

Parental Involvement and Students' Engagement in Modular Learning Environments



Elaine T. Manalo¹, Ericalee L. Yumang², Rona Christina M. Almazan³

^{1,2,3}College of Teacher Education, Laguna State Polytechnic University, Philippines

ABSTRACT: Parental involvement in education improves 'scaffolding' for children's growth and is important in learners' cognitive and behavioral development. This study was specifically conducted to investigate parental involvement and students' engagement in modular learning environments in terms of academic performance and interpersonal skills. The study employed a Descriptive – Correlational Research Design. The study's respondents are Grade 12 Humanities and Social Sciences students of Recto Memorial National High School and seventy-five respondents took part in the data collection. The main instrument of the study was the researcher-made survey question. The findings have shown that parental involvement has a moderately significant relationship to the students' interpersonal skills in terms of ability to listen and understand, assertiveness, decision-making, problem-solving, and personal stress management. On the other hand, no significant relationship was found between parental involvement and students' engagement in modular environments in terms of academic performance. The researchers suggest that institutions may consider parent seminars to promote parental involvement in the classroom and help achieve positive student and school outcomes.

KEYWORDS: Academic Performance, Interpersonal Skills, Modular Learning Environments, Parental Involvement.

I. INTRODUCTION

Parents play a crucial role in their children's learning, serving as their primary teachers and guides. The shift from traditional to modular learning in the educational system has affected not only teachers and students but also parents and guardians. With the current inability of children to study in classrooms, the responsibility of supporting their learning has fallen heavily on parents, particularly those who are also teleworking or have limited schooling themselves (Brossard et al., 2020).

Research from the National Coalition for Parent Involvement in Education has highlighted that students with involved parents, regardless of their income or background, are more likely to achieve higher grades and test scores, attend school regularly, exhibit better social skills, display improved behavior, and adapt well to school (Brooks, 2019). The level of family participation in school has been found to be a more accurate predictor of student success than family income or social standing. Parents who actively support their children's learning provide them with the best opportunity for educational achievement.

Parental involvement has several advantages, including enhancing learners' academic performance in the classroom and improving teachers' effectiveness (Delgado, 2019). Parents can assist their children by participating in school functions, advocating for the school, and supporting their children's schoolwork. They can help with homework, provide encouragement, establish a conducive study environment, and most importantly, serve as role models for values and behavior (Nisbet, 2021).

Furthermore, developmental psychologists assert that parental involvement in education enhances "scaffolding" for children's growth. Actively involved parents are more effective in encouraging their children's engagement and enthusiasm for learning (Dogomeo & Aliazas, 2022). When parents are actively involved in their children's lives, they can help them better understand social norms at school and provide them with a sense of love and support. Improved social and emotional development further aids the learning process.

In the Philippines, the Department of Education (DepEd) issued a learning continuity plan in response to the challenges brought by COVID-19. The plan emphasizes the role of parents in the implementation of various learning delivery modalities, including remote learning in different modalities based on community resources and situations (Pimentel-Tibon, 2020; Cahapay, 2021). The decision to shift to distance learning was made to comply with the directive to postpone face-to-face classes until a coronavirus vaccine becomes available (Magsambol, 2020).

Parental Involvement and Students' Engagement in Modular Learning Environments

According to DepEd, parents and guardians fulfill various roles in modular learning, such as being module collectors and submitter, ensuring adherence to schedules and work plans, and creating a productive learning environment at home (Pe Dangle & Sumaoang, 2020). These responsibilities reflect the active involvement of parents in supporting their children's education.

It is worth noting that parental involvement tends to have a stronger correlation with positive outcomes when children are younger, and its impact may diminish as they reach high school age (Barger et al., 2019). However, this study aims to investigate the influence of parental involvement on students' interpersonal skills and academic performance in modular learning environments (Carada et al., 2022). The researchers seek to determine whether parental involvement significantly influences students' behavior and performance in their respective classes.

Understanding the influence of parental involvement in modular learning environments is crucial for developing effective strategies to support students' academic performance and interpersonal skills (Ortiz & Aliazas, 2021). Parents play a vital role in creating a conducive learning environment at home and fostering their children's motivation and engagement in the learning process.

In modular learning, where students have more autonomy and responsibility for their own education, parental involvement becomes even more important. Parents can provide guidance and support to help their children navigate through the modules, stay organized, and manage their time effectively. They can also offer encouragement and praise for their children's efforts and achievements, which can boost their self-confidence and motivation.

Moreover, parental involvement in modular learning can extend beyond academic support. Parents can engage in open and regular communication with their children, discussing their progress, challenges, and goals. By actively listening to their children's concerns and providing emotional support, parents can help alleviate any stress or anxiety related to their studies.

Furthermore, parents can act as advocates for their children by communicating with teachers and school administrators, expressing their concerns, and seeking additional resources or support when needed. They can attend parent-teacher meetings, participate in school activities, and collaborate with educators to ensure the best possible learning experience for their children.

By being actively involved in their children's education, parents also serve as role models for lifelong learning and personal growth. When children witness their parents valuing education and continuously seeking knowledge, they are more likely to develop a positive attitude towards learning and strive for excellence.

To further strengthen parental involvement in modular learning, schools and educational institutions can provide resources and workshops to help parents understand the curriculum, teaching methods, and assessment processes (Aliazas & Chua, 2021). These initiatives can empower parents to effectively support their children's learning journey and actively contribute to their academic success.

Additionally, schools can establish strong partnerships with parents, involving them in decision-making processes and seeking their input on matters related to curriculum development, student support services, and school policies (Dimaano & Panoy, 2022). This collaborative approach not only strengthens the parent-school relationship but also fosters a sense of shared responsibility for student achievement.

Overall, parental involvement in modular learning environments has a significant impact on students' academic performance and interpersonal skills. By actively engaging in their children's education, parents can provide essential support, motivation, and guidance. Schools and educational institutions should recognize the importance of parental involvement and strive to create a collaborative and supportive environment that empowers parents to play an active role in their children's learning journey.

II. CONCEPTUAL FRAMEWORK

The research conducted by Singh, Bickley, Trivette, and Keith (1995) and cited in Towler (2005) focused on exploring the impact of parental involvement on student achievement. The study identified four components of parental involvement: parental aspiration for the student's education, parent-child communication about school, home structure, and parental participation in school-related activities.

The findings of the study revealed interesting insights into the relationship between parental involvement and student achievement. Firstly, the researchers reported that parental involvement in school activities did not have a significant effect on academic achievement. This suggests that simply participating in school-related events or activities may not directly contribute to improved student performance.

However, the study did find that parent-child communication about school had a moderate effect on student achievement. Effective communication between parents and their children regarding their education can positively impact academic outcomes. This finding underscores the importance of open lines of communication between parents and students, allowing for discussions about school progress, goals, and challenges.

Parental Involvement and Students' Engagement in Modular Learning Environments

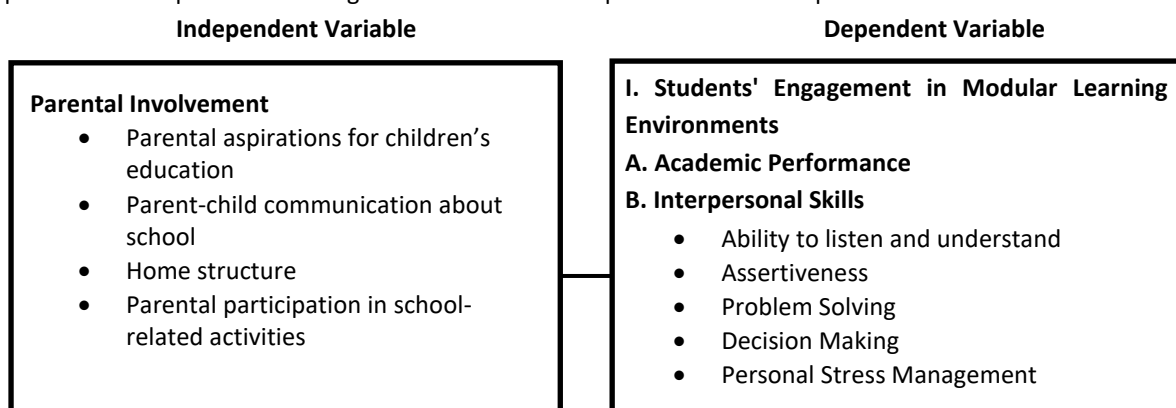
Interestingly, the research also revealed that home structure had a slightly negative effect on educational attainment. While the exact reasons for this negative impact were not explored in detail, it suggests that the overall structure and dynamics within the home environment may influence student achievement. Factors such as family routines, organization, and support systems within the home can play a role in shaping a student's educational outcomes.

