

# Parental Involvement on Child's Education at Home during COVID-19 Pandemic

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## Abstract

*As the COVID-19 pandemic strikes, the Philippine educational system has been interrupted, with regular classrooms being replaced with distance learning. Parents are compelled to act as teachers or tutors in their children's home education. This study aims to find out how parents participate in distance learning at the height of the pandemic. This research used a descriptive-correlational research design. Researcher-made questionnaires were used to collect data from 60 parents chosen through stratified intentional sampling. Data were analyzed using descriptive statistics and Kendall's Tau B for correlations. Findings revealed that family income and parental educational attainment are related to parental involvement. Parental educational attainment and barriers are quite important. Parental educational attainment and parental involvement with barriers are quite important. Family income with barriers is insignificant. The biggest difficulties that parents found were internet connectivity, lack of devices or gadgets, access to the internet, and difficulty instructing their children at home. It is suggested that the Department of Education adopt and stay current with distance learning education as a supplement to traditional methods of teaching-learning to ensure continuity during difficult times. In every situation, parents must accept the critical role of becoming involved in their child's learning process.*

**Keywords—** Parental Involvement, Distance Learning, Modular Instruction, Home School.

## I. INTRODUCTION

The COVID-19 pandemic has changed the education system in the Philippines last March 2020 (Agayon et al., 2022; Bacomo et al., 2022). It caused havoc around the world, like other important sectors, education has been hit hard. The parents have been charged with the responsibility of their child's learning development and parental involvement has become critical. As of April 2020, an estimated 1.6 billion students were temporarily absent from school due to social constraints (Azevedo et al., 2020). This was necessary because the school environment would not be a safe place for many students to gather due to the rapid spread of the virus (Sintema, 2020; Tan et al., 2021). The involvement of parents may influence the quality of instruction at home.

Approximately 188 countries are being affected stated to United Nations Educational, Scientific and Cultural Organization (UNESCO, 2020a) which is to

contain the coronavirus disease epidemic and minimize its impact on all social and economic activities, including education, many schools have been temporarily closed to protect children and adolescents from the risk of getting infected with the virus. The economic and educational impact of the pandemic is a major concern (Agayon et al., 2022; Tan et al., 2021), especially in low- and middle-income countries, where both parents and their children are struggling financially and academically.

Many countries around the world like the Philippines have temporarily closed down all educational institutions to mitigate the spread of the deadly virus. This event affects more than 28 million learners in the country (UNESCO, 2020b). The Department of Education (DepEd) as the agency that provides quality basic education to every Filipino student adopts distance learning thru the implementation of the Learning Continuity Plan (LCP), which would be the basis for every

institution to eliminate learners that may be left behind due to pandemic (Department of Education, 2020).

The impact of parental involvement on academic success is being noted not only by researchers but also by policymakers who have integrated efforts to increase parental involvement into broader education policy initiatives. The experiences of parents with their children during distance learning should be investigated to guide future policy decisions (Garbe et al., 2020). Therefore, it is important to explore the factors and barriers that hinder academic success which can be modified (William & Sanchez, 2011).

Parental involvement in a child's education has consistently been positively linked to academic performance and the success of the child's education (Durisic & Bunijevac, 2017), and "parents can understand their crucial role in their children's upbringing at home" (Bacomo et al., 2022). In particular, children whose parents are deeply involved in education show high performance in school rather than children whose parents are less involved.

Parental involvement in the form of interest and support has a significant impact on learners' educational outcomes or achievements (Lara & Saracosti, 2019). Schools also play an important role in determining the degree of parental involvement in a child's education. In particular, schools can show expectations for parents and communicate regularly with them about what their children are learning (Agayon et al., 2022; Durisic & Bunijevac, 2017).

However, many parents feel unaware of current educational practices and how they are more involved in their children's learning. Most parents don't know their child's academic lessons. Sometimes parents do not even encourage their children because they are busy working to earn a living, expecting their children to study on their own.

