Parents' Motivational Strategies in Modular Learning

Laarnie Joy M. Famor[1] & Settie Fatima A. Arandi[2] & Shiela D. Capangpangan[3] & Genesis B. Naparan[4] & Mario F. Alayon[5]

[1,2,3,4&5]Saint Columban College, Pagadian City, Philippines
Correspondence: Laarnie Joy M. Famor, Saint Columban College, Pagadian City, Philippines.
Email: lmfamor.cteas@sccpag.edu.ph

Abstract: This qualitative case study explores the parents' motivational strategies in modular learning of fifteen stay-at-home parents during the school year 2021-2022. Based on the findings, the challenges experienced by parents in motivating their children are difficulty understanding the module contents, managing time, the presence of distractions at home, too much dependence and stubbornness among children, and difficulty retrieving, completing, and submitting the modules. To cope with these challenges, the parents decided to set a schedule, give leisure time, ask for help from more knowledgeable other, and search on the internet to accomplish the modules. In conclusion, the parents' motivational strategies in modular learning are the giving of rewards, punishment, and words of encouragement. However, despite these strategies, the children are still forced to answer their modules. The researchers suggest that to sustain the children's learning motivation, parents should consider developing a more active and volitional form of extrinsic motivation.

Keywords: Parents' Motivational Strategies, Modular Learning, Learning Motivation, Parents' Challenges, Parents' Coping Mechanisms

1. Introduction

People's lives all across the world have undergone a significant change as a result of the COVID-19 pandemic. People were restricted from conducting any form of gatherings and were highly advised to avoid interacting physically with each other to prevent the virus from spreading. With this, the cancellation of face-to-face classes was conducted to ensure the safety of the learners. However, the Department of Education (DepEd) believes that education should not be compromised despite the pandemic, which has led to the implementation of the distance learning delivery modalities for the new normal education.

1.1 Modular Distance Learning Modality

These learning modalities consist of three categories: modular distance learning, online distance learning, and radio or television-based instruction (Duero, 2020). The most accessible and convenient for elementary students is the Modular (printed) Distance Learning Modality (MDLM), especially in areas with an unstable internet connection (Anzaldo, 2021).

This learning mode is defined as the use of Self-Learning Modules (SLMs) in acquiring knowledge, which could be in digital or printed form, depending on the preferences and context of the learners. The Self-Learning Modules contain learning resources such as learners' materials, textbooks, study guides, and other materials that would enable the learners to learn at home. It also contains academic tasks and activity sheets that learners need to accomplish within the designated time with the assistance of their parents (Gumapac et al., 2021).

1.2 Learning Motivation

Modular learning is different from the face-to-face learning approach that elementary students are used to. With this, many of them developed a non-positive motivation to engage in this new learning modality due to a variety of reasons, including, but not limited to, the following: the mode of learning is new to them, which requires immediate adjustment and adaptation, lack of social interaction, the distinction of learning styles, and some would rather be taught by their teachers than their parents (Garbe et al., 2020). A study from India stated that many children were less motivated to learn during the pandemic than prior to this. Furthermore, this study also indicated additional research concerning how parents and children worldwide coped with remote learning. Even though the stated studies were conducted in different parts of the world, they arrive at the same conclusion: young learners today struggle to maintain motivation when engaging in remote learning (Mak, 2021). Moreover, Lase et al. (2020) found that one of the issues concerning Indonesian parents' interest in distance learning includes a decrease in children's learning motivation. In the Philippines, it was reported that many learners engaged in distance learning struggled to study at home during the pandemic due to a lack of motivation (Embudo, 2021).

It is believed that learning depends heavily on motivation (Keller, 1987). High-quality education will not be attained, and learning will not occur unless the learners' motivation is activated (Yilmaz et al., 2017). Suhag et al. (2016) stated that motivation influences the learners to create particular goals and decisions to improve their knowledge and capabilities. Also, it increases the learners' willingness to exert effort and energy to accomplish tasks, even the difficult ones, with enthusiasm rather than to comply. Moreover, motivation influences the learners to lend extra time or spend their free time developing their skills and knowledge and finishing their assigned tasks. Lastly, motivation increases the understanding and improves the cognitive ability of the learners since they are more likely to pay attention and comprehend what they are trying to learn.