Furthermore, the study highlighted that parental aspiration for the student's education had the strongest impact on student achievement. When parents hold high expectations and aspirations for their child's educational success, it positively influences the student's motivation and performance. This finding emphasizes the significance of parental beliefs and expectations in shaping a student's academic trajectory.

Importantly, parental involvement extends beyond academic achievement and has a broader influence on a student's interpersonal skills and abilities. According to Peate (2013), individuals with strong interpersonal skills, including listening, assertiveness, decision making, problem solving, and stress management, tend to be more successful in their personal and professional lives. Therefore, parental involvement can contribute to the development of these crucial interpersonal skills, benefiting students beyond their academic pursuits.

Abid, Ali, and Shoab (2022) further support the importance of interpersonal skills for academic success. They argue that students, school administration, and other stakeholders should recognize the significance of cooperative learning behaviors, which encompass interpersonal skills, in both academic performance and future achievements. Cooperative learning promotes collaboration, communication, and teamwork, enhancing students' overall educational experiences (Fideli & Alias, 2022).

In summary, the research by Singh et al. (1995) as cited in Towler (2005) sheds light on the different components of parental involvement and their impact on student achievement. While parental participation in school-related activities may not directly influence academic performance, effective parent-child communication and parental aspiration for the student's education play significant roles in enhancing student outcomes. Moreover, parental involvement contributes to the development of interpersonal skills, which have a broader influence on students' personal and professional success. Recognizing the importance of cooperative learning behaviors can further promote academic performance and future achievements.



This study aimed to determine the influence of parental involvement in the academic achievements and interpersonal skills of the students. In line with this, the researchers formulated the following questions:

1. What is the academic performance of the respondents in modular learning environments through their general weighted average (GWA)?
2. What is the perceived level of the respondents on parental involvement in terms of parental aspirations for children's education, parent-child communication about school, home structure, and parental participation?
3. What is the perceived level of the respondents on interpersonal skills in modular learning environment in terms of ability to listen and understand, assertiveness, decision-making, problem-solving, and personal stress management?
4. Is there a significant relationship between parental involvement and students' engagement in modular environments in terms of academic performance?
5. Is there a significant relationship between parental involvement and interpersonal skills of the respondents in modular environments in terms of ability to listen and understand, assertiveness, decision-making, problem-solving, and personal stress management?

III. METHODOLOGY

This study employs a descriptive-correlational research design to explore the relationship between parental involvement and students' engagement in modular learning environments, specifically focusing on academic performance and interpersonal

Parental Involvement and Students' Engagement in Modular Learning Environments

skills. The study involves seventy-five Grade 12 Humanities and Social Studies students from Recto Memorial National High School during the academic year 2021-2022. The participants were selected using a simple random sampling technique to ensure that each member of the population had an equal chance of being chosen.

A researcher-made questionnaire serves as the research instrument. The questionnaire consists of three parts. The first part collects personal information such as the respondents' name (optional), age, gender, year level, and General Weighted Average (GWA). The second part assesses students' perception of parental involvement and is divided into four subcategories: parental aspirations for children's education, parent-child communication about school, home structure, and parental participation in school-related activities. The third part evaluates students' perceived level of interpersonal skills, including their ability to listen and understand, assertiveness, problem-solving, decision-making, and personal stress management.

To ensure the reliability and consistency of the questionnaire, a pilot testing phase was conducted with non-respondents of the study. Cronbach's alpha, a measure of internal reliability and consistency, was used to assess the second and third parts of the research instrument. Based on the results, certain parts were eliminated and revised, resulting in a final draft for data collection.

The research procedures involved seeking permission from the research panel and the Dean of CTE (College of Teacher Education). Once the endorsement letter was obtained, data collection commenced. The researchers communicated with the principal and chief adviser of Recto Memorial National High School's Grade 12 senior high school, securing permission to distribute the questionnaire to the seventy-five students. The respondents were informed about the study's objectives and given assurances of confidentiality regarding the information they provided. The collected data were carefully tabulated and underwent appropriate statistical treatment for analysis and interpretation.

The data analysis utilized several statistical tools to obtain a comprehensive understanding of the gathered data. Descriptive statistics were employed to describe, summarize, and characterize the respondents' characteristics. Mean and standard deviation were calculated to determine the respondents' answers regarding parental involvement and interpersonal skills in the modular learning environment. To explore the relationship between parental involvement and students' engagement in modular learning environments in terms of academic performance and interpersonal skills, the Pearson correlation coefficient was used. This statistical measure allows for the examination of the strength and direction of the relationship between variables..

RESULTS AND DISCUSSION

Table 1. Distribution Of The Students In Terms Of General Weighted Average

General Weighted Average	Frequency	Percentage	Proficiency Level
74% and below	0	0%	Beginning
75% to 79%	0	0%	Developing
80% to 84%	6	8%	Approaching Proficiency
85% to 89%	22	29%	Proficient
90% and above	47	63%	Advanced

The findings of the study indicate that the majority of the respondents in the Grade 12 Humanities and Social Studies Students at Recto Memorial National High School have achieved an advanced level of academic performance. This means that they have demonstrated exemplary knowledge, skills, and core understanding of the lessons, which they can easily apply and maximize in their authentic performance tasks. Furthermore, their high general weighted average suggests that a significant number of them are honor students, reflecting their exceptional academic achievements.

In contrast, a small proportion of the students fall under the category of Approaching Proficiency, indicating that they have developed fundamental knowledge and skills but may still require some guidance from teachers or assistance from peers to transfer their understanding through authentic performance tasks. However, the number of students at this level is relatively low compared to those at the advanced and proficient levels (Boi, 2020).

The absence of students in the beginning and developing levels suggests that the students possess the necessary knowledge, skills, and values to perform well in school. This finding implies that the students have a solid foundation in their academic pursuits, enabling them to meet the core requirements and perform at a satisfactory level.

The positive correlation between academic achievement and life satisfaction, as supported by Suldo et al. (2008), reinforces the notion that high academic performance can contribute to an individual's overall well-being and happiness. However, it is important to note that there are studies, such as Guo et al. (2016), which have found inconsistent results regarding the relationship between academic achievement and subjective well-being among children and adolescents. This suggests that while

Parental Involvement and Students' Engagement in Modular Learning Environments

academic performance can be a contributing factor to overall well-being, other factors and individual differences may also come into play.

These findings highlight the significance of parental involvement in supporting students' academic achievements. Parents, as primary teachers and guides, have the opportunity to nurture their children's learning and provide the necessary support at home. By actively participating in their children's education, parents can contribute to their academic success and overall well-being.

It is important for future researchers to further explore the relationship between academic achievement, subjective well-being, and the influence of parental involvement. Additionally, investigating other variables and factors that may impact students' performance and well-being in modular learning environments would provide a more comprehensive understanding of the topic.

PARENTAL INVOLVEMENT

Table 2. Perception Of The Students On Parental Aspirations For Children's Education

Indicators	Mean	SD	Interpretation
My parents are giving me rewards if I have good grades in school.	3.00	0.77	Observed
My parents are buying me books and other learning materials to help me have good grades in modular learning.	3.28	0.63	Observed
My parents are assuring me that it's normal to feel burned out with modular learning at times.	3.47	0.66	Observed
My parents are encouraging me not to put too much pressure on myself to get good grades.	3.13	0.66	Observed
My parents are encouraging me to pursue my interests and ambitions.	3.37	0.61	Observed
My parents are always reminding me about the importance of education in society	3.57	0.57	Highly Observed
My parents are asking me about my school activities regularly.	3.59	0.67	Highly Observed
My parents are allowing me to participate in every school trip we have.	2.99	0.69	Observed
My parents are allowing me to pursue my hobbies and interests because they believe it will benefit me in the future.	2.87	0.70	Observed
My parents are constantly reminding me to take my studies seriously.	3.43	0.70	Observed
OVERALL	3.28	0.61	Observed

Legend: 1.00-1.49 Not Observed at All 2.50-3.49 Observed 1.50- 2.49 Less Observed 3.50- 4.00 Highly Observed

The table presented provides an overview of the mean distributions of students' responses regarding their perception of parental aspirations for their children's education. The overall mean value of students' perception of parental aspirations is 3.28, with a standard deviation of 0.61. This mean value falls under the verbal interpretation of "Observed." These results suggest that the majority of students in the study have noticed and observed their parents' aspirations for their education.

