

Parental Involvement in Distance Learning of their Children

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Abstract— The onset of the COVID-19 pandemic has brought sudden and abrupt changes to schools especially on the learning setup of its learners. These changes have compromised different areas of learning, and one crucial is the absence of physical classrooms that have traditionally been the landscape of teaching and learning activities. This paper determined the extent of involvement of parents in the distance learning activities of their children. It identified the profile of parent-respondents in terms of gender, age, number of children, occupation and educational attainment. It determined the assistance parents give in the different learning activities their children have in the modular learning setup, and the extent of involvement of parents to the distant learning activities of their children along with pick-up and retrieval of modules, instruction on the modules, completion of modules and assessment of the modules. These data, it established the significant relationship between the profile of parents to the extent of their involvement in the distance learning activities of their children. It further acknowledged the challenges are faced by the parents in this new learning setup. It utilized descriptive survey methods of research with parents of the pupils through a random sampling method. Researcher-made questionnaires and interviews were used as data gathering tools. Frequency count, percentage, rank, mean and Chi-Square test were the statistical treatments used. The result showed that there were more male parent-respondents than female respondents; most of them belonged to middle age individuals; they have three to five children in the family; most of them are housewives and labourers, and most of them did not finish their high school studies. Parents revealed that most of the assistance they give to their children is to pick up and return the modules of their children. Along with the extent of involvement of parents in the distance learning, parents were found to be involved along pick up and retrieving modules, instruction on the modules, completion of modules, and assessment of the modules. The age of the respondents was found to be a significant factor that influence the extent of their involvement in the distance learning of their children. While along with completion of modules, education attainment and age showed to be of a significant relationship. Parents faced challenges in extending their assistance in the distance learning of their children such as lack of knowledge about the lesson to be taught to their children, misbehaviour of their children when answering the modules, multitasking of working parents and vulnerability to distraction such as TV shows, games and cellphones.

Keywords— Parental Involvement; Distance Learning; Descriptive Survey.

INTRODUCTION

The onset of COVID 19 pandemic has brought sudden and abrupt changes to schools especially on the learning setup of its learners. These changes have compromised different areas of learning, and one crucial is the absence of physical classroom that traditionally been the landscape of teaching and learning activities. The idea that learning must continue albeit the situation has imposed one setting of learning and that is home learning via module or modular learning. This setting requires a strengthened parents' involvement to the learning activities of their children to have a direct involvement in acquiring/retrieving and accomplishing the module of their children. But this idea gathered different opinions and attitudes from parents considering their unique home situations; some have good outlook on it while others criticized this kind of setup and even called for a curricular freeze in the Philippine education for SY 2020-2021.

But learning has to continue even in the midst of crisis and pandemic as the Department of Education imposed, and eventually ordered learning continuity, and ensured that learning can still take place even done at home. With this manner, parents have a great role to play in assisting their children accomplish the module required every week. It is a well-known guiding principle that children learn best when the significant adults in their lives such as parents, teachers and other family and community members work together to encourage and support them (Comer & Haynes, 1997). In the absence of a teacher in a home distance learning setup, parents have greater obligation and accountability on the extent of learning of their children. They will now become the facilitator of learning --- to check that every activity in the module is correctly accomplished, to ensure that their children can follow the instruction from the modules and to assume the full responsibility of acquiring and retrieval of these modules. Also, it was advised that parents also have to check the answers of

their children because every module has its attached Key to Correction.

But, it can be recalled that during the face-to-face classroom interaction and learning, parents have lesser focus on the learning of their children as learning process is being taken care of by the teachers themselves in the physical classroom. Parents are there to follow-up learning extension at home. According to Stevens and Borup (2015), face-to-face learning provides learners with a highly structured environment where they learn in the presence of a classroom teacher while distance learning is predominantly on an asynchronous manner where learners have the flexibility to choose when and what assignments, tasks and activities to complete and accomplish. The absence of a teacher can make the teaching tasks for parents and the learning tasks for pupils more difficult especially on the monitoring and motivating so that they constantly become engaged with their learning tasks.

