

Parental Involvement in Printed Modular Learning Modality: Basis for an Intervention Plan

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Abstract

The study determined the extent of parental involvement in the Printed Modular Learning Modality among kindergarten learners in a far-flung public elementary school in the Division of Negros Occidental as a basis for a proposed intervention plan. A descriptive survey research design was employed involving 50 parents from two kindergarten sections selected through purposive sampling. Data were gathered using a researcher-made questionnaire validated by three experts in education, research, and supervision. The instrument demonstrated excellent reliability, with a Cronbach's alpha coefficient of 0.909. Frequency and percentage were used to describe the respondents' demographic profile, while the mean and Mann-Whitney U test were employed to analyze the data at the 0.05 level of significance. Findings revealed variations in parental involvement across gross and fine motor development, physical health development, socio-emotional development, and aesthetic development. No significant differences were found in most domains when respondents were grouped according to demographic variables; however, a significant difference was observed in the aesthetic development domain. The study recommends strengthening home-based learning support through simplified learning guides, visual templates, and accessible, low-cost materials. It further emphasizes meaningful parent-child interactions, active play, parent orientations, regular teacher-parent communication, and stronger collaboration among families, teachers, school administrators, communities, and the PTA to enhance parental involvement and support the holistic development and school readiness of kindergarten learners.

Keywords: *parental involvement, printed modular learning modality, kindergarten learners, home-based learning, intervention plan*

Introduction:

Nature of the Problem

The COVID-19 pandemic significantly transformed the educational system in the Philippines, prompting the Department of Education (DepEd) to implement Printed Modular Distance Learning under the Basic Education Learning Continuity Plan (BE-LCP) to ensure continuity of education despite the challenges posed by the health crisis (Department of Education, 2020). Through this modality, learners completed printed self-learning modules at home with support from their parents or guardians, thereby making parents active partners in the teaching and learning process. Parental involvement has been recognized as a vital factor in children's academic success and overall development, particularly in areas such as gross and fine motor development, physical health, socio-emotional growth, and aesthetic development, contributing to their cognitive, physical, socio-emotional, and motor development (Epstein, 2018; Goodall, 2018). Parents' participation in their children's education is often influenced by factors such as motivation, beliefs, sense of responsibility, socio-economic status, and family circumstances, including family income and household size (Goodall, 2018; Garbe et al., 2020).

Several studies have highlighted the experiences and challenges faced by parents during the implementation of modular distance learning. According to Dangle and Sumaoang (2020), many parents encountered difficulties in assisting their children with learning tasks due to limited educational knowledge, lack of time, and competing work responsibilities. Similarly, Bhamani et al. (2020) found that parents struggled to balance household responsibilities and their roles as learning facilitators, particularly during the pandemic. These challenges were more evident among parents of young children who required close supervision and guidance in accomplishing learning activities. While previous studies have examined parents' experiences and difficulties in supporting modular learning, limited research has specifically explored how parental challenges affect the holistic development of kindergarten learners, particularly in fine and gross motor skills, physical health, socio-emotional development, and aesthetic development. This gap underscores the need for further investigation into parents' experiences and their influence on the developmental outcomes of kindergarten learners under Printed Modular Distance Learning.

As a Kindergarten teacher, the researcher observed various challenges parents faced during the implementation of Printed Modular Learning. Many parents struggled to balance work, household responsibilities, and their role as learning facilitators, resulting in incomplete modules and outputs, with much of the work done by parents rather than learners. Difficulties were also noted in facilitating activities that support gross- and fine-motor development, physical health development, socio-emotional development, and aesthetic development. Furthermore, some learners who received high module scores were unable to demonstrate expected competencies during classroom assessments and performance-based activities, suggesting possible gaps between academic and actual development achievement. These observations highlight the importance of examining parents' experiences and challenges in supporting kindergarten learners within the context of modular learning.

Given these observations, this study seeks to determine the extent of parental involvement in the holistic development of kindergarten learners under the Printed Modular Learning Modality, specifically in the areas of gross and fine motor development, physical health development, socio-emotional development, and aesthetic development. It also aims to identify differences in parental involvement across selected profile variables and to propose an intervention plan to strengthen parents' participation in their children's education. Anchored on the United Nations Sustainable Development Goal (SDG) 4: Quality Education, the study highlights the important role of families in ensuring continuous and meaningful learning experiences, ultimately contributing to the holistic development of kindergarten learners and the attainment of quality education.

Current State of Knowledge

Current research emphasizes that parental involvement became a central component of printed modular distance learning because parents assumed substantial responsibility for facilitating learning activities at home. Bautista (2021) found that parents encountered difficulties in understanding their roles and responsibilities, managing their children's study time, creating a positive home-learning environment, understanding lesson content, and identifying appropriate strategies for teaching modules. The study further demonstrated that a Parent Learning Action Cell (PLAC) could help parents develop practical strategies for supporting their children. These findings establish the importance of providing structured guidance and capacity-building activities for parents, particularly when they serve as home learning facilitators.

