

Parents' Involvement in Facilitating Learning Reinforcement During Pandemic

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Abstract— This study aimed to describe the strategies employed and the challenges encountered by parents in facilitating learning reinforcement with their children during pandemic. Also, it determined how the school provided support to these parents under Modular Distance Learning (MDL). It used the qualitative method of research since an interview guide, focus group discussion and home visitation were utilized to gather the primary data as reflected in the problem. Twenty-five parents from Salvacion Elementary School (SES) were taken as informants for this study.

The data revealed that parents used different strategies to help their kids learn. The parents are much involved in facilitation of modular approach to their children in terms of knowledge of the subject matter. They explained the topic to their kids repeatedly to help them understand the lesson. In terms of supervision and instruction, parents are on guard in giving assistance and guidance to their children. Along learning assessment, parents always check the learner's output to make sure that their children did not miss answering the modules and, also check if the learners' answers in the activity are correct. It is important that the parents check the answers of their children because it helped assess if the learning is correct or not. In terms of communication, parents said that they have constant communication with their children's teachers through cellular phone and social media platform. For them, having a good communication with the teacher helped them to know what to do or what to teach their children. And lastly, in relation to instructional support, most of the parents said that they used gadgets and books in facilitating learning reinforcement to their children. It helped them understand some difficult activities in the module.

Parents encountered different challenges while doing the facilitation of learning reinforcement to their children. Some of the parents said that they are doubtful in delivering instructions to their children. According to them, they are incapable of facilitating learning reinforcement because some of the contents of the modules are hard and difficult to understand. They have limited knowledge in facilitating learning reinforcement. Also, parents found it challenging when there is a difficult question or activity in the module. Despite not being knowledgeable, still they need to teach and explain to their children. Furthermore, in relation to learning assessment, most of the participants said that one of the hardest challenges they encountered as facilitators of learning to their children is the inability to facilitate learning assessment correctly. Lastly, some parents said that what hindered them to communicate with their children's teacher is their lack of internet connection and no cellphone load. Most of the time, the parents are busy doing their house chores and the teacher is busy as well.

The supports that parents wanted from the school include provision to capacitate them with knowledge and skills and the conduct of regular home visitation. The study recommended that the school heads and the teachers may continually support the parents in the school by having constant communication with them. Also, the school heads may develop a relevant intervention mechanism that may address the needs and challenges of parents in the facilitation of the modular program. It was further recommended that the school may provide orientation and seminar to parents in facilitating the modular instructions.

The proposed action plan may be submitted to the Division Office for possible review and evaluation prior to its adoption. Further study may be considered that may include other parents and variables that are not covered in the study.

Keywords— Knowledge of the subject matter, Learning reinforcement, Parents' involvement, Supervision and instruction.

INTRODUCTION

The COVID-19 crisis has significantly affected the education sector across the world. To stop the spread of the COVID-19 pandemic, most governments throughout

the world temporarily closed educational institutions. Nearly 200 countries shut down schools, with over 90% of these learners ranging from early years through higher education, facing some sort of disruption to their

education (UNESCO, 2020). Many countries around the world, including Britain, China, Taiwan, and the U.S. temporarily closed schools.

When schools are closed, many children and youth miss out on social contact that is essential to learning and development (UNION, 2020). This is immediate concern which resulted to long-lasting effect, particularly for the more vulnerable and disadvantaged communities. Online communication App (Facebook and Messenger), as well as various services available to them such as radio, cellphone, computer, satellite systems, video conferencing and distance learning were used to ensure communication between teachers and students. To keep up with these changes is necessary in the education system. These changes in science and technology ushered due to the pandemic. It impacted many new teachings, strategies and learning methods, such as E-learning and Blended Learning (BL) particularly in the research and self-development areas towards a revolution in information technology. Interactive online classes provided opportunities for social interaction and facilitated the continuity of education for all.