Imperative to the demands of distance learning due to this existing pandemic, the distance learning is imposed and family engagement is a crucial part to improve learning outcomes even at this setup. From the studies of Dornbusch, Ritter, Leiderman, Roberts, and Faraleigh (1987) and Lareau and Horvat (1999), they both affirmed that there is a strong relationship between the pupils' achievement and parental engagement in the traditional setting of education. This study showed how parents' involvement can positively influence the learning of their children. But in the Philippine setting, distance learning is a new trend in public education. If not of the pandemic, the Department of Education will not require this distant setup, and because of the many shortcomings and insufficiencies both on the part of the government and on the people as well, online learning is still a dream. For this reason, this eventuality has brought opportunities for researchers to investigate the situation of the distance learning in the Philippines. Specifically, this present research would like to undertake a humble investigation of how the parents' involvement can matter in the distance learning of their children at a rural setting considering the different profile of parents and their unique situations. Thus, the conduct of this present research is deemed important.

LITERATURE REVIEW

Today's education service delivery setup has brought many issues in the educational field. Compared to the traditional face-to-face classes, the setup has dramatically changed and imposing a home learning to the whole country. This happens in the midst of pandemic brought about the COVID-19. In home learning, parents are the expected significant adults that

will replace teachers instead (Comer & Haynes, 1997). At this time, school along could not be able to respond to the learning of children; the home has a greater role to play.

Many teachers, families, and learners have been unprepared for this sudden shift, bringing some of the hardships and issues of increased parental involvement to the surface while engaging and trying to assist their children in various levels and types of distance learning (Garbe, Ogurlu, Logan & Cook, 2020). Borup et al. (2014) said that parental involvement is an important factor for student achievement in traditional school settings likewise it demonstrated significant contributions to the success of learners in a virtual learning environment. But parents should understand fully their roles and responsibilities in the distance learning. If not, parents would struggle with understanding the role they should play in their children's online learning which can affect their dealing with their child and eventually affect the learning that the child should get.

Along the challenges encountered during distance learning, Sorensen's (2012) study revealed the most challenging and favorable aspects of online learning for parents is keeping their children on schedule while completing their coursework. In addition, schools and teachers simply do not have enough guidance to improve the parental engagement experience, especially with the effective use of technology (Goodall, 2016). Other challenges encountered on distance learning include economic resources, lack of internet access, lack of interest in using the technology, and having low digital self-efficacy (Garbe et. al., 2020). Teachers revealed that parents can help them with organizing and managing students' schedules, nurturing relationships and interactions, monitoring and motivating student engagement and instructing students when needed (Borup, 2016). Likewise, in the study of Garbe et al. (2020), it was disclosed that parents agreed with the school closure policy and were generally satisfied with the level of support provided by school districts whilst describing some areas of struggle. Parents described having difficulties with balancing responsibilities, learner motivation, accessibility, and learning outcomes.

These reviewed literatures and studies were identified to be relevant to the concepts being undertaken by the present study. They have stated related ideas, concepts and principles to the aims that the present study would like to achieve. These concepts include distance learning, parental involvement, the challenges faced by the parents during the distance learning and how they can overcome these challenges. This present study may

contribute new and novel information about its respondents which may be found relevant to the studies to be conducted in the future time.

This paper determined the extent of involvement of parents to the distance learning activities of their children. Specifically, it answered the following questions:

1. What is the profile of parent-respondents in terms of?
 - a. Gender
 - b. Age
 - c. No of children and their academic status
 - d. Occupation
 - e. Educational Attainment
2. What assistance do these parents give in the different learning activities their children have in the modular learning setup?
3. What is the extent of involvement of parents to the distant learning activities of their children along?
 - a. Pick-up and retrieval of modules
 - b. Instruction of the modules
 - c. Completion of modules
 - d. Assessment of the modules
4. Is there a significant relationship between the profile of parents to the extent of their involvement in the distance learning activities of their children?
5. What challenges are faced by the parents in this new learning setup?

