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# PARENTS AS TEACHERS IN MODULAR DISTANCE LEARNING: RELATIONSHIP OF PARENTING STYLE AND THE ENGLISH ACADEMIC PERFORMANCE

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**Abstract:** The purpose of this study was to examine the pupils' parenting style and their English academic performance during modular distance learning in select two schools in Alamada, Philippines. More so, the study even explored the relationship between socio-demographic characteristics and English academic performance and the relationship between pupils' parenting style and English academic performance. The researchers chose one hundred twelve Grade VI pupils through stratified random sampling with proportionate allocation. An expert-validated survey questionnaire was used to identify the parenting styles utilized by the respondents, while their English-accumulated grades served as the basis of their academic performance. Based on the result, the majority of them are 10-12 years old, male, Ilonggos, and have parents with high school education. It further revealed that the parenting style experienced by the respondents is authoritative. More so, the English academic performance of the respondents was satisfactory. It also revealed that sex, age, parents' educational attainment, and the English academic performance of the respondents have a significantly weak relationship. More importantly, the study revealed a significant yet weak relationship between the respondents' parents' authoritative and neglectful parenting style and the respondents' academic performance in English. The findings suggest that incorporating authoritative parenting during modular distance learning positively influences the English academic performance of the pupils, emphasizing the importance of parental involvement in shaping educational outcomes in this mode of learning. It is then recommended that parents as teachers should be careful about their parenting style since this ultimately affects their pupils' academic performance.

**Keywords:** *parenting styles; modular distance learning; English academic performance; parents as teachers; Philippines*

## INTRODUCTION

The education sector has faced unprecedented challenges in the wake of the COVID-19 crisis, which has had profound effects on various aspects of human lives. As noted by Viner et al. (2020), one significant response to mitigate the spread of the virus has been the widespread temporary closure of schools worldwide. This measure, while aimed at ensuring public health safety, has significantly disrupted traditional educational systems and necessitated the exploration of alternative modes of teaching and learning. The DepEd came up with the learning modality of SLM (Self-Learning-Modules), which also considers the pupils in rural areas who have no access to online instruction. In the local context here in Alamada, the researchers observed that parents acted like teachers in order to help their children answer the modules and that parents were involved in academic accomplishments during the new normal. Monitoring and evaluating the academic progress and achievement of the learners are the teachers' responsibility. The pupils seek guidance by using online resources, and it is possible that teachers will visit pupils at home while they are having remedial instruction (Belgica et al., 2020).

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However, there are times when teachers cannot go or visit their pupils, and basically, they will rely on the assistance of their parents. Since the face-to-face classes were temporarily suspended in this new mode of instruction, parents play an important role as home facilitators to give guidance and assist their pupils in learning. Though there were studies conducted regarding the pupils' academic performance and how it was affected by the parenting styles during modular distance learning (Salvador & Sacay, 2023; Malabarbas et al., 2022; Apuada, 2022), there is a dearth of studies that discuss if parenting style affects the pupils' academic performance in English, particularly pupils studying in the context of Alamada, North Cotabato, Philippines.

In light of the stated facts on the importance of education in the new normal, this study aims to investigate the parenting style experienced during the new mode of learning, particularly modular distance learning, and also this research wants to identify the English academic achievements of the pupils under the modular distance learning.

Specifically, the study aimed to determine the socio-demographic characteristics of the respondents in terms of age, sex, parents' educational attainment, and ethnolinguistic group. This exploration of their demographics can provide empirical data as to whether these factors affect academic performance. Prior studies revealed that demographic characteristics have impact on academic performance (Christmann, 2017; Amparo et al., 2018) Furthermore, the study aimed to determine the parenting style experienced by the respondents in modular distance learning, determine the English academic performance of the respondents under modular distance learning; determine if there is a significant relationship between socio-demographic characteristics and the English academic performance of the respondents; determine if there is a significant influence between parenting style and the English academic performance of the respondents. The English academic performance speaks of their proficiency and mastery in English skills such as listening, speaking, writing, and reading (Dzebeq & Gunawan, 2020). Hence, exploring this aspect of performance, specifically in English, would shed light on the influence of a type of parenting style amidst modular distance learning, where pupils are usually situated at home.

