PARENT ENGAGEMENT IN TEACHING MODALITIES AMIDST PANDEMIC: ITS RELATION TO STUDENT LEARNING

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ABSTRACT
The study aimed to determine parent engagement in teaching modalities amidst pandemic: Its relation to student learning. Specifically, the study attempted to answer the questions: (1) What is the level of parent engagement in teaching modalities in terms of online class supervision, financial support and moral support? (2) What is the level of student learning in terms of cognitive, values formation and skills? And (3) Is there a significant relationship between parent engagement in teaching modalities amidst pandemic and student learning?

Descriptive method of research was used to analyze the data systematically. The respondents were the selected parents and their children in Grade 9 online modality of Pedro Guevara Memorial National High School, Santa Cruz, Laguna. They were selected using purposive sampling technique in determining the sample size. Out of 436 Grade 9 students in online modality of Pedro Guevara Memorial National High School, 130 Grade 9 online students and parents became the respondents of this study.

The research instrument used in this study was questionnaire. This instrument was used to gather information with respect to the problem covered in the study. Based on the data gathered, the researcher found out that there was a "significant relationship between the parent engagement in teaching modalities amidst pandemic to the student learning". It shows that the null hypothesis stating that "There is no significant relationship between parent engagement in teaching modalities amidst pandemic and student learning." Therefore, the hypothesis is rejected. It can be inferred that there is a "significant relationship" between them.

Based on the findings made, the following were hereby recommended: Education leaders in the division or district level may organize some training programs giving emphasis on capacity building for parents/guardians on effective facilitating of remote learning; School heads may consider the voices of parents/guardians with school-based planning regarding the efficient delivery of distance and conduct school programs, projects, and activities that will capacitate and encourage them to be more engaged with their children's studies; Teachers may always communicate with parents/guardians through group chats or constant text messages for them to ensure involvement of parents by knowing the schedule and monitoring the activities that the students must accomplish and make parents feel that the teachers are always there to guide and understand them; Parents may work hand-in-hand with the school administration and teachers to be well-educated on online learning to guide the students more while learning at home; and future researchers may do further studies giving emphasis to the variables in the present studies.

KEYWORDS: *Parent Engagement, Online Class Supervision, Financial Support, Moral Support, Student Learning, Cognitive, Values Formation, Skills*

INTRODUCTION
According to World Health Organization (2021), Coronaviruses (CoV) are a large family of viruses that cause illness ranging from the common cold to more severe diseases. A novel coronavirus (nCoV) was first identified on 7 January 2020 and was

temporarily named "2019-nCoV". It was subsequently named the "COVID-19 virus". With the continuous increasing number of cases, number of deaths, and number of affected countries, the World Health Organization made an assessment that COVID-19 outbreak can be characterized as a global pandemic last March 11, 2020.

Since COVID-19 reached the country, very strict health protocols were implemented by the Inter-Agency Task Force (IATF) from national down to the local government units. The COVID-19 pandemic really changed all aspects of the society –medical, political, economic, social, spiritual, and educational. It has been a great challenge for the medical experts and health workers to determine the prevention and cure the disease causing human death. The formulation of COVID-19 vaccines became the priority of countries to defeat, if not, lessen the impact of the spread of COVID-19. Political leaders got problematic due to the over-all impact of the pandemic to their constituents. Philippines experienced low economic performance during the pandemic because some businesses had low income. and worst, got closed permanently. Many individuals lost their jobs and poverty increased. Going outside during the community quarantine were limited to essential activities only. People were encouraged to stay at home. This resulted to limited socialization. Moreover, religious activities were prohibited resulting to churches being closed. And haplessly, schools were also closed and face-to-face classes were not possible.

As a response to this problem in education, the Department of Education (DepEd) suggested different learning delivery modalities that schools may adopt for the continuity of education, depending on the COVID-19 restrictions and the particular context of the learners in the school or locality. This includes traditional face-to-face, modular distance learning (MDL), online distance learning (ODL), blended learning, and homeschooling. Whatever learning delivery modality the school adopted, teachers and parents should cooperate to ensure that student learning will still be achieved even amidst the pandemic. Aside from teachers' efforts in preparing instructional materials and self-learning modules, parents' support to the learners is much needed to make this school year a successful one and make the continuity of education possible. They serve as the bridge that connects teachers and students to learn. This is the significant role they are playing now in the new normal in terms of education. It may come in the form of discussions about school, helping with the homework, or in the

submission in school of learning tasks answered by students.