Instruments

This paper determined the extent of involvement of parents to the distance learning activities of their children. The respondents are the parents of the pupils. It did not include parents whose children are enrolled from other schools. It did not also include other school years. Administrators and teachers were not also part of the study. Also, this study is limited to the extent of involvement of parents to distance learning activities. Other issues on distance learning not along parents' extent of involvement were not part of the study.

This study utilized the parents of the pupils enrolled in San Isidro Elementary School for SY 2020-2021. It utilized a random sampling method from the total number of parents qualified. Table 1 shows the distribution of the samples per purok.

Table 1: Samples

Purok	f	%
Purok 1	14	11.86
Purok 2	43	36.44
Purok 3	12	10.17
Purok 4	8	6.78

Purok 5	10	8.48
Purok 6	16	13.56
Purok 7	15	12.71
Total	118	100

Random sampling method was used due to the existing Modified General Community Quarantine protocols. The researcher identified parents who can conveniently answer the survey questionnaire without violating any protocols by the IATF.

This research primarily used a researcher-made questionnaire as a main data gathering tool. It is composed of three parts: profile, assistance provided by parents to their children, and level of involvement. It is written in the vernacular because the respondents are primarily parents. It is a survey questionnaire that use fill-in information, checklist and Likert Scale for the different needed data.

To gather the needed data, the researcher sought first the approval from the Division Office that this present study may be undertaken in the said locality. After, approval from the school head of San Isidro Elementary School was sought before seeking the approval of the parents to be the respondents of the said study. The researcher conducted the survey personally with the assistance of some of his colleagues. Online survey was impossible to do because not all parents have the internet access and gadgets to conduct online survey. But during the conduct of the data gathering activity, the researcher strictly observed the wearing of mask and face shield and social distancing. On the other hand, this barangay has no recorded cases of COVID-19 when this activity was being conducted.

When needed data was achieved, the researcher utilized frequency count, percentage, rank, mean and Chi-Square Test. Data were presented into tables accordingly.

RESULTS AND DISCUSSION

1. Profile of Parent-Respondents

Table 2 shows the profile of the parent-respondents along gender. It can be gleaned on the table that out of 118 respondents, 65 or 55% were male and 53 or 45% were female. There were more male parent-respondents than female respondents.

Table 2: Gender

Gender	f	%
Male	65	55
Female	53	45
Total	118	100

Table 3 shows the profile of the respondents along age. The table indicates that the age bracket with the greatest number of respondents was 31-40 years old while least can be found to age bracket 71-80 years old.

Table 3: Age

Age	f	%
71-80	3	2.5
61-70	5	4.2
51-60	9	7.6
41-50	34	25
31-40	54	46
21-30	13	11
Total	118	100

This data implies that the respondents mostly belong to middle age individuals. They are still at the working age and their children are mostly attending elementary schools.

Table 4 displays the profile of the respondents along the number of children they have. It can be seen on the table that there were 58 respondents or 48% of them have three to five children, 35 or 30% have none to two children, and 26 or 22% have six to eight children. The table implies that most of the respondents have three to five children in the family.

Table 4: Number of Children in the family

Number of Children	f	%
6 to 8	26	22
3 to 5	58	49
0 to 2	35	30
Total	118	100

Table 5 indicates the profile of the respondents along their occupation. It can be gleaned that among the occupations they are engaged with, 39 or 33% of them are housewives being the most numbered occupation of the respondents.

This is followed by laborers with 18 or 15.30% of them, no occupation with 9 or 7.63% of them. There is one respondent or 0.85% for each of the occupations, namely: waiter, teacher, housemaid, health worker, fisherman, farmer, daycare worker, butcher and barangay official, while 24 or 20.34% of them did not reveal their occupation.

