

Parents Involvement in Accomplishing Students Learning Tasks in the New Normal

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Abstract: This study was primarily focused on proposing a guide to strengthen parents' role in Modular Distance Learning. This assessment of parents' level of engagement in MDL in terms of sustaining motivating, coaching, and tutoring, and monitoring students' compliance. It determines the challenges parents encountered and identifies their best practices in supporting MDL. The descriptive type of research was used with 358 parents of Grade 11 and 12 senior high school students of Calaca Senior High School for the academic year 2020-2021 as respondents. A research-made survey-questionnaire and interview served as tools to gather pertinent data. Results revealed that parents are highly engaged in the MDL in terms of level of engagement such as sustaining motivation, coaching and tutoring and monitoring students' compliance data. Results revealed that parents are highly engaged in the MDL in terms of level of engagement such as sustaining motivation, coaching and tutoring and monitoring students' compliance. It was also evident that parents are highly engaged specifically on preparation of healthy meals, purchase of school supplies, participation on meetings to explicit encouragement and motivation. As parents tutor and coach, the students, they used strategies and techniques to help the learners such as translation of items to mother tongue, scheduling and monitoring of activities and setting goals. The parents also monitor student's compliance and progress through inspection of accomplished outputs, organization of learning kits and communication with school. Based on the results, a parent's guide was prepared which contains strategies and tips for parents in strengthening their engagement in MDL of their children. The study recommends the distribution of the guide to intensify and strengthen parents' engagement in modular distance learning.

Keywords: Modular distance learning, sustaining motivation, coaching, tutoring, monitoring compliance.

1. Introduction

Parents play a crucial role in their child's overall development and education. Aside from the fact that they provide their basic needs and educate their children, they also nurture a child by giving love, attention, support, and knowledge. The proper guidance they offer develops their child's character until they become independent and ready to face the challenges of the society in which they live. Similarly, they serve as the primary and continuing educators of a child before his/her 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.

Various research has confirmed that learners are more engaged when it comes to their schoolwork if the parents are very much involved. They stay longer in school and achieve better academic performance. Research shows that when parents are involved in their children's education, children are more engaged with their schoolwork, stay in school longer, and achieve better learning outcomes. This also translates into longer-term economic and social benefits. Children's education demands also increase across a range of settings; parents are uniquely positioned to help ensure that these settings best support their children's specific learning needs. On an international scale, parental involvement in school has long been heralded as a significant and constructive variable in the academic and socio-emotional development of children. In the Bronfenbrenner's ecological systems framework, the reciprocal positive interactions between these two keys socializing spheres – families and schools – lead significantly to the positive socio-emotional and cognitive development of a child.

In the Philippines, this important role of parents in the education of their children has been further intensified, due to changes brought by the COVID-19 pandemic. The shift from face-to-face classes to different learning modalities, particularly in the Modular Distance Learning (MDL) being the more preferred type of distance learning based on survey results conducted by the Department of Education (DepEd) is one among these changes. Because education is believed to continue despite the circumstances DepEd has implemented its Basic Education Learning Continuity Plan (BE-LCP) for the Academic year 2020-2021. The BE-LCP is a package of education interventions that will respond to basic education challenges brought about by COVID-19.

Therefore, parents' participation is highly encouraged and expected. As parents as a partners in education play an important role as learning facilitators and para-teachers that will provide learners instructional support as needed in the absence of a classroom teacher.

Parents or guardians should oversee interacting with teachers, barangay representatives, and other stakeholders in order to obtain the many materials and resources that the learner need, check the learner's workweek plan to ensure that they stay

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on track; provide a favorable learning study place for the learner; and give suitable compliments, encouragement, and rewards to help their child become motivated to learn.

Likewise, Luaña (2021) enumerated ways on how parents' guide their children in answering modules namely, guiding by explaining; guiding by giving examples; guiding by correcting their children's incorrect answers; guiding by 'Googling' the answer; and guiding by directly giving the correct answers. Determining parents' level of engagement are essential not only for the students learning but to strengthen parents' role in MDL. On that note, this study assesses the parent's level of engagement in MDL.

This study attempted to determine the parent's level of engagement in terms of sustaining motivation, coaching and tutoring, and monitoring students' compliance, challenges encountered, and best practices to support MDL.

A. Objectives

This study proposed a guide to strengthen parents' role in Modular Distance Learning and successfully achieved the following objectives:

1. Determine the parents level of engagement in modular distance learning.
 - 1.1. Sustaining Motivation
 - 1.2. Coaching and Tutoring
 - 1.3. Monitoring Students' Compliance
2. Identify the challenges of Parent in their engagement to MDL of their children.
3. Identify the best practices of parents in supporting MDL.
4. Propose a Guide to Strengthen Parents' Role in MDL.

B. Scope, Delimitation, and Limitation of the Study

This study was primarily focused on the assessment of parents' level of engagement in MDL in terms of sustaining motivation, coaching, and tutoring and monitoring compliance as well as determining the challenges that face in MDL and also the best practices that will use by the parents.

To effectively describe the level of engagement and awareness of parents in Modular Distance Learning the researchers used quantitative research design. Moreover, to gather necessary information, the researchers utilized research-made survey questionnaire and an interview to the parents as a reference and survey. Furthermore, the researchers gained necessary information from journals, electronic resources, articles, these and other secondary sources. The study is delimited to 358 parents of Grade 11 and 12 senior high school students of Calaca Senior High School for the academic year 2020-2021.

The present research work was limited to the parents of Grade 11 and 12 high school students of Calaca Senior High School who were enrolled for the academic year 2020-2021.

However, the research study experience shortcomings because of limited resources from supporting related literature and other variables. Additionally, the researchers faced difficulties in communicating with the respondents due to

Covid-19 Pandemic. Even though having a permit in distributing survey questionnaire to the respondents the researchers were not able totally monitor physically the administration of questionnaires. In interview, even though the researchers are allowed to do the process there was having a hard time to reach the respondents residence because they are far from each other. Therefore, the researchers did not have any control whether the survey-questionnaire will be answered correctly guided by the instruction or not.

C. Pedagogical Implications

The research study is of great importance to the field of education because parents as para teachers are the immediate facilitators of students' learning while adapting to the new normal. Likewise, teachers believe that parents will serve as educational partners in developing student's full academic potential and in monitoring the quality of teaching. Furthermore, parents are the key to the smooth transition of face-to-face learning to distance learning education in the new normal. The findings of this study are also relevant to Social Sciences as it will enable the students to apply and enhance their knowledge, skills, and attitude in amplifying awareness and action toward different social problems.

2. Review of Literature

This section deals with the review of related concepts and studies found in previous literature. It also presents a synthesis of reviewed research literature.

