

Teaching Strategies, Parental Involvement, TVL Learners' Self-Efficacy and Performance in Modular Distance Learning

Melisa R. Sumbilon¹, Jose S. Valmorida^{2,*}

¹SHS TVL Teacher, Kiburiao National High School, Department of Education

²Professor, Central Mindanao University

*Corresponding author: jvalmorida@cmu.edu.ph

Received August 07, 2023; Revised September 08, 2023; Accepted September 15, 2023

Abstract This research study aimed to explore the effective teaching strategies utilized by educators in modular distance learning, alongside assessing parental involvement, student self-efficacy, and TVL students' performance within this educational approach. The study also sought to identify relationship among these factors and pinpoint the key elements influencing the success of Technical-Vocational-Livelihood (TVL) students engaged in modular distance learning. The study involved 44 teachers, 198 parents, and 198 students from four secondary schools in the Division of Bukidnon, District of Quezon Bukidnon. Various statistical tools such as mean, frequency, and standard deviation were employed to evaluate effective teaching methods, parental involvement, students' self-assurance, and the academic performance of TVL students in modular distance learning. The correlation between TVL students' performance and independent variables was analyzed using the Pearson-product moment correlation. Additionally, linear regression was applied to identify the variable(s) significantly influencing the performance of TVL students in this learning format. The findings related to teaching strategies revealed that teachers employed diverse instructional techniques tailored to individual learners' needs, spanning from frequently utilized to consistently applied practices. Most of these strategies were perceived as effective by teachers for modular distance learning. The outcomes also demonstrated positive communication between parents, school administrators, and teachers, with parents exhibiting confidence in supporting their children's progress in modular learning. Furthermore, students exhibited confidence in their ability to navigate self-learning modules, indicating a high level of self-assurance. TVL students' academic performance was noted to be exceptionally good within the modular distance learning framework. Moreover, the research identified a favorable correlation between parental engagement and students' self-confidence, both of which significantly correlated with TVL students' academic performance. Significantly, parental involvement emerged as the most influential predictor of TVL students' achievement in this learning context.

Keywords: *teaching strategies, parental involvement, learner's self-efficacy, student's performance, modular distance learning*

Cite This Article: Melisa R. Sumbilon, and Jose S. Valmorida, "Teaching Strategies, Parental Involvement, TVL Learners' Self-Efficacy and Performance in Modular Distance Learning." American Journal of Educational Research, vol. 11, no. 10 (2023): 658-669. doi: 10.12691/education-11-10-5.

1. Introduction

Education plays a pivotal role in shaping the lives of students, with teachers serving as essential pillars in curriculum implementation and delivery of high-quality learning experiences. However, the emergence of COVID-19 in the Philippines has brought significant changes to the educational landscape, compelling educational institutions to adopt alternatives to traditional face-to-face teaching and learning [1]. In response to the crisis and to ensure the continuity of learning while safeguarding the health, safety, and well-being of all stakeholders, the Department of Education introduced DepEd Order No.12

series of 2020, establishing new learning delivery modalities for the 2020-2021 school year through the Learning Continuity Plan (LCP) [2]. One of the changes in this plan is the shift from face-to-face classes to various learning modalities, with Modular Distance Learning (MDL) being the most preferred type of distance learning, as revealed by a survey conducted by the Department of Education [3]. Over the years, parents in the Philippines have generally leaned towards the academic pathway for their children's education, often overlooking technical-vocational courses. However, with the implementation of the Senior High School program and the Technical-Vocational Livelihood (TVL) Track, the perception of technical vocational education has been changing [4]. The TVL Track offers specialized subjects

focused on job-ready skills, providing students with the opportunity to obtain National Certificates (NCs) and enhancing their employability upon graduation from Senior High School. The COVID-19 pandemic has particularly affected Senior High School TVL learners, as their track emphasizes practical skills and work-readiness, which are challenging to develop through distance learning. The acquisition of practical skills often requires hands-on experience and work immersion in school-based workshops and laboratories [5]. Consequently, ensuring the quality and efficacy of education in the new normal has become a pressing concern, with a focus on delivering accessible, relevant, and effective basic education services. Parental involvement in children's education has become increasingly emphasized due to the changes brought on by the pandemic. Parents now play a critical role as learning facilitators and para-teachers, providing instructional support in the absence of a classroom teacher [6]. This study draws on the perspectives and theories of renowned scholars directly relevant to the researcher's investigation. Walberg's theory of educational productivity elucidates parental involvement in these dynamics. This theory identifies factors influencing learning outcomes and achievements, encompassing socio-emotional aspects such as parental support, determined by their social and economic status, student-teacher interactions, peer groups, school culture, and classroom climate [7]. Understanding the different forms of parental support (economic, social, and involvement) and their impact on students' academic performance in schools is crucial, making the application of this theory vital in exploring factors that promote academic achievement. Additionally, Wendy S. Grolnick and her colleagues, in articles published in 1994 and 1997, presented three facets of parental involvement based on how parent-child communications influence students' schooling and enthusiasm. Behavioral involvement entails parents' public actions, such as attending school events or volunteering, showcasing their interest in their child's education. Personal involvement involves parent-child interactions that communicate positive attitudes about education. Cognitive/intellectual involvement includes activities like reading books and visiting museums that promote skill development and knowledge in children. According to this theory, parental involvement impacts student performance by influencing motivation, sense of competence, and the belief in their ability to control their success in school. Furthermore, this study is grounded in Bandura's social cognitive theory, specifically the concept of Self-efficacy (SE). In an academic setting, learners with high SE are more likely to be motivated, leading to higher academic achievement, as they believe in their ability to achieve their goals. Self-efficacy can be enhanced through mastery experiences, observing others succeed, and receiving positive encouragement. Previous studies consistently highlight the strong association between a learner's academic self-efficacy and their academic performance. Factors like achievement motivation, grade goals, effort regulation, and goal orientation have been found to influence academic performance alongside academic self-efficacy. Given the aforementioned context, this study aims to investigate the effective teaching strategies employed by teachers in the new normal educational scheme, as well as the level of parental

involvement and students' self-efficacy in modular distance learning. Furthermore, it seeks to explore the relationships among these variables and their impact on the performance of TVL students. Ultimately, the study aims to identify the variable(s) that best predict students' performance in the current educational setup.

1.1. Statement of the Problem

This study sought to investigate the relationship of teaching strategies, parental involvement, learners' self-efficacy and TVL students' performance in modular distance learning of the Department of Education, Division of Bukidnon, Quezon District, School Year 2021-2022. Specifically, it sought to find answers to the following questions:

1. What are the effective teaching strategies employed by the teachers in terms of:
 - 1.1. teachers' perception on the principles of teaching-learning; and
 - 1.2. teaching strategies used by the teachers in the modular learning instruction and its effectiveness?
2. What is the extent of parental involvement in terms of:
 - 2.1. communication with school administrator/teacher;
 - 2.2. parent involvement in students' learning; and
 - 2.3. parent's confidence in facilitating teaching-learning?
3. What is the level of learners' self-efficacy in modular distance learning in terms of:
 - 3.1. Students experience in modular learning; and
 - 3.2. Students confidence in modular learning?
4. What is the level of TVL students' performance in modular distance learning?
5. Is there a significant relationship between TVL students' performance in modular distance learning and the following: teaching strategies; parental involvement; and learners' self-efficacy?
6. Which variable/s best predict TVL students' performance in modular distance learning?

