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Parental Involvement and Study Habits of Learners in Tagudin District

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ABSTRACT

This study aimed to determine the level of parental involvement and the study habits of learners in Tagudin District, Schools Division of Ilocos Sur during the School Year 2022-2023. The findings of the study were used as a basis in crafting an intervention program for parental involvement.This study is descriptive-developmental in nature. There were 92 Grade 6 parents and 92 Grade 6 learners as respondents from the identified clustered schools in Tagudin District. An adapted survey questionnaire was utilized in data gathering. During the data analysis process, the researcher utilized frequency count, percentage, and K-means clustering. Based on the significant findings of the study, the following conclusions were made: The respondents have varied demographic profiles in terms of respondent category, sex, age, highest educational qualification, marital status, and economic status (monthly income).;The level of parental involvement is highly implemented.; The level of study habits of the learners-respondents highly attained.; The parental involvement show different patterns as exhibited by their demographic profiles. The level of parental involvement is characterized as capable.; and PROJECT SPICE-PIC: Strengthening Parental Involvement for Effective School-Community Partnerships is proposed to strengthen parental involvement to foster effective school-community partnerships. Based on what was found, here are the recommendations: Recognize and accommodate the respondents' different demographic profiles when planning interventions or programs to increase parental involvement in schooling.; Increase parental engagement by offering additional opportunities and tools to further engage parents in their children's education.; Encourage and support learners' on-going development of good study habits by providing guidance, tools, and training on effective study approaches.; Modify parental participation techniques to match the various patterns displayed by parents depending on their demographic profiles, taking into account criteria such as responder category, gender, age, highest educational degree, marital status, and economic position.; Make the most of the capable level of parental involvement by offering platforms for parents to collaborate with schools and communities, such as through implementing the planned PROJECT SPICE-PIC, which aims to strengthen parental involvement for effective school-community partnerships.; and Evaluate the effectiveness and impact of the interventions and programs put in place, monitoring progress and altering techniques as needed to ensure long-term and meaningful parental involvement in education.

Keywords: parents, learners, study habits, capabilities, intervention, data analysis

Introduction

The world seemed to be paralyzed as the Covid-19 pandemic took us by surprise. Everything has stopped- businesses and schools were closed and other activities and events has been restricted. School closures and learning loss during the Coronavirus (COVID-19) pandemic can negatively impact on the current cohort of school children. It is also likely to affect the children's economic potential and productivity in adulthood. Schools were forced to shift to alternative delivery modes as face-to-face classes were abandoned for health and safety concerns. Schools remain empty as students continue to learn remotely from home—either online or through self-learning modules. Most parents can't give a hundred percent hands on in guiding their child's during the pandemic because of their work to earn money for daily living. That is why most of the school children had a low-result performance in the said modular distance learning due to a lack of parental guidance and involvement.COVID-19 invaded and made a wide crisis global, disturbing social and financial systems. Parents assume a daunting responsibility   for different learning continuity plans directing children to learn at home. Various government leads in preventing and stopping the transmission of covid-19, which certainly have a significant impact on all aspects of children's lives and the people. UNICEF appleade the government to realize that the Covid-19 pandemic greatly impacts on children's health, welfare, development and future. Children who do not understand about the Covid-19 can experience mental disorders because they are depressed and feel excessive fear. Therefore, parents must be sensitive enough if their children have shown signs of experiencing stress and must take immediate action (UNICEF, 2020). The pandemic crisis has shown us that parents have a bigger role in a child's education**.** Since the pandemic started, parents are now taking on a more support-oriented role by supporting their children in their studies and extra -curricular activities. Clearly, the pandemic drastically changed the concept of traditional education   where being present in a brick-and-mortar classroom is no longer the only learning system, giving rise to a new breed of teachers and learners. As a result, most schools, teachers, students, and parents continue to struggle amidst the pandemic. In the Philippine educational context, Manila Times (2020) extolled the crucial role of parents in implementing various remote learning modalities amid the COVID-19 crisis. The Department of Education (2020) issued a learning continuity plan as schools reopened. One of the provisions of the plan is the adoption of remote learning in different modalities considering communities resources and situations. The plan importantly underscores the role of parents in implementing its various learning delivery modalities (Pimentel-Tibon, 2020). The home environment is an important influence on the pupils' behavior. Parents play a vital role to foster and develop pupil's discipline. Parents are ones who first influence the development of the learner's behavior and serve as one of the many role models of the pupils

