

Parent Awareness and Behavioral Changes on Modular Assistance for their Children's Education

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Abstract: Education of children is essential needs in life. Life without education may never prosper however one strive for it. Parents of the pupils in the province of Sulu behaviorally disturbed during the COVID 19 Pandemic learning activities. The Teachers distribute the module to be received by the parents while the pupils are reprimanded to visit school. Many parents complained the burden of assistance for their children. Hence, the school officials, teachers and other school stakeholder should come up with a sound programs to involve parents and the community to develop learning strategies though module orientation and other learning modalities. Uneducated parents should be given priority concern to help their children acquire quality education by sending voluntary teachers to conduct collaborative tutorial learning strategies in a small group of parents and pupils as well, of course, following strictly the Inter-Agency Task Force (IATF) health prevention protocols. Home modular learning supported by other learning modalities ensures quality of education in the absence of face-to-face learning in the classroom.

Keywords: Parent awareness, Behavior changes, Modular assistance, Children education.

1. Introduction

Children and adolescents are establishing patterns of behavior that affect both their learning and health during the COVID 19 Pandemic. The educational institution's officials are looking at younger people at risk for engaging in face-to-face classes. Besides the health Inter-Agency Task Force (IATF) prevention protocols, the school officials are still hesitant to open face-to-face classes. Just recently, President Rodrigo Duterte announced over the social media the "no face-to-face classes". Yet, the parents are hauling the problems of the burden of assisting their children accomplishing the prepared module distributed to them. The things that made the parents unhappy, in addition to difficulty of understanding the language of the module and the evaluation statements.

DepEd Undersecretary Annalyn Sevilla, in an earlier virtual press conference, noted that the agency has come up with a Learning Continuity Plan (LCP) as a response to changes in the basic education sector amidst the public health emergency. DepEd is also scheduled to submit its recommendations to the Inter-Agency Task Force (IATF) on school opening and other

related matters (News Manila Bulletin, Apr 30, 2020).

A growing body of research demonstrates that enhancing protective factors in the lives of children and adolescents can help them avoid behaviors that place them at risk for adverse health and educational outcomes. IATF prevention protocols: social distancing, constant used of alcohol, use of face mask are not enough protective factors to go on for face-to-face classes to enhance educational or career goals. Conditions such as frequent parental presence in the home to move over the assistance of parents to modular accomplishment of their children.

Engaging parents in their children's and adolescents' school life is a promising protective factor. Research shows that parent engagement at home is closely linked to better student behavior, higher academic achievement, and enhanced social skills without coming to face-to-face classes. Parent engagement at home also makes it more likely that children and adolescents will avoid unhealthy behaviors and environmental risk factor. This article defines and describes parent awareness and behavioral changes on modular assistance for their children's education. It goes further to identify specific strategies and actions that schools can take to increase parent engagement in promoting activities to enhance better assistance to their children for module accomplishment.

2. Parental Learning Guidance

Parents play a significant role in supporting their children's health and learning, guiding their children successfully through school processes, and advocating for their children and for the effectiveness of learning in the absence of face-to-face classes. Parent engagement at home to assist children accomplishing their module is essential step to enhance quality learning at home.

While the LCP will provide a framework on learning continuity of students, Sevilla said that the cooperation and support coming from parents will be very important as the entire basic education system braces for the so-called "new normal" (Ibid.).

"Of course, the important part is the follow-up because after

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the children are exposed (to online learning) or once they have experienced the online platform learning, the next aspect is the follow-up, especially how the learner has performed after the online interaction," Sevilla said that the scope of DepEd's responsibilities may be extended to parents and other family members to ensure the success in implementing online learning. "If the parents or other family members like grandparents, aunts or uncles, and even the nanny, we need to give them orientation too," she ended (*Ibid.*).

In order for a child to succeed, parents exert a lot of influence on their child's cognitive development in the early years and thus, the contact between home and school should be maintained, especially during the primary and elementary school years. Although family background appears to be a powerful determinant of parental involvement, most parents, if duly encouraged, are able to devote extra time and effort to assisting with their children's education, both in the home and school settings (Ho, 2009).