The general belief that all parents are important supports and encourage parental participation in school activities and thus promotes learners' academic success (Afolabi, 2014). Thus, this research is very important to find out how the parents' involvement in accompanying children by distance learning during the COVID-19 pandemic.

### 1.1 Objectives of the Study

The study determined the parents' involvement in their children's homeschooling during the COVID-19 pandemic. Specifically, this study aims to answer the following questions:

- a. What are the respondents' demographic profiles in terms of the combined family income and their parent's highest educational background?
- b. What is the extent of parental involvement during their child's learning at home?
- c. Is there a significant relationship between demographic profile and the extent of parental involvement during their child's learning at home?
- d. What are the barriers encountered by parents during their child's learning at home?

## II. LITERATURE REVIEW

### 2.1 Distance Learning

During the COVID-19 pandemic, children and their parents must be at home continuously. The learning alternative chosen during the COVID-19 emergency is distance learning. This modality, however, may not best prepare the learners with a fundamental understanding and attitude towards learning (Bacsal et al., 2022; Ibañez & Pentang, 2021). Parents must find a way to keep their children entertained when they are at home and must attend to their children's psychosocial requirements (Rohayani, 2020).

Distance learning for early childhood education and kindergarten cannot be implemented independently by children without the aid of their parents. Early childhood necessitates the direct involvement of parents as companions and guides to participate in a variety of distance learning activities (Sari & Maningtyas, 2020). Distant learning during the COVID-19 epidemic has an impact on all elements of education, including parents' involvement as at-home teachers (Ratih et al., 2021).

Parents are expected to be able to guide children to learn from home and replace the role of teachers at school. From offering learning facilities in the form of internet-based digital media to learning management at home, parents must manage the process. As a result, the role and supervision of parents in achieving distance learning goals is critical. The recent distance learning situations underscore the need for parental involvement in children's homework (Touloupis, 2021).

Current field conditions indicate that distance learning, which is done at home with the help of parents, has run into several roadblocks. Such include the parents' lack of grasp of the topic, difficulties in building excitement and motivation to educate the child, a lack of time to accompany the child to learn because they have to work, and a lack of patience in educating children at home. This increases the saturation and desire of parents to the

institution to quickly undertake face-to-face meetings at school as usual.

During distance learning, the findings of Lilawati (2020) revealed that parents help and guide in the work of assignments given by the teacher, and learning facilities at home are not more profitable for students when compared to facilities at school. Some parents believe that learning at school is important. Still, learners in the study of Pentang (2021a) have shown that they can strive with their home study away from their parents.

## 2.2 Parental Involvement

Parent involvement is broadly defined as any sort of support provided to school-age children by parents, guidance teachers, or caregivers to ensure the accomplishment of a particular academic program (Waters et al., 2014). In the conceptualization of parental involvement, Epstein (1987) identified various forms of parental involvement in learners' educational success, among other learners' psychological and academic necessities (food, clothing, shelter, a place to study, and school materials), school-to-home communications, school activities and participation in extracurricular activities, and learning activities.

Parental involvement is perceived as the provision of distance learning resources made available and accessible to learners for learning purposes, which include internet-enabled tablets, smartphones, laptops, and internet data or airtime. Essentially, in view of socio-economic disparity among adolescent learners in low- and middle-income countries, such as the Philippines, it is certain that without adequate involvement of parents during these unprecedented times of the COVID-19 pandemic, distance learning may be an illusion.

Prior research has shown a correlation between parental participation and students' academic achievement, performance, positive attitude to learning, and successful schooling (Tran et al., 2020; Umeana, 2017). Previous studies indicate that distance education for elementary school learners requires resources that can only be made available by parents. Hence, the involvement of parents in sustaining distance education is of great importance to the continuity of such education.

As stated by Lawrence and Nkoane (2020), parental involvement has a considerable impact on the educational attainment of school-aged adolescents in South Africa. Congruently, Tran et al. (2020) found that when parents provide their children with the required help, the home environment is stimulated and cognitive growth is enhanced. Research findings in the United Nations Children's Fund (UNICEF, 2020) suggested that parents' attitudes, together with their behavior and activities about

their children's education, affect academic achievement. Parental engagement in their children's education is a powerful impact, and parents are a child's first and most persistent educator, and their importance cannot be overstated (Agayon et al., 2022; Amini, 2015).

