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Parents' Support and Self-Efficacy in the Implementation of Modular Learning Modality

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Abstract

This study determined the levels of parents' support and self-efficacy in the implementation of modular learning modality in one district of a fourth-class municipality in a medium-sized schools division in Central Philippines during School Year 2023–2024. Using a descriptive research design, the study involved 147 parents from six schools who were identified based on their involvement in modular learning. Data were gathered using a researcher-made questionnaire and analyzed using frequency, percentage, mean, and Mann–Whitney U test. Findings revealed that parents demonstrated a very high level of support in facilitating learning and providing a pleasant learning environment, while a high level was observed in getting and returning modules. Parents also exhibited a very high level of self-efficacy in addressing learners' behavior and a high level in motivation and social environment. Comparative analyses revealed no significant differences in parents' support according to age, number of children, and average family monthly income in most areas. However, a significant difference was found in providing a pleasant learning environment according to average family monthly income. Similarly, parents' self-efficacy did not significantly differ across the profile variables in terms of motivation and behavior, while age significantly differentiated self-efficacy in the social environment. The findings indicate that parents generally provide strong support and demonstrate confidence in assisting their children with modular learning, although selected demographic factors may influence particular dimensions of their support and self-efficacy.

Keywords: *modular learning modality, parental support, parent self-efficacy, parental involvement, home learning environment*

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Introduction:

Nature of the Problem

The delivery of quality education requires the active participation of various stakeholders, particularly parents, whose involvement becomes even more important when learning takes place beyond the traditional classroom. This principle is consistent with the United Nations Sustainable Development Goal (SDG) 4, which seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all," particularly through the attainment of effective learning outcomes among children and young people (United Nations, n.d.). In learning arrangements where students are expected to work more independently, the home becomes an important extension of the learning environment. Parents may consequently assume multiple roles by providing learning materials, establishing an appropriate study environment, monitoring the completion of learning tasks, offering encouragement, and assisting learners when difficulties arise. Such support may also contribute to learners' self-efficacy, or their confidence in their capacity to successfully perform learning tasks. Thus, examining parents' support alongside learners' self-efficacy is important in understanding how home-based learning arrangements can contribute to the broader goal of providing accessible, equitable, and meaningful educational experiences.

In the Philippine setting, modular learning became a major alternative learning delivery modality when the Department of Education (DepEd) implemented its Basic Education Learning Continuity Plan. Data from the Learner Enrollment and Survey Form showed that approximately 8.8 million parents preferred modular learning, making it the most preferred distance-learning option at the beginning of its large-scale implementation (Department of Education [DepEd], 2020a). The approach relied substantially on Self-Learning Modules and required close coordination among schools, teachers, learners, and families. Recognizing the critical role of the home, DepEd required school learning continuity plans to include orientation and training for parents as well as communication mechanisms through which parents and learners could raise concerns regarding learning modalities (DepEd, 2020b). DepEd likewise emphasized that parents play a vital role in facilitating successful learning experiences at home and acknowledged the need for continued capacity-building to strengthen their participation (DepEd, 2021). These initiatives underscore that the effectiveness of modular learning does not depend solely on the quality of instructional materials but also on the support available to learners within their homes.

Despite the recognized importance of parental involvement, evidence from Philippine schools reveals continuing challenges that may affect both parental support and learners' confidence in accomplishing modular learning tasks. Bautista (2021) found that parents encountered difficulties in understanding their responsibilities as learning facilitators, teaching module content, managing time, maintaining positive interactions with their children, and understanding the lessons themselves. Similarly, Domingo (2022) reported that one of the major limitations experienced by learners in modular distance learning was the insufficient knowledge of parents or family members who assisted them, while Tamayo (2023) identified inadequate parental support and parents' difficulty in teaching their children among the challenges associated with

modular learning. Although previous Philippine studies have documented parental difficulties and involvement, there remains a need for context-specific investigations that simultaneously examine the extent of parents' support and the self-efficacy of learners in the implementation of modular learning modality, particularly in settings where modular approaches continue to serve particular learners or educational circumstances. Moreover, while Sumbilon and Valmorida (2023) examined parental involvement and self-efficacy among TVL learners, further investigation across specific local populations and educational contexts is necessary to determine whether patterns observed elsewhere are also evident among the learners targeted in the present study.

The present study is further motivated by the researcher's recognition that successful modular learning involves more than the distribution and completion of learning modules; it requires a supportive home environment and learners who believe in their capacity to manage and accomplish learning tasks independently. The researcher has observed that parents differ in the amount and type of assistance they are able to provide because of variations in time, educational background, work responsibilities, resources, and familiarity with academic content. At the same time, learners may differ in their confidence to understand instructions, complete activities, overcome learning difficulties, and persist when direct teacher assistance is limited. These circumstances prompted the researcher to determine the level of parents' support and learners' self-efficacy in the implementation of modular learning modality and to examine the relationship between these variables. By addressing these concerns, the study intends to generate empirical evidence that may guide schools, teachers, and parents in developing appropriate interventions, parent-support mechanisms, and learner-centered strategies that strengthen both family participation and learners' capacity for independent learning, thereby contributing to the continuing pursuit of inclusive and quality education.