Table 5: Occupation

Occupation	f	%
Housewife	39	33.00

Laborer	18	15.30
None	9	7.63
Sales Attendant	7	5.93
Vendor	4	3.40
Skilled Worker	4	3.40
Tricycle Driver	2	1.70
Factory Worker	2	1.70
Waiter	1	0.85
Teacher	1	0.85
Housemaid	1	0.85
Health Worker	1	0.85
Fisherman	1	0.85
Farmer	1	0.85
Daycare Worker	1	0.85
Butcher	1	0.85
Brgy. Official	1	0.85
No Response	24	20.34
Total	118	100

This data implicates that most of the respondents are housewives and laborers. Those housewives did not work because they attend to their own family's needs, and their husbands work for the living instead. These housewives are also the ones attending to their children during their distance learning. They are the ones who pick up and return the modules accomplished by their children. They are also the ones who attend to their children's needs in school such as the PTA meetings and other school related concerns. While a reasonable portion of the respondents are laborers. Most of the respondents are paid to work as laborers earning less than Php 500.00 a day.

Table 6: Educational Attainment

Educational Attainment	f	%
College Graduate	1	0.85
College Undergraduate	3	2.54
Vocational	1	0.85
High School Graduate	21	17.80
High School Undergraduate	28	23.70
Elementary Graduate	16	13.60
Elementary Undergraduate	17	14.40
No Response	31	26.27
Total	118	100

Table 6 indicates the educational attainment of the respondents. It shows that of 118 respondents, there were 28 or 23.70% were high school undergraduate while only 1 or 0.85% of the respondents was college graduate. This means that most of the parent-respondents did not finish their high school studies. It

can also be noted in the data that 31 or 26.27% of the respondents did not reveal their educational attainment.

These data discussed the profile of the respondents along gender, age, number of children in the family, occupation and educational attainment. They were gathered to be able to understand the demographic profile of the respondents before proceeding to the discussion of their involvement in the distance learning of their children.

2. Assistance Parent-Respondents Give in the Different Learning Activities their Children have in the Modular Learning Setup

Table 7 indicates the assistance parent-respondents give to their children in the different learning activities they have in their modular learning setup. Among the 14 surveyed possible assistance, “I provide time for the pick-up and retrieval of the modules,” ranks first with 116 responses. This is followed by “I provide stuffs needed by my child so that he/she can answer the module.” ranks second with 115 responses, and “I explain to my child the lesson when he/she cannot understand,” ranks thirds with 108 responses. On the contrary, there were only 9 parent who said “I hire tutor for my child,” which ranks 14th, 12 parents who said, “I, myself answer the module of my child,” which ranks 13th, and 54 parents said, “I personally consult the teacher whenever there are confusing lessons/instruction in the module,” which ranks 12th.

This data means that most of the parents’ assistance given to their children is to pick up and return the modules of their children which is the basic responsibility of the parents in this distance learning setup since minors are not allowed to go out of their residences. Also, parents are hands on when it comes to checking the availability of the materials needed by their children to be able to answer the activities in the modules such as paper, ballpen, crayons, pencils, and other materials. Some teachers require parents to bring plastic envelopes where they can place the modules for pick up and retrieval.

Table 7: Assistance Parent-Respondents Give in the Different Learning Activities their Children have in the Modular Learning Setup

Assistance Given by the Parent-Respondents to their Children During Distance	f	Rank
1. I provide time for the pick-up and retrieval of the modules.	116	1

2. I provide stuffs needed by my child so that he/she can answer the module.	115	2
3. I explain to my child the lesson when he/she cannot understand.	108	3
4. I talk to my child to answer the module properly.	106	4
5. I allot time at home to accompany my child in answering the module.	102	5
6. I do not take for granted the questions my child has about his/her module.	98	6
7. I attend meetings regularly to keep me guided on the modular learning system with proper observance of minimum health protocol.	94	7
8. I also study so that I can help my child in his/her modules.	92	8
9. I seek the assistance of my eldest children to help their younger siblings in their module.	80	9
10. I make and follow the schedule I set in assisting my child in his/he module.	65	10
11. I refer to the internet or books to seek information I need so that I can teach my child correctly.	62	11
12. I personally consult the teacher whenever there are confusing lessons/instruction in the module.	54	12
13. I, myself answer the module of my child.	12	13
14. I hire tutor for my child.	9	14

Likewise, it can be noted that parents seldom get their children tutor to assist them in their module learning.