## LITERATURE REVIEW

### Modular Distance Learning

Modular distance learning is a teaching approach that focuses on individualized self-paced learning that deals with the objective and course that needs to be successful in pupils' learning outcomes. To achieve its goal, these important elements should work together. Identifying the objectives, determining the teaching and learning strategies, and monitoring and assessing the pupils' academic performances should be considered in order to align the curriculum constructively.

Studies have been conducted about the achievement of pupils in this new mode of teaching in the new normal, as well as other materials used in the learning process. According to Sadiq and Zamir (2014), compared to traditional teaching approaches, modular teaching is also more effective in the learning process. Because using a modular approach allows for individualized learning, it is also a form of free self-learning where practice exercises are given quick feedback and reinforcement to stimulate pupils' interests. The modular approach increases the chances that pupils will actively participate in completing the activities that are assigned in the lesson. Thus, pupils learn in a way that suits them. Satyarthi (2017) emphasized that compared to traditional teaching, modular distance modality was found to be more effective in the teaching-learning process. Using self-learning materials such as books, these pupils help regulate self-paced learning


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through this new learning modality. Lim (2016) found that modular learning for teaching mathematics, specifically in word problem-solving, is an effective method of learning. He conducted his study of the effects of modular instruction on word problem-solving in BEED pupils. The study by Ibyatova et al. (2018) regarding the Modular Approach to Teaching and Learning English Grammar found that this new mode of distance learning is successful in improving the student's level of understanding. Valencia (2020) stated that the Modular Method in Teaching English for Grade 3 discovered that pupils taught using the modular approach. It has been found that when evaluated, it is tremendously effective. These findings suggested that the modular approach is more effective in terms of pupils' academic performance. According to Betlen (2021), the academic achievement of pupils using the modular learning method improved greatly. It also showed that kids who used the modular learning strategy did better in English.

Compared to the face-to-face instruction of using a textbook and other references, teaching the English language has the purpose of increasing active learning, continually developing based on thinking, and improving the ability to do problem-solving. The teacher will provide activities and monitor and evaluate during modular distance learning. The use of teachers' own style and components, the benefit of the scope materials, and the organization of the learning materials can all have a great effect on the teaching and learning opportunities for learners. As a result, using the learning materials in teaching has created a much more adaptable educational learning experience for both teachers and pupils (Cheng & Abu Bakar, 2017). Ambayon (2020) corroborates the study that modular distance learning is preferred compared to the traditional approach. It helps motivate and builds pupils' personal interest. It is more on a student-centered approach to learning.

On the other hand, Charles and Kumar (2018) concluded that using modular distance learning, particularly in English subjects, is more reliable and efficient in developing learners and assessing them. He further explained that with associated specific learning areas, using a modular learning approach is an effective way of achieving learning objectives, learning materials, and strategies, and monitoring pupils' progress in academic achievements. This had a great impact on pupils' learning and development and allowed their responsibilities and recognize their initiatives, as this requires self-efficacy on the learners' part, with the use of appropriate materials needed in the teaching-learning process.

**Parenting Styles in Modular Distance Learning**

Parents are responsible for their children in terms of giving them their basic needs and the love, care, and support they need. They are also in charge of their overall development as well (Breiner et al., 2016).

Thus, parents play an important role in their children's development, and their knowledge begins with the influence of home education. A parent is considered to be their first teacher. The overall development of the child must be observed by their parents in order for the children to become independent and work on their own so that they become aware of the real-world situation where they live (Ceka & Murati, 2016). As argued by Kim and Kim (2021), parents' involvement serves a crucial role in influencing a student's achievement. Castro et al. (2015) even supported the idea that it affects the social, emotional, and academic development of a student. These concepts have broad meanings or understandings, like beliefs, roles, behavioral patterns, and attitudes, as well as parent practices (Budhrani et al., 2021). Moreover, Steves and Burop (2015) and Keanton and Gilbert (2020) share that


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parental engagement may vary. In terms of the ability and expectations of parents, the needs of the learners, and the responsibility of the teacher, According to Guan and Benavedis (2021), parents are said to be the facilitators who guide their children in answering their modules. According to Tibon (2020), most pupils are not given support from their parents. They cannot work independently, particularly in reading and understanding it. Olivo (2021) also shared that parents wanted to emphasize that the given time to answer the modules is not enough due to the many activities on the modules. Some parents shared that they cannot teach their children as the teacher did. They are not able to utilize and provide knowledge to assist their children. According to Pinquart (2016), a neglectful parenting style may affect the academic performance of pupils, resulting in low grades.

