learning materials such as pencils, papers, and notebooks during the sufficient time to read and answer the questions in the module.

Parents also agreed that the indicator "**I monitor my child's activity and I supervise my child when answering the module**" obtained the **same mean of 3.47 (SD= 0.72 ; 0.68)**, described as **highly involved**.

The research study of Gumapac (2021) is crucial to the field of education because parents act as Para teachers who directly assist pupils in learning as they adjust to the new normal. Teachers also think that parents will act as educational partners in helping students reach their full academic potential and in keeping an eye on the effectiveness of their instruction. The successful shift from face-to-face instruction to distant learning in the new normal also depends on parents. This suggests that parents are sharing study strategies with their children in an effort to improve learning outcomes and make studying enjoyable. The research found that parents are quite supportive of their children's Modular Distance Learning (MDL). This is evidence that parents, who work together with teachers to further children's education, are fulfilling one of their main responsibilities by assisting with their children's distant learning modules.

Table 2
Distribution of Responses on Answering of Modules

| Indicator | Mean | SD | Description |
|--|------|------|-----------------|
| 1. I contact the teacher whenever I have questions about the modules. <i>(Ako gina-contact ang maestra kung naa koy pangutana.)</i> | 3.18 | 1.01 | Mostly Involved |
| 2. I monitor my child's activity. <i>(Ako gina subay ang mga actibidadis sakong anak.)</i> | 3.47 | 0.68 | Highly Involved |
| 3. I help my child with their performance task. <i>(Ako ginatabangan akong anak sa iyang sa performance task.)</i> | 3.33 | 0.83 | Highly Involved |
| 4. I supervise my child when answering the module. <i>(Ako ginadumala ang akong anak sa paganswer sa module.)</i> | 3.47 | 0.72 | Highly Involved |
| 5. I encourage my child to take his/her studies seriously. <i>(Ako gina-hikayat akong anak nga magskwela og tarung.)</i> | 3.59 | 0.70 | Highly Involved |
| 6. I let my child answer the module alone. <i>(Ako ginapasagdan akong anak nga mag-answer sa module nga inusara.)</i> | 2.74 | 1.12 | Mostly Involved |
| 7. I am the one answering my child's module. <i>(Ako ang ga-answer sa module sa-kong anak.)</i> | 2.50 | 1.16 | Mostly Involved |
| 8. I tell my child to ask me if he/she has a hard time answering the question. <i>(Ako gina-pangutana akong anak kung galisod na ba siya sa pag-answer sa module.)</i> | 3.41 | 0.85 | Highly Involved |
| 9. I regularly check my child's answers. <i>(Ako ginatan'aw perme ang answer sakong anak.)</i> | 3.28 | 0.84 | Highly Involved |
| 10. I provide time for my child to help him/her answer the module. <i>(Ako ginahatagan og oras akong anak nga tabangan sa pag-answer sa module.)</i> | 3.42 | 0.81 | Highly Involved |
| 11. I provide my child with learning materials such as pencils, papers, and notebooks. <i>(Ako makahatag og mga materyales nga gamit sa pagskwela sakong anak sama sa lapis, papel og notebook.)</i> | 3.57 | 0.72 | Highly Involved |
| 12. I give my child sufficient time to read and answer the questions in the module. <i>(Ako ginahatag ang taas nga oras akong anak sa pagbasa og paganswer sa module.)</i> | 3.51 | 0.75 | Highly Involved |
| 13. I am the one reading the questions in the module and my child answers it. <i>(Ako ang gabasa sa module og akong anak ang tig-answer sa module.)</i> | 3.24 | 0.85 | Mostly Involved |
| 14. I teach my child regarding the lessons provided in the module. <i>(Ako ang gatudlo sakong anak gumikan sa gihatag nga pagtulun-an sa module.)</i> | 3.28 | 0.90 | Highly Involved |
| 15. I ask other family member to assist my child in answering the module. <i>(Akong ginahangyo ang uban parte sa pamilya arun tabangan sa paganswer akong anak.)</i> | 2.91 | 1.20 | Mostly Involved |
| Overall Mean | 3.26 | 0.88 | Highly Involved |

Legend: 4 = 3.25 – 4.00 Highly Involved 2 = 1.75 – 2.49 Involved
3 = 2.50 – 3.24 Mostly Involved 1 = 1.00 – 1.74 Not Involved

However, parents neither agreed nor disagreed on the indicator "I am the one answering my child's module" which obtained the lowest mean of 2.50 (SD= 1.16), described as mostly involved. This is attributed to their claim that the during the answering of modules, their child ask them if they are hard time to answer the questions in the module. In addition, parents claimed that they provide time for their child to help them answering the learning activities in the modules.

