

Parents' Satisfaction in the Utilization of the Emergency Learning Kit (ELK) and Learners' Academic Motivation

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ABSTRACT

This descriptive-correlational study examined the relationship between parental satisfaction with the Emergency Learning Kit (ELK) and Grade 4 learners' academic motivation during the school year 2025–2026. Using stratified random sampling, data was gathered from 162 learner-parent pairs via adapted questionnaires and analyzed using descriptive statistics and the Mann-Whitney test. The findings revealed that parents were very satisfied with the utilization of the Emergency Learning Kit, while learners demonstrated very high academic motivation. No significant differences were found in parents' satisfaction and learners' academic motivation when grouped according to their respective demographic profiles. Furthermore, a weak negative but statistically non-significant relationship was found between parents' satisfaction and learners' academic motivation (Spearman's $\rho = -0.149$, $p = 0.059$). It suggests that the Department of Education may support and enhance ELK distribution, improve the kit's design, provide clearer instructional guides for parents, and actively foster continuous parental involvement to maintain high student motivation.

Keywords: Profile, age, average family monthly income, educational attainment, location, sex, emergency learning kit, printed self-learning modules, learning activity sheets, digitized modules, content quality, usability, support learning, impact perception, accessibility, satisfaction level,

INTRODUCTION

Education is a fundamental right that must continue even in times of crisis. In the Philippines, frequent natural disasters such as typhoons, floods, earthquakes, and volcanic unrest often disrupt face-to-face classes, forcing schools to adopt alternative learning modalities. To sustain instruction during these interruptions, the Department of Education (DepEd) introduced self-learning modules and the Emergency Learning Kit (ELK) under the Edukahan program. These kits contain essential lessons and activities designed to help pupils continue learning at home or in evacuation centers with minimal supervision. This initiative aligns with Republic Act No. 12028 (Academic Recovery and Accessible Learning Program), DepEd Memorandum No. 0866, s. 2024, and DepEd Order No. 018, s. 2025.

The effectiveness of ELKs depends largely on two factors: learners' academic motivation and parents' satisfaction as facilitators of home-based learning. During emergencies, the home becomes the classroom, and parents assume the role of teachers. Their satisfaction with the kits may be associated with the quality of support they provide. If parents find the kits confusing or burdensome, frustration may hinder learning. Conversely, high satisfaction suggests that the materials are clear and effective, empowering parents to guide their children with confidence (Medina, 2025; Reyes et al., 2026). For learners, motivation becomes the primary driver of progress in the absence of teacher-led guidance and peer interaction.

While modular learning has been studied extensively, limited research has examined the specific relationship between parental satisfaction and learner motivation in the use of ELKs during calamities. This gap is particularly significant in disaster-prone areas such as the southern part of Negros Island, where frequent disruptions demand resilient learning strategies. Understanding this link is vital for improving kit design,

strengthening home-based engagement, and ensuring that learners remain motivated despite the challenges of emergency learning (Dimitropoulou et al., 2025).

This study aimed to determine the level of satisfaction of parents and the level of academic motivation of Grade 4 pupils enrolled in one district of a municipality in the Southern part of Negros Island as to the utilization of the Emergency Learning Kit (ELK). It further sought to establish whether a significant relationship exists between these two variables. The findings are expected to serve as a basis for teachers, school heads, and educational planners in enhancing the development, distribution, and utilization of ELKs. Ultimately, the study contributes to strengthening learning continuity plans, ensuring that education remains accessible and effective even in times of crisis.

METHODOLOGY

Research Design

The study on Parents' Satisfaction in the utilization of Emergency Learning Kit (ELK) and Learners' Academic Motivation adopted a descriptive-correlational research design because it allowed the researchers to describe the level of satisfaction of parents in using the ELK, explored how that satisfaction relates to learners' motivation and how these variables were connected. Recent studies have taken similar approaches in exploring how parental involvement connects to learner persistence (Duazo & Duazo, 2026; Medina, 2025; Reyes et al., 2026). These works highlight the value of using a descriptive-correlational design, reinforcing its relevance for understanding how support systems and motivation interact in emergency learning contexts.

Subject and Respondents of the Study

The study involved 272 Grade 4 learners officially enrolled during the school year 2025–2026 in District - 1 in the southern part of Negros Island Region, along with their parents. Of these, 219 came from School A, 30 from School B, and 23 from School C. Both the learners and their parents had an equal chance of being included in the sample population. By focusing on this group, the study was able to capture the real experiences during the deployment of the Emergency Learning Kits (ELKs) and document how learners responded to class interruptions, providing valuable insights into both parental satisfaction and student motivation in times of educational disruption.

Population Sample Size

The population of this study consisted of two hundred seventy-two (272) Grade 4 learners in the District of La Castellana who used the Emergency Learning Kit (ELK) and their 272 parents. The sample size was determined using Slovin's formula with a 5% margin of error. The total population consisted of 272 Grade 4 learners and their corresponding parents. Using the formula:

$$n = \frac{N}{1+N(e)^2}$$

Where;

n = number of sample (sample size)

N = total population

e = margin of error (expressed in decimal, e.g., 5%=0.05)

$$n = \frac{272}{1+272(.05)^2}$$

$$n = \frac{N}{1 + \frac{N(e)}{2}}$$

$$n = \frac{272}{1 + 272(.0025)}$$

$$n = \frac{272}{1 + 0.68}$$

$$n = \frac{272}{1.68}$$

$$n = 161.9 \text{ or } 162$$

The total sample size for parents and learners was 162 each. The table below presents the total population and sample size for each school.

Table 1. Population and Sample Size of Parents and Learners Per School

School	Parents		Learners		Total Population and sample size	
	N	n	N	n	N	N
A	219	130	219	130	438	260
B	30	18	30	18	60	36
C	23	14	23	14	46	28
TOTAL	272	162	272	162	544	324

Sampling Procedure

“Stratified random sampling was used in selecting the respondents. The 272 Grade 4 learners and their corresponding parents were first grouped according to their respective schools, which served as the sampling strata. The required sample of 162 learner-parent pairs was proportionately allocated across the three schools, with 130 pairs selected from School A, 18 pairs from School B, and 14 pairs from School C. After proportional allocation, respondents were randomly selected within each school stratum. Only learner-parent pairs who met the inclusion criteria and participated voluntarily were included in the study.”