3. Learning Modalities

Modular learning modality as supported by synchronous and blended learning modalities are the assurance to move on education even if the students do not enter to face-to-face learning in the classroom. Many parents and educators believed that the absence of teacher's guidance and monitoring the achievement and performance may effect to deteriorate quality learning. However, the modular learning as supported by other learning modalities may bring prosperous social exposure and heighten cognitive academic achievement. Especially when parents holistically supporting their children by way of assisting them accomplishing the module. Many says that the shortage of technology devices among poor parents can bring insignificant difference of achievement compared to well-to-do family. The thing that work best when the parents of a pupil coordinate with other parents to come up with a good friendship through sharing of resources to improve the assistance of parents using the synchronous and blended learning in addition to module. Nevertheless, the poorest parent now a days can afford to buy a cellphone for learning of their children.

Synchronous learning is a general term used to describe forms of education, instruction, and learning that occur at the same time, but not in the same place. The term is most commonly applied to various forms of televisual, digital, and online learning in which students learn from instructors, colleagues, or peers in real time, but not in person. For example, educational video conferences, interactive webinars, chat-based online discussions, and lectures that are broadcast at the same time they delivered would all be considered forms of synchronous learning.

The term blended learning is generally applied to the practice of using both online and in-person learning experiences when teaching students. In a blended-learning course, for example, students might attend a class taught by a teacher in a traditional classroom setting, while also independently completing online components of the course outside of the classroom. In this case, in-class time may be either replaced or supplemented by online learning experiences, and students would learn about the same

topics online as they do in class—i.e., the online and in-person learning experiences would parallel and complement one another.

During the 45-day enrollment period in public schools that ended July 15, 2020 parents and guardians were made to answer the DepEd's Learner Enrollment and Survey Form. It asked them about their preferred alternative learning mode, and sought to profile the enrollee's readiness for distance education. Survey results released Thursday by the DepEd showed that 8.9 million parents preferred modular distance learning, where students at home would study through self-learning modules. Online learning was the third most preferred modality, picked by 3.4 million parents, followed by educational TV, chosen by 1.3 million.

Around 6.5 million parents that took the survey said they have a way to connect to the internet while 6.3 million said otherwise. Over 3.4 million survey respondents said they have internet connection at home. More than 3.6 million respondents said they have television without cable at home, while nearly 2.6 million said they have television with cable. The survey also showed some 937,000 parents chose radio-based instruction, while a little over half a million picked "other modalities," which was unspecified. Nearly 5.9 million parents said they have smartphones at home, while 3.8 million said they have "basic" cellphones. Parents and guardians of those who enrolled in private schools also participated in the survey, Education Undersecretary Jesus Mateo told reporters. The DepEd did not say how many parents or guardians answered the survey, which allowed them to choose more than one distance learning modality.

4. Strategies of Modular Assistance

Parental involvement in their children's education appears to be a constant in children's academic achievement and social adjustment. Although many parents may not be certain how to help their children with assignments, guidance and support, they can be actively involved in home learning activities, as well as having an opportunity to teach, be a role model, and guide their children (Dekker et al., 1996:57). According to Keane (2007:11), parental involvement improves the chances of children's success at school. A recent report conducted by the National School Public Relation Association (2005:44) showed that enhanced parental involvement leads to better academic performance, better school attendance, and improved behavior of children at home and in school.

According to Vandergrift and Greene (1992:57), there are two key elements that works together to arrive at the concept of parental involvement. One of these is a level of commitment to parental support, which includes encouraging the student, being sympathetic, reasoning and understanding. The other element is the level of parental activity and participation, such as doing something that is observable.

Parents play major roles in the educational success of students. Students need a positive learning experience to succeed in school: one providing support, motivation, and quality instruction. With the increasing demands on the family, parental support in the education of students extends beyond the

school building. Many families are faced with overwhelming and unpredictable schedules and circumstances while juggling school, sports, family situations, family time, work schedules, and other responsibilities (Swap, 1993) allowing minimal time to provide support to assist children accomplish the module.

5. Parental Involvement

Parental involvement in the education of students begins at home with the parents providing a safe and healthy environment, appropriate learning experiences, support, and a positive attitude about school. Several studies indicate increased academic achievement with students that have involved parents (Epstein, 2009). Studies also indicate that parental involvement is most effective when viewed as a partnership between educators and parents (Epstein, 2009). By examining parents' and teachers' perceptions, educators and parents should have a better understanding of effective parental involvement practices in promoting student achievement while educational institution still looking to remedy the health emergency COVID 19 Pandemic.

