

Parental Support in the Implementation of Modular Distance Learning in Early Childhood Education

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Abstract: *This study investigated the extent of parental support in implementing modular distance learning modality in the Urdaneta City Division during the SY 2020-2021. The respondents were 121 parents of ECE students in the Urdaneta City Division. Data was collected using a questionnaire checklist created by the researcher and approved by specialists in the area. Results revealed that the extent of parental support in the management of modular distance learning obtained a general overall weighted mean of 4.56, denoting a "Very High" transmuted rating, wherein psychosocial support obtained the highest OWM of 4.68 described as "Very High." At the same time, the provision of learners' educational materials got the lowest OWM of 4.47, indicating a transmuted rating of "High." Moreover, findings revealed no significant difference and relationship in the extent of parental support in the management of modular distance learning across the profile variables. It was recommended that enhanced activities of parents in parenting should be encouraged to sustain their support to their children in learning. Also, it was recommended that parents aspire for an improved extent of parental support in the area of provision of the educational needs of the learners to facilitate learning effectively at home.*

Keywords: parental support, modular learning

1. Introduction

The COVID pandemic ushers in a new normal compelled by digitalization in work and education. It further pushes education toward technologization, a trend that has already begun propelled by commercialism and the dominant market ideology. Daniel (2020) highlighted that several universities have intentions to use technology in their instructional practices. Nonetheless, the breakout of COVID-19 has necessitated implementing modifications that would typically take months or years. There are many different types of Distance Learning. Modular learning is the most common. When parents of school-aged children responded to a Department of Education (DepEd) study, the most preferred learning method at home was via printed and digital modules. All public schools in the Philippines now use this learning method (Bernardo, J 2020). It also considers people who live in rural areas where the internet is not available for online learning.

The teacher is in charge of ensuring that the students are making progress. It is up to the students to ask for help from the teacher. They can do this by email, phone, or text message. Parents work with teachers to help their kids learn. As far as one knows, this will be the case in 2020 (Flip Science). They play different roles in Modular Learning, such as Modulator, Bundy-clock, and Home innovators. It is according to the Department of Education (DepEd). Their job is to get and send printed Self-Learning Modules (SLM) from and to schools or barangay halls, depending on what the parents and the school agreed to do, and they do this job. A Bundy-clock must check their schedule or workweek plan to ensure they do not have to do much work in a short amount of time. Lastly, as Home innovators, they must provide their children with a productive learning environment to help them focus more on learning. It must be a well-lighted and well-ventilated space in the house, with little or no distraction. The use of modules encourages independent

learning. One of the benefits of using modules for instruction is the acquisition of better self-study or learning skills among students. Learners progress independently with little or no assistance from others. It means that they are learning how to learn and are more potent because of it (Nardo, M. T. B, 2017). Also, modular instruction allows students to make their own choices and pace themselves, teachers and staff, to be more flexible, and instructional materials to be more flexible and adaptable. The downsides include more self-discipline and self-motivation for students, more preparation time and no tangible rewards for teachers and staff, and more time and money needed to track students and run multiple modules. Attitudes and dispositions in the new normal are influenced to a great degree by the support they receive from families. Different forms of support from families, including parental emotional help, are essential for developing positive attitudes towards learning in the new normal and ensure that students acquire the attitudes and dispositions that can maximize their ability to make the most of modular distance learning opportunities.

However, some parents may find it difficult to give such help-particularly during the COVID-19 crisis due to a lack of time, limited digital skills, or curricular limitations. Thus, there is still a need for an intensive study and review on parental support in implementing the modular distance learning modality in the new normal. Hence, this study was conceptualized.

1.1 Objectives of the study

This study aimed to determine the parental support for modular distance learning in Early Childhood Education in Urdaneta City's Schools Division Office during 2020-2021. This research specifically sought to address the following questions: 1. what is the profile of the respondents in terms of: a.) age; b.) highest educational

attainment; and c.) family monthly income?2. what is the extent of parental support in the implementation of modular distance learning modality in early childhood education: a.) learning instruction; b.) delivery and retrieval of SLM; c.) provision of learners' educational materials; d.) provision of the physical learning environment; and e.) psychosocial support?3. Are there significant differences in the extent of parental support in the implementation of modular distance learning modality in early childhood education across their profile variables?4. Are there significant relationships between the extent of parental support in the implementation of modular distance learning in early childhood education modality and their profile variables?