The following literatures show specific concepts about the Modular Distance Learning and parent's engagement in terms of sustaining motivation, coaching, and tutoring, and monitoring students' compliance. As well as, challenges encountered, best practices to support MDL and the preparation of parents' guide to strengthen parent's engagement in MDL.

Modular Distance Learning: Distance learning has become a mainstream type of education in the 21st century and has taken varied forms and definitions. Mensah et al. (2020) define distance learning as a type of education wherein leaning happens between teachers and students that is physically remote from each other during the instruction and learning process. Meanwhile, according to Sadeghi (2018) distance education is a kind of education in which students are not required to be physically present at a school. Similarly, Loveless (2020), connotes that distance learning is an educational process where students receive instruction through online classes, video recordings, video conferencing, or any other audio/visual technology medium.

Further, according to Allen (2017), distance learning, or distance education, is an education wherein instruction and learning happens at a distance or not in the same physical space. Likewise, instruction and learning can happen asynchronously using an array of digital technologies and synchronously (in real time) using web-based technologies, such as digital collaboration tools. In the Philippine context, distance learning is defined as a learning delivery modality wherein learning and instruction takes place between the teacher and the learners who are geographically remote from each other. This modality has

three types namely Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio- Based Instruction. (DO No. 12, s. 2020)

According to DepEd Order No. 12, s. 2020, also known as Adoption of the Basic Education Learning Continuity Plan for School Year 2020- 2021 in Light of the COVID-19 Public Health Emergency, Modular Distance Learning (MDL) refers to the use of individualized instruction where learners use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner and other learning resources like Learner's Materials, textbooks, activity sheets, study guides, and other study materials. In MDL, a learner may adopt either Digital Modular Distance Learning (DMDL) or Printed Modular Distance Learning (PMDL) depending on the COVID-19 restrictions and the particular context of the learners in the school or locality.

Learners with devices at home like laptop, desktop, or tablet, may adopt DMDL while the printed SLM shall be used by learners adopting PMDL. The teacher has the responsibility to supervise and monitor the learner's progress. Likewise, the learners may ask assistance from the teacher via e-mail, telephone, text message/instant messaging, etc. and provides remediation and enhancement when needed and possible. Similarly, members of the family and other stakeholders within the community shall serve as para-teacher/learning facilitator to provide learners with instructional support as needed in the absence of a classroom teacher. Parents or guardians are partners of teachers in education. They serve as home facilitators and para-teachers that facilitate and guide the students in answering the modular lessons sent to them during the modular learning (Manlangit et al. 2020).

Likewise, aside from being home facilitators and para-teachers, one of their important role is to also sustain their child's motivation to learn while doing modular learning. As cited by Jaiswal, (2017) parents play a dynamic role in nurturing their children's educational development. By providing financial, emotional, motivational support as well as facilitate the sources for studying and encouraging achievement. He argued that parents are always concerned about their children's future and make planning for their education. Likewise, parents are continually thinking about their child's future and gradually plans their education.

Hence, parent's interest and encouragement in their child's education can affect the child's attitude toward school, classroom conduct, self-esteem, absenteeism, and motivation. Accordingly, Ntekane, (2018) indicated that it also help learners to be persistent in the midst of schoolwork challenges and to stop bunking classes because they are aware that their parents are still monitoring their school attendance. Further, he asserted that parental involvement in education acts as a gel that makes learning for children pleasant and encouraging that helps them to work even more as they seek to make those closest to them proud. On one hand, some parental involvement activities can also positively affect the attitude, the skills, the attendance, and the test scores of the students (Epstein et al., 2009; Jaiswal, 2017).

Moving on, Manlangit et al., (2020) enumerated what parents

or guardians should do as MKOs. First, in order to obtain the different materials and services needed by the learner (i.e. modules or textbooks), parents or guardians should be responsible for communicating with teachers, barangay officials, and other stakeholders. Second, parents or guardians should regularly check the child's workweek plan and make sure that the learner sticks to their schedule. Third, a conducive learning study space for the learner should be prepared by parents or guardians. Finally, parents or guardians should give adequate praise, encouragement, and rewards to heighten their child's motivation to learn.

Jaiswal, (2017) supported this perspective stating that parents can support their children's schooling by attending school functions and responding to school obligations (for example, parent-teacher meetings). It bears similarity with the study of Slagle (2014), who stated that students whose parents attend parent-teacher conferences perform better and have high levels of academic achievement. Similarly, parents who were always involved in their child's education are likely to have higher self-esteem while children with neglecting parents have lower levels of self-esteem (Antonopoulou, et al., 2012). On one hand, in study of Godwin et al. (2016) findings showed that giving short breaks throughout student's lessons can reduce stress, increase productivity, boosts brain function, and provides opportunities for children to learn social skills. Likewise, Swenson et al. (2017) stated that parents are a powerful source of feedback in developing the behavior and sense of self of their children.

Similarly, UNESCO Beirut (2020) shared six tips to support your children in learning at Home. First tip is to structure a daily routine so that children have time for learning. Parents may establish a routine that incorporates time for online and media-based studies and education while also balancing other social and play activities that a child requires. This tip includes having a formal study time in a quiet place to study and read;

have a daily routine that includes time to eat, sleep, play, work, study and read; and monitor children's television, video games and internet use.

The second tip is about communicating with school. Parents should maintain open channels of communication with their children, especially if they are connecting what they are learning to current events in our world. This tip include contacting children's school or their teachers to see what they recommend; communicating with your children's teachers and peers; and visiting the school website regularly and follow instructions is important matter in students achievement. Third tip is to monitor and support your child's learning. Parents can assist their children in putting what they've learned into practice. This includes encouraging your child to read on a daily basis and to expand her/his vocabulary, to review his/her lessons in all subject matters, asking older siblings to help younger children with revisions/homework/ reading and encourage studying with classmates or form a study group from the same age and level.

The fourth tip talks about actively engaging your children. This tip includes celebrating their success by using praise rather than criticism; changing the activity frequently to keep your children interested and asking your children to reflect on what

they are learning with their own experiences. Fifth tip is to encourage your children to ask questions. This tip comprises reviewing topics your children have already learn through discussion; give your children opportunities to ask questions and give them positive feedback; and follow-up on your children's questions to encourage them.

Last tip is about using different methods of learning. Parents and teachers should interact with one another—just as the teacher now prepares the learning modules that learners will utilize on a local level, parents should be aware of how to get the most out of these educational packages. This includes encouraging your children to develop their independent learning skills; use the internet to find learning resources and activities; and keep a journal to keep track of learning and revise. Meanwhile, according to Center on Developing Child of Harvard University, maintaining a close connection with adolescents by the parents is one way to sustain their motivation. Adolescence is a period when drastic changes occur, many young people take risks and push boundaries. Thus, having high parental support and open dialogue lessen behavior problems and lower the chance of substance abuse and delinquency among students.