Table 3 shows the level of parental involvement in Submission of Modules, with an overall mean of 3.29 (SD=0.89), described Highly Involved. Parents generally agreed that the retrieval of the modules went on generally well. This means that the system of submission of learning modules was generally acceptable to parents. The findings of the study were consistent with what Adonis (2020) reported after speaking with a parent about how she is assisting her child in adjusting to this new normal.

Manlangit et al. (2020) said that parents offer a learning environment for their children. Check the weekly plan on a regular basis. Because there are so many courses or tasks to complete, parents and guardians must ensure that everything is done as directed to prevent cramming or submission delays, which could have an impact on the child's performance. Parents also acquire the many products and services that the learner needs. Additionally, they should provide enough encouragement, prizes, and praise to increase their child's desire to study.

Table 3

Distribution of Responses on Submission of Modules

| Indicator | Mean | SD | Description |
|--|------|------|-----------------|
| 1. I return the module at a suitable available time. <i>(Ako ginauli ang module sakong bakante nga oras.)</i> | 3.31 | 0.91 | Highly Involved |
| 2. I return the modules on the available boxes in the school. <i>(Ako ginauli ang module sa sulod sa box sa skwelahan.)</i> | 3.31 | 0.99 | Highly Involved |
| 3. I seek help from barangay officers, in the submission in of my child's module. <i>(Ako gapangayo og tabang sa mga barangay officer nga mauli ang module sakong anak.)</i> | 2.11 | 1.34 | Involved |
| 4. I return the module to the time scheduled by the teacher. <i>(Ako ginauli ang module sa saktong oras nga gihatag sa maestra.)</i> | 3.38 | 0.81 | Highly Involved |
| 5. I listen to the instruction of the teacher after the submission of the module. <i>(Ako gapaminaw sa mga pahimangno sa maestra taga-uli sa module.)</i> | 3.55 | 0.76 | Highly Involved |
| 6. I ask my neighbor to return the module for my child. <i>(Ako gapang-hanyo sakong silingan nga mauli ang module sakong anak.)</i> | 2.36 | 1.29 | Involved |
| 7. I return the modules well organized. <i>(Ako ginabalik ang module nga han-ay kanunay.)</i> | 3.49 | 0.88 | Highly Involved |
| 8. I double check the answer sheets and module in time of submission. <i>(Ako gina doble og tan-aw ang answer sheet og module sakong anak taga-uli sa module.)</i> | 3.49 | 0.78 | Highly Involved |
| 9. I arrived at school prior to the time of submission of a module. <i>(Ako makaabut sa skwelahan sa saktong ting-uli sa module.)</i> | 3.38 | 0.77 | Highly Involved |
| 10. I ask the teacher when is the deadline of submission of module. <i>(Ako ginapangu-tana ang maestra kanus-a taman ang ting-uli sa module.)</i> | 3.50 | 0.79 | Highly Involved |
| 11. I listen to the instruction of the teacher after the submission of the module. <i>(Ako gapaminaw sa mga pahimangno sa maestra inig-human sa ting-uli sa module.)</i> | 3.56 | 0.76 | Highly Involved |
| 12. I get updates through messenger, text, call when to submit the module. <i>(Ako perme ga subay sakong messenger, text, call kung kanus-a ting-uli sa module.)</i> | 3.51 | 0.88 | Highly Involved |
| 13. I inform the teacher prior to submission of module. <i>(Ako gaina pahibalo ang maestra kanus-a ang ting-uli sa module.)</i> | 3.40 | 0.88 | Highly Involved |
| 14. I manage my time accordingly in submission of module. <i>(Ako ginadumala ang akong oras sa saktong ting-uli sa module.)</i> | 3.38 | 0.85 | Highly Involved |
| 15. I return the module regularly. <i>(Ako ginauli ang module permenti.)</i> | 3.59 | 0.72 | Highly Involved |
| Overall Mean | 3.29 | 0.89 | Highly Involved |

Legend: 4 = 3.25 – 4.00 Highly Involved 2 = 1.75 – 2.49 Involved
 3 = 2.50 – 3.24 Mostly Involved 1 = 1.00 – 1.74 Not Involved

The indicator "I return the module regularly" obtained the highest mean of 3.59 (SD= 0.72), described as highly involved. In fact, parents claimed that they listen to the instruction of the teacher after the submission of the module and even get updates through messenger, text, and call when to submit the module. In addition, the parents listen to the instruction of the teacher after the submission of the module. This was one of the advantages of helping teachers to lessen the difficulties in submission of module.

Further, Olivo (2021), to avoid overcrowding and stop the growth of Covid-19, the school's administrator decided to forbid students and parents from receiving modules from the institution. To prevent overcrowding in the classroom, parents were also asked for feedback on the retrieval of the learning modules. They said that there were too many activities to complete in the module's allotted time because there were so many of them. Parents complained about the time allocation to complete the learning modules for each subject because children were able to handle the subjects in the time allotted.