The study specifically intended to establish the relationship between parental involvement and learners' academic success. Parents have a particular advantage over others in that they can provide a more consistent and consistently good effect on their children, which can enhance and complement what the school nurtures. In this regard, parental involvement is undeniably critical (Amini, 2015).

However, when it comes to the content of what children learn, many fall short since, in general, they lack the requisite education and, as a result, find it difficult to assess and comprehend what was done at school (Nurhalimah, 2020). The basic motivation behind parents getting engaged in their child's education is an academic success (Novrinda et al., 2017).

Parents who believe in the value of their child's education are more likely to be involved in educational activities. To some extent, parents who believe that teachers are solely accountable for the educational process, on the other hand, are likely to be less involved. Trust between teacher-parent helps to increase the commitment to partnerships between teachers and parents (Gloria, 2020).

When communication between parents and teachers occurs frequently, it helps to develop trusting and responsible relationships between them (Novrinda et al., 2017). Educated parents are more inclined to participate in their child's educational activities at home. Lase et al. (2022) revealed that "although parents do not have negative perceptions, distance learning has increased the economic, psychological, and social burden on parents or families".

Because traditional classrooms will no longer be employed, the learning process will take place in each of the learners' homes, putting parents at the forefront of education once more. For a decade, the role of parents and their relationship to student performance has been a major challenge for every researcher, with more often than not favorable results (Assefa & Sintaheyu, 2019).

However, it does not justify some variables like educational attainment and the work of the parents that could help their children to excel well in their studies (Capulso et al., 2021). In addition, because the country does not predict that a certain pandemic can thrive the lives of everybody, especially the learners, no basis or

evidence can help to explain what will be the outcome of adapting distance learning during this time of crisis.

### III. METHODOLOGY

#### 3.1 Research Design

This study was conducted using a quantitative approach specifically employing a descriptive-correlation research design. The study evaluated the role of parental involvement and learning participation in the commitment of a child's learning at home in a selected elementary school during the COVID-19 lockdown.

#### 3.2 Respondents and Sampling Procedure

The respondents were parents of learners in a local elementary school in Puerto Princesa City, Philippines. There were 60 parents (30 male and 30 female parents) who served as respondents. The sampling strategy used in this study was stratified intentional sampling, which used a variety of sampling procedures in which subgroups were defined based on specified criteria, and a sample of cases was then selected within these strata (Creswell, 2014).

In line with Magulod et al. (2021), the study was carried out to obtain the information from parents from a wider cross-section within the year group and not just from one level. As a result, this would provide the rich, dense data required to make sense of the phenomenon from the parents' point of view.

#### 3.3 Data Gathering and Analysis

Data were collected over a two-month period using a researcher-made questionnaire and home visitation to clarify some concerns. After the retrieval of the questionnaires, data were tabulated digitally and manually to make the result more valid. Utmost ethical considerations were ensured and the participants of the study provided their full consent prior to data gathering. The researchers ensured that the safety of the participants and confidentiality of the data gathered are maintained.

Data were analyzed using descriptive statistics such as frequency distribution and weighted mean while Kendall's Tau B for the inferential statistics particularly the test of the relationship as recommended by Pentang (2021b). The jamovi software was used to analyze the data.

### IV. RESULTS & DISCUSSION

#### 4.1 Demographic Profile of the Respondents

Table 1 illustrates the demographical characteristics of the study participants. The majority of the respondents' average combined family monthly income was PhP 4,001

to 8,000 (44%) followed by PhP0 to 4,000 (34%). The high school level consists the most of the respondents with (55%), followed by the elementary level (33%), and next was the college level (12%).

