Parents' Competencies and Involvement in Facilitating Modular Instructions: Its Relation to Students' Personality Development

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Abstract

This study assessed the parents' competency, involvement in modular instructions, the implementation of distance learning modality, and its relationship to the healthy development of the students. The study utilized a descriptive- correlation design with 280 grade six students from a public elementary school in the Schools Division of Quezon for the School Year 2021-2022. The samples were mostly children of married, high school graduate parents and majority were twelve-year old female students. The results showed that the parents are 'much competent' in facilitating modular instructions in terms of knowledge, attitudes, and practices. Meanwhile, the parents are 'very often' involved in facilitating modular instructions in terms of school work support, financial support, and moral support. On the other hand, the intermediate students agree on the level of personality development in terms of motivation, self-esteem, and self-reliance, signifying positive effects of parental involvement on students' personality development. Furthermore, there is a very strong significant positive relationship between the parental competencies and involvement and the personality development interpreted of the students. The results imply on the importance of parental involvement in the personality development of the children specially during the absence of face to face classes.

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1. Introduction

Due to the effects of COVID-19, significant aspects of everyday life including social distancing and physical distance between people (Galea, 2020) has been changed. Similarly, the educational landscape in all the parts of the world eventually changed. In the Philippines, the Department of Education (DepEd) has implemented its Basic Education Learning Continuity Plan (BE-LCP) for Academic Year 2020-2021 to ensure that children's education continues. BE-LCP is a collection of education interventions that are intended to address the fundamental educational challenges posed by COVID-19 (DepEd Order No. 12, 2020). As a result, in order to protect the health, safety, and well-being of learners, teachers, and personnel, as well as to prevent the spread of COVID19, the department implemented alternative learning delivery modalities such as modular, television-based, radio-based instruction, blended, and online, while face-to-face classes remain prohibited due to the public health situation. The curriculum has been simplified to focus only on the most important learning competencies (MELC) that are linked to the development of 21st-century skills such as critical thinking, collaboration, communication, and creativity (Ancheta & Ancheta 2020).

According to Unamba (2020), parents guide the learners in the teaching and learning process during the implementation of modular distance learning, but many factors have arisen. One of the challenges is that not all parents are capable of teaching their children, and others lack the time. They must work hard to make money and put food on the table. These things occur in a single-parent family where the father and mother are the only adults who guide their children. Not all parents are capable of educating their children since not all parents have the time or ability to do so. Furthermore, in these trying times, parental involvement has a greater impact on students' learning.

Parents must be considered a constant and necessary component of the curriculum. Sad Nihat and Gürbüztürk (2013) go on to say that parental involvement at home, in addition to school-based instruction, ensures academic success. Involving parents in education has been shown to improve student attendance and satisfaction with school, as well as academic achievement, motivation, school attachment, responsibility and confidence, better social adaptation, and fewer discipline issues. Furthermore, parental involvement is one of the most effective strategies for achieving academic success. It has a number of positive effects on non-classroom students, such as increased motivation, self-esteem, and self-reliance, all of which can

lead to academic success regardless of financial circumstances. Contrary to popular belief, research indicates that inadequate or non-existent parental involvement contributes to low student achievement and commitment (Bower & Griffin, 2011).

Parents, siblings, and other close relatives can essentially help children develop academically by providing rich learning environments. Participating in school activities (for example, PTAs, back-to-school nights, open houses, parent-teacher conferences, and school volunteering) is an example of traditional parent involvement. "Parental involvement through activities such as nurturing their children, instilling cultural values, and conversing with their children" does not correspond to traditional forms of parental involvement as defined by schools (Bower & Griffin 2011).