Focusing specifically on kindergarten, Ramirez et al. (2022) explored the experiences of 12 kindergarten parents who guided their children through self-learning modules. Their findings showed that parents performed important roles as learning facilitators but simultaneously experienced challenges that required them to develop strategies for managing home-based instruction. This is particularly relevant to kindergarten learners because young children require substantial adult assistance in accomplishing learning activities. The study supports the view that effective modular learning at the kindergarten level depends not only on the availability of learning materials but also on parents' ability to provide appropriate guidance and learning experiences at home.

Similarly, Lim and Indico (2023) examined the performance of parents as co-teachers in instructional delivery and progress monitoring under the modular learning modality among 369 parents. Their study recognized parents as active partners in the teaching-learning process and used its findings as the basis for developing a school intervention program. The findings reinforce the importance of strengthening parents' competencies in facilitating instruction and monitoring children's learning progress. This perspective supports the present study's development of an intervention plan designed to strengthen parental involvement across developmental areas, including motor, physical health, socio-emotional, and aesthetic development.

More recently, De Paz et al. (2024) examined the lived experiences of parents supporting their children through printed modular distance learning in a Philippine elementary school. The study highlighted how the shift to home-based learning substantially expanded parents' responsibilities as facilitators of their children's education. Taken together, existing research establishes that parents are essential partners in modular learning but may require continuing guidance, appropriate learning resources, teacher communication, and school support. The present study extends this body of knowledge by focusing specifically on parental involvement among kindergarten learners in a far-flung community and by examining involvement across developmental domains, thereby providing a contextual basis for an intervention plan.

Theoretical Underpinnings

This study is anchored on Epstein's School, Family, and Community Partnership Theory (2018) and the Individual Differences Principle (IDJ Principle). Epstein's theory emphasizes that learners achieve greater academic success when schools, families, and communities work collaboratively in the educational process. The theory identifies key dimensions of parental involvement, including parenting, communication, learning at home, and decision-making, recognizing parents as essential partners in supporting their children's academic and personal development. On the other hand, the IDJ Principle posits that individuals differ in terms of abilities, experiences, motivation, socio-economic status, educational background, and other personal characteristics that influence their behavior and performance.

According to Epstein's theory, effective parental involvement extends beyond participation in school activities to include providing a supportive home environment, maintaining regular communication with teachers, assisting children with learning tasks, and participating in educational decisions. In the context of Printed Modular Learning Modality, parents serve as home-based learning facilitators who guide, monitor, motivate, and support their children in accomplishing learning activities. The IDJ Principle further explains that the extent of parental involvement varies from one parent to another because of differences in age, family income, number of children, personal motivation, and available resources. Consequently, parents differ in their capacity to support their children's learning and development in the areas of gross and fine motor development, physical health development, socio-emotional development, and aesthetic development.

The integration of Epstein's Theory and the IDJ Principle is appropriate for the present study because it explains both the importance of parental involvement and the factors that influence the extent of such involvement in the Printed Modular Learning Modality. While Epstein's framework provides the foundation for understanding parents' roles in supporting their children's learning, the IDJ Principle explains why parents demonstrate varying levels of participation based on their individual characteristics. These theoretical foundations provide a sound basis for assessing parental involvement among kindergarten parents and for developing an intervention plan that addresses their diverse needs and circumstances.

Objectives of the Study

This study aimed to determine the extent of parental involvement in the Printed Modular Learning Modality among kindergarten learners in a public school in a large-sized division in Negros Island during School Year 2021–2022 as a basis for a proposed intervention plan. Specifically, it sought to describe the respondents' profile in terms of age, average family monthly income, and number of children; assess the extent of parental involvement in terms of gross and fine motor development, physical health development, socio-emotional development, and aesthetic development; determine whether significant differences existed in parental involvement when respondents were grouped and compared according to the identified profile variables; and develop an intervention plan based on the findings of the study.

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. It provides information about the characteristics and existing conditions of the phenomenon being studied and may employ quantitative or qualitative data (Deckert & Wilson, 2023). In this study, the descriptive research design was appropriate because it enabled the researchers to determine the extent of parental involvement in the Printed Modular Learning Modality among kindergarten learners in terms of gross and fine motor development, physical health development, socio-emotional development, and aesthetic development. It also allowed the researchers to describe the parents' profile in terms of age, average family monthly income, and number of children and to determine whether parental involvement differed when respondents were grouped according to these profile variables. Through the systematic description of existing parental involvement practices without manipulating any conditions, the design provided an empirical basis for developing an intervention plan aimed at strengthening parental support for kindergarten learners in a far-flung public elementary school in the Division of Negros Occidental.

Study Respondents

The respondents of this study comprise 50 Kindergarten parents from a public elementary school in one of the districts of a large-sized Division in the Negros Island Region during the School Year 2021–2022. These respondents are parents of kindergartners at public elementary schools—the total population of 50 kindergarten learners. Purposive sampling was used. Purposive sampling is a non-probability sampling technique in which participants are deliberately selected based on characteristics or experiences that are relevant to the objectives of the research. According to Campbell et al. (2020), purposive sampling enables researchers to select participants who appropriately match the aims and objectives of a study. In the present study, the technique was appropriate because the selected parents were directly involved in assisting their kindergarten children in accomplishing activities under the Printed Modular Learning Modality and were therefore in a suitable position to provide information regarding the extent of parental involvement. Table 1 presents the distribution of respondents.