Current State of Knowledge

Existing research provides substantial evidence that parental support plays an important role in learners' experiences and outcomes under modular learning. Abellaneda et al. (2022), in a study involving 180 students in Mandaue City, examined students' motivation and parental support in modular learning. The findings indicated that students generally received support from their parents, particularly through the provision of learning needs, encouragement, and assistance in completing school requirements. The study further established an association between parental support and learners' motivation, suggesting that the family environment can contribute to learners' willingness to engage with learning tasks despite the reduced direct interaction with teachers characteristic of modular instruction. This highlights the importance of examining parental support not merely as logistical assistance but as a factor that may contribute to learners' psychological readiness to learn independently.

Similarly, parental involvement has been associated with learners' academic outcomes in modular distance learning. A study on Grade 6 learners in a Philippine public school found that parents' involvement varied according to educational attainment and family monthly income and that these socioeconomic characteristics were also associated with their children's academic

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achievement. More importantly, parental involvement was significantly related to learners' academic performance, reinforcing the importance of parents as learning partners in home-based instruction. Dizon et al. (2023) likewise investigated parental involvement, family structure, and students' final grades in Science during modular distance education and emphasized the role of family-related factors in learners' academic experiences. Collectively, these findings demonstrate that the extent to which parents can participate in their children's learning may be shaped by family circumstances and may consequently influence how effectively learners manage modular instruction.

Moreover, research has revealed that parental participation in modular learning is not without difficulties. Cudillo et al. (2022), who investigated 318 parents of secondary school students, found that finances, supervision of their children's studies, and limited teaching skills were among the most significant individual-related challenges experienced by parents during modular distance learning. Their findings further indicated a weak but significant relationship between institutional-related parental challenges and their children's academic performance. These results suggest that although parents are expected to function as important learning partners, their ability to provide adequate assistance may be constrained by their resources, knowledge, and capacity to facilitate learning. Consequently, evaluating the level of parental support remains important because the mere presence of parents at home does not necessarily indicate that learners receive the academic, emotional, and material support required for successful independent learning.

In relation to both major variables of the present study, Sumbilon and Valmorida (2023) provide particularly relevant evidence. Their study involved 44 teachers, 198 parents, and 198 TVL students from four secondary schools in Bukidnon and examined teaching strategies, parental involvement, learner self-efficacy, and performance in modular distance learning. The researchers found that learners demonstrated confidence in handling self-learning modules and that both parental involvement and learners' self-efficacy were significantly associated with academic performance. More notably, parental involvement emerged as the strongest predictor of students' achievement. These findings support the proposition that learners' success in modular learning may depend not only on their personal confidence in accomplishing learning tasks but also on the quality of support they receive from their parents. Thus, parental support and self-efficacy may operate as complementary resources that enable learners to manage the demands of relatively independent learning.

Furthermore, a study by Ducay et al. (2025), "English Language Learning Anxiety and Self-Efficacy of Learners in Modular Learning," examined 262 Grade 8 learners from a national high school in Western Visayas, Central Philippines, and found that learners experienced a moderate level of English language learning anxiety but a low level of self-efficacy. A significant negative relationship was found between anxiety and self-efficacy, indicating that learners who experienced greater anxiety tended to demonstrate lower confidence in their capacity to accomplish learning tasks. The researchers emphasized that self-efficacy is particularly important in modular learning because learners are required to interpret instructions, manage tasks, and complete modules with limited direct teacher assistance. The study is especially relevant to the present research because it provides evidence from a Western Visayas context that

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learners' confidence remains a critical concern in modular learning and points to the need for stronger support and guidance in home-based learning environments.

Taken together, the existing body of knowledge establishes that parental involvement and support are associated with learners' motivation and academic outcomes, while self-efficacy contributes to learners' capacity to manage the demands of independent modular learning. Nevertheless, an important contextual and empirical gap remains. Much of the available Philippine literature has examined parental involvement in relation to academic performance, parental challenges, or student motivation, while studies of self-efficacy have frequently linked it with anxiety, performance, or other learner-related variables. Although Sumbilon and Valmorida (2023) examined parental involvement and self-efficacy together, their investigation focused specifically on TVL students in Bukidnon. Likewise, Ducay et al. (2025) provided evidence on modular-learning self-efficacy in Western Visayas but focused on its relationship with English language learning anxiety rather than parental support. Hence, further localized investigation of the relationship between parents' support and learners' self-efficacy in the implementation of modular learning modality is warranted. The present study addresses this gap by examining whether differences in the support learners receive from their parents are associated with their confidence and perceived capability to accomplish the demands of modular learning.

Theoretical Underpinnings

The present study is anchored on Bronfenbrenner's Ecological Systems Theory and Bandura's Self-Efficacy Theory. Bronfenbrenner's theory provides the theoretical foundation for understanding parents' support, emphasizing the influence of the learner's immediate environment and the interaction between the home and school. Meanwhile, Bandura's Self-Efficacy Theory explains learners' self-efficacy, particularly their beliefs about their capability to organize and perform the actions necessary to accomplish learning tasks. Together, these theories provide a framework for explaining how environmental support from parents and learners' personal beliefs in their capabilities may contribute to their experiences in the implementation of modular learning.

Bronfenbrenner's Ecological Systems Theory, introduced by Bronfenbrenner (1979), explains human development as occurring through interactions between individuals and multiple interconnected environmental systems. Of particular relevance to the present study is the microsystem, which encompasses the learner's immediate environments, including the family and school, and the mesosystem, which represents the relationships among these immediate environments. Within an educational context, parents constitute an important component of the learner's microsystem because their direct interactions, supervision, encouragement, provision of learning resources, and assistance with academic activities can influence the learner's educational experiences. Likewise, the interaction between the home and school represents the mesosystem through which parents and teachers work together to support learning. Research applying Bronfenbrenner's framework to parental involvement has demonstrated that home-

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based parental involvement and home-school relationships are relevant to educational outcomes (Seginer, 2006).

