

Parental Involvement Scheme to Assist Home Learning Practices of Elementary Learners

Jowelyn Dumayas Collantes*

Master Teacher I, Banjo East Elementary School, Banjo East, Tanauan City, Philippines

Abstract: This paper presents a study on parental involvement scheme to assist home learning practices of elementary learners.

Keywords: Parental involvement scheme, home learning practices, elementary learners.

1. Context and Rationale

Coronavirus disease (COVID-19) brought unexpected takes and turns in the lives of many people. Various sectors were affected with the outrage of this virus. In the field of education nowadays, it changes a big part of the learning into the students. As the secretary of education sector emphasizes that even at times of pandemic, there must be a continuous education, thus the Department of Education introduced the new learning modalities to fulfill the needs of the students to ensure that no students left behind even at times of pandemic. Moreover, the participation of parents in educational process means that teachers and parents share the responsibility to teach students and work together to achieve educational goals. The good connection between parents and educational process of their children, the more robust is the foundation for the success of the student (Delgado, 2019). In support to this statement, the involvement of parents is related to their positions at home (monitoring the learning of children), as well as participation in activities organized at school like parent-teacher conferences, volunteer activities, various forms of parental activism, workshops and seminars for parents (Durisic & Bunijevac, 2017).

The opportunity and challenges in the new normal education had taken a serious concern in the education process. Numerous innovative programs have been proposed by the different learning sectors in the Philippines. The Department of Education highlighted the adoption of different learning delivery options such as but not limited to face-to-face, blended learning, distance learning and home schooling and other modes of delivery (Tria, 2020). In connection, the introduction of distance learning became the solution to continue the implementation of quality education to every student in the new normal setting.

In the new normal education, the parents' role in blended learning is to establish a connection and guide the child. Since students are home schooled, they have to monitor the development and performance of their child especially during

independent learning hours. Without the help of the parents, teachers will not able to meet the desired learning outcomes (Ancheta, 2020).

The learning delivery modalities that schools can adopt may be one or a combination of the following, depending on the COVID-19 restrictions and the particular context of the learners in the school or locality. Modular distance learning involves individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner, and other learning resources like Learner's Materials, textbooks, activity sheets, study guides and other study materials. At this mode of learning, teacher give the students also a learning sheet as well as the activity sheet and it will be collected after a week. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via e-mail, telephone, text message or instant messaging. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholder in the community needs to serve as para-teachers. The influence of parents on students' school achievement is well documented in numerous studies. Parental involvement at early stage of students learning, positively affects the students school performance because they will be proud to their child.

Parents have strong impact on their children's life especially regarding career choice. Parents are primary source of guidance; they conscientiously send their children off to school every day and expect them to do well they can add an important extra ingredient that will boost their children's success. Parents' participation is the ingredient that makes the difference. Parents' active involvement with their children's education at home and in school brings great rewards and has a significant impact on their children's lives. Parental involvement refers to a situation where parents are directly involved in the education of their children, they involve themselves and are involved by the school and teachers in the learning process of their children, and they fulfill their duties as parents in making sure that the learner is assisted in the process of learning as much as they possibly can. It does not just refer to parents enquiring about the performance of a learner in schools, but also in them taking a role in communicating with their children with the aim of having a healthy relationship with them, so that the process of encouraging, mentoring, leading and inspiring may be genuine.

*Corresponding author: jowelyn.collantes@deped.gov.ph

Also, parental involvement with regards to the behavior of the child is parental intervention that starts with parental guidance. If the child agrees then the job is done. If the child resists the, the parent will act to correct, punish, or prevent the child's undesirable behavior. Parental guidance is guiding your child and cons of their action and decisions and guiding your child by telling him/her the pros things. Parental involvement refers to the amount of participation a parent has when it comes to the schooling of his or her children. Some schools foster healthy parental involvement, but sometimes parents have hesitations if they will involve themselves with their children's education. It has been advocated in Western countries.