The Department of Education has always been consistent in trying to make the system at par with other countries in coping with the effects of the world's phenomena. The DepEd remains committed to find ways in providing learning opportunities to all Filipino learners. DepEd Secretary Hon. Leonor Magtolis Briones stressed that learning must continue through the issuance of DepEd Order 018, s.2020, which refers to the enclosed policy guidelines for provision of Learning Resource of Basic Education Learning Continuity Plan (BE-LCP). It is the DepEd's response in its commitment in protecting the health, safety and well-being of learners, teachers, and personnel. The BE-LCP also aims to provide quality distance learning. DepEd announced the greater emphasis on the multiple learning delivery modalities such as blended learning, distance learning and homeschooling on top of replacing face-to-face learning modality. However, the most suited modality of learning that most schools in the country have implemented is the Modular Distance Learning (MDL) modality through modular instruction. Distance learning is also expected as one of the most sought types of learning delivery in the following school years.

The online survey that DepEd conducted to get ideas from their stakeholders, on their immediate concerns about distance learning, generated varied results. From 789,690 respondents (53% school personnel, 31%

parents/guardians, and 16% learners), a total of 46% of the respondents said they are open to having lessons and class activities either online, on television or radio. Interestingly, the parents and guardians are the most open with 59% responses that they are open to this kind of distance learning (DepEd, 2020).

Modular learning is the most popular type of Distance Learning. In the Philippines, this learning modality is currently used by all public schools because according to a survey conducted by the DepEd, learning through printed and digital modules emerged as the most preferred distance learning methods of parents with children who are enrolled this academic year. This is also in consideration of the learners in rural areas where internet is not accessible for online learning (Bernardo, 2020).

Every teacher takes the responsibility of monitoring the progress of the learners. The learners and parents may ask assistance from the teacher via e-mail, telephone, text messages, Facebook and Messenger. Where possible, the teacher shall do home visitation to learners needing remediation or assistance (Llego, M.A., 2020). Parental support demonstrated significant contributions to the success of learners in a virtual learning environment (Borup et al., 2014; Feng & Cavanaugh, 2011; Lee & Figueroa, 2012; Makrooni, 2019; Woofter, 2019). However, parents must take on new and unfamiliar roles and responsibilities as their children participate in online education while experiencing increasing instructional responsibility for their child's learning (Liu et al., 2010). However, despite the efforts to assist parents in this daunting task of educating their children at home, struggles are inevitable (Garbe et al., 2020).

Most of the teachers, families, and learners were unprepared for this sudden shift, bringing some of the hardships and issues while engaging and trying to assist their children in different levels and types of learning. Parents were faced with a new challenge: they had to be both parents and teachers at the same time.

The monthly update of Most Requested Statistics in Quickstat Sorsogon as of July 2021, revealed the educational attainment of both sexes (female and male) in the province of Sorsogon. It showed the number of males and females who reach elementary and high school levels is much higher than those who are college graduates and those who attained academic degrees.

In the new normal, parents and other home learning facilitators of Salvacion Elementary School (SES) played much bigger role in their children's learning and development. It was different from the traditional type of education since learning must take place at home rather than on a school campus where teachers are physically present. The critical question is, how can these parents as learning facilitators help their child's learning at home if they do not have enough knowledge and skills in teaching?

The key purpose of this research is to determine the strategies used by the parents in facilitating learning reinforcement to their own children and the challenges they encountered under MDL. Also, this study aimed to determine the support mechanisms provided by the teachers in SES to those parents who are teaching their children under the MDL. The effectiveness of the innovation of the Department of Education (DepED) to combat the pandemic through modular distance learning greatly depends on the competency of its implementers.

STATEMENT OF THE PROBLEM

This study described the strategies employed and the challenges encountered by parents in facilitating learning reinforcement with their children in Salvacion Elementary School, Irosin District II for school year 2021-2022.

Specifically, it answered the following problems:

1. What are the strategies employed by parents in facilitating learning reinforcement with their children along:
 - a. Knowledge of the subject matter,
 - b. Supervision and instruction,
 - c. Learning assessment,
 - d. Communication, and
 - e. Instructional support?
2. What are the challenges encountered by parents in facilitating learning reinforcement with their children along the identified variables?
3. What type of support can be provided by the school to parents to improve their capacity to facilitate learning reinforcement to their children?
4. What action plan could be proposed based on the results of the study?

