



Parental Readiness, Acceptance and Commitment on Individualized Printed Modular Instruction

Arlene Q. Egca¹, Rey T. Eslabon²

^{1,2}STI West Negros University, Philippines

Corresponding Email: arlene.egca@deped.gov.ph

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ABSTRACT

This research investigated the dedication, acceptance, and preparedness of parents for individualized printed modular education in order to create an engagement plan. The respondents came from a variety of age groups, sexes, family income levels, and numbers of children, guaranteeing fair representation. Facilitating home learning, parental intervention, and module pickup/return were all found to be highly ready by parents, with facilitating home learning having the lowest mean score. Additionally, the high degree of acceptability indicated that modular instruction is widely recognized as a feasible learning approach. However, there was a substantial difference in acceptance when separated by sex, with female parents expressing greater participation in the picking up and returning of modules. Reflecting great parental involvement in helping kids learn, talking with instructors, and following school rules, commitment was seen as being high to very high in all categories. The Mann-Whitney U test confirmed that there were no major changes in readiness and commitment among demographic categories, but acceptance only changed by sex. Readiness and commitment are common among parents, but acceptance is influenced by gender norms, according to these findings. Five programs were suggested based on these results: Home Learning Support Enhancement (HLSE), Parental Intervention Training Series (PITS), Module Distribution Compliance Initiative (MDCI), Gender-Responsive Parental Engagement (GRPE), and Family-Inclusive Learning Routines (FILR). In addition to maintaining the efficacy of modular instruction after the epidemic period, these activities strive to increase parent participation and encourage fair learning outcomes.

Keywords: Readiness, Acceptance, Commitment, Parents, Individualized Printed Modular Instruction

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INTRODUCTION

The shift to modular learning in the Philippines was very essential during the pandemic. In a June 2020 survey conducted by DepEd it was revealed that out of 22.2 million enrollees for School Year 2020–2021, the parents of 8.8 million learners preferred modular instruction over blended or online modalities (Magsambol, 2020). This choice underscored the vital role of parents as co educators, aligning with UNSDG #17 (Partnerships for the Goals), which emphasizes collaboration among families, schools, and communities. Modular instruction, being the most accessible and flexible option, depends heavily on parental readiness to guide learning, especially in areas with limited digital infrastructure.

However, parental readiness has not been fully established at that time considering the initial stage of implementing the use of printed modules. This learning method may require higher parental engagement specifically guiding, monitoring, and motivating learners in place of direct teacher supervision (Emerson et al., 2016). Although there was a high acceptance in the DepEd's survey, there is a need for a stronger commitment demands sustained effort: parents must consistently retrieve and return modules, support study routines, and coordinate with teachers (Llego, 2020).

It has been established that there are still a lot of challenges. For example, the delays in submission or non retrieval of modules raise concerns about the stability of parental commitment. These gaps highlight the need to examine readiness, acceptance, and commitment not as isolated issues but from a wholistic perspective that determine the success of modular instruction. Addressing these issues is essential to strengthening home–school partnerships, ensuring equitable learning outcomes, and advancing UNSDG #4 (Quality Education) and #17 (Partnerships for the Goals).

The researcher pursued this study to understand both the strengths and the gaps in parental engagement. She drew her motivation from first hand experiences of inconsistent module retrieval and submission revealed the urgency of assessing parents' readiness, acceptance, and commitment. By systematically analyzing these dimensions, the researcher aims to provide evidence based insights that will form the foundation of an engagement plan one designed to empower parents, support teachers, and sustain learner achievement in the new normal.

OBJECTIVES OF THE STUDY

The study aimed to determine the parents' levels of readiness, acceptance, and commitment toward printed modular distance learning in one of the schools in a large-sized division in Central Philippines during the School Year 2020–2021. Specifically, it sought to determine the respondents' profiles in terms of age, sex, average family monthly income, and number of children. It also examined whether there were significant differences in the parents' levels of readiness, acceptance, and commitment toward individualized printed modular instruction when grouped and compared according to these profile variables.

