

Facilitating Student learning At Home: Investigating Parents' Responsibilities and Challenges in Their Children's Education

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ABSTRACT

This study focused on determining the perceived responsibilities, challenges met, and strategies used by the parents as learning facilitators to their children's education. The study utilized the quantitative method of research, specifically the descriptive survey research design, in gathering data necessary to accomplish the objectives of the investigation. An adopted questionnaire-checklist was the instrument used in gathering the needed data. The study revealed that the parent-participants' leading responsibilities were encouraging children to engage in different learning activities, facilitating children's learning at home, and establishing good relationship with children. Requiring parents to study was the leading challenge among the parents-participants. Encouraging children to answer their modules, engaging them in other activities, and doing household chores while assisting children in learning were the effective strategies employed by the parent participants.

KEYWORDS: *Challenges, Responsibilities, Strategies, Education, Parents, Children, New Normal*

INTRODUCTION

CoViD-19 pandemic has changed the way we see and appreciate things. These changes, no matter how hard for some, have turned into what we call the "new normal". It is an unprecedented event and no one was prepared. The lockdowns have put an unprecedented challenge on the governments to ensure that there should be continuity of learning (Chang & Yano) [1]. However, the Department of Education has been firm on its stand that "Learning must continue." Different learning modalities have been considered and explored making sure each will be the best fit for students' needs and interest in continuous learning.

Since this situation started, majority of the enrolled students have experienced the temporary closing of schools in an attempt to encourage social distancing and therefore decelerate the transmission of the virus (Viner) [2]; (Garbe) [3].

Before CoViD-19, the education of every student happened at school and mostly parents sent their children' in school since it is their role as a parent to send them for their education. Parental involvement is an important factor for student achievement in traditional school settings. Philippine

Information Agency [4] shared that the guidance and support of the parents will serve as an inspiration for the children to study.

In the new normal, parents also play a more significant role in the learning development of their children, because most education is now taking place in the home environment instead of on school campus, without the physical presence of the teachers. Parents are now taking a more support-oriented role by facilitating their children as they take on their assignments and home projects given by the teacher using different learning modalities. They play an important role in their children because they will stand as teachers and they are also evaluating the learning growth of their children.

However, parents must take on new and unfamiliar roles and responsibilities as their children participate in their education while experiencing an increasing instructional responsibility for their children's learning. Parents often struggle with understanding the role they should play in their children's education system. Many parents believe that they ought to be involved in their child's education, but do not know how to become involved (Robinson) [5].

While parents are anxious about the future, supporting the schooling of children with low motivation can be challenging (Daniel) [6]. It is comprehensible that the shift to a home learning needed to be established, and cooperation in this new task could be unenticing. An increased amount of non-educational based distraction exists in most homes. This illuminates the themes and central category of the experiences of the parents or guardians as a learning facilitator to their children during this new normal education.

Along this context, the researchers proposed this study to determined and obtain an overview of the parents' responsibilities and the challenges they met as they facilitate their children's education in this new normal. Since parents take a crucial stand when it comes to their children's development and education in this new normal. Since parents take a crucial stand when it comes to their children's development and education as a whole, they are the ones to take care on their children's overall physical and intellectual development since learning takes place in their homes.

Theoretical Framework

This study was anchored on the Parents, Resilient Mechanisms in the New Normal of Teaching Theory (Alice) [7], which states that recognition, adoption, and persistence are the parents' resilient mechanisms for them to succeed in their roles as learning facilitators in the new normal of teaching. This theory further strengthens the characterization of being "resilient" as manifested by the parents' mechanisms in coping with the new normal in education in the Philippines. It provides a frame of reference for educational leaders and institutions to come up with regulations and other guidelines that are responsive to the needs and experiences of the parents in actualizing the objectives of modular learning in the public basic education system.

Statement of the Problem

This study was conducted to investigate the perceived responsibilities, challenges met, and the strategies used by the parents as learning facilitators on their children's education during the new normal.