Specifically, the students frequently observed that their parents are regularly checking their progress. This indicates that parents are actively involved in monitoring their children's academic performance and showing a genuine interest in their educational development. Moreover, the findings indicate that most parents have exhibited observable behaviors that demonstrate their aspirations for their children's education. These visible aspirations contribute to a positive and supportive environment for the students' learning.

The results of this study align with the findings of McNeal, Jr. (2014), who emphasized the positive effects of parental involvement on students' behavior and social development. Active parental involvement has been found to decrease negative behaviors and foster positive social skills in school-age children. When parents are actively engaged in their children's education, it creates an environment where students become more interested in their studies, align with their learning objectives, and achieve measurable outcomes.

These findings emphasize the importance of parental involvement in supporting and nurturing students' academic progress and social development. Parents who actively participate in their children's education can have a significant impact on their motivation, engagement, and overall success in school. Their visible aspirations serve as a source of inspiration and encouragement for the students.

Parental Involvement and Students' Engagement in Modular Learning Environments

To further enhance the understanding of the relationship between parental involvement and students' educational outcomes, it would be valuable for future research to explore the specific behaviors and practices exhibited by parents that contribute to positive student outcomes. Additionally, investigating the long-term effects of parental aspirations and involvement on students' educational and career trajectories would provide valuable insights for educators, parents, and policymakers.

Table 3. Perception Of The Students On Parent-Child Communication In School

Indicators	Mean	SD	Interpretation
My parents are making sure that they spend time talking to me about how I feel about modular learning.	3.08	0.77	Observed
My parents are sharing their academic experiences with me to motivate me in my endeavors.	3.01	0.67	Observed
My parents are always providing me with emotional support.	3.21	0.80	Observed
My parents are guiding me to discover how to cope with stress and frustrations.	3.83	0.66	Highly Observed
My parents are assisting me in setting weekly goals to monitor my academic development.	3.20	0.64	Observed
My parents are reminding me to study so that I do not fall behind the rest of the class.	3.04	0.65	Observed
My parents are assisting me in identifying my academic and personal strengths and weaknesses.	3.12	0.77	Observed
My parents are reminding me to be respectful in asking my teachers whenever I have questions regarding modular learning.	2.91	0.79	Observed
My parents are assisting me in discovering a study habit or strategy that will make learning enjoyable and exciting for me.	2.95	0.73	Observed
My parents are constantly advising me not to overwork myself when it comes to modular learning.	3.06	0.59	Observed
OVERALL	3.06	0.64	Observed

Legend: 1.00-1.49 Not Observed at All 2.50-3.49 Observed 1.50- 2.49 Less Observed 3.50- 4.00 Highly Observed

Table 3 presents the mean distributions of students' responses regarding their perception of parent-child communication about school in the modular learning environment. The results indicate that students perceive good parent-child communication in their educational setting, which plays a vital role in motivating them to learn and study effectively. The presence of effective communication between parents and students encompasses various aspects, including sharing knowledge and expertise, spending quality time in conversation, providing assistance in identifying strengths, and consistently reminding students not to feel overwhelmed by academic pressure.

According to Hollmann et al. (2016), high-quality parent-child communication involves creating an environment where parents actively encourage their children's opinions and provide a structured framework that respects diverse viewpoints. Parents establish structure by explaining their actions and fostering an atmosphere where children feel comfortable expressing their thoughts and ideas. This form of communication allows parents to understand the underlying motivations behind their children's behaviors and respond appropriately, while children gain a clear understanding of expectations placed upon them.

Furthermore, the quality of communication among family members, as highlighted by Broberg (2012), contributes significantly to the overall quality of parent-child relationships. Positive parent-child relationships, in turn, have a direct impact on children's well-being and overall development. Effective communication fosters understanding, trust, and a sense of belonging within the family unit, which can positively influence children's academic performance and emotional well-being.

The findings from Table 3 emphasize the importance of strong parent-child communication in the context of education. When parents and students engage in open and supportive communication about school-related matters, it creates an environment conducive to learning and growth. Effective communication allows parents to provide necessary guidance and support, while also enabling students to express their concerns, seek assistance when needed, and actively participate in their own educational journey.

To further explore the relationship between parent-child communication and student outcomes, future research could delve deeper into the specific communication strategies and practices that contribute to positive educational experiences.

Parental Involvement and Students' Engagement in Modular Learning Environments

Understanding the nuances of effective communication within the parent-child relationship can inform educators and parents about the best approaches to support students' learning and foster their overall well-being.

Table 4. Perception Of The Students On Home Structure

Indicators	Mean	SD	Interpretation
My parents are letting me borrow their gadgets like smartphones and laptops to be used in modular learning.	3.59	0.55	Highly Observed
My parents are using a good internet service provider for the better connection used in modular learning.	3.28	0.76	Observed
My parents are showing their support by giving me a good study corner in the house.	3.45	0.66	Observed
My parents are giving me home-related activities that will enhance my social and emotional skills.	3.33	0.66	Observed
My parents are making sure that I have appropriate home and school time to help me improve my performance in class.	3.04	0.78	Observed
My parents are providing me with healthy foods to make sure that I have the energy in doing my school-related activities.	3.04	0.67	Observed
My parents are providing books and study materials for me to use in my modular learning classes.	3.40	0.62	Observed
My parents are fully supporting my studies financially.	2.37	0.63	Less Observed
My parents are allowing me to express myself in our home.	2.25	0.66	Less Observed
My parents are making sure that I feel safe and loved in our home.	3.40	0.66	Observed
OVERALL	3.40	0.62	Observed

Legend: 1.00-1.49 Not Observed at All 2.50-3.49 Observed 1.50- 2.49 Less Observed 3.50- 4.00 Highly Observed

Table 4 presents the mean distributions of students' responses regarding their perception of home structure in the context of their modular learning environment. The results indicate that, on average, students perceive a positive home structure with an overall mean value of 3.40 and a standard deviation of 0.62, which is verbally interpreted as "Observed." This suggests that the parents of the respondents provide them with a healthy and conducive home environment for their learning and academic pursuits.

A key aspect of the perceived home structure is the provision of a suitable study space within the students' homes. By offering a dedicated study area, parents enable their children to have a designated space that supports concentration, focus, and productivity during their learning activities. This finding aligns with the study conducted by Sharma et al. (2012) as cited by Khan, Begum, and Imad (2012), which emphasizes the significant relationship between the home environment and students' overall lives. A supportive family environment, including a well-structured home environment, contributes to a child's self-esteem and sociability. This, in turn, positively impacts their academic achievement.

Moreover, Roemmich (2006) and Khan, Begum, and Imad (2012) assert that a child's educational activities are closely tied to their physical environment, particularly their home environment. The amenities and resources available at home both facilitate and constrain a child's engagement in educational activities. As children spend a significant amount of time at home, it is crucial that the home environment is conducive to learning. Adequate class preparation and practice at home play a fundamental role in a child's educational journey, considering that they spend only a limited number of hours in school each day.

The findings from Table 4 emphasize the importance of a well-structured home environment in supporting students' academic endeavors. When students have access to a conducive study space within their homes, it enhances their ability to engage in focused learning, complete assignments, and effectively utilize their time outside of school hours. A supportive home structure provides the necessary resources, organization, and support for students to excel academically.

Based on these findings, it is recommended that parents continue to prioritize and maintain a conducive home structure for their children's learning. This includes designating a specific study area, ensuring access to necessary learning materials, minimizing distractions, and fostering a supportive and encouraging atmosphere. Educators and schools can also play a role by providing guidance to parents on how to create an optimal home learning environment.

Parental Involvement and Students' Engagement in Modular Learning Environments

Further research could explore the specific elements and characteristics of a supportive home structure and its impact on students' academic performance. Understanding the interplay between the home environment and educational outcomes can inform interventions and strategies to enhance students' learning experiences and overall success.

