

INSTRUCTIONAL MODULE AND PUPILS' ACADEMIC PERFORMANCE AS MEDIATED BY INVOLVEMENT OF PARENTS

JEROM G. AZUCENA

Teacher 1, Allab Elementary School

ABSTRACT

This study utilized descriptive-correlational research design using mean and mediation analysis as statistical treatment of data. Results have shown that the level of mother tongue instructional module in terms of face value is very effective while mother tongue instructional module in terms of objectives, content/activities and assessment is effective. On the other hand, the level of parents involvement in terms of motivation and time management was described as involved while parents involvement in terms of learning support were rated as highly involved. Moreover, the level of academic performance of pupils in mother tongue subject is good. Pupils need more improvement in their academic performance. The study also found out that effectiveness of mother tongue instructional module can influence pupil's academic performance when mediated by involvement of parents. Based on the results, it was concluded that effectiveness of mother tongue instructional module depends on the parents' involvement in motivating, monitoring, assessing and learning support in answering the mother tongue instructional module. High involvement of parents in answering the mother tongue instructional module greatly affected and contributed to the learning and performance of pupils.

KEYWORDS: Academic Performance, Involvement of parents, Management, Mother Tongue

INTRODUCTION

Being effective parents need to have eternal love, patience, and devotion. Guiding their children is one of the important responsibilities of a parent. Likewise, school and parents need to work together to educate children. The researcher believe that the success and children's development greatly matter to parents.

School closures changed the daily lives of the learners, their families, and their educators (Viner, Russell, Croker, Packer & Ward, 2020) and involvement of parents is essential in the current learning delivery modality set by the Department of Education since they are taken the new role as learning facilitators, teachers and mentors (Cohen & Kupferschmidt, 2020). At home, parents assist their children in answering the learning task and activities in self-learning module (Borup, West, Graham, & Davies, 2014).

There are studies on the involvement of parents in instructional module and academic performance of pupils but most of the studies are on international context and not during the time of COVID-19 pandemic. However, literatures on effectiveness of mother tongue instructional module, involvement of parents in mother tongue instructional module and academic performance of pupils in local context are lacking. Thus, this study attempts to fill the gaps of the literatures on effectiveness of mother tongue instructional module, parent's involvement on modular distance learning and academic performance of pupils in local context.

Relatively, the researcher opted to conduct the study to assess the level of parent's involvement, level of effectiveness of mother tongue instructional module and the level of academic performance of pupils in mother tongue subject since the role of parents now is learning facilitators, teachers and coaches and municipality of Arakan have diverse languages used specifically in barangay Allab, Dallag and Libertad. They used Hiligaynon, Bisaya, and Manobo dialect at home but the medium of instruction used in mother tongue module is Hiligaynon that's why parent may encounter difficulty in assessing their children that can affect their academic performance. This motivated the researcher to conduct this study.

RESEARCH QUESTIONS

- What is the level of effectiveness of mother tongue instructional module in terms of face value, objectives, content/activities and assessment?
- What is the level of parent's involvement in terms of motivation, time management and learning support?
- What is the level of academic performance of pupils in mother tongue subject?
- Is there a significant influence of effectiveness of mother tongue instructional module on academic performance of the pupils when mediated by the involvement of parents?

RESEARCH DESIGN

This study utilized the descriptive – correlational research design using mean and mediation analysis as statistical treatment of data by (Wigram, 2003). It was descriptive for it described the level of effectiveness of mother tongue instructional module in terms of face value, objectives, content/activities and assessment; the level of parent's involvement in terms of motivation, time management and learning support. Also, it described the level of academic performance of pupils in mother tongue subject. Moreover, it was correlational for it determined the significant influence of effectiveness of mother tongue instructional module on academic performance of pupils when mediated by involvement of parents.

RESPONDENTS

The respondents in this study were the twelve grades 1-3 mother tongue teachers and one hundred seventy two parents of pupils in grades 1-3 officially enrolled in Allab Elementary School, Dallag Elementary School and Libertad Elementary School.