Given these premises, this study assessed the level of competence of parents, level of involvement in facilitating modular instruction, student's academic performance and the healthy development of the students as well as their experiences with the implementation of distance learning in the new normal. The parents' competencies and involvement in facilitating modular instructions were tested for any relationship to the personality development of intermediate students. Specifically, this study determines the level of parent's competencies in facilitating modular instructions in terms of knowledge, attitudes and practices, level of parental involvement in terms of schoolwork support, financial support and moral support and the level of personality development of the intermediate students in terms of motivation, self-esteem and self-reliance.

The study also posited the following hypothesis:

HO: There is no student's significant relationship between healthy development with that of parental competencies and parental involvement.

2. Literature Review

2.1. Parents' Competency

Parents' general traits as represented in the analysis of parenting styles and the study of specific parenting practices have opened up two major research areas in family education specified in the parental competence construct.

Parents' competence has been defined as "*the practical abilities parents have to nurture,*

protect, and teach their children, as well as to secure their children's adequately healthy development" (Barudy & Dantagnan, 2010). This is regarded as a critical component of positive parenting (Martnez-González et al., 2016). Following this concept, a good research line of programs and interventions has been launched within the educational field, aiming to empower parents across child developmental phases by promoting knowledge, abilities, and attitudes that enhance the parental role (Martnez-González et al., 2016; Rodrigo et al., 2018; Lindhiem et al., 2020).

2.2. Parental Involvement

Every child is vulnerable and can be molded to succeed or fail in life. According to the Child and Youth Welfare Code of the Philippines, the child is one of the most important assets of the nation, and the promotion and enhancement of the child's life and welfare is also anchored on the moral supervision and support provided by his parents or guardians. Because parents have a large influence on their child's cognitive development in the early years, contact between home and school should be maintained, especially during the primary school years, for a child to succeed. Although family background appears to be a strong predictor of parental involvement, most parents are able to devote additional time and effort to assisting with their children's education, both at home and at school, if properly encouraged (Bartolome, 2017). When the principal, teachers, and parents work together to ensure the success of the students and the entire school community, parental support and participation are clearly defined (Yangco, 2010).

2.3. Theoretical Framework

The ecological systems theory introduced by Urie Bronfenbrenner (1970) was one of the theories anchored in this study. This theory addressed the rationalization of parental involvement and its impact on the subject (Guy-Evans, 2020). Ecological Systems Theory emphasizes that children's development is influenced not only by factors within the child but also by their social, political, biological, and economic circumstances (Ali, 2014).

Bronfenbrenner's work is relevant to the study, which is essential in understanding a systematic approach to a child's healthy development. This theory is necessary for teachers because it allows them to build fundamental relationships with their students and create a communication-rich classroom that involves the parents to develop parental involvement in the child's healthy development. Moreover, what parents do is pivotal for their children's

development regardless of socioeconomic background; children do better when their parents engage in such activities as reading to them and conversing with them, and having children's modules in the home. It is integral for developing learning modules and teaching using modules that expose students to deeply effectual teaching practices. Considering how environmental and social factors may activate biological potential, we strategically provide as many opportunities for significant growth in the individuals we serve as possible.

Based on Bronfenbrenner's theory, one could easily argue that a child's school experience is more than just interactions with the school or teacher. It also includes a larger system that includes parents, family, and the community. As a result, understanding the influences of a child's environment provides theoretical support for the concept of parental involvement in the education of young children. Furthermore, another theory discovered in this study was Jean Piaget's Cognitive Development Theory. An interactionist and a constructivist both emphasized the constructive role of experience with peers and family members. His theory was based on the basic assumption that young children are active learners with a constant drive to match their internal constructions (their own view of the real world) and external constructions (the external realities they encounter in their surroundings) (Piaget, 1981).

3. Methodology

3.1. Research Design

This study utilized the descriptive survey method, a research method invariably referred to as a "descriptive survey study" because it is concerned with current phenomena in terms of conditions, practices, beliefs, processes, relationships, or trends (James et al., 2016). Aggarwal (2008) defines descriptive research as gathering information about current conditions or situations for description and interpretation. This research method entails more than just gathering and tabulating data; it also includes proper analyses, interpretation, comparisons, and identifying trends and relationships. The descriptive survey method is concerned with the characteristics of the entire sample, not just the characteristics of individuals. The entire sample was the population of Grade 6 students of San Andres Central Elementary School. Descriptive design was used to assess the respondent's demographic, level of parent's competencies in facilitating modular instructions, parental involvement, and personality development.