2. Materials and Methods

2.1. Research Design

This study employed a descriptive-correlational research design to describe the relationship between the performance of TVL students in modular distance learning and teaching strategies, parental involvement and learners' self-efficacy. Descriptive statistics such as frequency, mean, percentages, and standard deviation were used to describe the characteristics of the population and phenomenon being studied (Ethridge.). Specifically, it is a survey type. It is a type of research which is most appropriate for this study since an assessment survey is needed. The survey was administered to the specified sample through a questionnaire using Google Forms to follow the COVID-19 Health and Safety Protocols imposed by the Inter-Agency Task Force and Department of Health. This allowed the researchers quicker data

collection and interpretation while ensuring the maximum safety of the participants.

2.2. Locale of the Study

The pilot phase of the study was conducted in the District of Maramag in Bukidnon National School of Home Industries. This school was selected because the institution offers TVL specialization similar to the schools where this research was conducted. The locale of the study was the Secondary School in Quezon District, Division of Bukidnon. The schools involved were Kiburiao National High School, Salawagan National High School, Quezon National High School, and Apyao National High School.

2.3. Research Instruments

This study employed a questionnaire as the primary data collection tool to gather the necessary information. To ensure the validity and reliability of the research instruments, the questionnaire was piloted in Bukidnon National School of Home Industries, Maramag, Bukidnon, with participation from teachers, parents, and senior high school students enrolled in the TVL specialization. The TVL students' first-semester grades for School Year 2021-2022 were used to assess their performance. To assess the teaching strategies employed by teachers in modular learning instruction, a questionnaire was adapted from Talis [8] & Mercado [9] and subsequently modified to suit the study's context. The instrument consisted of 50 statement indicators categorized into three parts: a) teachers' perception of teaching-learning principles, b.) extent of teaching strategies used in modular learning instruction, and c.) effectiveness of teaching strategies used in modular learning instruction. The pilot-testing of this instrument yielded an excellent internal consistency, with a Cronbach's alpha of 0.930, indicating high reliability. For measuring parental involvement in modular distance learning, a questionnaire adapted from Antoine [10] was utilized, adjusted to align with the research's objectives. The questionnaire contained 28 statement indicators grouped into three categories: a.) communication with school/administrators/teachers, b.) parent involvement in students' learning, and c.) parents' confidence in facilitating teaching-learning. The pilot test for this instrument demonstrated excellent internal consistency, with a Cronbach's alpha of 0.912, indicating high reliability. To gauge learners' self-efficacy in modular distance learning, a questionnaire adapted from CSLP (2020) and The Open University was employed, modified to suit the study's context. The instrument consisted of 29 statement indicators divided into two categories: a.) students' experience in modular distance learning and b.) learners' self-efficacy in modular learning. The pilot-testing of this instrument resulted in excellent internal consistency, with a Cronbach's alpha of 0.910, indicating high reliability. Finally, to assess TVL students' performance, the researcher collected the grades of the student-participants in their field of specialization during the First Semester of School Year 2021-2022, following the guidelines outlined in DepEd Order 031, s. 2020, Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan.

2.4. Statistical Technique

In analyzing and interpreting the data, the following were applied: Descriptive statistics such as mean, frequency, and standard deviation were used to describe and determine the effective teaching strategies employed by the teachers, level of parental involvement, learners' self-efficacy and level of TVL students' performance in modular distance learning. To correlate the TVL Students' performance and teaching strategies, parental involvement and learners' self-efficacy, Pearson-product moment correlation was used. Stepwise, linear regression was used to find out which variable/s significantly affected the TVL students' performance.

2.5. Teaching Strategies in Modular Distance Learning

Table 1. Teachers' Perception on the Principles of Teaching-Learning

COMPETENCIES	MEAN	SD	QUALITATIVE INTERPRETATION
Explaining objectives of lessons clearly to the students is a basic teaching process	4.75	0.43	Strongly Agree
Students should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solved	4.65	0.47	Strongly Agree
My role as a teacher is to facilitate students' own inquiry.	4.29	0.81	Agree
Thinking and reasoning processes are more important than specific curriculum content	4.09	0.85	Agree
Student's learning style is significantly related to teacher's teaching style.	3.77	1.08	Agree
A student's grades should be based only on what the student has learned.	3.34	1.24	Uncertain
Teaching methods are of little importance because good students learn in any setting.	3.07	1.32	Uncertain
Teachers should avoid using personal examples in their lessons	2.84	1.13	Uncertain
Teachers seldom explain what is expected of the students in a given lesson.	2.72	1.23	Uncertain
OVERALL	3.81	0.32	Agree

Table 1 presents the teachers' perceived favorability regarding teaching and learning principles. The data indicates an overall mean value of 3.81, classified as "agree," suggesting that teachers hold positive perceptions towards teaching and learning. Among the top indicators with their respective means are: explaining lesson objectives clearly to students is considered a fundamental teaching process (mean: 4.75), allowing students to come

up with solutions to practical problems on their own before showing them how it's done (mean: 4.65), and recognizing their role as facilitators of students' own inquiry (mean: 4.29). On the other hand, the three least favored indicators are: considering teaching methods as of

little importance because good students can learn in any setting (mean: 3.07), avoiding the use of personal examples in their lessons (mean: 2.84), and rarely explaining what is expected of students in a given lesson (mean: 2.72).

Table 2. Teaching strategies in the modular learning instruction - extent of use

COMPETENCIES	MEAN	SD	QUALITATIVE INTERPRETATION
I encourage independence and creativity from my student.	4.43	0.54	Mostly Practiced
I facilitate and monitor appropriate interaction among students	4.36	0.71	Practiced all the time
As a teacher I support student-centered learning.	4.30	0.69	Mostly Practiced
I am flexible in dealing with students' needs	4.45	0.54	Mostly Practiced
I design tasks that are within the learners' ability so that they get to experience success regularly	4.25	0.61	Mostly Practiced
Critical thinking and problem solving are important skills for my students	4.55	0.66	Practiced all the time
I encourage active learning, interaction, participation and collaboration among students.	4.55	0.54	Practiced all the time
I let students actively engage in the learning process	4.59	0.49	Practiced all the time
I let students practice similar tasks until I know that every student has understood the subject matter	4.09	0.87	Mostly Practiced
I give different work to the students who have difficulties learning and/or to those who can advance faster	4.11	0.78	Mostly Practiced
I accommodate the varied talents and skills of my students	4.18	0.68	Mostly Practiced
Provide an alternative explanation for example when students are confused	4.55	0.54	Practiced all the time
I immediately consult with students to correct problems and keep them on task.	4.20	0.72	Mostly Practiced
I develop and administer my own assessment	4.16	0.80	Mostly Practiced
I administer a standardized test	4.09	0.93	Mostly Practiced
I have individual students answer questions in front of the class.	3.84	0.88	Mostly Practiced
I provide written feedback on student work in addition to a mark, i.e. numeric score or letter grade	3.82	0.91	Mostly Practiced
I let students evaluate their own progress	4.14	0.73	Mostly Practiced
I observe students when working on particular tasks and provide immediate feedback	4.34	0.80	Mostly Practiced
OVERALL	4.27	0.13	Mostly Practiced