On the other hand, Bandura's Self-Efficacy Theory, situated within Social Cognitive Theory, explains self-efficacy as individuals' beliefs about their capabilities to organize and execute actions required to attain particular outcomes (Bandura, 1997). Self-efficacy influences how individuals approach tasks, the effort they exert, their persistence when confronted with difficulties, and their responses to challenging situations. In an educational setting, learners with stronger academic self-efficacy are more likely to believe that they can successfully accomplish learning activities and persist when difficulties arise. This is especially relevant in modular learning, where learners may be expected to understand instructions, manage their learning time, complete activities, and solve learning difficulties with greater independence than in conventional face-to-face instruction. Thus, self-efficacy provides an appropriate theoretical lens for understanding learners' confidence in performing the academic responsibilities associated with modular learning.

Taken together, the two theories explain the major variables of the present study from environmental and personal perspectives. Bronfenbrenner's Ecological Systems Theory suggests that the support provided by parents within the home environment constitutes an important proximal influence on learners, while Bandura's Self-Efficacy Theory explains how learners' beliefs in their own capabilities influence their willingness and persistence in accomplishing learning tasks. Accordingly, the present study assumes that the support learners receive from their parents through academic assistance, monitoring, encouragement, communication, and provision of learning resources may be associated with their self-efficacy in accomplishing modular learning activities. The integration of these theories therefore supports the investigation of the relationship between parents' support and learners' self-efficacy in the implementation of modular learning modality.

Objectives of the Study

This study aimed to determine the levels of parents' support and self-efficacy in one of the districts in a fourth-class municipality in a medium sized schools division, in Central Philippines for the School Year 2023-2024. Specifically, this study sought answers to the following questions: What is the profile of the respondents in terms of age, number of children, average family monthly income and highest educational attainment? What is the level of parents' support in the implementation of Modular Learning Modality in terms of the areas facilitating learning, providing a pleasant environment and getting and returning modules? What is the level of parents' self-efficacy in the implementation of Modular Learning Modality in terms of the areas motivation, behavior, and social environment? Is there a significant difference in the level of parents' support when grouped and compared according to profile variables? And, is there a

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significant difference in the level of parents' self-efficacy when grouped according to profile variables?

Research Methodology:

This section presents the research design, data-gathering procedure, other instrumentation, and statistical tools. It also discusses the parameters, especially the statistical tools, the respondents, and the study's locality.

Research Design

Descriptive research design is an approach used to systematically describe a population, condition, or phenomenon as it naturally exists without manipulating the variables under investigation. According to McCombes (2023), a descriptive research design aims to precisely and fully describe a population, situation, or phenomenon. It answers what, where, when, and how questions, but not the why question. It utilizes a wide variety of research designs to examine a single or multiple variables. Unlike in an experimental study, the researcher does not control or manipulate any of the variables but only observes and measures them.

In this study, the descriptive research design was appropriate because it enabled the researcher to determine the levels of parents' support and self-efficacy in terms of facilitating learning, providing a pleasant environment and getting and returning modules. It also allowed the researcher to examine differences in parents' support and self-efficacy when respondents were grouped according to selected profile variables.

Study Respondents

The respondents of the study consisted of 147 parents from six schools in the district during the School Year 2023–2024. The respondents were purposively selected based on their involvement in modular learning modality. However, all identified respondents within the selected group were included in the study, reflecting a total enumeration approach.

Table 1 presents the distribution of respondents according to school.

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Table 1
Distribution of the Respondents

School	Population (N)	Percentage (%)
A	25	17
B	24	16
C	25	17
D	25	17
E	23	16
F	25	17
TOTAL	**147**	**100.00**

Instrument

The questionnaire included a four part 30-item, 5-item per area researcher-made questionnaire which was used in gathering the data in one of the districts in a fourth-class medium-sized schools division, in Central Philippines. The three parts comprise of the following:

Part 1 included data of the parents' profile such as age, number of children, average family monthly income and highest educational attainment. Part 2 contained the 15-item questions on the level of parents' support based on the sub-areas: facilitating learning, providing a pleasant learning environment, and in getting and returning of modules. Part 3 consisted of the other 15-item questions on the level of parents' self-efficacy on the sub-areas: learner's motivation, learner's behavior, and learner's social environment.

Data Gathering and Procedure

After administering the validity and reliability tests, and upon approval of the schools division superintendent, the questionnaires were administered to the target respondents. The questionnaires were gathered, recorded, and analyzed. The data gathered from the responses of the respondents were tallied and tabulated using the appropriate statistical tools. The encoded data was processed using SPSS.

Data Analysis and Statistical Treatment

Objectives 1 to 3 employed a descriptive analytical scheme, using frequency counts and percentages as statistical tools to assess the profile of respondents, mean to assess the level of parents' support and self-efficacy in the implementation of Modular Learning Modality across

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the three areas. Lastly, objectives 4 and 5 utilized a comparative analytical scheme, applying the Mann-Whitney U test to determine significant differences in the level of parents' support and self-efficacy when grouped and compared according to the aforementioned variables.