Table 5. Perception Of The Students On Parental Participation In School-Related Activities

Indicators	Mean	SD	Interpretation
My parents are guiding me in doing school assignments and activities.	2.87	0.62	Observed
My parents are letting me join and participate in any kind of school-related activities.	2.85	0.71	Observed
My parents are attending a teacher-parent conference like card giving to know how I perform in modular learning.	3.12	0.66	Observed
My parents are assisting me in planning and creating schedules for my school activities in modular learning.	3.37	0.56	Observed
My parents are allowing me in using social media as a medium for good communication with my classmates and friends in modular learning.	3.24	0.65	Observed
My parents have the phone numbers of my teachers in case of an emergency.	3.24	0.65	Observed
My parents are willing to volunteer in our school activities like Brigada Eskwela.	2.99	0.74	Observed
My parents are helping me develop a sense of responsibility by completing my modular learning schoolwork.	3.23	0.67	Observed
My parents are in contact with my teachers to know how I'm doing in class.	3.45	0.58	Observed
My parents are recommending I participate in extracurricular activities to enhance my other skills.	3.48	0.58	Observed
OVERALL	3.15	0.43	Observed

Legend: 1.00-1.49 Not Observed at All 2.50-3.49 Observed 1.50- 2.49 Less Observed 3.50- 4.00 Highly Observed

Table 5 presents the mean distributions of students' responses regarding their perception of parental participation in school-related activities. The results indicate that, on average, students perceive their parents to be actively involved in school-related activities, with an overall mean value of 3.15 and a standard deviation of 0.43, which is verbally interpreted as "Observed." This suggests that students have observed and recognized their parents' engagement and support in various school-related endeavors.

All of the indicators included in Table 5 have a verbal interpretation of "Observed," indicating that students have observed their parents' behaviors related to their involvement in school activities. These behaviors include giving assistance in creating a class schedule, attending Brigada Eskwelas (a volunteer program for school maintenance and preparation), acquiring teachers' contact information, and attending Parent-Teacher Association (PTA) meetings. The students perceive that their parents actively participate in these activities, demonstrating their commitment to their children's education.

According to Cappella et al. (2013), parental involvement or engagement refers to the various activities that parents undertake to support their children's success in both school and life. This encompasses a wide range of actions, from ensuring their children are academically and physically prepared to actively participating in school events and meetings. Parental attendance at parent meetings, conferences, and PTA meetings, as well as volunteering their time and skills to the school and their child's classroom, are crucial for their child's success.

The findings from Table 5 are in line with the research conducted by Nihat Şad and Gürbüztürk (2013), which highlights the positive outcomes associated with parental involvement in education. Such involvement has been linked to increased student attendance and satisfaction with school, improved academic achievement, motivation, school attachment, responsibility, and confidence, enhanced social adaptation, and reduced discipline problems. These findings underscore the significant impact of parental participation on various aspects of a student's educational experience and overall well-being.

The observed parental participation in school-related activities, as perceived by the students, indicates that the parents are actively engaged in their children's education. Their involvement fosters a sense of support, collaboration, and shared responsibility between parents, students, and the school community. When parents actively participate in school-related

Parental Involvement and Students' Engagement in Modular Learning Environments

activities, it sends a powerful message to their children about the value of education and the importance of being engaged in the learning process.

It is essential for schools and educators to continue fostering and encouraging parental participation in school-related activities. This can be done through effective communication strategies, such as regular updates, invitations to events, and opportunities for parents to contribute their skills and knowledge. Recognizing and appreciating parents' involvement can further strengthen the home-school partnership, leading to improved student outcomes and a more positive school environment.

Future research could delve deeper into specific forms of parental participation and their impact on students' academic performance, motivation, and overall educational experience. Exploring effective strategies to promote and sustain parental involvement can provide valuable insights for educators, policymakers, and parents themselves.

INTERPERSONAL SKILLS

Table 6. Perception Of The Students On Ability To Listen And Understand

Indicators	Mean	SD	Interpretation
I listen attentively whenever someone is speaking.	3.61	0.57	Highly Practiced
I take note of whatever the speaker is saying.	3.44	0.58	Practiced
I focus my attention on whoever is speaking in front of me so that I could understand them better.	3.60	0.49	Highly Practiced
I use different listening materials from the Internet to improve my listening skills.	3.32	0.60	Practiced
I make sure to find a listening strategy that would best work for me to use in improving my academic performance.	3.41	0.57	Practiced
I pay attention to the speaker's tone of voice because it helps me understand the concepts easily.	3.41	0.57	Practiced
I search for additional information when I do not understand any lesson.	3.48	0.58	Practiced
I use my knowledge and experiences to help me easily understand something.	3.53	0.55	Highly Practiced
I understand better if there is someone who will guide me.	3.53	0.55	Highly Practiced
I use some keywords whenever the concept is vague and unclear so that I could still understand it.	3.51	0.53	Highly Practiced
OVERALL	3.53	0.50	Highly Practiced

Legend: 1.00-1.49 Not Observed at All 2.50-3.49 Observed 1.50- 2.49 Less Observed 3.50- 4.00 Highly Observed

Table 6 presents the mean distributions of students' responses regarding their interpersonal skills, specifically their ability to listen and understand. The results indicate that, on average, students' ability to listen and understand is highly practiced, with an overall mean value of 3.53 and a standard deviation of 0.50, which is verbally interpreted as "Highly Practiced." This suggests that students have developed and honed their interpersonal skills, specifically in the area of listening and understanding, within the modular learning environment.

The findings align with the research conducted by Karadüz (2010), as cited in Canpolat et al. (2015), which highlights the importance of positive affective behaviors during listening. When learners exhibit positive affective behaviors, such as motivation and eagerness, their active listening skills are enhanced, leading to a more careful and engaging listening experience. It has been shown that motivated individuals are more actively engaged in the listening process, whereas individuals who feel pressured or shy tend to be more passive and less successful learners.

The highly practiced interpersonal skills observed in students, particularly in the ability to listen and understand, can be attributed to the modular learning environment. Modular learning often involves independent study, self-paced learning, and the use of various learning resources. These aspects of modular learning require students to actively engage in listening and understanding instructional materials, seeking clarification when needed, and comprehending information effectively.

By practicing and developing their listening and understanding skills, students not only enhance their academic performance but also cultivate essential life skills. Effective listening and understanding are crucial in various contexts, including interpersonal relationships, teamwork, and communication in general. These skills enable students to actively participate in discussions, collaborate effectively with peers, and comprehend instructions and information accurately.

Parental Involvement and Students' Engagement in Modular Learning Environments

Educators play a vital role in promoting and fostering students' interpersonal skills, including listening and understanding. They can incorporate strategies such as active listening exercises, interactive discussions, and reflective activities that encourage students to engage actively with the learning materials and demonstrate their understanding (Siudad & Aliazas, 2022). Additionally, creating a supportive and inclusive learning environment where students feel comfortable expressing their thoughts and asking questions can further enhance their listening and understanding abilities.

Further research can explore the specific instructional strategies and approaches within the modular learning environment that contribute to the development of students' interpersonal skills, including listening and understanding. Understanding the factors that positively influence these skills can inform the design and implementation of effective teaching practices, ultimately benefiting students' overall learning experience and their ability to apply these skills beyond the classroom.

Overall, Table 6 illustrates that students' ability to listen and understand is highly practiced within the modular learning environment. This finding underscores the importance of developing strong interpersonal skills, as effective listening and understanding are essential for academic success and broader personal and professional growth. By nurturing and enhancing these skills, educators can empower students to become active and engaged learners who are equipped with the necessary tools to thrive in various interpersonal and academic contexts.

Table 7. Perception Of The Students On Assertiveness

Indicators	Mean	SD	Interpretation
I aim to express my wants and needs with respect.	3.57	0.52	Highly Practiced
I know when to say no in a calm and composed manner.	3.45	0.58	Practiced
I make sure to maintain eye contact with the person I'm talking to.	3.33	0.58	Practiced
I try to express myself clearly and confidently whenever I talk.	3.47	0.58	Practiced
I try to find the best time to talk and the appropriate tone for my voice.	3.45	0.53	Practiced
I speak with firmness to make stand whenever I am arguing with someone.	3.37	0.59	Practiced
I aspire to make sure that my facial expression remains calm at all times.	3.29	0.61	Practiced
I strive to increase my self-esteem to get the interest of the person I'm talking to.	3.25	0.55	Practiced
I try to find the balance between taking care of the needs of others without neglecting my own.	3.37	0.51	Practiced
I attempt to look firm yet as approachable as I can so that people won't be intimidated by me.	3.37	0.49	Practiced
OVERALL	3.44	0.53	Practiced

Legend: 1.00-1.49 Not Practiced at All 2.50-3.49 Practiced 1.50- 2.49 Less Practiced 3.50- 4.00 Highly Practiced

Table 7 presents the mean distributions of students' responses regarding their interpersonal skills, specifically their assertiveness. The results indicate that, on average, students' assertiveness is practiced, with an overall mean value of 3.44 and a standard deviation of 0.53, which is verbally interpreted as "Practiced." This suggests that students have developed and exercised assertiveness in their interactions, particularly when expressing their thoughts, opinions, or trying to convince others.