2. Materials and Methods

2.1 Research Design

The study used the descriptive-correlation approach of research to determine and analyze the extent of parental support in implementing modular distance learning modality in the Urdaneta City Division. This research method involves some comparison or contrast and attempts to discover relationships between existing variables.

3. Results and Discussion

3.1 Table 1: Profile of the respondents

Profile Variables	Variable Category	F	%
Age	21-30	39	32.2
	31-40	55	45.5
	41-50	24	19.8
	51-60	3	2.5
Highest Educational Attainment of Parents	Elementary undergraduate	5	4.1
	Elementary Graduate	8	6.6
	High School undergraduate	17	14.0
	High School Graduate	47	38.8
	College Undergraduate	23	19.0
Family Monthly Income	College Graduate	21	17.4
	10, 000-below	94	77.7
	10, 001-20, 000	19	15.7
	20, 001-30, 000	7	5.8
	40, 001-50, 000	1	.8

In terms of age, most of the parents of the learners in ECE belong to the age bracket 31-40, is 55 or 45.5 percent, 39 or 32.2 percent belong to the age bracket 21-30 years old, 24 or 19.8 percent belong to the age bracket 41-50 while 3 or 2.5 percent belong to age bracket 51-60. As shown in Table 1, a more significant number of parents' respondents are high school graduates, which is 47 or 38.8 percent, 23 or 19 percent are college undergraduates, 21 or 17.4 percent are college graduates, while 5 or 4.1 percent have not completed their basic elementary education level. The data would imply that most of the parents are equipped

2.2 Population and Locale of the Study

The study subjects included 121 parents from the Division of Urdaneta City during the SY 2020-2021.

2.3 Data Collection Instrument

The researcher used a questionnaire checklist instrument made explicitly for the study based on the constructed problems. It was utilized to elicit information from parents on their degree of parental support for the modular distance learning modality's deployment. The questionnaire checklist consisted of two parts. Part I elicited the background information on the profile of the respondents, namely age, highest educational attainment, and family monthly income. Part II is on parental support in the implementation of modular distance learning along learning instruction, delivery and retrieval of SLM, provision of learners' educational materials, provision of physical learning environment, and psychosocial support.

2.4 Treatment of Data

In order to treat the numerical results on the specific problem in this study, statistical tools such as frequency count, percentage, weighted average, Analysis of Variance (ANOVA) and Coded Pearson Product Correlation were used.

with the skills and competencies at the secondary level. The majority of parents have a family income of 10, 000, and 94 or 77.7 percent, 19 or 15.7 percent are earning 10, 001 - 20, 000, 7 or 5.8 percent are earning 20, 001-30, 000 while there is only one parent who is earning 40, 000 and above as family monthly income. It could be said that most of the parents of ECE learners are receiving a family monthly income that is below the poverty line index as prescribed by the National Development Economic Authority.

3.2 Table 2: Extent of parental support in the implementation of modular distance learning along with learning instruction

a. Instructional Delivery As a parent I...	WM	TR
1.Explain to my child the problematic word in the activity sheet.	4.50	VH
2.Advise my child on the possible course of action that he can take.	4.49	H
3. Communicates with the teacher of my child, his achievement.	4.50	VH
4.Encourage my child to study and do better each day.	4.66	VH
5.Ask the help of the teacher of my child for difficult lessons.	4.53	VH
6.Perform a quality check of the contents of the modules that one teaches to the child.	4.64	VH
7.Detailed challenging instruction to simple ones for easy understanding of my child.	4.45	H
8.Make supplementary instructional materials to support the child's learning.	4.41	H
9.Consult the teacher of my child regarding his weak points for guidance.	4.45	H
10. Encourage the child to do his best in answering his modules.	4.81	VH
New	4.54	VH

