



ANALYSIS OF THE PARENTS' DIFFICULTIES AS HOME-TEACHERS

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ABSTRACT

Teachers and parents have been partners for providing child's educational needs since then. But knowing what the pandemic has caused to the education system, the researchers had come up with the idea of analyzing parents' difficulties in as home-teachers and put an end to it. This study intends to look over to the impact of online *kumustahan* to the challenges parents have encountered throughout their teaching experience. In addition, it also focused on the possible solutions to the problems and the effect of online *kumustahan* to the difficulties encountered by the parents as home-teachers. During the school year 2021-2022, a total of 30 Grade IV pupils' parents from San Antonio Central School in the Schools Division of Quezon participated in this study. Since it has evolved into a parent-teacher interaction that can enhance a student's education, online *kumustahan* with parents is important. It can address the difficulties parents encounter when instructing their children at home, and it helps home-teachers find solutions to the issues they have and will face. Based on the study, online *kumustahan* has a favorable impact on teachers and parents in students learning progress.

Keywords: Home-teachers, Learning process, Online *kumustahan*, Parents' difficulties, Teaching experience

INTRODUCTION

Quinones (2020) defines distance learning as a kind of instruction in which instruction is delivered between a teacher and students who are geographically separated from one another. There are three variations of this modality: TV/radio-based instruction, online distance learning, and modular distance learning.

According to Agustin et al (2021) since education is no longer held within the school, parents serve as partners of teachers in education. Parents play a vital role as home facilitators. Their primary role in modular learning is to establish a connection and guide the child.

While San Antonio Central School is experiencing modular distance learning, meeting with parents is one component of teaching that appears especially difficult. When you can't even see your students in person, how can you communicate with their families? Platforms for virtual conferencing are useful in this situation. This is the time when Grade IV teachers of San Antonio Central School initiated the video conferencing which they called Online *Kumustahan* with Parents. The said online *kumustahan* aims to assist parents in dealing with their problems while teaching their children in the current distant learning mode. During the school year 2021-2022, a total of 30 Grade IV pupils from San Antonio Central School in the Schools Division of Quezon participated in this study.

For the benefit of the students' education, educators in collaboration with the parents needed to assist them in any way feasible. Grade IV teachers of San Antonio Central School

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often check in with parents using the Online *Kumustahan* to determine what support they need to provide for their children at home. As a result, parents can address their worries after receiving alternatives and solutions from the teachers.

Online *kumustahan* with parents is essential since it was transformed into a parent-teacher relationship that can enrich a student's education. It can address the hurdles parents confront when teaching their kids at home, and home teachers discover some solutions to the problems they have faced and will face.

METHODOLOGY

Research Approach

The researcher will use a descriptive research method and surveys. These will help the researcher to determine and explain the facts through the use of many variables.

Research Participants/ Respondents

The respondents of this study will be 30 parents of Grade IV Marikit from San Antonio Central School in San Antonio Quezon. They are chosen through simple random sampling. The researcher will choose parents that has internet connection at home so they can answer questions through google form and parents who always go to school for their child's learning materials.

Sampling Design

The researcher will use a random sampling. Random sampling is one of the simplest forms of collecting data from the total population.

Research Procedures of Data Collection

After thorough reading on the conduct of this study, the researcher will formulate questionnaires for the experimentation and evaluation which was to gathered correct and appropriate data for this research. The researcher will prepare a letter for the school principal asking permission to allow the researcher to conduct study with the selected respondents. After the letter was approved the researcher will give the questionnaires to the respondents through an online platform called google forms.

Method of Data Analysis

The researcher used cross-tabulation data analysis.

Research Ethics Approach

The researcher informed the respondents that the data to be gathered will be kept confidential and within the parameters of The Data Privacy Act that seek to protect all forms of information, be it private, personal, or sensitive.

RESULTS

On the basis of determining possible the alternatives in the problems encountered by the parents teaching their child at home, the obtained findings are interpreted below.