This maybe because parents could not afford hiring tutors for their children. Instead, they themselves teach their children to answer their modules and LAS. Only few of them answered the modules for their children. When asked about this assistance, they shared that only at very rare moments when they answer their children’s module that they did such things. They resorted to this when their children are tired and exhausted of answering and little time is left before its submission. Most of the time, their children showed misbehavior in answering their modules and LAS. They are not interested and not motivated to do the activities, and when this happens, parents do their best to do something to make them do their activities.

In this given set to data, almost all parents extend assistance and support their children’s learning in this distance learning setup. They understand very well the importance of education even in the midst of this trying time. They support the Department of Education in their desire to still continue learning even in the midst of a pandemic.

3. Extent of Involvement of Parents to the Distance Learning Activities of their Children

Table 8 portrays the extent of involvement of parents to the distance learning activities of their children along pick up and retrieval of modules. Of the five indicators, it was revealed that “I strive to get right information about the schedule to return and pick up modules,” is the top-most responses of parents with 3.60 mean and interpreted as very much involved. This is followed by “I promptly observe pick up and return of module,” “I am alert of the schedule being posted to pick up and return modules,” and “I make sure that I pick up correct module and number of module for my child,,” with a mean of 3.50 and interpreted as very much involved. While the least mean of 1.90 interpreted as moderately involved was “I join in group chats of parents.” Overall, parents acquired a mean of 3.20 or they are involved in the pick-up and retrieval of modules.

Table 8: Extent of Involvement of Parents to the Distance Learning Activities of their Children – Pick-Up and Retrieval of Modules

Indicators	Mean	Description
1. I promptly observe pick up and return of module.	3.50	Very Much Involved
2. I am alert of the schedule being posted to pick up and return modules.	3.50	Very Much Involved

3. I join in group chats of parents	1.90	Moderately Involved
4. I strive to get right information about the schedule to return and pick up modules.	3.60	Very Much Involved
5. I make sure that I pick up correct module and number of module for my child.	3.50	Very Much Involved
Average Mean	3.20	Involved

Parents revealed that they strived to be involved in the distance learning activities of their children especially in the pick up and retrieval of their modules. They do what is instructed by the teacher so that they are updated with the information that they should know. Above all, parents are always cooperative during the scheduled pick up and retrieval of the modules as revealed in the attendance they signed whenever they do so. They come to school on time and they complied with the existing rules and regulations in the school when visiting. On the contrary, parents have moderately involvement when it comes to participating in the group chat of the class where their children belong. It was revealed by the parents that they cannot do so because they do not have the right gadget to use, they do not have internet connection because of financial reasons. They cannot afford to buy new cellphones and maintain the internet connection to participate in the group chats. They only have text using their SIM cards to connect with the teacher. This is also the main reason why they did not choose online learning for their children. They patiently pick up and retrieve personally their children’s modules because they cannot afford the gadget and internet requirement of an online distance learning.

Table 9 displays the extent of involvement of parents to the distance learning activities of their children along instruction on the modules. Overall, it showed that there was a mean of 2.93, interpreted as involved.

Table 9: Extent of Involvement of Parents to the Distance Learning Activities of their Children – Instruction on the Modules

Indicators	Mean	Description
1. I am alert to any question about the instruction my child would have in the module.	3.40	Involved

2. I scan the module to check on the instruction before I let my child answer it.	2.90	Involved
3. I consult the teacher whenever instruction are not clear to me and to my child.	2.20	Moderately Involved
4. I let my child deal with simple instruction in the module.	2.90	Involved
5. I recheck my child's answer.	3.40	Very Much Involved
Average Mean	2.93	Involved

Specifically, parents revealed that “I am alert to any question about the instruction my child would have in the module,” and “I recheck my child’s answer,” with mean of 3.40 interpreted as very much involved. This is followed by “I scan the module to check on the instruction before I let my child answer it,” and “I let my child deal with simple instruction in the module,” with mean of 2.90, interpreted as involved. Lastly, they revealed that “I consult the teacher whenever instruction is not clear to me and to my child,” with a mean of 2.20, interpreted as involved.

