

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

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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