The researchers found that most existing studies are conducted mainly to determine teachers, parents, and students' perceptions, experiences, challenges, and coping mechanisms in distance learning, especially online learning. Based on their knowledge, no studies are conducted that primarily concern the parents' applied motivational strategies to motivate their children in modular distance learning. Furthermore, studies have proved that motivation is vital to learning and young learners need to be motivated to learn effectively, especially in this new learning mode. With that, it is thought that the findings of this study would help other struggling parents to motivate their modular learning engaged children since they were given the task of being the para-teachers of their children as they study at home (Duero, 2020). Their role is to assist and motivate as well (Gumapac et al., 2021).

For this reason, this study primarily aims to explore the motivational strategies applied by parents to motivate their modular learning engaged children. It addressed the central question, "What are the strategies implemented by parents to increase children's motivation in modular learning?" It also addressed the following sub-questions:

1. What type of motivation the parents are implementing to encourage their children to accomplish their learning modules?
2. What are the challenges experienced by parents in motivating their children?
3. How do parents cope with the encountered challenges in motivating their children?

1.3 Theoretical Framework

This study is anchored on the Self-Determination Theory (SDT) of the psychologists Richard Ryan and Edward Deci (2000). It is believed that people's action is influenced by motivation. This theory differentiated the two types of motivation, intrinsic and extrinsic. The former refers to actions driven by personal satisfaction, interest, and enjoyment. An intrinsically motivated person is believed to involve her/himself in inherently or innately satisfying, interesting, and rewarding activities. On the other hand, extrinsic motivation refers to the actions being done because of the influence of external factors such as receiving rewards and avoiding punishment. It is categorized in four forms: external regulation, introjection, identification, and integration.

The SDT perceived the significance of motivation in learning made it the most relevant theory to be anchored in this current study which mainly seeks to determine the motivational strategies implemented by parents to motivate children toward modular learning. This theory explains the types of motivation that parents may focus on in evaluating their children's behavior towards modular learning and determine whether they need extrinsic or intrinsic motivation. With that, parents could implement the appropriate and effective motivational strategies.

2. Methods

2.1 Research Design

A Qualitative Multiple Case Study Method was utilized in this study, which involves several cases in collecting and analyzing data (Merriam, 1998). It also emphasizes data triangulation which refers to using multiple data sources to develop a comprehensive understanding of a phenomenon. It also helps researchers increase the validity of the study's findings (Carter et al., 2019). This method allowed the researchers to explore and deepen their understanding of the experiences of three groups of stay-at-home parents who are categorized according to their educational attainment through direct observation and interviews.

2.2 Research Environment

This study was conducted at Barangay Sto. Niño, Pagadian City, Zamboanga del Sur because it is considered one of the Barangays in the city with a large population, which provides the researchers a great possibility of finding qualified participants. During the data gathering, the researchers were able to

interview three stay-at-home parents with an elementary level of education (Case 1), six parents who have reached high school (Case 2), and six parents with college educational attainment (Case 3) in the chosen research environment. Having only three participants in Case 1 shows that only a few parents attained an elementary education level in the chosen environment. This indicates an increase in literacy among the parents living in urban places compared to remote or rural areas where most parents only attained an elementary level of education. It is evident in this data that the basic literacy rate of those in urban places in the year 2020 is 95.9%, while those who live in rural places is 92.5% (Business World, 2020).

2.3 Research Participants

The researchers utilized a Purposive Sampling Technique which allowed them to select the sample participants based on their judgment and criteria (Rai & Thapa, n.d.). The researchers intentionally selected the participants based on the grade level of their children, and they should be stay-at-home parents. Specifically, the participants of this study were the selected fifteen stay-at-home parents with different educational attainment levels with Grade 4 children enrolled in Printed Modular Distance Learning Modality in the school year 2021-2022. Moreover, three children also participated in this study as the secondary source of data.

2.4 Instrument

The researchers are the primary instrument of this study, aided by an interview guide. The primary tool used to gather the data was the interview method. The researchers prepared two sets of interview guide questions; the first set was for the parents, and the other was intended for the Grade 4 children. Moreover, the researchers allowed the participants to be asked and respond to the questions using their preferred language. Also, permission to audio record the whole interview process was addressed to the interviewees. Aside from the interview, the researchers also conducted an observation that gave them a first-hand account of the participants' setting and behavior. The combination of these two data sources allowed the researchers to construct a holistic interpretation of the focus of the study (Merriam, 1998). To record the observation, the researchers took field notes and, at the same time, video recorded the data collection process to assure that all the needed data were gathered.