Ethical Consideration

In accordance with Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012, the study made a concerted effort to minimize potential harm to the respondents by ensuring the confidentiality of their responses and protecting their anonymity throughout the research process. Personal information and research data were collected and processed only for the purposes of the study and were safeguarded against unauthorized access or disclosure. Furthermore, consistent with the National Ethical Guidelines for Research Involving Human Participants, the researcher secured the respondents' free and informed consent prior to their participation and informed them of the purpose of the study, the voluntary nature of their participation, and the measures undertaken to protect their privacy and confidentiality (Philippine Health Research Ethics Board [PHREB], 2022; Republic Act No. 10173, 2012).

Results and Discussion:

This section presents, analyzes, and interprets the data gathered to carry out the predetermined objectives of this study.

Profile of Respondents

Table 2

Profile of the Respondents

Variables	Categories	Frequency	Percentage
Age	Younger (below 40 years old)	72	49.00
	Older (40 years old and above)	75	51.00
Number of Children	Few Children (less than 3)	66	49.10
	Many Children (3 and above)	81	55.10

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Average Family Monthly Income	Lower Income (below 10 000 pesos)	65	44.20
	Higher Income (10 000 pesos and above)	82	58.80
	Total	**147**	**100.00**

Table 2 shows the profile of the parent respondents in terms of age, 72 or 49% belong to the younger (below 40 years old) group while 75 or 51% belong to the older (40 years old and above), in terms of number of children, 66 or 49.10% have few children (less than 3) while 81 or 55.10% have many or (3 and above) children. As to their highest educational attainment, it was discarded as one of the given variables because the lower category does not reach 25%. With their average family monthly income, 65 or 44.20% belong to the lower income of (below 10,000 pesos) and 82 or 58.80% belong to the higher income of (10,000 pesos and above).

Based on the table, there are a good number of older parents with much number of children who earn higher income. Parents are the child's first educators. We look at the role parents' play in supporting their children's school learning and how planners and decision-makers can support this role.

Level of Parents' Support in the Implementation of Modular Learning Modality

Table 3

Level of Parents' Support in the Implementation of Modular Learning Modality According to Facilitating Learning

Items	**Mean**	**Interpretation**
As a parent…		
1. I communicate with the teachers with regard to my child.	4.46	High Level
2. I follow the suggestions of the teachers for the good of my child.	4.24	High Level
3. I assist my learner/s well when teachers request them to finish their modules on time.	4.34	High Level
4. I find my learners' teachers as supportive when clarifying difficult tasks.	4.58	Very High Level
5. I support my learners' academic needs 100%.	4.57	Very High Level
Overall Mean	**4.66**	**Very High Level**

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As illustrated in Table 3, on the level of Parents' Support in the Implementation of Modular Learning Modality according to the area facilitating learning, the overall mean was 4.66 interpreted as "very high level."

Item no. 4 was assessed by parent respondents as the highest mean of 4.58 which states "As a parent, I find my learners' teachers as supportive when clarifying difficult tasks" interpreted as "very high level" however, item no. 2 shows the lowest mean of 4.24 which says "As a parent, I follow the suggestions of the teachers for the good of my child" interpreted as "high level."

The results imply that in terms of facilitating learning, parents have experienced very high level of support in clarifying tasks with their teachers but tend not to follow teachers' suggestions for the betterment of their learners.

The findings are supported by Sumbilon and Valmorida (2023), who found a high level of parental involvement in modular distance learning, particularly in maintaining communication with teachers and supporting their children's learning at home. Their study emphasized that parents communicated openly with teachers and received guidance on how to assist their children with learning activities. This supports the present finding that effective parent-teacher communication and cooperation strengthen parents' ability to facilitate their children's modular learning.

Table 4
Level of Parents' Support in the Implementation of Modular Learning Modality According to Providing a Pleasant Environment

Items	Mean	Interpretation
As a parent…		
1. I tried to provide a conducive learning corner at home for my learner/s.	4.69	Very High Level
2. I find my learner/s challenged to learn given the situation at home.	4.69	Very High Level
3. I let my learner/s get to answer the modules with much help from family members.	4.39	High Level
4. I have more time to teach my learner when at home.	4.35	High Level
5. I provide a specific space for learning.	4.44	High Level
Overall Mean	**4.51**	**Very High Level**

As presented in Table 4, the level of Parents' Support in the Implementation of Modular Learning Modality according to the area providing a pleasant environment, the overall mean was 4.51 interpreted as "very high level."

Item nos. 1 and 2 were assessed by parent respondents as the highest mean of 4.69 which states "As a parent, I tried to provide a conducive learning corner at home for my learner/s, " and "…I find my learner/s challenged to learn given the situation at home" both interpreted as "very high level" however, item no. 4 shows the lowest mean of 4.35 which says "As a parent, I have more time to teach my learner when at home" interpreted as "high level."

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The results imply that in terms of parents' support in the implementation of Modular Learning Modality in the area of providing a pleasant environment, parents have less time in teaching their learners when they are at home. Busy working parents may prioritize their family's needs like preparing dinner before teaching or assisting their children in their assignment.

This implication agrees further with the A. Casey (2022) where a series of studies have shown that "good parenting at home" is a strong predictor of children's academic performance, even after ignoring other factors that influence academic performance, such as the quality of the elementary school.