RESULTS AND DISCUSSIONS

Level of Effectiveness of Mother Tongue Instructional Module

Table 1 shows the level of effectiveness of mother tongue instructional module in terms of face value is very effective with the weighted mean of 4.52. The results imply that the face value of mother tongue instructional module is very effective since pupils are interested and eager to answer their mother tongue instructional module. Furthermore, it implies that mother tongue instructional module has appropriate print font size and type, space and margin for convenience and ease reading. The data also indicates that the visual used in mother tongue instructional module is appealing and meet the needs of diverse learners. The result confirms with the findings of Guiamalon (2021) on her study, students perform well if the text and visual used in self-learning module is realistic and appealing to the students and they are excited to answer and accomplish their learning task.

Table 1. Level of Effectiveness of Mother Tongue Instructional Module

Dimensions	Weighted Mean	Description
Face Value	4.52	Very Effective
Objective/s	4.14	Effective
Content/Activities	4.00	Effective
Assessment	4.20	Effective

The level of effectiveness of mother tongue instructional module in terms of objective/s is Effective (4.14). The data indicates that the lesson in mother tongue instructional module is accompanied by specific objectives which are stated in behavioral terms, measurable, realistic, attainable and well within the capacity and interests of the learners. Furthermore, it implies that the learning objectives in mother tongue instructional module are aligning in learning activities and assessment. It further support to Guiamalon (2021) findings on her study that students perform well and can easily accomplish their learning tasks if the learning objectives are specific, measurable and clearly stated. Yazon (2017) agree that it is important to have clear and achievable goals or learning outcome in order to have effective instructional module. He added, learning outcomes or objectives must align in teaching and learning activity and assessment to have effective instructional module.

On the other hand, the level of effectiveness of mother tongue instructional module in terms of content and activities is Effective (4.00). It implies that content and activities of mother tongue instructional module meet the criteria of effective module and pupils can easily accomplish their learning task since the content and activities in mother tongue instructional module were locally contextualized, easy to understand and used simple terms. The activities and content were also suited to the multiple abilities and interest of pupils and it was arranged from simple to complex. Furthermore, it implies that mother tongue instructional module contains structured, clear and logical progression of topic. It further support to Valencia (2020) who stated that module design should sustained interaction with content. Content should provide explanation based on learners interest and abilities and the terms or terminology used must be easy for student to understand.

The level of effectiveness of mother tongue instructional module in assessment is effective (4.20). It implies that the assessment of mother tongue instructional module is easy for students to understand, appropriate in the degree of difficulty and pupils achieved 80% and above mastery level in their assessment. Furthermore, it implies that the assessment of mother tongue instructional module was aligning with learning objectives and competencies. The direction of assessment in mother tongue module is clearly stated and easy to understand. Yazon (2017) findings on his study when it comes to evaluation activities. Students declared that the items in pre-test and posttest cover the important competencies that they need and congruent to the learning objectives and some of the test items can measures their higher order thinking skills.

LEVEL OF PARENTS INVOLVEMENT

Table 2 shows the level of parents' involvement in terms of motivation with the weighted mean of 4.36 and described as involved. The results implies that parents are involved and able to build connection with the learners and sustain their motivation while undergoing the modular distance learning they also involved in encouraging and motivating their children to complete the learning task in mother tongue instructional module through giving of incentives and guiding their children in answering the learning task in mother tongue module. Parents also comforting and supporting their children in times of uncertainty. The data also implies that extending parent support in all aspects can motivate learners to learn and perform

better. As stated in the study of Panol, Javillonor, Caballes and Vasquez (2021) love and affection of parents could influence learners to excel and perform better in their studies. If parents intrinsically motivated their children to finish their learning task they get good grades and gain confidence.

It can be gleaned that the level of parent's involvement in terms of time management is involved (4.29). It implies that parents have a big role in time management of their children and they are involved in setting up time schedule in answering, reviewing and checking the answers of their children in mother tongue module. Moreover, the result implies that parents supervise and keep an eye on what their children are doing especially in answering their mother tongue instructional module by creating a routine and following it together. They also make sure that their children have a healthy balance between work and playtime as well as promote growth mindset. Based on the findings of Dingo (2021) on her study, the level of parent engagement as to modular supervision was *very high*. This means despite of being busy of the parents in doing a lot of household chores but still they find time to ensure that they have time to monitor, assist and guide their children in answering the learning task in module.