The efforts exerted by the parents in this new normal set up in education should be recognized and be appreciated. As a matter of fact , not all parents have enough knowledge about the technology required in distance learning but at least, they are all trying to adapt and help their children receive quality education amidst the pandemic. The school where the researcher is currently teaching has adopted two distance learning delivery modalities, modular distance learning (MDL) and online distance learning (ODL), wherein parents need to adapt. This is the reason why the researcher wanted to determine the relation of parent engagement in teaching modalities to student learning amidst the pandemic.

OBJECTIVE OF THE STUDY

The purpose of the study is to determine the relationship of parent engagement in teaching modalities amidst pandemic to student learning.

Specifically, it sought to find answers to the following questions:

1. What is the level of parent engagement in teaching modalities in terms of:

      1.1 online class supervision;

      1.2 financial support; and

      1.3 moral support?

2. What is the level of student learning in terms of:

      2.1 cognitive;

      2.2 values formation; and

      2.3 skills?

3. Is there a significant relationship between parent engagement in teaching modalities amidst pandemic and student learning?

RELATED LITERATURE

Sinha (2020) expressed that due to the on-going COVID-19 pandemic, the ability to embrace uncertainty has become critical. People should build resilience to help them bounce back from personal and professional setbacks. Through cognitive skilling, anyone can learn to embrace uncertainty, live with change, and be resilient. Developing skills such as flexibility, emotional self-regulation, and creative problem solving can strengthen a person's 'change muscle'.

Stenquist (2019) explained that there are five qualities needed for online student success. First is having commitment by independently putting time

aside for education. Second, excellent planning ability. It can be done by utilizing planning tools like calendars and smart phone alerts to track assignments. The third one is communication skills to frequently engage with their professors and fellow students. Next is focus. It means that student utilize available tools and make a conscious effort to avoid distractions in order to stay on task. The last one is having determination. It is the degree to which one take himself seriously as a student.

Miller (2019) emphasized that adjusting to online learning could be a great challenge at first. But once a student was able to adapt with it, there are many benefits to be realized. It can help a student for career advancement and demonstrate key skills to potential employers such as added flexibility and self-paced learning; better time management; demonstrated self-motivation; improved virtual communication and collaboration; a broader, global perspective; refined critical thinking skills; and new technical skills.

Betkowski (2020) cited some ways parents can help their kids succeed at online learning. It is important for parents to supervise or keep an eye on what their children are doing during class time. Parents can help students to set up a schedule to make sure that assignments get done and to strike a healthy balance between work and playtime. In addition, parents can assist children's learning by nurturing playful moments. While for older students who spend leisure time online, parents can ask them what they're reading and talk about critical thinking. Lastly, if parents noticed that their children are still struggling with their lessons, parents should connect with the teacher.

According to Cornelius (2020), right workspace makes a huge difference students' mindset and ability to focus especially when participating in elearning. Parents could think about their child's personality and needs in creating a workspace and asking the child where and how he will be comfortable in completing learning tasks. And no matter what the workspace looks like, parents should ensure that the child has easy access to the materials and supplies that he will need to be efficient such as good headphones, a wireless mouse and a laptop, plenty of notepaper, pens, and other basic office supplies.

Sunarjo (2020) emphasized that parents can support kids during virtual learning by creating a routine and following it together, providing kids with the necessary learning tools, and promoting growth mindset. If the child still feels unmotivated and apathetic towards virtual learning, parent and the child need to work together to change their mindset. This can be done by teaching the child how to see challenges as opportunities and allow them to see it as beneficial. Most of all, the parent must be an example of persistence and positivity to their own child because the child absorbs the parent's energy like a sponge. Therefore, parents need to inspire them with positive attitude.

RESULTS AND DISCUSSION
Level of Parent Engagement

Table 1. Level of Parent Engagement as to Online Class Supervision

The parents . . .	Always		Sometimes		Seldom		Never		Overall Mean
	F	%	f	%	f	%	f	%	
1. Monitor their child's progress and behavior during online class.	67	51.5%	50	38.5%	12	9.2%	1	0.8%	3.41 (VH)
2. Help their child establish and maintain a regular schedule for working on their online learning and let them work at their own pace.	85	65.4%	35	26.9%	9	6.9%	1	0.8%	3.57 (VH)
3. Remove distractions for their child's online learning such as video games, computer games, social media, TV, etc	65	50.0%	48	36.9%	10	7.7%	7	5.4%	3.32 (H)
4. Make sure that all their child's required school works are completed.	104	80.0%	22	16.9%	3	2.3%	1	0.8%	3.76 (VH)
5. Stay connected with the teachers for the updates of their child's progress and when they seem to be struggling with the lessons.	65	50.0%	42	32.3%	16	12.3%	7	5.4%	3.27 (H)

Overall Mean: 3.47 Very High

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Legend:
   3.40 – 3.99   Very High
   2.80 – 3.39   High
   2.20 – 2.79   Moderately High
   1.60 – 2.19   Low
   1.00 – 1.59   Very Low

The overall mean of 3.47 indicates that the level of parent engagement as to online supervision was *very high*. This means that though parents have a lot of things to do with household chores or work, they still ensure to find time in monitoring and guiding their children in online class during this COVID-19 pandemic. Because they believe that it will help the children to easily cope with the sudden shift to new normal of education and to maintain good grades.