Legend:		
Mean Score Range	Descriptive Equivalent	Transmuted Rating
4.50 - 5.00	Always	Very High (VH)
3.50 - 4.49	Often	High (H)
2.50 - 3.49	Sometimes	Moderately High (MH)
1.50 - 2.49	Seldom	Slightly High (SH)
1.00 - 1.49	Never	Not High (NH)

Of the ten (10) indicators, six (6) were rated very high with weighted means that range from 4.50 to 4.81, while four (4) were given a rating of high, having a weighted mean that ranged from 4.41-4.49. The data would imply that the parents have very high support for their children when it comes to learning instruction at home. They are very good at explaining to their children the problematic words in the activity sheets for them to understand well, advising their children on the possible course of actions that they can take as well as in communicating with their teachers as regards their children's achievement and encouraging their children to study and to do better each day. They also give importance to inquiring from teachers

of their children regarding the hard lessons and ask for some help from them. Aside from this, they also perform a quality check of the contents of the modules that they teach children. They also make supplementary materials to support their children's learning with the support that they extend to their children; it can be said that they play a significant role in the education of their children during this pandemic. According to Koopman (2019), parents at home are regarded as a child's fruit because they educate their children from birth until they become adults. Since the pandemic started, parents are now teaching in a more support-oriented role supporting their children as they take their assignments and home projects.

3.3. Table 3: Extent of parental support in the implementation of modular distance learning along with delivery and retrieval

b. Delivery and Retrieval of SLM As a parent	WM	TR
1. Coordinate with the teachers on the delivery and retrieval of modules.	4.69	VH
2. See to it that my child has a schedule and follows it.	4.75	VH
3. Make follow-ups on the accomplishments of my child for the day.	4.58	VH
4. Help whenever my child needs it.	4.55	VH
5. Coordinate with teachers and other instructional stakeholders for extra help when my child needs it.	4.42	H
6. Establish a partnership with the stakeholders in the retrieval of SLM.	4.26	H
7. Ensure that the SLM are in tuck and complete before getting the.	4.60	VH
8. Make the schedule for the distribution and retrieval of modules.	4.56	VH
9. Cooperate in claiming the SLM of my child.	4.63	VH
10. Comply with health and safety protocols in claiming and submitting the SLM.	4.74	VH
NEW	4.58	VH

Legend:		
Mean Score Range	Descriptive Equivalent	Transmuted Rating
4.50 - 5.00	Always	Very High (VH)
3.50 - 4.49	Often	High (H)
2.50 - 3.49	Sometimes	Moderately High (MH)
1.50 - 2.49	Seldom	Slightly High (SH)
1.00 - 1.49	Never	Not High (NH)

Of the ten (10) indicators that were rated, eight (8) obtained a "Very High" rating with a weighted mean that ranged from 4.55 to 4.75, while two (2) were given a

rating of "High, " having their weighted means that are 4.42 and 4.26 respectively.

The data would imply that parents have very high support in the delivery and retrieval of SLMs. It gives their support along this area of concern by coordinating with the teachers on the delivery and retrieval of modules; they see to it that their children have a schedule and follow them strictly, make follow-ups on the accomplishments of their children every day, help their children whenever they need them. They also coordinate with their teachers and other stakeholders for external help when their children need them, ensure that the SLMs are in a tuck and complete before getting them, and comply with health and

safety protocols in claiming and submitting the SLMs. On the other hand, they also established partnerships with the stakeholders in retrieving SLMs.

According to Daniel (2020), the more parents are involved in their children's education, the better their entire class's motivation, behavior, and grades become. The effort, time management, discipline, and trying new things are essential traits to emphasize in this lesson. As a result, they also form close bonds with their parents. In the making, patience is also visible.