However, there is a body of literature that examines the significance of social and cultural influences and the effects of parents' involvement in and expectations of their children's development and learning. It is important for schools to recognize the existence of cultural variations in parent involvement because there are differences among parents with diverse background on when, why, and how they are involved in their children's education. The impact of parental support arises from parental values and educational aspirations and that, these exhibited continuously through parental enthusiasm and positive parenting style. These in turn are perceived by the student and, at the best, internalize by them. This has its impact on the student's self-perception as a learner and on their motivation, self-esteem, and educational aspirations. By this route parental involvement frames how students perceive education and schoolwork and motivation to succeed. As of now that society was facing pandemic issue, in the same manner a limited face-to-face is anticipated in the public schools next school year, the role of parents in the home learning process. With the new modes of learning, parents must have a big role in everyday lesson of their children, for they will be the one who will guide the learners on their home while they're having their class in online distance learning, modular distance learning or in a limited face-to-face set-up.

It is a fact that as of now, education department conducted different activities to give the proper education to the students. It is evident in the distribution and retrieval of modules that teacher did every week and checking and giving it back to the students as their references on the progress that students made. The problem observed was that some of the learners were not guided by their parents in the new learning modalities because they also have their own work or job to support the needs of their family, thus it affects the learning process of the students on the new modalities of learning. It was observed in Banjo East Elementary School that some parents were not totally involved in the learning process because some of them were busy on their job on their farm and some of them really don't know how to assist their children with the lesson. The current learning scenario opens the researchers' interest to focus on this study since as a teacher the researcher believes that parental support in schooling must be highly considered by every household this new normal set up of educational system. The researcher has an end view of crafting plan of action to encourage the parents to collaborate with the school regarding the schoolwork of their children.

2. Action Research Questions

The researcher aims at making home learning less challenging for Grade 5 pupils at banjo East Central School by offering a parental involvement scheme to help parents assist their children accomplish their learning tasks. Specifically, the research aims to answer the following questions:

1. What is the Grade 5 pupils initial submission status of learning tasks during the first weeks of submission?
2. What is the initial parental involvement level of Grade 5 learners 'parents/guardians relative to homeschooling?
3. How do parents describe the challenges encountered they encountered during the first weeks in assisting their children's homeschooling?
4. What parental involvement plan may be prepared?

3. Proposed Innovation, Intervention or Strategy

The parental involvement scheme aims to assist parents on how to guide their children at home in completing learning tasks. This is a list of strategies on how to manage learning at home, giving the parents insights on how home learning will be less challenging for the learners as well as for the as learning facilitators. The researcher considered the use of words that can be easily understood by the parents.

4. Action Research Methods

This section presents the sampling method and data collection procedure and plan for data analysis.

A. Participants and/or Other Source of Data

The researcher used purposive sampling technique to identify the respondents of this study. The set sampling criteria were as follows; a) they must be parents of grade five pupils in the school locale, b) they are identified by the teachers as substantial source of information and c) they must be willing to take part in the study. After considering all the sampling criteria, the researcher identified 45 parents as research respondents. The grade five teachers were the respondents of the study who gave the students' average performance on the submission of tasks.

B. Data Gathering Methods

A researcher-made questionnaire was constructed to answer the research questions. The questionnaire was validated by the school head to ensure the reliability of this research tool. The questionnaire covers the status survey of pupils' submission status of learning tasks, the identification of parental involvement level of Grade 5 learners 'parents/guardians relative to homeschooling, and the identification of the challenges encountered by the parents in assisting their children's homeschooling. Data gathered led to the preparation of parental involvement plan may be prepared to help the parents.

C. Data Analysis Plan

The survey of pupils' submission status of learning tasks were deduced from the submitted outputs of the students, results were presented in tabular form presenting the average

Table 1
Action research work plan and timeline

Activities	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	June-Aug
Gathering literature					
Formulating objectives					
Analyzing and drafting literature					
Drafting the context and rationale					
Identifying research design and methodology					
Drafting and peer validation of research material					
Distribution and retrieval of research material					
Tallying and interpretation of responses					
Drafting results and discussion					
Drawing conclusions and writing the recommendation					
Finalizing the introduction, review of related literature, results and discussion, bibliography					
Drafting the research output					
Encoding and polishing the entire paper and peer validation of the research output					
Submission of the action research to the division office and presentation to peers					