Table 2. Level of Parent Engagement as to Financial Support

The parents . . .	Always		Sometimes		Seldom		Never		Overall Mean
	F	%	f	%	f	%	f	%	
1. Set up at home a physical space intended for learning.	103	79.2 %	19	14.6 %	7	5.4 %	1	0.8 %	3.72 (VH)
2. Provide reliable devices (headphones, smart phone, tablet, or laptop) for online class.	111	85.4 %	18	13.8 %	1	0.8 %	0	0.0 %	3.85 (VH)
3. Assure that their child has reliable access to the internet in order to complete their online tasks and engage with their teacher and classmates.	117	90.0 %	11	8.5 %	2	1.5 %	0	0.0 %	3.88 (VH)
4. Ensure that their child has easy access to the materials and supplies he/she will need to study efficiently such as pens, papers, notebooks, etc.	115	88.5 %	15	11.5 %	0	0.0 %	0	0.0 %	3.88 (VH)
5. Provide financial support for school requirements such as projects or outputs.	115	88.5 %	13	10.0 %	1	0.8 %	1	0.8 %	3.86 (VH)

Overall Mean: 3.84 Very High

Legend:
   3.40 – 3.99   Very High
   2.80 – 3.39   High
   2.20 – 2.79   Moderately High
   1.60 – 2.19   Low
   1.00 – 1.59   Very Low

The overall mean is 3.84 which means that the level of parent engagement in terms of financial support is *very high*. This implies that parents give value to the education of their child. They provide all the things needed to support their child's studies, especially in an online distance learning. Now that students have online classes, reliable devices and internet connection can be considered as needs to support e-learning.

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Table 3. Level of Parent Engagement as to Moral Support

The parents . . .	Always		Sometimes		Seldom		Never		Overall Mean
	F	%	f	%	f	%	f	%	
1. Stay positive and interested in their child's online learning and help them start a learning task if necessary.	99	76.2%	26	20.0%	5	3.8%	0	0.0%	3.72 (VH)
2. Motivate or encourage their child that they can make it even in a virtual classroom set up.	108	83.1%	17	13.1%	5	3.8%	0	0.0%	3.79 (VH)
3. Reduce household stress when their child is learning from home.	91	70.0%	32	24.6%	4	3.1%	3	2.3%	3.62 (VH)
4. Help their child communicate at school if needed.	92	70.8%	31	23.8%	7	5.4%	0	0.0%	3.65 (VH)
5. Acknowledge when their child does well at online learning.	101	77.7%	26	20.0%	3	2.3%	0	0.0%	3.75 (VH)

Overall Mean: 3.71 Very High

Legend:
- 3.40 – 3.99   *Very High*
- 2.80 – 3.39   *High*
- 2.20 – 2.79   *Moderately High*
- 1.60 – 2.19   *Low*
- 1.00 – 1.59   *Very Low*

The overall mean of 3.71 implies that the level of parent engagement as to moral support is *very high*. This just means that parents know how stressful it is for the students to study in this new normal of education. They help students to cope up with the current situation through giving moral support.

Level of Student Learning

Table 4. Level of Student Learning with regard to Cognitive

The students. . .	Strongly Agree		Agree		Disagree		Strongly Disagree		Overall Mean
	f	%	f	%	f	%	f	%	
1. Explore the learning materials and develop a deeper understanding.	76	58.5%	54	41.5%	0	0.0%	0	0.0%	3.58 (VH)
2. Develop problem-solving skills and study skills that they can apply in any subject.	77	59.2%	50	38.5%	3	2.3%	0	0.0%	3.57 (VH)
3. Make connections and apply new concepts to what they already know.	84	64.6%	44	33.8%	2	1.5%	0	0.0%	3.63 (VH)
4. Reflect on their own experience.	85	65.4%	42	32.3%	3	2.3%	0	0.0%	3.63 (VH)
5. Discuss about what is being taught by teachers.	77	59.2%	50	38.5%	3	2.3%	0	0.0%	3.57 (VH)

Overall Mean: 3.60 Very High

Legend:
- 3.40 – 3.99   *Very High*
- 2.80 – 3.39   *High*
- 2.20 – 2.79   *Moderately High*
- 1.60 – 2.19   *Low*
- 1.00 – 1.59   *Very Low*

The overall mean of 3.60 indicates that the level of student learning as to cognitive is *very high*. This means that with this "new normal" set up, students were able to adapt to the sudden change in education, especially in online distance learning. Cognitive skills brought by the current situation were developed among learners.