Specifically, this study pursued the following research questions:

1. What are the perceived responsibilities of the parents in their children's learning during the new normal?
2. What are the challenges met by parents when performing their roles in the education of their children during the new normal?
3. What are the strategies used by parents in addressing the challenges met?

The participants of this study were 95 parents who had children enrolled in grades 4, 5, and 6 in the chosen upland schools in Dumingag, Zamboanga del Sure for the Academic Year 2021-2022. This study used the quantitative method of research, specifically descriptive survey design, to get the appropriate data needed. The researchers used the questionnaire-checklist adapted from Agaton and Cueto [8] as data collection tool.

RESULTS AND DISCUSSIONS

Perceived Responsibilities of the Parent-participants

Table 1 presents the data on the perceived responsibilities of the parent-participants. As clearly shown on the table, the highest mean response of 4.83 is obtained by item number 2, which shows that parents encourage their children to engage in different learning activities. Followed by item number 10, with high mean response of 4.69, which the parent always facilitating their children's learning at home. The third high mean response of 4.66 is obtained by item number 8, which the parents always establish good relationship with their children.

The overall mean of 4.41 reveals that the parent-participants are "highly response" in encouraging their children to be engaged in different learning activities, facilitating children's learning at home, and establishing good relationship with them.

The finding is consistent with Mamta and Garcia [9] who contended that the responsibilities of parents are to support and encourage them in engaging both academic and sports. According to Wang, Zhang, Zhao, Zhang, and Jiang [10] when parents and children collaborate in learning activities, bonding between parents and children increases as they are able to spend much more time together.

Table 1. Perceived Responsibilities of the Parents During the New Normal

Statements	WAM	Interpretation
1. I provide my children a conducive learning space at home.	4.33	HR
2. I encourage my children to be engaged in the different activities given by teachers.	4.88	HR
3. When my children cannot understand, I seek for clarifications on the instructions given.	4.31	HR
4. I always create time to interact with my children to know about their learning progress.	3.69	R
5. I give appropriate amount of attention in facilitating my children's education at home.	4.29	HR
6. I become cheerleader when my children struggle on their modules, a principal when they need to be more structured, and a peer when they feel structured, and a peer when they	4.62	HR

feel isolated while answering their modules.		
7. I will be open to my children and demonstrate the commitment to supporting them in whatever way possible to their education.	4.55	HR
8. I establish good relationship with my children in order for them to have learning.	4.66	HR
9. I devise a way of approaching my children every time they bring improved results in home and motivate them to work hard at all times.	4.09	R
10. I am obliged to study and facilitate my children's learning at home.	4.09	R
Overall Mean	4.41	HR
Legend: 4.21-5.00	Highly Responsible (HR)	3.41-4.20
2.41-4.20	Moderately Responsible (MR)	1.81-2.60
1.00-1.80	Not Responsible (NR)	Responsible (R)
		Less Responsible (LR)

Challenges Met by the Parent-participants

Table 2 shows the data on the challenges met by the parent-participants. As reflected on the table, the highest mean response of 4.65 is obtained by item number 2, which always require parents to study is the most leading challenge among the parent-participants find difficult to encourage their children to work on their modules because they spend more time to play games. The third high mean response is item number 4, which the participants need to rely on help from older children because they are not familiar with the internet or computer-aided instructions.

In general, the overall mean of 3.83 reveals that parents are required to study when they facilitate their children at home since it is the leading challenge among the participants. The finding affirms the study of Hornsby and Lafaele [11] who state that the challenges faced by parents are having insufficient time to study the lesson of their children, or feeling uncomfortable with assisting their children due to their educational attainment.

