

Academic Responses and Parental Supports to the Self-Learning Modules under the Distance Learning Modality of the Junior High School Students in the First Quarter

Rolando R. Reyes, EMD

Department of Education, Province of Zamboanga del Norte, Salug, Zamboanga del Norte, Philippines
Email address: rolandoreyessu @ gmail.com

Abstract— The adverse impact of the global pandemic suspended most of the school's normal activities, like the usual class opening, the students' attendance in schools, and the utilization of pedagogical approaches. When the transmission spread out initially in December and increased dramatically in the first quarter in 2020 globally, the country's learning institutions abruptly ceased all their scheduled programs. Instruct their personnel to work from home while waiting the formulated strategies to cater to students' learning needs. It evolved distance and blended learning. Simultaneously, the Department of Education collectively utilized self-learning materials for the learners; it is wise to consider gathering feedback. Thus, this study intends to feature academic responses and parental supports of these junior high school students as they recently engage in modular tasks. It was found out that they exactly allotted the time for answering and inform the parents regarding their performance. However, they have never texted their teachers to ask for help or clarifications during the quarter if they met difficulties. Their parents provided a comfortable place for them as a study area and looked for access to the Internet for research and readings. The study showed a significant relationship between academic responses and parental support as the Spearman rho (ρ) yielded 0.85. It means that the higher the academic responses of the junior high school students, the higher their parental supports.

Keywords— Academic responses, parental support, self-learning modules, modular approach, learning delivery.

I. INTRODUCTION

While the world is still fighting to alleviate the terrible effect of COVID-19, the educational delivery has never been put to ease and sooner decided to a temporary closure and cancellation. Several universities and colleges acknowledge the tremendous impact of the virus's contagious disease; however, the learning must continue. It is by adapting the availability of modalities suited to a particular community. Like China, it opened its nine mainland provinces for graduating students in April. The senior high school in Beijing, Shanghai, and Guangzhou reopened last April 27 in preparation for college (Magsambol, 2020). It gives implicit that amidst the remarkable increase in the number of positive cases due to the virus, education must go on.

In March 2020, the Department of Education made an abrupt decision to suspend all classes, including the graduation ceremony though that is a long-awaited moment to celebrate for the students. It was to precaution the few recorded cases that started to increase rapidly. The World Health Organization (WHO) announced, the COVID-19 outbreak as of April 18, 2020, has affected 2,164,198 and killed more than 146,198 people throughout the world in more than 200 countries (Chakraborty & Maity, (2020). The recorded bulletin happened after a month of class closure in anticipation of becoming worse a few months sooner. Until various places in the country recommended the implementation of strict protocols based on the level of severity in transmissions. Turning categorical measures like Enhanced Community Quarantine (ECQ), General Community Quarantine (GCQ)

and later adding Modified Community Quarantine (MECQ), and Modified General Community Quarantine (MGCQ). These modifications are offered to give the public a little movement to work in a new normal despite the presence of underlying uncertain health conditions.

Despite the country's status, the DepEd firmly pushes through the opening of classes, ensuring that the maximum health precautions are utmost considerations to safeguard both parents and students, especially during the distribution and retrieval of modules. It opened on October 5, 2020, in all public and private schools taking into account the modular type as a distance learning approach. It featured the printed modules produced by the Deped and have been distributed during the School Year 2020-2021. Several reactions from parents experienced in the field against the government, particularly to the teachers due to their maximum involvement in the facilitation of direct supports, especially in the delivery of instructions and how their child learns triggered to be exhaustible in their part. Although the model of learning styles has three distinct, its connectivity dimensions give a simple format to address options such as perceptual (psychological or sensory), cognitive (mental or information processing), and affective (emotional or personality characteristics) modes. But in this pandemic, it is how these students perform to the given task that is of great concern. Also, their parents' support has a significant account in the success of the modular modality approach.

