

To cite this article: Cecille C. Guimary and John Manuel C. Buniel (2022). INVOLVEMENT OF PARENTS IN MODULAR DISTANCE LEARNING AMIDST COVID-19 PANDEMIC IN THE NORTHERN PART OF MINDANAO, PHILIPPINES, International Journal of Applied Science and Engineering Review (IJASER) 3 (3): 123-136

---

## INVOLVEMENT OF PARENTS IN MODULAR DISTANCE LEARNING AMIDST COVID-19 PANDEMIC IN THE NORTHERN PART OF MINDANAO, PHILIPPINES

Cecille C. Guimary<sup>1</sup> and John Manuel C. Buniel<sup>2</sup>

<sup>1</sup>Cantilan National High School  
Cantilan, Surigao del Sur, Philippines

<sup>2</sup>North Eastern Mindanao State University  
Cantilan, Surigao del Sur, Philippines

DOI: <http://dx.doi.org/10.52267/IJASER.2022.3313>

### ABSTRACT

Parental involvement in child's education has significant impact in the teaching-learning process especially in this time of pandemic. It enriches the interest of the learners by providing sufficient sustenance while he/she is in the stage of learning. This study determined the involvement of parents in modular distance learning of students in the northern part of Mindanao particularly in the division of Surigao del Sur amidst covid -19 pandemic. The study pursued answers on the contributory factors extended by parents and their involvement on the aspect of communication; learning at home; and financial support. The respondents of the study were the parents and students of the three selected schools in the division of Surigao del Sur. A validated researchers-made questionnaire checklist was used as the main tool in determining the extent of parental involvement to modular distance learning amidst covid-19 pandemic. Responses of parents and students were recorded and interpreted using appropriate statistical tool. Analysis showed that parent respondents are aware of their role especially in molding their child's future, despite of their educational background and economic status. Likewise, the students are mindful of the efforts of their parents in giving them their needs especially if it is related to education.

**KEYWORDS:** Parental involvement, Communication, Learning at home, Financial Support

### 1. INTRODUCTION

Parental involvement in a child's educational endeavor is consistently found to be positively associated with a child's performance. Because of this reality, Bryan (2005), pointed out that students

perform far better when family members exercise support towards the students' entire scholastic experience. When parents make themselves available for their children, the latter tends to exhibit lesser behavior-related problems, and they manifest better academic outputs. They are also more likely to complete their studies as compared to these students whose parents do not put their hands on their children's academic affair (Henderson and Berla 1994). According to Jeynes (2007), positive effects of parental support are evident in both elementary and secondary level.

In April 2020, the Philippine government and education officials had stopped face-to-face classes in all level and officially cut the school year short while implementing a hurriedly improvised grading system for the shortened term. In September, President Rodrigo Duterte had made clear that he won't allow the resumption of face-to-face classes until a viable vaccine for COVID-19 is found and widely and responsibly available, and Filipinos, like all citizens worldwide, are certifiably inoculated from the disease (Asia Society, 2021).

Moreover, nobody can deny the actual fact that education is of great consequence to students for they're the future of the state. President Duterte echoed this sentiment when he said, "the way forward for this country depends on how we educate our students nowadays." Hence, the Department Education (Dep.Ed) aspiration to continue the formal education of youth through alternative and innovative learning pathways despite the COVID-19 threat becomes all the more important. For what it's worth, educating the youth during a pandemic is thus far not only important but crucial.

To mend the situation, the Department of Education took a step in making the parents the learning facilitators in order to continue the learning of the students even in the presence of lock downs. Deslorges & Abouchar, (2003) emphasize the parental engagement in students' academic undertakings, this includes; learning at home, Communication and Financial support. It is within this context that the researcher found it valuable to conduct this study in order to assess how the learning facilitators comply in their roles as partners in molding the students' future. Moreover, though this research different strategies can made to further enhance the practices of the learning facilitators while their sons and daughters are at home.

## **II METHODOLOGY**

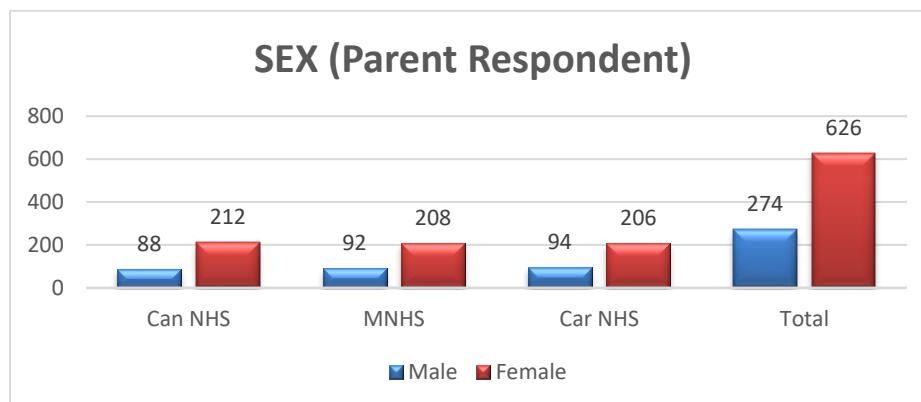
A letter requesting for approval on the conduct of the study was sent to the Office of the Division Superintendent. Likewise, the same letter was sent to the District Supervisor and the Principal of the School under study. The select schools in the districts of Carrascal, Cantilan Madrid area are considered as the locale of the study. Carrascal National High School for Carrascal district, Cantilan National High School for Cantilan district and Madrid National High School for Madrid district.