On one hand, aside from parent's primary role in modular distance learning to promote learning at home parents support their children in answering their self-learning modules by means of coaching and tutoring them. Luaña (2021) enumerated ways on how parents' guide their children in answering modules namely, Guiding by explaining; Guiding by giving examples; guiding by correcting their children's incorrect answers; guiding by 'Googling' the answer; and guiding by giving directly 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 child do 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 encounter 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, guiding 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 have a greater understanding of the subjects or questions being discussed. As a result, the students arrived to 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.

On one hand, according to Manlangit *et al.* (2020) parents or guardians as Bundy-clock must check their child's schedule or workweek plan to see that it is being followed accordingly to avoid cramming or delays in submission, which may affect the child's performance. Further, according to Neuron study, one key to help the students to retain the lesson is to employ strategies like linking new lessons to existing memories to create a connection and another strategy is to make students access lessons repeatedly so they're not able to simply fade away. There are different concrete ways to that parents can help boost learning retention like encourage and helps students to develop memory cues using different examples, assign students frequent practice tests or quizzes guided by their reviewer and also combining visuals and verbal lessons in learning using multiple senses helps increase retention especially when showing to their child visuals aids while teaching the lessons verbally can helps to illustrate and cement the message for his/her child.

A study of Barathi and Lawrence (2016) emphasized that strategies of giving rewards and motivation should be understood by parents to boost the academic performance of the students. Parents must be able to identify their children's gifts and provide them with inspiration, guidance, and information about what is beneficial for them, as well as ensure that their children receive adequate nutrition and exercise. Parents should have realistic expectations based on their child's abilities and should assist him in setting realistic objectives. In order for a youngster to be able to express himself at home, he or she must be allowed adequate freedom to communicate his or her concerns with his or her parents.

In their study Manlangit *et al.* (2020) discussed three different roles of parents or guardians in modular distance learning. First, parents or guardians as module-ator. They are the ones to get and submit the printed Self-learning Modules (SLMs) from and to schools or barangay halls at the beginning and end of the week, depending on the agreement between the parents and the school.

Second, parents or guardians as bundy-clock. Parents must 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. Third, parents or guardians as a home innovator. Due to the "study-at-home" scenario, parents must also provide their child with a productive learning environment helping them focus more on learning.

On one hand, aside from parent's primary role in modular distance learning to promote learning at home, parents support their children in answering their self-learning modules by means of coaching and tutoring them. Borup, Stevens, and Waters' (2015) investigation of parental engagement in online high school instruction found parents working with the child to

help develop perseverance, locus of control, organizational and time management skills, and overall parental guidance through online learning activities. They identified potential obstacles for parents and their child in the virtual school as including time constraints, conflict between parent and child, and lack of clarity in the role of the parent, including responsibilities and perceived level of engagement on the part of the virtual school and teacher.

According to Dickinson (2020) parents as coaches during online learning is different from the how parents coach their child before. If parents during old school correcting them and praising them to the highest level is very applicable. Moreover, in upgraded practice avoiding correcting them is necessary instead by means of asking them, acting as a real coach and praising them by means of process over products is inevitable. Therefore, students feel like the purpose of school and assignments to show what they really know rather than to manifesting their schoolwork as a practice and show them that they can keep learning, improving as well as growing in the process of their education. Teaching their child as they are learners not knowers.

Due to Covid-19 Pandemic parents are teaching their child at home and teaching from is not easy it might cause stress and anxiety especially for the parents who are teaching but their role is to help and guide their children during online learning. Heflin (2020) provides tips for the parents that can be use as their teaching strategies namely, establish a dedicated learning space, establish a routine that works, check it frequently, provide ample brain breaks, build in time for interests and play and encouraging challenging work.

First, establish a dedicated learning space. As a parent they can foster their child learning habits by providing them a dedicated space wherein the space is appropriate for their child and feel that they are comfortable when they are studying. Parents need to make sure that the space provided can eliminate distractions and the things that can be needed of their child is organize and can easily be seen on the area. With a dedicated learning space parents and children will begin associate to work well and learning time maximized.

Next, make a routine of work. Parents can help their child to maximize their time by creating schedule, Heflin (2020) mentioned that it is important to put pen into paper, routine needs to clearly established and communicated. As coach or tutor of their child once a parent created a schedule post it on place where every member of the family can see or send it electronically or any kind of communication that works for the child and family. A schedule can promote positive habits, decrease anxiety, for the security of their children; therefore, learning is more likely to occur in these right conditions.

Third is check it frequently, this process will leads to them for being involves in correlation to effective teaching and learning cycles. The cycles requires feedbacks in helping their child understand what he/she did right and need for improvement in other words it is correction. To provide ample break brains. Parents need to set time for break from the tasks of their child to make them focus, concentrate in processing information. Breaks may be brief, like stretching or engaging

them into different physical activities and it can be scheduled after the completion of activities or tasks.

Heflin (2020) also mentioned build in time for interest and play. This kind of strategy yield benefits for children that support children in adapting the world around them and increase motivation. Engaging them in variety of activities that they interested learning are more likely to occur.

Conversely, 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 are unable to provided learners with knowledge that they could utilize to assist their children in completing their learning modules.

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 variety of practices in supporting the MDL of their children. According to Mercader & Abadiano (2020), despite the fact that many of the parents have struggled to get their children to learn, many of them 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 about ways to help their children become more interested in their home learning activities.

Moreover, according to Manlangit et al. (2020) parents provide their child 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, modelling desired behavior (such as reading for pleasure), monitoring homework, and actively tutoring their children at home. According to Ezeokoli & Ugwu, (2019) parents utilized the use of mother tongue as a medium of instruction to better communicate their ideas and explain concepts to their child. 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 actively participate in the learning process.

3. Research Method and Procedure

A. Research Design

This study is a descriptive type of research. This research design was used to describe several variables employed. It allows the quantitative and qualitative description of the subjects and the measurement of the variables that need to be assessed. McCombes (2019) discussed that a descriptive research design can use a wide variety of research methods to investigate one or more variables. Also, it is an appropriate choice when the research aim is to identify characteristics, frequencies, trends, and categories. This particular method is chosen because it is appropriate and accurate since the study is focused on determining the parents' level of engagement in Modular Distance Learning, identifying the challenges of parent in their engagement to MDL of their children and identify the best practices of parents in supporting MDL.

B. Subjects of the Study

The respondents of the study were the 358 parents of Grade 11 and 12 senior high school students of Calaca Senior High School for the academic year 2020-2021.