Table 1: Results and Interpretation on the Problems Encountered by the Parents throughout the Teaching Experience

INDICATORS	Weighted Average Mean	Verbal Interpretation
1. Balancing parent employment demands and learner needs	3.5	Agree
2. Balancing multiple levels of learners at home	3.933333333	Agree
3. Parent feels overwhelmed	4	Agree
4. Lack of learner's motivation specifically related to modular distance learning	4.4	Agree
5. Maintaining the engagement of children	4.533333333	Strongly Agree
6. Lack of access to technology hardware or internet quality	2.433333333	Disagree
7. Lack of parent content knowledge or pedagogy	4.533333333	Strongly Agree
8. Lack of learning resources	2.4	Disagree
Average	3.716666667	Agree

Legend:

4.45-5.0	Strongly Agree
3.45-4.44	Agree
2.45-3.44	Neutral
1.45-2.44	Disagree
1.0-1.44	Strongly Disagree

As can be seen from the Table 1, the indicator "Maintaining the engagement of children and Lack of parent content knowledge or pedagogy" is rated highest with a weighted mean of 4.533333333 (i.e., strongly agree). This is followed by the indicator "Lack of learner's motivation specifically related to modular distance learning " with a weighted mean of 4.4 (i.e. agree). Least rated indicator is "Lack of learning resources" with a weighted mean of 2.4 (i.e., disagree).

Overall, the problems encountered by the parents throughout the teaching experience presented is rated “agree” with a general weighted mean of 3.716666667.

Propounded by Buncag (2022) parental involvement is an important factor for student achievement in traditional school settings. Parent support has demonstrated significant contributions to the success of learners in a virtual learning environment. Parents support is indeed an imperative factor in attributing the scholastic standing of the learners. However, parents must take on new and unfamiliar roles and responsibilities as their children participate in online education while experiencing increasing instructional responsibility for their child’s learning (Liu et al., 2010). As a result, parents often struggle with understanding the role they should play in their children's online learning (Boulton, 2008; Murphy & Rodriguez-Manzanares, 2009).

Table 2: Possible Solutions to the Difficulties Encountered by the Parents

INDICATORS	Weighted Average Mean	Verbal Interpretation
1. Teachers consistently monitors parents through messaging, phone calls, messenger and video chatting.	4.233333	Agree
2. Teachers conduct video conference or online <i>kumustahan</i> with parents to advise parents to make time to set up a plan for learning with your child, do with them, rather than do to them.	4.166667	Agree
3. Teachers conduct video conference or online <i>kumustahan</i> with parents to address the possible alternatives and solution to their problems.	4.233333	Agree
4. Teachers conduct video conference or online <i>kumustahan</i> with parents to monitor their progress in applying the alternatives/solutions given.	4.2	Agree
5. Teachers conduct video conference or online <i>kumustahan</i> with parents to teach some strategies and pedagogies that might help them in teaching at home.	4.333333	Agree
6. Teachers conduct video conference or online <i>kumustahan</i> with parents to help them motivate their child to learn in this time of pandemic.	4.033333	Agree

7. Teachers conduct video conference or online <i>kumustahan</i> with parents to how to make them some alternatives in spite of them having limited learning resources.	4	Agree
8. Teachers conduct video conference or online <i>kumustahan</i> with parents to thank and motivate parents for being a partner in delivering learning in this time of pandemic.	4.533333	Strongly Agree
Average	4.216666667	Agree

Legend:

4.45-5.0	Strongly Agree
3.45-4.44	Agree
2.45-3.44	Neutral
1.45-2.44	Disagree
1.0-1.44	Strongly Disagree

As can be seen from the Table 2, the indicator “Teachers conduct video conference or online *kumustahan* with parents to thank and motivate parents for being a partner in delivering learning in this time of pandemic” is rated highest with a weighted mean of 4.533333333 (i.e., strongly agree). This is followed by the indicator “Teachers conduct video conference or online *kumustahan* with parents to teach some strategies and pedagogies that might help them in teaching at home ” with a weighted mean of 4. 333333 (i.e. agree). Least rated indicator is “Teachers conduct video conference or online *kumustahan* with parents to how to make them some alternatives in spite of them having limited learning resources” with a weighted mean of 4(i.e., agree).