Data Gathering Instrument

The study made use of adapted survey questionnaire. It was administered to two groups of respondents: parents and learners.

The first group was parents’ satisfaction, measured using survey questionnaire adapted from the Department of Education’s Edukahon Program—Parent Satisfaction Survey Instrument (EduKahon Model), as outlined in DepEd Memorandum No. 624, s. 2025, DepEd Orders (e.g., DO No. 018, s. 2025), the Negros Occidental LR Portal (Emergency Learning Kit), and the EduKahon Monitoring Tools. The instrument was divided into two parts. The first part gathered the respondent’s profile, including the age, educational attainment and family income. The second part consisted of the twenty (20) items that measured the parent’s satisfaction in terms of content quality, usability, support for learning, impact perception and accessibility.

The second group was the learners’ academic motivation, measured using survey questionnaire adapted from Vallerand et al. (1992) Academic Motivation Scale and Pintrich et al. (1991) Motivated Strategies for Learning Questionnaire (MSLQ). This instrument was suited to the specific context of Emergency Learning Kits in La Castellana, ensuring that they reflected the realities of learners during times of calamities. It was divided into two parts. The first part gathered the respondent’s profile, including the age, sex and location. The second part consisted of the fifteen (15) items that measured the learner’s academic motivation in terms of Intrinsic Motivation, Extrinsic Motivation, Self-Efficacy and Competence, and Identified Regulation.

All parts of the instrument were translated to Hiligaynon for better understanding for both pupils and parents using a 5 – point Likert scale. The responses were interpreted as follows; 5 – Strongly Agree, 4 – Agree, 3 – Neutral, 2 – Disagree, and 1 – strongly Disagree.

Data Analyses

The gathered data were organized, tabulated, and prepared for statistical analysis to determine the level of parents’ satisfaction in the utilization of emergency learning kit (ELK) and level of learner’s academic motivation. The data analyzed used the following statistical tools for each of the statements of the problem:

For the statement of problem number 1 which says, what is the profile of the parents in terms of: age, educational Attainment, and family income, Frequency and percentage of distribution was used with the formula:

The formula for frequency and percentage distribution is presented below:

$$P=f/n \times 100$$

Where; P= percentage

f= frequency

n= total number of Population

For the statement of problem number 2 which says, ‘What is the profile of the learners in terms of age, sex, and location, Frequency and percentage of distribution was also used.

For the statement of problem number 3 which says,” What is the level of satisfaction of parents regarding on the utilization of Emergency Learning Kit (ELK) as a whole and when classified in terms of content Quality, usability, support for learning, Impact Perception, ae. And accessibility, mean and standard deviation were used.

The formula for mean is presented below:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

N = Number of observations

X = mean

$\sum X$ = sum of all scores

The standard deviation formula is presented below:

$$\sigma = \sqrt{\frac{\sum_{i=1}^N (x_i - \mu)^2}{N}}$$

Where:

σ = population standard deviation

X = each data value

μ = population mean

N = total number of observations

Σ = summation symbol

The mean scores in problem 3 were interpreted as follows:

Scale	Adjectival Value	Mean score Range	Interpretation	Verbal Description
5	Strongly Agree	4.21–5.00	Very High	The respondents strongly agree that they are highly satisfied with the ELK, indicating a very high level of satisfaction in utilizing ELK for their children.
4	Agree	3.41–4.20	High	The respondents agree that they are satisfied with the ELK, indicating a high level of satisfaction in utilizing ELK for their children.
3	Neutral	2.61–3.40	Moderate	The respondents are neutral that they are undecided with the ELK, indicating a moderate level of satisfaction in utilizing ELK for their children.
2	Disagree	1.81–2.60	Low	The respondents disagree that they are unsatisfied with the ELK, indicating a low level of satisfaction in utilizing ELK for their children.
1	Strongly Disagree	1.00–1.80	Very low	The respondents strongly disagree that they are extremely unsatisfied with the ELK, indicating a very low level of satisfaction in utilizing ELK for their children.

For the statement of problem number 4 which says, “What is the level of learners’ academic motivation in the utilization of Emergency Learning Kit (ELK) as a whole and when classified in terms of. Intrinsic Motivation, Extrinsic Motivation, Self-Efficacy and Competence, and Identified Regulation, Mean and Standard deviation were also used.

The mean scores in problem 4 were interpreted as follows:

Scale	Adjectival Value	Mean score Range	Interpretation	Verbal Description
5	Strongly Agree	4.21–5.00	Very High	The respondents strongly agree that they are highly motivated by the ELK, indicating a very high level of academic motivation in utilizing ELK.
4	Agree	3.41–4.20	High	The respondents agree that they are academically motivated by the ELK, indicating a high level of academic motivation in utilizing ELK.
3	Neutral	2.61–3.40	Moderate	The respondents are neutral that they are undecided with the ELK, indicating a moderate level of academic motivation in utilizing ELK.
2	Disagree	1.81–2.60	Low	The respondents disagree that they are unmotivated by the ELK, indicating a low level of academic motivation in utilizing ELK for their children
1	Strongly Disagree	1.00–1.80	Very low	The respondents strongly disagree that they are unmotivated by the ELK, indicating a very low level of academic motivation in utilizing ELK.

For the statement of problem number 5 which says,” Is there a significant difference on the level of parents’ satisfaction in terms of profile?”, the following formulas were used:

Kruskal-Wallis (H) Test

$$H = \frac{12}{N(N+1)} \sum \frac{R_i^2}{n_i} - 3(N+1), \text{ or } H = \frac{12}{N(N+1)} \sum n_i \bar{r}_i^2 - 3(N+1)$$

where N is the total number, n_i is the number in the i-th group, and R_i is the total sum of ranks in the i-th group; in the second equation $\bar{r}_i^2 = \frac{\sum R_i^2}{n_i^2}$.

Grouping variables for age, educational attainment and family income.