Table 1
Distribution of Respondents

Section	Population (N)	Percentage (%)
Kinder Pink	25	50
Kinder Yellow	25	50
Total	50	100

Instrument

Data were gathered using a researcher-made, two-part survey questionnaire subjected to validity and reliability testing. Part I obtained the respondents' profile in terms of age, average monthly family income, and number of children, while Part II consisted of 40 items assessing parental involvement in Printed Modular Learning Modality across four domains: gross and fine motor development, physical health development, socio-emotional development, and aesthetic development. Responses were rated using a five-point scale ranging from 1 (almost never) to 5 (always). The instrument was content-validated by three experts in education, research, and supervision using the Good and Scates criteria, obtaining an overall mean of 5.00, interpreted as excellent. Following the incorporation of the validators' recommendations, the questionnaire was pilot-tested among 30 kindergarten parents from a nearby public elementary school who were not included in the actual study. Reliability was established using Cronbach's alpha, which yielded a coefficient of 0.909, indicating excellent internal consistency.

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.

determine whether significant differences existed in parental involvement when respondents were grouped and compared according to the identified profile variables; and develop an intervention plan based on the findings of the study.

Data Analysis and Statistical Treatment

Objectives 1 and 2 employed a descriptive analytical scheme, using frequency counts and percentages as statistical tools to assess the profile of respondents, mean to assess the extent of parental involvement across the four areas. And, objective 3 utilized a comparative analytical scheme, applying the Mann-Whitney U test to determine significant difference in parental involvement when respondents were grouped and compared according to the identified profile variables.

Ethical Consideration

The study observed appropriate ethical safeguards to minimize potential risks to the respondents. Confidentiality and anonymity were maintained throughout the research process, and personal information was handled in accordance with Republic Act No. 10173, or the Data Privacy Act of 2012 (Republic Act No. 10173, 2012). Prior to data collection, the respondents were informed of the purpose and procedures of the study, and their voluntary informed consent was obtained.

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

Variable	Category	Frequency (n)	Percentage (%)
Age	Younger (below 25 years old)	25	50.0
	Older (25 years old and above)	25	50.0
Family monthly income	Lower (below Php2,000)	21	42.0
	Higher (Php2,000 and above)	29	58.0
Number of Children	Few (below 3 children)	21	42.0
	Many (3 children and above)	29	58.0
	Total	50	100

As illustrated in the table, the respondents were evenly split by age, with 25 (50.0%) falling into the younger category (below 25 years old) and 25 (50.0%) into the older category (25 years old and above). In terms of family monthly income, a majority of 29 respondents (58.0%) belonged to the higher income group (Php 2,000 and above), while 21 respondents (42.0%) were categorized under the lower income group (below Php 2,000). Regarding family size, 29 respondents (58.0%) reported having three or more children, whereas 21 respondents (42.0%) had fewer than three children. Overall, the sample comprised an equal representation across age groups, with a slight majority having higher monthly incomes and larger family sizes. Despite the low reported family income, many of the respondents reported relatively low family incomes, many households are able to sustain their daily needs because they reside in remote and mountainous areas where farming serves as their primary source of livelihood. Most families cultivate root crops and raise livestock, which provide both food and income. The harvested root crops and vegetable are usually sold at modest prices ranging from Php 30 to Php 50, and the proceeds are used to purchase basic household necessities, particularly the needs of their children. However, selling agricultural products is often challenging due to the high cost of transportation, as many families must travel approximately 10 kilometers from their homes to the nearest highway or market center. In addition, when families sell livestock, such as pigs, they often receive only a small profit because transportation expenses and other selling costs reduce their earnings. Despite these challenges, the respondents continue to rely on farming and livestock raising as their primary means of supporting their families and providing for their children's needs.

Extent of Parental Involvement in Kindergarten Learners

Table 3

Extent of parental involvement in kindergarten learners in printed modular learning modality in the new normal in the domain of Gross and Fine Motor Development.

Gross and Fine Motor Development		
Items	Mean	Interpretation
<i>Being a parent, I teach my child to...</i>		
1. climb on chair/stairs or other elevated pieces of furniture without help.	3.90	Great Extent
2. pick up objects with thumb and index finger.	4.00	Great Extent
3. hold pencil properly.	4.42	Great Extent
4. write the correct stroke of letters of his/her name.	4.30	Great Extent
5. say the correct sound of the letters Aa to Zz.	4.32	Great Extent
6. draw the geometric shapes purposely.	3.78	Great Extent
7. color the pictures correctly.	4.18	Great Extent
8. trace the broken lines in the modules.	4.22	Great Extent
9. keep properly his/her things or modules.	4.14	Great Extent
10. move body parts as directed.	4.20	Great Extent
Overall Mean	4.15	Great Extent

As illustrated in the table, on the extent parental involvement in the printed modular learning modality in the domain of Gross and Fine Motor Development, the overall mean was 4.15, interpreted as "Great extent." Item no. 3 was assessed by parent respondents as the highest mean of 4.42, which states, "hold pencil properly" interpreted as "Great Extent "; however, item no. 6 showed the lowest mean of 3.78, which states, "draw the geometric shapes purposely" also interpreted as "Great Extent."