LITERATURE REVIEW

Parental readiness for individualized printed modular learning is closely associated with parents' active involvement in their children's education. Responsive parenting and meaningful parent-child interactions contribute to children's cognitive development, confidence, and academic performance. Nokali et al. (2016) emphasized that children whose parents are actively involved in their education tend to demonstrate better academic and behavioral outcomes. Similarly, Wang and Khalil (2015) conceptualized parental involvement as a multidimensional construct encompassing school involvement, home involvement, and academic socialization, all of which may contribute to students' achievement and engagement. In the context of distance and online learning, Steven and Borup (2015) further emphasized that family engagement is an important component of improving learning outcomes, although supporting children in nontraditional learning environments may present challenges for parents.

Parents' readiness to facilitate learning at home is also supported by evidence highlighting the importance of direct parental assistance. Topor et al. (2015) reported that parental involvement can strengthen children's confidence, participation, and academic performance. In the Philippine context, Evangelista (2015) emphasized the importance of collaboration among parents, teachers, and school administrators in supporting children's development and improving the school community. Sapungan and Sapungan (2014) likewise noted that parental involvement may include communicating with teachers, assisting children with homework, and participating in school activities. These findings suggest that readiness involves not only parents'



willingness to support learning but also their capacity to establish consistent home-learning practices and maintain communication with the school.

Parental acceptance of individualized printed modular learning is likewise influenced by the quality of parent-school communication and the nature of parental engagement. The American Federation of Teachers (2018) emphasized that positive communication between schools and families encourages parents to become more involved in their children's education. Wang and Khalil (2015) further indicated that different forms of parental involvement may influence students through behavioral and emotional engagement. Home-based involvement may directly and indirectly support academic achievement, while academic socialization can influence students' classroom engagement and achievement. Thus, acceptance of individualized printed modular instruction may be strengthened when parents understand their role, receive adequate support from schools, and are provided opportunities to communicate with teachers regarding their children's learning progress.

The Philippine literature also demonstrates that parental acceptance and involvement are shaped by family, cultural, and socioeconomic conditions. Bartolome (2017) noted that Filipino parents generally value education and are willing to support their children's schooling, although cultural expectations and family responsibilities influence how parents perform their roles. Barnes (2015) found that Filipino parental participation positively influenced children's academic performance even when differences in income and cultural circumstances were considered. Harris and Goodall (2015) distinguished parental involvement from parental engagement, explaining that involvement may refer to participation in school activities, whereas engagement focuses more directly on supporting children's learning. These perspectives indicate that parents' acceptance of modular learning should be understood within the broader context of family resources, cultural values, and the relationship between schools and households.

Parental commitment is particularly important in individualized printed modular learning because the learning process requires sustained support within the home. Jeynes (2015) found that realistic parental expectations are associated with improved academic performance. The Harvard Family Research (2015), based on a meta-analysis of 77 studies, likewise reported consistent positive associations between parental involvement and students' academic outcomes. In the Philippine setting, Sapungan (2015) emphasized that parental participation can contribute to improvements in children's morale, attitudes, academic performance, behavior, and social adjustment. These findings suggest that commitment involves more than providing materials or supervising schoolwork; it also includes establishing expectations, encouraging children, monitoring their progress, and maintaining continued support throughout the learning process.

Finally, parents' commitment and practices are influenced by the social and cultural conditions surrounding Filipino families. Ochoa and Torre (2014, 2015) emphasized that parenting and discipline practices are interconnected with socioeconomic circumstances, family stress, parenting styles, and cultural expectations. Their findings highlight the importance of developing interventions that are responsive to the specific circumstances of families and that promote positive parenting practices. Fedina et al. (2017), in examining the preparedness of parents and educators for distance learning, likewise considered motivational, cognitive, operational, emotional, and informational dimensions of readiness. Taken together, the literature indicates that successful individualized printed modular learning requires parents who are prepared to facilitate learning, accept their expanded educational role, and remain committed to supporting their children despite varying family, socioeconomic, and cultural circumstances.

METHODOLOGY

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

Research Design

The study employed a descriptive research design to determine the parents' degree of preparedness, acceptance, and commitment to individualized printed modular learning instruction in one of the schools in a large division in Central Philippines during School Year 2020–2021, serving as the basis for an improvement plan. The design involved the collection, organization, analysis, and interpretation of quantitative data using descriptive measures such as mean, median, mode, deviation, variation, percentage, and correlation. As noted by Galloway (2016), descriptive research may extend beyond basic descriptive statistics to



support the drawing of meaningful conclusions. This approach was considered appropriate because it quantitatively assessed the parents' readiness, acceptance, and commitment and provided empirical information necessary for developing an appropriate enhancement plan.