The data demonstrate that the parents may struggle to support their child's education with their financial and academic background. Still, this study is proof that despite the parent's background added by the difficulties brought about by the pandemic, they were able to provide their children with their right to education. Nevertheless, these parents are hopeful that distance learning will not last long (Lase et al., 2022).

Table 1. Demographic profile of the respondents (n = 60)

	Frequency	Percentage
<i>Combined family monthly income</i>		
1. 0.000 – 4,000	20	34
2. 4,001 – 8,000	26	44
3. 8,001 and above	14	22
<i>Highest educational background</i>		
1. Elementary level	20	33
2. High school level	33	55
3. College level	7	12

#### 4.2 Extent of Parental Involvement during Child's Learning at Home

Table 2 shows the responses on the extent of parental involvement during their child's learning at home. The following have the three highest responses to "always". I bring home learning materials for my child (modules) (84%), I revise my child's school work (57%), and I maintain clear rules at my home that my child should obey (33%).

I praise my child for accomplishing his/her school work (60%), I share stories with my child about when I was in school and I give something to reward my child's accomplishments (50%), and I spend time with my child working on creative activities (43%) are the three highest "sometimes" responses from survey respondents.

The above findings show that the parents have different approaches to helping their children. However, similar to Garbe et al. (2020), parents may have difficulty balancing obligations and children's motivation among other concerns.

Table 2. Extent of parental involvement during child's learning at home (n = 60)

Indicators	Always	Sometimes	Never
1. I praise my child for accomplishing his/her school work	17 (28%)	36 (60%)	7 (12%)
2. I keep a regular morning and bedtimes schedules for my child	4 (7%)	8 (13%)	48 (80%)
3. I revise my child's school work	34 (57%)	20 (33%)	6 (10%)
4. I talk about my child's learning efforts in front of relatives	15 (25%)	25 (42%)	20 (33%)
5. I maintain clear rules at my home that my child should obey	20 (33%)	12 (20%)	28 (47%)
6. I give something to reward my child's accomplishments	15 (25%)	30 (50%)	15 (25%)
7. I share stories with my child about when I was in school	10 (17%)	30 (50%)	20 (33%)
8. I spend time with my child working on creative activities	15 (25%)	26 (43%)	19 (32%)
9. I bring home learning materials for my child (modules)	50 (84%)	5 (8%)	5 (8%)
10. I spend time working with my child on reading/writing skills	8 (13%)	16 (27%)	36 (60%)
Mean Average	18.8 (31%)	20.8 (35%)	20.4 (34%)

### 4.3 Relationship between Family Income and Parent's Educational Attainment with Parental Involvement

There is a significant relationship (p-value < .001; Kendall's Tau B = 0.497) between family income and parental involvement (Table 3). Parent's educational attainment is also statistically related to parental involvement (p-value < .001; Kendall's Tau B = 0.852). This result is similar to Lawrence and Nkoane (2020), where parental involvement has a considerable impact on the educational attainment of school-aged adolescents in South Africa.

Based on the information exhibited in Table 3, it implies that the higher the family income, the more involved the parents are which leads positive relationship, which agrees the study of Epstein (1987) where it was identified that food, clothing, shelter, a place to study, and school materials were the priority needs of every family, especially in this time of pandemic where parents tend to seek another source of living to support their child's learning.

The table above also implies that the higher the educational attainment, the more involved the parents are. In this regard, parental involvement has consistently been positively linked to academic performance and the success of the child's education (Durisic & Bunijevac, 2017). It also affirmed that children with parents who are more supportive academically tend to have better academic performance than children with parents who are less supportive. Thus, parents' educational attainment can be an important factor in facilitating learning and academic success.

Table 3. Relationship between Family Income and Parent's Educational Attainment with Parental Involvement

	Parental Involvement	
	Kendall's Tau B	p-value
Family Income	0.497**	< .001
Parent's Educational Attainment	0.852**	< .001

\*\*highly significant at .01 level

### 4.4 Barriers Encountered by Parents during Child's Learning at Home

Table 4 presents the barriers encountered by the parents during their child's learning at home. The following are the three main barriers. One hundred percent of the parent-respondents have unreliable, slow, or no internet access, while 90% of them lack devices or limited access due to gadget sharing. Alarmingly, there are 88% of the respondents have difficulties in tutoring their children.

