

Parental Involvement in Modular Distance Learning and the Numeracy Skills of Grade 7 Students in the New Normal

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ABSTRACT

This paper is a descriptive correlational research that aimed to determine whether the parental involvement in modular distance learning significantly associate with the numeracy skills of students in the new normal. The respondents of the study were randomly selected Grade 7 students from a public secondary school in San Juan Batangas. The following statistical tools were employed to treat the data gathered; frequency, weighted means, standard deviation and Pearson correlation. Data gathered revealed that the skills in reading and recognizing numbers, ordering and comparing numbers, and performing operations of numbers have a percentage greater than 75% or the mastery level. On the other hand, the problem solving and number sense, and analyzing patterns and graphs and handling data have over-all percentage lower than the mastery level. The respondents perceived that the continuum involvement such as parent demographics, school policies, students' needs and students' perceptions has a great impact on the modular distance learning. This study also revealed that the respondents 'agreed' that the parents should be an organizer, motivator, instructor and manager so that the learning in modular distance modality reach its purpose in addressing learning despite the pandemic. Generally, there were weak correlations between the parental involvement and the numeracy skills of the students.

Keywords: parental involvement, numeracy skills, modular distance learning, new normal

About the presenter:

Rica Gloria T Lara is a public school teacher at Lumangbayan Integrated National High School at San Juan Batangas She has 9 years of teaching experience.