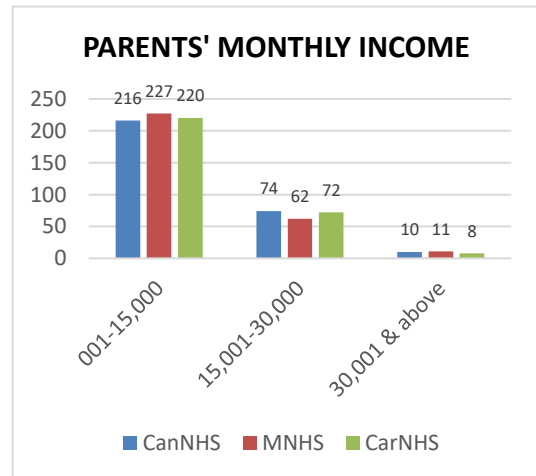
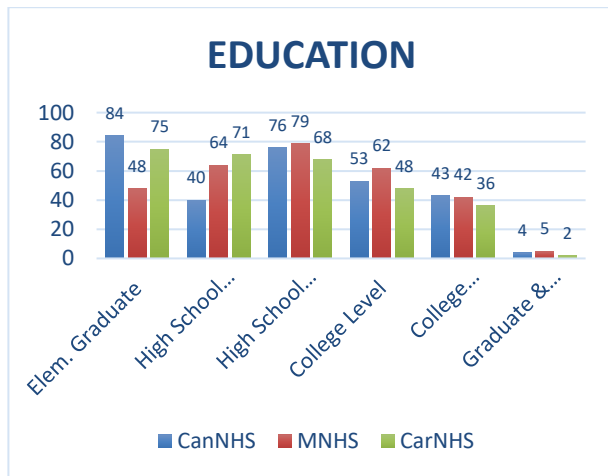
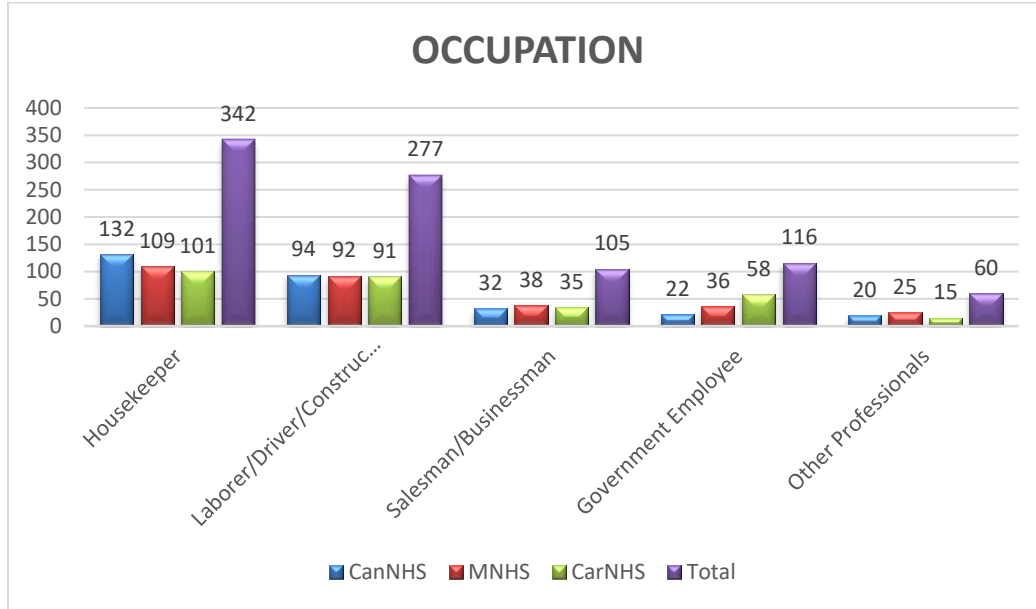
These academic institutions were purposively considered because they are the big schools in which exhibit positive performance in terms of students' various engagements. The respondents of this study include the parents of the students enrolled in the identified schools. The students were also tapped; however, the parents were the primal resource of the study. The students were considered as respondents since they are the recipient of the support given by their parents. Stratified Random Sampling was employed in determining the definite number of respondents in every school.