This result implies that distance learning which was done at home has run into several roadblocks. In Lilawati's (2020) study, learning facilities at home are not more profitable for students when compared to facilities at school. Meaningfully, the use of gadgets or digital resources in the teaching and learning during distance learning will have a bigger excitement and motivation to educate the child.

Additionally, when it comes to the content of what children learn, many parents fall into difficulties in tutoring their children. They lack the requisite education and, as a result, find it difficult to assess and comprehend what was done at school (Nurhalimah, 2020). In this regard, educated parents are more inclined to participate in their child's educational activities at home.

Table 4. Barriers encountered by parents during child's learning at home (n = 60)

	Frequency	Percentage	Frequency	Percentage
Lack of basic needs at home	46 (Yes)	(77%)	14 (No)	23%
Need to work for extra income	51 (Yes)	(85%)	9 (No)	15%
Financial distress within the household	50 (Yes)	(83%)	10 (No)	17%
Conflicts within the family	37 (Yes)	(62%)	23 (No)	38%
Need to fulfill responsibilities at home	40 (Yes)	(67%)	20 (No)	33%
Lack of technical skills	51 (Yes)	(85%)	9 (No)	15%
Unreliable, slow, or no internet access	60 (Yes)	(100%)	0 (No)	0%
Lack of devices or limited access due to gadget sharing	54 (Yes)	(90%)	6 (No)	10%
Difficulties in tutoring child	53 (Yes)	(88%)	7 (No)	12%
Difficulty in adjusting the distance learning modality	51 (Yes)	(85%)	9 (No)	15%
Mean Average	49.3 (Yes)	(82%)	10.7 (No)	(18%)

### 4.5 Relationship between Family Income and Parent's Educational Attainment with Barriers

In Table 5 reveals that there is no significant relationship (p-value = 0.126; Kendall's Tau B = 0.199) between family income and barriers. However, there is a highly significant relationship (p-value < 0.001; Kendall's

Tau B = 0.590) between parents' educational attainment and barriers.

This is supported by Amini (2015) where parental engagement in their children's education is a powerful impact, and parents are a child's first and most persistent educator, and their importance cannot be overstated. This indicated that the educational attainment of parents has consistently been positively linked to different barriers encountered by them. The finding explicates also that parents have difficulties in supporting their child's education as they demonstrated insufficient involvement in education amidst the pandemic. This may result in the poor academic achievement of students in school. On the other hand, when parents provide their children with the required help, the home environment is stimulated and cognitive growth is enhanced (Agayon et al., 2022; Tran et al., 2020).

Table 5. Relationship between Family Income and Parent's Educational Attainment with Barriers

	Barriers	
	Kendall's Tau B	p-value
Family Income	0.199 <sup>ns</sup>	0.126
Parent's Educational Attainment	0.590 <sup>**</sup>	< .001

<sup>ns</sup>not significant at .01 level

<sup>\*\*</sup>highly significant at .01 level

## V. CONCLUSIONS & RECOMMENDATIONS

The study is an attempt to determine the parent's involvement in a child's education at home during the COVID-19 pandemic. Data for the analysis was collected through a structured questionnaire and in-depth interviews with 60 respondents. Studying the results will help teachers enhance their strategies to supplement parents' involvement in the teaching and learning to maintain continuity during exceptional times.

Based on the findings and conclusion made above, the researchers recommend that the existing parent-child relationship in terms of involvement in education needs to be increased. This will provide harmonious relationships among parents, children, and teachers. Moreover, teachers should always give full support to parents who are more becoming involved in their child's learning progress. Parental counseling may be provided if deemed necessary.

Since the study is limited to a small sample size with only two factors (family income and educational background) considered, further studies may consider larger sample size and add more variables to establish more robust results on parental involvement these times when distance learning or distance education is still in effect.

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