Assertiveness is a behavioral characteristic that involves expressing oneself in a confident and direct manner while respecting the rights and feelings of others. Students who practice assertiveness possess the ability to communicate their needs, desires, and opinions effectively without being overly passive or aggressive. They strike a balance between being respectful and assertive, which can lead to stronger relationships, improved self-efficacy, increased trust, and enhanced self-esteem.

The development of assertiveness skills is crucial for students, as it equips them with important tools for effective communication, conflict resolution, and self-advocacy. By practicing assertiveness, students learn to assert their rights and express themselves assertively, which can positively impact their personal and academic lives. Assertiveness enables students to navigate social interactions, negotiate and compromise effectively, and assert their boundaries.

The findings align with the research conducted by Sitota (2018), which emphasizes that assertive individuals are aware of their rights while acknowledging the rights of others. They consider the feelings of others and frame their requests or opinions in a pleasant yet firm manner. By practicing assertiveness, students learn to advocate for themselves in a respectful and assertive way, fostering positive relationships and developing their communication skills.

Parental Involvement and Students' Engagement in Modular Learning Environments

The study by Ghodrati et al. (2016) further supports the importance of assertiveness in adolescence. It highlights that assertiveness plays a significant role in boosting self-efficacy and improving interactions with others, leading to increased trust and self-esteem. Given the challenges faced by teenagers, including peer pressure and the need to establish their identity, assertiveness skills become particularly relevant. Building assertiveness skills empowers students to navigate social situations with confidence, make informed decisions, and maintain healthy boundaries.

To further enhance students' assertiveness skills, educators can incorporate activities and discussions that promote self-expression, active listening, and conflict resolution within the learning environment. Providing opportunities for students to practice assertiveness, such as engaging in debates, presenting arguments, or participating in group projects, can foster their ability to articulate their thoughts and opinions assertively.

Moreover, teaching students assertiveness skills can extend beyond the classroom and benefit their future endeavors. The ability to communicate assertively and advocate for oneself is valuable in various settings, such as college, the workplace, and personal relationships. By honing their assertiveness skills, students are better prepared to handle challenges, express their needs, and engage in constructive dialogue.

Overall, Table 7 indicates that students' assertiveness is practiced within the modular learning environment, with students demonstrating the ability to express themselves confidently and respectfully. Developing assertiveness skills is essential for effective communication, self-advocacy, and building positive relationships. By fostering assertiveness, educators empower students to navigate social interactions, make informed decisions, and establish healthy boundaries. These skills have far-reaching benefits and can positively impact students' personal and academic lives, preparing them for future success.

Table 8. Perception Of The Students On Decision Making

Indicators	Mean	SD	Interpretation
I try to look for the easiest and simplest decisions.	3.33	0.55	Practiced
I consider many things before coming up with a decision.	3.51	0.55	Highly Practiced
I set aside my feelings and emotions whenever I make decisions.	3.16	0.69	Practiced
I accept full responsibility for the outcomes of my decisions.	3.43	0.50	Practiced
I predict the possible consequences of the decisions I will make.	3.45	0.53	Practiced
I spend a lot of time evaluating my options before coming to important decisions.	3.47	0.50	Practiced
I try to choose the most practical option when I'm undecided about something.	3.39	0.57	Practiced
I thoroughly examined all the available information before I decide to avoid negative outcomes.	3.37	0.51	Practiced
I try to determine whether the decisions I make will have a short or long-term impact on my life.	3.47	0.50	Practiced
I carefully weigh the pros and cons before making decisions whether in terms of my studies or personal life.	3.44	0.55	Practiced
OVERALL	3.43	0.40	Practiced

Legend: 1.00-1.49 Not Practiced at All 2.50-3.49 Practiced 1.50- 2.49 Less Practiced 3.50- 4.00 Highly Practiced

Table 8 presents the mean distributions of students' responses regarding their interpersonal skills, specifically their decision-making abilities. The results indicate that, on average, students' perception of decision-making is practiced, with an overall mean value of 3.43 and a standard deviation of 0.40, which is verbally interpreted as "Practiced." This suggests that students apply analytical and critical thinking skills to ensure that their decisions are appropriate, just, and acceptable.

The findings suggest that students prioritize rational reasoning over emotional factors when making judgments. They demonstrate the ability to assess situations, consider different perspectives, and make informed decisions. While some decisions may seem minor and require little deliberation, students understand the significance of their choices, particularly those that may have a lasting impact on their personal and academic lives.

Effective decision-making skills are vital for students as they navigate various aspects of their lives, both inside and outside the classroom. Making wise and just judgments allows students to evaluate options, weigh consequences, and choose the best course of action. By developing strong decision-making skills, students become empowered to take ownership of their choices and shape their own future.

Parental Involvement and Students' Engagement in Modular Learning Environments

The study conducted by Mati, Gatumu, and Chandi (2016) supports the importance of involving students in the decision-making process. When students are actively engaged in educational decisions, such as school choices, the formulation of school rules, and disciplinary matters, they feel a sense of ownership and are more committed to implementing the decisions. By involving students in decision-making, educators and parents empower them to take responsibility for their choices, fostering a sense of autonomy and agency.

Engaging students in decision-making not only enhances their critical thinking and problem-solving abilities but also promotes their sense of belonging and engagement in the educational process. When students are given opportunities to participate in decision-making, they develop a deeper understanding of the reasoning behind choices and gain valuable skills for future endeavors.

Educators can further support students' decision-making skills by providing opportunities for reflection, problem-solving activities, and ethical discussions. By incorporating real-life scenarios and case studies into the curriculum, students can practice evaluating options, considering consequences, and making decisions based on ethical considerations. Additionally, fostering a supportive and inclusive classroom environment encourages students to express their viewpoints, challenge assumptions, and engage in respectful dialogue when making group decisions.

It is essential for students to recognize that decision-making is a continuous process, and they should feel empowered to reassess and modify their choices as new information emerges. By nurturing their decision-making skills, students develop the ability to adapt to changing circumstances, make informed choices, and take responsibility for the outcomes.

Overall, Table 8 demonstrates that students' perception of decision-making is practiced, indicating their ability to apply analytical and critical thinking to make appropriate and just judgments. Developing strong decision-making skills equips students with valuable tools for evaluating options, considering consequences, and taking ownership of their choices. Involving students in decision-making processes fosters a sense of ownership and engagement in their education, promoting autonomy and critical thinking. By nurturing students' decision-making skills, educators empower them to navigate challenges, shape their future, and become active participants in society.

Table 9. Perception Of The Students On Problem-Solving

Indicators	Mean	SD	Interpretation
I take a lot of time to figure out how to solve my problems.	3.29	0.63	Practiced
I ask myself a series of questions about the nature of the problem.	3.21	0.64	Practiced
I evaluate different options as I consider them the solutions to my problems.	3.48	0.64	Practiced
I take a moment to reflect on how far I've come since the problem was solved.	3.49	0.61	Practiced
I will try the other methods if I discover that my first approach was unsuccessful.	3.56	0.55	Practiced
I think about how I should choose between options when evaluating possible solutions	3.16	0.75	Practiced
I break the problems into smaller and more manageable parts to easily solve them.	3.36	0.63	Practiced
I start solving my problems by determining its cause then I try to find the possible solution to them.	3.11	0.67	Practiced
I am willing to consider all suggestions from other people if they will help me solve my problems.	3.43	0.57	Practiced
I try to approach problems from different perspectives and come up with multiple solutions.	3.16	0.79	Practiced
OVERALL	3.39	0.54	Practiced

Legend: 1.00-1.49 Not Practiced at All 2.50-3.49 Practiced 1.50- 2.49 Less Practiced 3.50- 4.00 Highly Practiced

Table 9 provides the mean distributions of students' responses regarding their perception of problem-solving skills. The overall mean value for students' perception of problem-solving is 3.39, with a standard deviation of 0.54, which is verbally interpreted as "Practiced." This indicates that students possess and actively engage in problem-solving abilities.

Parental Involvement and Students' Engagement in Modular Learning Environments

The results suggest that students are proficient in applying problem-solving strategies to understand cause and effect relationships. By developing problem-solving skills, students become more resilient and attentive, gaining the ability to approach challenges from different perspectives and take calculated risks.

Eskin (2018) highlights the importance of nurturing problem-solving skills in children. Although the development of these skills may vary among individuals, it is crucial for children to learn to approach issues with perseverance and creativity, particularly when faced with setbacks or conflicts. Problem-solving skills are fundamental in preparing children to tackle more complex academic and interpersonal challenges as they grow older.