The primary tool used in this study is a validated researchers-made questionnaire checklist. The questionnaire is consist of 2 parts: Part 1 indicates the profile of the respondents. For the parents, the following areas were taken into consideration: Sex, occupation, educational background, and monthly income. Part 2 entails on the extent of parental involvement extended by the parents on the students focusing on the area of Communication, Learning at Home and Financial support. Likert scale was used as basis of respondents' response on how they rated the extent of parental engagement. A four-point scale is employed: 4-always, 3-most of the time, 2-sometimes, and 1-never. In the collection of data, the questionnaires were personally administered by the researcher during distribution of modules in every quarter following the standard health protocols set by the Inter Agency Task Force. As to the responses of the students it was through Google form with the help of the class advisers of the students' respondents.

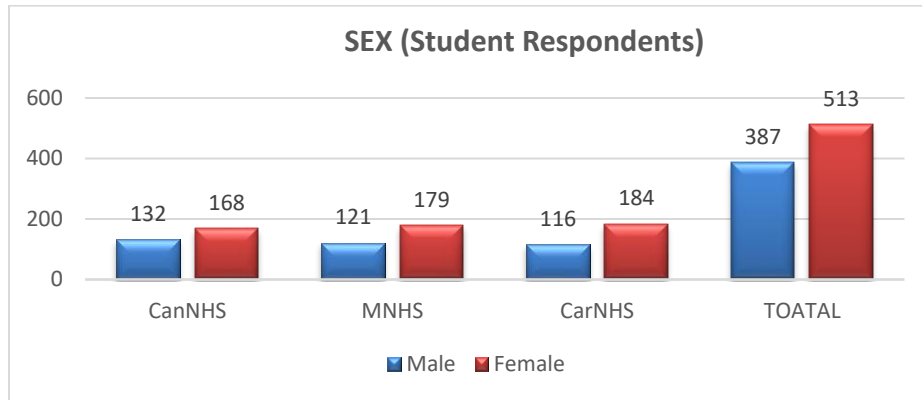
### III RESULTS

#### Respondent Profile (Parents)

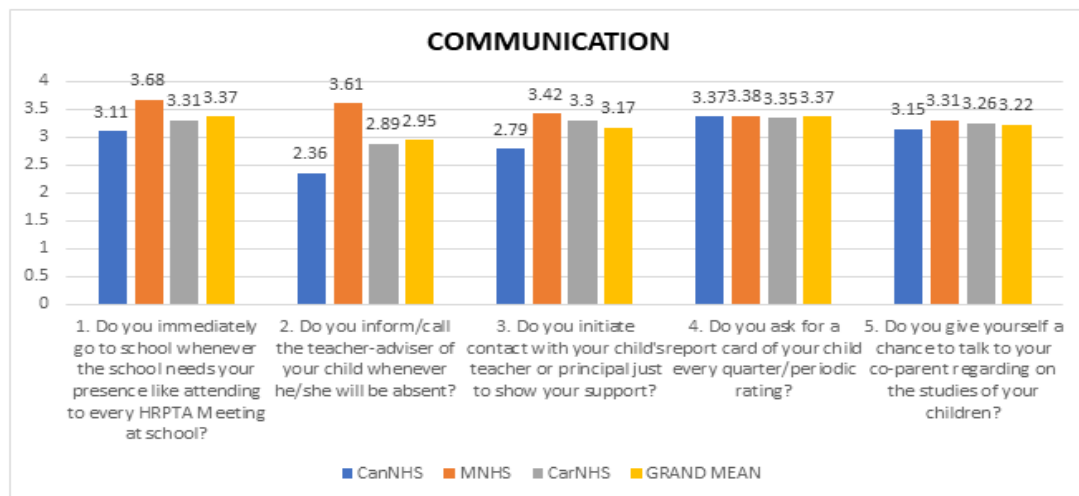


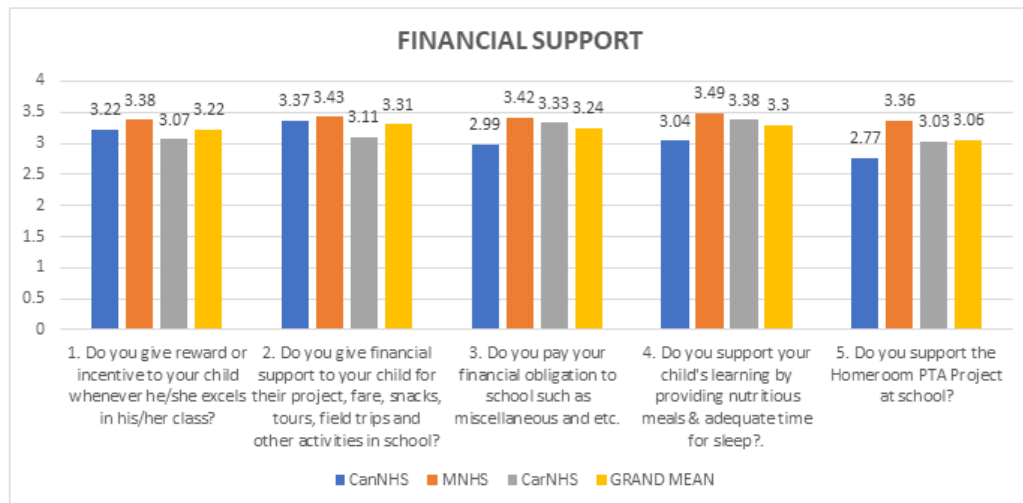
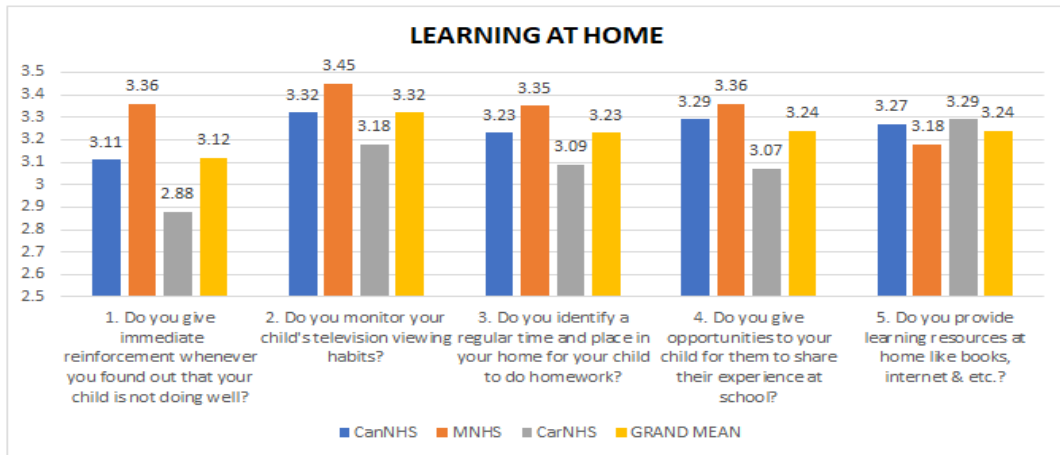


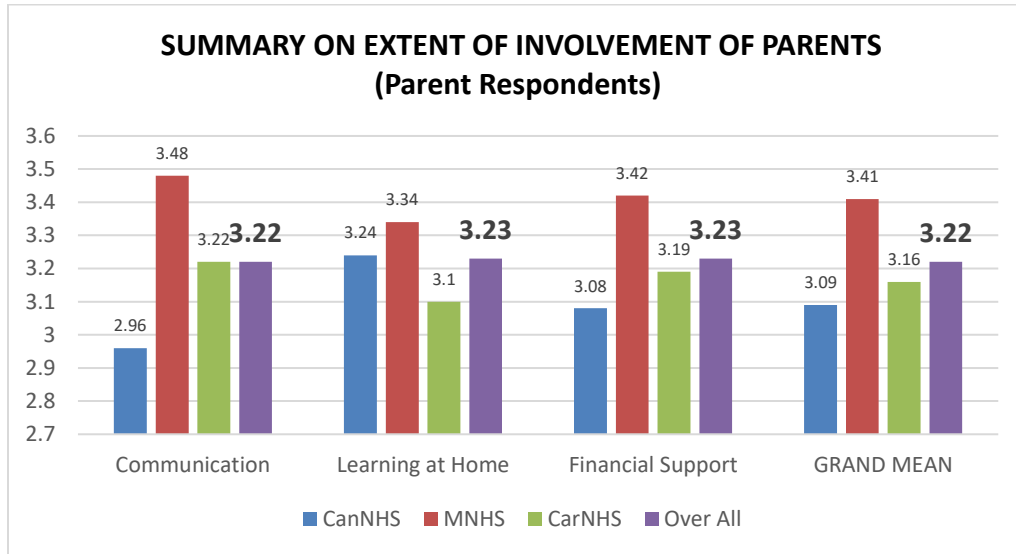
### Respondent Profile (Students)



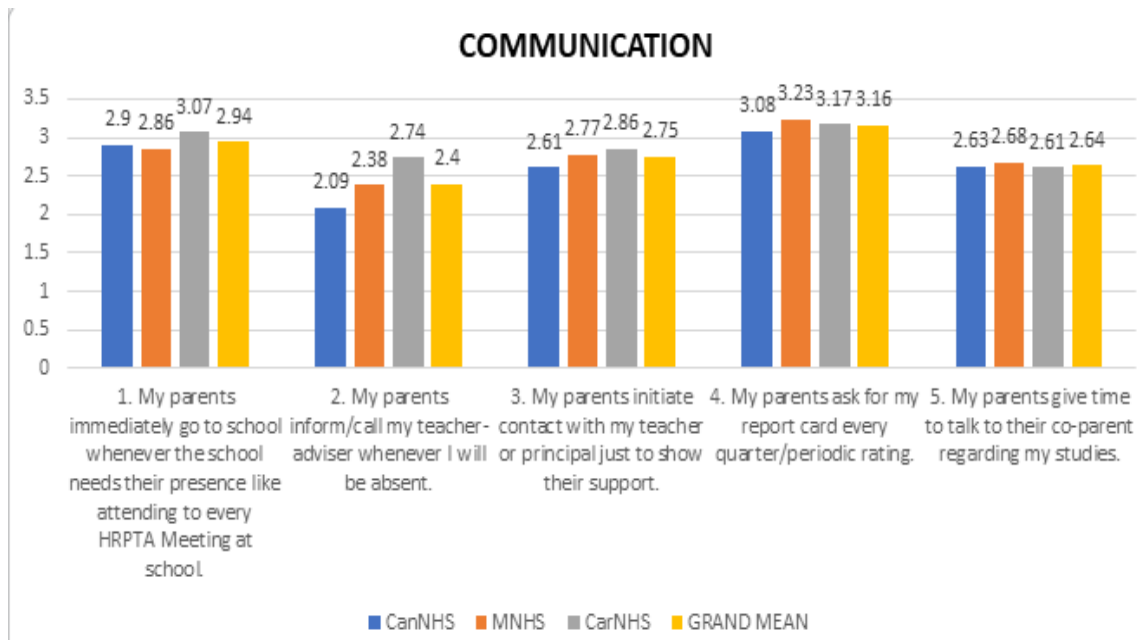
### Extent of parental involvement on student's performance (parent response)