This indicates that teachers are providing task-oriented activities that encourage students' learning and inquiry at home, while also delivering clear and concise instructions in the self-learning modules. Lapada et al. [11] found evidence supporting teachers' awareness of the existence and impact of the COVID-19 pandemic. Despite the serious threat it poses to public health, teachers persist in assisting students by developing learning modules [12]. Additionally, Malipot [13] emphasized that as frontline educators, teachers have actively participated in various training and seminars to enhance their preparation in delivering quality education amidst the challenges posed by the COVID-19 pandemic.

Table 2 presents the teaching strategies utilized by teachers in modular learning instruction. The data indicates that all teaching practices range from mostly practiced to practice all the time. The overall mean value of 4.27, denoting "frequently used," suggests that teachers employ diverse teaching strategies to tailor modular instruction to meet learners' needs. The statement with the highest mean of 4.59 is "I let students actively engage in the learning process." Additionally, three statements share the same mean of 4.55, which are "I encourage active learning, interaction, participation, and collaboration among students," "Provide an alternative explanation, for example, when students are confused," and "Critical thinking and problem-solving are important skills for my students." On

the other hand, the lowest mean of 3.82 among the teaching strategies is the statement, "I provide written feedback on student work in addition to a mark, i.e. numeric score or letter grade." Despite having the lowest mean, it confirms that teachers frequently employ this strategy to provide feedback on students' output. Teachers effectively use strategies that actively engage students in the self-learning modules. A standard deviation of 0.13 indicates a relatively low amount of variability or spread in the data. The data points are relatively close to the mean. The survey results align with the findings of Nardo [14], highlighting additional benefits of modular training such as providing students with more options and the ability to pace themselves. Modular learning also offers greater variety and flexibility for teachers and staff, along with more adaptable educational materials. However, disadvantages include the need for students to exhibit greater self-discipline and self-motivation, increased preparation time for teachers and lack of concrete rewards, and the requirement for more administrative resources to track students and manage multiple modules. Martineau et al. [15] emphasize that these self-study modules typically consist of a pre-test, conversation, and evaluation/assessment questions, provided to all students as part of the modular learning plan in public schools throughout the Philippines. In the face of the pandemic, teachers play a crucial role in ensuring the delivery of high-quality education.

Table 3. Teaching strategies used in the modular learning instruction - effectiveness

COMPETENCIES	MEAN	SD	QUALITATIVE INTERPRETATION
I encourage independence and creativity from my student.	4.48	0.50	Effective
I facilitate and monitor appropriate interaction among students	4.45	0.50	Effective
As a teacher I support student-centered learning.	4.34	0.67	Effective
I am flexible in dealing with students' needs	4.48	0.50	Effective
I design tasks that are within the learners' ability so that they get to experience success regularly	4.25	0.53	Effective
Critical thinking and problem solving are important skills for my students	4.43	0.58	Effective
I encourage active learning, interaction, participation and collaboration among students.	4.52	0.50	Very effective
I let students actively engage in the learning process	4.50	0.50	Effective
I let students practice similar tasks until I know that every student has understood the subject matter	4.18	0.61	Effective
I give different work to the students who have difficulties learning and/or to those who can advance faster	4.36	0.61	Effective
I accommodate the varied talents and skills of my students	4.34	0.60	Effective
Provide an alternative explanation for example when students are confused	4.59	0.54	Very effective
I refer to a problem from everyday life or work to demonstrate why new knowledge is useful	4.39	0.57	Effective
I immediately consult with students to correct problems and keep them on task.	4.09	0.63	Effective
I develop and administer my own assessment	4.16	0.71	Effective
I administer a standardized test	4.25	0.71	Effective
I have individual students answer questions in front of the class.	4.16	0.64	Effective
I provide written feedback on student work in addition to a mark, i.e. numeric score or letter grade	4.05	0.80	Effective
I let students evaluate their own progress	4.32	0.70	Effective
I observe students when working on particular tasks and provide immediate feedback	4.48	0.58	Effective
OVERALL	4.34	0.09	Effective

Table 3 illustrates the teaching strategies utilized by teachers in modular distance learning in terms of their effectiveness. The data indicates an overall mean of 4.34, described as "effective," suggesting that teachers perceive most of the employed teaching strategies in modular distance learning as effective. Among the twenty indicators, eighteen were perceived as effective teaching strategies, while two were considered very effective by the teachers. The top indicators with their respective means are: "I provide an alternative explanation, for example, when students are confused" (mean: 4.59) and "I use strategies and techniques that actively engage students in the learning process" (mean: 4.52). On the other hand, the lowest mean of 4.05 belongs to the statement, "I provide written feedback on student work in addition to a mark, i.e. numeric score or letter grade." These results indicate that the teaching strategies employed by teachers in modular instruction are effective and contribute to students mastering essential learning competencies in their specialized subject area. Mansfield et al. [16] argued that teachers' creativity in providing means to teach students in remote areas with limited internet access, using free data and platforms like Facebook, draws upon personal and contextual resources. To adapt to the new normal, teachers' pedagogical and technological skills must be reinforced. Learning institutions need to assess the effectiveness of delivering quality education and outcomes-based learning to students, transitioning from traditional classroom settings to the realm of virtual reality [17]. Similarly, Bagood [18] emphasized that students' lives are significantly influenced by their education, with teachers playing a crucial role in providing high-quality education by implementing instruction tailored to the needs of the learners.

2.6. Parental Involvement in Modular Distance Learning

Parents or guardians play a vital role as educational partners with teachers, acting as home facilitators and para-teachers to guide students in completing the modular lessons provided by the teachers during modular learning [6].