Parents are hands on when it comes assisting their children answer their modules. When their children are answering, they stayed with them especially those parents whose children are in the primary years. They really have to stay close to them whenever answering their modules. They need to expand the instruction for their children to answer the different activities. Most of the primary year children are not yet a proficient reader so they could not do the modules themselves. They still have to be guided throughout. After answering, parents also did review their children’s work to ensure they followed the correct instruction.

Table 10 displays the extent of involvement of parents to the distance learning activities of their children along completion of modules. In general, Completion of Module garnered an average mean of 2.96, interpreted as involved. It can be seen that of the five indicators, “I ensure that all activities are answered,” got the highest mean of 3.30, interpreted as very much involved. This is followed by “Whenever I noted some wrong answers, I call my child’s attention and explain to him/her his/her mistakes,” got a mena of 3.20, “I focus on my child

whenever he/she answers the module,” got 3.10, “I do reward my child,” got 2.70, and “I make a schedule at home for my child to follow so that he/she can answer the module promptly,” got 2.60, interpreted as involved.

Table 10: Extent of Involvement of Parents to the Distance Learning Activities of their Children – Completion of Modules

Indicators	Mean	Description
1. I focus on my child whenever he/she answers the module.	3.10	Involved
2. I make a schedule at home for my child to follow so that he/she can answer the module promptly.	2.60	Involved
3. I ensure that all activities are answered.	3.30	Very Much Involved
4. Whenever I noted some wrong answers, I call my child’s attention and explain to him/her his/her mistakes.	3.20	Involved
5. I do reward my child.	2.70	Involved
Average Mean	2.96	Involved

Along Completion of Modules, parents are involved that all the activities that are to be answered by their children are completed before submitting them to their teachers. They check each one-by-one. Because Answer Keys are already in the modules, they have to check whether their children’s answers are correct. Sometimes, there are answers that require written responses which are not specifically stated in the answer sheets. Parents just check whether their children have answered them correctly.

At some instances, parents are doubtful whether they give the proper assistance to their children in terms of module completion on the correctness and quality of answers that their children give. What matter to them is the completion of the modules, that the activities are responded by their children completely. Since most parents do not acquire complete or higher education than attending high school level, they have also difficulty in assisting their children on the completion of their modules. They are doubtful

whether they give correct information to their children so that they arrive at the correct answer. But the parents can only assure the completion of the activities before returning the modules back to the teachers.

Table 11 presents the extent of involvement of parents to the distance learning activities of their children along assessment of the modules. It is indicated that overall, parents revealed that they have an average mean of 2.87, interpreted as involved.

Table 11: Extent of Involvement of Parents to the Distance Learning Activities of their Children – Assessment of the Modules

Indicators	Mean	Description
1. I ask my child for anything that he/she did not understand in the module.	2.90	Involved
2. Whenever there are wrong answers, I explain to him/her the lesson and ask him/her to answer the activity again.	3.20	Involved
3. I ask my child for anything in the module that he/she did not understand.	3.20	Involved
4. I seek assistance to somebody who can help me explain to my child the lesson I could not understand, too.	2.80	Involved
5. I consult to teacher or I follow up the status of my child in his/her performance in the module.	2.30	Moderately Involved
Average Mean	2.87	Involved

It is also shown that of the five indicators, “Whenever there are wrong answers, I explain to him/her the lesson and ask him/her to answer the activity again,” and “I ask my child for anything in the module that he/she did not understand,” got a mean of 3.20, “I ask my child for anything that he/she did not understand in the module,” got 2.90, “I seek assistance to somebody who can help me explain to my child the lesson I could not understand,

too,” got 2.80, and “I consult to teacher or I follow up the status of my child in his/her performance in the module,” got 2.30, all interpreted as involved.