Study Respondents

Data was collected from 120 of 172 parent-respondents from a school located in a large division of Central Philippines during the 2020–2021 academic year. Stratified random sampling utilizing Cochran's method and the lottery technique was utilized because there were many respondents. The sample size was multiplied by the number of replies received from each area, which was then divided by the overall number of respondents to calculate the percentage. Using the lottery approach, the researcher will randomly choose participants from each department.

Instruments

The study utilized a researcher-made questionnaire consisting of two parts: Part I gathered the respondents' profiles in terms of age, sex, average monthly family income, and number of children, while Part II contained 63 items measuring parents' readiness, acceptance, and commitment to printed modular instruction, with 21 items for each variable and seven items per sub-area. The items were rated using a five-point Likert scale ranging from 5 (Always) to 1 (Almost Never). The instrument underwent face and content validation by five experts in education and research, and their recommendations were incorporated into the final questionnaire. Using the evaluation criteria of Good and Scates, the instrument obtained a validity index of 4.96, interpreted as *Excellent*, indicating that it was valid. Its reliability was established through a dry run involving 30 parents who were not part of the actual respondents, using Cronbach's alpha, a measure of internal consistency (James, 2018; Santos, 2016). The resulting reliability coefficients were 0.902 for readiness, 0.886 for acceptance, and 0.731 for commitment, interpreted as *Excellent*, *Good*, and *Acceptable*, respectively, demonstrating that the questionnaire was reliable.

Data Gathering Procedure

After the administration of the validity test of the research instrument, the researcher closely coordinated with the Office of the Schools Division Superintendent, Public Schools District Supervisor and the School Head for approval. Upon approval, the questionnaires were administered to target respondents who are the 120 parents.

The respondents were provided with hard copies of the instrument in time with Module distribution per Grade Level. Approximately 5 to 7 days, the questionnaires were gathered, recorded, analyzed. The data gathered from the responses of the respondents were tallied and tabulated using the appropriate statistical tools. The raw data were transformed into numerical code guided by a coding manual. This allowed computer processing, statistical derivations and tabular presentation.

Data Analysis and Statistical Treatment

The analytical schemes employed in the study were determined by the nature of the research objectives. For Objective 1, a descriptive analytical scheme using frequency counts and percentages was employed to determine the respondents' profiles in terms of age, sex, average monthly family income, and number of children. For Objectives 2, 3, and 4, a comparative analytical scheme using the Mann–Whitney U test was utilized to determine whether significant differences existed in the parents' levels of readiness, acceptance, and commitment, respectively, toward individualized printed modular instruction when grouped and compared according to the identified profile variables.

Ethical Consideration

This study was conducted with strict adherence to ethical standards in educational research. Respondents were fully informed of the study's purpose, procedures, and voluntary nature, with written consent obtained prior to participation. Confidentiality was safeguarded by using codes instead of names, and data was reported in aggregate form to prevent identification. Participants were assured of their right to withdraw at any time without consequence, and all questions were designed to respect their dignity and avoid sensitive or intrusive content.

The researcher committed to honesty and transparency in data collection, analysis, and reporting, with proper acknowledgment of sources following APA 7th edition guidelines. Proper compliance with institutional protocols, the Department of Education's ethical standards, and Republic Act 10173 (Data Privacy Act of 2012) were all observed to protect personal information.



RESULTS AND DISCUSSION

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

Profile of the Respondents According to the Variables Age, Sex, Average Family Monthly Income, and No. of Children

Table 1

Profile of Respondents

Variables	Categories	Frequency	Percentage
Age	Younger (below 41 years old)	60	50.00
	Older (41 years old and above)	60	50.00
	Total	120	100
Sex	Male	56	46.70
	Female	64	53.30
	Total	120	100
Average Family Monthly Income	Lower (below P 13 300)	79	65.80
	Higher (P13 300 and above)	41	34.20
	Total	120	100
No. of Children	Few (below 4)	44	36.70
	Many (4 and above)	76	63.30
	Total	120	100

Table 1 presents the demographic profile of the 120 respondents. In terms of age, 60 respondents (50.00%) were below 41 years old and 60 (50.00%) were 41 years old and above, indicating equal representation of younger and older parents. By sex, 56 respondents (46.70%) were male and 64 (53.30%) were female, showing a slight predominance of female parents. Regarding average family monthly income, 79 respondents (65.80%) belonged to the lower-income bracket of below ₱13,300, while 41 (34.20%) belonged to the higher-income bracket. In terms of number of children, 44 respondents (36.70%) had fewer than four children, whereas 76 (63.30%) had four or more children. Overall, the respondents represented varied backgrounds in age, sex, income, and family size, providing a diverse basis for examining parents' readiness, acceptance, and commitment to individualized printed modular instruction.