On the other hand, the indicator "I seek help from barangay officers, in the submission in of my child's module" got the lowest mean of 2.11 (SD=1.34), described as Involved. On whether the school provided parents with options on how to submit the modules, mostly all of them have an available time during the submission of the module.

Table 4

Summary as to Parents involvement

| Parents Involvement | Overall Mean | SD | Description |
|------------------------|--------------|------|-----------------|
| Distribution of module | 3.23 | 0.84 | Mostly Involved |
| Answering of Module | 3.26 | 0.88 | Highly Involved |
| Submission of Module | 3.29 | 0.89 | Highly Involved |

Table 4 shows the summary of parents' involvement in the distribution of the module with an **overall mean of 3.23 (SD=0.84)**, described **Mostly Involved**. This means that the most extensive number of respondents are assessing their children, which greatly impacts their children's academic performance.

In the Philippines, where families are valued as an integral part of one's social life, parenting is crucial. Whatever the case, the social contexts in which Filipino families are present have rapidly transformed in recent years. As a result, learning in children is developing in a way that is more in line with the expansive vision of 21st-century learning. Parents are well positioned to ensure that the many environments in which a child is educated best meet their special adjusting needs as these environments change throughout time (Ochoa & Torre, 2017).

Problem 2. To what level is the Academic Performance as shown in the General Weighted Average (GWA) of the Grade 3 pupils for the School Year 2021-2022?

Table 5
Academic Performance

| Level of Academic Performance | F | P | Mean | SD | Interpretation |
|-------------------------------|-----|--------|-------|------|-------------------|
| Outstanding | 57 | 36.80 | 87.74 | 3.96 | Very Satisfactory |
| Very Satisfactory | 70 | 45.20 | | | |
| Satisfactory | 24 | 15.50 | | | |
| Fairly Satisfactory | 4 | 2.60 | | | |
| Did not Meet Expectations | 0 | 0.00 | | | |
| Total | 155 | 100.00 | | | |

Legend: 4 = 3.25 – 4.00 Outstanding 2 = 1.75 – 2.49 Satisfactory
3 = 2.50 – 3.24 Very Satisfactory 1 = 1.00 – 1.74 Unsatisfactory

Table 5 shows the level of academic performance, with an **overall mean of 87.74 (SD=3.96)**, described **Very Satisfactory**. This means that the most extensive number of respondents comprised 45.20% of the 70 students who recorded very satisfactory grades. Followed by 57 students, or 36.80%, with outstanding grades, 24 respondents, or 15.50%, with satisfactory, and four students, or 2.60%, who have a fairly satisfactory level of academic performance.

The results of research by Lilawati (2020) regarding parents' support for learning at home during the pandemic, it is stated that during distance learning, parents assist and mentor students as they complete their homework assignments and that learning facilities at home are not more beneficial for pupils than facilities. According to some parents, education occurs in schools. Based on the context and prior research, it is crucial to do this study to understand more about how parents support their children who are attending distance learning classes amid the Covid-19 pandemic.

Problem 3. Is there a significant relationship between the parent's involvement and the pupils' academic performance, as shown in the General Weighted Average (GWA)?

Table 6
Test Correlation between Parental Involvement and Academic Performance

| Parental Involvement | Academic Performance | | Interpretation |
|-------------------------|----------------------|---------|----------------|
| | r-value | p-value | |
| Distribution of Modules | 0.904 | 0.000 | Significant |
| Answering of Modules | 0.921 | 0.000 | Significant |
| Submission of Modules | 0.916 | 0.000 | Significant |

Legend: *significant at p<0.05 alpha level S – significant NS – not significant

The study aims to investigate the relationship between parents' involvement and the pupils' academic achievement in the

four grading periods through the distribution of modules, answering of modules, and submission of modules.

As seen in Table 6, it can be gleaned that the study's findings led to the conclusion that there is a significant relationship between parents' involvement and the pupils' academic achievement in the four grading periods. Thus, the null hypothesis is rejected. The parent's involvement in the distribution of modules, answering of modules, and submission of the module has an interpretation of significance which means that the pupil's academic performance is affected by the parent's involvement.

Conclusion

Based on the findings of the study, the following conclusions were drawn.

As to the level of parent involvement, academic performance builds the connection between families and school staff. The learner's academic performance overall result is very satisfactory in General Weighted Average (GWA). This was the result of the parents' coordinated efforts. Thus, students' grades are outstanding. However, some students receive low grades, indicating that parent involvement has a significant impact on student's academic performance. Students are more motivated to learn and may experience higher academic success when parents encourage, monitor, and supervise them more. These findings correspond that there is a significant relationship between parent involvement academic performances of students. Students that were successful typically came from families where there was nurturing and support.

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