3.2. Respondents of the Study

The respondents of the study were 280 grade six students of San Andres Central Elementary School, San Andres District, Schools Division of Quezon for the School Year 2021-2022. A total enumeration technique was employed in the study where 280 grade six students served as respondents. These students are mostly from married (36.1%) high school graduate (56.8%) parents, twelve years old (56.8%), and female (60%) with P5,000 to P10,000 monthly family income (69.3%).

3.3. Research Instrument

The study used a survey questionnaire as means of gathering and collecting information (James et al., 2016). According to Ary et al. (2018), survey is a process of gathering information about a specific group through the use of questionnaires and other data collection methods. The collected data is then organized into quantifiable data sets for analysis. This could include organizing quantitative data like numbers or statistics. It may also entail converting qualitative responses (descriptive, emotional responses) into quantitative variables. This organized data is then analyzed in its entirety. Interpreting the collected data can provide valuable insights. These insights provide additional information about how a specific target audience may behave or feel.

The questionnaire consists of four parts: profile of the respondents, parents' competencies in terms of knowledge, attitudes and practices, parental involvement in terms of school work support and financial and moral support, and the personality development of the students in terms of motivations, self-esteem and self-reliance.

The questionnaire was subjected to content validation by some teachers and by the panel of evaluators.

3.4. Data Gathering Procedure

The researcher sought permission to conduct the study in San Andres Central Elementary School where intermediate students are enrolled. Letters were addressed to the school district supervisor and to the school head of San Andres Central Elementary School a permit to float the survey questionnaire to the respondent intermediate students and letter were addressed to the school district supervisor and all school heads in the district.

The researcher personally administered the questionnaire to the respondents and retrieved the same instrument at a more appropriate time. Since the study was conducted during the pandemic, the researcher collaborates with the parents to have a scheduled in the community learning center, where the students can meet face to face to conduct the survey.

3.5. Statistical Treatment of Data

After the retrieval of the questionnaire, the responses were compiled and tallied in accordance with the study's specific problems. The data were organized into appropriate tables that included all of the variables' items, numerical values, statistical limits, descriptive equivalents, and symbols. The mean and standard deviation were calculated to determine the level of respondent response on the study's significant variables, which were: parent's competency, parental involvement in facilitating modular instruction and healthy development of the students. Spearman Correlation and Coefficient was used to determine the relationship between the study's variables.

4. Results and Discussion

Table 1

Summary of Level of Parent's Competencies in Facilitating Modular Instructions

Indicators	Mean	SD	VI
Knowledge	3.47	0.91	*HC*
Attitudes	3.82	0.86	*HC*
Practices	3.80	0.86	*HC*
Grand Mean	**3.69**	**0.87**	**HC**

Legend: 4.20-5.00 Very High Competent (VHC) ,3.40-4.19 High Competent (HC),2.60-3.39 Moderately Competent (MC), 1.80-2.59 Less Competent (LC),1.00-1.79 Least Competent (LeaC)

Table 1 shows the summary of parent's competencies in facilitating modular instructions. In terms of knowledge, got a total weighted mean of 3.47, which denotes a verbal equivalent of high competent. For attitudes, obtained 3.82 mean or high competent, and for practices with 3.80 mean or much competent. The grand mean was 3.69, interpreted as much competent. The high

level of competence indicates that a parent is able to teach their children using a modular method; yet, there are problems that they may meet during the process of teaching and learning.