Table 4 presents the measurement of Parental involvement in terms of communication with school administrators/teachers, where the overall mean of 3.87 indicates that parents generally agree and have favorable communication with school authorities. The study's sixteen indicators all show positive communication between parents and school administrators and teachers. The highest-rated statement, with a mean of 4.06, is "I can communicate openly with my child's teachers," followed closely by "I receive information on how to support my child's learning at home" with a mean of 4.04. The statement with the lowest mean of 3.72 is "I can communicate openly with my child's principal." The results of the study suggest that parents actively participate in parent-teacher meetings/conferences at school and homeroom meetings, indicating their high level of engagement. The findings also show that parents show keen interest and involvement in activities related to their child's education, seeking information to properly guide and support their child's modular learning. This aligns with the study by Jaiswal [19], which highlights the importance of parental support through attending school functions and parent-teacher meetings. It also correlates with Slagle's [38] study, which found that students whose parents participate in such conferences tend to perform better academically. Olivo [20] acknowledges the significant role parents play in their

child's education, particularly in a modular learning setting, where parents or older siblings actively engage in facilitating the student's learning at home. They offer guidance and support in completing the assigned learning tasks from the modules. On the other hand, Bartolome et al. [21] suggest that parental participation reflects the level of interest a parent has in their child's tutoring, while Anthony & Ogg [22] highlight the positive impact of school-based parental involvement on student academic achievement. However, Fernandez-Alonso et al. [23] argue that excessive parental involvement in homework can hinder a student's academic achievement by preventing them from taking ownership of their learning and education, which is crucial for developing responsibility later in life.

Table 5 presents data on parental engagement, specifically focusing on the level of support parents provide to their children's learning. Most of the statements indicate a moderate level of parental involvement, as evidenced by an overall mean score of 2.58. The statement "How often do you and your child talk about future goals?" had the highest mean score of 2.73, indicating a moderate level of involvement. Similarly, the question "How often do you and your child talk about what content

is being taught in the classroom?" received a mean score of 2.67. On the other hand, the lowest mean score was 2.19, which pertains to "How often do you and your child talk about the importance of learning to do things independently?" This statement indicates that parents are only slightly involved in this aspect. This observation aligns with Jabar et al. [24], where they noted that parental engagement tends to vary based on the family's socioeconomic status. Families with higher incomes tend to show more interest in their children's education. A similar pattern emerged from the study of Tus in 2021, which found that students performed well in modular learning scenarios when parents actively participated in their learning process. In such situations, parents assume a role of guidance and supervision, especially during modular learning. Garcia [25] further emphasized that although parents aspire to be involved in their children's education, their primary concern is providing sustenance for the family. The challenges exacerbated by the pandemic have made it more difficult for low-income parents to monitor their children's progress. Their immediate priority shifted to ensuring their families' basic needs, which has affected their capacity to assist their children with their learning modules.

Table 4. Parents communication with school administrators/ teachers

COMPETENCIES	MEAN	SD	QUALITATIVE INTERPRETATION
I receive information on what I can do at home to help my child improve or advance his/her learning	4.04	0.81	Agree
My child's teacher asks to meet with me face to face once a week to talk about how my child is doing, receive and return the module.	3.85	0.92	Agree
My child's school is very good about staying in touch with me (e.g., letters, phone calls or e-mails).	3.76	0.84	Agree
I can talk openly with my child's teachers.	4.06	0.77	Agree
I can talk openly with my child's principal.	3.72	0.82	Agree
I feel that teachers need to be aware of home problems that may affect my child.	3.76	0.93	Agree
When my child's school communicates with me it is easy for me to read or understand	3.83	0.82	Agree
If I have a question, concern or comment about my child the teacher, principal or guidance counselor gets back to me right away	3.79	0.91	Agree
I am invited to meetings so that I can learn about what is going on in the school (e.g., issues or policies).	3.96	0.94	Agree
I receive regular updates from the teacher on my child's progress.	3.96	0.84	Agree
I receive information on what my child should learn and be able to do in each grade in school.	3.90	0.85	Agree
I believe my child is challenged by the school's academic curriculum.	3.96	0.80	Agree
My child's teacher(s) hold high expectations for my child.	3.74	0.84	Agree
My child receives the academic support needed to meet his/her individual needs.	3.81	0.80	Agree
I am given information about services to support my child's learning and behavior needs and enhance his or her talents (tutoring, mentoring, camps, and career exploration).	3.84	0.91	Agree
My involvement in my child's education is valued at her/his school.	4.02	0.84	Agree
OVERALL	3.87	0.05	Agree

Table 6 presents data regarding the extent of parents' confidence in supporting their children's modular distance learning. All indicators demonstrate that parents possess a level of confidence in assisting their children with modular learning, with an overall mean score of 2.88, categorized as a moderate level of confidence. The highest mean score of 3.02 pertains to the statement "How confident are you in your ability to support your child's learning at home?", indicating that parents are moderately confident in aiding their children's modular learning. Following this, the mean score of 2.89 corresponds to the question "How confident are you in your ability to make sure your child's school meets your child's learning needs?" The lowest mean score of 2.67 relates to the

question "How confident are you in your abilities to explain the content in the self-learning modules to your child?", suggesting that parents possess a moderate level of confidence in this aspect of supporting their child's modular learning. The study's findings suggest that parents wish for their children to be informed and guided about their weekly schedules to facilitate completing tasks efficiently and to cultivate a sense of responsibility and self-control. These findings reinforce the idea put forth by Manlangit et al. [6] that parents or guardians should act as timekeepers, ensuring that their child's schedule or work plan is adhered to, thus preventing last-minute rushes or delays in submission that could impact the child's performance. This perspective also aligns with Heflin's

[26] proposal that parents establish a suitable routine for their child. Tus's [27] research also supports this, revealing that students excel in modular learning when parents actively engage in their learning process, offering guidance and supervision, particularly in the context of modular learning. Dickinson (2020) featured that parents

as coaches during online learning is different from how parents coach their child before. In upgraded practice avoiding correcting students is necessary instead of asking them, acting as a real coach and praising them by means of process over products.

Table 5. Parent involvement in students' learning

COMPETENCIES	MEAN	SD	QUALITATIVE INTERPRETATION
How often do you and your child talk about future goals?	2.73	1.20	Parents are somewhat involved
How often do you and your child talk about problems that he or she may be having at school with peers, faculty, or course work?	2.66	1.25	Parents are somewhat involved
How often do you and your child talk about what content is being taught in the classroom?	2.67	1.23	Parents are somewhat involved
How often do you and your child talk about the importance of learning to do things independently?	2.19	1.13	Parents are quietly involved
How often do you assist your child with assignments and studying at home?	2.56	1.42	Parents are somewhat involved
How often do you help your child correct assignments and assessments that have already been graded?	2.63	1.29	Parents are somewhat involved
How often do you help your child engage in educational activities outside of the class?	2.65	1.21	Parents are somewhat involved
OVERALL	2.58	0.09	Parents are somewhat involved

Table 6. Parents' confidence in facilitating teaching-learning

COMPETENCIES	MEAN	SD	QUALITATIVE INTERPRETATION
How confident are you that you can motivate your child to try hard in school?	2.83	1.34	Somewhat confident
How confident are you in your ability to support your child's learning at home?	3.02	1.31	Somewhat confident
How confident are you in your ability to make sure your child's school meets your child's learning needs?	2.99	1.40	Somewhat confident
How confident are you in your ability to understand the content being taught in your child's self-learning modules?	2.89	1.20	Somewhat confident
How confident are you in your abilities to explain the content in the self-learning modules to your child?	2.67	1.23	Somewhat confident
OVERALL	2.88	0.08	Somewhat confident