The results imply that in terms of gross and fine motor development, parents actively prioritize helping their children master basic fine motor control needed for functional writing, specifically pencil grip. However, they were relatively less involved in guiding their children through complex visual-spatial tasks such as drawing geometric shapes purposely. This may be attributed to the limited time available for parental instruction, as many parents spend a considerable portion of their day working on their small farms to provide for their family's daily needs. As a result, parents tend to focus on essential learning tasks that are easier to supervise, while activities requiring more extensive guidance and practice receive comparatively less

attention. Supporting fine motor coordination is essential, as these physical abilities build the foundation for hand-eye coordination and writing readiness in early childhood education.

This implication is supported by Martino and Lape (2021), who emphasized that fine motor and visual-motor skills are essential components of kindergarten readiness and successful educational participation. The authors found that strengthening these skills contributes significantly to children's preparedness for academic tasks and overall learning performance. Similarly, Hudson and Willoughby (2021) reported that improvements in motor competence are associated with gains in executive functioning, numeracy skills, and school readiness. Their findings suggest that visual-motor integration activities, such as drawing shapes and copying patterns, support not only motor development but also broader learning outcomes among young children.

Table 4

Extent of parental involvement in kindergarten learners in printed modular learning modality in the new normal in the domain of Physical Health Development.

Physical Health Development		
Items	Mean	Interpretation
<i>Being a parent, I teach my child to...</i>		
1. execute jumping jack with straight hands and feet.	4.12	Great Extent
2. walks backwards.	3.90	Great Extent
3. swim without the help of others or him/herself	2.28	Low Extent
4. dance patterns/joins group movement activities with correct rhythm of music	3.54	Great Extent
5. throw ball overhead with direction.	3.76	Great Extent
6. kick the ball using one foot.	3.60	Great Extent
7. runs without tripping or falling using two feet.	4.54	Very Great Extent
8. play basketball without fall.	3.16	Moderate Extent
9. lift the bag or modules without fall.	3.90	Great Extent
10. ride a bike without help.	2.64	Moderate Extent
Overall Mean	3.54	Great Extent

As illustrated in the table, on the extent parental involvement in the printed modular learning modality in the domain of Physical Health Development, the overall mean was 3.54, also interpreted as "Great Extent."

Item no. 7 was assessed by parent respondents as the highest mean of 4.54, which states, "runs without tripping or falling using two feet" interpreted as "Very Great Extent "; however, item no. 3 showed the lowest mean of 2.28, which states, "swim without the help of others or him/herself" interpreted as "Low Extent."

The results imply that, in terms of physical health development, parents actively support fundamental locomotor skills, such as running with balance and coordination, which are naturally integrated into children's daily play and routine activities. However, they were relatively less involved in specialized physical activities, such as swimming, which typically require structured instruction and close supervision. This finding may be influenced by the community's lifestyle and environment. Many families live near a river, where children frequently accompany their parents, especially during weekends when households go to the river to wash clothes. Moreover, before going to school on weekdays, children commonly bathe in the river. Because swimming and water-related activities are already part of their daily experiences, parents may perceive less need to provide direct instruction or organized guidance in these skills. Instead, children's exposure to water activities occurs naturally through everyday family routines and community practices.

Supporting basic locomotor competence is vital, as foundational movement patterns establish the essential physical foundation for long-term health, balance, and physical active lifestyles in early childhood.

This implication was supported by Gallahue et al. (2019), who emphasized that basic locomotor skills such as running, balancing, and coordination form the fundamental building blocks of children's physical development and are naturally reinforced through everyday play and routine activities. Similarly, Hulteen et al. (2018) noted that specialized physical activities, such as swimming, often require specific environments, safety measures, and guided instruction. In the present study, although children were frequently exposed to river-based activities as part of their daily routines, parents may have provided less direct instruction in swimming skills because these activities were learned informally through regular family and community experiences rather than through structured teaching.

Table 5

Extent of parental involvement in kindergarten learners in printed modular learning modality in the new normal in the domain of Socio-Emotional Development.

Socio-Emotional Development Items	Mean	Interpretation
<i>Being a parent, I teach my child to...</i>		
1.to express his/her feelings and emotions appropriately.	4.50	Very Great Extent
2. help my child manage frustrations when answering learning activities.	4.18	Great Extent
3. motivate my child to complete learning tasks despite difficulties.	4.22	Great Extent
4. praise my child for efforts and accomplishments in learning activities.	4.30	Great Extent

5. listen to my child's concerns related to lessons and schoolwork.	4.28	Great Extent
6. teach my child to show respect for family members and other people.	4.40	Great Extent
7. encourage my child to develop self-confidence when accomplishing tasks independently.	4.06	Great Extent
8. guide my child in practicing good manners and proper behavior at home.	4.38	Great Extent
9. help my child build positive relationships with siblings and family members.	4.44	Great Extent
10. provide emotional support whenever my child feels discouraged or stressed.	4.46	Great Extent
Overall Mean	4.32	Great Extent

As illustrated in the table, on the extent parental involvement in the printed modular learning modality in the domain of Socio-Emotional Development, the overall mean was 4.32, also interpreted as "Great Extent."