Overall, the possible solutions to the difficulties encountered by the parents is rated “agree” with a general weighted mean of 4.216666667.

According to Cavalcanti, Barbosa, Carvalho, Freitas, Tsai, Gaevi, and Mello, monitoring and feedbacking are important components of scaffolding for learning. Monitoring reveals how learners are assisting one other in accomplishing learning goals and increasing self-regulation abilities. Because teachers and students are geographically and physically separated in online courses, monitoring and feedback become much more important. In this setting, monitoring and feedbacking enable teachers to tailor learning content to the requirements of their students.

Table 3: Effect of Online Kumustahan to the Parents' Difficulties as Home Teachers

INDICATORS	Weighted Average Mean	Verbal Interpretation
Parents are able to...		
1. Manage to include teaching their child in their everyday routine.	4.166667	Agree
2. Use different strategies in teaching their child at home.	4.2	Agree
3. Make alternatives in spite of having limited learning resources.	4.033333	Agree
4. Motivate their child to learn in this time of pandemic.	4	Agree
5. Help teachers in delivering learning to children at home.	4.633333	Strongly Agree
Average	4.206666667	Agree

Legend:

4.45-5.0	Strongly Agree
3.45-4.44	Agree
2.45-3.44	Neutral
1.45-2.44	Disagree
1.0-1.44	Strongly Disagree

As can be seen from the Table 3, the indicator “Help teachers in delivering learning to children at home” is rated highest with a weighted mean of 4.633333 (i.e., strongly agree). This is followed by the indicator “Use different strategies in teaching their child at home” with a weighted mean of 4.2 (i.e. agree). Least rated indicator is “Motivate their child to learn in this time of pandemic” with a weighted mean of 4 (i.e., agree).

Overall, the effect of online kumustahan to the parents’ difficulties as home teachers is rated “agree” with a general weighted mean of 4.206666667.

As explained by Bonoan et al. (2021) parental involvement is an important factor for student achievement in traditional school settings. Parent support has demonstrated significant contributions to the success of learners in a virtual learning environment.

DISCUSSION

In an effort to better understand how parents dealt with remote learning during the COVID-19 school closure, this study looked into their experiences and challenges. In order to learn more about parents' perspectives, we first asked them how they felt about the closing of <https://ijase.org>

the school and then what their biggest challenges were in terms of supporting their kids with academics at home. The fact that this study was among the first to examine the pandemic's immediate effects on education is notable. The survey was conducted during the academic year, while remote learning was taking place, to parents.

School closures put more responsibilities on the shoulders of parents, (Abana, 2021) . Most of the parents in the study shared that they had difficulty in handling their multiple children at home at the same time. Another obstacle that they have faced is having lack of knowledge on the strategies and approaches that they can use in teaching their child. According to the respondents, studying for almost two years at home also caused children to maintain their engagement to studying. On the other hand, parents responded that even if we are in the time of pandemic, children are able to receive the learning materials/resources that they need to pursue their education.

Furthermore, in spite of having a number of challenges parents have encountered at home, teachers as their partner, have come to the idea of having a video conference with them which they call Online *Kumustahan* with Parents. This video conference is done to determine parents' problems in teaching their child at home and provide them their needed assistance.

The study indeed demonstrates the effectiveness of conducting online kumustahan as an alternative to the challenges parents have encountered through the teaching experience. As a result, this study provided important early results regarding how the pandemic affected parents, one of the stakeholders in education.

CONCLUSION

Based on the study, parents encountered different challenges in teaching their children at home amidst of the pandemic. These challenges are identified, given alternatives and provided assistance.

1. Insufficient knowledge of parents in content and pedagogy of teaching and not able to maintain their child's engagement in learning in this time of pandemic had been the major problem of most of the respondents. The communication between the parents and teachers should be done continuously for the betterment of the children's quality of education.
2. Parents receiving word of thanks and motivation for being a partner in delivering learning in this time of pandemic have become the best encouragement for them. It is best to make parents feel that they are being guided and assisted while bridging learning at home. A constant communication and feedback between the two will definitely bring the best for the children's education.
3. This study discovered that *online kumustahan* has a favorable impact on teachers and parents in students learning progress.

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