C. Data Gathering Instruments

The instrument that will be used to gather the necessary data and information needed for the study was a researcher-constructed- questionnaire and interview guide questions. The items in the questionnaire was based on readings concerning the parents engagement in MDL in terms of sustaining motivation, coaching and tutoring and monitoring students' compliance, challenges of parent in their engagement to MDL as well as the best practices by parents in MDL. The concepts will be reframed to suit the purpose of the study. After the parent-respondents answered the questionnaire. They will also be asked with series of semi- structured questions in order to attain more pertinent information from them.

Questionnaire: The questionnaire was constructed by the researcher was checked and validated online through Google meet and via messenger by the research adviser and the panels. To obtain the objectives of the study the questionnaire divided into three parts wherein first part composed of three tables that measure the parent's level of engagement about sustaining motivation, coaching and tutoring and monitoring students' compliance. Second part determine the parents' challenges in their engagement to MDL of their child and last part is assessing parents' best practices in MDL. The survey questionnaire was developed to gather primary data.

Construction: The questionnaires were intellectually made by the researchers by having an intensive review, brainstorming online, and make readings and research from the books, journals, articles, and other conceptual sources and related researches to gain insights about what to include in the questionnaire and the study. Then all the comments and suggestions for the improvement of the questionnaire are properly considered by the researchers. In the preparation of the questionnaire and the guide questions. After that, the researchers collaborate and make a discussion online through Google Meeting and Via messenger for the construction of

questionnaire since the researchers do not allow face-to-face meetings for the reason of the ongoing crisis of pandemic.

Administration: The researcher made a letter for the administration that was sent to principal of Calaca Senior High School and was approved. Afterward, a short orientation was made with the advisers of the students before the administration of the instrument to clarify the purpose and essential elements of the study. Letter of request was incorporated at the above of the survey questionnaire to ask the permission of the respondents to answer the survey questionnaire. However, if the pandemic will not allow the researchers to utilize the questionnaires personally, the administration will be conducted virtually.

Scoring of Responses: The following scale continuum and corresponding verbal interpretations was utilized.

Table 1

Option	Scale Range	Verbal Interpretation
4	3.26-4.00	Highly Engaged/Strongly Agree
3	2.51-3.25	Engaged/Agree
2	1.76-2.50	Less Engaged/Disagree
1	1.00-1.75	Not Engaged/ Strongly Disagree

Interview: The use of semi-structured interviews best matches the objectives of this study because it employs a blend of closed- and open- ended questions, often accompanied by follow-up why or how questions (Adams, 2015). The lack of research on parental support and involvement in the Philippine context precludes definitive hypotheses and conclusions to explore parental involvement and how it affects academic outcomes among Filipino children. As it is not preemptive, qualitative research design allows for the exploration of the phenomenon straight from the data and avoids imposing assumptions on the participants' experiences (Merriam, 2009, p.13). A qualitative research approach was used which enabled the collecting of qualitative data (Cropley, 2015).

D. Data Gathering Procedure

The researchers initially made a letter of approval to conduct the study at Tingloy National High School addressed to the principal of the school. Upon the approval, the researcher got the requested letter that was needed in the dissemination process of the questionnaires to the respondents. In administering the questionnaire, the researchers will administer the questionnaires personally in printed. However, if the pandemic will not allow the researchers to administer the questionnaires personally questionnaires will be administered virtually using Google Forms.

E. Statistical Treatment of Data

The following statistical measures were used to determine the parent's level of awareness in Modular Distance Learning (MDL) in Tingloy District.

Mean. It is a mean calculated by giving values in a data set more influence according to some attribute of the data. It is an average in which each quantity to be averaged is assigned a weight, and these weightings determine the relative importance of each quantity on the average.

4. Presentation, Analysis and Interpretation of Data

This section deals with the presentation, analysis and interpretation of data. It contains the textual and tabular presentation of data, quantitative and qualitative analysis of data, and interpretation of data in the light of relevant literature.

A. Parents' level of engagement in modular distance learning

There are varied behaviors and practices in which parents manifest parental engagement in MDL. Tables 1-3 presents the parent's level engagement in MDL with regard to sustaining motivation, coaching and tutoring and monitoring students' compliance, respectively as assessed by parents themselves.

1) Sustaining Motivation

Parents are educational partners that serve as facilitators and para- teacher in modular distance learning. One of their important role is to sustain their child's motivation to learn while doing modular learning. Table 2 presents the Parents' Level of Engagement in Modular Distance Learning as to sustaining motivation.

Table 2
Parents' Level of Engagement in MDL as to sustaining motivation

Indicators		Mean	Verbal Interpretation
1.	Cook healthy foods and assure they get proper sleep	3.75	Highly Engaged
2.	Purchase school supplies my child needs in his/her MDL	3.72	Highly Engaged
3.	Participate in parent-teacher meetings/conferences in school	3.66	Highly Engaged
4.	Provide a learning space at home conducive for my child's learning	3.65	Highly Engaged
5.	Set time for a series of break	3.65	Highly Engaged
6.	Encourage my child to express his/her positive opinion and feelings towards his/her education	3.64	Highly Engaged
7.	Persuade and tell my child that he/she can finish or accomplish any given task or activity	3.63	Highly Engaged
8.	Spend time with my child and study together	3.60	Highly Engaged
9.	Praise my child every time he/she finishes answering an assigned activity in his/her module	3.55	Highly Engaged
10.	Share personal experiences to motivate my child and give words of encouragement	3.55	Highly Engaged
11.	Recognize and celebrate my child's academic accomplishments and achievements	3.49	Highly Engaged
12.	Listen and answer my child's questions and suggestions about his/her module	3.42	Highly Engaged
13.	Promise my child a reward like increase in allowance to make her/him finish the activities in his/her module	3.09	Engaged
Grand Mean		3.57	Highly Engaged

As shown in the table, parents are highly engaged in cooking healthy foods and assuring their child get proper sleep. This highlighted the fact that parents take good care of their child and prioritize their health to sustain their positive performance towards education. This supports the study of Barathi and Lawrence (2016) wherein parents should understand and

ensure that children receive adequate nutrition and exercise.

Likewise, parent is also highly engaged in purchasing school supplies their child needs in their MDL. This implied that parents provide the educational needs of their child and involve themselves in their child's education. Both echoes the study of Jaiswal, (2017) that parents play a dynamic role in nurturing their children's educational development by providing financial, emotional, motivational support as well as facilitate the sources for studying and encouraging achievement.

It is also expressed in the table that parents are highly engaged in attending and participating in parent-teacher meetings/conferences in school. It suggested that parents are interested and actively engaged in activities regarding their child's education. This supported the study of Jaiswal, (2017), that parents can support their children's schooling by attending school functions and responding to school obligations like parent-teacher meetings. It bear similarity with the study of Slagle (2014), stating that students whose parents attend parent-teacher conferences perform better and have high levels of academic achievement.