Item no. 1 was assessed by parent respondents as the highest mean of 4.50, which states, "express his/her feelings and emotions appropriately" interpreted as "Very Great Extent "; however, item no. 7 showed the lowest mean of 4.06, which states, "encourage my child to develop self-confidence when accomplishing tasks independently" also interpreted as "Great Extent."

The results imply that, in terms of socio-emotional development, parents place greater emphasis on helping their children's express emotions appropriately and providing emotional support during learning activities. This indicates that parents are actively involved in nurturing their children's emotional well-being and interpersonal relationships at home. However, parental involvement was relatively lower in encouraging children to develop self-confidence when accomplishing tasks independently. This finding may be attributed to the economic realities faced by many families, wherein parents need to devote a significant amount of time and effort to earning income and securing the family's daily necessities. As a result, although parents continue to guide and assist their children in learning activities, they may not always be able to provide full-time attention or consistently focus on developing their children's independence and self-confidence. Their primary concern is often ensuring that the family has sufficient food and resources, including school-related expenses such as their children's daily allowance and educational needs. This suggests that while parents prioritize emotional guidance and support, they may provide fewer opportunities for children to perform learning tasks on their own, which could limit the development of autonomy and independent decision-making skills during the learning process.

This implication is supported by Dangle and Sumaoang (2020) and Quiñones (2020), who explained that parental involvement is influenced by factors such as socio-economic status, available time, and family responsibilities. Likewise, Linkiewicz et al. (2021) emphasized that autonomy-supportive parenting promotes children's self-confidence and independence, but such practices require consistent parental guidance and engagement.

Table 6

Extent of parental involvement in kindergarten learners in printed modular learning modality in the new normal in the domain of Aesthetic Development

Aesthetic Development		
	Items	Mean Interpretation
	<i>Being a parent, I teach my child to...</i>	
	1. crumpled papers to form a circle.	3.86 Great Extent
	2. paste small pieces of art paper in the drawing (paper mosaic)	3.82 Great Extent
	3. tell them the name of the different colors.	4.46 Great Extent
	4. color the drawing using watercolor.	3.52 Great Extent
	5. make a puppet using socks.	2.70 Moderate Extent
	6. follow the faces of the different emotions.	3.62 Great Extent
	7. form the different shapes using clay dough.	3.12 Moderate Extent
	8. listen and sing the song following the correct lyrics.	3.28 Moderate Extent
	9. draw himself/herself through seeing the mirror.	2.64 Moderate Extent
	10. tell the story all about.	3.52 Great Extent
	Overall Mean	3.45 Moderate Extent

As illustrated in the table, on the extent parental involvement in the printed modular learning modality in the domain of Aesthetic Development, the overall mean was 3.45, also interpreted as "Moderate Extent."

Item no. 3 was assessed by parent respondents as the highest mean of 4.46, which states, "tell them the name of the different colors" interpreted as "Great Extent "; however, item no. 9 showed the lowest mean of 2.64, which states, "draw himself/herself through seeing the mirror" interpreted as "Moderate Extent."

The results imply that, in terms of aesthetic development, parents readily engage in teaching basic cognitive-aesthetic concepts, such as identifying and naming colors during daily routines. However, they were relatively less involved in guiding complex, self-representational, or multi-sensory artistic activities, such as drawing oneself using a mirror or creating puppets

from household materials. This finding may be attributed to the limited knowledge and experience of many parents in artistic activities, particularly drawing and puppet-making. As a result, parents may find it difficult to provide adequate guidance in these areas. Additionally, household materials are often prioritized for practical family needs rather than for creative activities, limiting opportunities for children to engage in craft-making projects at home. Consequently, parental involvement tends to focus on simple aesthetic concepts that can be easily incorporated into daily interactions rather than on more advanced artistic and creative experiences.

This implication is supported by Churchill Dower (2019), who emphasized that children's creative development benefits from opportunities to engage in art, creative expression, and hands-on artistic experiences. The author further explained that parental support and access to creative materials play important roles in fostering children's imagination, artistic skills, and aesthetic awareness.

Comparative Analyses of the Extent of Parental Involvement in Printed Modular Learning Modality in Kindergarten Learners

Table 7

Differences in the Extent of Parental Involvement in Kindergarten Learners in the printed modular learning modality in the New Normal, in the domain of Gross and Fine Motor Development, when grouped and compared according to variables to variables

Gross and Fine Motor Development							
Variables	Categori es	N	Mean Rank	Mann Whitney U-test	Sig. Leve l	p-value	Interpretatio n
Age	Younger	25	25.54	311.50		0.984	Not Significant
	Older	25	25.46				
Average Family Monthly Income	Lower	21	21.07	211.50	0.05	0.067	Not Significant
	Higher	29	28.71				
Number of Children	Few	21	27.17	269.00		0.484	Not Significant
	Many	29	24.28				

As illustrated in the table, for the variable age, the Mann-Whitney U test yielded a value of 311.50 with a p-value of 0.984, which is greater than the 0.05 level of significance; based on these results, it was interpreted as "not significant." Therefore, the hypothesis that states "there is no significant difference in the extent of parental involvement in the printed modular learning

modality in kindergarten learners in the domain of Gross and Fine Motor Development when grouped and compared according to age" was accepted.