Ali et al. (2013) stated that father/guardian age, socio-economic status, and daily study hours contribute significantly to a graduate student's academic performance. Luaña (2021) states that there are ways to help their children in their self-learning modules by answering, such as explaining, giving samples, google, and drawing their modules directly. They are part of the modules that the pupils have to understand, and parents try to explain them the best they can by giving examples for them to be able to grasp them. Moreover, El Refae et al. (2021) stated that the impact of demographic characteristics on student academic performance in face-to-face and distance learning further explained that other viewed by grade levels such as A, B+, and B and overall GPA of the student. The academic performance was better in distance learning than in face-to-face learning. Hence, parents try everything to support their children in this new mode of learning, which is the MDL.

There are scheduled dates for parents and guardians to submit and collect self-learning modules (DepEd, 2020). Support and guidance coming from the parents also help the children learn (Philippine Information Agency, 2020). Gevero (2021) stated that there are factors that affect parent engagement in modular learning. These are educational attainment, confidence, motivation, level of comfort, language skills, and social profile. Parents encounter difficulty teaching their children, they tend to use technology and deal with online learning (Alicamen & Abadiano, 2020). Yazon (2017) stated that modules are said to be effective in the learning process through validation and are well facilitated.

Moreover, Malanga et al. (2020) added that in order for pupils to focus on their modules, the environment should be conducive to learning. Check their children regularly the schedule and organization of schedules, and what to do must be planned to avoid delays in submitting the outputs. Also, encouragement and appreciation of your child when answering their modules make them feel motivated to learn. According to Jaiswal (2017), parents' involvement in guiding their children's school work through modules encourages improving their self-learning modules, planning study hours, and giving them time to break or rest to avoid pressure on pupils.

Parents using their first language to explain is also one way to communicate well with their children so the pupils can understand the concept easily (Ezeokoli & Ugwu, 2019). This was similar to Luaña (2021), who claimed that parents explained the lesson in Filipino to have a better understanding of the modules given by the teacher; some parents do not give exact answers to their children; instead, they give clues and examples to help children grasp them. However, this new learning modality gives parents a different level of challenge in facilitating their children, particularly in the Philippines.

Bhamani et al. (2020) stated that parents encounter problems primarily by keeping their children busy. Give them


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time to breathe and relax from doing activities in school (MDL); these children spend their time using gadgets. Manlagit et al. (2020) stated that pupils preferred family members they get along with to help them answer their modules and assignments.

**Modular Distance Learning to Pupils' Academic Performance**

The Department of Education (DepEd) says that parents have different roles in modular learning modes like Module-ator, Bundy-clock, and Home innovator, as Module-ator, a sense that parents are responsible for submitting the printed Self-Learning Modules (SLMs) from and to schools at the scheduled distribution and retrieval, depending on the agreement between the parents and the school. As Bundy-Clock, parents are the ones to check their child's schedule. Because of the number of subjects or activities to be done by their child, parents must see to it that it is being observed and followed accordingly to avoid cramming or delays in submission, which may affect the child's academic performance. Finally, as home innovators, parents are in charge of creating a learning environment for their children, assisting their pupils, and sharpening their attention spans. It must be a room in the house that is well-ventilated and lighted, with no distractions. The use of learning materials encourages individual self-paced learning. This is one of the advantages of using learning materials for the instruction of better-individualized self-study or learning skills among pupils. Pupils engage in learning about the concepts in the module. They also develop a sense of responsibility to complete the module's learning tasks. The pupils advance on their own, without help from others. They are becoming equipped in learning and how to learn, more options and individual self-pacing for pupils, a varied and adaptable learning environment, and improved learning with the usage of the instructional materials are further advantages of modular learning in teaching (Nardo, 2017). Individualized self-learning modules help pupils improve their capacity for self-learning. Padmapriya (2015) concluded that this is a personalized self-learning style that motivates pupils to evaluate, manage, and regulate their own learning styles and instills in them a desire to engage in English language learning because they are completely independent in discovering new concepts. With the aid of the instructional resources, pupils engaged in learning and were motivated to learn at their own pace. Pupils who were taught using a student-centered, activity-based fared much worse than pupils who were taught using modular learning.