Parental involvement provides an important opportunity for schools to enrich current school programmes by bringing parents into the educational process. Increased parental involvement has been shown to result in increased student success, enhanced parent and teacher satisfaction, and improved quality education. To ensure effective parental involvement, schools may have partnership programmes in place that continually develop, implement, evaluate, and improve plans and practices encouraging family and community involvement. Schools can encourage involvement in several of areas including parenting, learning at home, communication, volunteering, decision-making, and community collaboration. Effective parental involvement programmes are built upon a careful consideration of the unique needs of the community. In order to build trust, effective approaches to parent involvement rely upon a strength based approach, emphasizing positive interactions. Though specifics may vary, all parent involvement programs share the goal of increasing parent school collaboration in order to promote healthy child development and safe school communities.

There must be mutual trust and respect between the home, school, and community. Partnership programmes within the school can train volunteers on specific ways and strategies to assist in the module activities. With this type of training, all volunteers will know the expectations and have a better understanding of the operations of the Module accomplishment through home monitoring. Schools need to attempt to involve numerous parents and community members in the education of students through effective partnership programmes in an effort to express the importance of education. Finally, schools may implement involvement activities that concentrate on involving all parents. Administrators and educators must provide a welcoming and inviting atmosphere to make the school less intimidating and more comfortable for those parents who have negative experiences in module assistance. Interactions between the school and home need to be more positive, requiring teachers to contact families throughout the year and

not just when problems arise. It is may be beneficial for administrators and educators to attempt to involve all parents in the education of their children and make the educational experience more positive for everyone involved.

6. School Programmes

School administrators and teachers remained in the office or district planning for effective school programs when using the modular learning modality. Everyone is aware of the absence of the face-to-face learning environment between teachers and their pupils have caused to mitigate mutual relations. Parents are involved in lieu of the students' attendance. The parents are the one responsible to claim the module from the teachers may be once or twice a week. Modular expectations sometimes explained to the parents by some concerned teachers, but some parents are not well equip with better education, hence left them remained lack of understanding.

Strategically, the school should come up with a programmes to survey parents' educational attainment. Those parents did not attain elementary education should be given reinforce programs to augment insufficiency. There must be assigned teachers to visit such parents who have low level educational attainment. May be group their children and teach them the knowledge and skills required by their expectations. COVID 19 Pandemic has no positive ending, another delta variate has it observed in some provinces, and thus opening of face-to-face classes is still unpredictable. Since, the modular and other modalities of learning may still to continue to the next school year, then the school administrators, teachers and other educational stakeholders need to device a programs to sustain quality learning.

Teachers and school principals may come up with a program meeting pupils outside the classroom in small group, especially those pupils whose parents have low or none educational attainment. The children of these parents may be given priority concern to learning since their parents cannot assist them to learning module. The teachers voluntarily give time to these pupils meeting them outside the classroom in small group following the IATF health prevention protocols. The students are given proper orientation of the appropriate social distancing, used of face mask, constant use of 70% concentrated alcohol for hand sanitation, constant washing the hands using appropriate soap or detergent, covering the nose and mouth while sneezing, and self-quarantine when sick.

7. Conclusion

The absence of face-to-face learning activities unnecessarily devoid of learning in as much as other learning modalities such as modular learning, synchronous learning and blended learning can rescue the problem of continues education. The need of essential programs on the parents involvement at home that can promote learning activities where parents can assist their children in answering the module, however extra effort from the educators side to consider the educational attainment of parents. The parents who have insufficient educational attainment may be assisted by the teachers in voluntary

condition. It is helpful that one or two teachers would be assigned from the school district to monitor the subject. Eventually, these teachers may come up with a sound program on collaborative learning using small group of parents or directly involving pupils. Modular learning sound most strategical learning approach while the government is still unsure of the opening of the face-to-face learning environment. Therefore, the teachers, school administrators and other stakeholders headed by the parents and the community should patronize the AITF protocols to continue education at home.

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