METHODOLOGY

Research Design

This study described the strategies employed and the challenges encountered by parents in facilitating learning reinforcement with their children in Salvacion Elementary School, Irosin II District for the school year 2021-2022. It used the qualitative method of research and utilized interview and focus group discussion. Observation and home visitation were also conducted to the participants to gather pertinent information regarding the problem.

The participants were 25 parents from Salvacion Elementary School, Salvacion, Irosin, Sorsogon. The instrument used was an interview guide and schedule which explored the strategies used, challenges encountered and supports that can be provided by the school to parents.

The Participants

The study was focused within the researcher's school. It was considered because of the pandemic, where most of the participants are situated within the vicinity of the school.

In this study, purposive sampling was the most suitable option for the selection of the participants. The researcher's school and learners with their parents were involved specifically, during pandemic when people are restricted and not allowed to go outside. The participants of this study were 25 parents from Salvacion Elementary School. They were purposively chosen since teachers from the said school find out that these parents have great experiences and stories in facilitating the learning of their children. Their experiences and stories have qualified them to be involved as participants. They were also the parents who were active in visiting the school for the collection and retrieval of modules.

The Instrument

The main instrument used in this study was the interview guide and schedules prepared by the researcher. The guide and schedule for the parents was composed of three sections with at least three to four questions for each section. For the strategies employed by parents in facilitating learning reinforcement with the children, there were three questions for each variable. It is the same with the challenges encountered by parents in facilitating learning reinforcement with their children. There were also three questions for each variable. For the supports provided by the school, there were also three questions.

The researcher sought the assistance of the adviser in drafting the guide interview question which was subjected to critiquing by the panel of evaluators. This was revised and improved by the researcher based on the comments given by the panel of evaluators.

Data Collecting Procedures

To facilitate the conduct of the study, permission was asked from the Schools Division Superintendent (SDS) through a letter request. Likewise, permission was secured from the Public Schools District Supervisor (PSDS) and the principal of Salvacion Elementary School.

After the needed approvals were achieved, a request was given to the 25 parents of Salvacion Elementary School to ask for consent and permission to conduct an interview and focus group discussion on gathering the data needed for this study. The interview was guided with an interview guide translated to vernacular language, where almost all the parents are comfortable using the said language. There was no data sought which could exhibit participants' direct identity like names, telephone, numbers, addresses, area, or national identification numbers.

Aside from conducting an interview with the participants, the researcher also explored the focus group discussion. Last June 9, 2022, the researcher asked permission from her principal to hold a short meeting with her participants after the issuance of the report cards to the parents/guardians. Out of 25 participants, there were 13 who attended the short meeting. The meeting was held in her advisory room. The researcher discussed the content of the interview guide, and it was followed by the sharing of experiences.

For further understanding of the situation of parents in facilitating learning reinforcement to their children, the researcher also conducted a home visitation to the selected participants. Last June 13, 2022, the researcher visited her participants from Purok 3,4, and 5. Last June 14, 2022, she visited her participants from Purok 2, 7 and 8.

The administration of the said interview guide was done this year 2021-2022. The researcher involved 25 parents in the said interview, and they answered all the questions. After the interview, with all the participants, the researcher appropriately collected and encapsulate all the information necessary to answer the questions under study.

In addition, the researcher made a summary of the responses of the participants for every question asked. Open coding was applied. This was prepared to make the qualitative analysis of the data gathered easy and systematic.

Data Analysis Procedures

The researcher used various methods to analyze and interpret the data. Questions, documents, and interviews were transcribed accordingly. Open coding from the acquired data was done at an initial stage where themes and sub-themes were formed. The codes, themes, and sub-themes were verified by the researcher to confirm coherence in the interpretation. The coded data collected from the respondents were subjected to clustering in which the responses were presented. Then, the common responses were combined and segmented with the themes identified in each question. With the segmentation phase, the researcher was able to identify the main themes in each problem as presented in the study.