According to Ortega (2019), a self-learning module that utilizes modules has the greatest impact on learners' academic achievement. This study found that English language learners performed better academically and gained more knowledge from their grade reports, which are the most common type of assessment. They have developed a sense of responsibility to finish the learning activities provided in the module. However, there are also disadvantages to modular distance learning, such as the need for pupils to develop self-control, motivation, and time commitment for preparation. The academic success of STEM pupils was unaffected by their understanding of modular distance learning (Aksan, 2021). This implies that their understanding also has no impact on whether they receive good averages or low grades for their academic performance. Additionally, the researcher discovered that using this method helped pupils advance academically.

However, parents may use a variety of parenting styles, allowing them to use resources that affect the learners' actions and change their behavior toward the success of modular distance learning, just like the parenting attitudes that parents use to influence the behavior of their children.


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Some of these parenting styles are authoritative, authoritarian, permissive, and neglectful. According to Baumrind (1971), in an authoritarian home, parents are stricter and less friendly with their children. As a result, children do tasks out of fear of their parents. Permissive parents are not demanding as a result, which spoils kids in their social and academic performance. Parents who handle their roles in an authoritative manner do so with an equal amount of warmth and control, giving children enjoyable paths and possibilities in both their academic and practical lives. Neglectful parents who act like they do not care about their kids do not show them much affection, support, or love, and they do not meet their needs well. This is the most optimal, reasonable, and well-balanced discipline.

As stated in the study by Bi et al. (2018), adolescents' expectations of behavioral autonomy mediated the relationship between parenting style and conflict, and adolescents' beliefs about custody legitimacy mediated the relationship between parenting style and cohesion. Some of these mediating effects differed by gender. In addition, it highlights the examining the possible influence of adolescent values and attitudes within the family system in specific cultural contexts, the purpose of this study is to ascertain how essential parenting style is and how it affects children's academic achievement so that the need for parenting engagement grows. According to Durisic and Bunijevac (2017), several studies have shown that the more involved parents are, the better their children do in school. Parenting practices not only improve academic performance but also positively affect pupils' attitudes and behaviors. Hayek et al. (2022) corroborate the study that authoritative parenting can have direct positive effects on academic performance in young people and indirect effects through psychosocial competence, i.e., increased self-efficacy most likely to influence intention translates into direct action to achieve good academic performance. Since the interaction between parents and children has long-lasting effects, it is important to make sure your style of parenting supports the children's growth and development.

## METHOD

This study used the descriptive-correlation research design. A descriptive research design was used to summarize and describe the socio-demographic characteristics of the respondents and the parenting styles experienced by learners in modular distance learning. On the one hand, the correlation research design was used to shed light on the prevailing relationships between socio-demographic characteristics and parenting style, the pupils' academic performance that is occurring, and the effects that are being felt or trends that are developing. A descriptive correlational research design is a method that investigates the relationship between two or more variables without manipulating them (Rothenberg et al., 2016, as cited by Ortega and Sumayo, 2024).

The researchers used stratified random sampling with proportionate allocation to determine the respondents of the study. The respondents of this study were (112) Grade VI pupils of two chosen schools from Alamada West District, Alamada, Philippines.

The researchers utilized an adapted questionnaire from Shyny (2017) to obtain the needed data for the study. This modified questionnaire has two parts. The first part of the research instrument was the pupils' socio-demographic characteristics, such as age, sex, parents' educational attainment, and ethnolinguistic group. The second part of the instrument was the five-point Likert scale of parenting styles experienced by the respondents in modular distance learning. More so, the questionnaire was conducted in a face-to-face manner. The respondents were even reminded that if they had questions, they could freely ask them and clarify them with the researchers.

To ensure that the questionnaire was


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appropriate for the respondents, a content validation was administered. The research questionnaire was validated by two experts in the field.

More so, after the data were collected, tabulated, and interpreted, the data were subjected to descriptive statistics such as frequency counts, percentages, and mean, which were used to describe the socio-demographic characteristics of the respondents in modular distance learning. To answer the query on the relationships explored in the variables analyzed, Pearson r Correlation was used to describe the degree of association between socio-demographic characteristics and parenting style on the English academic performance of the respondents under modular distance learning.

