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Parental Academic Support in Online and Modular Learners Amidst Pandemic: A Comparative Study

M.C. Palma, T.N.V. Escucha., Z.B. Distor., B.V. Tuyao, A. Malaco, J. Estrellan*

Sultan Kudarat State University Laboratory High School, Tacurong City, 9800 Sultan Kudarat, the Philippines

Correspondence: E-mail: marluchristianpalma@sksu.edu.ph

ABSTRACTS

This study aims to determine how the impact of the COVID pandemic on the education system so that it changes learning patterns in daily life in the form of online and modular learning. How the attitude of parents in dealing with changes in educational normality faced by children as students is the focus of this research. In this study, parents were considered as an integral part of this survey due to their direct contact with learners. The results showed that the variables affected a parent's ability to actively participate in their child's education during the pandemic. The variables were influenced by (1) the parental role construction which is shaped by the beliefs, perception, and experiences of the parent; (2) the socioeconomic status of the parent which influences the skill, knowledge, energy, and time availability of the parent; (3) the invitation of parents by the teachers and schools to be active participants in the education of their children during the pandemic; (4) and the self-efficacy and confidence derived by the parent from being an active participant. We collected data from our respondents in the form of a survey, in which the data, through a Likert scale, were separated based on what form of modality the respondent is undertaking and they were analyzed by finding its mean and difference between the two media of education. The findings revealed that the major concern of the parents was related to children facing the problems due to sudden school closure and a complete lockdown on social gatherings. To address these challenges, schools have played a phenomenal role in flipping the conventional model of teaching and learning. However, phenomena have not been

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as easy as they may seem. Many teachers had to speedily overcome camera consciousness and be able to deliver 'live' classes. Moreover, parents have adapted quickly to address the learning gap that has emerged in their children's academic lives in these challenging times. Home learning has emerged as a substitute to the conventional schooling methods, which should be made effective to provide essential learning skills to children at home using the limited available resources. The limitations remain like how parents with different educational backgrounds will follow through the instructions; therefore, online schooling to support home learning can be a go-to strategy where teachers deliver education online. This research provides parents with an overview of how their support has affected their children's academic performance so far, as well as provides them with knowledge about their shortcomings in supporting their children's education during the pandemic.

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1. INTRODUCTION

The COVID-19 pandemic has caused a massive impact on higher educational institutions. Face to face classes were stopped and institutions opted for online and modular learning. Parental academic support was also affected due to some families lost their jobs which is sourcing them their daily needs. The study was conducted to determine the level of support parents made in the changes of academic discourse because of the pandemic (Chohan and Khan, 2010; Sangsawang, 2020). Many researchers have reported the ways how to against Covid-19 pandemic (Anggraeni et al., 2020; Razon, 2020; Hamidah et al., 2020; Hashim et al., 2020; Sangsawang, 2020; Nasution and Nandiyanto, 2021).

References related to Philippines' situation on distance learning, the academic support given by the parents during the pandemic, it is importance and impact on students' academic achievement, and views of parents and children towards remote learning were used in forming this study. However, there is no study about the comparison of the academic support of parents between online and modular learners (Lau and Lee, 2020; Chohan and Khan, 2010; Garbe et al., 2020; Tria, 2020; Bokayev et al., 2021).

The purpose of the study is to gather data regarding the handling of the current shift of form of class by the parents of the students to conclude the quality of their adjustment, through the use of surveys and statistical analysis. It is unique to the connecting studies for it is relevant for the current condition of the world, it is the reflection of the adaptation of parents during a pandemic, and it connect to education, pandemic, living condition of a family, and etc.

2. METHODS

An adapted survey-questionnaire from Cadosales et al., (2017) on their study "Students' Relationship with Parents: Basis for an Action Plan" were used in obtaining necessary

informations needed about the subject. It contains items that determined the level of academic support of parents amidst pandemic. Items in this part were presented in a five-point Likert scale. The respondents specified the academic support of their parents as Never (1), Seldom (2), Sometimes (3), Often (4) and Always (5) (Bokayev, et al., 2021).

Table 1 shows the rating scale used to determine and interpret the level of academic support for parents in the midst of a pandemic. This scale is used to interpret the average obtained for each indicator.