2.7. Learners' Self-Efficacy in Modular Distance Learning

Table 7 presents the findings concerning learners' self-efficacy in the context of modular distance education. The data indicates that students have an uncertain level of experience with modular learning, as evidenced by an overall mean score of 3.03. All the provided indicators were categorized as "uncertain," underscoring the uncertain nature of students' experience in modular learning. The study's outcomes highlight that students are somewhat perplexed by the new educational approach introduced by the Department to address the current situation. The concept of modular learning is relatively novel for students. Among the notable indicators, the following scored the highest mean values: "My teacher's feedback on assessed tasks clarified the grades I received" (3.19), "I received adequate advice and guidance related to my module" (3.18), and "My teacher's feedback on assessed tasks aided my preparation for subsequent assessments" (3.17). On the other hand, the three least prominent indicators include: "Initiation contact from my teacher at the beginning of the module facilitated my study commencement" (2.93), "The module's structure enabled interaction with peers during learning" (2.93), and "The presentation of module materials contributed to sustaining my interest" (2.81). These results underscore the necessity for teachers to reevaluate the implementation and instruction of modular learning to align with students' requirements and enhance their learning experiences. The students' self-efficacy appears to be significantly influenced by the imminent shift in the educational paradigm. As many

students transition to full-time modular learning due to the preventive measures against the coronavirus pandemic, they find themselves in unfamiliar territory. This switch represents an entirely new experience for them [28]. The process of adaptation becomes imperative to ensure continued academic achievement, including satisfactory grades and uninterrupted learning. However, students are hindered from developing confidence due to shortcomings in the new instructional approach [29].

Table 8 illustrates the levels of learners' self-confidence in the context of modular distance learning. All eleven indicators were categorized as having a "moderate level of confidence," with an overall average score of 2.97. This suggests that students possess a degree of assurance in their ability to engage with self-directed learning modules. Notably, the following indicators received the highest average scores: "How confident are you in your ability to overcome challenges?" (3.21), "How confident are you in your capability to achieve important outcomes?" (3.12), and "How confident are you in your potential to accomplish your self-set goals?" (3.10). Conversely, the indicators with the lowest averages include: "How confident are you in your capacity to comprehend all the materials in your modules?" (2.88), "When confronted with complex ideas in your modules, how confident are you in your comprehension?" (2.84), and "How confident are you in your capacity to complete all assigned module tasks?" (2.76). The findings indicate that the majority of surveyed learners exhibit a moderate level of self-assurance, indicating that a significant portion of students possess limited confidence and only a moderate level of competence in resolving challenges related to modular

learning. The outcomes of the study are consistent with Olave's [30] research, which demonstrated a connection between students' confidence in tackling demanding tasks and their collegiate grades, a trend mirrored in this survey's results. Similarly, Blanco et al. [31] observed a substantial correlation between self-confidence and self-efficacy among their respondents. This study's findings suggest that students with robust self-confidence also possess elevated levels of self-efficacy. To thrive in distance learning, whether via online platforms or modular approaches, students must actively pursue independent

learning, which implies a form of self-management. Students who fail to exhibit personal responsibility and lack persistence in attaining their educational objectives are susceptible to attrition within a distance learning environment. However, other factors contribute to the persistence necessary for a successful educational experience, including contentment with the learning modality, a sense of belonging to the learning community, motivation, peer and family support, time management skills, and increased interaction with instructors [9].

Table 7. Learners' self-efficacy as measured in terms of students' experience in modular distance learning

COMPETENCIES	MEAN	SD	QUALITATIVE INTERPRETATION
The way the module materials were presented helped to maintain my interest.	2.81	1.43	Uncertain
The study workload on this module fitted with my personal circumstances.	2.86	1.14	Uncertain
The structure of the module meant I could interact with my peers when learning.	2.93	1.12	Uncertain
Resources I accessed through the Library (e.g. journal articles) helped me to understand the core concepts of the module.	2.97	1.12	Uncertain
I was satisfied with the opportunities I had to attend modular learning instruction.	3.07	1.27	Uncertain
Sufficient opportunities were provided to check my understanding on the module.	3.00	1.26	Uncertain
The instructions on how to complete the tasks were easy to follow, as stated in the weekly home learning plan.	3.08	1.29	Uncertain
It was obvious how the module materials related to the assessed tasks on this module.	2.93	1.20	Uncertain
There was enough time in the study planner to prepare for the end of module assessment.	3.03	1.24	Uncertain
Contact from my teacher at the start of the module helped me get started with my studies.	2.93	1.26	Uncertain
I could get in touch with my teacher when necessary.	3.11	1.12	Uncertain
I was satisfied with the support provided by my teacher on this module.	3.12	1.13	Uncertain
My teachers used a friendly/personal tone in feedback on my assessed tasks.	3.10	1.27	Uncertain
My teacher's feedback on assessed tasks explained the mark that I received.	3.19	1.21	Uncertain
My teacher's feedback on assessed tasks helped me prepare for the next assessment.	3.17	1.25	Uncertain
I have received sufficient advice and guidance in relation to my module.	3.18	1.24	Uncertain
I was satisfied with the quality of the module.	2.94	1.38	Uncertain
My studies have helped me develop my self-confidence.	3.13	1.26	Uncertain
OVERALL	3.03	0.07	Uncertain

Table 8. Learners' self-efficacy in modular distance learning

COMPETENCIES	MEAN	SD	QUALITATIVE INTERPRETATION
How confident are you that you can complete all the work that is assigned in your modules?	2.76	1.28	Somewhat confident
When complicated ideas are presented in your modules, how confident are you that you can understand them?	2.84	1.19	Somewhat confident
How confident are you that you can learn all of the materials presented in your modules?	2.88	1.19	Somewhat confident
How confident are you that you can to the hardest work that is assigned in your modules?	2.90	1.24	Somewhat confident
How confident are you that you will remember what you learned in your current modules, next year?	2.70	1.23	Somewhat confident
How confident are you that you will be able to achieve most of the goals you have set for yourself?	3.10	1.22	Somewhat confident
How confident are you that you will accomplish difficult tasks?	3.08	1.22	Somewhat confident
In general, how confident are you that you can achieve outcomes that are important to you?	3.12	1.24	Somewhat confident
How confident are you that you will succeed at most any endeavor you set your mind?	3.07	1.27	Somewhat confident
How confident are you that you will successfully overcome many challenges?	3.21	1.28	Somewhat confident
When things are tough, how confident are you that you can still perform well?	3.04	1.21	Somewhat confident
OVERALL	2.97	0.03	Somewhat confident