Reflected also in the table, parents highly engaged themselves in providing a learning space at home conducive for their child's learning. This finding implied that parents want their child to have safe, suitable, and comfortable environment at home to motivate and support their child's learning. This corroborate the notion expressed by Manlangit et al. (2020) that parents or guardians serves as home innovator in modular distance learning that provides a productive learning environment to help the students focus more on learning. This also supports the study of Heflin (2020) which states that parents should first establish a dedicated learning space. As a parent they can foster their child learning habits by providing them a dedicated space.

Parents need to make sure that the space provided can eliminate distractions and the things that can be needed of their child is organize and can be easily be seen on the area. With a dedicated learning space parents and children will begin associate to work well and learning time maximized. Similarly, parents are highly engaged in setting time for the series of break of their child. This implied that parents allow their child to have break time from their studies to take care of their child's well-being as well as to boost their motivation and improve their mood. This supported the study of Godwin et al. (2016) that giving short breaks throughout student's lessons can reduce stress, increase productivity, boosts brain function, and provides opportunities for children to learn social skills.

Further, parents are also highly engaged in listening and answering their child's questions and suggestions about his/her module. This implied that parents communicate and pay attention to their child to assist or help them in answering their module. Likewise, the parent-respondents also manifest high engagement in encouraging their child to express their positive opinion and feelings towards their education. This indicated that parents have the understanding and interest to communicate and approach their child to know what and how they think or feel towards their education. This supports the study of Manlangit et al. (2020) that parents play a vital role as

home facilitators that establish a connection and guide their child during the modular learning.

Additionally, the parents are highly engaged in giving praise every time their child finishes answering an assigned activity in their module. This underscores the notion that parents use positive verbal reinforcement such as praises to describe their child’s positive behavior, express admiration, and their parental warmth. As well as, to engender and boost good feelings and sustain their child’s motivation to learn. This supported the study of Swenson *et al.* (2017) that parents are a powerful source of feedback in developing the behavior and sense of self of their children. Likewise, it also supports the study of Manlangit *et al.* (2020) that as MKOs parents or guardians must give adequate praise, encouragement, and rewards to heighten their child’s motivation to learn.

The previous findings can also provide support to the study Barathi and Lawrence (2016) where they discussed that strategies for giving rewards and motivation should be understood by parents to boost the academic performance of the students. Parents must also be able to identify their children’s gifts and provide them with inspiration, guidance, and information about what is beneficial for them, as well as ensure that their children receive adequate nutrition and exercise. Parents should have realistic expectations for their children based on their skills and should help them create realistic goals. A kid must be given enough flexibility to share his or her worries with his or her parents in order to be able to express himself at home. It can also be gleaned from the table, as assessed by parent themselves that parents are highly engaged in sharing personal experiences to motivate their child and give words of encouragement. This means that parents share and use personal experiences to inspire and motivate their child as well as to express their sincere engagement in their child’s education.

The findings revealed that the parents are highly engaged in sustaining motivation of students in Modular Distance Learning (MDL). This is a manifestation that parents are able to build connection with the learners and sustain their motivation while undergoing the MDL in the new normal in education.

2) *Coaching and Tutoring*

Parents also serve as facilitator that guide their children through modular distance learning. Thus, parents utilized different practices to effectively coach and tutor their child for them to learn from the comfort of their homes. Table 2 presents the Parents’ Level of Engagement in Modular Distance Learning as to Coaching and Tutoring.

As shown in the table, parents are highly engaged in using mother- tongue or their first language to better explain concepts/ideas to their child. This indicates that parents prefer to use the language that is more familiar with their children for a more effective learning. This supports the study of Luaña (2021) that when their child encounter 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. Similarly, parents remind their child to wisely use their time when answering every activity in their module. This implies that parents want

their child to be responsible and avoid procrastination to circumvent late or delays in submission of activities that may affect their child’s performance.

Table 3
Parents’ Level of Engagement in MDL as to Coaching and Tutoring

Indicators		Mean	Verbal Interpretation
1.	Use mother-tongue or first language to better explain concepts/ideas to my child	3.59	Highly Engaged
2.	Remind my child to wisely use his/her time when answering every activity in his/her module	3.54	Highly Engaged
3.	Set the goals that my child needs to accomplish for the day	3.50	Highly Engaged
4.	Post my child’s weekly schedule to be guided in the time to be spent in every subject and activity	3.43	Highly Engaged
5.	Explain the direction of an activity to my child for him/her to easily understand answer the activity or task	3.34	Highly Engaged
6.	Explain to my child how to answer activities in his/her module using mnemonics and acronyms	3.33	Highly Engaged
7.	Provide examples to explain ideas or concepts to my child	3.28	Highly Engaged
8.	Encourage my child to make a reviewer	3.27	Highly Engaged
9.	Utilize song tune for the better memorization of facts of my child	2.85	Engaged
10	Use variety of visual aids like pictures, posters, charts, tables, flashcards and videos to better teach concepts to my child	2.77	Engaged
Grand Mean		3.29	Highly Engaged

Likewise, parents are also highly engaged in posting their child’s weekly schedule for them to be guided in the time to be spent in every subject and activity. This implied that parents want their child’s to be aware and guided about their weekly schedule for them to easily finished their activities and developed their sense of responsibility and self-mastery. Both of these supports the notion expressed by Manlangit *et al.* (2020) that parents or guardians as bundy-clock must check their child’s schedule or workweek plan to see that it is being followed accordingly to avoid cramming or delays in submission, which may affect the child’s performance. This could also provide support to the study of Heflin (2020) which states that parents should establish a routine that work. Parents can help their child to maximize their time by creating routine.

Heflin (2020) also mentioned that it is important to put pen into paper because a routine needs to be clearly established and communicated. As a coach or tutor of their child once a parent created a schedule or daily routine post it on place where can every member of the family can see the best place is refrigerator. Another way is send it electronically or any kind of communication that works for the child and family. A schedule or routine can promote positive habits, decrease anxiety, for the security of their children; learning is more likely to occur in these right conditions.

Parents also encourage their child to make a reviewer in order to retain their learning’s about the previous lesson. Reviewer is something that will help the students to easily

browse the previous discussion. Moreover, it observed that most of parents are utilizing song tune for the better memorization of facts of their child. Parents use variety of visual aids like pictures, posters, charts, tables, flashcards and videos to better teach concepts to their child.