Moreover, studies by Yenice (2012) and Korkut (2017), as cited in Eskin et al. (2018), identify two components of problem-solving strategies: positive and negative approaches. Positive thinking serves as the foundation for a positive approach to problem-solving. Individuals who adopt a constructive approach view problems as a natural part of life and maintain a positive attitude. They are optimistic about finding solutions, recognize that time and effort are necessary, and feel competent in their problem-solving abilities. This positive mindset contributes significantly to their overall problem-solving skills.

In fostering problem-solving skills among students, educators can provide opportunities for students to engage in hands-on, real-world problem-solving tasks. By presenting authentic and meaningful challenges, students can develop critical thinking, creativity, and resilience. Encouraging collaboration and teamwork allows students to learn from each other's perspectives, enhance their communication skills, and practice effective problem-solving strategies.

Furthermore, educators can incorporate explicit instruction on problem-solving techniques and strategies within the curriculum. Teaching students systematic approaches such as defining the problem, generating multiple possible solutions, evaluating options, and implementing the chosen solution can empower them to approach problems in a structured and methodical manner.

It is important to create a supportive and inclusive learning environment where students feel comfortable taking risks and embracing the learning opportunities embedded within problem-solving. By recognizing and celebrating students' efforts and progress in problem-solving, educators can foster a growth mindset and encourage a positive approach to challenges.

Overall, Table 9 demonstrates that students perceive their problem-solving skills as practiced, indicating their ability to apply strategies to understand cause and effect relationships and approach challenges with resilience. Developing problem-solving skills equips students with valuable tools for tackling academic and interpersonal issues, fostering creativity, perseverance, and a positive mindset. By incorporating problem-solving tasks and explicit instruction within the curriculum, educators can empower students to become effective problem-solvers who are well-prepared for the complexities of life.

Table 10. Perception Of The Students On Personal Stress Management

Indicators	Mean	SD	Interpretation
I avoid things that can stress me out.	3.43	0.57	Practiced
I separate my worries from doing my task at school.	3.49	0.53	Practiced
I give myself enough time to relax and unwind from my schoolwork.	3.39	0.52	Practiced
I listen to my favorite music whenever something is bothering me.	3.43	0.55	Practiced
I try to look for the good side of something whenever unexpected things happen.	3.40	0.55	Practiced
I prefer to ask my family and closest friends for advice whenever I feel down and lonely.	3.37	0.51	Practiced
I schedule time for my hobbies to help me cope with my worries and stress.	3.29	0.59	Practiced
I make sure to get enough sleep so that I can participate in any school-related activities.	3.41	0.50	Practiced
I take the time to think about all the good things in my life including my characteristics and abilities.	3.43	0.52	Practiced
I try to live a healthy lifestyle by exercising and eating nutritious foods to maintain a positive mindset.	3.33	0.56	Practiced
OVERALL	3.44	0.50	Practiced

Legend: 1.00-1.49 Not Practiced at All 2.50-3.49 Practiced 1.50- 2.49 Less Practiced 3.50- 4.00 Highly Practiced

Parental Involvement and Students' Engagement in Modular Learning Environments

Table 10 presents the mean distributions of students' responses regarding their perception of personal stress management. The overall mean value for students' perception of stress management is 3.44, with a standard deviation of 0.50, which is verbally interpreted as "Practiced." This indicates that students are actively engaged in handling and managing their personal stress.

The results reveal that students recognize the importance of staying ahead of stressors and allocating sufficient time for rest and relaxation to achieve good grades. They demonstrate the ability to separate their worries from completing their schoolwork, indicating effective stress management strategies.

Dimitrov (2017) conducted a study emphasizing the significance of prioritizing student well-being to address stress. The educational system often focuses primarily on academic achievements, which may not contribute enough to students' overall development. The numerous exams, assignments, and other activities that students must juggle throughout a semester can create relentless pressure and contribute to stress levels.

These findings are supported by Beilock (2015), as cited in Stupart (2022), who highlights the impact of stressful academic situations on students' performance. Improperly managed stress can hinder students from successfully achieving their academic goals. While students strive for academic excellence, they often encounter situations and events that induce stress. Balancing schoolwork with extracurricular activities and employment responsibilities adds further complexity to their lives.

To support students in effectively managing personal stress, educational institutions can implement strategies that prioritize student well-being. This can include providing resources and support services dedicated to stress management and mental health. Schools can also foster a positive and supportive learning environment that encourages open communication and dialogue about stress management techniques.

Teachers can incorporate stress management techniques within their curriculum, teaching students about the importance of self-care, time management, and effective coping mechanisms. Providing opportunities for physical activity, mindfulness exercises, and relaxation techniques can also contribute to stress reduction among students.

In addition, collaboration between educators, parents, and students is crucial in addressing stress management. Creating open channels of communication allows for a better understanding of students' individual needs and challenges, enabling the development of personalized strategies to manage stress effectively.

Furthermore, promoting a balanced approach to education by encouraging students to engage in extracurricular activities, hobbies, and social interactions can help mitigate stress. Encouraging students to develop time management skills and prioritize self-care activities fosters a healthier and more well-rounded approach to academic pursuits.

Overall, Table 10 indicates that students perceive themselves as practicing effective personal stress management. They prioritize their well-being, allocate time for rest and relaxation, and separate worries from their schoolwork. Acknowledging the impact of stress on academic performance, it is essential for educational institutions to prioritize student well-being and provide resources and support services to help students effectively manage stress. Collaborative efforts among educators, parents, and students, along with the implementation of stress management strategies within the curriculum, can contribute to fostering a healthier and more balanced approach to education.

Table 11. Correlation Between Parental Involvement And Interpersonal Skills Of The Students In Modular Learning Environments

Parental Involvement	Interpersonal Skills						Overall
	Ability to Listen & Understand	Assertiveness	Decisive Making	Problem Solving	Personal Stress Management		
Parental aspirations for children's education	.263*	.294*	.286*	.353**	.518**		.353**
Parent-child communication about school	.187	.403**	.147	.281*	.422**		.288*
Home structure	.394**	.305**	.272**	.327**	.453**		.375**
Parental participation in school-related activities	.322**	.188	-.044	.067	.230*		.197

Legend: **. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).

The table above indicates a moderately significant relationship between parental involvement and interpersonal skills. Factors such as providing a good home structure, parental aspirations for children's education, and effective parent-child communication contribute to the enhancement of students' interpersonal skills.

Parental Involvement and Students' Engagement in Modular Learning Environments

This finding is consistent with the study conducted by Melhuish et al. (2008, 2010), which highlights the positive impact of an optimal home learning environment created by parents on children's cognitive and social development. These gains ultimately influence their academic achievement and readiness for the future.

Table 13 further supports the relationship between parental involvement and interpersonal skills, specifically in terms of parental aspirations for children's education, providing a good home structure, and parent-child communication about school. These factors are moderately significant in relation to the development of assertiveness, problem-solving, and personal stress management skills in students.

Redding (2014) and Taylor et al. (2017) emphasize the importance of parents as support systems for children's social and emotional learning. This process involves acquiring and applying knowledge, attitudes, and abilities that help children understand and manage emotions, set goals, empathize with others, and make responsible decisions.

However, the table also reveals that parental involvement, specifically in terms of parent-child communication about school, does not have a significant relationship with the students' ability to listen and understand and decision-making skills. This suggests that communication between students and parents may not directly impact these particular aspects of interpersonal skills.

On the other hand, parental participation in school-related activities shows a weak significance to students' interpersonal skills. It only exhibits a significant relationship with the students' ability to listen and understand and personal stress management. Parental participation does not significantly correlate with assertiveness, decision-making, and problem-solving skills. This may be due to the limited interaction between parents and students solely focused on school-related activities, which may not have an observable impact on students' overall interpersonal skills.

Roy and Giraldo-Garcia (2018) highlight the importance of parents preparing children for the challenges they will face in various interpersonal interactions, both within academic contexts and throughout their lives outside of school. While parental involvement in school-related activities may not directly impact all aspects of students' interpersonal skills, it remains essential for parents to support their children's overall development beyond the school environment.

Overall, parental involvement plays a moderately significant role in enhancing students' interpersonal skills, particularly in terms of providing a good home structure, parental aspirations for education, and effective parent-child communication. These factors contribute to the development of assertiveness, problem-solving, and personal stress management skills. However, the impact on students' ability to listen and understand and decision-making skills is less significant. Parental participation in school-related activities shows weak significance and primarily affects students' ability to listen and understand and personal stress management. Nonetheless, parents play a crucial role in preparing children for interpersonal interactions both within and outside of the academic realm.