Table 5. Level of Student Learning with regard to Values Formation

The students. . .	Strongly Agree		Agree		Disagree		Strongly Disagree		Over all Mean
	f	%	f	%	F	%	f	%	
1. Build self-discipline towards their studies.	81	62.3%	46	35.4%	2	1.5%	1	0.8%	3.59 (VH)
2. Develop the virtue of responsibility and accountability in all their undertakings.	96	73.8%	31	23.8%	3	2.3%	0	0.0%	3.72 (VH)
3. Have self-motivation to learn new things.	87	66.9%	37	28.5%	5	3.8%	1	0.8%	3.62 (VH)
4. Develop competitiveness that pushes them to perform better each time.	64	49.2%	56	43.1%	7	5.4%	3	2.3%	3.39 (H)
5. Develop hard work to secure good grades.	98	75.4%	26	20.0%	6	4.6%	0	0.0%	3.71 (VH)
Overall Mean: 3.61 Very High									

Legend:

    3.40 – 3.99   Very High
    2.80 – 3.39   High
    2.20 – 2.79   Moderately High
    1.60 – 2.19   Low
    1.00 – 1.59   Very Low

The overall mean is 3.61 which indicates that the level of student learning with regards to values formation is *very high*. This implies that aside from the academic lessons, students also learn life lessons and develop values from their online distance learning experiences. These values are very essential once they reached adulthood because they need to interact with other people in the society and have good interpersonal relationship especially in the workplace.

Table 6. Level of Student Learning with regard to Skills

The students. . .	Strongly Agree		Agree		Disagree		Strongly Disagree		Overall Mean
	F	%	f	%	f	%	f	%	
1. Learn technical skills to navigate lectures, download learning materials, and interact with others online.	92	70.8%	37	28.5%	1	0.8%	0	0.0%	3.70 (VH)
2. Improve communication skills digitally, share information in nontraditional ways, listen and read carefully, and respond specifically and succinctly.	88	67.7%	35	26.9%	7	5.4%	0	0.0%	3.62 (VH)
3. Develop organizational skills in managing multiple assignments and deadlines in addition to family responsibilities.	86	66.2%	40	30.8%	4	3.1%	0	0.0%	3.63 (VH)
4. Improve research skills with simple Google searches and use of advance features when digging for information.	104	80.0%	24	18.5%	2	1.5%	0	0.0%	3.78 (VH)
5. Improve time management skills for doing all required learning tasks.	85	65.4%	40	30.8%	5	3.8%	0	0.0%	3.62 (VH)
Overall Mean: 3.67 Very High									

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Legend:

3.40 – 3.99	*Very High*
2.80 – 3.39	*High*
2.20 – 2.79	*Moderately High*
1.60 – 2.19	*Low*
1.00 – 1.59	*Very Low*

The overall mean of 3.67 implies that the level of student learning in terms of skills is *very high*. This shows that with the continuous practice of online learning, students will be able to develop certain life skills that would surely benefit them in the future as members of the country's labor force.

Relationship between Parent Engagement in Teaching Modalities and Student Learning
Table 7. Relationship between Parent Engagement in Teaching Modalities and Student Learning

Variables	Cognitive			Values Formation			Skills		
	r-value	p-value	Analysis	r-value	p-value	Analysis	r-value	p-value	Analysis
Online class supervision	0.508	0.000	*S*	0.538	0.000	*S*	0.564	0.000	*S*
Financial support	0.354	0.000	*S*	0.306	0.000	*S*	0.293	0.001	*S*
Moral support	0.523	0.000	*S*	0.496	0.000	*S*	0.588	0.000	*S*

Legend:

$\pm 0.80 - \pm 1.00$ *Very strong*
$\pm 0.60 - \pm 0.79$ *Strong*
$\pm 0.40 - \pm 0.59$ *Moderate*
$\pm 0.20 - \pm 0.39$ *Weak*
$\pm 0.00 - \pm 0.19$ *Very weak*

The relationship between parent engagement in teaching modalities and student learning was tested in this study. It was found that there is *significant* relationship between the parent engagement in teaching modalities in terms of online supervision and the student cognitive learning (*r*=0.508, *p*=0.000). The relationship is moderate and positive. This means the students' cognitive learning improve as the parents guide them during online learning. They exert more effort towards their studies knowing that their parents do everything to help them in studying amidst pandemic. Although the parents are working or busy throughout the day, they still find time and ways to guide them especially now that teachers are not physically present to teach their children.