Then, regarding average family monthly income, the Mann-Whitney U test yielded a U statistic of 211.50 with a p-value of 0.067, which is greater than the 0.05 level of significance and thus interpreted as "not significant." Therefore, the hypothesis that states "there is no significant difference in the extent of parental involvement in the printed modular learning modality in kindergarten learners in the domain of Gross and Fine Motor Development when grouped and compared according to average family monthly income" was accepted.

In addition, for the number of children, the Mann-Whitney U test yielded 269.00 with a p-value of 0.484, which is greater than the 0.05 level of significance and thus interpreted as "not significant." Therefore, the hypothesis that states "there is no significant difference in the extent of parental involvement in the printed modular learning modality in kindergarten learners in the domain of Gross and Fine Motor Development when grouped and compared according to the number of children" was accepted.

This implies that the extent of parental involvement in the printed modular learning modality in the domain of Gross and Fine Motor Development, when parents are grouped and compared by age, average monthly family income, and number of children, does not vary across groups. This further implies that parents execute their supervisory and supportive duties for motor development tasks regardless of their age, socio-economic status, or household size. Parents across all demographic backgrounds prioritize guiding kindergarten learners in fundamental physical and manual skill exercises—such as tracing, cutting, drawing, and coordination tasks—as a universal parental responsibility during home-based distance learning.

This implication was supported by Hudson and Willoughby (2021), who emphasized that children's motor competence develops through active participation in movement activities and support from parents and caregivers. The authors noted that opportunities for practice and guidance at home contribute significantly to children's motor development and school readiness. Likewise, Martino and Lape (2021) highlighted that fine motor and visual-motor skills improve through consistent guidance, practice, and learning opportunities within the home environment. These findings support the present result that parental involvement in gross and fine motor development remains evident regardless of age, family income, or number of children, reflecting parents' shared commitment to assisting young learners in developing essential motor and school-readiness skills.

Table 8

Differences in the Extent of Parental Involvement in Kindergarten Learners in the printed modular learning modality in the New Normal, in the domain of Physical Health Development, when grouped and compared according to variables

Physical Health Development							
Variable s	Categori es	N	Mean Rank	Mann Whitne y U-test	Sig. Level	p- value	Interpretatio n
Age	Younger	25	25.22	305.50	0.05	0.892	Not Significant
	Older	25	25.78				

Average Family Monthly Income	Lower	21	26.38	286.00	0.716	Not Significant
	Higher	29	24.86			
Number of Children	Few	21	25.05	295.00	0.852	Not Significant
	Many	29	25.83			

As presented in the table, for the variable age, the Mann-Whitney U test yielded a value of 305.50 with a p-value of 0.892, which is greater than the 0.05 level of significance; based on these results, it was interpreted as "not significant." Therefore, the hypothesis that states "there is no significant difference in the extent of parental involvement in the printed modular learning modality in kindergarten learners in the domain of Physical Health Development when grouped and compared according to age" was accepted.

Then, regarding average family monthly income, the Mann-Whitney U test yielded a U statistic of 286.00 with a p-value of 0.716, which is greater than the 0.05 level of significance and thus interpreted as "not significant." Therefore, the hypothesis that states "there is no significant difference in the extent of parental involvement in the printed modular learning modality in kindergarten learners in the domain of Physical Health Development when grouped and compared according to average family monthly income" was accepted.

In addition, for the number of children, the Mann-Whitney U test yielded 295.00 with a p-value of 0.852, which is greater than the 0.05 level of significance and thus interpreted as "not significant." Therefore, the hypothesis that states "there is no significant difference in the extent of parental involvement in the printed modular learning modality in kindergarten learners in the domain of Physical Health Development when grouped and compared according to the number of children" was accepted.

This implies that the extent of parental involvement in the printed modular learning modality in the domain of Physical Health Development, when parents are grouped and compared by age, average monthly family income, and number of children, does not vary across groups. This further implies that parents consistently carry out their health, physical activity, and wellness supervisory responsibilities, regardless of demographic differences. Parents across all age groups, income brackets, and household sizes demonstrate equal dedication to guiding basic physical exercises, movement routines, and healthy living practices embedded within printed learning modules. Parents universally perceive physical health and bodily movement as fundamental home responsibilities that require minimal financial resources or specialized tools.

This implication was supported by Rhodes et al. (2020), who emphasized that family support remains a significant determinant of children's participation in physical activities regardless of socio-economic status. Likewise, Hudson and Willoughby (2021) highlighted that children's motor competence and physical development are strengthened through regular movement experiences and parental support. These findings support the present result that parental involvement in physical health development remains consistent regardless of age, family monthly income, and number of children, as parents generally perceive physical activity,

movement routines, and healthy lifestyle practices as essential responsibilities in supporting young children's development.