## RESULTS AND DISCUSSION

### Socio-demographic Characteristics of the Respondents

Table 1 presents the socio-demographic characteristics of the respondents. As shown in the table, the majority of the respondents (107 or 95.5%) are aged 10-12 years old. On the other hand, only 5 or 4.5% of the respondents are 13-15 years old. In terms of sex, most of the respondents (61 or 54.4%) were male, while 51 or 45.5% were female. This finding implies that more males than females served as respondents in the study. The respondents, in terms of their ethnographic affiliation, are composed of 89 or 79.5% Ilonggos, 14 or 12.5% Maguindanaons, and 4 or 3.6% Cebuanos. Only 3 or 2.7% of the respondents identified themselves as Ilocanos, while 2 or 1.8% were Tagalog. This data implies that the majority of the respondents are Ilonggo, where the research locale is home to diverse ethnolinguistic groups. When it comes to the respondents' parents' educational attainment, most (45 or 40.2%) of the respondents' parents are high school graduates. There were 39 or 34.8% of the respondents' parents who were able to continue their education up to college. Only 15 or 13.4% of the respondents' parents were up to the elementary level of education, while only 13 or 11.6% were able to continue their post-graduate education.

Table 1. *Socio-demographic Characteristics of the Respondents*

| Socio-demographic Characteristics | Frequency (n=112) | Percentage |
|---|---|---|
| Age | | |
| 10 -12 years old | 107 | 95.5 |
| 13 – 15 years old | 5 | 4.5 |
| Sex | | |
| Male | 61 | 54.5 |
| Female | 51 | 45.5 |
| Ethnolinguistic Group | | |
| Ilonggo | 89 | 79.5 |
| Maguindanaon | 14 | 12.5 |
| Cebuano | 4 | 3.6 |
| Ilocano | 3 | 2.7 |
| Tagalog | 2 | 1.8 |
| Parents' Educational Attainment | | |
| High School | 45 | 40.2 |
| College | 39 | 34.8 |
| Elementary | 15 | 13.4 |
| Post Graduate, MA, PhD | 13 | 11.6 |

### Parenting Styles Experienced by the Respondents in Modular Distance Learning

Table 2 shows the parenting styles experienced by the respondents during modular distance learning. It was gleaned that most of the respondents answered that they had experienced the authoritative parent style most of the time. It was even found that their parents are responsive to their feelings and needs (4.01), respect their opinions encourage them to express them (3.81), and provide reasons for the expectations they have (3.81). However, parents take the wishes into consideration before the child asks to do something (3.65) is considered the lowest in the authoritative parent style to flourish.

As regards the authoritarian parenting style and permissive parenting style, respondents have shown that they have experienced them, however, with minimal occurrence as these were experienced sometimes. Under the authoritarian parenting


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style, most of the common statements constituted to this were when a child asks his/her parents why he/she has to do something, and then they replied because I said so, I am your parent, or because that is what I want (3.27), the parents spank the child when they do not like what the child does or says (3.03). Yet, the lowest statement to receive under this parenting style was his/her parents explode in anger toward me (2.71). In terms of permissive, parents who spoil got the highest mean of 3.08, followed by parents who find it difficult to discipline a child (2.91). Moreover, the parents also showed this parenting style rarely by ignoring the child's behavior (2.29), having little patience, and tolerating any misbehavior or listening to the child's excuses for any kind of mistake (2.37).

With regard to the neglectful parenting style, it was experienced rarely by the respondents (2.46). The most common statements they shared with the same verbal description rarely were the parents have enough stress and strain on themselves and cannot take care of the child's welfare (2.35), and the parents do not have any demand or control, and they give the child total freedom (2.37). Although neglectful was overall considered rarely, some statements were seen to be experienced sometimes by the respondents, such as the parents never like to tell the child where they are going or why they are late (2.54) and the parents are very busy with their household and office duties; they get less time to be involved in the child's studies or listen to the child's needs and wishes (2.54).