Table 5

Level of Parents' Support in the Implementation of Modular Learning Modality According to Getting and Returning of Modules

Items	Mean	Interpretation
As a parent…		
1. I find the scheduled time in getting and returning of module as inconvenient due to work.	4.46	High Level
2. I see to it that my learner/s finishes answering modules each week and returns it on time.	4.66	Very High Level
3. I find ways to get the module when I'm not available.	4.42	High Level
4. I find ways to get the module despite the distance that is far from school.	4.44	High Level
5. I see to it that the modules are answered when I return the modules.	4.32	High Level
Overall Mean	**4.46**	**High Level**

As shown in Table 5, the level of Parents' Support in the Implementation of Modular Learning Modality according to the area getting and returning of modules, the overall mean was 4.46 interpreted as "high level."

Item no. 2 was assessed by parent respondents as the highest mean of 4.66 which states "As a parent, I see to it that my learner/s finishes answering modules each week and returns it on time" interpreted as "very high level" but item no. 5 presents the lowest mean of 4.32 which says "As a parent, I see to it that the modules are answered when I return the modules" interpreted as "high level."

This suggests that parents' support is less particular or checking whether or not their learner's modules were answered. For some reasons, parents may already be busy with work that they are not so concerned anymore with their learner's tasks given in school or may have just trusted the process since they can now freely ask their teachers about their modules.

This implication agrees with Lebaste (2020) that regular review with the child's weekly work schedule to ensure that the learner is sticking to the schedule. Prepare them a study space

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that is easy for learners to study. Motivate the child to learn by giving appropriate praise, encouragement, and rewards.

Level of Parents' Self-Efficacy in the Implementation of Modular Learning Modality

Table 6

Level of Parents' Self-Efficacy in the Implementation of Modular Learning Modality According to Motivation

Items	Mean	Interpretation
As a parent...		
1. I am confident that my learners are well-motivated in doing the modules on their own.	4.36	High Level
2. I believe that my learner is excited to answer a new module.	4.36	High Level
3. I understand that my learner answers the module and asks me to coach them when needed.	4.33	High Level
4. I am also affected when my learner seem demotivated.	4.40	High Level
5. I know that my learner is also learning from the module.	4.44	High Level
Overall Mean	**4.38**	**High Level**

As demonstrated in Table 6, the level of Parents' Self-efficacy in the Implementation of Modular Learning Modality according to motivation, the overall mean was 4.38 interpreted as "high level."

Item no. 5 was assessed by parent respondents as the highest mean of 4.44 which states "As a parent, I know that my learner is also learning from the module" interpreted as "high level" on the other hand item no. 3 presents the lowest mean of 4.33 which says "As a parent, I understand that my learner answers the module and asks me to coach them when needed" also interpreted as "high level."

This implies that parents' self-efficacy in terms of motivation seem unsure or demotivated if their learners understand their module and if they need help in answering their modules.

This implication agrees with Guan and Benavides (2021) which described that parents provide additional input by explaining things that are unclear or vague to their children. We also provided further instructions to ensure the lesson was fully understood. However, parents struggle to support their learners in answering the questions within the module.

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Table 7
Level of Parents' Self-Efficacy in the Implementation of Modular Learning Modality According to Behavior

Items	Mean	Interpretation
As a parent…		
1. I understand that my learner has a negative perception with this learning modality.	4.56	Very High Level
2. I am aware that my learner is demotivated seeing a new module to answer.	4.62	Very High Level
3. I can see that struggling experience experienced will help the learner go through upon answering the module.	4.54	Very High Level
4. I believe my learner finds it a problem when no gadgets can be used to augment learning.	4.51	Very High Level
5. I can't help but assist my learner in answering the module when I can see that there is no way to answer it due to time constraint.	4.48	High Level
Overall Mean	**4.54**	**Very High Level**

As shown in Table 7, on the level of Parents' Self-efficacy in the Implementation of Modular Learning Modality according to behavior, the overall mean was 4.54 interpreted as "very high level."

Item no. 2 posts the highest mean of 4.62 which says, "As a parent, I am aware that my learner is demotivated seeing a new module to answer" interpreted as "very high level" while item no. 5 was observed to be the lowest mean of 4.48 which declares that "As a parent, I can't help but assist my learner in answering the module when I can see that there is no way to answer it due to time constraint" interpreted as "high level."

The results imply that parents' self-efficacy in terms of their behavior towards modular learning seem unbelievable to be a problem for parents not to provide with time in answering the module. Time management is the key to parents that they need to prioritize their children's needs in school too.

Pratiwi and Rahmi (2022) study agrees this implication where results revealed that parents had children and had problems raising their children, had poor time management, and even do household chores. These parents face challenges of lack of parental preparation and lack of knowledge regarding parenting self-efficacy.

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Table 8

Level of Parents' Self-Efficacy in the Implementation of Modular Learning Modality According to Social Environment

Items	Mean	Interpretation
As a parent…		
1. I think my learner is pressured by his/her classmates who get full support from their family members.	4.46	High Level
2. I believe that our learner has accepted the situation of not attending class temporarily until allowed to do so.	4.46	High Level
3. I felt my learner also wanted to attend the in-person class like other learners they know.	4.44	High Level
4. I understand the need of my learner to socialize with her classmates in an actual classroom.	4.37	High Level
5. I have witnessed how depressed my learner was when modular learning was introduced.	4.39	High Level
Overall Mean	**4.42**	**High Level**

As presented in Table 8, on level of Parents' Self-efficacy in the Implementation of Modular Learning Modality according to social environment, the overall mean was 4.42 interpreted as "high level."