In terms of knowledge, it is necessary for parents to be familiar with the content of each lesson so that they can adequately explain it. The competencies of the parents in terms of knowledge that was manifested during the process of teaching and learning, the parents are able to explain certain topics and give additional input if the students did not get on the process. One of the good outcomes of remote learning at home is that parents are more involved in their children's education. The connection between the parent and the child in the learning process is an important idea in the engagement of parents in their children's distant learning at this time. Relevant to the study results, Guan and Benavides (2021) cited that subject matter knowledge of the parent is a considerable aspect pertains to the efforts of both the parent and the student, wherein the parents ensure that the student is learning. The student is doing the parent's job easier by following instructions. He added that parents' confidence in facilitating the teaching-learning process affirmed that they could do it with their children. Meanwhile, others mentioned that sometimes they are not confident in delivering instruction to their children.

In terms of attitudes, most parents guide their children in activities written in the module. Attitudes of parents towards learning are important factors on the learners' levels of goal setting, problem solving abilities, their beliefs towards learning, their inner and external motivations in the process of learning and all the academic performances they perform. The result was congruent with the study Haller and Novita (2021) that parent during the pandemic are very enthusiastic about continuing education at home; even though they have encountered problems with the assistance of parents, they can continue education at home. Additionally, Daniel (2020) states positive attitudes make parents less concerned about their children's academic progress. Low-motivation modular distance learners can benefit from parent-student collaboration.

In terms of practices, schools and families must work together to teach children. This kind of connection came naturally and was much easier to maintain. Teacher-parent relationships were common, and there were numerous opportunities to discuss a child's development. Teachers and parents emphasized the need to uphold the same high standards at home and school so that children could make the connection between the two. Accordingly, Hapsari et al. (2020) demonstrate that teachers, students, and parents all need to adjust to homeschooling as a new educational mode. This study also concurred that parents are participating in their children's

education at home and good practices during COVID-19.

Table 2

Summary on the Level of Parental Involvement of Parents in Facilitating Modular Instructions

Indicators	Mean	SD	VI
School Work Support	3.75	0.94	*VO*
Financial Support	3.66	0.96	*VO*
Moral Support	3.73	0.88	*VO*
Grand Mean	**3.71**	**0.92**	*VO*

Legend: *4.20-5.00 Always (A) ,3.40-4.19 Very Often (VO),2.60-3.39 Sometimes(S),1.80-2.59 Rarely (R),1.00-1.79 Never (N)*

Table 2 shows the summary on the level of parental involvement of parents in facilitating modular instructions. The school work support got a total weighted mean of 3.75, which denotes a verbal equivalent of "very often," financial support obtained 3.66 mean or very often and moral support with 3.73 mean or much competent. The grand mean was 3.71, interpreted as very often.

The results indicate that parents' guide their children in answering modules. This guidance can take the form of explaining, giving examples, and correcting their children's incorrect answers. The parents feel that if they take the time to clarify difficult phrases to their children that they would help their children learn the fundamental concepts of the lessons, which will in turn assist their children in responding appropriately to the questions that are presented in their modules. This supports the study of Manlangit et al. (2020) that parents or guardians are partners of teachers in education. They serve as home facilitators and para-teachers who facilitate and guide the students in answering the modular lessons they sent during the modular learning. Similarly, results confirm the Garcia (2018) that parental involvement takes place primarily within the home.

Since the school, teachers, and parents all play an important part in a child's overall development, the results demonstrate that the parental involvement of parents in facilitating modular instructions is necessary for the academic journey of the students. As such, the current study upholds the findings of Guan (2021) on the duty of the parents to supply anything their children require at school and at home.