Table 2. *Challenges Met by the Parent-Participants*

Statements	WAM	Interpretation
1. I do not have enough time to commit to learning with my children due to household errands (cooking, cleaning, buying food, etc.	3.39	MS
2. Distance or modular learning is a challenge for me because as a partner of our children's learning, I need to study as well.	4.65	VS
3. I'm, having a hard time to get my children's attention in answering their modules.	3.73	S
4. I have to rely on the help from older children because I am not familiar with the internet or computer-aided instructions.	3.91	S
5. The children at home do not want to learn if not told. They are lazy to learn and cannot complete the school's tasks.	3.67	S
	4.09	S

6. I am facing difficulties when it comes to making adjustments in facilitating my children's education at home.	3.74	S
7. I find it hard to teach my children because they respect their teachers more than me.	3.57	S
8. I find it difficult to understand the learning materials provided by teachers.	3.62	S
9. I lack confidence and readiness to stand as a learning facilitator to my child.	3.92	S
10. I find it difficult to encourage them to work on their modules because they spend more time to play games.		
Overall Mean	3.83	S

Legend:

4.21-5.00	Very Serious (VS)	3.41-4.20	Serious (S)
2.41-4.20	Moderately Serious (MS)	1.81-2.60	Less Serious (LS)
1.00-1.80	Not Serious (NS)		

Strategies Used by the Parents-Participants

Table 3 reveals the data on the strategies used by the parent participants in facilitating their children's learning at home.

As shown, the highest mean response of 4.88 is obtained by item number 7, which the parent participant always encouraging children to answer their modules, and interpreted as "Very Effective". Followed by item number 8, which parents engage their children in varied activities such as discussion, writing, drawing, and dancing. Third high response is obtained by item number 1, which the participants do the chores at home while assisting their children's learning.

Taken as a whole, the overall mean of 4.02 reveals that the strategies used by parents is effective in facilitating their children's learning at home. Like encouraging their children. To answer their modules, engaging them in other activities, and doing household chores while assisting their children's learning. This study supports the findings of Bhamani [12] wherein the strategies used by the parents at home to support learning are maintaining a strict schedule, and engaging their children in creative activities in order to keep their children's busy.

Table 3. *Challenges Met by the Parent-Participants*

Statements	WAM	Interpretation
1. I do the chores at home while assisting my children in learning.	4.49	VE
2. I make time for my children to play or exercise in order to be active in answering their modules.	4.12	E
3. I'm having a hard time to get my children's attention in answering their module.	3.47	E
4. I set the alarm on my mobile phone to ensure that both my work at home and the learning of my children are attended to.	2.36	VE

5. I seek help from teacher if the instructions are not clear.	3.73	E
6. Time out is used effectively in teaching and facilitating my children's education at home.	3.97	E
7. I encourage my children to answer their modules and help them in accomplishing their activities.	4.88	VE
8. I engaged my children in other activities such as discussion, writing, drawing, dancing, and listening to excellent music to enhance their creativity, empathy, and language skills.	4.77	VE
9. I handle my children is difficulty behavior effectively.	4.26	VE
10. I check my children's mood through various questions in order that their emotions will not affect their learning productivity.	4.15	E
Overall Mean	4.02	E

Legend:

4.21-5.00	Very Effective (VE)	3.41-4.20	Effective (E)
2.41-4.20	Moderately Effective (ME)	1.81-2.60	Less Effective (LE)
1.00-1.80	Not Effective (NE)		

CONCLUSIONS

The parent-participants consider themselves highly responsible in their children's learning at home. Serious challenges confront parent-participants when helping their children learn at home. The parent-participants apply effective strategies to address the challenges encountered.

RECOMMENDATIONS

The parents may strengthen the strategies applied in establishing good relationship, encouraging children to answer their modules, and engaging them in their activities. The pupils need to understand their parents' responsibilities, value their attitudes, and use their knowledge to make better decisions in their personal lives. The school heads and teacher may strengthen their ways in addressing the challenge they face to do some strategies and methods to guide the parents develop more positive attitudes and interests to facilitate their children's learning at home. Future researcher conducts similar studies to include more variables.

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