2.5 Data Gathering Procedure

As the preparation for gathering the data, the researchers created a letter asking permission to collect data from the selected participants. Aside from that, informed consent, assent form, and two sets of interview guide questions were also initially prepared and were sent for validation. Then, the researchers personally administered the research instruments to the participants' homes. Before the interview, the researchers instructed and gave the participants ample time to read, understand, and sign the consent and assent form to assure the acceptance of the terms and understanding of the nature of the study. Aside from conducting an interview, the researchers also had their observations, which the participants were informed beforehand. Moreover, the whole process on record was addressed, and permission was asked. After the interview, the researchers transcribed the audio-recorded responses into text, and the recorded video was also reviewed to check and validate what had been written in the field notes during the observation.

2.6 Data Analysis

The researchers gathered descriptive data from the responses of the parents and their Grade 4 children. The data were analyzed with the use of Narrative Analysis. This data analysis strategy focuses on the accounts of the respondents' experiences and transforms them into a narrative or text form (Merriam, 1998). Using the gathered data from the interview and observation, the researchers provided a holistic description, interpretation, and analysis of a case of groups of stay-at-home parents with different educational attainment.

2.7 Ethical Considerations

Some ethical principles were considered in conducting this study. The researchers respected and assured the confidentiality of the data and the participants' identity. The participants were also given a consent and assent form containing all the terms and information regarding the study and the freedom to decide whether to join or not participate.

3. Findings

The study's findings concern the type of motivation implemented by the parents to encourage children to accomplish their learning modules, the challenges experienced by parents in motivating their children, and their coping mechanisms to the encountered challenges.

3.1 Types of Motivation Implemented by Parents to Encourage Children to Accomplish their Learning Modules

The researchers asked the parents about the type of motivation they have implemented to increase their children's motivation to accomplish their learning modules. The participants did not expressly indicate whether they focus on motivating their children intrinsically or extrinsically; however, they commonly identified three motivational strategies: Giving Rewards, Giving Punishment, and Giving Words of Encouragement.

3.1.1 Giving Rewards

Many parents have claimed that giving rewards is one of the motivational strategies they have implemented for their children to give attention to their modules. These are manifested in the following statements:

Case 1

If they receive an award in class, no matter how small it is, we will buy some food to share with. –P1

They would say, 'After I finish my modules, Mom, promise me you will buy me some snacks.' I would do so. - P2

Case 2

She always asks for five pesos daily, and I would also give it to her. Sometimes she would count how many questions she had answered from her modules, and each will cost one peso. There are times she would answer ten questions and would ask for ten pesos for it. – P6

We try to give them whatever they want. - P7

Case 3

If their answers are correct, we will bring them outside to eat. We would also buy them some toys. Their father also buys a cake for them when they receive an academic award and get good grades. In this way, they will persevere. We would gladly buy something for them even if they only ranked 5th in class. –P10

You should tell them, 'Okay, answer your modules, and I will buy something for you.' You must be prepared with gimmicks and tricks all the time. - P13

The children also mentioned that:

My Mom would give me some snacks to eat and toys to play with. - C1

After answering my modules, my Dad would give me something to eat. If he said he would give me some snacks if I worked on my modules, I would answer them immediately. - C2

My Mom would allow me to play outside, and sometimes she would give me money. –C3

3.1.2 Giving Punishment

Another motivational strategy that parents give to encourage their children to accomplish their learning modules is giving punishment. The following statements support this claim:

Case 1

I would pinch and spank them if they couldn't understand my instructions immediately. There are also times when they get distracted and play around. –P1

I spank them with a broomstick. They are always forced to answer their modules because I always prepare a broomstick, especially in the mid of modular learning, they lose the motivation to answer. -P2

I would spank him. There was a time when I unintentionally pushed him to the laundry basket because the modules needed to be submitted right away, and he was being stubborn. – P3