For the statement of the problem number 6 which says, "Is there a significant difference in the level of learners' academic motivation in terms of profile?", the following formulas were used:

Mann Whitney (U) Test, for the difference in the level of learners' academic motivation and sex.

$$\text{formula: } U_A = R_A - \frac{n_A(n_A+1)}{2}$$

$$U_B = R_B - \frac{n_B(n_B+1)}{2}$$

where, R_A is the sum of the ranks of Group A,

R_B is the sum of the ranks of Group B,

n_A is the number of observations in A, and n_B is the number of observations in B

U = whichever value is smaller between U_A and U_B

Mann Whitney (U) Test was also used for the difference in the level of learners' academic motivation and age.

Kruskal-Wallis (H) Test, for the difference in the level of learners' academic motivation and location.

$$H = \frac{12}{N(N+1)} \sum \frac{R_i^2}{n_i} - 3(N+1), \text{ or } H = \frac{12}{N(N+1)} \sum n_i \bar{r}_i^2 - 3(N+1)$$

where N is the total number, n_i is the number in the i-th group, and R_i is the total sum of ranks in the i-th group; in the second equation $\bar{r}_i^2 = \frac{\sum R_i^2}{n_i^2}$.

For the statement of the problem number 7 which says, "Is there a significant relationship in the level of parents' satisfaction and the level of learners' academic motivation on the utilization of emergency learning kit?",

The formula of Spearman rho correlational coefficient is presented below:

$$r_s = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)}$$

r_s : Spearman's rank correlation coefficient (ranges from -1 to +1) \(\{d_i\}\)

d_i : Difference between the two ranks of each observation \(\{(\text{rank}(x_i) - \text{rank}(y_i))\}\) \(\{6 \sum d_i^2\} \sum d_i^2\): Sum of the squared differences between the ranks

n: Total number of observations or data pairs

RESULTS AND DISCUSSION

This chapter presents the findings of the study using the appropriate statistical tools for the treatment of the descriptive and inferential data.

Profile of the Respondents

Table 1 below shows the demographic profile of Grade 4 parents as respondents of the study.

Table 1. Frequency and Percent Distribution of the Demographic Profile of Parents.

Profile	Category	f	%
Age	20-29 yrs. Old	13	8.00
	30-39 yrs. Old	76	46.90
	40-49 yrs. Old	63	38.90
	50-59 yrs. Old	6	3.70
	60-69 yrs. Old	3	1.90
	70 and above	1	0.60
	Total	162	100.00
Educational Attainment	Elem Level	8	4.90
	Elem Graduate	9	5.60
	HS Level	25	15.40
	HS Graduate	60	37.00
	College Level	24	14.80
	College Graduate	36	22.20
	Total	162	100.00
Family Income	8,000 and below	92	56.80
	8,001-15,000	36	22.20
	15,001-22,000	11	6.80
	22,001 and above	23	14.20
	Total	162	100.00

Table 1 presents the demographic profile of the 162 parents who participated in the study. In terms of age, educational attainment, and family income.

In terms of age, the largest group of the respondents, 47% (76 parents) are between 30 and 39 years old, followed by 39% (63 parents) who are in the 40 to 49 age range, 50-59 years old 3.70% (6 parents), 60 – 69 years old 1.90% (3 parents), and above 70, the lowest group was 0.60% (1 parent).

For educational attainment, the largest group was 37% (60 parents) who were high school graduates, this was followed by 22.20% (36 parents) completed college, 15.40% (25 parents) high school level, 14.80% (24 parents) college level, 5.60% (9 parents) elementary graduate, and the lowest group was 4.90% (8 parents) elementary level.

When it comes to family income, the majority was, 57% (92 parents) earn ₱8,000 and below, followed by 22% (36 parents) having a monthly income between ₱8,001 and ₱15,000, and 14% (23 parents) had an income of ₱22,001 and above.

Overall findings, most parent-respondents are in their mid-age 30 -39 years old, attained high school education, and belong to households with a monthly income of ₱8,000 and below.

Results conform to a study on generational local ecological knowledge in Mindanao (Galang & Vaughter, 2020) highlighted how age influences knowledge transfer and learning strategies. Younger generations leaned on

institutional learning, while older ones relied on experiential knowledge. This mirrors ELK utilization, where younger parents embrace structured kits, while older parents emphasize lived experience but still acknowledge ELK's usefulness (Medina, 2025).

The studies by Hapal & Dominguiano (2026) and Irinco et al. (2026) emphasized that socioeconomic and educational background influenced parental engagement and satisfaction. Parents with higher educational attainment were more capable of assisting children with ELK materials, encouraged learning routines value education more and sustain communication with teachers. Those with lower attainment reported lacking functional knowledge to guide pupils, leading to moderate satisfaction scores. Moreover, these parents are observed to manifest difficulty with time management and comprehension with reading materials, hence, a decline in their satisfaction.

This was also true with Irinco et al. (2026) in their study, "Home Support Practices and Academic Performance of Elementary Learners" wherein the findings claimed that parents with stable income provided consistent home support, can integrate the ELKs as part of their daily routines. Financially constrained families, however, reported stress and difficulty sustaining engagement, lowering satisfaction.

Table 2 below shows the demographic profile of Grade 4 learners for the school year 2025 - 2026 as respondents of the study.

Table 2. Frequency and Percent Distribution of the Demographic Profile of Learners

Profile	Category	F	%
Sex			
	Male	72	44.44
	Female	90	55.56
	Total	162	100.00
Age			
	8-10 years old	143	88.27
	11-13 years old	19	11.73
	Total	162	100.00
Location			
	Brgy. 1	155	95.68
	Brgy. 2	1	0.62
	Brgy. 3	3	1.85
	Brgy. 4	1	0.62
	Brgy. 5	2	1.23
	Total	162	100.00

Table 2 presents the demographic profile of the 162 learners who participated in the study. In terms of sex, age, and location.

In terms of sex, out of 162 respondents, (f = 90, 56%) are female, while (m = 72, 44%) are male.

In terms of age, the majority, (143 learners, 88%) fall within the 8 to 10 years old range, while (19 learners, 11%) are between 11 and 13 years old.

Looking at their location, most of the learners are from Barangay 1, (155 learners, 95.68%), with only a handful coming from Barangay 2, (1 learner, 0.62%). And the rest, Barangay 3, (3 learners, 1.85%), Barangay

(1 learner, 4, 0,62%), and Barangay 5, (2 learners, 1.23 %).