According to Neuron study, one key to help the students to retain the lesson is to employ strategies like linking new lessons to existing memories to create a connections and another strategy is to make students access lessons repeatedly so they're not able to simply fade away. There are different concrete ways to that parents can help boost learning retention like encourage and helps students to develop memory cues using different examples, assign students frequent practice tests or quizzes guided by their reviewer and also combining visuals and verbal lessons in learning using multiple senses helps increase retention especially when showing to their child visuals aids while teaching the lessons verbally can helps to illustrate and cement the message for his/her child.

Overall, the findings show that parents are highly engaged in coaching and tutoring their child undergoing MDL. This shows that parents are actively doing their role in Modular Distance Learning of their child.

3) Monitoring Students' Compliance

Parents are the facilitators of learning in the new normal in education. One of their important role is to monitor student's compliance in MDL. Table 3 presents the Parents' Level of Engagement in Modular Distance Learning as to Monitoring Students' Compliance. As shown in the table, parents are also highly engaged in reviewing the number of subjects or activities of his/her child needs to accomplish within the week. Similarly, parents are highly engaged in inspecting whether their child finished and submitted all the projects and activities needed in their modular learning.

More so, parents are also highly engaging in browsing their child's works to check if they had completed the activities or practice exercises in their module. This implied that parents want to determine whether their child successfully finished and submitted the requirements they need to finish and submit in their modular learning. This supported the study of Manlangit et al. (2020) that parents or guardians serve different roles in modular distance learning as module-ator, bundy-clock and home innovator. Also, parents are highly engaged in checking if their child properly organized their learning kit containing their activities before submitting it to the teacher. This entails that parent wants to ensure that their child's learning kit is properly organized to save time preparing the activities to be submitted and avoid misplacing their child's outputs before submitting it back to the teacher.

Likewise, parents are also highly engaged in checking whether their child answers on his/her activities or task in accordance with his/her weekly learning schedule. This indicated that parent's checks whether their child sticks to their weekly learning schedule and followed it accordingly. This concurs with Manlangit et al. (2020) who stated that as MKOs, parents or guardians should check regularly the child's workweek plan and make sure that the learner sticks to their schedule.

Table 4
Parents' Level of Engagement in Monitoring Students' Compliance

Indicators		Mean	Verbal Interpretation
1	Inspect whether my child finished and submitted all the projects and activities needed in their modular learning	3.65	Highly Engaged
2	Check if my child properly organized his/her learning kit containing their activities before submitting it to the teacher	3.62	Highly Engaged
3	Browse my child's works to check if he/she has completed the activities or practice exercises in his/her module	3.60	Highly Engaged
4	Check whether my child answers his/her activities or task in accordance to his/her weekly learning schedule	3.59	Highly Engaged
5	Make sure that my child answer in the proper answer sheet as indicated in the module	3.55	Highly Engaged
6	Review the number of subjects or activities my child needs to accomplish within the week	3.53	Highly Engaged
7	Ask about my child's progress in their module	3.44	Highly Engaged
8	Review my child's answer to his/her activities and comment on his/her work	3.42	Highly Engaged
9	Contact the school and communicate with the teachers about the progress of my child	3.38	Highly Engaged
10	Report my child's progress at home to his/ her teacher.	3.34	Highly Engaged
Grand Mean		3.51	Highly Engaged

It can be noted also that parents review their child's answer to their activities and comment on their work. This implied that parents inform their child with remarks and feedback about their work to ensure that their child correctly and properly answer their activities and do their tasks. This supported the idea of Swenson et al. (2017) that parents are a powerful source of feedback in developing the behavior and sense of self of their children.

Further, parents are highly engaged in making sure that their child answer in the proper answer sheet as indicated in the module. This implied that parents ensure that their child answer in the proper answer sheet as indicated in the module to show compliance with the teacher's directions. Meanwhile, parents are highly engaged in contacting the school and communicating with the teachers about the progress of their child. This indicated that parents communicate and talk to the teachers to monitor their child's progress with regards to their module and education. Moreover, parents are also highly engaged in monitoring their child's compliance by means of reporting their child's progress at home to his/ her teacher.

B. Challenges of Parent in MDL

Parents serve as home facilitators that helps the teachers in facilitation of learning in the new normal in education. However, parents may also encounter different challenges while performing their duties as the para-teacher or facilitators of learning that might affect their engagement to MDL of their children. Table 2 presents the challenges of parent in their engagement to MDL of their children.

Table 5
Challenges of Parent towards MDL

Indicators		Mean	Verbal Interpretation
1	Lack of time in helping the child in answering the module due to other responsibilities of parents	3.24	Agree
2	Educational attainment (educational background)	3.20	Agree
3	Lack of knowledge about the process of the Modular Distance Learning	3.14	Agree
4	Distraction in answering the module due to more time spent in social media	3.07	Agree
5	Confusing directions/ lack of direction of module	3.05	Agree
6	Emotional connection in seeking help from the other members of the family	2.95	Agree
7	Health condition (ex. has illness like asthma, diabetes, high blood, etc.)	2.93	Agree
8	Poor printing of module (ex. blurred images)	2.93	Agree
9	Students desire for independency	2.89	Agree
10	Late release of assessment and feedback from the teachers	2.82	Agree
Grand Mean		3.02	Agree

As shown in the table, parents agree that due to their other responsibilities they lack time to help their child in answering their module. During the interview most of the parents shared that due to numerous activities such as house chores and work they tend to lack time in providing help and guidance to their children in answering the module.

They are now having conflicts with their time management due to the drastic changes brought by MDL. This finding supported the study of Dado (2020) that parents faced problems in balancing their time and other chores since focusing on student's learning consumes too much time and effort. On the other hand, parents agree that their educational attainment /background is also one of the challenges that affects their engagement to MDL of their children.

In the interview, some parents shared that they encounter difficulty understanding and helping their child in answering their modules because some parents didn't finish their studies, resulting to lack of knowledge and skills to help their children in answering their modules. This supported the study of Dangle & Sumaoang (2020) that parents or guardians educational attainment is one of the challenges in MDL as some parents didn't finish their studies and lack knowledge to assist their child/children.

Also, the parents have agreed that lack of knowledge about the process of the Modular Distance Learning is also one of the challenges they encounter that affects their engagement to MDL of their children. Dialogues with parents reveal that parents who are currently performing their role as partners in education, still lacks the knowledge about the process of MDL that still results to confusion of parents about their role in MDL. Likewise, parents cannot completely understand the learning modality and laid to them by the teachers.

Similarly, parents also agreed that distraction in answering module due to more time spent in social media serve as a challenge in their engagement to MDL of their children. As one parent remarked: The interview reveals that because of social

media usage their child easily gets distracted which results to poor attention and focus on answering their module. This supported the study of Bhamani et al (2020) that one of the difficulties parents faced is keeping their children busy. He indicated that children are considering this time as a vacation from school, hence they spend the most of their time using social media, playing games and watching cartoon/movies.