Case 2

There is a punishment if they are hard-headed and would choose to play than answer their modules. If they did not follow and listen to my instructions, I would sometimes pinch them. –P6

Sometimes I pinch them, especially when it is almost due to submit the modules. Sometimes I cannot remind them to answer because I also have chores to do. There are times when the modules would pile up. –P7

Case 3

I would spank them because they don't want to answer their modules. However, sometimes I use it just to intimidate them so they would answer. Sometimes they would cry while working on their modules because it could not be avoided that I would lose my temper, especially if they refused to cooperate. –P10

When you explained to him, and he would not listen, I would pinch him or pull his hair. It cannot be avoided, especially if you are thinking about what you still have to do while he is stubborn. –P11

My Grade 4 child does not really want to answer his modules, but he is intimidated by his older brother and me. If we prepared a stick to spank him, he would answer and read his modules. He will refuse to work on his modules if we don't do that. You cannot motivate him with toys and buy him some food; you really need to scare him. - P15

A child revealed that:

If I could not read properly, My Mom would spank me. I also experienced crying while answering my modules. I would also answer my modules if my Mom started to act like she would spank me. - C1

On the other hand, in Case 2, some parents limit themselves from punishing their children because it sometimes decreases their motivation to answer their modules. This is manifested in the following responses:

Sometimes I talk to them because if I would spank them every time they want to play outside, the more they refuse to answer their modules. - P6

There are times that I unintentionally hurt them. However, sometimes I control myself from spanking and pinching them. I will let them do whatever they want if they are tired. I do not want to force them because there is a possibility that they would no longer write and answer their modules. It would be another burden for me, especially that I have many things to do. –P9

3.1.3 Giving Words of Encouragement

The third strategy used by parents to motivate their children in this mode of learning is giving words of encouragement. This is manifested in the following responses:

Case 1

I always tell them, 'You should study well because that is the only thing that we can give you so that you will not be like us who have not graduated.' –P1

I tell them, 'You should study because life is not easy. If you do not study, you will grow depending on us. When the time comes when you get married, what would be your job if you have not graduated? You are most likely to become construction workers or farmers.' –P3

Case 2

I make them realize that they should answer their modules so that they will graduate and achieve what they are aiming for in life. –P4

She has a dream that she wants to achieve when she grows up; that is why I always remind her, 'You should study well so that you will achieve your dreams.'-P8

Case 3

I would tell them, 'You should graduate because it is difficult to find a good job. Life is tough when you have not finished your studies.'– P12

I always remind them, 'Education is the only thing we can leave you with. This is not for us; that is why you should persevere.'- P13

The children also confessed that:

My Mom would tell me to study well. –C1

My Mom would say I should study well to find a good job. - C3

3.2 Parents' Challenges in Motivating the Modular Learning Engaged Children

The parents shared the challenges they have experienced as they assist and motivate their children to engage in Modular Distance Learning Modality. The challenges that emerged were: Difficulty Understanding the Content of the Self-Learning Modules (SLM), Difficulty Managing Time, The Presence of Distractions at Home, Too Much Dependence and Stubbornness Among Children, and Difficulty in Retrieving, Completing, and Submitting the Modules.

3.2.1 Difficulty in Understanding the Content of the Self-Learning Modules (SLM)

The most common difficulty experienced by parents in motivating their children in this new mode of learning is understanding the module content. This is evident in the following statements:

Case 1

I explain the lessons to them but only those modules in Tagalog because I barely understand the English ones. Modules give me a headache because I cannot fully understand them even if it is written in Bisaya. The words are very profound to understand, and you need to ask for help from the elders to grasp them fully. –P2

Case 2

Sometimes I can understand, but there are also times that I cannot, especially if it is Bisaya. The words are difficult to comprehend. –P4

It gives me a headache because their lessons are different from what we have encountered during our time. For me, their lessons are more difficult. -P9

Case 3

Sometimes it is difficult. There are lessons written in Bisaya, and it is difficult to understand even if I speak the language; there are words that are very hard to comprehend. Sometimes we just search about it on the internet. –P10

My child finds it difficult to answer Mathematics even I is struggling as well. The module gives my children and me a headache, especially since all of them are enrolled in modular learning. -P15