Overall, the profile of the learner respondents reveals that, predominantly female, 8 to 10 years old, are concentrated in the main school at Barangay 1.

Age plays a powerful role in how students approach academic challenges. It shapes the way they manage emotions, stay motivated, and interpret setbacks. This was supported by recent research, such as Fabia's (2024) study on emergency online learning, shows that factors like student satisfaction, confidence in their abilities, and overall achievement are closely tied to age-related experiences and developmental stages.

Li (2021) found that when course content connects to students' personal lives, their motivation is sustained. Female learners, in particular, are more likely to emphasize the relational and contextual meaning of what they study, drawing energy from how lessons resonate with their experiences and relationships.

Reyes et al. (2026) emphasized that flexibility in context is crucial: the location and learning environment can either strengthen or weaken a learner's drive to succeed.

Level of Parent's Satisfaction on the Utilization of ELK as a Whole

The table 3 shows the level of parents' satisfaction regarding the utilization of Emergency Learning Kit (ELK).

Table 3. Level of parents' satisfaction regarding the utilization of Emergency Learning Kit (ELK) as a whole and when classified in terms of Content Quality, Usability, Support for Learning, Impact Perception, and Accessibility.

Statements	Mean	SD	Interpretation
Content Quality	4.40	0.53	Very High
1. The lessons in the ELK are appropriate for my child's grade level. (Ang mga leksyon sa ELK angay para sa level sang grado sang akon bata.)	4.43	0.60	Very High
2. The objective and activites are aligned with my child capability. (Ang katuyuan kag aktibidad nagasanto sa kapasidad sang bata ko.)	4.28	0.69	Very High
3. The content is accurate and reliable. (Ang kaundan husto kag masaligan)	4.38	0.66	Very High
4. The ELK covers essential topics needed for learning. (Ang ELK nagalakip sang mga importante nga topiko nga kinahanglanon para sa pagtuon.)	4.50	0.61	Very High
Usability	4.23	0.53	Very High
5. The instructions are clear and easy to follow.	4.44	0.66	Very High
(Ang mga instruksiyon klaro kag mahapos sundon.)	4.30	0.65	Very High
6. The ELK is organized and easy to navigate. (Ang ELK ay organisado kag hapos sundon.)	4.08	0.79	High
7. My child can use the ELK independently. (Masarangan sang bata ko nga gamiton ukon answeran ang ELK nga wala sang bulig.)	4.12	0.67	High
8. Activities can be completed within a reasonable time. (Matapos ang mga aktibidad sa igo nga oras.)	4.36	0.52	Very High
Support for Learning	4.39	0.64	Very High
9. The ELK enables me to guide my child effectively. (Ang ELK nagabulig sa akon para epektibo ko nga magabayan ang akon bata.)	4.27	0.64	Very High
10. ELK encourages my child to study regularly. (Ginaganahan ang bata ko magtuon tungod sa ELK.)	4.39	0.67	Very High
11.The ELk strengthens parent-child learning interaction. (Ginapabakod sang ELK ang pag -updanay namon sang bata ko sa pagtuon,)	4.40	0.60	Very High
12.The kit helps reinforce lessons taught in school. (Ang kit nagabulig nga mapabakod/mapalig-un ang leksiyon nga ginatudlo sa eskwelahan.)	4.32	0.51	Very High
Impact Perception	4.37	0.64	Very High
13. The ELK is an effective substitute for traditional classroom learning during an emergency. (Ang ELK epektibo nga pang-bulos sang klase kon may emerhensiya)	4.20	0.64	High

14. The ELK increased my child's motivation to learn. (Ginaganahan magtuon ang bata ko tungod sa ELK.)	4.35	0.65	Very High
15. My child became more confident in completing school tasks. (Mas may kumpiyansa na ang bata ko nga matapos ang iya mga assignments/projects.	4.35	0.61	Very High
16. The ELK contributed positively to my child's overall learning experience. (Dako ang nabulig sang ELK sa pagtuon sang bata ko sa tanan nga aspeto.	4.45	0.54	Very High
Accessibility	4.40	0.63	Very High
17. The ELK was readily available when needed. (Ang ELK magamit dayon kung kinahanglanon.	4.44	0.64	Very High
18. I can easily contact teachers if I have questions regarding the ELK contents. (Madali ko lang makontak ang mga maestra kon may pamangkot ako parte sa ELK.	4.48	0.60	Very High
19. The ELK can be used anytime and anywhere. (Magamit ang kit sa tanan nga oras kag lugar.)	4.49	0.62	Very High
20. The ELK was directly distributed to learners. (Ang ELK direkta nga ginahatag sa mga estudyante.)	4.35	0.45	Very High
PARENTS' SATISFACTION AS A WHOLE	4.40	0.53	Very High

Legend: (4.21 – 5.00)-Very High; (3.41 – 4.20)-High; (2.61 – 3.40)-Moderate; (1.81 – 2.60)-Low; (1.00 – 1.80)-Very Low

Table 3 reveal the results in the level of parent's satisfaction on the utilization of ELK as a whole and classified in terms of content validity, usability, support for learning, impact and accessibility which attained an overall Mean rating of 4.40 interpreted as very high.

For content validity, the highest-rated indicator was: "The ELK covers essential topics needed for learning" with a mean score of 4.50, interpreted as very high. Followed by, "The lessons in the ELK are appropriate for my child's grade level", with a mean score of 4.43, interpreted as very high., "The objective and activities are aligned with my child capability, with a mean score of 4.38, interpreted as very high., "The content and activities are aligned with my child capability", with a mean of 4.28, was also interpreted as very high.

This shows that parents strongly believe the kit is well-matched to their children's academic level, reinforcing trust in its relevance and appropriateness. This implies that parents generally see the ELK as reliable and grade-appropriate, which builds confidence. The lessons remain age-appropriate, engaging, and responsive to learners' diverse needs. Overall, the findings affirm that the ELK is trusted by parents.