Table 3

Summary of Level of Personality Development of the Intermediate Students

Indicators	Mean	SD	VI
Motivation	3.79	0.90	*A*
Self-Esteem	3.96	0.93	*A*
Self-Reliance	3.88	0.98	*A*
Grand Mean	**3.87**	**0.93**	*A*

Legend: 4.20-5.00 Strongly Agree (SA),3.40-4.19 Agree (A),2.60-3.39 Fairly Agree (FA),1.80-2.59 Disagree (DS),1.00-1.79 Strong Disagree (SD)

Table 3 shows the summary of level of personality development of the intermediate students. Motivation got a total weighted mean of 3.79, which denotes a verbal equivalent of "agree" while self-Esteem obtained 3.96 mean or agree and self-reliance with 3.88 mean or agree. The grand mean was 3.87 interpreted as agree, which signifies that the personality development of the intermediate students to gain confidence and self-esteem and positively impacts their communication skills and how they see the world. This is similar to Tokan and Imakulata (2019) that intrinsic motivation influenced learning behavior; when the student's intrinsic motivation increases, so do the student's learning behavior and Ahmad et al. (2013) that self-esteem is one of the main factors in the students' learning results.

In terms of motivation, result signifies that having a robust sense of self-motivation makes students more suited for thriving in the classroom, but it also makes them more well-rounded individuals. Students who are more enthusiastic about their education are more likely to remain engaged for more extended periods, put out efforts of a higher caliber, absorb more information, and achieve higher levels of success both in the classroom and on standardized examinations. This is the main results of Whitener (2020) that student journey to find and become the finest version of themselves will be fueled by motivation.

Table 4 shows the significant relationship between the effective facilitating modular instructions to parental competencies and parental involvement. The result suggests a significant positive relationship between the effective facilitating modular instruction regarding parental competencies and parental involvement and personality development.

Table 4

Significant Relationship Between Effective Facilitating Modular Instructions as to Parental Competencies and Parental Involvement

	Personality Development		
	Motivations	**Self-Esteem**	**Self-reliance**
Parents' Competencies			
Knowledge	.696**	.606**	.649**
Attitudes	.679**	.699**	.677**
Practices	.741**	.722**	.706**
Parental Involvement			
Schoolwork Support	.833**	.759**	.755**
Financial Support	.801**	.707**	.718**
Moral Support	.874**	.753**	.782**

*Legend: ** Correlation is significant at 0.01 level (two-tailed)*

The personality development in terms of motivation has significant positive correlation with all the variables of parental competencies and parental involvement. The parents' competencies in knowledge and motivations for personality development have a significant correlation (r=0.696) at a 0.01 level of significance. Similarly, it has strong positive correlations with attitudes (r=.679), practices (r=.741), schoolwork support (r=.833), financial support (r=n .801) and moral support (r=.874). Meanwhile, self-esteem also has strong positive correlations with all the variables tested including knowledge (r=.606), attitudes (r=.699), practices (r=.722) and parental involvement indicators such as schoolwork support (r=.759), financial support (r=.707) and moral support (r=.753). Moreover, the self-reliance as personality development indicator is positively associated with knowledge (r=.649), attitudes (r=.677), practices (r=.706), schoolwork support (r=.755), financial support (r=.718) and moral support (r=.782).

The results signify that parent have enough knowledge in facilitating modular instructions for the pupils not to experience challenges in responding to learning modules. These attest to Alano (2020) that parents' understanding of the subject matter in facilitating modular instructions is essential to deliver explicit instruction in the teaching and learning process. With the support of the parent, the student's self-esteem and self-reliance may be enhanced by

encouraging their children to have confidence in themselves and in their abilities. If the parents are knowledgeable to facilitate instructions, this will boost the self-esteem of the students that eventually lead to self-reliance.

The test of significant relationship provides empirical evidence on the various premises such as: attitudes can be improved or it can decrease students' motivations, self-esteem increases with high attitudes, the practices of the parents during the teaching and learning process like having a schedule and tasks-oriented approach motivate students to learn at home, parents urge their child to take ownership of their learning by providing them with opportunities for decision-making, students who get adequate financial assistance from their parents are likely to have a sense of contentment, students' self-esteem may be improved by assisting them in learning and leading them through specific tasks, and motivations can affect how students approach school in general, how they relate to teachers, how much time and effort they devote to their studies, how much support they seek when they're struggling, how they perform on tests and many other aspects of education.