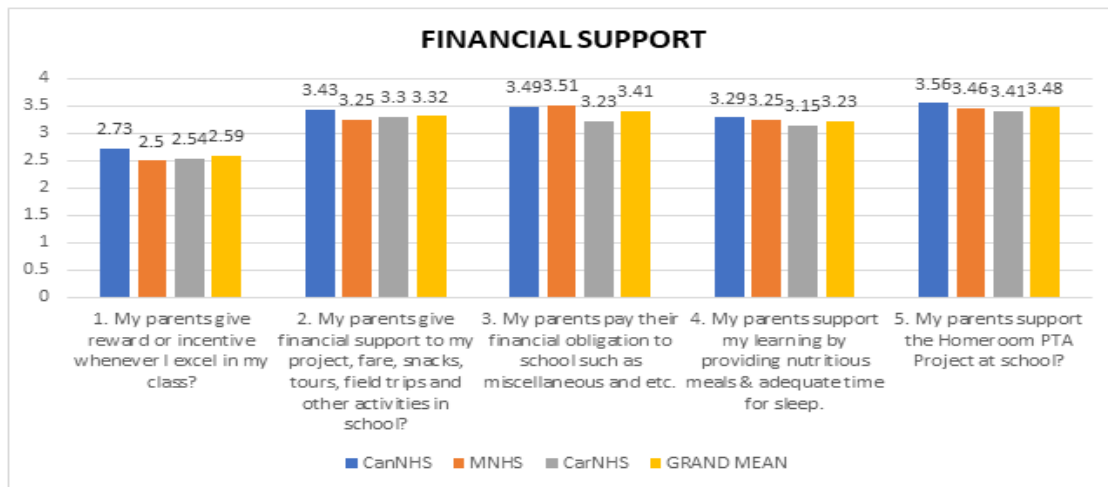
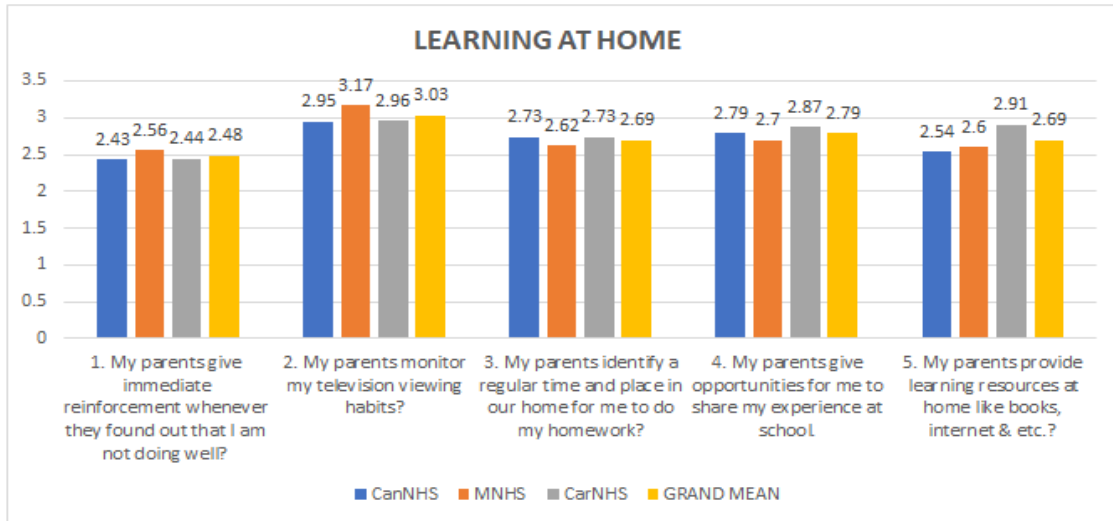