For usability, the highest-rated indicator was: "The instructions are clear and easy to follow" with a mean score of 4.44, interpreted as very high. On the other hand, the lowest-rated indicator was: "The ELK is organized and easy to navigate" with a mean score of 4.08, interpreted as high.

This shows that parents and learners find the kit's direction straightforward, which makes it easier for children to use the materials independently and with confidence. Clear instructions are a strong foundation for effective learning, as they reduce confusion and encourage self-reliance. This implies that the clarity of instructions is a major strength, ensuring that learners can follow tasks without heavy reliance on adults.

Overall, ELK is highly usable, accessible, efficient, and supportive of independent learning.

For the aspect of support for learning, indicator number 11 that says "The ELk strengthens parent-child learning interaction" got the highest mean rating of 4.40 interpreted as very high. While indicator number 9 that says "The ELK enables me to guide my child effectively" obtained the mean of 4.27 interpreted as very high.

This shows that the kit is effective in fostering collaboration between parents and children, encouraging shared responsibility and bonding in the learning process. Parents see the kit not just as an academic tool, but as a way to actively engage with their child's education.

For impact perception, indicator number 16, 'The ELK contributed positively to my child's overall learning experience,' obtained the highest mean rating of 4.45, interpreted as very high. The lowest-rated indicator was item number 13, 'The ELK is an effective substitute for traditional classroom learning during an emergency,' which obtained a mean of 4.20, interpreted as high.

This shows that parents believe the impact of utilizing ELK is positive, especially towards their academic motivation. This was supported by the study of Fabia (2024) found that emergency online science courses improved learner confidence, satisfaction, and performance when supported by teacher creativity and peer interaction. It allows flexibility, rewatching lessons, and differentiated tasks, although it is sometimes hampered by connectivity issues.

Arnaez (DepEd Negros Occidental, 2025) highlighted the role of ELKs in supporting displaced learners after the Mt. Kanlaon eruption. Guadalquiver (Philippine News Agency, 2025) reported on the deployment of ELKs to evacuation centers, emphasizing their role in maintaining education amidst crises.

Level of learners' academic motivation in the utilization of the Emergency Learning Kit as a Whole

The table 4 shows the level of academic motivation of Grade 4 learners in the utilization of the Emergency Learning Kit (ELK) for the school year 2025-2026.

Table 4. Level of learners' academic motivation in the utilization of the Emergency Learning Kit (ELK) as a whole and when classified in terms of Intrinsic Motivation, Extrinsic Motivation, Self-Efficacy and Competence, and Identified Regulation.

Statements	Mean	SD	Interpretation
Intrinsic Motivation (Inner Drive)	4.39	0.50	Very High
1. I feel a sense of satisfaction when I complete a task using the learning kit. (Nabatyagan ko ang kalipay kon matapos ko ang isa ka buluhaton gamit ang learning kit.)	4.57	0.60	Very High
2. The activities in the kit spark my curiosity about the lesson. (Ang mga aktibidad sa kit naga udyok sa akon sang mga dapat pagid hibaluon parte sa akon mga leksyon.)	4.33	0.62	Very High
3. I use the learning kit because I genuinely want to learn new things, even without a grade. (Ginagamit ko ang kit kay gusto ko matun an ang mga bag o nga leksiyon/butang bisan nga wala sang grado nga ihatag.)	4.39	0.70	Very High
4. I find the materials in the kit interesting and engaging. (Interesado kag nalingaw ako sa mga materyales sang kit)	4.28	0.68	Very High
Extrinsic Motivation (External Rewards/Pressure)	4.41	0.52	Very High
5. I use the kit because I want to get good grades in my subjects. (Ginagamit ko ang kit tungod gusto ko makakuha sang mataas/manami nga grado sa akon mga subjects.)	4.46	0.67	Very High
6. I feel pressured to complete the kit activities	4.27	0.80	Very High
To avoid falling behind my classmates. (Nabatyagan ko nga kinahanglan gid matapos ko ang mga ulobrahon sa kit para indi ako maulihi sa akon mga klasmeys.)	4.36	0.68	Very High
7. Completing the kit helps me prove to my teachers/parents that I am a hardworking student. (Ang pagtapos ko sang mga ulobrahon sa kit isa ka pamaagi para mapamatud-an ko nga pisan ako.)	4.56	0.58	Very High
8. I use the kit because I want to learn. (Ginagamit ko ang kit kay gusto ko magtuon.)	4.25	0.54	Very High

Self-Efficacy and Competence (Belief in Ability)	4.36	0.65	Very High
9. I am confident that I can understand the lessons using only the materials in the kit. (May kumpyansa ako nga maintyendiha ko ang mga leksyon gamit ang kit.)	4.41	0.65	Very High
10. When I encounter a difficult part of the kit, I believe I can solve it if I try hard enough. (Kon may nabudlayan ako nga parte sang kit, nagapati ako nga masulbar ko ini kon tinguhaan ko.)	4.09	0.72	High
11. The instructions in the emergency learning kit are clear enough for me to work alone. (Ang mga direksyon sa emergency learning kit klaro kag sarang nga mahimo ko nga gaisahanon.)	4.15	0.78	High
12. I feel capable of finishing all the modules in the kit on time. (Masarangan ko nga matapos ang tanan nga module sa kit sa oras.)	4.51	0.50	Very High
Identified Regulation (Utility/Value)	4.53	0.62	Very High
13. I believe the learning kit is essential for my future academic success. (Nagapati ako nga ang learning kit importante para mag-uswag ang pageskwela.)	4.43	0.64	Very High
14. The skills I learn from the kit are practical and useful in real life. (Praktikal kag magamit gid sa adlaw-adlaw nga kabuhi ang mga abilidad nga akon natun-an sa kit.)	4.58	0.54	Very High
15. I value the learning kit because it allows me to continue my education despite the emergency. (Ginahatagan ko gid sang importansiya ang learning kit kay amo ini ang naghatag sa akon paagi nga padayunon ang pageskwela bisan pa nga may mga emerhensiya nga nagakatabo.)	4.39	0.44	Very High
LEARNERS' ACADEMIC MOTIVATION AS A WHOLE	4.39	0.50	Very High

Legend: (4.21 – 5.00)-Very High; (3.41 – 4.20)-High; (2.61 – 3.40)-Moderate; (1.81 – 2.60)-Low; (1.00 – 1.80)-Very Low

Table 4 shows the data showing the Level of learners' academic motivation in the utilization of the emergency learning kit as a whole and when classified in terms of intrinsic motivation with over all Mean rating of 4.39, interpreted as very high, extrinsic motivation, with overall Mean rating of 4.41, interpreted as very high and self-efficacy and competence, and identified regulation with overall Mean rating of 4.36, interpreted as very high.