Table 12. Correlation Between Parental Involvement And Students' Engagement In Modular Environments In Terms Of Academic Performance

Parental Involvement	Academic Performance
Parental aspirations for children's education	.094
Parent-child communication about school	-.056
Home structure	-.031
Parental participation in school-related activities	-.057

Legend: **. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).

Table 12 indicates that there is no significant relationship between parental involvement and the academic performance of the students. This finding suggests that parental involvement alone does not directly impact students' academic achievements. Despite observing parental involvement, the academic performance of the respondents remains unaffected. This implies that there are other factors at play that influence students' academic performance.

Factors such as the students' economic situation, parents' educational backgrounds, and internal and external motivation can also significantly affect their academic achievement. Brew et al. (2021) explain that various elements, including the educational and financial status of parents, accessibility to educational resources like textbooks, libraries, and practical labs, as well as the quality of teachers, can have a substantial impact on students' academic success. Students who have favorable exposure to these elements are more likely to perform better academically compared to those who do not.

Additionally, the student's immediate environment, as discussed by Roman (2014), can also influence their academic performance. However, parents can provide choices and opportunities that may positively impact their child's performance.

Parental Involvement and Students' Engagement in Modular Learning Environments

Rahman (2001) emphasizes that different parenting styles can lead to varying results in student achievement. It is important for parents to go beyond being material providers and act as mentors, helping children find their own pathways in a globalized world where technical and social/emotional skills are crucial for academic success (Roy and Giraldo-Garcia, 2018).

While this study contradicts the findings of Suárez-Orozco et al. (2009), which suggest that high school students who spend more time on homework, monitored by their parents, achieve higher grades, other studies indicate that supporting and encouraging students' aspirations has a significant positive effect on their academic achievement. When students are guided by their intrinsic motivation, it can contribute to their overall academic success.

Overall, the absence of a significant relationship between parental involvement and students' academic performance indicates that parental involvement alone does not directly impact academic achievements. Students' academic performance is influenced by various factors, including their economic situation, parents' educational backgrounds, access to resources, and individual motivation. Parental involvement should be seen as one aspect of a comprehensive approach to supporting students' academic success, alongside other factors such as educational resources, the student's environment, and their intrinsic motivation.

IV. CONCLUSION

Based on the results of the study, several conclusions were formulated. First, the academic performance of the students in modular learning environments was found to be at an advanced proficiency level. This indicates that the students demonstrated exemplary knowledge, skills, and core understanding of the lessons, which they were able to apply and maximize in authentic performance tasks.

Regarding parental involvement, the perceived level of the respondents in terms of parental aspirations for children's education, parent-child communication about school, home structure, and parental participation in school-related activities was found to be satisfactory. This implies that parents are actively involved in the education of their children.

Furthermore, the perceived level of the respondents' interpersonal skills in the modular learning environment was also found to be satisfactory, with a verbal interpretation of "Practiced." This indicates that the students regularly practiced their interpersonal skills in the modular learning environment.

The study found that parental involvement was not significantly related to students' engagement in modular environments in terms of academic performance. This suggests that other factors beyond parental involvement influence and affect students' performance.

However, a moderately significant relationship was observed between parental involvement and students' interpersonal skills in terms of their ability to listen and understand, assertiveness, decision-making, problem-solving, and personal stress management. This indicates that when parents are involved in their children's education, it contributes to the students' practice and utilization of their interpersonal skills.

Based on these conclusions, several recommendations were made. For the institution, it is suggested that they provide more opportunities for parents to be involved in the development of students' knowledge and skills. This could include organizing parent seminars to promote parental involvement in the classroom and facilitate positive outcomes for students and the school. These sessions would offer a platform to share academic accomplishments and discuss enrichment or intervention strategies to support student learning.

For parents, it is recommended that since parental involvement was found to have no significant relationship with academic performance, they may focus more on being involved in the cognitive development of their children and helping them practice their interpersonal skills at school.

For future researchers, it is advised to conduct follow-up studies that incorporate additional parameters on parental involvement and students' engagement in different learning modalities. Exploring more variables related to this topic would contribute to a deeper understanding of the complex dynamics between parental involvement and student outcomes.

REFERENCES

- 1) Abid, N., Ali, R., & Shoaib, A. (2022). Students' interpersonal skills and its association with their academic. Retrieved July 25, 2022, from https://www.researchgate.net/publication/355162581_Students'_interpersonal_skills_and_its_association_with_their_academic_achievement_in_secondary_school_of_Pakistan
- 2) Aliazas, V. M., & Elisa, N. (2021). Work Culture and Learning Organization Practices in Promoting Work Productivity among Public Elementary School Teachers. *International Journal of Educational Management and Development Studies*, 2(3), 39-60.

Parental Involvement and Students' Engagement in Modular Learning Environments

- 3) American Psychological Association. (n.d.). How to help children and teens manage their stress. American Psychological Association. Retrieved February 3, 2022, from <https://www.apa.org/topics/child-development/stress>
- 4) Boi, B.L. (2020) The Influence of Home Environment on Learning Achievements among Students' in Public Day Secondary Schools in Mbulu Town Council-Tanzania. The University of Dodoma, Dodoma.
- 5) Brew, E. Nketiah, B. Koranteng, R. (2021). A Literature Review of Academic Performance, an Insight into Factors and their Influences on Academic Outcomes of Students at Senior High Schools. Retrieved from, https://www.researchgate.net/publication/352024974_A_Literature_Review_of_Academic_Performance_an_Insight_into_Factors_and_their_Influences_on_Academic_Outcomes_of_Students_at_Senior_High_Schools
- 6) Broberg M, Ferm U, Thunberg G. Measuring responsive style in parents who use AAC with their children: development and evaluation of a new instrument. *Augmentative and Alternative Communication* 2012;28(4):243-53. [DOI: 10.3109/07434618.2012.740686; PUBMED: 23256856]
- 7) Brooks, A. (2019, November 18). Experts discuss the importance of positive parental involvement in education. Rasmussen University. Retrieved December 13, 2021, from <https://www.rasmussen.edu/degrees/education/blog/parental-involvement-in-education/>.
- 8) Brossard, M. Cardoso, M. et.al., (2020). Parental engagement in children's learning: Insights for remote learning response during COVID-19. UNICEF. Retrieved December 13, 2021, from <https://www.unicef-irc.org/publications/1091-parental-engagement-in-childrens-learning.html>.
- 9) Cahapay, M. B. (2021). Involvement of Parents in Remote Learning of Children amid COVID-19 Crisis in the Philippines: A Transcendental Phenomenology | *International Journal of Sociology of Education*. Retrieved December 13, 2021, from https://www.hipatiapress.info/_ojs3/index.php/rise/article/html/7317.
- 10) Canpolat, M., Kuzu, S., Yıldırım, B. & Canpolat, S. (2015). Active listening strategies of academically successful university students. *Eurasian Journal of Educational Research*, 60,163-180 Doi: 10.14689/ejer.2015.60.10
- 11) Capella, McClowry, McCormick, & O'Connor. (2013). Parent Involvement, Emotional Support, and Behavior Problems: An Ecological Approach. Retrieved from https://www.researchgate.net/publication/259727345_Parent_Involvement_Emotional_Support_and_Behavior_Problems_An_Ecological_Approach
- 12) Carada, I., Aliazas, J. V., Palacio, L., & Palacio, C. M. A. (2022). Perceived Skills and Employability of Senior High School Graduates: Basis for Youth Employment Policy. *International Journal of Social Sciences and Humanities Invention*, 9(01), 6759-6766.
- 13) Crede, J., Wirthwein, L., McElvany, N., and Steinmayr, R. (2015). Adolescents' academic achievement and life satisfaction: the role of parents' education. *Front. Psychol.* 6:52. doi: 10.3389/fpsyg.2015.00052
- 14) Delgado, P. (2019). The importance of parental involvement in teaching - observatory | institute for the future of education. Google. Retrieved December 13, 2021, from <https://www.google.com/amp/s/observatory.tec.mx/education/the-importance-of-parental-involvement-in-teaching%3fformat=amp>.
- 15) Dimaano, J.R. & Panoy, J.F.D. (2022). Exploring the Role of Science Engagement and Learning Interaction in Acquiring 21st-Century Skills of Grade 7 Online Distance Learners. *IOER International Multidisciplinary Research Journal*. 4(3) 90-98. <https://doi.org/10.54476/ioer-imrj/90700>
- 16) Dogomeo, J., & Aliazas, J. V. (2022). Dual Coding Cognition in Devising Infographics for an Enhanced Students' Scientific Knowledge. *International Journal of Science, Technology, Engineering and Mathematics*, 2(4), 1-17.
- 17) Dimitrov. (2017). ACADEMIC STRESS AMONGST STUDENTS: A REVIEW OF LITERATURE. <https://www.pimrindore.ac.in/vol4issue2vol5issue1/5.ACADEMIC%20STRESS%20AMONGST%20STUDENTS%20A%20REVIEW%20OF%20LITERATURE.pdf>. Retrieved February 3, 2022.
- 18) Eskin, M. (2018). Sorun çözme terapisi [Problem solving therapy]. Ankara: Altınordu Yayın.
- 19) Ghodrati, F., Tavakoli, P., Heydari, M., Akbarzadeh, N. (2016). Investigating the relationship between self-esteem, assertiveness and academic achievement in female high school students. *Health Science Journal*,10(4), 1-5.
- 20) Getting parents involved in schools. (n.d.) Retrieved December 13, 2021, from <https://www.readingrockets.org/article/getting-parents-involved-schools>.
- 21) Guo, X. Liu, C. Liu, X. Luo, L. Lv, B. Zhou, H. (2016). The Relationship between Academic Achievement and the Emotional Well-Being of Elementary School Children in China: The Moderating Role of Parent-School Communication. Retrieved from, <https://www.frontiersin.org/articles/10.3389/fpsyg.2016.00948/full#:~:text=Academic%20achievement%20was%20positively%20correlated,et%20al.%2C%202015>.