Some parents shared the experiences of people they know who experienced hardships in assisting their children because their knowledge and capabilities are limited. These are the shared statements of parents from Cases 2 and 3:

Case 2

I know someone nearby who let the child of my cousin answers her child's modules because she struggled to assist her own child. –P9

Case 3

Sometimes I can say that those parents who can understand the modules like us are luckier than those who cannot. Some parents only reach elementary education, and I can say that the level of thinking of those who reach college is different from those who have studied until elementary, especially since the modules are not easy to understand. I even use my cell phone to search on the internet. –P11

They have learned less because it is very different when the teacher is teaching them. In modular learning, I can say that not all parents know how to read because I have a neighbor in Tiguma who does not know how to read and write even her name. Luckily, she already has a child in high school that is literate enough. She was the one helping her younger siblings in their modules. –P14

3.2.2 Difficulty in Managing Time

The stay-at-home parents also found difficulty managing their time as they facilitate and monitor their children in their modules. This is manifested in the following statements:

Case 1

It is hard to budget the time because sometimes I have a meeting to attend, so I let them answer their modules at night. I also need to do the laundry and clean the house. During the face-to-face classes, I have time for chores, but in modular learning I always run out of time. – P2

It is difficult to divide the time because I have many chores to do, I watch the store, and I have pigs to feed. My two young children are not allowed to submit their modules, so I will be the one to go to their different schools; the other one is studying in Banale while the other is in Sto. Niño. It is very exhausting. However, I always lend time to them. –P3

Case 2

I am swamped because I still have a toddler to take care of, and I still have to do many chores and laundry. - P7

I have many things to do and I cannot focus on teaching them. There are times when I can understand their modules I would be the one to answer because it is very exhausting if I would still teach him, considering that I still have to take care of his siblings and chores to do. –P8

It is tough to manage the time because when there is a customer, I would immediately run to the store while cooking and washing clothes, and then they would ask for help regarding the confusing parts of their modules in the midst of all of that. –9

Case 3

Sometimes, the teacher would say that I neglected to follow up with my child as he answered his modules. It is tough to think because I cannot cater to everything. Sometimes I need to be somewhere important. My other children cannot follow up with their Grade 4 brother because they are also busy with their modules. –P13

A child mentioned that:

Sometimes she would explain my lessons, but sometimes she could not because she had many chores to do. She is also struggling to manage her time because she still has to take care of my younger sibling. - C3

3.2.3 Presence of Distractions at Home

The home has become the children's learning environment since the pandemic started; however, some instances make the home inconducive for learning. This is evident in the following statements:

Case 1

They answer their modules in a hurry so they can play, which results in several incorrect responses. –P1

He always wants to play Mobile Legends (ML) with his cell phone. Sometimes you would think he was answering his modules, but he was playing. There are also times that he wants to go out and play with his friends. –P3

Case 2

They enjoy going out than answering their modules. Most of the time, they get distracted by using their cell phone. Sometimes they have so many excuses when it is module time. - P6

Sometimes I get mad at him because he always wants to play. He does not want to answer his modules. - P8

Case 3

There are distractions like right now; someone is buying something here in our store while we answer his modules. There are also times when his friends will call him to play. Sometimes I let him answer his modules while I was working on something, he would ask permission to use the cell phone to search on Brainly, but the real intention was to play games with it. - P11

There are times that while I am assisting him in his modules, his friends would wait outside and call him out to play. He cannot concentrate anymore. - P12

One of the children confessed that:

Sometimes I cannot answer my modules because I like playing with friends or my Dad's phone. - C3

3.2.4 Too Much Dependence and Stubbornness among the Children

Another challenge parents face in facilitating their children as they engage in modular learning is their excessive dependence and stubbornness. This is evident in the following statements:

Case 1

Parents' hardest situation in this current mode of learning is that it is difficult for the children to learn how to read because they would say, 'Are you my teacher? You are my mother, not my teacher.' The children are more intimidated by their teacher than they would by us. - P2

Case 2

They said they prefer a face-to-face class, so they refuse to write their modules. As a result, I force them to answer. – P4

It is hard when they refuse to listen. There are times that we fight. Face-to-face learning is preferable because they would learn something from their teachers. In modular learning, they would not listen to the parents and tend to depend so much. - P5