Table 2
Cost estimates

Item/Service	Amount	Source
1. Food for colleagues during research peer sharing	20x 100 = 2,000 PhP	Personal Fund
2. Printing Cost of manuscript and tarpaulin	500 PhP	
Total	2,500.00	

Table 3
Plans for dissemination and utilization

Dissemination Activities	Oct.	Nov.	Dec.
1. Orientation regarding the use of the research output			
2. Utilization of the research output			
3. Evaluation of the research output utilized			
4. Revision of the research output			
5. Feedback on the initial implementation			

mean rating of students' outputs. A checklist was used to the identification of parental involvement level of Grade 5 learners 'parents/guardians relative to homeschooling, data gathered was presented un tabular form showing the weighted mean of each item in the checklist. As to the identification of the challenges encountered by the parents in assisting their children's homeschooling, responses to the open-ended question guide will be presented in transcripts through qualitative data analysis.

D. Ethical Issues

The researcher ensured the ethical issues to be considered in this research. The sampling criteria made the selection of the respondents according to their availability and they were not forced to take part in the study. More so, the responses will be taken with strict confidentiality.

5. Results and Discussion

A. Initial Task Submission Status of Learners

Table 4

Subject	Weighted Mean
English	2.23
Filipino	2.25
Mathematics	2.23
Science	2.25
MAPEH	2.22
AP	2.23
ESP	2.21
Average Weighted Mean	2.23

Legend: 4- very good, 3-average, 2-poor, 1-failed

Data show that the turn in of learning tasks of learners is

below the average level. Students poorly submitted their learning tasks in all discipline or subject areas. This means that learners encountered difficulties in completing their tasks at home as described by its average weighted mean of 2.23 which is Poor as to Status of Task Submission by Learners. More so, teachers on the casual conversation with them shared that the quality of outputs submitted for each learning task were also below the target level of competencies that the learners should have achieved. They even complained that they are tired of accomplishing the tasks assigned to them and that they are not interested in accomplishing the tasks.

Grantt (2020) mentioned that students' motivation in accomplishing tasks was highly affected by the internal and external factors relative to his learning environment. Internal factors solely came from the students' themselves such as their learning attitude and learning motivation. The students complained in accomplishing the learning tasks probably because they are not interested in doing it or in one way or another the materials or tasks doesn't make sense to them at all. The external factors are the people on his learning environment who could be the teachers, classmates, friends, and family members. In the case of the learners in this current study, they are at home with their parents who served as their learning facilitators. Parents are not used to using most of their time assisting their children to accomplish learning tasks.

B. Initial Parental Involvement Level of Grade 5 Learners 'Parents/Guardians Relative to Homeschooling

Relative to the parental involvement level of Grade 5 learners 'parents/guardians relative to homeschooling the average weighted mean of 2.18 or verbally interpreted as Poorly

Table 5

Parental Involvement Activities	Weighted Mean
1. Set up a daily family routine, including healthy eating and sleeping habits	2.25
2. Provide a place and time at home for homework	2.21
3. Check on assignments, homework, and projects	2.12
4. Talk each day with your child about his/her activities	2.14
5. Promote literacy by reading to your child and by reading yourself	2.18
6. Limit and monitor TV watching, gaming, social media and computer time	2.19
7. Express high expectations and standards for your child's learning	2.14
8. Attend parent-teacher conferences and communicate to teachers regularly.	2.12
9. Participate in decisions that affect your child's education	2.17
10. Tap into home resources to support learning.	2.28
Average Weighted Mean	2.18

4 - Very Involved, 3 - Average Involved, 2 - Poorly Involved, 1 - Not Involved

Involved describes the kind of involvement of parents in the home schooling of their children. Johnson (2013) indicated that the parents' roles and participation in the schooling of their children matters a lot to the academic growth of the children as well as their social development. Parents who spent more time guiding their children to their schoolwork became more confident and interesting their studies. They considered their parents are their model in accomplishing school tasks or achieving more in school.