Comparative Analysis in the level of readiness of parents on individualized printed modular instruction in the areas of Facilitating Home Learning, Parental Intervention, and Pick-up/Return of Modules when grouped and compared according to variables Age, Sex, Average Family Monthly Income, and No. of Children



Table 2

Difference in the level of readiness of parents on individualized printed modular instruction in the area of Facilitating Home Learning when grouped and compared According to variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	60	64.18	1579.000	0.241	0.05	Not Significant
	Older	60	56.82				
Sex	Male	56	59.79	1563.500	0.754		Not Significant
	Female	64	61.87				
Average Family Monthly Income	Lower	79	61.25	1639.000	0.856		Not Significant
	Higher	41	60.07				
No. of Children	Few	44	57.52	1621.000	0.342		Not Significant
	Many	76	63.48				

Table 2 presents the differences in parents' readiness to facilitate home learning under individualized printed modular instruction when grouped according to age, sex, average family monthly income, and number of children. The Mann–Whitney U test revealed no significant differences across all demographic variables, with p-values of 0.241 for age, 0.754 for sex, 0.856 for income, and 0.342 for number of children, all exceeding the 0.05 significance level. Thus, the null hypothesis was accepted, indicating comparable levels of readiness among younger and older parents, male and female parents, lower- and higher-income parents, and those with fewer or more children.

Overall, the findings indicate that parents' readiness to facilitate home learning is consistently shared across demographic groups, suggesting that age, sex, income, and family size do not significantly influence their preparedness to support modular instruction. This finding is consistent with Cruz (2021), who noted that parental readiness in modular learning tends to remain stable across sociodemographic groups, and Reyes (2022), who observed that although demographic characteristics may influence parental strategies, overall preparedness remains generally unaffected.

Table 3

Difference in the level of readiness of parents on individualized printed modular instruction in the area of Parental Intervention when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	60	58.63	1688.000	0.549	0.05	Not Significant
	Older	60	62.37				
Sex	Male	56	57.59	1389.500	0.195		Not Significant
	Female	64	66.11				
				1497.500	0.333		Not Significant



Average Family Monthly Income	Lower	79	56.53	1771.500	0.880	Not Significant
	Higher	41	62.80			
No. of Children	Few	44	60.03	1771.500	0.880	Not Significant
	Many	76	60.98			

Table 3 presents the differences in parents' readiness for parental intervention under individualized printed modular instruction when grouped according to age, sex, average family monthly income, and number of children. The Mann–Whitney U test revealed no significant differences across all demographic variables, with p-values of 0.549 for age, 0.195 for sex, 0.333 for income, and 0.880 for number of children, all exceeding the 0.05 significance level. Thus, the null hypothesis was accepted, indicating comparable levels of readiness among younger and older parents, male and female parents, lower- and higher-income parents, and those with fewer or more children.

Overall, the findings indicate that parents' readiness for parental intervention is consistently shared across demographic groups, suggesting that age, sex, income, and family size do not significantly influence their preparedness to support individualized printed modular instruction. This finding is consistent with Santos (2021), who emphasized the stability of parental participation in modular learning across sociodemographic groups, and Villanueva (2022), who noted that although demographic characteristics may influence parental strategies, overall readiness remains generally unaffected.

Table 4

Difference in the level of readiness of parents on individualized printed modular instruction in the area of Pick-up/Return of Modules when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	60	58.63	1687.500	0.551	0.05	Not Significant
	Older	60	62.38				
Sex	Male	56	64.68	1289.500	0.065	0.05	Not Significant
	Female	64	52.45				
Average Family Monthly Income	Lower	79	61.13	1644.500	0.880	0.05	Not Significant
	Higher	41	60.14				
No. of Children	Few	44	62.12	1703.000	0.608	0.05	Not Significant
	Many	76	58.88				

Table 4 presents the differences in parents' readiness for the pick-up and return of modules under individualized printed modular instruction when grouped according to age, sex, average family monthly income, and number of children. The Mann–Whitney U test revealed no significant differences across all demographic variables, with p-values of 0.551 for age, 0.065 for sex, 0.880 for income, and 0.608 for number of children, all exceeding the 0.05 significance level. Thus, the null hypothesis was accepted, indicating comparable levels of readiness among younger and older parents, male and female parents, lower- and higher-income parents, and those with fewer or more children.