If you do not remind them consistently, they will not answer their modules either. They depend too much on us; sometimes, we submit the modules every two weeks because they refused to answer them. They depend the accomplishment of their modules on us and would rather play with their friends. Face-to-face is much better because they would feel intimidated by their teacher. - P6

Case 3

Face-to-face learning is much better because the children would become too dependent on their parents in modular learning. Unlike in face-to-face classes wherein they would persevere in their studies because they have their teacher teaching them. – P10

In modular learning, they would think that if they cannot answer their modules, they can rely on their parents to finish them. They become too dependent. –P12

Modules would give me headache, especially if my child refused to listen. Sometimes you need to force them to write and answer. Sometimes they would say that they are tired of writing. There are also times when I will be the one answering their modules. –P14

The children also revealed that:

Sometimes my Mom is the one answering my modules.] –C1

I have found no difficulty in modular learning because I am not the one answering my modules. –C3

3.2.5 Difficulty in Retrieving, Completing, and Submitting the Modules

Parents also found difficulty in retrieving, completing, and submitting the modules. This is manifested in the following statements:

Case 1

Submitting the modules is very exhausting. It is a good thing that when I arrive at school, the modules are already available. However, there is a time when the new set is not yet available, which is hard for me because I walk to school from home. Then, the teacher would say that I needed to come back again the next day. That is why I would remind them to answer their modules because sometimes it is very thick, and we can barely finish them on time. - P3

Case 2

Sometimes I find it difficult to retrieve and submit the modules because I would just walk to school, and I still have my toddler to take care of. –P4

Sometimes, the modules would pile up, especially if we could not submit them on time. Sometimes I cannot force them to answer because when I spank them, the more they refuse to work on their modules. Sometimes, we submit the modules every two weeks, which would pile up during that time. With that, the children would feel exhausted just by looking at their modules. – P8

Case 3

Sometimes I feel tired, and there are still piling modules left to finish that need to be submitted immediately. Then, the teacher would keep calling and reminding us about the passing schedule. Added with the fact the pages of each subject in the module are very plenty. That is why there are times that I would complain about it. I feel like the lessons in grade 4 are as difficult as in grade 6. –P13

Sometimes it would take a while to submit the modules because we cannot finish them on time. – P14

3.3 Parents' Coping Mechanisms to the Experienced Challenges in Motivating the Modular Learning Engaged Children

With the experienced challenges of the parents as they assist and motivate their children to engage in modular learning, they manage to develop mechanisms to cope with the difficulties, and these were: Setting a Schedule, asking for Help from More Knowledgeable Other, Giving Leisure Time, and Searching on the Internet.

3.3.1 Setting a Schedule

In order to aid the difficulty experienced by parents in managing their time, they decided to set a schedule for them to accomplish their household responsibilities while assisting their children in their modules. This is evident in the following statements:

Case 1

When there is time, I teach them. Sometimes I would set a time to assist them in their modules every afternoon and during the night. There are also times that while I am working on something, I would also answer their questions regarding the modules. –P1

We have a very noisy environment, so we decided to work on their modules every night. We just made adjustments in order for them to answer their modules. –P2

Case 2

We learned to manage our time. We would finish the chores first before we worked on their modules. –P4

We adjust the things that we need to do just to assist them. We set a schedule to answer their modules then after that, they can relax while I do the chores. – P7

Case 3

In my vacant time, I can assist them with their modules. During that time, they are not allowed to play. Sometimes he would play with his phone, and I would tell him, 'After answering your modules, you can use the cell phone.' I set a schedule for him to play with his cell phone; it is every Friday to Sunday after accomplishing the things he needs to accomplish first. –P11

If we finish the things that we need to do, that is the time when we answer their modules. It depends on the vacant time; sometimes, it would be every night. – P12

The children mentioned that:

Sometimes we answer my modules at night or in the morning. -C2

When my younger sibling is already asleep or after dinner, that is the time my Mom would answer my modules. - C3

3.3.2 Asking for Help from a More Knowledgeable Other

It was revealed by the parents that they found difficulty in understanding some concepts in their children's modules. To address this difficulty, they try to ask for assistance and help from others who are more capable than them. This is manifested in the following statements:

Case 1

I am trying my best to help them learn, but there are times that I also struggle in understanding their modules, so I ask for help from my college child. –P1