RESULTS AND DISCUSSIONS

This study aimed to describe the strategies employed and the challenges encountered by parents in facilitating learning reinforcement with their children in Salvacion Elementary School, Irosin II District for school year 2021-2022.

Specifically, it sought to answer the following problems:

1. What are the strategies employed by parents in facilitating learning reinforcement with their children along:

- a. Knowledge of the subject matter,
- b. Supervision and instruction,
- c. Learning assessment,
- d. Communication, and
- e. Instructional support?

2. What are the challenges encountered by parents in facilitating learning reinforcement with their children along the identified variables?

3. What kind of supports can be provided by the school to the parents to improve their capacity to facilitate learning reinforcement with their children?

4. What action plan could be proposed based on the results of the study?

The study used the qualitative research method since structured interview and focus group discussion were

utilized in gathering the primary data as reflected in the problem. The participants were the 25 parents of Salvacion Elementary School, Salvacion, Irosin, Sorsogon. Also, a thematic analysis was applied in the gathered data with appropriate coding and clustering.

Findings

Based on the data collected, the following are the findings of the study:

1. The themes emerged from the narrative of the parents' participants on the strategies employed by the parents in facilitating learning reinforcement with their children along knowledge of the subject matter is explain the topic repeatedly, along supervision and instruction, parents provide guidance and assistance to make sure that the activities in the module are done correctly. Along learning assessment, parents check the learners' output to make sure that their children did not miss answering the module and to check if the learners' answers in the activity are correct. In terms of communication, parent-participants constantly communication with their children's teachers through cellular phones and social media platforms. In relation to instructional support, parents used gadgets and books to facilitate learning reinforcement for their children.
2. The themes emerged from the narrative of the parents- participants on the challenges encountered by parents in facilitating learning reinforcement with their children along the knowledge of the subject matter, parents were incapable of facilitating learning reinforcement and limited knowledge in facilitating learning reinforcement. In terms of supervision and instruction, parents have hardship in providing explanations. In relation to learning assessment, parents' inability to facilitate learning assessment properly. Relative to communication, parents revealed that their lack of internet connection hinders the communication of parents to the teacher.
3. Along the support that can be provided by the school to parents to improve their capacity to facilitate learning reinforcement with their children, the following themes emerged: Capacitate the parents with knowledge and skills on how to assist their children, and parents also appealed to the school administration to conduct regular monitoring and home visitation.
4. An action plan designed to improve the strategies of parents in facilitating learning reinforcement to

their children and to address the challenges they encountered along modular distance learning.

CONCLUSIONS

Based on the findings of the study, the researcher arrived at the following conclusions:

1. The parents used different teaching strategies to facilitate learning reinforcement with their children along knowledge of the subject matter, supervision, and instruction, learning assessment, communication, and instructional support.
2. Parents are challenged and unable to facilitate learning reinforcement due to some limitations on knowledge, learning assessment, and internet connection.
3. The supports that parents wanted from the school are to provide and capacitate them with knowledge and skills and the regular conduct of home visitation.
4. Project CARE (Capacity Reinforcement) Plan for Parents' Tutor was designed to improve the strategies of parents in facilitating learning reinforcement to their children and address the challenges they encountered along modular distance learning.

RECOMMENDATIONS

In the light of foregoing conclusions, the following recommendations were offered:

1. The school may conduct orientation and seminars for parents on different strategies that may be adopted to effectively facilitate modular distance learning.
2. The school may develop and organize parents' classes that will capacitate the parents with basic knowledge and skills to efficiently transfer their knowledge to their children.
3. The school may establish a support system and mechanism for parents, especially in the areas of knowledge of the subject matter, supervision, and instruction, learning assessment, communication, and instructional support.
4. The proposed action plan may be submitted for the review and evaluation to the concerned authorities prior to its implementation.
5. Further study may be conducted, which may include other schools having similar distance learning delivery modalities and other variables not covered in this research.

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