This result was supported by, Silveira, et al. (2024) in their study- “Intraschool factors and motivation to learn in emergency remote teaching” examined how structured supports during emergency learning (such as teacher feedback, clear instructions, and recognition systems) influenced student motivation. Findings showed that extrinsic motivators—like praise, grades, and structured tasks—contribute to sustaining the child’s engagement to the ELK. Parents reported satisfaction because these external reinforcements helped children stay disciplined and accountable during disrupted schooling.

In terms of intrinsic motivation, the highest-rated indicator was: “I feel a sense of satisfaction when I complete a task using the learning kit” with a mean score of 4.57, interpreted as very high. This suggests that learners derive a strong sense of accomplishment and fulfillment from successfully completing tasks with the kit, highlighting its effectiveness in fostering self-driven learning.

On the other hand, the lowest-rated indicator was: “I find the materials in the kit interesting and engaging” with a Mean score of 4.28, though still interpreted as very high. While learners generally find the kit engaging, this slightly lower score implies that there is room for improvement in making the materials more stimulating, interactive, or appealing to sustain interest over time.

This means that when children use ELKs, they aren’t just completing activities; they are experiencing the joy of learning for themselves. That sense of independence and accomplishment is what makes the learning stick, and it’s something that resonates with learners everywhere. Overall, the findings imply that the kit successfully

supports intrinsic motivation, because of the internal drive that learners are eager to learn and study with enjoyment, satisfaction and exploration.

The findings of Zhang et al. (2025) reinforce the idea that autonomy, or intrinsic drive, plays a crucial role in learning across different cultural contexts. Their cross-cultural study in the Netherlands and China revealed that when learners are given the freedom to take charge of their own learning, their memory and overall learning outcomes improve consistently, regardless of cultural background.

For extrinsic motivation, the highest-rated indicator was: “Completing the kit helps me prove to my teachers/parents that I am a hardworking student” with a mean score of 4.56, interpreted as very high. This shows that learners place strong value on external recognition. They are motivated by the approval and validation they receive from authority figures such as parents and teachers. The kit becomes a tool not only for learning but also for demonstrating diligence and responsibility.

Meanwhile, the lowest-rated indicator was: “I use the kit because I want to learn” with a mean score of 4.25, also interpreted as very high. Although still positive, this slightly lower score suggests that learners’ use of the kit is driven more by external expectations and rewards than by their own personal desire to learn.

This implies that the kit is a powerful motivator to develop a genuine love for learning. Moreover, the study reminds us that children thrive not only on their inner drive but also on the visible recognition and guidance they receive from adults. ELKs become more than just learning materials. It serves as a bridge between the child’s effort and the parent’s or teacher’s affirmation. This balance of structure and encouragement helps learners stay motivated, even when schooling feels uncertain or disrupted. Thus, the education system must consider the alignment between the learner’s pacing, interest and the nature of the materials.

For self-efficacy and competence, the highest-rated indicator was: “I feel capable of finishing all the modules in the kit on time” with a mean score of 4.51, interpreted as very high. This reflects that learners have a strong sense of confidence in their ability to manage tasks and meet deadlines, showing responsibility and determination when using the kit. In contrast, the lowest-rated indicator was: “When I encounter a difficult part of the kit, I believe I can solve it if I try hard enough” with a mean score of 4.09, interpreted as high. While still positive, this suggests that learners may feel less assured when faced with challenges, indicating that perseverance and problem-solving confidence are areas that could be further strengthened.

Learners show strong confidence in completing tasks on time, which is an encouraging sign. It means they already have the discipline and independence needed to manage their responsibilities effectively.

This is supported by the study of Padilla (2024) who emphasizes that ELKs foster psychosocial resilience, enabling learners to maintain belief in their ability to learn despite armed conflict or pandemics.

At the same time, their slightly lower confidence in handling difficult parts of the kit suggests that while they believe they can finish, they may feel less certain when faced with challenges. This hesitation shows that perseverance and problem-solving skills are areas that still need nurturing.

To address this, learners would benefit from supportive scaffolding — such as clearer step-by-step guidance, motivational feedback, or opportunities to collaborate with peers. These supports can help them build resilience and strengthen their belief that effort and persistence will carry them through tough tasks.

Overall, the kit is already fostering a strong sense of competence. But by adding strategies that encourage grit and problem-solving confidence, learners can grow beyond simply completing tasks. They can develop the mindset to tackle difficulties independently and with determination.

The highest-rated indicator was: “The skills I learn from the kit are practical and useful in real life” with a mean score of 4.58, interpreted as very high for the identified regulation. This shows that learners clearly recognize the real-world value of the skills they gain from the kit. They see the learning as not just academic but something that can be applied in everyday life, which strengthens their motivation and sense of purpose.

Meanwhile, the lowest-rated indicator was: “I value the learning kit because it allows me to continue my education despite the emergency” with a mean score of 4.39, also interpreted as very high. While learners appreciate the kit’s role in sustaining education during disruptions, this slightly lower score suggests that they prioritize the practical usefulness of skills over the kit’s emergency function.

This implies that the learners are motivated because they see the kit as relevant and practical, connecting schoolwork to real-life applications. This enhances long-term engagement and makes learning more meaningful. The lower score on valuing the kit for continuity of education implies that learners may not fully reflect on its role in bridging gaps during emergencies. Their focus is more on what they can do with the skills rather than the kit’s situational importance.

This suggests that educators can emphasize both aspects: the practical utility of skills and the kit’s role in ensuring uninterrupted learning, so learners appreciate its full value.

Overall, the kit was successfully made learning useful and purposeful but reinforcing its importance in sustaining education during crises could deepen learners’ appreciation and resilience.