Framework

In the situation wherein the teacher-student interactions occurred through the integration of often student responses

with the feedback can be a powerful way of monitoring the students' instructional understanding, master new skills, and support for students' learning (Curby et al., 2009; Guthrie & Knowles, 2001; Hattie & Timperley, 2007; Paris & Carpenter, 2004; Pianta et al., 2002; Vaughn et al., 2000) cited in Wanzek, Roberts, and Otaiba (2014). But their contact is presently in a distance mode wherein the teachers send only pieces of documents to the learners. It is via teacher-parent communication and agreed on the time and date to do the task.

The study captures the degree to how the students exhibit a readiness to respond to the modules given in a weekly manner. The school happens to be an empty place, and nobody is around except the teachers, faculty, and staff. Matthew Lipman stated that the strengthening of the child's reasoning and moral judgment solely is the business of the school (Juuso, 2007). The absence of the number of learners that supposedly are in the classroom does not preclude the deprivation of their primary purpose from learning. Still, their learning development presumes to be attainable. It is with the help of their parents and some members of the family. According to the behaviorism theory of learning, learners are viewed as passive and need external motivation and affected by reinforcement (Skinner, 1953). Therefore, the educators must spend their time in developing a well-structured curriculum, sequenced and determining the assessment, motivation, reinforcement, and evaluation for the learner as cited in Fosnot and Perry, 2005.

In the modern era, distance learning is quite advantageous to the part of the learners. By not accounting for the financial burden when they are in school, the kind of development inherited as resulted from their independent endeavor. Distance learning is a remarkably important aspect of higher education because it meets the necessary expanding pool of nontraditional students who find education significant for jobs in today's information age (Brown, 2001).

How does the distance learning modality narrow the broader previous knowledge to function as a prerequisite to the present task? This study values the variables of students' academic responses and the impact of their parental support, whether it gives a significant relationship during the modality implementations.

Objectives of the Study

The formulation of a strategic start-up to the extent of convincing the people that the learning does not hamper amidst the recent health crisis had meaningfully commenced. The various groups mindfully agreed with this decision, such as the Local Government Unit and other Sectors who perceived that learning experiences do not contain only inside the classroom, but anywhere or at home. Thus, the study determines academic responses and parental support of the junior high school students and expedites the following objectives (1). Determine the level of academic responses and parental support in distance learning. (2). Determine what academic responses and parental supports are most likely always and never experiences. (3). Determine the relationship between academic responses and parental support among junior high school students.

II. METHODOLOGY

Research Design

The study employed the descriptive-correlational design that is pointing-out the levels of the variables, namely academic responses and parental support. And since the survey is in quantitative type, it precisely involves data that is responsible for disclosing findings to infer the entire population of junior high school students in the area.

Research Site

As the world experiences a tremendous effect of the pandemic, the learning institutions face significant academic delivery adjustments. One notable model adopted is distance learning through a modular approach. It is then attributing to safeguard the students from the virus that might be taken from peers, friends, and teachers if there is face-to-face. The study covered only a single junior high school with a population of 180 male and female. It is found that the place is in Liloy I District, Division of Zamboanga del Norte, and specifically an extension school.

Participants

The study participants were the junior high school students of Liloy National High School- Kayok Extension, Kayok, Liloy, Zamboanga del Norte. In taking the respondents as a sample from the sampling frame of 180, the researcher used a systematic sampling. While the targeted ideal size for treatment to be favorable was only 60, the process of dividing 180 by 60 resulted in 3. Every 3rd from the arrangement of 1 to 180 was automatically the respondent, such as 3,6,9, 12, 15, and so on. There was a provision of the parent's consent, and approval from the head of school before the study was conducted in the research area.