Item nos. 1 and 2 were assessed as the highest mean of 4.46 which posts "As a parent, I think my learner is pressured by his/her classmates who get full support from their family members" and "… I believe that our learner has accepted the situation of not attending class temporarily until allowed to do so" interpreted as "high level" while item no. 4 was observed to be the lowest mean of 4.37 which declares that "As a parent, I understand the need of my learner to socialize with her classmates in an actual classroom" interpreted as "high level."

The results imply that parents' self -efficacy towards their learners' social environment observed to be low in terms of allowing them to attend classes in an actual classroom to be socialized with physical classmates and to actually communicate with them.

The study of Sumbilon and Valmorida (2023) also showed agreement to this implication as there was positive communication between parents, school administrators, and teachers and those parents expressed confidence in supporting their children's progress in modular learning. Additionally, this study found that there was a good relationship between parent involvement and students' self-confidence, and both were significantly correlated with students' academic performance. Importantly, parental involvement emerged as the most influential predictor in the students' performance in this learning context.

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Comparative Analyses in the Level of Parents' Support in the Implementation of Modular Learning Modality When Grouped and Compared According to the Aforementioned Variables

Table 9
Difference in the Level of Parents' Support in the Implementation of Modular Learning Modality According to Facilitating Learning When Grouped and Compared According to Age, Number of Children, and Average Family Monthly Income

Variable	Category	N	Mean Rank	Mann Whitney U	*p*-value	*Sig. level*	Interpretation
Age	Younger	25	34.00	350.00	.173		Not Significant
	Older	35	28.00				
Number of Children	Few Children	30	33.37	364.00	.187	0.05	Not Significant
	Many Children	30	27.63				
Average Family Monthly Income	Lower Income	20	30.58	398.50	.981		Not Significant
	Higher Income	40	30.46				

Table 9, as to the variable age, the obtained *U*-value was 350.00 with a *p*-value of 0.173 which is greater than the 0.05 level of significance, based on the results it was interpreted as "not significant." Therefore the hypothesis that states "there is no significant difference on the level of parents' support in the implementation of modular learning modality according to facilitating learning when grouped and compared according to age was accepted.

As to the variable number of children, the obtained *U*-value was 364.00 with a *p*-value of 0.187 which is greater than the 0.05 level of significance, based on the results it was interpreted as "not significant." Therefore the hypothesis that states "there is no significant difference on the level of parents' support when they are grouped and compared according to number of children was accepted.

On the variable Average Family Monthly Income, the obtained *U*-value was 398.50 with a *p*-value of 0.981 which is greater than the 0.05 level of significance, based on the results it was interpreted as "not significant." Therefore the hypothesis that states "there is no significant difference on the level of parents' support when they are grouped and compared according to Average Family Monthly Income was accepted.

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This implies that the Parents' Support in Facilitating Learning when the parent respondents were grouped and compared according to age, number of children and Average Family Monthly Income have no significant difference.

The findings are supported by Amarilla et al. (2025), who found no significant differences in learners' academic and social engagement when grouped according to demographic characteristics, including average family monthly income and parents' educational attainment. Their results suggest that engagement and family-related support in the new normal may remain relatively consistent despite differences in socioeconomic and demographic backgrounds. Similarly, the present findings indicate that parents' support in facilitating modular learning does not significantly vary according to age, number of children, and average family monthly income.

Table 10

Difference in the Level of Parents' Support in the Implementation of Modular Learning Modality According to Providing a Pleasant Environment When Grouped and Compared According to Age, Number of Children, and Average Family Monthly Income

Variable	Category	N	Mean Rank	Mann Whitney U	*p*-value	*Sig. level*	Interpretation
Age	Younger	25	34.22	344.50	.079	0.05	Not Significant
	Older	35	27.84				
Number of Children	Few Children	30	30.10	438.00	.823		Not Significant
	Many Children	30	30.90				
Average Family Monthly Income	Lower Income	20	35.75	295.00	.038		Significant
	Higher Income	40	27.88				

Table 10, as to the variable age, the obtained *U*-value was 344.50 with a *p*-value of 0.079 which is greater than the 0.05 level of significance, based on the results it was interpreted as "not significant." Therefore the hypothesis that states "there is no significant difference on the level of parents' support in the implementation of modular learning modality according to providing pleasant environment when grouped and compared according to age was accepted.

As to the variable number of children, the obtained *U*-value was 438.00 with a *p*-value of 0.823 which is greater than the 0.05 level of significance, based on the results it was interpreted as "not significant." Therefore the hypothesis that states "there is no significant difference on the level of parents' support in the implementation of modular learning modality according to providing pleasant environment when grouped and compared according to number of children was accepted.

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On the variable Average Family Monthly Income, the obtained *U*-value was 295.00 with a *p*-value of 0.038 which is less than the 0.05 level of significance, based on the results it was interpreted as "significant." Therefore the hypothesis that states "there is no significant difference on the level of parents' support when they are grouped and compared according to Average Family Monthly Income was rejected.

This implies that the Parents' Support in Providing a Pleasant Environment when the parent respondents were grouped and compared according to age, number of children and Average Family Monthly Income have a significant difference.

Some parents, particularly those from lower socioeconomic backgrounds and minority parents, face barriers to participating in their children's learning. Axford et al. (2019) agrees that there are material and psychological barriers that "have differential (and discriminatory) effects across social classes" and affect children's learning and parental involvement in the home learning environment. There is evidence that there are socioeconomic disparities.