This is supported by Padilla (2024) who emphasized that ELKs foster identified regulation by helping students see the personal utility of continuing education, even during disruptions. This recognition of value doesn’t just keep learning going but it reinforces learners’ intrinsic motivation, making them more engaged and purposeful in their studies.

Similarly, the Carlos Hilado Memorial State College Research (2024) found that both learners and parents view ELKs as valuable tools, not merely temporary stopgaps. Because the kits are aligned with the curriculum and ensure progress, families see them as credible and effective in maintaining educational continuity.

Taken together, these findings show that the ELKs are highly effective in motivating learners across multiple dimensions: it sparks inner satisfaction when tasks are completed, it reinforces discipline through external recognition, it builds confidence in learners’ ability to manage tasks, it connects learning to real-life value, making education purposeful.

At the same time, the results highlight areas for growth: enhancing the engagement of materials, strengthening problem-solving confidence, and deepening appreciation of the kit’s role in sustaining education during crises.

In essence, the ELKs are not just tools for learning, but it bridges that connect joy, recognition, confidence, and real-world relevance. By refining both intrinsic and extrinsic supports, educators can ensure that learners don’t just complete tasks, but also develop resilience, grit, and a genuine love for learning.

The overall Mean rating of learner’s academic motivation revealed to be 4.39 interpreted as very high.

Difference in the Level of Parents’ Satisfaction in Terms of Age

The table shows the difference in the level of satisfaction of 162 parents in terms of age.

Table 5a. Difference in the Level of Parents' Satisfaction in Terms of Age.

Age	Test Statistics (H)	p-value	Decision for H ₀	Interpretation
20-29 years old	3.414	0.636	Fail to Reject H ₀	Not Significant
30-39 years old				
40-49 years old				
50-59 years old				
60-69 years old				
70 and above				

Table 5a claimed that in the aspect of parent's motivation in terms of age, such is not significant. This obviously says that age does not define the parent's satisfaction to have their children avail of quality education.

The result shows that whether parents are younger or older, their desire to see their children receive quality education remains strong and consistent. Age does not define how much they value education—it is a universal aspiration across generations. Parents, regardless of age, share the same dream: to provide their children with opportunities for growth and success. This finding highlights that educational motivation is rooted in love, responsibility, and hope for a better future, not in age differences. Since age is not a factor, programs designed to engage parents in education should focus on inclusivity and accessibility for all age groups, rather than tailoring efforts based on age brackets. This ensures that every parent feels empowered to support their child's learning journey.

In essence, the study shows that parental motivation for children's education is universal, resilient, and deeply rooted in values rather than age. The cause lies in the shared parental instinct and cultural emphasis on education as a foundation for success.

Difference in the Level of Parents' Satisfaction in Terms of Educational Attainment

The table shows the difference in the level of satisfaction of 162 parents in terms of Educational Attainment.

Table 5b. Difference in the Level of Parents' Satisfaction and Educational Attainment.

Educational Attainment	Test Statistics (H)	p-value	Decision for H_0	Interpretation
Elem Level	7.506	0.186	Fail to Reject H_0	Not Significant
Elem Graduate				
HS Level				
HS Graduate				
College Level				
College Graduate				

Table 5b reveals that in terms of level of parent's satisfaction on the use of ELK, educational attainment is not significant with a p-value of 0.186 interpreted as "fail to reject the null hypothesis."

Whether parents finished elementary, high school, or college, their level of satisfaction with ELKs remains consistent. This shows that appreciation for tools that support children's learning is not dependent on how far parents themselves went in school. Parents judge ELKs based on how useful they are for their children, not on their own academic background. This means that ELKs are accessible and understandable across different educational levels, which is a positive sign for inclusivity. Regardless of educational attainment, parents share the same motivation: to ensure their children continue learning despite challenges. Their satisfaction reflects this shared vision rather than differences in schooling. Since educational attainment is not a factor, programs promoting ELKs should highlight usability, accessibility, and effectiveness for all parents, rather than tailoring communication only to those with higher education.

In essence, the study shows that parental satisfaction with ELKs is shaped more by their effectiveness and accessibility than by parents' educational attainment. The cause lies in the universal parental drive to support children's learning and the inclusive design of ELKs that make them valuable across all backgrounds.

Difference in the Level of Parents' Satisfaction in terms of Family Income

The table shows the difference in the level of satisfaction of 162 parents and family income. .

Table 5c. Difference in the Level of Parents' Satisfaction in Tems of Family Income.

Family Income	Test Statistics (H)	p-value	Decision for H ₀	Interpretation
8,000 and below	2.692	0.442	Fail to Reject H ₀	Not Significant
8,001-15,000				
15,001-22,000				
22,001 and above				

Table 5c reveals that family income is not significant in parent's level of satisfaction on the use of ELK with a p-value of 0.442 higher than the 0.05 level of significance.

Parents' appreciation of ELKs does not depend on whether they earn more or less. This shows that the value of ELKs lies in their usefulness for children's learning, not in the family's financial standing. Regardless of income level, parents share the same desire: to see their children continue learning even in difficult circumstances. ELKs provide a sense of equality, ensuring that both high- and low-income families can support their children's education. Since income does not affect satisfaction, it implies that ELKs are designed to be accessible, affordable, and easy to use for all families. Parents judge them based on how they help their children, not on how much money they have.

The study, therefore, shows that family income does not define parental satisfaction with ELKs. The cause lies in the universal parental drive to support children's learning and the inclusive design of ELKs that make them valuable across all economic backgrounds.

Difference in the Level of Academic Motivation in terms of Sex

The table shows the difference in the level of academic motivation of 162 Grade 4 learners in terms of sex for the school year 2025-2026.

Table 6a. Difference the Level of Learners' Academic Motivation in terms of Sex.

Sex	Test Statistics (U)	p-value	Decision for H ₀	Interpretation
Male	3021.500	0.460	Fail to Reject H ₀	Not Significant
Female				

Table 6a shows the difference in learner's academic motivation and sex. With a p-value of 0.460 and is higher than the 0.05 level of significance. The data claimed that sex is not significant to the learner's academic motivation.

In essence, the findings remind us that motivation is universal, personal, and resilient. It's not about whether a learner is male or female, but about how each individual finds meaning in learning—even when faced with challenges.