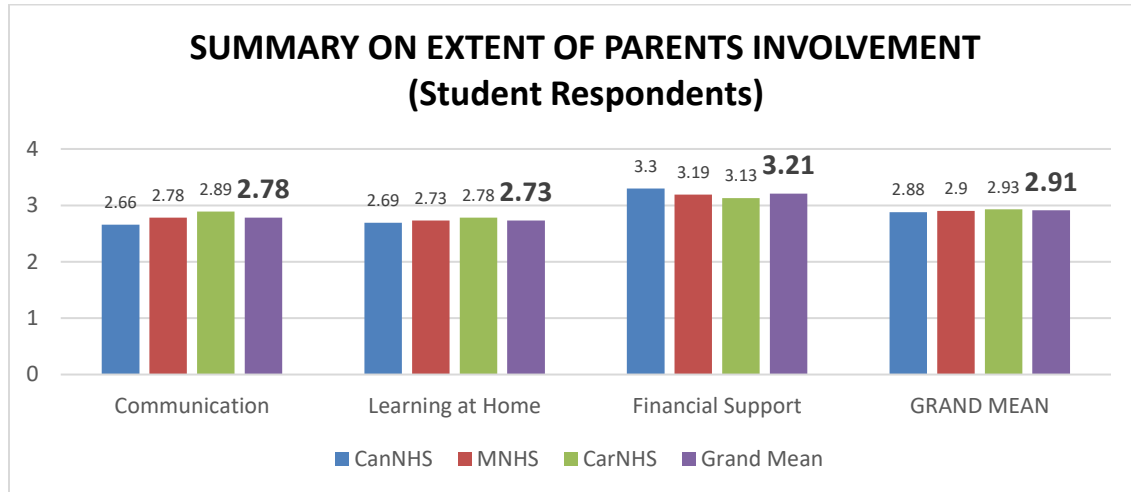


### Extent of parental involvement on student's performance (Student-response)

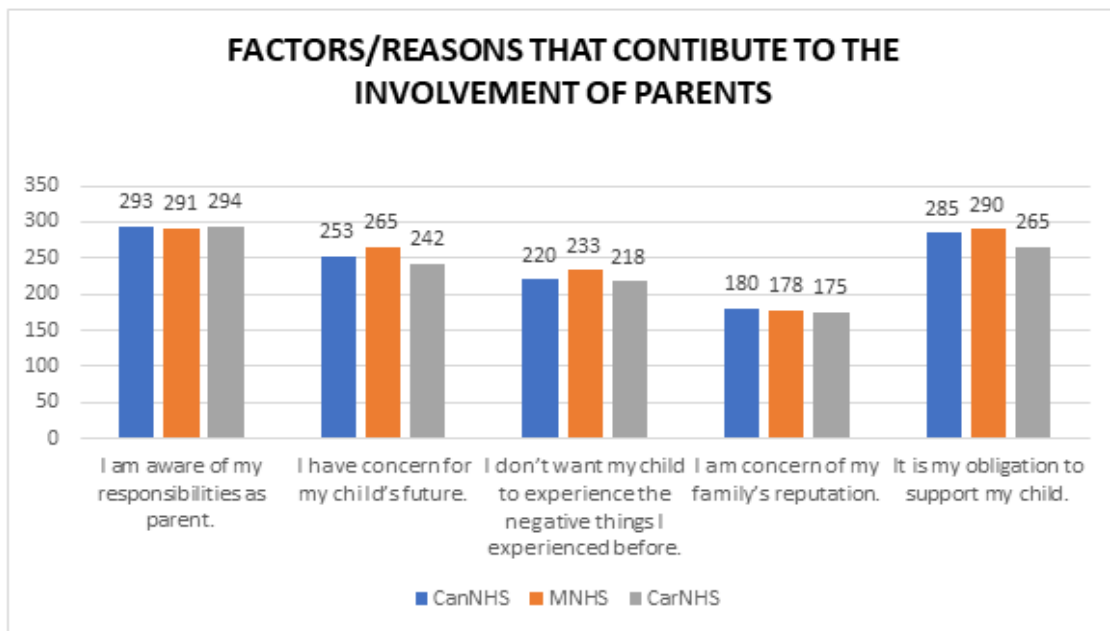


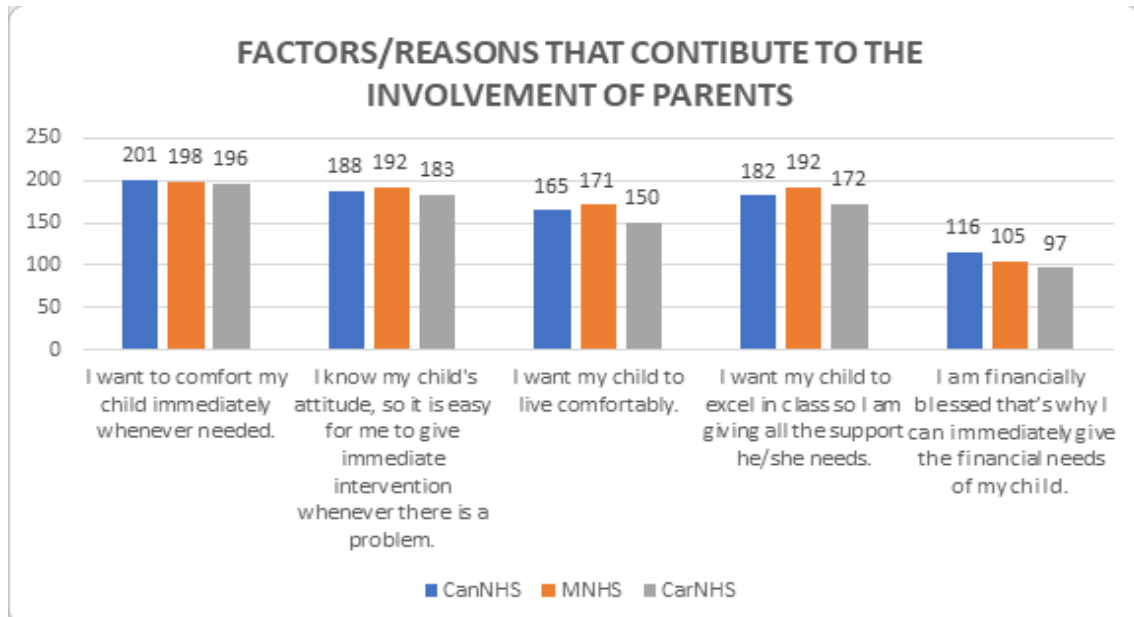






### Factors that Contribute to the Involvement of Parents to their children





#### IV. DISCUSSION

Result shows the profile of the parent and student respondents. It can be observed for the parent respondents in terms of sex, 274 are male that comprises 30.44 % and 626 are female which covers the 69.56% of the total respondents. In the occupation of parent respondents, 342 or 38.00% of the total respondents are housewife and housekeeper followed by 277 or 30.78% of laborers. In their educational attainment, 223 or 24.78% of the respondents graduated from high school level, while only 121 or 13.44% finished college and 11 parents or 1.22 % with post graduate degrees. Majority of the respondents are earning 15,000 and below while only 29 or 3.22% of the total respondents belong to a well-off class. The result indicates that it is very important that parents should have enough understanding on the support extended to the academic endeavor of their children.

Meanwhile, for profile of the student-respondents, it can be observed that in terms of sex, 387 are male that covers 43% and 513 are female or 57% of the total respondents.

As to the extent of the parental involvement to the students, the grand mean of 3.22 with the qualitative description of "most of the time" indicates that the parents are obviously extending their support to the academic activities of their children. However, there are still areas to be improved since incongruence to the responses from the three group of respondents which are observable. The result from the graph can be associated to the profile of the respondents in terms of educational attainment and economic status.

In terms of communication, parents only respond to the call for meetings and check their students' report card but have inconsistency in conducting follow-up and monitoring on the progress of their students. Since most of the parent-respondent fall to below average class, most of them intend their time looking for any means, considering that they have no permanent source of income, resulting to compromising their time with their children. In the context of learning at home, only the monitoring in watching television is strictly implemented but actual hands-on assistance to homework is not really evident.