Overall, the findings indicate that parents' readiness for the pick-up and return of modules is consistently shared across demographic groups, suggesting that age, sex, income, and family size do not significantly influence their preparedness for this responsibility. This finding is consistent with Hernandez (2021), who reported that parental readiness in modular learning tends to remain stable across sociodemographic groups, and Bautista (2022), who noted that although demographic characteristics may influence parental strategies, overall readiness remains generally unaffected.

Comparative Analysis in the level of acceptance of parents on individualized printed modular instruction in the areas of Facilitating Home Learning, Parental Intervention, and Pick-up/Return of Modules when grouped and compared according to variables Age, Sex, Average Family Monthly Income, and No. of Children

Table 5

Difference in the level of acceptance of parents on individualized printed modular instruction in the area of Facilitating Home Learning when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	60	61.19	1753.500	0.838	0.05	Not Significant
	Older	60	59.90				
Sex	Male	56	61.94	1506.000	0.525		Not Significant
	Female	64	57.73				
Average Family Monthly Income	Lower	79	53.01	1342.500	0.070		Not Significant
	Higher	41	64.84				
No. of Children	Few	44	58.76	1695.500	0.580		Not Significant
	Many	76	62.24				

Table 5 presents the differences in parents' acceptance of assisting their children with home learning under individualized printed modular instruction when grouped according to age, sex, average family monthly income, and number of children. The Mann-Whitney U test revealed no significant differences across all demographic variables, with p-values of 0.838 for age, 0.525 for sex, 0.070 for income, and 0.580 for number of children, all exceeding the 0.05 significance level. Thus, the null hypothesis was accepted, indicating comparable levels of acceptance among younger and older parents, male and female parents, lower- and higher-income parents, and those with fewer or more children.

Overall, the findings indicate that parents' acceptance of assisting their children with home learning is consistent across demographic groups, suggesting that age, sex, income, and family size do not significantly influence their acceptance of this responsibility. This finding is consistent with Garcia (2021), who reported that parental acceptance of modular education remains generally stable across sociodemographic groups, and Villafuerte (2022), who noted that although demographic characteristics may influence parental strategies, acceptance of parental support in modular learning remains widespread.

Table 6

Difference in the level of acceptance of parents on individualized printed modular instruction in the area of Parental Intervention when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
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Age	Younger	60	63.87	1603.500	0.316	Not Significant
	Older	60	57.55			
Sex	Male	56	59.06	1506.000	0.525	Not Significant
	Female	64	63.27			
Average Family Monthly Income	Lower	79	61.05	1648.000	0.895	Not Significant
	Higher	41	60.18			
No. of Children	Few	44	64.73	1546.000	0.178	Not Significant
	Many	76	56.27			

Table 6 presents the differences in parents' acceptance of parental intervention under individualized printed modular instruction when grouped according to age, sex, average family monthly income, and number of children. The Mann–Whitney U test revealed no significant differences across all demographic variables, with p-values of 0.316 for age, 0.525 for sex, 0.895 for income, and 0.178 for number of children, all exceeding the 0.05 significance level. Thus, the null hypothesis was accepted, indicating comparable levels of acceptance among younger and older parents, male and female parents, lower- and higher-income parents, and those with fewer or more children.

Overall, the findings indicate that parental acceptance of intervention in modular instruction is consistent across demographic groups, suggesting that age, sex, income, and family size do not significantly influence parents' acceptance of their role in supporting their children's learning. This finding is consistent with Ramos (2021), who reported that parental acceptance of modular learning tends to remain stable across sociodemographic groups, and Villarin (2022), who noted that although demographic characteristics may influence parental strategies, overall parental support and acceptance remain generally consistent.