Instruments

The tool is purely a researcher-made questionnaire based on the students' anticipated actual experiences in responding to the different modules given to them. A 10-item set of statements dealt with academic responses and another 10-item for parental support. It was by attaching to student's module while their parents were claiming it every week. It underwent the process of reliability testing and obtained a Cronbach Alpha of 0.71, enough to affirm the tool to be reliable because it is more significant than 0.60 (Nunally, 1956). However, an option was taking considerations like adopting Internet accessibility. The questionnaire was available at

Google form platform and could give convenience to those respondents who can go the link. The actual conduct, most students, favorably used it to respond to the tool.

III. RESULTS AND DISCUSSIONS

This part shows the discussions of each objective based on the established categorical description and calculation employed in the study. The first stated objective;

Objective (1). Determine the level of academic responses and parental support in distance learning.

Table 1 shows how the students responded to their academic in distance learning. Among the statements with the descriptions of "Always" are the following; "Answer the activities based on the allotted time to finish", and "Inform the parents regarding my performance in each module" with the means of 4.36. The description of "Often" have the statements; "Read the module immediately upon receiving it with a mean of 4.24, Go on Internet research frequently to help me understand the topic, mean of 3.24, Ensure the prompt submission of the weekly module, mean 4.24, Review my answers from the set of assessments and activities in the module, mean 4.16, and Record my weekly written work score when the module is returned and make adjustments to perform better, mean of 4.16". A description of sometimes recorded only the statement "Visit my classmates for a group study," mean of 3.0, and "Make a review of the previous weekly module before starting to respond to the new one," mean of 3.28. The obtained aggregated mean is 3.60 under a description of "Often." It implicitly interpreted that the students have responded for their academic, not for the sake of compliance and taking for granted of their schooling in the new normal; however, they acted to the soonest within the given number of days to complete the tasks.

TABLE 1: The students' academic responses

Statement	Mean	Description
1. Read the module immediately upon receiving it.	4.24	Often
2. Answer the activities based on the allotted time to finish.	4.36	Always
3. Go on internet research frequently to help me understand the topic.	3.24	Often
4. Send a text message to my teachers to ask some questions and clarifications.	1.56	Never
5. Visit my classmates for a group study	3.00	Sometimes
6. Ensure the prompt submission of the weekly module	4.24	Often
7. Review my answers from the set of assessments and activities in the module	4.16	Often
8. Record my weekly written work score when the module is returned and make adjustments to perform better.	3.56	Often
9. Make a review of the previous weekly module before starting to respond to the new one.	3.28	Sometimes
10. Inform the parents regarding my performance in each module	4.36	Always
Aggregate	3.60	Often

Table 2 presents the parental support to distance learning with the corresponding levels and descriptions. Firstly, the "Always" are the following; "Provides me with a comfortable place for my module to work, I have full support from my father/mother/relatives/guardian in attaining a good score from my activities and quizzes like providing the available internet connection and other resources, and Expresses motivation that I can improve my ability to learn" with the means of 4.45, 4.41, and 4.45 respectively. Secondly for the "Often" description are "Excuses from my household chores to have more focus on my modules, Takes my module personally and not from any person, and Offers me materials and equipment suited for the activity" with the corresponding means of 4.0,

3.77, and 4.18 respectively. The "Sometimes" has only "Spends much time to tutor me," with a mean of 3.05. The aggregated mean is 4.06 under the "Often" description. It describes that the parents have never devalued the new normal schooling, instead internalized the obligations entrusted to them.

TABLE 2: Parental Support to Distance Learning

Statement	Mean	Description
1. Provides me with a comfortable place for my module to work	4.45	Always
2. Spends much time to tutor me	3.05	Sometimes
3. Excuses from my household chores to have more focus on my modules	4.00	Often
4. Takes my module personally and not from any person	3.77	Often
5. I have full support from my father/mother/relatives/guardian in attaining a good score from my activities and quizzes like providing the available internet connection and other resources.	4.41	Always
6. Offers me materials and equipment suited for the activity	4.18	Often
7. Expresses motivation that I can improve my ability to learn	4.45	Always
8. Never discourage me if I got a low score	4.14	Often
9. Always monitors how I responded to the module, whether it is correct or not	4.00	Often
10. Provides a proper diet to make sure that I am in good condition	4.14	Often
Aggregate	4.06	Often

Objective 2. Determine what academic responses and parental supports are most likely always and never experiences.