This can be observed from the profile under the educational status of parents that a number of parent-respondent did not finish college that is why they find it hard assisting their students in their home works and assignments especially that curriculum of today is already different. Regarding financial support, it is expected that parents are somewhat in control of their monetary expenses knowing that they are not earning that much.

Parental concern really affects the development of the child in both personal and academic growth. The results presented above undoubtedly demonstrate the active concern of the parents to their children which is very essential. Carbonel et. Al, (2013) who stressed that the best way to achieve wholesome qualities of education is the partnership of parents and teachers in injecting their valuable skills, conduct, and knowledge to their students. Thus, this partnership could not be achieved if the parents are not well educated. Likewise, parents of students living in a household with income above the poverty level are more likely to be involved in school activities than parents of children living in a household at or below the poverty line (No Child Left Behind: A Parent's Guide 2003).

Hence, the result above clearly manifest that there are noticeable factors that hinders the parental involvement to the scholastic activities of their children that needs to be addressed. The extent of parent's practices in guiding morally and academically the child has a direct impact to the life of the child's development. (Agapito 2011). It is important therefore that parents' participation is very much needed not only in the physical development of the child but even in their academic performance (Carbonel, et. al., 2013).

Moreover, the result of the extent of the parental involvement of the parents as evaluated by their children as a confirmatory. With an overall grand mean of 2.91 with the qualitative description of most of the time in terms of communication, learning at home, and financial support. The result implies that the parents are involved in the academic endeavor of their children in congruent to the results from the parent responses.