The results affirm the previous studies by Taylor et al. (2014) that if the parents and the students have a low sense of attitude toward teaching and learning, the results drop students' motivations to learn, Mccrimon (2020) that a key to improving self-esteem is recognizing that it is an attitude, Paso (2017) that negative attitudes discourage, limit, and even prevent learning, positive change, and growth, Forehand (2017) that approach is much needed to continue education at home because of a bundle of learning modules teachers' parents, and students should collaborate to accomplish and make learning happen, Esmaeil et al. (2014) that good self-esteem improves academic performance, but it also strengthens social skills and the ability to cultivate supportive and lasting relationships and Paso (2017) that pupils' self-reliance enables students become decision-makers on their way. Similarly, the current study also upholds the findings of Usher & Kober (2013) that if students aren't encouraged, it is difficult, if not impossible, to improve their academic achievement, no matter how good the teacher, curriculum, or school is. Moreover, unmotivated students can disengage other students from academics.

In terms of the students' personality development, the results are congruent with that of Booth (2011) that positive self-esteem is one of the pillars of academic success that serves as a solid foundation for learning, and LaRoque et al. (2011) that the students' self-reliance results from parental and school support and the motivations for doing activities.

In terms of the parental involvement, the results affirm with Moneva et al. (2020) that the more the parents have highly supportive of extending their finances, the more the students improve their performance, Masabo et al. (2017) that parent financial support affects the students' academic success, Radovan (2011) that students with financially stable parents are motivated to do in school since they can buy materials that lead to better academic achievement, Chohan (2010) that parental financial support significantly affects the students' academic achievement and self-esteem, Ozeen (2017) that supportive attitude of the parents is found to be positively associated with students' academic achievement, Anggresta et al. (2019) that students' financial education level is based on self-reliance and self-efficacy, Guan (2021) that teachers' support through home visitations help students in accomplishing the learning tasks in the modules, Poudel (2020) that instructors and parents can encourage kids who are not confident in themselves or who are frightened to make a mistake to increase their sense of confidence and Snyder (2017) that teaching self-reliance does not start in the classroom; instead, it starts at home.

5. Conclusion

This study assessed the level of competence of parents, level of involvement in facilitating modular instruction, student's academic performance and the healthy development of the students as well as their experiences with the implementation of distance learning in the new normal. The parents' competencies and involvement in facilitating modular instructions were tested for any relationship to the personality development of intermediate students. This study also tested any significant relationship between healthy development with that of parental competencies and parental involvement. Through descriptive survey method, this study used a researcher-made questionnaire distributed to the entire 280 grade six students of San Andres Central Elementary School as sample.

The results of the study showed that the parents have competencies in facilitating modular instructions in terms of knowledge, attitudes and practices. Similarly, parents are very often involved in facilitating modular instructions in terms of school work support, financial support, and moral support. Furthermore, there is agreement on the personality development of the intermediate students in terms of motivation, self-esteem, and self-reliance. There was significant very strong positive relationship between the effective facilitating modular instruction

regarding parental competencies and parental involvement and personality development. Therefore, the null hypothesis is rejected.

In the light of the initial findings and conclusions of the study, it is recommended to conduct a follow-up research study focusing on the effects of growing up in a single-parent home, design and implement an improved and continuous open communication between the teachers and parents (like holding PTA meetings during the weekends to accommodate working solo parents), and provide advice and aid to parents on further supporting their children's academic activities by offering them online portals or gateways where they can access information, reading, and instructional materials, communicating teaching ideas and suggestions to help learning take place at home.