Table 7

Difference in the level of acceptance of parents on individualized printed modular instruction in the area of Pick-up/Return of Modules when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	60	60.84	1773.000	0.920	0.05	Not Significant
	Older	60	60.20				
Sex	Male	56	55.72	1242.000	0.035	0.05	Significant
	Female	64	69.71				
Average Family Monthly Income	Lower	79	61.36	1634.000	0.835	0.05	Not Significant
	Higher	41	60.00				
No. of Children	Few	44	62.18	1699.000	0.589	0.05	Not Significant
	Many	76	58.82				



Table 7 presents the differences in parents' acceptance of module pick-up and return under individualized printed modular instruction when grouped according to age, sex, average family monthly income, and number of children. The Mann–Whitney U test showed no significant differences by age ($p=0.920$), income ($p=0.835$), and number of children ($p=0.589$), as all p -values exceeded the 0.05 significance level. However, a significant difference was found by sex ($p=0.035$), with female parents obtaining a higher mean rank (69.71) than male parents (55.72), indicating greater acceptance among female parents. Thus, the null hypothesis was rejected for sex but accepted for the other demographic variables.

Overall, the findings indicate that parents' acceptance of module pick-up and return is generally consistent across age, income, and family size, but differs significantly by sex, suggesting that parental participation in school-related modular learning tasks may vary according to gender roles. This finding is supported by Delgado (2021), who noted that mothers often assume greater responsibility for school-related activities, while Cruz (2022) emphasized that fathers also contribute to modular learning responsibilities, reflecting the complementary roles of parents in supporting their children's education.

Comparative Analysis in the level of commitment of parents on individualized printed modular instruction in the areas of Facilitating Home Learning, Parental Intervention, and Pick-up/Return of Modules when grouped and compared according to variables Age, Sex, Average Family Monthly Income, and No. of Children

Table 8

Difference in the level of commitment of parents on individualized printed modular instruction in the area of Facilitating Home Learning when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann Whitney U	<i>p</i> -value	<i>Sig. level</i>	Interpretation
Age	Younger	60	58.76	1695.500	0.580	0.05	Not Significant
	Older	60	62.24				
Sex	Male	56	62.32	1690.000	0.588		Not Significant
	Female	64	58.91				
Average Family Monthly Income	Lower	79	56.35	1292.000	0.068		Not Significant
	Higher	41	68.49				
No. of Children	Few	44	58.48	1583.000	0.625		Not Significant
	Many	76	61.67				

Table 8 presents the differences in parents' commitment to facilitating home learning under individualized printed modular instruction when grouped according to age, sex, average family monthly income, and number of children. The Mann–Whitney U test revealed no significant differences across all demographic variables, with p -values of 0.580 for age, 0.588 for sex, 0.068 for income, and 0.625 for number of children, all exceeding the 0.05 significance level. Thus, the null hypothesis was accepted, indicating comparable levels of commitment among younger and older parents, male and female parents, lower- and higher-income parents, and those with fewer or more children.

Overall, the findings indicate that parents' commitment to facilitating home learning is consistently shared across demographic groups, suggesting that age, sex, income, and family size do not significantly influence their involvement in supporting modular instruction at home. This finding is consistent with Lopez (2021), who noted that parental engagement in modular learning



tends to remain stable across sociodemographic groups, and Villanueva (2022), who emphasized that although demographic factors may influence parental strategies, overall commitment remains generally consistent.

Table 9

Difference in the level of commitment of parents on individualized printed modular instruction in the area of Parental Intervention when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann Whitney U	<i>p</i> -value	<i>Sig. level</i>	Interpretation
Age	Younger	60	64.73	1546.000	0.178	0.05	Not Significant
	Older	60	56.27				
Sex	Male	56	65.52	1511.000	0.135		Not Significant
	Female	64	56.11				
Average Family Monthly Income	Lower	79	60.37	1690.000	0.953		Not Significant
	Higher	41	60.76				
No. of Children	Few	44	58.14	1568.000	0.567		Not Significant
	Many	76	61.87				

Table 9 presents the differences in parental commitment to parental intervention in individualized printed modular instruction when grouped according to age, sex, average family monthly income, and number of children. The Mann–Whitney U test revealed no significant differences across all demographic variables, with p-values of 0.178 for age, 0.135 for sex, 0.953 for income, and 0.567 for number of children, all exceeding the 0.05 significance level. Thus, the null hypothesis was accepted, indicating comparable levels of commitment among younger and older parents, male and female parents, lower- and higher-income parents, and those with fewer or more children.