The student respondents evaluated the parental involvement of their parents slightly lower compared to the parent-respondents' responses. However, this does not mean that the parents from this school are not taking their part in the scholastic activities of their children. This clearly manifest that students are aware of the level of support given to them by their parents from the very start of their schooling from elementary until high school level. Jeynes (2007), mentioned that parental involvement has been demonstrated at both the elementary and secondary levels across several studies, with the largest emphasis at the elementary level since in this stage children needs more attention than in the higher level. Among the indicators, student-respondent rated the support of their parents with most of the time on the indicators which shows similarity with the parent-respondents' responses. In general, with respect to the evaluation of student respondents to the support extended by their parents, it can be perceived that students are aware of the roles of their parents to their school activities. They understand that parental support is essential to them. The results conformed to the study of Agapito (2011) and Carbonel, et. Al, (2013) that parents' participation is very much needed not only in the physical development of the child but even in their academic performance.

In the factors that contribute to the parental involvement of parents to the scholastic activity of their students. Respectively, the contributory factor that gained the highest were on the awareness of their responsibilities as parent (97.56%), followed by how they understand their obligations to support their child (93.33%) and concern for their child's future (84.44%). These factors clearly manifest that parents are aware of their role. Parental participation in a child's schooling along with environmental and economic factors may affect child's development. The responses of the parents somehow give positive outlook despite of their background, mostly are aware of their contributory role to their children. The extent of parent's practices in guiding morally and academically the child has a direct impact to the life of the child's development. Agapito (2011) and Wynn (2002) recommended that parents' participation is very much needed not only in the physical development of the child but even in their academic performance. It is important therefore that family interactions should be observed prior to entering school.

On the other hand, the three factors that parent-respondents have less contributed include the way parents immediately give the financial needs of their child (48.78%), provided them with comfortable life (53.56 %) and concern of their family's reputation (60.33 %). The aforementioned factors seem to be the least of the factors that the parent-respondents could extend to their children. This can be gleaned based on the profile that majority of the respondents belong to below middle class socioeconomic or considered working class status. The No Child Left Behind a Parent's Guide (2003), mentioned that parents of students living in a household with income above the poverty level are more likely to be involved in school activities than parents of children living in a household at or below the poverty line. Research findings

have also shown that a continued effort of parental involvement throughout the child's education can improve academic achievement (Driessen, Smit & Slegers, (2005); Fan, (2001); (Hong & Ho, 2005).

## **V. CONCLUSIONS**

With the findings used as groundwork, the succeeding inferences are considered. Parent-respondent are aware of their role especially in molding their child's future, despite of their educational background and economic status. Likewise, the students are mindful of the efforts of their parents in giving them their needs especially if it is related to education. Moreover, the result of the study is strongly associated with the theories of Piaget's cognitive development theory that parents play a vital role in molding young minds. Without their support, students may lead to misguidance resulting to failure in their academic activities. Concisely, the results also support Vygotsky's sociocultural theory. As the saying goes "it takes a village to educate a child." School Teachers and Parents partnership paces for a close monitoring of the students' educational accomplishments. This will bridge the gap to address problems regarding school related glitches. Conducive learning facility and home comfortable environment provides better place for the learning of students especially in this time of pandemic. In accordance to Bronfenbrenner's theory, it will increase their interest in working that will result to better school performance. Therefore, these three theories have a greatly substantiate the repercussions of the parental support on the scholastic output of the students.

## **VI. RECOMMENDATIONS**

Banking on the preceding data presentation and inferences formed, the subsequent propositions are offered:

- Parent should continuously look after their children's endeavors at school because this can also boost and build their children's confidence to do better in all their scholastic undertakings.
- The Parent- Teacher Association must develop policies and programs that would reinforce the link amid Teacher-Parent and Parents- Students especially in this time of pandemic.
- Teachers shall constantly make connections to parents or conduct home visitations to maintain strong partnership in monitoring the behavior and performance of the students.
- Officials should take actions to develop a concrete programs and bases on formulating educative activity with the support of parents.

## **REFERENCES**

Carbonel, L., Banggawan M. & Agbisit,I. (2013). Parents' role in enhancing the academic performance of students in the study of mathematics in Tabuk city, Philippines

No Child Left Behind A Parent's Guide: U.S. Department of Education 2003 retrieved from [https:// www .childtrends. org/indicators/parental-involvement-in-schools/](https://www.childtrends.org/indicators/parental-involvement-in-schools/)

Jeynes , W. H. (2007). The relationship between parental involvement and urban secondary school student academic achievement: A meta-analysis. *Urban Education*, 42(1), 82-110.

Driessen, G., Smit, F., & Slegers, P. (2005). Parental involvement and educational achievement. *British Educational Research Journal*, 31, 509-532

Fan, X. (2001). Parental Involvement and Students' Academic Achievement: A Growth Modeling Analysis. *The Journal of Experimental Education*, 70(1), pp. 27-6105- 113

Hong, S. & Ho, H. Z. (2005). Direct and indirect longitudinal effects of parental involvement on student achievement: Second-order latent growth modeling across ethnic groups. *Journal of Educational Psychology*, 97, 32-42.

Wynn, L. (2002). *School readiness: Starting your child off right*. Raleigh, NC: North Carolina Partnership for Children. (ERIC Document Reproduction Service No. ED472190)