Table 9

Differences in the Extent of Parental Involvement in Kindergarten Learners in the printed modular learning modality in the New Normal, in the domain of Socio-Emotional Development, when grouped and compared according to variables

Socio-Emotional Development							
Variables	Categori es	N	Mean Rank	Mann Whitney U-test	Sig. Lev el	p- value	Interpretatio n
Age	Younger	25	28.20	245.00		0.189	Not Significant
	Older	25	22.80				
Average Family Monthly Income	Lower	21	23.36	259.50	0.05	0.375	Not Significant
	Higher	29	27.05				
Number of Children	Few	21	26.57	282.00		0.657	Not Significant
	Many	29	24.72				

As presented in the table, at the variable age, the Mann-Whitney U test yielded a value of 245.00 with a p-value of 0.189, which is greater than the 0.05 level of significance; based on these results, it was interpreted as "not significant." Therefore, the hypothesis that states "there is no significant difference in the extent of parental involvement in the printed modular learning modality in kindergarten learners in the domain of Socio-Emotional Development when grouped and compared according to age" was accepted.

Then, regarding average family monthly income, the Mann-Whitney U test yielded a U statistic of 259.50 with a p-value of 0.375, which is greater than the 0.05 level of significance and thus interpreted as "not significant." Therefore, the hypothesis that states "there is no significant difference in the extent of parental involvement in the printed modular learning modality in kindergarten learners in the domain of Socio-Emotional Development when grouped and compared according to average family monthly income" was accepted.

In addition, for the number of children, the Mann-Whitney U test yielded 282.00 with a p-value of 0.657, which is greater than the 0.05 level of significance and thus interpreted as "not significant." Therefore, the hypothesis that states "there is no significant difference in the extent of parental involvement in the printed modular learning modality in kindergarten learners in the domain of Socio-Emotional Development when grouped and compared according to the number of children" was accepted.

This implies that the extent of parental involvement in the printed modular learning modality in the domain of Socio-Emotional Development, when parents are grouped and

compared by age, average monthly family income, and number of children, does not vary across groups. This further implies that parents fulfill their socio-emotional guidance and emotional support roles consistently across demographic divides. Regardless of age, economic status, or the number of children in the household, parents recognize the fundamental importance of nurturing emotional expression, instilling respect, offering encouragement, and supporting behavioral development during home-based distance learning. Nurturing a child's emotional well-being is seen as a core nurturing responsibility that relies on affective connection rather than material or demographic privileges.

This implication was supported by Okorn et al. (2022), who emphasized that positive parenting practices, including parental support, structure, and guidance, contribute significantly to children's social-emotional adjustment. The authors found that children who receive consistent parental support demonstrate better emotional regulation and social competence. Likewise, Linkiewicz et al. (2021) highlighted that autonomy-supportive parenting promotes children's self-confidence, independence, and self-directed behaviors. These findings support the present result that parental involvement in socio-emotional development remains consistent regardless of age, family monthly income, and number of children, as parents generally recognize the importance of providing emotional support, encouragement, and guidance to their children's overall development.

Table 10

Differences in the Extent of Parental Involvement in Kindergarten Learners in Printed Modular Learning Modality in the New Normal, in the domain of Aesthetic Development, when grouped and compared according to variables

Aesthetic Development							
Variables	Categories	N	Mean Rank	Mann Whitney U-test	Sig. Level	p-value	Interpretation
Age	Younger	25	24.84	296.00	0.05	0.748	Not Significant
	Older	25	26.16				
Average Family Monthly Income	Lower	21	25.24	299.00	0.05	0.914	Not Significant
	Higher	29	25.69				
Number of Children	Few	21	26.31	287.50	0.05	0.738	Not Significant
	Many	29	24.91				

As presented in the table, at the variable age, the Mann-Whitney U test yielded a value of 296.00 with a p-value of 0.748, which is greater than the 0.05 level of significance; based on these results, it was interpreted as "not significant." Therefore, the hypothesis that states "there is no significant difference in the extent of parental involvement in the printed modular learning

modality in kindergarten learners in the domain of Aesthetic Development when grouped and compared according to age" was accepted.

Then, regarding average family monthly income, the Mann-Whitney U test yielded a U statistic of 299.00 with a p-value of 0.914, which is greater than the 0.05 level of significance and thus interpreted as "not significant." Therefore, the hypothesis that states "there is no significant difference in the extent of parental involvement in the printed modular learning modality in kindergarten learners in the domain of Aesthetic Development when grouped and compared according to average family monthly income" was accepted.

In addition, for the number of children, the Mann-Whitney U test yielded 287.50 with a p-value of 0.738, which is greater than the 0.05 level of significance and thus interpreted as "not significant." Therefore, the hypothesis that states "there is no significant difference in the extent of parental involvement in the printed modular learning modality in kindergarten learners in the domain of Aesthetic Development when grouped and compared according to the number of children" was accepted.