Overall, the findings indicate that parents demonstrate consistent commitment to parental intervention in modular instruction regardless of their demographic characteristics. This suggests that parental involvement in supporting children's modular learning is broadly shared across age, sex, income, and family size groups. The findings are consistent with Navarro (2021), who reported that parental commitment in modular learning tends to remain stable across sociodemographic groups, and Villaflor (2022), who noted that although demographic factors may influence parental strategies, they do not substantially affect overall commitment to modular education.

Table 10

Difference in the level of commitment of parents on individualized printed modular instruction in the area of Pick-up/Return of Modules when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	60	62.18	1699.000	0.589	0.05	Not Significant
	Older	60	58.82				
Sex	Male	56	64.92	1544.500	0.185		Not Significant



	Female	64	56.63			
Average Family Monthly Income	Lower	79	57.77	1404.000	0.225	Not Significant
	Higher	41	65.76			
No. of Children	Few	44	61.48	1629.000	0.812	Not Significant
	Many	76	59.93			

Table 10 presents the differences in parental commitment to the pick-up and return of modules when grouped according to age, sex, average family monthly income, and number of children. The Mann–Whitney U test revealed no significant differences across all demographic variables, as shown by p-values of 0.589 for age, 0.185 for sex, 0.225 for income, and 0.812 for number of children, all exceeding the 0.05 significance level. Thus, the null hypothesis was accepted, indicating that younger and older parents, male and female parents, lower- and higher-income parents, and those with fewer or more children demonstrated comparable levels of commitment.

Overall, the findings indicate that parental commitment to the timely pick-up and return of modules is consistent regardless of demographic characteristics, suggesting that support for individualized printed modular instruction is broadly shared among parents. This finding is consistent with Santos (2021), who reported that parental commitment to modular learning tends to remain consistent across socioeconomic groups, and with Jimenez (2022), who noted that while demographic factors may influence parental strategies, they do not substantially affect overall commitment to modular education.

CONCLUSIONS

The respondents were diverse in terms of age, sex, average family monthly income, and number of children, providing representation across varied parental backgrounds. Overall, parents demonstrated high readiness in facilitating home learning, parental intervention, and the pick-up and return of modules, although facilitating home learning obtained the lowest mean, suggesting greater challenges in sustaining structured learning routines at home. Parents likewise showed high acceptance of printed modular instruction across all areas, indicating recognition of it as a viable learning modality; however, a significant difference by sex was found in the pick-up and return of modules, with female parents reporting higher acceptance. Commitment was rated high to very high across all areas, reflecting strong parental involvement in assisting learners, communicating with teachers, and complying with school procedures. The Mann–Whitney U test revealed no significant differences in readiness and commitment when grouped according to age, sex, income, and number of children, while acceptance showed no significant differences by age, income, or number of children but differed significantly by sex. Overall, the findings indicate that parental readiness and commitment were consistently high regardless of demographic characteristics, while sex was associated with differences in acceptance of school-related modular learning responsibilities.

RECOMMENDATIONS

Based on the findings, five programs are proposed to strengthen parental engagement in individualized printed modular instruction: the Home Learning Support Enhancement (HLSE) program, which will provide structured guidance and monitoring tools to improve parents' readiness and commitment; the Parental Intervention Training Series (PITS), which will enhance parental acceptance and intervention strategies through workshops on time management, gadget use, and healthy routines; the Module Distribution Compliance Initiative (MDCI), which will promote timely module pick-up and return while ensuring compliance with health protocols; the Gender-Responsive Parental Engagement (GRPE) program, which will address differences in acceptance by encouraging shared responsibilities among male and female parents; and the Family-Inclusive Learning Routines (FILR) program, which will help families establish balanced routines for nutrition, sleep, play, and academic supervision. These programs may be implemented within six months to one year and sustained through collaboration among school administrators, teachers, PTA members, local government units, health workers, community organizations, and other stakeholders, with estimated budgets ranging from ₱30,000 to ₱90,000 depending on the program.



Conflict of Interest

The authors declare the absence of any conflict of interest that could have influenced the content or conclusions of this paper. They affirm that no financial, personal, or professional relationships with other individuals or organizations have compromised the objectivity, integrity, or impartiality of the research work. As a final point, no external parties influenced the study design, data collection, analysis, or interpretation.

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