His older brother would help him. Sometimes, he would say, 'Mom, please answer my module.' I would also tell him, 'No, I won't. I sent you to school for you to learn because I wasn't able to finish my studies and even went to grade 1 without even knowing how to read.' However, there are also times when they take the initiative to answer their modules, and then their older brother would check them, then I will be the one to submit them. –P3

Case 2

Most of their lessons are written in Bisaya; that is why I would ask for help from his teacher in translating some of the words because it is profound for me to understand. –P4

We would let them read their modules so they can answer them. If it is very difficult for them, we will try to help, and if we cannot understand it, we will ask for help from someone we know. – P6

Case 3

I would ask for help from my older children because I am already 49 years old and cannot fully grasp their lessons. Fortunately, I have a child who is more knowledgeable than I do. We would take turns in answering the modules of my grade 4 child. –P13

Sometimes I would let my Grade 6 child answer her younger brother's modules when she is done with hers. - P14

3.3.3 Giving Leisure Time

To divert the children's attention to accomplish their modules, giving leisure time has become one of the mechanisms of the parents, primarily when the children would no longer be motivated by rewards, punishment, and words of encouragement. This is evident in the statements below:

Case 1

I would give them time to go outside and play. – P1

Case 2

I would give them a limit in answering their modules, and when they are done, they can do whatever they want and use their cell phone. – P5

There are times when he seems sleepy while holding a pencil or a ballpen, I would also let him sleep, and when he wakes up, we will go back to his modules. In terms of using the cell phone, I would hide the charger so that he will stop using it when it runs out of battery. Sometimes he can use a cell phone if we are not around and sometimes when we are sleeping. We would give him time to use the cell phone, and then he needs to return it. –P9

Case 3

During module time, their focus should be on their modules, I would only allow them to play after that. – P11

Sometimes I would allow them to watch TV while answering their modules, even if it would take them a while to finish as long as they answered during the commercial. Also, if they would say, 'Mom, we will finish this tomorrow,' I would allow them. – P14

3.3.4 Searching on the Internet

Aside from asking for help from more knowledgeable others, parents also use the internet to search and understand the lessons in their children's learning modules. This is evident in the following responses:

Case 1

If there are parts in the modules that I cannot understand, I will search on Google. – P2

Case 2

I would let them search on the internet if they cannot understand their lessons. – P7

Case 3

We tend to depend on the cell phone because it is easy to search on Brainly. –P11

Sometimes when we search on the internet, the answers are directly revealed, so we just copy them. –P14

4. Discussion

4.1 Types of Motivation Implemented by Parents to Encourage Children to Accomplish their Learning Modules

Stay-at-home parents from all cases revealed that their strategies for motivating their modular learning engaged children are rewards, punishment, and words of encouragement. The identified rewards are giving toys, money, and snacks, celebrating academic progress and achievements, and buying things the children want to influence them to work on their modules. Furthermore, the parents instill in them the importance of learning and completing their tasks. According to one study, providing learners with enough praise,

encouragement, and rewards increases their motivation to learn (Gumapac et al., 2021). However, if the children cannot be motivated by rewards and encouragement, the parents would spank and pinch them to force them to answer. Some parents do it to scare and intimidate them into accomplishing their academic assignments. This usually happens when it is almost due to submit the modules and the children are stubborn. However, some parents in case 2 refrain from giving punishment for it decreases the children's motivation. A study highlighted that punishment reduces the motivation of the learners to acquire the knowledge and skills they are supposed to acquire (Aufsatz, 2012). It was found that children's motivation further decreases when parents use physical punishment (Mak, 2021). With that, punishment may lead to children accomplishing their modules out of compliance rather than the motivation to learn.