Table 2. Level of Parents Involvement

Dimensions	Weighted Mean	Description
Motivation	4.36	Involved
Time Management	4.29	Involved
Learning Support	4.51	Highly Involved

On the other hand, the level of parent's involvement in terms of learning support is highly involved (4.51). The result implies that the parents are highly involved in learning support especially in completing their child's learning tasks. When parents are involved, the students can complete easily the learning tasks in mother tongue module. They also extend help in explaining and sharing their knowledge in difficult topic, challenging terminology and ideas that learners do not know. Epstein, Sanders, Sheldon, Simon, Salinas, Jansorn, & Williams (2009) stated that parents always remind their children to answer and accomplish the learning activities in module. Thus, Parent's participation is essential in order for the learners to easily accomplish their learning task on time. Panol, Javillonor, Caballes, Vasquez (2021) added that parents need to set up time schedule to monitor the performance of their children and how they accomplish the learning task and they need to help their children in explaining the difficult topic.

LEVEL OF ACADEMIC PERFORMANCE OF PUPILS IN MOTHER TONGUE SUBJECT

Table 3 presented the academic performance of pupils through general average grades in first and second grading in selected elementary schools of Arakan East District.

In first grading period the general point average was 81.23 and it increases in second grading into 83.20 (Good).

This implies that the pupils need more improvement in their academic performance.

Table 3: Level of Academic Performance of Grades 1-3 in Mother Tongue Subject

Dimensions	GPA	Description
First Grading	81.83	Good
Second Grading	83.20	Good

INFLUENCE OF EFFECTIVENESS OF MOTHER TONGUE INSTRUCTIONAL MODULE ON ACADEMIC PERFORMANCE OF PUPILS WHEN MEDIATED BY THE INVOLVEMENT OF PARENTS

Table 4 presents the significant influence of effectiveness of mother tongue instructional module on academic performance of pupils when mediated by the involvement of parents.

Findings show on the mediation analysis, the regression of Instructional Module on academic performance, ignoring the mediator, was not statistically significant, $z = -1.34$, $p = .180$. Step 2 showed that the regression of the Instructional Module on the mediator Parent's Involvement, was significant, $z = 6.57$, $p < .001$. Step 3 of the mediation process showed that the mediator Parent Involvement, controlling for Performance, was significant, $z = 2.82$, $p = .005$. Step 4 of the analyses revealed that, controlling for the mediator Parent's Involvement, Instructional Module was a significant predictor of Academic Performance, $z = 2.59$, $p = 0.010$. Thus, the null hypothesis which states that Mother Tongue Instructional Module does not significantly affect Academic Performance of pupils when mediated by Parent's Involvement is rejected.

It implies that effectiveness of instructional module alone does not directly influence pupil's academic performance.

On the other hand, it implies that effectiveness of instructional module significantly influence parent's involvement. Mother tongue instructional module will be effective if parents support their children in terms of motivation, time management and learning support. Thus, involvement of parents greatly affects the effectiveness of mother tongue instructional module.

Furthermore, it implies that parent's involvement significantly influence pupil's academic performance. Pupils' performance increases as they get motivated and learning support from their parents. Because they know that their parents are always there to assist and guide them, they also exert more effort to improve their learning.

Moreover, it implies that effectiveness mother tongue instructional module can influence pupil's academic performance when mediated by parents' involvement. High involvement of parents in answering the mother tongue instructional module greatly affects and contributed to the learning and performance of pupils.

Based on Finn (2019), the engagement of parents in their children's education have positive contribution in increasing their performances. Despite not having a familiar classroom atmosphere, parents still ensure and provide them a conducive atmosphere in their home where their children can feel comfortable to answer their learning task and always motivating their children to complete the learning task in module. Thus, it is undeniable that parents have a great influence on students' performance in modular learning.

Bakar (2017) stated parental education is one of the factors influencing the students' academic performance. Students whose parents have good academic background seem to have a better class standing than those students whose parents have a lower academic background.

Winthrop (2020) was found out in his study that parents are more involved in modular distance learning compared to face-to-face learning. Parents also aware with their child performance since they always monitor their children and checking their answers.