This implies that the extent of parental involvement in the printed modular learning modality in the domain of Aesthetic Development, when parents are grouped and compared by age, average monthly family income, and number of children, does not vary across groups. This further implies that parents execute their artistic, creative, and aesthetic guidance roles uniformly regardless of demographic differences. Across all age groups, income brackets, and household sizes, parents demonstrate equal dedication to supporting young learners in creative expression, coloring, music, crafts, and visual appreciation activities embedded in printed learning modules. Guiding basic artistic and aesthetic tasks is viewed by parents as an essential, accessible aspect of early childhood education that does not require financial privilege or specialized training.

This implication was supported by Churchill Dower (2019), who emphasized that children's aesthetic development is enhanced through opportunities for creative expression, artistic exploration, and engagement in art, music, and other creative experiences. The author noted that parental support plays an important role in fostering children's creativity, imagination, and aesthetic awareness. Likewise, Sonnenschein et al. (2021) observed that although parents remained engaged in home-based learning, many encountered difficulties facilitating independent and creative learning activities. These findings support the present result that parental involvement in aesthetic development remains consistent regardless of age, family monthly income, and number of children, as parents generally view basic creative and artistic activities as important components of children's development.

Proposed Intervention Plan

Rationale

Paccaud et al. (2021) emphasized that effective family-school partnerships and parental involvement contribute positively to children's learning outcomes, emotional well-being, and overall development. Likewise, Hudson and Willoughby (2021) highlighted that parental support plays a vital role in promoting children's motor competence and school readiness. In the context of printed modular learning, parents assume expanded instructional responsibilities as home learning facilitators, providing guidance, supervision, and support for their children's developmental needs.

Although the study found a great extent of parental involvement in gross and fine motor skills, physical health, and socio-emotional development, a moderate level of involvement was observed in aesthetic development. The results further identified challenges in facilitating complex fine motor activities, strengthening children's independent task performance, and guiding creative artistic tasks. These findings indicate the need for structured support mechanisms that will enhance parents' confidence and competence in facilitating developmental learning activities at home.

Therefore, this proposed intervention plan was developed to address the identified needs and strengthen parental involvement in the printed modular learning modality. Specifically, the plan aims to improve home learning facilitation practices, enhance parental instructional capabilities, and support the holistic development of kindergarten learners in Negros Occidental.

Scheme of Implementation

This proposed intervention plan is recommended for implementation for School Year 2026–2027. The findings, target objectives, strategies/activities, time frame, persons involved, and success indicators are outlined in the matrix below.

Proposed Intervention Plan

Areas of Concern	Findings	Objectives	Strategies (Activities)	Time Frame	Persons Involved	Budget	Success Indicator
Gross and Fine Motor Development	Guide my child in drawing geometric shapes (e.g., square, triangle, rectangle)	Enhance parents' ability to assist with fine motor and visual-motor activities.	Provide supplementary trace-and-draw activity templates and demonstrate proper grip and tracing techniques during HRPTA meetings.	Every Quarter or Term (during Homeroom PTA conferences)	Master Teachers, Kindergarten Advisers, Parents	₱1,500	90%-100% of learners show improved tracing and drawing skills.
Physical Health Development	Teach my child to swim or participate in water-based physical activities.	Provide accessible physical activity alternatives.	Distribute "Home Physical Fitness & Movement Guides" featuring simple, space-efficient daily gross motor exercises.	First Month of School Year	MAPEH Coordinators, Class Advisers, Parents, Learners	₱1,500	90%-100% compliance with physical wellness activities.
Socio-Emotional Development	Encourage my child to develop self-confidence when accomplishing tasks independently.	Strengthen parents' ability to foster independence and self-confidence.	Conduct in-person seminars on positive parenting and promoting independent learning.	Every Quarter	School Heads, Guidance Designate, Class Advisers, Parents	₱2,000	90%-100% of parents report increased confidence in guiding their children.

Aesthetic Development	Help my child draw himself/her self through seeing the mirror or make a puppet using socks (whichever obtained the lowest mean in your results)	Improve parental support in creative and artistic activities.	Conduct "Art-at-Home" orientation workshops and distribute step-by-step visual activity guides featuring alternative materials.	First two months of the school year (August–September)	School Heads, Master Teachers, Kindergarten Advisers, Parents, Learners	₱3,000	90%-100% participation in art activities.
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Conclusion:

From the findings of the study, the researcher concluded:

Their profile shows that parent respondents are evenly split between younger and older age groups, with a higher proportion having higher average family monthly income and a larger number of children in the household.

The extent of involvement of parents in the Printed Modular Learning Modality in the domains of Gross and Fine Motor Development, Physical Health Development, and Socio-Emotional Development was found to be at a great level, showing that parents actively direct physical movements, wellness habits, and emotional expression at home. However, in the domain of Aesthetic Development, parental involvement was found to be moderate, as parents encounter greater difficulty guiding complex creative tasks, such as puppet-making and self-portraits, compared to basic visual identification tasks like naming colors.

As to the extent of parental involvement in printed modular learning, when grouped by variables, it is concluded that no significant differences exist across age, average family monthly income, or number of children. This indicates that parents across all demographic backgrounds provide uniform support to their kindergarten learners, demonstrating that parental commitment to home-based learning is consistent regardless of socio-economic status, age, or family size.

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