Parents showed that they are involved in extending assistance to their children on the assessment of the lessons learned by their children in the module. Usually, parents correct their children’s work and when they found that they committed mistake, they taught their children of what should be done to correct their answers. They also asked their children what part of the lesson that was hard for them to understand so that they can assist they children. Children also asked their parents whenever lessons are not clear to them and they do not know what to do with the activities. When the parents are doubtful about what they know, they ask other people who can help them so that they themselves can teach their children to arrive at the correct answer. There are also times when parents seek the assistance of teachers about the lesson in the module especially at times when parents are really doubtful of what they know and about how they will assist their children. They text or see the teacher personally in school while complying to the existing health and safety guidelines. In doing so, they can be clarified of the lessons and they have the confident to assist their children. Oftentimes, during pick up of modules, they check the module for any questions so that they can personally asked the teacher of any possible concerns.

With this, parents are really involved with the modules of their children in many different aspects of it. Parents strive to make themselves knowledgeable through possible ways so that they can impart to their children the right and needed information in the module. They want, regardless of the situation now, that their children still able to acquire knowledge appropriate to the grade level and help them achieve education even inside their home with their parents as their immediate assistants. They strive that their children acquire proper education even they (parents) do not acquire enough knowledge and expertise in teaching their children. Taking the fact that this study was undertaken with elementary pupils, it would be easy for parents to assist their children given the level of difficulty of the topics given to their children. Much assistance and independence are to be given to their children who belong to secondary level which topics are more sophisticated than that of elementary.

4. Significant Relationship between the Profile of Parents to the Extent of their Involvement in the Distance Learning Activities of their Children

The significant relationship between the profile of the parents and the extent of their involvement in the

distance learning activities of their children. Relationships were found to be significant with pick-up and retrieval of modules and age with a computed value of 73.062 greater than the tabular value of 7.815, df at 3 and level of significance at 0.05; instruction on the modules and age with a computed value of 118.156 greater than the tabular value of 7.815, df at 3 and level of significance at 0.05; completion of modules and age with a computed value of 40.404 greater than the tabular value of 7.815, df at 3 and level of significance at 0.05, and completion of modules and education attainment with a computed value of 98.451 greater than the tabular value of 32.671, df at 21 and level of significance at 0.05; and assessment of the modules and age with a computed value of 13.956 greater than the tabular value of 7.815, df at 3 and level of significance at 0.05.

The results implicate that of the five variables for profile, age is the variable with the consistent result of significant relationship among the four variables of extent of involvement of parents to the distance learning of their children. While along completion of modules, education attainment showed significant relationship as well aside from the age. This shows that parents' involvement in the distance learning of their children along pick up and retrieval, instruction on the module and assessment on the module is influenced by the age of the respondents. Completion of modules is influenced by age and education attainment.

5. Challenges Faced by the Parents in the New Learning Setup

In this juncture, the researcher conducted an interview to gain data on the different challenges faced by the parents in the new learning setup of their children. The different responses were sorted into several categories, as follows:

a. Lack of Knowledge about the Lesson to be taught to their Children. One of the noted challenges faced by the parents in the new learning setup of their children in their lack of knowledge and expertise to teach their children understand the different lesson in their modules. Elementary pupils from Grades one to six have to attend to seven to eight different subject areas. These pupils are attending to the different activities to each and every module by subject area on a weekly basis. Parents need to extend their assistance to every subject area as well so that their children can proceed successful from one activity to the other. This scenario is tasking for parents who did not even finish their elementary school. Their children's quality of learning is at stake. They cannot guarantee whether their children are learning from them. Likewise, when parents know the concepts of the lesson, they do not have the skills

and technical knowledge on how to make their children understand the concepts of the lesson.