3. RESULTS AND DISCUSSION

3.1 Level of academic support of parents in online learners

Table 2 shows the level of academic support of parents towards the students who are taking online classes in the middle of a pandemic. It shows that they have high level of academic support with a mean of 3.74. Out of the ten parental practices, four are being done always. Four are also being done often and lastly, two are being done sometimes. Overall, they got high academic support from their parents. In the study of Zhao et al., (2020), it was stated that students are receiving high support from their parents despite continuing education amidst the pandemic which is similar with online learners.

3.2. Level of academic support of parents in online learners

Table 3 shows the level of academic support of parents towards the students who are taking modular classes in the middle of a pandemic. Out of the ten practices, three are done always, two are often, two are sometimes, and three are seldom. But overall, they still got high academic support from their parents. Modular learners having high academic support from their parents also shows similarity to the result of the study of Zhao et al., (2020) which reveals that students were given high support by their parents, academically, in spite of continuing education in the midst of pandemic.

Table 1. Rating and Interpretation Scale

Range	Scale	Description	Interpretation
4.20 – 5.00	1	Always	Very High Level of Academic Support
3.40- 4.19	2	Often	High Level of Academic Support
2.60 – 3.39	3	Sometimes	Moderate Level of Academic Support
1.80 – 2.59	4	Seldom	Moderate Level of Academic Support
1.00 – 1.79	5	Never	Very Low Level of Academic Support

Table 2. Level of academic support for students taking online classes in the midst of a pandemic.

Statements	Mean	Description
My parent/s spend time in helping me studying my lesson.	2.69	Sometimes
My parent/s help me in doing my assignments and home works.	2.72	Sometimes
My parent/s spend time with me when I experience difficulties related to my studies.	3.5	Often
My parent/s encourage or comfort me in times of discouragement or when I feel down at school.	3.69	Often
My parent/s motivate me to do my best in school.	4.22	Always
My parent/s appreciate me when I have good performance in school.	4.34	Always
My parent/s listen to me when I open up problems about my studies.	3.47	Often
My parent/s give me advices related to school.	3.91	Often
My parents encourage me to read references about the lessons I have.	4.25	Always
My parent/s allocate budget in buying materials needed for my performance tasks.	4.63	Always
Weighted Mean	3.74	Often

3.3. Difference between parent's supports in terms of modular and online learning

Table 4 shows the results on the difference between parent's supports in terms of Modular and Online Learning. Based on the table, in as much the computed t-value, $t_c = 0.33$ and lesser than the t-critical value of 2.10, then we can say that there is sufficient evidence to accept the null hypothesis. Therefore, we can conclude that there is no significant difference in the parental academic support received by modular and online learners while learning in a pandemic.

4. CONCLUSION

Based on the studies that have been conducted, parents still value education and want their children to continue to study and excel at school, this is shown by the statistical results of the high level of academic support on a scale of 1 - 5, with an average of 3.74. Apart from the pandemic which has caused many negative experiences and provided an uncomfortable life, one of the causes could be unemployment that has arisen. They still manage to provide high academic support to their children during this time. It also shows that parents have an overview of all the events their children face at school.

Table 3. Academic support of parents in modular learners

Statements	Mean	Description
My parent/s spend time in helping me studying my lesson.	2.33	Seldom
My parent/s help me in doing my assignments and home works.	2.25	Seldom
My parent/s spend time with me when I experience difficulties related to my studies.	2.58	Seldom
My parent/s encourage or comfort me in times of discouragement or when I feel down at school.	3.08	Sometimes
My parent/s motivate me to do my best in school.	3.92	Often
My parent/s appreciate me when I have good performance in school.	4.25	Always
My parent/s listen to me when I open up problems about my studies.	3.17	Sometimes
My parent/s give me advices related to school.	3.92	Often
My parents encourage me to read references about the lessons I have.	4.17	Always
My parent/s allocate budget in buying materials needed for my performance tasks.	4.42	Always
Weighted Mean	3.41	Often

Table 4. Difference between parent's supports in terms of modular and online learning

	Degrees of freedom	T-Computed Value	0.05	0.01	Interpretation
Modular Learners	18	0.33*	2.1	2.88	There is no significant difference
Online Learners					

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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