The most crucial involvement tasks of parents are check on assignments, homework, and projects and attend parent-teacher conferences and communicate to teachers regularly. These involvement tasks needed extra attention for the parents to practice more to ensure their maximum support to their children's schooling.

C. Challenges Encountered by the Parents in Assisting their Children's Homeschooling During the First Weeks of Classes

Parents cited the following challenges encountered in assisting their children's homeschooling:

- The tasks are very difficult for them to understand
- There's no enough time to assist their children
- Lack of time management between work and being a learning facilitator
- More number of children at home to be assisted
- The children are not interested to listen to the parents
- Too much workload for the children to accomplish
- Difficulty in looking for tutors because of the pandemic
- The family members experienced being infected by the virus
- The children cannot focus to their studies because of the gadgets

D. Proposed Scheme for Parental Involvement

Program Title: Parental Involvement Scheme for Children's Home Learning Practices

Project Time - Frame: Year Round

Project Summary:

Department of Education aims to produce learners who realized their full potential, embodied Filipino values, and helped in meaningfully in nation building. Challenges are inevitable especially that parents are the facilitators of learning, and they are at the same time struggling on their own dilemma of providing the needs of the family. As a learner-centered public institution, it is a goal that the students build resiliency. The project will be participated in by the students, parents, and other stakeholders. Objectives are identified to serve as basis in creating the project. Respective project will be planned by the teacher for each grading period on how the parents be assisted with vital solutions to effectively assist their children at home not only during the pandemic but even when the Full Face-to-Face classes started. It will be relayed through social media platforms like Facebook, messenger and google meet.

Program Objectives:

The following are the objectives of the program;

- a) Foster interdependence between and among the family members
- b) Promote good homeschooling habit
- c) Maximize the use of digital communications /interaction in support for our students' well-being

Program Methodology:

To achieve the objectives set, each grade five level will have a project that will be participated by students. Below is the proposed project per year level. The following activities are the specific tasks to implement to maximize parental participation in the homeschooling of learners:

- a) *Coffee Table Session:* Conduct of Teacher-Parent sharing of thoughts about the status of the learners when it comes to their performance in accomplishing school tasks.
- b) *Guide Me:* Teachers provide tips and pieces of advice relative to the strategies or techniques on how to assists their children's homeschooling.

Table 6
Implementation plan

Specific Activities	Scheme of Implementation	Time Frame	Persons Involved
Coffee Table Session	Conduct of Teacher-Parent sharing of thoughts about the status of the learners when it comes to their performance in accomplishing school tasks	Quarterly	Teachers and parents
Guide Me	Teachers provide tips and pieces of advice relative to the strategies or techniques on how to assists their children's homeschooling.	Year Round considering home schedule provided by the parents	Teachers and parents
Home Learning Activities	Series of activities that will tighten the bond between parents and their children, this could be in the form of virtual homebuilding activities including games and family bonding		

- c) *Home Learning Activities*: Series of activities that will tighten the bond between parents and their children, this could be in the form of virtual homebuilding activities including games and family bonding.

6. Conclusion

This paper presented a study on parental involvement scheme to assist home learning practices of elementary learners.

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Appendix

QUESTIONNAIRE

Part I. Tick the average weighted mean of the learning tasks submission status of Grade 5 pupils

Subject	4: Very Good	3: Average	2: Poor	1: Failed
English				
Filipino				
Mathematics				
Science				
MAPEH				
AP				
ESP				

Part II. parental involvement level of Grade 5 learners 'parents/guardians relative to homeschooling

Parental Involvement Activities	4: Very Involved	3: Average Involved	2: Poorly Involved	1: Not Involved
1. Set up a daily family routine, including healthy eating and sleeping habits				
2. Provide a place and time at home for homework				
3. Check on assignments, homework, and projects				
4. Talk each day with your child about his/her activities				
5. Promote literacy by reading to your child and by reading yourself				
6. Limit and monitor TV watching, gaming, social media and computer time				
7. Express high expectations and standards for your child's learning				
8. Attend parent-teacher conferences and communicate to teachers regularly				
9. Participate in decisions that affect your child's education				
10. Tap into home resources to support learning				