Table 4: Influence of Effectiveness of Mother Tongue Instructional Module on Academic Performance of Pupils When Mediated by Involvement of Parents

Indirect and Total Effects								
Type	Effect	95% C.I. (a) Estimate	SE	Lower	Upper		Z	P
Indirect	IM_Overall⇒ PI_Overall	0.9477	0.3655	0.231	1.664	0.1060	2.5926	0.010
Component	IM_Overall⇒ PI_Overall	0.6177	0.0940	0.434	0.802	0.44920	6.5747	<.001
	PI_Overall⇒ Perf1	1.5342	0.5438	0.468	2.600	0.23604	2.8212	0.005
Direct	IM_Overall⇒ Perf1	-1.0026	0.7478	-2.468	0.463	-0.1121	-1.3407	0.180
Total	IM_Overall⇒ Perf1	-0.0549	0.6855	-1.398	1.289	-0.00614	-0.0800	0.936

FINDINGS

This study shows that the level of mother tongue instructional module in terms of face value is very effective while mother tongue instructional module in terms of objectives, content/activities and assessment is effective. On the other hand, the level of parents involvement in terms of motivation and time management was described as involved while parents involvement in terms of learning support were rated as highly involved. Moreover, the level of academic performance of pupils in mother tongue subject is good. The study also found out that effectiveness of mother tongue instructional module can influence pupil's academic performance when mediated by involvement of parents.

CONCLUSIONS

Based on the results, the researcher concludes that effectiveness of mother tongue instructional module depends on the parents' involvement in motivating, monitoring, assessing and learning support in following the mother tongue instructional module. High involvement of parents in answering the mother tongue instructional module greatly affected and contributed to the learning and performance of pupils.

REFERENCES

1. Bakar, N. A. (2017). Influence of Parental Education on Academic Performance of Secondary School Students in Kuala Terengganu. *International Journal of Academic Research in Business and Social Sciences*.<https://hrmars.com/papers/detail/IJARBSS/3230>
2. Borup, J., West, R. E., Graham, C. R., & Davies, R. S. (2014). The adolescent community of engagement framework: A lens for research on K-12 distance learning. *Journal of Technology and Teacher Education*, 22(1), 107–129
3. Cohen, J., & Kupferschmidt, K. (2020). Countries test tactics in 'war' against COVID-19. *Science*, 367(6484), 1287-1288.
4. Dingo, J.M (2021). Parent engagement in teaching modalities amidst pandemic: its relation to student learning

5. Epstein, J. L., Sanders, M. G., Sheldon, S. Simon, B. S., Salinas, K. C., Jansorn, N. R. & Williams, K. J. (2009). School, family, and community partnerships: Your handbook for action. Thousand Oaks, CA: Corwin.
6. Finn, R. (2019). Specifying the contributions of parents as pedagogues: Insights for parent–school partnerships. *The Australian Educational Researcher*, 46(5), 879-891.
7. Guiamalon, T. (2021). Teachers issues and concerns on the use of modular learning modality.
8. Panol, R., Javillonor, M., Caballes, D., and Vasquez, A. (2021). Parental involvement in student's completion of learning tasks in science.
9. Valencia, R. (2020). Modular Approach in Teaching Science 10
10. Viner, R. M., Russell, S. J., Croker, H., Packer, J., Ward, J. (2020). School closure and management practices during Coronavirus outbreaks including COVID-19: A rapid systematic review. *The Lancet Child & Adolescent Health*, 4(3), 397-404.
11. Wigram, A. L. (2003). WorldWideScience.org. Retrieved on August 26, 2021, from <https://worldwidescience.org/topicpages/d/descriptive+correlational+research.html>.
12. Winthrop, R. (2020). Can new forms of parent engagement be an education game changer post-COVID-19?. <https://www.brookings.edu/blog/educationplusdevelopment/2020/10/21/newforms-of-parents-engagement-be-an-education-game-changer-post-covid-19/>>
13. Yazon, D. (2017). Validation and Effectiveness of module in Assessment of Students Learning. <https://www.ijsr.net/archive/v7i11/ART20193221.pdf>