Table 11

Difference in the Level of Parents' Support in the Implementation of Modular Learning Modality According to Getting and Returning of Modules When Grouped and Compared According to Age, Number of Children, and Average Family Monthly Income

Variable	Category	N	Mean Rank	Mann Whitney U	*p*-value	*Sig. level*	Interpretation
Age	Younger	25	35.24	319.00	.060		Not Significant
	Older	35	27.11				
Number of Children	Few Children	30	30.58	447.50	.969	0.05	Not Significant
	Many Children	30	30.42				
Average Family Monthly Income	Lower Income	20	34.05	329.00	.238		Not Significant
	Higher Income	40	28.73				

Table 11, as to the variable age, the obtained *U*-value was 319.50 with a *p*-value of 0.060 which is greater than the 0.05 level of significance, based on the results it was interpreted as "not significant." Therefore the hypothesis that states "there is no significant difference on the level of parents' support in the implementation of modular learning modality according to getting and returning of modules when grouped and compared according to age was accepted.

As to the variable number of children, the obtained *U*-value was 447.50 with a *p*-value of 0.969 which is greater than the 0.05 level of significance, based on the results it was interpreted as "not significant." Therefore the hypothesis that states "there is no significant difference on the level of parents' support in the implementation of modular learning modality according to getting and returning of modules when grouped and compared according to number of children was accepted.

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On the variable Average Family Monthly Income, the obtained *U*-value was 329.00 with a *p*-value of 0.238 which is greater than the 0.05 level of significance, based on the results it was interpreted as "not significant." Therefore the hypothesis that states "there is no significant difference on the level of parents' support when they are grouped and compared according to average family monthly income was accepted.

This implies that the Parents' Support in getting and returning of modules when the parent respondents were grouped and compared according to age, number of children and average family monthly income have no significant difference.

Palmes (2023) supports parents from disadvantaged communities participate in their children's modular learning by providing time and opportunities for learning, encouraging them, and monitoring and disciplining them. Strategies used by parents in difficult areas of module learning were constantly updated with teachers, simple routines were encouraged, and available support systems were used.

Comparative Analysis in the Level of Parents' Self-Efficacy in the Implementation of Modular Learning Modality When Grouped According to Age, Number of Children, and Average Family Monthly Income

Table 12

Difference in the Level of Parents' Self-Efficacy in the Implementation of Modular Learning Modality According to the Motivation When Grouped According to Age, Number of Children, and Average Family Monthly Income

Variable	Category	N	Mean Rank	Mann Whitney U	*p*-value	*Sig. level*	Interpretation
Age	Younger	25	35.42	314.50	.058	0.05	Not Significant
	Older	35	26.99				
Number of Children	Few Children	30	32.00	405.00	.494		Not Significant
	Many Children	30	29.00				
Average Family Monthly Income	Lower Income	20	30.63	397.50	.968		Not Significant
	Higher Income	40	30.44				

Table 12, as to the variable age, the obtained *U*-value was 314.50 with a *p*-value of 0.058 which is greater than the 0.05 level of significance, based on the results it was interpreted as "not significant." Therefore the hypothesis that states "there is no significant difference on the level of

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parents' self-efficacy in the implementation of modular learning modality according to motivation when grouped and compared according to age was accepted.

As to the variable number of children, the obtained *U*-value was 405.00 with a *p*-value of 0.494 which is greater than the 0.05 level of significance, based on the results it was interpreted as "not significant." Therefore the hypothesis that states "there is no significant difference on the level of parents' self-efficacy in the implementation of modular learning modality according to motivation when grouped and compared according to number of children was accepted.

On the variable average family monthly income, the obtained *U*-value was 397.50 with a *p*-value of 0.968 which is greater than the 0.05 level of significance, based on the results it was interpreted as "not significant." Therefore the hypothesis that states "there is no significant difference on the level of parents' self-efficacy when they are grouped and compared according to average family monthly income was accepted.

This implies that the Parents' self-efficacy according to motivation when the parent respondents were grouped and compared according to age, number of children and average family monthly income have no significant difference.

Emnil's (2022) study negates because the assistance parents give in the different learning activities their children have in the modular learning setup established the significant relationship between the profile of parents to the extent of their involvement in the distance learning activities of their children. It further acknowledged the challenges are faced by the parents in this new learning setup. Most of them did not finish their high school studies. Parents faced challenges, especially to the misbehavior of their children when answering the modules.

Table 13

Difference in the Level of Parents' Self-Efficacy in the Implementation of Modular Learning Modality According to the Behavior When Grouped According to Age, Number of Children, and Average Family Monthly Income

Variable	Category	N	Mean Rank	Mann Whitney U	*p*-value	*Sig. level*	Interpretation
Age	Younger	25	30.78	430.50	.912	0.05	Not Significant
	Older	35	30.30				
Number of Children	Few Children	30	28.70	396.00	.400		Not Significant
	Many Children	30	32.30				
Average Family Monthly Income	Lower Income	20	31.78	374.50	.674		Not Significant
	Higher Income	40	29.86				

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Table 13, as to the variable age, the obtained *U*-value was 430.50 with a *p*-value of 0.912 which is greater than the 0.05 level of significance, based on the results it was interpreted as "not significant." Therefore the hypothesis that states "there is no significant difference on the level of parents' self-efficacy in the implementation of modular learning modality according to behavior when grouped and compared according to age was accepted.