The results show that the respondents have experienced a multitude of parenting styles in modular distance learning. The respondents experienced an authoritative parenting style where their parents were amenable to their requests and took them into consideration. This finding is also in consonance with the study of Hayek et al. (2022), which stated that authoritative parents provide a warm family climate, set family standards, and promote independence to their children, which results in more active career exploration on the part of children. Moreover, it also implies that the respondents have experienced authoritarian and permissive parenting styles, maybe because children are given an explanation as to why they cannot do something and spank them when they do something against their parents, especially in the modular distance learning since modules are collected from time to time, and these should be submitted on time. If the parents practice permissive behavior, expect that they have little patience for any misbehavior or, worse, even ignore them.

Lastly, it also suggests that the respondents experienced a neglectful parenting style. It may happen when parents can no longer give attention to the child because they are already stressed, and assisting them in modular distance learning is additional stress. Since parents know that it is modular distance learning, they will give full freedom to the child and not want to be involved in any of the child's activities, leaving their parental obligation at stake. According to Baumrind (1971), parents rarely use a "neglectful" parenting style. Parents who choose this approach frequently fail to take care of their parental responsibilities since they do not seem to want to be involved in their kids' conduct.

Parental control affects how independent teenagers feel while making decisions. Authoritarian parents, according to Bi et al. (2018), have low responsiveness but strong demands, which are characteristics of an authoritarian parenting style. This type of parent prefers to win cooperation in hostile control or harsh punishment applied arbitrarily. Additionally, children with permissive parents have a strong feeling of dependency and excessive reliance on authority people (Bi et al., 2018).

Table 2. *Parenting Style Experienced by the Respondents in Modular Distance Learning*

| Parenting Style | Mean | Verbal Description |
|---|---|---|
| Statements **(Authoritative)** | | |
| My parents are responsive to my feelings and needs. | 4.01 | Most of the time |


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| | | |
|---|---|---|
| My parents provide reasons for the expectations I have. | 3.81 | Most of the time |
| My parents respect my opinions and encourage me to express them. | 3.81 | Most of the time |
| My parents have warm and intimate times with me together. | 3.72 | Most of the time |
| My parents take my wishes into consideration before I ask to do something. | 3.65 | Most of the time |
| **Sub-Mean** | **3.80** | Most of the time |
| Statements **(Authoritarian)** | | |
| When I ask my parents why I have to do something, they will tell me because I said so, I am your parents, or because that is what I want. | 3.27 | Sometimes |
| My parents spanked me when they did not like what I did or said. | 3.11 | Sometimes |
| My parents yell when I disapprove of my behavior. | 3.03 | Sometimes |
| My parents punish me by taking privileges away (e.g., games, TV, visiting friends). | 2.82 | Sometimes |
| My parents explode in anger toward me. | 2.71 | Sometimes |
| **Sub-Mean** | **2.99** | Sometimes |
| Statements **(Permissive)** | | |
| My parents spoil me. | 3.08 | Sometimes |
| My parents find it difficult to discipline me. | 2.91 | Sometimes |
| My parents give into causes when they riot about something. | 2.49 | Rarely |
| My parents have little patience and tolerate any misbehavior or listen to my excuses for any kind of mistake. | 2.37 | Rarely |
| My parents ignore my behavior. | 2.29 | Rarely |
| **Sub-Mean** | **2.63** | Sometimes |
| Statements **(Neglectful)** | | |
| My parents never like to tell me where he/she is going or why they are late. | 2.54 | Sometimes |
| My parents are very busy with their household and office duties; they get less time to be involved in my studies or listen to my needs and wishes. | 2.54 | Sometimes |
| My parents are bound with severe life problems; he/she ignore my misbehavior, and they do not have any idea about my life outside the home. | 2.49 | Rarely |
| My parents do not have any demands or control, and he/she gives me total freedom. | 2.37 | Rarely |
| My parents have enough stress and strain on themselves and cannot take care of my welfare. | 2.35 | Rarely |
| **Sub-Mean** | **2.46** | Rarely |

**Legend for Interpretation:**

| | |
|---|---|
| 0-1.49 | Never |
| 1.50-2.49 | Rarely |
| 2.50-3.49 | Sometimes |
| 3.50-4.49 | Most of the Time |
| 4.50-5.00 | All of the Time |

## Academic Performance in English of the Respondents in the Modular Distance Learning

Table 3 shows the grades obtained by the respondents in English during modular distance learning.