This supported by Springer (2024) in the study entitled - Bridging the Gender Gap in Academic Engagement among Young Adults and claimed that anticipated future sex discrimination and gender-role orientation influence engagement, but sex itself was not a direct predictor of motivation.

Difference in the Level of Academic Motivation in terms of Age

The table shows the difference in the level of academic motivation of 162 learners in terms of age.

Table 6b. Difference in the Level of Learners' Academic Motivation in Terms of Age.

Age	Test Statistics (U)	p-value	Decision for H ₀	Interpretation
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8-10 years old	1227.000	0.492	Fail to Reject H_0	Not Significant
11-13 years old				

In terms of age, academic motivation of learners proved to be not significant with a p-value of 0.492 (higher than the 0.05 level of significance) interpreted as not significant.

In essence, the study tells us that age does not define motivation, personal drive, environment, and support do. Every learner, regardless of age, has the potential to be motivated if their learning experience is meaningful and supported.

Difference in the Level of Academic Motivation in terms of Location

The table shows the difference in the level of academic motivation of 162 learners in terms of location.

Table 6c. Difference in the Level of Learners' Academic Motivation in Terms of Location.

Location	Test Statistics (H)	p-value	Decision for H_0	Interpretation
Brgy. 1	5.199	0.267	Fail to Reject H_0	Not Significant
Brgy. 2				
Brgy. 3				
Brgy. 4				
Brgy. 5				

Table 6c presents the data on the difference in the level of learner's academic motivation and location with a p-value of 0.267 which concluded that such fail to reject the null hypothesis and therefore not significant.

In essence, the study tells us that academic motivation is not bound by geography—it is universal and resilient. Learners from any location can be equally motivated when their environment supports their growth and when they are given the mindset that learning continues despite challenges. The result shows that whether learners are in urban centers, rural areas, or remote communities, their drive to learn is not determined by where they live. This emphasizes that motivation is a personal quality shaped by values, goals, and support systems rather than geography.

Relationship between the level of Parents' Satisfaction and the level of Pupils' Academic motivation on the Utilization of Emergency Learning Kit (ELK)

The table shows the relationship between the level of parents' satisfaction and the level of pupils' academic motivation on the utilization of Emergency Learning Kit (ELK).

Table 7. Relationship between the level of Parents' Satisfaction and the level of Learners' Motivation.

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Level of Parents' Satisfaction vs.	-0.149	0.059	Failed to Reject H_0	Not Significant
Level of Learners Motivation				

Table 7 shows a weak negative relationship between parents' satisfaction and learners' academic motivation (Spearman's $\rho = -0.149$, $p = 0.059$). Since the p-value is greater than the 0.05 level of significance, the null

hypothesis is not rejected. Thus, the relationship between parents' satisfaction and learners' academic motivation is weak and not statistically significant. This finding indicates that, within the study sample, higher or lower levels of parents' satisfaction were not significantly associated with corresponding differences in learners' academic motivation."

The obtained p-value which is 0.059 which is greater than 0.05 level of significance, the null hypothesis was not rejected. This indicates that there is no significant relationship between the level of parents' satisfaction and the level of pupils' academic motivation on the utilization of Emergency Learning Kit (ELK).

This means that parents' satisfaction is not a strong factor of learners' academic motivation, but teachers' support, learners' interest and abilities, and learning environment can have a greater influence.

CONCLUSION

Based on the ongoing findings of this research study, the conclusions that arrived are as follows:

The parent- respondents were predominantly between 30 to 39 years old, High School Graduate, and 8,000 and below family income. This implies that parents are actively engaged in establishing family because they are in primary stage of parenthood, but they attained basic formal education and majority belong to low income. These factors play a critical role in their perspective towards the use of ELK specifically on their knowledge, access to information, practices, financial stability and development of their children.

The learner -respondents were majority between 8 to 10 years old, female and residing from Brgy.1. This implies that majority of the young females' learners, living in Brgy. 1 engage in this study. Female learners' drive to learn appears to be shaped more by internal and school-related factors than by how satisfied their parents feel.

The level of satisfaction of parents regarding the utilization of Emergency Learning Kit (KIT) as a whole and when classified in terms of content, usability, support for learning, impact perception, and accessibility exhibit very high. This highlights that parents' satisfaction with ELK is rooted in their commitment to education, proving that when schools and families work together learning can thrive even in adversity.

The level of learners' academic motivation in the utilization of the Emergency Learning kit (KIT) as a whole and when classified in terms of intrinsic motivation, extrinsic motivation, self-efficacy and competence, and identified regulation exhibit very high academic motivation. The level of learners' academic motivation was very high, indicating that learners reported strong academic motivation while utilizing the ELK. Students recognize the value of education and are eager to seize opportunities provided to them, regardless of circumstances. It reflects that learning does not stop when calamities, crises, or limitations arise, but serve as a bridge, empowering learners to stay engaged and focused.

There is no significant difference in the level of parents' satisfaction with the utilization of Emergency Learning Kits (ELKs) in terms of profile. This means that parents, regardless of their age, sex, educational background, and family income, expressed similar levels of satisfaction with ELKs in terms of content quality, usability, support for learning, impact perception, accessibility, and overall learning experience during emergencies. The study affirms that parental satisfaction with ELKs is rooted in shared values of care and responsibility, not in age, education, or income. It underscores the universality of parents' desire to see their children thrive academically, proving that learning continuity tools can unite families across all backgrounds.

The findings of the study, there is no significant difference in the level of learners' academic motivation in terms of profile, suggested that their drive to study and succeed comes from personal determination, values, and the support they receive. The motivation they have is a universal human trait where every learner carries their own reasons to pursue education, shaped by individual experiences, goals, and resilience.

The study found no statistically significant relationship between parents' satisfaction with the utilization of the Emergency Learning Kit and learners' academic motivation (Spearman's $\rho = -0.149$, $p = 0.059$). The weak negative correlation indicates that parents' satisfaction was not significantly associated with learners' academic

motivation at the 0.05 level of significance. Since the study employed a correlational analysis, the findings should not be interpreted in terms of causal effects or predictive relationships.

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