Parental Involvement and Students' Engagement in Modular Learning Environments

- 22) Hollmann J., Gorges J., Wild E. (2016). Motivational antecedents and consequences of the mother-adolescent communication. *J. Child Family Stud.* 25 767–780. 10.1007/s10826-015-0258-8 [CrossRef] [Google Scholar]
- 23) Hoover-Dempsey, K., Shenker, S., and Walker, J.M.T.(2010). Why Do Parents Become Involved in their Children's Education Implications for School Counselors? Retrieved, from https://www.researchgate.net/publication/277363855_Why_Do_Parents_Become_Involved_in_Their_Children's_Education_Implications_for_School_Counselors
- 24) Khan, F. N., Begum, M., & Imad, M. (n.d.). Relationship between students' home environment and ... - ed. Retrieved February 22, 2022, from <https://files.eric.ed.gov/fulltext/EJ1266643.pdf>
- 25) Magsambol, B. (2020). 8.8 million parents prefer modular learning for students – deped. *RAPPLER*. Retrieved December 13, 2021, from <https://www.rappler.com/nation/depd-says-parents-prefer-modular-learning-students/>.
- 26) McNeal Jr, R. B. (2014). EJ1053945 PDF. Scribd. Retrieved February 3, 2022, from Delgado, P. (2019, October 28). The importance of parental involvement in teaching - observatory: Institute for the future of education. *Observatory*. Retrieved February 4, 2022, from <https://observatory.tec.mx/edu-news/the-importance-of-parental-involvement-in-teaching>
- 27) Mati, A., Gatumu, J. C., & Chandi, J. R. (2016). Students' Involvement in Decision Making and Their Academic Performance in Embu West Sub-County of Kenya.
- 28) Melhuish, E. (2010). Why children, parents, and home learning are important. In K. Sylva, E. Melhuish, P. Sammons, I. Siraj-Blatchford, & B. Taggart (Eds.), *Early childhood matters: Evidence from the effective preschool and primary education project* (pp. 44–59). Abingdon, UK: Routledge.
- 29) Nisbet, J. (2021). How parental involvement in education helps children in school. *Prodigy Education*. Retrieved December 13, 2021, from <https://www.prodigygame.com/main-en/blog/parental-involvement-in-education/>
- 30) Ortiz, A. M., & Alianzas, J. V. (2021). Multimodal Representations Strategies in Teaching Science Towards Enhancing Scientific Inquiry Skills Among Grade 4. *IOER International Multidisciplinary Research Journal*, 3(3), 107-118.
- 31) Parent involvement, academic achievement and the role ... - ed. (n.d.). Retrieved February 3, 2022, from <https://files.eric.ed.gov/fulltext/EJ1053945.pdf>
- 32) Parental involvement in child's ... - leena-luna.co.jp. (n.d.). Retrieved February 3, 2022, from [http://www.ajmse.leena-luna.co.jp/AJMSEPDFs/Vol.3\(2\)/AJMSE2014\(3.2-05\).pdf](http://www.ajmse.leena-luna.co.jp/AJMSEPDFs/Vol.3(2)/AJMSE2014(3.2-05).pdf)
- 33) Parental involvement in the Philippines: A review of literatures - ed. (n.d.). Retrieved from <https://files.eric.ed.gov/fulltext/EJ1207994.pdf>
- 34) Pe Dangle, Y.R. & Sumaoang, J.D. (2020). The Implementation of Modular Distance Learning in the Philippine Secondary Public Schools. Retrieved from, <https://www.dpublication.com/abstract-of-3rd-icate/27-427/>
- 35) Peate, I. (2013). *The Student Nurse Toolkit*. Google Books. Retrieved July 25, 2022, from https://books.google.com.ph/books?id=NUsSAAAAQBAJ&printsec=frontcover&dq=The%2Bstudent%2Bnurse%2Btoolkit&hl=en&sa=X&redir_esc=y#v=onepage&q=The%20student%20nurse%20toolkit&f=false
- 36) Rahman, J. (2001). The effects of parent involvement on student success. Retrieved July 24, 2022, from <https://core.ac.uk/download/pdf/5065946.pdf>
- 37) Redding, S. (2014). *The “something other”: Personal competencies for learning and life*. Philadelphia, PA: Temple University, Center on Innovations in Learning. Retrieved from http://www.adi.org/downloads/TheSomethingOther_rev03.10.15.pdf
- 38) Roman, M.D. (2014) Students' Failure in Academic Environment. *Procedia-Social and Behavioral Sciences*, 114, 170-177. <https://doi.org/10.1016/j.sbspro.2013.12.679>
- 39) Sharma, B. Kumar, A. and Sarin, J. (2016). Academic Stress, Anxiety, Remedial Measures Adopted and Its Satisfaction among Medical Student, A Systematic Review, *International Journal of Health Sciences and Research*, 6(7), 368-376
- 40) Sharma et al., (2017). Academic Stress Amongst Students: A Review Of Literature. Retrieved February 3, 2022, from <https://www.pimrindore.ac.in/vol4-issue2-vol5-issue1/5>.
- 41) Singh, K., Bickley, P., Trivette, P. S., Keith, T., Keith, P., & Anderson, E. (1995). The effects of four components of parental involvement on eighth-grade student achievement: Structural Analysis of Nels-88 data: Semantic scholar. Retrieved July 25, 2022, from <https://www.semanticscholar.org/paper/The-Effects-of-Four-Components-of-Parental-on-of-Singh-Bickley/ec6971e650b7d9a61f067928fb4047e3d88533b5>
- 42) Sitota, G. (2018). *Files.eric.ed.gov*. Retrieved May 22, 2022, from <https://files.eric.ed.gov/fulltext/EJ1314770.pdf>

Parental Involvement and Students' Engagement in Modular Learning Environments

- 43) Ciudad, R. J., & Aliazas, J. V. (2022). Learning Readiness and Level of Science Learning Outcomes in Modular Distance Modality. *International Journal of Science, Technology, Engineering and Mathematics*, 2(4), 39-53.
- 44) Stupart, Y. (2022). How Stress Affects College Students' Academic Performance. Retrieved from, <https://owlcation.com/academia/College-Life-The-Effects-of-Stress-on-Academic-Performance#:~:text=Further%2C%20Dr.,impact%20the%20performance%20of%20students>.
- 45) Suárez-Orozco, C., Suárez-Orozco, M. M., & Todorova, I. (2009). *Learning a new land: Immigrant students in American society*. Cambridge, MA: Harvard University Press.
- 46) Suldo, S. M., Shaffer, E. J., and Riley, K. N. (2008). A social-cognitive-behavioral model of academic predictors of adolescents' life satisfaction. *Sch. Psychol. Q.* 23, 56–69. doi: 10.1037/1045-3830.23.1.56
- 47) Williams, D. (2021, October 12). Child development theories: Lev Vygotsky. *First Discoverers*. Retrieved December 5, 2021, from <https://www.firstdiscoverers.co.uk/lev-vygotsky-child-development-theories/>.
- 48) Zhang, Y. (1AD, January 1). Quality matters more than quantity: Parent–child communication and adolescents' academic performance. *Frontiers*. Retrieved February 22, 2022, from <https://www.frontiersin.org/articles/10.3389/fpsyg.2020.012>



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.