As shown in the table, most of the respondents (44 or 39.3%) have grades from 80-84%, which means that they satisfactorily passed their English subject during the modular distance learning. 40 or 35.7% of the respondents had very satisfactory grades in English, ranging from 85-89%. Moreover, there were also pupils who got outstanding grades from 90-96% in English during modular distance learning. However, 5 or 4.5% of the respondents have fairly satisfactory grades in English, ranging from 77-79%. It implies that it is satisfactory and has a positive outcome; although they are in modular distance learning, they still get high grades in their English subject. This result somehow supports the result found in the study of El Refea et al. (2021), who reported that the implementation of modular distance learning resulted in a smaller number of weak pupils and an increase in the number of pupils with higher GPAs. Also, the results corroborated with the findings of the study by


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Betlen (2021), which stated that the academic achievement of pupils using the modular learning method improved greatly and showed that children who used modular distance learning did better in their English academic performance.

Table 3. *Academic Performance in English of the Respondents during Modular Distance Learning*

| Grade | Frequency | Percentage |
|---|---|---|
| 90 – 100 | 23 | 20.5 |
| 85 – 89 | 40 | 35.7 |
| 80 – 84 | 44 | 39.3 |
| 77 – 79 | 5 | 4.5 |
| 75 | 0 | 0 |
| Total | 112 | 100.0 |

**Legend:**

| Descriptor | Grading Scale |
|---|---|
| Outstanding | 90-100 |
| Very Satisfactory | 85-89 |
| Satisfactory | 80-84 |
| Fairly Satisfactory | 77-79 |
| Did Not Meet Expectations | Below 75 |

**Relationship Between Respondents' Socio-demographic Characteristics and Academic Performance in English**

Table 4 displays the relationship between the respondents' socio-demographic characteristics and academic performance in English. The result reveals that the respondents' sex, age, and parents' educational attainment significantly correlate with their academic performance in English during modular distance learning. The significant relationships between the variables were established because the p-values (.001, .022, and .007) are lesser than 0.05 level of significance. The result further reveals that the respondents' sex and parents' educational attainment are positively weak correlated with their academic performance in English with correlation coefficients of .301 and .252, respectively.

On the other hand, respondents' age is negatively weak correlated with their academic performance in English. This implies that the respondents' sex, age, and parents' educational attainment are weakly associated with their performance in English, specifically during modular distance learning. In addition, the study found that the younger the respondents, the higher their grades in English during modular distance learning. Also, male respondents performed better than female respondents, and the higher the educational attainment of the respondent's parents, the better the English performance of the respondents. El Refae et al. (2021) assert that sex is one of the factors that contributed to at least 7.4% of the variation in the academic performance of pupils in face-to-face and distance learning. Moreover, Durisic and Buniijevac (2017) pointed out the relationship between parents' education level and their children's academic achievements, and Idris et al. (2020) revealed that the high education of fathers and mothers positively contributes to their children's academic achievement. Ortega (2019) also discovered that a student's academic performance in the English language is significantly influenced by the educational level of their parents in Pakistan. In addition, Ali et al. (2013) also found that age has a significant impact on pupils' academic performance.

Table 4. *Relationship Between Respondents' Socio-demographic Characteristics and Academic Performance in English*

| Paired Variables | Correlation Coefficient | Qualitative Interpretation | p-value |
|---|---|---|---|
| Academic Performance and Sex | .301** | Weak | .001 |
| Academic Performance and Age | -.216* | Weak | .022 |
| Academic Performance and Parents' Educational Attainment | .252* | Weak | .007 |
| Academic Performance and Ethnolinguistic Group | -.179ns | Very Weak | .059 |

*. Correlation is significant at the 0.05 level
ns Correlation is not significant at the 0.05 level


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**Relationship Between Parenting Styles Experienced by the Respondents and their Academic Performance in English**

Table 5 reveals the relationship between the parenting styles experienced by the respondents during modular distance learning and their academic performance in English. Based on the result, significant relationships exist between the respondents' parents' authoritative and neglectful parenting style and the respondents' academic performance in English, with p-values of .031 and .006, respectively. The result further reveals that the authoritative parenting style of the respondents' parents is positively weak correlated with the respondents' academic performance in English with a correlation coefficient of .204, while the neglectful parenting style of the respondents' parents is negatively weak correlated with the same variable with a negative correlation coefficient of -.257. This implies that when the respondents' parents demonstrate an authoritative parenting style during modular distance learning, the respondents achieved better grades in English. However, an authoritative parenting style is weakly associated with better grades in English. On the other hand, when respondents' parents showed a neglectful parenting style, the respondents got worse grades. It implies that neglectful parenting styles affect the academic performance of the pupils, which causes low grades, however, neglectful parenting styles are weakly associated with low grades.