Appendices

Appendix A

Parent's Competencies as to Knowledge

Indicators	Mean	SD	VI
My parents are familiar with the components of learning modules.	3.61	0.98	*HC*
My parents use strategies in teaching like games and riddle.	3.20	1.11	*MC*
My parents use materials for me to analyzed problems.	3.41	1.06	*HC*
Before the start of the lesson, my parent tells me the things I have to learn.	3.59	1.06	*HC*
My parent carries out the teaching and learning process without interruption.	3.53	1.16	*HC*
Overall	**3.47**	**0.91**	*HC*

Legend: 4.20-5.00 Very High Competent (VHC) ,3.40-4.19 High Competent (HC),2.60-3.39 Moderately Competent (MC), 1.80-2.59 Less Competent (LC),1.00-1.79 Least Competent (LeaC)

Appendix B

Parent's Competencies as to Attitudes

Indicators	Mean	SD	VI
My parent tells me that I need to answer the learning module to continue my education amid of pandemic.	4.00	0.99	*HC*
My parent guides me in answering modules with clear and understandable manner.	3.84	1.00	*HC*
My parent establishes time management in the learning module's reading and answering activities.	3.89	1.01	*HC*
My parent appears to be enthusiastic in guiding me to read the learning module and complete the learning activities.	3.64	1.03	*HC*
My parent provides opportunities for me to customize their learning by crafting assignments that are tailored to learning interest and needs.	3.70	1.03	*HC*
Overall	**3.82**	**0.86**	*HC*

Legend:4.20-5.00 Very High Competent (VHC) ,3.40-4.19 High Competent (HC),2.60-3.39 Moderately Competent (MC), 1.80-2.59 Less Competent (LC),1.00-1.79 Least Competent (LeaC)

Appendix C

Parent's Competencies as to Practices

Indicators	Mean	SD	VI
My parents help me communicate clearly.	4.09	0.97	*HC*
My parents ask for clarification and encourage me to do likewise.	3.76	1.00	*HC*
Parents use strategies for involving all the learners.	3.67	1.04	*HC*
When necessary, my parents assist me in rephrasing my ideas and comments.	3.65	1.03	*HC*
My parents have established routine rules for me to follow when it comes to schoolwork.	3.81	1.03	*HC*
Overall	**3.80**	**0.86**	*HC*

Legend:4.20-5.00 Very High Competent (VHC) ,3.40-4.19 High Competent (HC),2.60-3.39 Moderately Competent (MC), 1.80-2.59 Less Competent (LC),1.00-1.79 Least Competent (LeaC)

Appendix D

Parental Involvement as to Schoolwork Support

Statements	Mean	SD	VI
My parents ensures that I complete the modules' activities.	4.06	0.94	*VO*
My parents discuss to me the school rules and regulations.	3.63	1.04	*VO*
My parents make sure that our home has a quiet area and learning spaces where I can do learning activities.	3.79	1.06	*VO*
My parents constantly involved in/attend/watch school activities such as Brigada Eskwela.	3.73	1.05	*VO*
My parent creates assignments tailored to my learning interests and needs, that allow me to customize learning.	3.83	1.15	*VO*
My parent tells other parents with the school meetings and other events.	3.77	1.04	*VO*
My parents communicate with my teachers via phone, email, or in person.	3.67	1.04	*VO*
My parent assists me in my academic endeavors.	3.62	1.12	*VO*
My parents make sure that I participate in activities in school, such as singing, drawing, and story-telling.	3.51	1.14	*VO*
My parents ask me to limit my TV and cell phone usage as well as computer time at home for me to focus related to modules activities	3.84	1.13	*VO*
Overall	**3.75**	**0.94**	***VO***

Legend: 4.20-5.00 Always (A) ,3.40-4.19 Very Often (VO),2.60-3.39 Sometimes(S),1.80-2.59 Rarely (R),1.00-1.79 Never (N)