It can observed from the table, that parents agree that confusing directions/ lack of direction of module is a challenge. Equally, parents are agree that they encounter a challenge with regards to the instructional material itself that has poor printing of module (ex. blurred images). As one parent remarked:

In the interview parents shared that they often experience this challenge which gave them hard time to explain the activity and for the students to answer them. Likewise, they will have to ask other parents on how to deal with those task or activity. Likewise, the poor printing of module makes it hard to comprehend which causes confusion to every parents and students. To resolve this concern parents should contact and ask for clarification and report to the teacher so that the teacher can give a soft copy of the picture or the module through messenger or other media platforms.

Likewise, parents also agreed the emotional connection in seeking help from the other members of the family by the parents. remarked:

The interview also reveals that students preferred to ask help from family members that are close to them. This affirmed the study of Manlangit et al. (2020), the learners have different degree of attachment and preferences of their family members who will support them with their lessons and assignments. Some children like to be taught by their mother or father, or sometimes by their older siblings. But there are instances that parents are embarrassed to ask, and offer help their children. Similarly, having a health condition (ex. has illness like asthma, diabetes, high blood, etc.) is also a challenge in their engagement to MDL of their children.

It revealed that some parents having a health condition has limited engagement to the education of their children because they should prioritize first their health. They either have little time or no time to help their children with their modules especially in this time of pandemic where they should be more extra careful about their health condition. Parents also agreed that students' desire for independency is a challenge. The interview revealed that students' desire for independency. In these ages students experience different kinds of changes both physical, mental and emotional some of them want to be engaged in independent learning and tends to be insecure and refuse for parent's guidance although they do not fully understand the lesson as a result they merely answer just to comply rather than learn. On one hand, some parents allow their children to answer their module on their own they want their child to develop sense of independency and only guide them when they encounter difficulty answering their activity then simply check it.

Likewise, with the assessments and feedbacks the parents will be able to monitor their child's progress and identify the activities students need to finish. As well as, it will limit the

miscommunication between parents and teachers and lessen the burden to the parents during the distribution and retrieval of learning materials.

Table 6
Practices of parents in supporting MDL

Indicators		Mean	Verbal Interpretation
1.	Turn off TV or radio for a more quiet area for studying and answering the module	3.46	Highly Engaged
2.	Establish study time, nap times, snack times, and sleeping time	3.44	Highly Engaged
3.	Suggest my child to use different notebook for each Subject	3.42	Highly Engaged
4.	Advise my child to turn off his/her gadgets and take break from social media	3.41	Highly Engaged
5.	Use eye contact and say appropriate praises like good job, well done, very good, etc. to motivate my child	3.32	Highly Engaged
6.	Use real world examples or scenarios to explain a concept/ idea	3.29	Highly Engaged
7.	Create and establish a home routine and expectations that my child needs to follow	3.28	Highly Engaged
8.	Help my child demonstrate a performance task (ex. demonstrate dance steps)	3.25	Highly Engaged
9.	Ask my child to express his/her opinion and reflection after an activity	3.24	Engaged
10.	Encourage my child to read aloud a task or activity	3.16	Engaged
11.	Ask thought-provoking questions with regards to the topic	3.08	Engaged
12.	Share study tips and memory tips/tricks like using rhymes, acronym, abbreviations, etc.)	3.00	Engaged
Grand Mean		3.28	Highly Engaged

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 highly engaged in suggesting their child to use different notebook for each subject.

The interview reveals that every parents also give time for organizing their children’s materials so that student can easily look for their specific answer sheet and lesson for every subject which can also be of convenience for the teacher. Parents can also quickly check her or his children’s notes. This finding supports the study of Manlangit *et al.*, (2020) wherein he enumerated what parents or guardians should do as MKOs and that is to obtain the different materials and services needed by the learner (i.e. modules or textbooks). Similar with previous items, parents are highly engaged in advising their child to turn off his/her gadgets and take break from social media.

As the interview revealed parent’s advice their children to turn off their gadgets and avoid browsing on social media to avoid distraction for more attention and focus on answering their module and only allow them children to use gadget for educational purposes. Also it can be observed from the table, that parents are also highly engaged in using eye contact and say appropriate praises like good job, well done, very good, etc.

to motivate their child.

This interview revealed that parents are engaged in saying positive praises and words of encouragement to show appreciation for hard work that can heighten their child’s motivation. This concurs to the study of Manlangit *et al.* (2020) wherein parents or guardians should give adequate praise, encouragement, and rewards to heighten child’s motivation to learn.

Further, parents are highly engaged in using real world examples or scenarios to explain a concept/ idea. This is one of the best way for parents to help their child understand the concepts of their lesson indicated in the module. This also implied that parents make some examples to easily explain their ideas to their children and help them understand the concept of the lesson.

Meanwhile, parents are also highly engaged in creating and establishing a home routine and expectations their child needs to follow. Also parent are highly engaged in helping their child demonstrate a performance task (ex. demonstrate dance steps). This implied that parents create and establish a home routine and expectation for their child to follow for them to be guided of the activities they need to accomplish and to help them avoid struggle in managing their activities and tasks. Likewise, this also indicated that parents always do their best to help their children with regard to their task like performing a dance, song and so on. Hence, parents do this to help and guide their child for them to develop their skills.

Similarly, parents are engaged in asking their child to express his/her opinion and reflection after an activity. This shows that parents also want to know what child learns in their module and to know how they feel that is also a good way to monitor their progress and behavior. Hence, they can also give their opinion and point of views. Moreover, parents are also engaged in encouraging their child to read aloud a task or activity. This implied that some parents wants to know what is the activity to help guide their child. This finding supported the study of Jaiswal (2017) which stated that parents can become more involved in helping their children, improving their schoolwork, providing encouragement, arranging appropriate study time and space, modelling desired behavior (such as reading for pleasure), monitoring homework, and actively tutoring their children at home. Parents are also engaged in asking thought-provoking questions. This implies that parents want to assess their child’s learning by asking questions and to hear their ideas about the lesson.

Lastly, it is also revealed that parents are engaged on sharing study tips and memory tips/tricks like using rhymes, acronym, abbreviations, etc. This implies that parents are engaged in sharing study tips that will help their child effectively learn and also make learning a fun activity. The findings revealed that the parents are highly engaged in supporting students in Modular Distance Learning (MDL). This is a manifestation that parents as partners of teachers in education fulfills one of their primary role which is to support their children undergoing modular distance learning.