The remarkable academic responses that arrived at a description "Always" are the statements "Answer the activities based on the allotted time to finish, and Inform the parents regarding my performance in each module." At the same time, only " Send a text message to my teachers to ask some questions and clarifications" described to be "Never." In parental support, there are three statements for " Always" like " Provides me with a comfortable place for my module to work, I have full support from my father/mother/relatives/guardian in attaining a good score from my activities and quizzes like providing the available Internet connection and other resources, and Expresses motivation that I can improve my ability to learn". However, none of the statements on the table obtained "Never".

Objective 3. Determine the relationship between academic responses and parental support among junior high school students.

Table 3 presents correlating academic performance and parental support of Junior High School students in distance learning. The computed rho (ρ) is 0.85 greater than the tabular value of 0.21 at a .05 level of significance; thus, the null hypothesis of no significant difference is rejected. To substantiate the data on the table, it goes with the interpretation that the higher the students' academic responses in particular to their modular distance learning, the higher the support from their parents. And contrarily, when students have inadequate responses to the distance learning, the low parental

support actuated by their parents or guardians relative to the modular distance learning.

TABLE 3: The relationship between academic responses and parental support among junior high school students.

Variables	rho Values (ρ)		Decisions	Remarks
	Computed rho	Tabular value @ 0.05 level of Significance		
Academic responses and parental support	0.85	0.21	Rejected	Significant

IV. CONCLUSIONS

The Covid-19 has hugely affected the educational set-up in the Philippines and the whole world. It urges the government to initiate a measurable and attainable learning delivery that is safe, quality, and logically feasible to the students' individuality. According to Coombs (1985), the quality pertains to how teaching and learning make relevant, as cited in Ashraf, Ibrahim, and Joarder (2009). Although everyone questioned the evolvement of various modalities like distance and blended learning during the planning stage, the Department of Education strongly believed that working with the Local Government Units makes sense. Together with the LGU's collaboration, the education remains functional and allows its mandates to continuously develop the students' skills and talents amidst the health crisis. Presently, the DepEd in the Philippines has been using this modality. Among the Junior Students' academic responses, it is manifested that they established time management to tackle activities and some other tasks in the modules resulting in finishing according to the time allocation. As their performance per module, they have openly informed their parents regarding the teachers' given score and remarks. But surprisingly, they never texted their teachers for any clarifications and even asking hints to some complicated instructions and activities on the modules. In parental support, the parents provided a comfortable place for their children and gave access to the Internet while taking the subject. The giving of motivation in all the ways to show support is also observed. In the correlation aspect, the students' academic responses and parental supports reveal significant relationships granting the rejection of the null

hypothesis of no significant relationship. It is strongly supported by Klynn's authority that if the computed ρ is greater than 0.40, the acceptability of the relationship is granted. It figures out, as the higher the students' academic responses in the account of the modular approach, the higher their support from their parents. On the other hand, if the students have found never or inadequate in responses, less support is attributed to this factor.

Translational Research

The study was conducted in the first quarter, while the school adopted a modular approach to distance learning modality. The intention is to gather the data on how the students responded to their different modules issued to them weekly. The various statements are embarking on responses to academics and the support from their parents during the quarter. It is one way of analyzing the flow of the DepEd programs, particularly in the present modality, and giving the chance to inform the division Curriculum Implementation Division (CID) of the different challenges in education. It is by strategizing the need-based intervention program and promoting full cooperation with the parents and the existing group of supportive stakeholders.

It is further recommended to the soonest that another study wherein the inclusion of students' school performance is correlated to academic responses and parental support.

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