2.8. TVL Students' Performance

Table 9 illustrates the academic performance of students enrolled in the TVL program. Out of a total of 198 student participants, 17 students, constituting 9% of the cohort, achieved grades falling within the 90-100 range, with an average mean score of 91.94. The findings of the study indicate exceptional performance among students, surpassing the core prerequisites in terms of knowledge,

skills, and comprehension. This level of accomplishment is substantial enough to be directly applicable in real-world performance tasks. Moreover, there were 130 students, comprising 66% of the group, who attained grades ranging from 85-89, with an average mean of 86.80. This performance level signifies highly commendable progress, suggesting that students in this category have established a strong foundation in essential knowledge, skills, and understanding, and are adept at independently applying them in authentic tasks. Additionally, 51 students, making

up 26% of the sample, received grades in the 80-84 range, denoting a satisfactory level of achievement. This indicates that students within this range have developed fundamental knowledge, skills, and understanding with minimal guidance from instructors, and are capable of autonomously employing them in authentic tasks. Collectively, the overall mean grade for the entire cohort of 198 students is 85.83, with a standard deviation (S.D.) of 3.14. As observed in the table, the performance of TVL students, based on their semester grades—which were computed by averaging grades from both the first and second quarters—demonstrates a highly commendable level of achievement ($M=85.83$, $SD=3.14$). Notably, there exists a significant range in students' grades, as indicated by the calculated standard deviation. The students' notably high level of achievement can potentially be attributed to the heightened challenges associated with modular distance learning, as well as the repercussions of the Covid-19 pandemic, both of which have collectively influenced the students' overall performance in modular learning. The findings suggest that students excel in mastering essential learning competencies within Technical-Vocational Courses through the modular learning approach, leading to a very satisfactory performance level, despite their experiences being marked by uncertainties and moderate self-confidence in relation to modular learning.

Table 9. TVL students' performance (first semester)

PERFORMANCE	FREQUENCY/ PERCENTAGE	MEAN	SD	DESCRIPTIVE RATING
90 -100	17 (9%)	91.94	1.52	Outstanding
85 - 89	130 (66%)	86.80	1.41	Very Satisfactory
80 - 84	51 (26%)	81.84	1.65	Satisfactory
TOTAL	198 (100%)	85.83	3.14	Very Satisfactory

2.9. Correlation of the Variables

Table 10. Relationship between independent variables and TVL students' performance in modular distance learning

INDEPENDENT VARIABLES	R-value	PROBABILITY
Teaching Strategies	-0.157	0.258
Teachers perception on the principles of teaching-learning	-0.035	0.122
Teaching strategies in modular learning-extent of use	-0.203	0.187
Teaching strategies in modular learning-effectiveness	-0.186	0.227
Parental Involvement	0.546	0.040*
Parent Communication with School	0.652	0.033*
Parent Involvement in Student Learning	-0.006	0.930
Parent Confidence in Facilitating ML	0.324	0.081
Learner's self-efficacy	0.150	0.035*
Student Experience in ML	0.138	0.015*
Student self-efficacy in ML	0.107	0.134

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The main focus of this investigation was to establish the connections between TVL students' performance in modular distance learning, instructional approaches, parental engagement, and learners' self-confidence. These relationships were assessed utilizing the Pearson Product-

moment Correlation, and the findings are depicted in Table 100. The findings indicated that the teaching strategies employed by educators exhibited a negative correlation and lacked a significant association with TVL student performance ($r = -0.157$, $p < 0.258$). The various aspects analyzed included teachers' perception of teaching and learning principles ($r = -0.035$, $p < 0.122$), the extent of utilization of teaching strategies in modular learning ($r = -0.203$, $p < 0.187$), and the effectiveness of teaching strategies in modular learning ($r = -0.186$, $p < 0.227$). These results revealed a weak inverse correlation that did not significantly impact students' performance. Consequently, the employment of teaching strategies did not lead to discernible differences in the performance of TVL students, which contrasts with the findings of Corro [32] study indicating that the blended learning approach positively affected the academic performance of Senior High School students in Technical Vocational Livelihood subjects. Further emphasized that teachers play a pivotal role in fostering student engagement, contributing significantly to a student's educational experience through the creation of an achievement-oriented classroom environment, interactive lessons, and supportive guidance. On the other hand, parental involvement displayed a notable positive and statistically significant correlation with TVL student performance ($r = 0.546$, $p < 0.040$). The specific areas examined included parent communication with school administrators/teachers ($r = 0.652$, $p < 0.033$), parent involvement in student learning ($r = -0.006$, $p < 0.930$), and parent confidence in facilitating learning ($r = 0.324$, $p < 0.081$). Among these, only parent communication with school administrators/teachers exhibited a significant correlation with student performance. The data indicated a highly significant correlation, indicating that increased parental involvement, particularly in terms of communication with school personnel, corresponds to enhanced TVL student performance. This finding is in line with the study by Nadenge [33], which established a positive link between effective parent-teacher relationships and parental involvement in academic achievement. Additionally, Juma [34] reported a strong positive correlation between parental engagement in education and student academic performance. Regarding learners' self-confidence (self-efficacy), a positive correlation of moderate strength was observed with TVL student performance ($r = 0.150$, $p < 0.035$). This association was explored through variables such as students' experience in modular learning ($r = 0.138$, $p < 0.015$) and students' self-efficacy in modular learning ($r = 0.107$, $p < 0.134$). The results suggest that as learners' confidence in modular learning increases, there is a corresponding significant improvement in students' performance. This aligns with assertion of Nardo [35] that the use of modules nurtures self-directed learning and enhances self-study skills. Olave [30] study also substantiates this, demonstrating that students' confidence in tackling challenging tasks positively impacts their college grades. Furthermore, Kanchan's [39] research highlights that self-learning modules contribute to the development of self-study habits and self-assurance, both crucial attributes in a learning landscape where students are increasingly responsible for their educational journey. The study illuminated complex interrelationships among

teaching strategies, parental involvement, learners' self-confidence, and TVL student performance. While teaching strategies did not significantly impact performance, parental engagement and learners' self-efficacy emerged as influential factors, echoing existing literature and emphasizing their vital roles in fostering academic success.

2.10. Influence of Independent Variables on Performance of TVL Learners

Table 11. Regression analysis of the relationship between the TVL students' performance and: Learners' Self-Efficacy, Parental Involvement, and Teaching strategies

MODEL	Beta	t-value	p-value	ANALYSIS
(Constant)		2.437	.019	
Parental Involvement	.599	.539	<0.001	Significant
Parent Communication with School Administrator/Teacher	.393	3.466	<0.001	Significant
Learner's self-efficacy	.128	.959	.342	Not Significant
Student Experience in modular learning	.068	.330	.743	Not Significant
R = 0.652 R ² = 0.425 F-Value = 5.784 SIG. = <0.001				

Among the variables examined in Table 11, parental involvement emerged as a significant contributor to the academic performance of TVL students. The outcomes of the regression analysis unveiled that the coefficient associated with parental involvement held the most substantial impact, evidenced by its beta coefficient of .599. This coefficient signifies that for every standard deviation unit rise in parental involvement, there is a corresponding increase of .599 in the performance of TVL students. The t-value of .539 underscores the high significance, as the p-value is below 0.001. Therefore, a clear and significant relationship exists between parental involvement and the academic performance of the respondents. Moreover, the R-squared (R^2) value of 0.425 indicates that 42.5% of the variation in TVL students' performance can be elucidated by parental involvement, specifically in terms of parent communication with school administrators/teachers. This underscores that students benefiting from greater parental involvement tend to exhibit enhanced performance. However, a substantial portion of students' performance, 47.5%, is influenced by other factors. Furthermore, the observed result is markedly positive. Hence, the null hypothesis (H_0) stating that "There are no predictor variables affecting TVL student's performance" is refuted. This aligns with Tus [27] research, which demonstrated that students performed well in class during modular learning when parents played an active role in their education, especially in the context of modular learning modes, where parents are accountable for guiding and monitoring their children's progress.