C. Proposed plan of action to strengthen parents' level of engagement in modular distance learning

The researcher proposed a plan of action to strengthen parents' level of engagement in MDL. This came up because of the study that the researchers conducted. This research study promotes best practices to the selected parents in Calaca Senior High School as they guide their children in MDL. The researchers constructed a guide that will help the parents to become aware and morally engaged in education of their child.

In education, parents play a vital role and serve as a partner of the teachers to have quality education for all of the students. Parents' role is not only for financial and physical support, but their moral support is needed. The changes in the setup of the learning process from face to face to Modular Distance Learning role of the parents in the education of their child was doubled. However, in the new model of education strengthening the engagement of parents in Modular Distance Learning is inevitable. The integration of a guide in this study

Table 7
Proposed plan of action to strengthen Parents' Level of Engagement in Modular Distance Learning

Areas of Concern	Objectives	Strategies/ Activities	Persons Involved	Time Frame	Expected Output
Parents Assistance on Students Completion of Self Learning Module	Improve parents' level of assistance on students learning process.	Organize virtual meetings involving teachers, parents and students to develop a strong bond and unity. Conduct seminars and trainings involving parent teacher partnership focusing on ways on how to improve students learning accomplish men's.	School Administrators Teachers Students Parents	Year Round	Increase students' motivation towards answering self learning modules at home. Enhance values formation leading to harmonious relationship at home extending to school and community as well.
Encountered Difficulties in Assisting Pupils on Completion of Self-learning Modules	Minimize the problem encountered by the parent's in dealing with the students at home during modular distance learning.	<ul style="list-style-type: none"> Develop a weekly calendar of activities to be signed by parents and teachers. Create conducive room for students learning. Inform teachers about the behavioral problems encountered by parents as demonstrated by the students. Discuss with the parents the proper disciplinary actions that they should implement incase the students misbehave. 	Teachers Students Parents	Year Round	Enhance active participation of the parents in the completion of student's self-learning modules. Boost children's emotional quotient as sign that they are loved and valued by the parents.



CALACA SENIOR HIGH SCHOOL
MADALUNOT, CALACA, BATANGAS

Modular Distance Learning

- Ang mga guro ay may inihandang modules na naglalaman ng iba't ibang gawain na makatutulong sa mga mag-aaral na malinang ang kanilang kadiaman batay sa Most Essential Learning Competencies ng asignatura.
- Ito ay iimprinta upang ipamigay sa mga mag-aaral.
- Ang mga modules ay kukuhinan sa ating paaralan ng mga nakatalagang opisyal ng bawat barangay at kukunin ng mga magulang tuwing ARAW ng BIYERNES (simula 1PM hanggang 3PM lamang) sa napagkasunduang lugar sa kanilang barangay.
- Ang mga magulang o tagapag-alaga ay magsisilbing taga-gabay ng mga mag-aaral sa pag-unawa at pagpapaliwanag ng mga gawain sa kanilang module habang sila ay nasa bahay. Ang mga guro ay laging makikipag-ugnayan sa mga mag-aaral lalo't nigit sa nakatalagang oras ng kanilang asignatura upang masubaybayan ang pag-unlad at pagkatuto ng bawat mag-aaral.
- Matapos basahin at sagutan ng mga mag-aaral ang mga gawain sa kanilang modules, ang mga ito ay ibabalik sa paaralan sa pamamagitan ng mga nakatalagang opisyal ng barangay. Dapat malibalik sa sa nakatalagang opisyal ng barangay sa napagkasunduan lugar ang modules tuwing ARAW ng BIYERNES (simula 9AM hanggang 11AM lamang).

Ang mga modules ay kukuhinan ng mga guro sa paaralan upang ito ay suriin at bigyan ng kaululang marka.

Barangay	Taang Mangunguna sa Pamimigay at Pagbabalik ng Modules	Contact #
Balayan Area Lemery Area	Dr. Franklin Galayo Ma'am Katrine Caag	
CLUSTER 1	Bagong Tubig	Coun. Nestor Bajar 0916 556 9468
	Poblacion 1	Coun Jayson Sacdalan 0905 128 2449
	Poblacion 2	Nesrene Oleta 0935 597 8073
	Poblacion 3	Coun. Ma. Cristina Abad 0905 906 1202
	Poblacion 4	Coun. Myra Esguerra 0909 155 3515
	Poblacion 5	Coun. Cezar Perez 0935 718 4918
	Poblacion 6	Coun. Gilmar Sangalang 0917 921 8934
Timbain	Coun. Martin Macalindong 0926 975 2617	
Cluster 1 Assigned Teacher: Ma'am Vea Mariz E. Porto - 0977 803 3457		
CLUSTER 2	Baclas	Coun. Michael Casanova 0935 930 4228
	Caluagan	
	Caral ni Bacal	Coun. Herminiano Bitang 0955 925 6315
	Dila	Coun. Noel Mendoza 0953 231 8828
	Lumbang na Matanda	Coun Zenaida Rivera 0915 603 9531
Cluster 2 Assigned Teacher: Ma'am Mary Ann Maulon -		
CLUSTER 3	Lmbang Calzada	Capt. Jasmin Malabanan 0915 694 9547
	Putting Bato East	Coun. Eugenio Manguerra 0935 596 9341
	Putting Bato West	Coun. Venus Sarmiento 0935 283 5433
	Salong	Coun. Joven Riosa 0905 074 2548
	Sinisian	
Talisay	Coun. Carlito Araja 0915 501 7841	
Cluster 3 Assigned Teacher: Ma'am Charlene B. Trinidad - 0916 644 8259		

to strengthen the role of the Parents in MDL is beneficial for the educators, learners, and most especially for the parents.

As the researchers are well educated in strengthening the level of engagement of the parents in MDL, the researchers of this paper proposed a guide that supported the findings of the research.

5. Conclusions and Recommendations

A. Conclusion

In the light to the foregoing findings, the following conclusions are drawn.

1. A parent's guide was prepared which contains strategies and tips for parents in strengthening their engagement in the MDL of their children.
2. The output of this study provides parents a more comprehensible discussion and explanation on the existing learning modalities and modular distance learning, its process and the role of parents.
3. The output of this study provides essential tips that are beneficial to parents whose child is under the modular distance learning modality is considered beneficial to the parents.
4. The output of this study answers the most frequent questions and queries of parent's relative to modular distance learning.

B. Recommendations

Based on the findings and conclusions drawn from the collected data, the researcher recommends the following:

1. To help the initiative to strengthen parents' engagement to MDL in the new normal. The parents' guide should be included in the distribution of modules for the information dissemination and for easy access of the parents.
2. All school personnel, faculty and parents should support, promote and integrate the guide to strengthen parent's role in modular distance learning and to enhance parent's awareness in guiding their children undergoing modular distance learning.
3. A more detailed research can be done in the future to enhance this study and validate the present result of the study.

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