4.2 Parents' Challenges in Motivating the Modular Learning Engaged Children

Parents from all cases have difficulties motivating and assisting their Grade 4 children at home, including difficulty understanding module contents, particularly those subjects using Mother Tongue. Most parents claim that the words are profound to comprehend, limiting them from explaining the concepts to their children. A study derived the same result, concluding that parents had difficulty facilitating and teaching their children in their Mother Tongue modules because they struggled to understand them (Dealagdon, 2021). Furthermore, the parents found it difficult to manage their time between assisting their children and doing chores. Even though they are stay-at-home parents and are not subject to employer demands, they still have household responsibilities, and some have toddlers to care for. The children have also noticed this difficulty. Furthermore, it was observed during data collection that some parents have mini sari-sari stores and raised pigs to look after, indicating their busyness at home. Another issue parents face is home distractions that divert their children's attention away from working on their modules (Gumapac et al., 2021). They are more interested in playing mobile games or hanging out with their friends, which sometimes forces parents to punish them, as the children have admitted (Ramirez et al., 2022). Also, while looking for qualified participants, the researchers came across a child playing a phone game outside their home who turned out to be a Grade 4 learner, and his mother was interviewed. According to the mother in Case 2, her child couldn't focus on his modules because he is always playing mobile games. This encounter demonstrates that the parents' concerns about distractions at home prove true.

There is also too much dependence and stubbornness among the children. They refused to listen to their parents and would rely on them to complete their modules. This behavior was found to be driven by their preference to be taught by their teachers rather than their parents (Lase et al., 2020). Lastly, the parents from all cases found difficulty retrieving, completing, and submitting the modules. It was all due to the distance between the school and the parents' home. Moreover, they struggle to complete all the tasks on time because of their quantity (Olivo, 2021). Added to the fact that they are also struggling to catch the children's interest who are supposed to answer the modules. The children also admitted that they are uninterested in answering their modules because it is exhausting. Furthermore, one of the interviewees demonstrated her child's thick and piling modules. It increased in number because the child refused to answer them, which unable the parents to submit them on time, but they still need to retrieve a new set of modules every week. With that, just looking at their piling modules would exhaust the children.

4.3 Parents' Coping Mechanisms to the Experienced Challenges in Motivating the Modular Learning Engaged Children

In order to deal with the experienced difficulties, parents from the three cases developed coping mechanisms, including setting a schedule to manage their time effectively. It enables them to complete household chores while assisting their children with their modules. They also ask for help from more knowledgeable others to understand the lessons (Gumapac et al., 2021). Moreover, they use the internet to find answers and better understand concepts. A similar finding was discussed in a study that presented that parents utilize different resources such as books and the internet to extend their understanding of the lessons in the learning modules (Guan & Benavides, 2021). Lastly, parents provide their children with leisure time to relieve them of the burden and exhaustion they are experiencing. This includes giving them time to rest, play mobile games or with friends, and watch television shows. The children have also expressed their support for this.

5. Conclusion and Recommendations

The findings imply that, despite differences in educational attainment, the stay-at-home parents from all cases had similar experiences assisting their modular learning engaged children and implementing the same motivational strategies. Moreover, even though some had attained college-level education and others had reached high school, they all had difficulty understanding some parts of their children's self-learning modules. This demonstrates that, regardless of educational attainment, stay-at-home parents faced a comparable situation when assisting their children in modular distance learning, which led them to apply the same motivational strategies.

Furthermore, the parents' motivational strategies are of the extrinsic type, in which external factors drive the motivation to learn. It is regarded as a pale and impoverished form of motivation in which a person acts with resentment, resistance, and disinterest, especially when it is the external regulation form of extrinsic motivation (Ryan & Deci, 2000). This explains why, despite the parents' motivational strategies, the children are still forced to work on their modules. Giving rewards and punishment falls under the external regulation form of extrinsic motivation, which is the least autonomous, and actions are controlled, reducing motivation. Moreover, giving words of encouragement is classified as identified extrinsic motivation, even though the theory defines it as somewhat internally motivating; in the children's case, they have not fully integrated the value of accomplishing their modules. This theory also stated that many educational activities given to students are not designed to be intrinsically interesting and that for students to value such activities and complete them on their own with less external pressure, internalization, and integration of value of what needs to be done should be fostered. To do this, it is suggested that parents develop more active and volitional motivating strategies that allow children to work on their modules without controlling them, as this is thought to increase learning motivation.

Furthermore, this research was conducted in an urban area; thus, it is suggested that other researchers may conduct studies exploring parents' motivational strategies in modular learning in rural places, especially in areas with numerous stay-at-home parents with an elementary level of education, to see if there is a difference in how stay-at-home parents in rural areas motivate their modular learning engaged children.

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