Both curriculum and extracurricular activities play roles in the teaching and learning process. They contribute to students' skill and talent development. According to Naik [36], students participating in extracurricular activities gain self-confidence that benefits them throughout their lives. This resonates with the findings of Jaiswal [19], which emphasized the importance of parental involvement in guiding, encouraging, and modeling desired behavior to improve children's academic performance. Dargo & Dimas's study [37] further supports these findings,

revealing that Modular Distance Learning (MDL) promotes increased parental involvement, enabling parents to bond with their children through shared learning experiences. In the evolving educational landscape, parents are essential partners in providing quality education. Their contribution goes beyond financial and physical support, encompassing crucial moral backing. The shift from face-to-face to Modular Distance Learning has intensified the role of parents in their children's education. Strengthening parental engagement in this new educational model is thus imperative.

3. Conclusions and Recommendations

3.1. Conclusions

Having analyzed and interpreted the findings of the study, the researcher has drawn the following conclusions: The effective teaching strategies the teachers employed and are practiced at all times in modular distance learning are the following: "Using strategies and techniques that actively engage students in the learning process, critical thinking and problem solving are important skills for my students, I use strategies to encourage active learning, interaction, participation and collaboration among students." The parental involvement indicator, "I can talk openly with my child's teachers" is most favored by the parents, which is followed by the statements, "I receive information on what I can do at home to help my child improve or advance his/her learning" followed by, "How often do you and your child talk about future goals?" is answered by saying that parents are somewhat involved only. With the highest mean of 3.02 with the question, "How confident are you in your ability to support your child's learning at home?" was observed that parents have confidence in helping student modular learning. These are the statements that determines the extent of what the parental involvement of the parents are towards their students. In the students' learning self-efficacy, the statements "my teacher's feedback on assessed tasks explained the mark that I received." and, "I have received sufficient advice and guidance in relation to my module." Have the two highest means of 3.18 and 3.17 respectively. The lowest mean is 2.81, which belongs to the statement, "the way the module materials were presented helped to maintain my interest." How confident are you that you will successfully overcome many challenges?" was observed that students have confidence in answering self-learning module. Followed by the mean 3.12 which belongs to the question, "In general, how confident are you that you can achieve outcomes that are important to you?" indicates that students have confidence in answering self-learning module. These statements increase the level of the student's learning self-efficacy.

Students' performance has a significant relationship with any of the variables, which means that the null hypothesis is rejected. The following variables also denote that the students' self-efficacy, and parental involvement, have a positive significant relationship with the students' performance. However, teaching strategies shows no significant relationship to students' performance. Parental involvement was the single variable that is the best

predictor to the performance of the students. Therefore, null hypothesis (Ho2) is rejected.

3.2. Recommendations

Based on the findings and conclusions drawn from the collected data, the researcher recommends the following: Administrators should conduct seminars and trainings to teachers on the correct procedure, methods, and strategies to improve the quality of education and effectively implement teaching-learning process in modular distance learning modality. Further, administrators may craft intervention to raise awareness that may lead to developing pedagogical and teaching strategies among teachers as coping mechanism for distance learning. Teachers should formulate a suitable plan and continue to implement sufficient strategies to meet the demand for new normal education. Likewise, teachers and parents must have a collaborative effort in keeping track of learner's everyday activities and give strategic intervention to monitor learners' progress. For ongoing learning, students must be responsible for completing their modules. With the help of modules students can learn according to their own pace and interest which boosts their confidence in their own learning. Parents'/Guardians' support to educate children first at home should be encouraged so that they will be guided properly. They should follow up on the assessment results and the learning performance of learners at home. Stakeholders may work with the teachers in addressing the issues and concerns they face as they shift to the new normal teaching practices. Government Agencies should provide necessary resources and relevant training and skills development, webinars among teachers shall be maintained to successfully deliver quality education. The government should establish regulating bodies to keep a check. Similarly, adjustments to the current educational budget should be made to incorporate such educational reforms in the time of emergency. A more detailed research can be done in the future to enhance this study and validate the present result of the study.

ACKNOWLEDGMENT

The researchers would like to extend its gratitude to the teachers, parents and students who participated in the conduct of the study and the public-school administrators of Apyao National High school, Quezon National High School, Salawagan National High School, and Kiburiao National High School