Appendix E

Parental Involvement as to Financial Support

Statements	Mean	SD	VI
My parents spend money to bring my learning modules for my study.	3.78	1.10	*VO*
My parents ensure that they pay our internet connection regularly.	3.46	1.25	*VO*
My parent always asks me, what are the things I need for my homework	3.73	1.11	*VO*
My parents always find ways to buy things that I need to use in my learning activities.	3.78	1.10	*VO*
My parent consistently provides me with daily allowance.	3.60	1.20	*VO*
My parent ensures that I have the resources I need to conduct research.	3.60	1.17	*VO*
Overall	**3.66**	**0.96**	***VO***

Legend: 4.20-5.00 Always (A) ,3.40-4.19 Very Often (VO),2.60-3.39 Sometimes(S),1.80-2.59 Rarely (R),1.00-1.79 Never (N)

Appendix F

Parental Involvement as to Moral Support

Statements	Mean	SD	VI
My parents always attend teacher conferences to discuss my learning progress and behavior.	3.92	1.00	VO
My parents tell me stories from when he was in school.	3.76	1.09	VO
My parent communicates with school personnel about information I give him about school.	3.67	1.09	VO
My parent encourages me to invite friends over to our house.	3.42	1.19	VO
My parents' inquiries about my day at school activities.	3.74	1.09	VO
My parents discuss potential future careers with me.	3.75	1.04	VO
Be friends with my friends' parents.	3.73	1.04	VO
My parents make time to actively assist me in my studies.	3.80	0.98	VO
My parents maintain clear rules at home that I must follow.	3.73	1.02	VO
My parents make contact with my school to obtain information.	3.81	1.00	VO
Overall	**3.73**	**0.88**	**VO**

Legend: *4.20-5.00 Always (A) ,3.40-4.19 Very Often (VO),2.60-3.39 Sometimes(S),1.80-2.59 Rarely (R),1.00-1.79 Never (N)*

Appendix G

Personality Development as to Motivation

Statements	Mean	SD	VI
Before I begin studying, I think about the things I will need to do to learn.	4.03	0.92	A
When I am reading, I stop once in a while and go over what I have read.	3.69	1.00	A
I outline my module topic to help me to study.	3.75	1.03	A
I prefer class work that is challenging so I can learn new things.	3.72	1.09	A
When I studying, I put important ideas in my own words.	3.78	1.11	A
Overall	**3.79**	**0.90**	A

Legend: *4.20-5.00 Strongly Agree (SA),3.40-4.19 Agree (A),2.60-3.39 Fairly Agree (FA),1.80-2.59 Disagree (DS),1.00-1.79 Strong Disagree (SD)*

Appendix H

Personality Development as to Self-Esteem

Statements	Mean	SD	VI
I feel that I'm a person of worth, at least on an equal plane with others.	4.07	0.99	*A*
I am able to do things as well as most other people.	3.81	1.08	*A*
I had more respect for myself.	4.05	1.01	*A*
I feel that I have a number of good qualities.	3.86	1.12	*A*
On the whole, I am satisfied with myself.	4.00	1.05	*A*
Overall	**3.96**	**0.93**	*A*

Legend: 4.20-5.00 Strongly Agree (SA),3.40-4.19 Agree (A),2.60-3.39 Fairly Agree (FA),1.80-2.59 Disagree (DS),1.00-1.79 Strong Disagree (SD)

Appendix I

Personality Development as to Self-Reliance

Statements	Mean	SD	VI
I have improved my own way of studying.	4.00	1.06	*A*
I have developed my ability to work with others.	3.83	1.09	*A*
I set my goals for what I will learn.	3.96	1.07	*A*
I have trained my ability to discuss tasks in the subject.	3.85	1.04	*A*
I am very good at finding answer on my own for the things that module does not have enough information in a certain lesson.	3.76	1.18	*A*
Overall	**3.88**	**0.98**	*A*

Legend: 4.20-5.00 Strongly Agree (SA),3.40-4.19 Agree (A),2.60-3.39 Fairly Agree (FA),1.80-2.59 Disagree (DS),1.00-1.79 Strong Disagree (SD)

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