The result is supported by the study of Hayek et al. (2022), wherein it indicates that adolescents who perceive their parents as authoritative are more likely to develop high efficacy beliefs and higher intention and subsequently are more likely to achieve better in school compared to peers of neglectful parents. Moreover, Kim and Kim (2021) stressed that authoritative parenting had been generally found to have the most positive outcomes and promote higher academic achievement. On the other hand, neglectful parenting has been consistently linked with the poorest outcomes and lower grades (Pinquart, 2016).

Table 5. *Relationship Between Parenting Style Experienced by the Respondents and their Academic Performance in English*

| Paired Variables | Correlation Coefficient | Qualitative Interpretation | p-value |
|---|---|---|---|
| Authoritative Parenting Style and Respondents' Academic Performance | .204* | Weak | .031 |
| Authoritarian Parenting Style and Respondents' Academic Performance | -.084ns | Very Weak | .376 |
| Permissive parenting style and Respondents' Academic Performance | -.094ns | Very Weak | .326 |
| Neglectful Parenting Style and Respondents' Academic Performance | -.257* | Weak | .006 |

*. Correlation is significant at the 0.05 level
ns Correlation is not significant at the 0.05 level

## CONCLUSION

It can be concluded from this research that the pupils who experienced the modular distance come from diverse socio-demographics. The data reveals a predominantly young sample concentrated in the 10-12 age group, a representation of both sexes, ethnolinguistic diversity, and varied parental educational backgrounds. With regards to the parenting styles the pupils experienced, it can be concluded that the result has a generally positive parental environment with an emphasis on authoritative parenting, fostering a supportive and communicative relationship between parents and respondents.

Also, it can be gleaned from the study that the distribution of grades among the respondents indicates a generally positive


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academic performance in English during modular distance learning. However, it is crucial to acknowledge a limitation; the presented grades are specific to English and do not provide a comprehensive overview of the pupils' performance across all subjects.

Furthermore, the correlation analysis uncovers subtle connections between academic achievement and socio-demographic factors, as well as parenting styles. The correlations between sex, age, and parents' educational attainment and academic performance are weak, indicating that their influence is modest. Authoritative parenting exhibits a modest positive correlation, indicating a possible beneficial effect on academic achievements. In contrast, neglectful parenting demonstrates a modest inverse relationship, suggesting a possible detrimental impact. Nevertheless, the associations with authoritarian and permissive parenting styles do not exhibit statistical significance. These findings highlight the diverse range of factors that affect academic performance, including socio-demographic factors and parenting styles, which contribute to the complexity of this relationship.

In light of the research findings, recommendations are tailored to various stakeholders. DepEd teachers are advised to implement a variety of instructional strategies that account for pupils' socio-demographic diversity, fostering a supportive and inclusive learning environment. Pupils are encouraged to actively participate in modular distance learning and seek assistance from their parents. Parents who act as teachers should prioritize authoritative parenting styles, focusing on open communication and active participation in their child's education. The teachers are also encouraged to contextualize materials in the teaching-learning process that address pupils' diverse needs while also acknowledging the positive impact of authoritative parenting. Future researchers are recommended to delve deeper into the relationships between socio-demographic factors, parenting styles, and academic performance through a more intricate methodology, such as mediation analysis, taking a broader view of subjects other than English to gain a more complete and thorough understanding of the situation. Possible longitudinal studies can also be done in different scopes and types of pupils to capture the parenting styles experienced in the context of modular distance learning, as this is one of the limitations of this study—focused only in two schools and of a specific grade level. More so, the generalizability of results may be constrained by the specific demographic characteristics of the sample and the not typical mode of learning, implying that parenting styles experienced may evolve rapidly, highlighting the potential for temporal instability in the observed correlations. Since the study is quantitative, qualitative research can be done to get further insights into parents' different practices in their parenting styles, particularly in an in-depth interview. These recommendations aim to improve the educational experience by recognizing the various factors that contribute to academic success in modular distance learning, whether pandemic or not pandemic times.

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