As to the variable number of children, the obtained *U*-value was 396.00 with a *p*-value of 0.400 which is greater than the 0.05 level of significance, based on the results it was interpreted as "not significant." Therefore the hypothesis that states "there is no significant difference on the level of parents' self-efficacy in the implementation of modular learning modality according to behavior when grouped and compared according to number of children was accepted.

On the variable average family monthly income, the obtained *U*-value was 374.50 with a *p*-value of 0.674 which is greater than the 0.05 level of significance, based on the results it was interpreted as "not significant." Therefore the hypothesis that states "there is no significant difference on the level of parents' self-efficacy when they are grouped and compared according to average family monthly income was accepted.

This implies that the Parents' self-efficacy according to behavior when the parent respondents were grouped and compared according to age, number of children and average family monthly income have no significant difference.

Furthermore, Emnil' (2022) study negates to the results and implication of this study since the age of the respondents was found to be a significant factor that influences the extent of their involvement in the learning of their children. While along with completion of modules, education attainment and age also showed a significant relationship.

Table 14

Difference in the Level of Parents' Self-Efficacy in the Implementation of Modular Learning Modality According to the Social Environment When Grouped According to Age, Number of Children, and Average Family Monthly Income

Variable	Category	N	Mean Rank	Mann Whitney U	*p*-value	*Sig. level*	Interpretation
Age	Younger	25	36.16	296.00	.026	0.05	Significant
	Older	35	26.46				
Number of Children	Few Children	30	31.12	431.50	.775		Not Significant
	Many Children	30	29.88				

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Average Family Monthly Income	Lower Income	20	31.15	387.00	.831	Not Significant
	Higher Income	40	30.18			

Table 14, as to the variable age, the obtained *U*-value was 296.00 with a *p*-value of 0.026 which is less than the 0.05 level of significance, based on the results it was interpreted as "significant." Therefore the hypothesis that states "there is no significant difference on the level of parents' self-efficacy in the implementation of modular learning modality according to social environment when grouped and compared according to age was rejected.

As to the variable number of children, the obtained *U*-value was 431.40 with a *p*-value of 0.775 which is greater than the 0.05 level of significance, based on the results it was interpreted as "not significant." Therefore the hypothesis that states "there is no significant difference on the level of parents' self-efficacy in the implementation of modular learning modality according to social environment when grouped and compared according to number of children was accepted.

On the variable average family monthly income, the obtained *U*-value was 387.00 with a *p*-value of 0.831 which is greater than the 0.05 level of significance, based on the results it was interpreted as "not significant." Therefore the hypothesis that states "there is no significant difference on the level of parents' self-efficacy in the implementation of modular learning modality according to social environment when they are grouped and compared according to average family monthly income was accepted.

This implies that among all the variables related to the Parents' self-efficacy according to social environment when the parent respondents were grouped and compared according to age, number of children and average family monthly income, only the variable age showed a significant difference.

A study by Bubic, Tosic, and Misetic (2021) agrees on parental self-efficacy and perceived parental involvement in students' academic success. The results obtained indicate that parental self-efficacy is a predictor of perceived academic control and avoidance goals, whereas perceived parental involvement is a predictor of academic control, learning approach, and work avoidance goals suggested predicting cognition. These results confirm and extend previous knowledge about the association of parental involvement with children's educational outcomes.

Conclusion:

The findings indicate that the parent respondents were almost evenly distributed between the younger and older age groups, although slightly more belonged to the older group. In terms of number of children, more respondents had three or more children, while a greater proportion belonged to the higher-income category. It can therefore be concluded that the respondents

represented parents with varied demographic circumstances, particularly in terms of age, family size, and economic condition.

Moreover, it can be concluded that parents demonstrate strong support for the implementation of modular learning modality. Their support is particularly evident in facilitating learning and providing a pleasant learning environment, while support in getting and returning modules, although still high, is comparatively less evident. These findings suggest that parents generally fulfill their role as learning partners by assisting their children, maintaining an environment conducive to learning, and attending to the requirements associated with the distribution and submission of learning modules.

Furthermore, parents demonstrate generally high self-efficacy in supporting the implementation of modular learning modality. Their self-efficacy is most evident in relation to learners' behavior, where a very high level was obtained, while motivation and social environment were both assessed at a high level. Hence, parents generally perceive themselves as capable of recognizing and responding to their learners' motivational, behavioral, and social needs, although there remains room to further strengthen their confidence in addressing motivation and social interaction within modular learning.

In addition, parents' support for modular learning is generally consistent regardless of their age, number of children, and average family monthly income. No significant differences were found in facilitating learning and getting and returning modules across these profile variables. However, average family monthly income significantly differentiated parents' support in providing a pleasant learning environment, with lower-income parents obtaining a higher mean rank than higher-income parents. Thus, demographic characteristics generally do not differentiate parental support, except for the role of family income in the provision of a pleasant learning environment.

Lastly, parents' self-efficacy in modular learning is generally comparable across age, number of children, and average family monthly income. No significant differences were established in the areas of motivation and behavior based on these profile characteristics. However, age significantly differentiated parents' self-efficacy in relation to the social environment, with younger parents obtaining a higher mean rank than older parents, while number of children and family income showed no significant differences. Therefore, parents' self-efficacy appears generally independent of their demographic characteristics, although age may influence how confident parents are in responding to the social dimensions of their children's modular learning experiences.

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