For parents, the idea is it is not only about compliance to the module but as well as the learning of their children from the module which they are not assured of given the present situation. Compared to face-to-face learning, parents leave their children to school and the teacher will take care of the learning of their children while in the classroom. Today, parents are left with their bare hands to make their children learn. One parent shared that she only finished Grade 4 and she is anxious about what she can teach her child especially that her child is in Grade Two. She understands that her child still needs further training and practice in reading as well as in mathematics which she cannot afford to teach further. From this sharing, it can be confirmed that parents indeed face the fear of not teaching their children well because they do not possess the minimum skills to teach their children at least the least that their children can learn.

b. Misbehavior of their Children in Answering the Modules. Another challenge that parents face on the new learning setup of their children is their misbehaviors. Their children manifest different undesirable behaviors that are sometimes mishandled by parents. Most of the time, children are not in the mood to answer their modules. They do not want to be stressed and be forced to answer their modules especially when there are more interesting things that compete with their attention such as their favorite TV shows, online games and playing with friends. Children are not used to attend school through module. They are made to understand that learning is taking place in school. Consequently, with the new learning setup, they are confined inside the home, limited to meet friends and not allowed to meet their teachers. Their parents and siblings are the only ones whom they can mingle with at this present time.

One parent shared that before she can convince her child to answer the module, she has first to set conditions, rewards or give praises. She has first to say promises before her child follows her in answering their modules. Children are becoming irritated and impatient with the monotony of activities provided in the module that are limited to reading and writing. Considering the multi-intelligence of children, varied and interesting activities are recommended. But the modules are limited to pen and paper tests and activities most often. Unlike the scenario of a traditional classroom, teachers can provide different activities that require movement and interaction among classmates. Also, parents become impatient in dealing with their children's misbehavior that resort them to hurt them, speak ill to them or answer

the module all by themselves. This is really one challenge that parents face in their desire to make their children learn still given the limitations and restrictions from face-to-face classes.

c. Multitasking of Working Parents. As shown in the profile, 92% of the parent-respondents are working parents. This means that most of the parents may confront this problem on time management. Given the fact that they work during the day, most parents could no longer provide time to teach their children through their module. These parents come home after work with their children already tired from playing with their playmates. They can no longer concentrate to answering their modules when their children are physically tired. In similar manner, parents could no longer teach their children because they have been exerting their physical strength in their work. During Sundays, there are also other house chores to be done such as cleaning, cooking, and washing clothes which may distract them from teaching their children.

There are plenty of concerns that parents need to attend to. Aside from their work and home concerns, this new learning setup would really require another concern to think about for most of the parents. They juggle with many different concerns and teaching their children is another concern to prioritize at this time. Most of the parents are not even trained on how they handle home schooling of their children which may give them stress and anxiety. One parent shared that because she has to work on a daily basis, she could not have time to attend to her child's module. Even Saturdays and Sundays, as a vendor, she has to her work, if not, there will be not family budget during the day. Good thing that she has older daughter to attend to her younger sibling; however, that daughter is also attending to her classes through distance learning as well while she (daughter) is also attending to some house chores she delegated to her.

d. Vulnerable to Distraction such as TV show, games, cellphones. Being at home, children are vulnerable to many distractions as compared to classroom where learning is focused and oriented. At home, there are siblings, neighbors and playmates around who can bring about distractions to the studies of these children. In the homes may have several things available such as the television, cellphones and other gadgets that may become the reasons of distraction of these children from their modules. Children choose for more interesting and fun activities to do at home least their modules.

Parents are confronted with this problem. e distractions are inevitable. They could not control whatever are there that can distract their attention and focus. When distracted, children are no longer enticed to answer their module thus manifesting misbehaviors. Parents can try out different strategies to overcome challenges so that learning can still continue even amidst pandemic and restrictions to their children attending physical schools. Even confronted with different challenges, parents must not lose their hopes and courage to face each day with a child learning through modular distance learning.

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