It can be noted that the relationship between the parent engagement in teaching modalities in terms of financial support and the student cognitive learning is also *significant* (*r*=0.354, *p*=0.000). The relationship is weak but significant. It means that students' cognitive learning improves as the parents financially support their distance learning as it is the duty of the parents to provide the needs of their children, especially in education.

Also, there is *significant* relationship between the parent engagement in teaching modalities in terms of moral support and the student cognitive learning (*r*=0.523, *p*=0.000). The relationship is moderate and positive. This means that students' cognitive learning enhances as the parents show moral support to them. The love and encouragement they feel from their parents boosts their confidence and eventually helps in improving their learning even amidst pandemic.

It was found that there is *significant* relationship between the parent engagement in teaching modalities in terms of online supervision and the students' values formation (*r*=0.538, *p*=0.000). The relationship is moderate and positive. This means the students' values formation improves as the parents supervise them during online learning. They learn certain values while in an online learning. Students reflect on the values they see to their parents while the latter guides them in online learning and form it as their own values, too. Such values include patience, responsibility, accountability, hard work, self-discipline, and others.

It can be noted that the relationship between the parent engagement in teaching modalities in terms of financial support and the students' values formation is

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also *significant* (*r*=0.306, *p*=0.000). The relationship is weak but significant. It means that students' values formation improves as the parents give financial support for their online distance learning. There are some students who know how to give back to their parents' sacrifices. Seeing how their parents do everything they can to support them financially, students also give their best by being responsible, hardworking, disciplined, accountable towards their studies

In addition, there is *significant* relationship between the parent engagement in teaching modalities in terms of moral support and the students' values formation (*r*=0.496, *p*=0.000). The relationship is moderate and positive. This means that students' values formation enhances as they get moral support from their parents. Of all people in the world, it is the support from their parents that they need the most especially now that we are facing a pandemic that changed all aspects of life. From this kind of support, students develop values needed to surpass the challenges of distance learning.

It was revealed that there is *significant* relationship between the parent engagement in teaching modalities in terms of online supervision and the student skills (*r*=0.564, *p*=0.000). The relationship is moderate and positive. This means the students' skills enhances as they are guided by their parents during online learning. Because they know that their parents are always there to assist them, they exert more effort to improve their learning. Unconsciously, they acquire certain skills from the continuous participation in online learning. These skills were needed in the future if they will become employed in a workplace.

It can be noted that the relationship between the parent engagement in teaching modalities in terms of financial support and the student skills is also *significant* (*r*=0.293, *p*=0.001). The relationship is weak but significant. It means that students' skills improve as the parents financially support their online learning. Students were able to continue their studies and acquire important skills amidst pandemic because of this support that their parents do. In fact, this new normal in education cannot be really possible to continue and be successful without them.

Lastly, there is *significant* relationship between the parent engagement in teaching modalities in terms of moral support and the student skills (*r*=0.588, *p*=0.000). The relationship is moderate and positive. This means that students' skills enhances as moral support is shown by their parents. Students improve their own learning and eventually learn new skills towards their studies having in mind that their parents are always there to support all of their undertakings especially when it comes to their education.

CONCLUSION

Based on the data, the conclusion was derived that there was a "significant relationship between the parent engagement in teaching modalities amidst pandemic and student learning". It shows that the null hypothesis stating that "There is no significant relationship between parent engagement in teaching modalities amidst pandemic and student learning." Therefore, the hypothesis is rejected. It could be deduced that there is a "significant relationship" between them.

RECOMMENDATION

Based on the findings made, the following were hereby recommended:

1. Education leaders in division or district level may organize some training programs giving emphasis on capacity building for parents/guardians on effective facilitating of remote learning.

2. School heads may consider the voices of parents/guardians with school-based planning regarding the efficient delivery of distance and conduct school programs, projects, and activities that will capacitate and encourage them to be more engaged with their children's studies.

3. Teachers may always communicate with parents/guardians through group chats or constant text messages for them to ensure involvement of parents by knowing the schedule and monitoring the activities that the students must accomplish and make parents feel that the teachers are always there to guide and understand them.

4. Parents may work hand-in-hand with the school administration and teachers to be well-educated on online learning to guide the students more while learning at home.

5. Future researchers may do further studies giving emphasis to the variables in the present studies

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