3.4. Table 4: Extent of parental support in the implementation of modular distance learning along with the provision of learners' educational materials

c. Provision of Learners' Educational Materials As a parent I...	WM	TR
1. Make sure that I budget for the materials needed by my child.	4.68	VH
2. Ask my child for things he needs and plan on how to purchase them.	4.58	VH
3. Ask my child about suggestions on materials needed before purchase.	4.24	H
4. Consider the most urgent purchase of materials needed in her modules/activity sheets.	4.54	VH
5. Provide the needed quantity of materials on time.	4.50	VH
6. Purchase additional books for reference of my child.	4.43	H
7. Prioritize the essential educational materials for the child's learning.	4.54	VH
8. Choose learning materials that are easy to understand.	4.58	VH
9. Involve my child in the selection of learning materials. .	4.30	H
10. Buy learning materials with substance.	4.30	H
New	4.47	H

Legend:	Descriptive Equivalent	Transmuted Rating
Mean Score Range		
4.50 - 5.00	Always	Very High (VH)
3.50 - 4.49	Often	High (H)
2.50 - 3.49	Sometimes	Moderately High (MH)
1.50 - 2.49	Seldom	Slightly High (SH)
1.00 - 1.49	Never	Not High (NH)

As seen in the table, the extent of parental support in the implementation of modular distance learning in learners' educational materials obtained an overall weighted mean of 4.47 with an equivalent transmuted rating of "High." Of the ten (10) indicators, item no.1, "make sure that I budget the materials needed by my child," ranked the highest mean of 4.68, described as "Very High." It might be understood to suggest that the current generation values financial management in terms of budgeting for educational resources for their children. The parents are also aware that the family budget helps them spend and save wisely, considering budgeting saves less money than earned. It is a common observation that when parents spend less money than what they earn, they can start saving money.

Obtained the lowest mean of 4.24, denoting a transmuted rating of "High". It might be understood to indicate that parents are hesitant to solicit recommendations from their children about the learning resources they want to acquire out of concern of not being able to afford anything they offer. Considering that it is a pandemic, most parents of the learners earn a meager income.

Bicknell (2014) stressed that parents should support their children by providing educational materials, especially when learning at home. This is because learning materials at home make learning more engaging, realistic, and appealing. They enable children at home actively and effectively learn their modules. They provide opportunities for acquiring skills and information and the growth of self-confidence and self-actualization.

On the other hand, item no.3, "ask my child about suggestions on materials needed before purchasing them."

3.5. Table 5: Extent of parental support in the Implementation of modular distance learning along with provision of a physical learning environment

Provision of a Physical Learning Environment As a parent I...	WM	TR
1. Choose a conducive corner/room at home where the child can study.	4.51	VH
2. Provide a study area that is well lit and ventilated.	4.60	VH
3. Ensure that the area has available learning materials (books, chairs, tables, lamps).	4.67	VH
4. Provide strong internet access for online learning.	4.41	H
5. See to it that the learning's area is spacious for parent-child collaboration.	4.57	VH
6. Make sure that the learning area is free from noise.	4.60	VH

7.	See to it that the learning area reflects a typical classroom setup.	4.40	H
8.	Ensure that the learning corner is free from obstruction.	4.48	H
9.	Provide an organized leaning corner.	4.48	H
10.	Create an exciting learning corner to encourage the child to learn better.	4.72	VH
New		4.54	VH

Legend:		
Mean Score Range	Descriptive Equivalent	Transmuted Rating
4.50 - 5.00	Always	Very High (VH)
3.50 - 4.49	Often	High (H)
2.50 - 3.49	Sometimes	Moderately High (MH)
1.50 - 2.49	Seldom	Slightly High (SH)
1.00 - 1.49	Never	Not High (NH)

The overall weighted mean of 4.54, which is described as "Very High, " could be interpreted to mean that the parents of the learners in ECE support providing conducive learning spaces at home. The parents are mindful of choosing a corner/learning space at home conducive to learning. They provide a study area that is well lit and ventilated, has full internet access for online learning, ensure that the learning area has available learning materials, and considers that the learning area is spacious for parent-child collaboration. They see to it also that the learning area reflects a typical classroom setup where an exciting and relevant learning corner is visible around the learning area. Moreover, the parents also

consider a learning corner that is free from obstruction and free from noise.