References

- [1] Organization for Economic Cooperation and Development (OECD) (2020). Strengthening online learning when schools are closed: The role of families and teachers in supporting students during the COVID-19 crisis. <http://www.oecd.org/coronavirus/policy-responses/strengthening-online-learning-when-schools-are-closed-the-role-of-families-and-teachers-in-supporting-students-during-the-covid-19-crisis-c4ecba6c/>.
- [2] Montemayor, M.T. (2020). Education goes on amid COVID19 thru DepEd's continuity plan. Retrieved from: <https://www.pna.gov.ph>. (Accessed 19/06/2021).
- [3] Quinones, M. T. (2020). DepEd clarifies blended, distance learning modalities for SY 2020- 2021. Philippine Information Agency. <https://pia.gov.ph/news/articles/1046619>.
- [4] Brillantes, K., Orbeta, A., Capones, E., Abrigo, F. (2019). Status of Senior High School Implementation: A Process Evaluation. Retrieved from https://ideas.repec.org/p/phd/dpaper/dp_2019-13.html.
- [5] Galias, J. (2022). Senior High School TVL Issues, Concerns and Interventions During COVID-19 Crisis. Retrieved from https://www.teacherph.com/senior-high-school-tvl-issues/#google_vignette.
- [6] Manlangit, P., Paglumotan, A.M. & Sapera, S. (2020). 'Tagapagdaloy': How Filipino parents can help ensure successful modular distance learning. FlipScience - Top Philippine Science News and Features for the Inquisitive Filipino. <https://www.flipsience.ph/news/featuresnews/tagapagdaloymod-ular-distancelearning/>.
- [7] Asumadu, D., Bright, S. (2021). Parental Involvement and Pupils' Academic Performance in the Cape Coast Metropolis, Ghana. *Open Education Studies*, 2021; 3: 96-109. file:///C:/Users/user/Downloads/10.1515_edu-2020-0142.pdf.
- [8] TALIS The OECD Teaching and Learning International Survey (2013). <https://www.oecd.org/education/school/talis-2013-results.htm>.
- [9] Mercado, C. A. (2008). Readiness assessment tool for an e-learning environment implementation. Fifth International Conference on eLearning for Knowledge Based Society. https://www.academia.edu/3294490/Readiness_Assessment_Tool_for_An_eLearning_Environment_Implementation.
- [10] Antoine, D.R. (2015). The Correlation Between Parental Involvement and Student Academic Achievement. LSU Master's Theses. 185. https://digitalcommons.lsu.edu/gradschool_theses/185.
- [11] Lapada, A. A., Miguel, F.F., Robledo, D. A. R., & Alam, Z. F. (2020). Teachers' covid-19 awareness, distance learning education experiences and perceptions towards institutional readiness and challenges. *International Journal of Learning, Teaching and Educational Research*, 19(6). <https://doi.org/10.26803/ijlter.19.6.8>.
- [12] Martineau, M. D., Charland, P., Arvisais, O., & Vinuesa, V. (2020). Education and COVID-19: challenges and opportunities. Canadian Commission for UNESCO. <https://en.ccunesco.ca/idealab/education-and-covid-19-challenges-and-opportunities>.
- [13] Malipot, M. H. (2020). Teachers air problems on modular learning system. Manila Bulletin. <https://mb.com.ph/2020/08/04/teachers-air-problems-on-modular-learning-system/>.
- [14] Nardo, M. T. B. (2017). Modular Instruction Enhances Learner Autonomy. *American Journal of Educational Research*, 5(10), 1024-1034.
- [15] Arvisais, O., Deslandes-Martineau, M., Charland, P., & Vinuesa, V. (2020). Education and COVID-19: Challenges and Opportunities. <https://en.ccunesco.ca/idealab/educationand-covid-19-challenges-and-opportunities>.
- [16] Mansfield, B., Broadley, T., & Weatherby-Fell, N., (2016). Building resilience in teacher education: An evidenced informed framework. Retrieved from https://www.researchgate.net/publication/291012374_Building_resilience_in_teacher_education_An_evidenced_informed_framework.
- [17] Basilaia, G., & Kvavadze, D. (2020). Transition to Online Education in Schools during a SARS-CoV-2 Coronavirus (COVID-19) Pandemic in Georgia. *Pedagogical Research*, 5(4).
- [18] Bagoood, J. B. (2020). Teaching-learning modality under the new normal. Philippine Information Agency. Retrieved from: <https://pia.gov.ph/features/articles/1055584>.

- [19] Jaiswal, K. S. (2017). Role of Parental Involvement and Some Strategies that Promote Parental Involvement.
- [20] Olivo, M. G. (2021). Parents' Perception on Printed Modular Distance Learning in Canarem Elementary School: Basis for Proposed Action Plan. *International Journal of Multidisciplinary: Applied Business and Education Research*, 2(4), 296-309.
- [21] Bartolome, M. T., Mamat, N., & Masnan, A. H. (2017). Parental Involvement in.
- [22] Anthony, C., Ogg, J. (2019). Parent Involvement, Approaches to Learning, and Student Achievement: Examining Longitudinal Mediation. *American Journal of Psychological Association*, 34(4), 376-385. <https://eric.ed.gov/?id=EJ1221799>.
- [23] Fernández-Alonso, R., Álvarez-Díaz, M., Woitschach, P., Suárez-Álvarez, J., & Cuesta, M. (2017). Parental involvement and academic performance: Less control and more communication. *Psicothema*, 29(4), 453-461. <https://10.7334/psicothema2017>.
- [24] Jabar, M., Garcia, J., & Valerio, M. A. (2020). The Influence of Socioeconomic Status on Parental Involvement Among Filipino Parents. *Asia-Pacific Social Science Review*, 20(4).
- [25] Garcia, A. (2018). Parental involvement among low-income Filipinos: A phenomenological inquiry (Doctoral dissertation, The University of Nebraska-Lincoln).
- [26] Heflin (2020). Advantages and Disadvantages of Modular Learning. <https://helplineph.com/opinion/disadvantages-of-modular-learning/>.
- [27] Tus, J. (2021). Amidst the Online Learning in the Philippines: The Parental Involvement and Its Relationship to the Student's Academic Performance. *International Engineering Journal for Research & Development*.
- [28] Key, K. (2020). Going Back to School Online Amidst the Pandemic. <https://www.psychologytoday.com/intl/blog/counseling-keys/202003/going-back-school-online-amidst-the-pandemic>.
- [29] Wilde, N. (2019). The influence of general self-efficacy on the interpretation of vicarious experience information within online learning. <https://educationaltechnologyjournal.springeropen.com/article/s/10.1186/s41239-019-0158-x>.
- [30] Olave, B. J. (2019) Self-efficacy and Academic Performance Among College Students: Analyzing the Effects of Team-Based Learning.
- [31] Blanco, Q. A., Carlota, M. L., Nasibog, A. J., Rodriguez, B., Saldaña, X. V., Vasquez, E. C., & Gagani, F. (2020). Probing on the Relationship between Students' Self-Confidence and Self-Efficacy while engaging in Online Learning amidst COVID-19. *Journal La Edusci*, 1(4), 16-25.
- [32] Corro, M.D. (2021). Implementation of Blended Learning Modality and Performance of The Senior High School Students in Technical-Vocational Track. *International Journal of Advanced Multidisciplinary Studies*, 1 (4).
- [33] Nadenge, M. G. (2015). Relationship between parental socioeconomic status and student academic achievement: A case study of selected schools in urban informal settlements in Westlands division, Nairobi County. University of Nairobi: Kenya.
- [34] Aznam, N., Jumadi, J., Nurcahyo, H., Wiyatmo, Y., & Perdana, R. (2021). Motivation and Satisfaction Level of Graduate Student: The Blended Learning with Peer Tutor (BL-PT) Model in New Normal Era. *Journal of Educational Science and Technology (EST)*, 7(1), 1-8.
- [35] Bernardo, J. (2020). Modular Learning most preferred parents: DepEd. ABS-CBN News. <https://news.abs-cbn.com/news/07/30/20/modular-learning-most-preferred-by-parentsdepd>.
- [36] Naik, N. (2018). Importance of extracurricular activities in school life. Retrieved from: www.yourstory.com. (Accessed 18/07/2021).
- [37] Dargo, J.M., & Dimas, M. (2021) Modular Distance Learning: Its Effect in the Academic Performance of Learners in the New Normal. *Journal of Education, Teaching, and Learning*, 6(2), 204-208.
- [38] Slagle, M. (2014). The Effect of Parent-Teacher Conference Attendance on Student Achievement.
- [39] Kanchan. (2016). Effectiveness of self-learning modules on the Achievement and Retention of Undergraduate Students. <https://shodganga.inflibnet.ac.in>.