Corollary, Nardo (2017) pointed out the importance of a conducive physical learning environment when he found out that a student is taking a test in a quiet, peaceful room almost better than a learner taking the same test in a noisy, chaotic room. He further stressed that a positive learning environment needs students to feel comfortable and have a sense of support from their parents as facilitators. Building a sense of community in home-based learning is necessary to foster a healthy attitude towards learning.

3.6 Table 6: Extent of parental support in the implementation of modular distance learning along with psychosocial support

d. Psychosocial Support		WM	TR
As a parent, I...			
1.	Emphasize strengths, hope, and positivity.	4.63	VH
2.	Seek professional help if my child shows signs of trauma that do not resolve relatively quickly.	4.51	VH
3.	Create a safe physical and emotional place by practicing the 3Rs.	4.62	VH
4.	Emphasize that social distancing does not mean social isolation.	4.67	VH
5.	Decrease exposure to coverage related to COVID-19.	4.66	VH
6.	Strengthen my support to my child in his studies.	4.77	VH
7.	Provide recreational activities to support the child's psychosocial well-being.	4.71	VH
8.	Help the child positively in his daily life activities.	4.75	VH
9.	Encourage the child to relax with breathing, physical stretches, and guided meditations.	4.71	VH
10.	Help encourage the child to explore their thoughts and feelings.	4.77	VH
New		4.68	VH

Legend:		
Mean Score Range	Descriptive Equivalent	Transmuted Rating
4.50 - 5.00	Always	Very High (VH)
3.50 - 4.49	Often	High (H)
2.50 - 3.49	Sometimes	Moderately High (MH)
1.50 - 2.49	Seldom	Slightly High (SH)
1.00 - 1.49	Never	Not High (NH)

Surprisingly, all ten (10) indicators along the aforementioned dimensions got a "Very High" transmuted rating with weighted means ranging from 4.51 to 4.77. This might be construed to suggest that parents provide extensive psychological support to their children when enrolled in modular distance education at home. They are aware of emphasizing hope and priority to their children while learning at home by decreasing exposure to coverage related to COVID-19. They also provide recreational activities to support their children's psychosocial well-being to help them explore things that can divert their focus on COVID 19. Aside from this, they also encourage their children to relax with breathing,

physical stretches, and guided meditations to explore their thoughts and feelings.

The parents also create a safe physical and emotional environment by practicing 3Rs and emphasizing that social distancing does not mean social isolation. Bernardo (2020) pointed out that the current findings on the conditions of learners' emotional health and well-being in home learning/online classes indicate that psychosocial needs have to be addressed through psychosocial support. As valuable stakeholders, the safety and welfare of the students must be the priority of schools, especially during this pandemic. Studies show that home learning/ online classes supported by a full array of psychosocial support

in the form of learner services such as enrichment and remedial tutorial, academic advising, guidance, and counseling program, fitness and wellness, resources, spiritual formation activities, and faculty-student consultation can result to very satisfactory performance of

learners. Through this, it can be said that parental support of parents in the implementation of modular distance learning and psychosocial support is of utmost importance in the well-being of the learners during the pandemic.

3.7 Table 7: Overall summary of parental support in the implementation of modular distance learning

Indicators		WM	TR
1.	Learning Instruction	4.54	VH
2.	Delivery and Retrieval of SLMs	4.58	VH
3.	Provision of Learner's Educational Materials	4.47	H
4.	Provision of Physical Learning Environment	4.54	VH
5.	Psychosocial Support	4.68	VH
Gown		4.56	VH

Legend:		
Mean Score Range	Descriptive Equivalent	Transmuted Rating
4.50 - 5.00	Always	Very High (VH)
3.50 - 4.49	Often	High (H)
2.50 - 3.49	Sometimes	Moderately High (MH)
1.50 - 2.49	Seldom	Slightly High (SH)
1.00 - 1.49	Never	Not High (NH)

As shown in the table, the total weighted mean of parental support for the adoption of modular distance learning was 4.56, indicating a transmuted rating of "Very High."

Of the five (5) dimensions, provision of psychosocial support obtained the highest OWM of 4.68, described as "Very High," while the provision of learners' educational materials got the lowest OWM of 4.47, denoting a "high" transmuted rating. This could be interpreted to mean that parents give their full support to the psychosocial

dimension considering that the well-being of the learners is of utmost importance during the pandemic. On the other hand, the provision of learners' educational materials for the learners got the lowest rating, and this is interpreted to mean that during this pandemic, most of the parents did not have regular work caused by the pandemic. As such, they just have a meager income to support their children's needs in education, so they can't provide all the things needed by their children.

3.8 Table 8: Significance of the mean difference in the extent of parental support in the implementation of modular distance learning

Profile Variables	Sources of Variation	Sum of Squares	df	Mean Square	F	Sig.
Age	Between Groups	.915	3	.305	1.450	.232
	Within Groups	24.612	117	.210		
	Total	25.527	120			
Highest Educational Attainment	Between Groups	1.048	5	.210	.984	.430
	Within Groups	24.479	115	.213		
	Total	25.527	120			
Family Monthly Income	Between Groups	1.155	3	.385	1.848	.142
	Within Groups	24.372	117	.208		
	Total	25.527	120			

As a result, the null hypothesis, which claims no significant differences exist, is true. In the extent of parental support in the management of modular distance learning across their profile variables age, highest educational attainment, and family-monthly income are

accepted at .05 level of significance. These ANOVA results yielded would imply that the parents do not vary or comparable in their extent of parental support in the management of modular distance learning.

3.9 Table 9: Relationship between the extent of parental support in management of modular distance learning and their profile variables

Profile Variables	Pearson Correlation	Sig. (2-tailed)
Age	-.042	.648
Highest Educational Attainment	.105	.252
Family Monthly Income	.138	.132

It can be gleaned observed in the table that the Pearson-r values of paired independent and dependent variables age, highest educational attainment, and family monthly income do not have any significant relationships to the

respondents' extent of parental support in the management of modular distance learning. This means that such profile of the respondents does not give any bearing to their level of parental support in the management of modular

distance learning. In this regard, the null hypothesis which states that there are no significant relationships between the aforementioned variables and the respondents' extent of parental support in the management of modular distance learning at 0.5 level of significance is accepted. In other words, parents can give their full support in the management of modular distance learning regardless of their profile variables.

4. Conclusions

The parents of kindergarten learners widely vary in their profile, and in certain instances, their variations are in extreme care. They are also very supportive in the management of modular distance learning particular in giving psychosocial support, delivery and retrieval of SLM and in providing physical learning spaces at home while they need to improve their support in the provision of learners' educational needs. Moreover, the respondent parents' extent of parental support in the management of modular distance learning is comparable. This means that parents can give their parental support in the management of modular distance learning regardless of their profile variables.

5. Recommendations

The researcher recommends the following on the basis of the findings and conclusions of this study. The respondent parents who are young should take their initiative in acquiring some knowledge in the parenting, specifically provision of educational support to their children in learning. It is recommended that parents will prepared additional instructional materials to enhance child's learning. Moreover, since the extent of support given by the parent in the management of modular learning is Very High and enhanced activities of parents in parenting should be encouraged to sustain their support to their children in learning. The PTA should enhance their partnership by scheduling effectively the retrieval of SLM of their children.

Further, they should aspire for an improved extent of parental support along the area of provision of the educational needs of the learners to facilitate learning effectively at home. Likewise, more appropriate and relevant variables should be explored to better determine the extent of parental support in the management of modular distance learning. There should be consultation with parents and children with regards to the educational materials needed in the subject and there should be a weekly/monthly assessment to all children to check signs, or symptoms of psychosocial problem.

Finally, further research may be conducted to determine the extent of parental support in the management of modular distance learning in a wide scope.

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Author Profile

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