who consciously and unconsciously mimic. It is said that the behavior and discipline of the pupils at home may be carried and also shown in the school. The pupils may display these mimicked actions—in which if on the negative side and may disrupt a class or may produce a behavioural problem within the child. This may not only affect a discussion but may also lead to a slew of interconnecting problems in the aspects of a child physical, emotional, and mental well-being. It is deemed that disciplining a child in school is not a sole responsibility of the classroom teachers nor the school alone. Parents' involvement is highly important as they are the first person that a student may learn from the beginning.The researcher's goal with this study was to determine new intervention that can be proposed to the parents reconsidering parental involvement in their child's education, and how it will positively affect their study habits amidst pandemic. As mentioned above, parental involvement can greatly impact a child's perspective towards things—and that includes school matters most especially in forming a good study habit which is one of the foundations to improve the academic performance of children in school amidst pandemic.

Statement of the Problem

This study aimed to determine the level of parental involvement and the study habits of learners in Tagudin District. The study seeks to answer the following questions: 1) what is the profile of the parent-respondents in terms of the following demographic characteristics as to: a) respondent category; sex; age; highest educational qualification; marital status; and economic status (monthly income): 2) what is the level of parental involvement of the parent-respondents in term of: a) parenting; communicating; volunteering; learning at home; decision making; and collaborating with community? 3) what is the level of study habits of the learners-respondents are measure by: a) reading self-learning materials / modules; b) taking notes; c) studying and preparing for an assessment; and time management? 4) what are the patterns of parental involvement as exhibited by the parent's profile? 4) What are the capabilities and constraints in the level of parental involvement? 5) what intervention can be proposed based on the findings of the study?

Scope and Delimitations of the Study

The study was conducted during the school year 2021-2022 among selected parents and grade 6 pupils of the different schools in Tagudin District. Only those parents with officially enrolled pupil/child were allowed to participate in the study. Data gathered from the clustered schools, namely Baracbac Community School, Becques Community School, Tampugo Elementary School and Bitalag Elementary School through descriptive methodology.

Research Design

The research was conducted using descriptive-developmental method research design. Gillaco (2014) discussed that descriptive method seeks the real facts in relation to a current situation. Furthermore, this method works primarily on the description, comparison, analysis and interpretation of data that exist. Meanwhile, Beb (2014) defined developmental method as body of research literature that pertains directly to instructional development, which means an output will be developed after conducting the research. Thus, descriptive developmental method is the systematic study of putting into design, developing and careful evaluation of instructional programs and processes.

Population and Locale of the Study

This study was conducted to the 6th grade parents and the 6th grade learners of the clustered school in Tagudin District namely: Baracbac community School, Becques Community School, Tampugo Elementary School and Bitalag Elementary School in the Schools Division of Ilocos Sur.

Analysis of Data

In the treatment of data different statistical tools will be used. Frequency count will be used in the profiling of the parent - respondents as to their age, educational attainment, civil status and economic status. To compute the level of parental involvement of the parent-respondents and the level of study habits of the learners-respondent, weighted mean will be used while the patterns of parental involvement that will be exhibited in the parents profile, K-means algorithm will be used. And to determine the capabilities and constraints on the level of parental involvement, 3.41 and above will be considered as capabilities while 2.61 and below will be considered as constraints.

Results and Discussions

Demographic Profile of the Respondents

Demographic profile of the respondents in terms of respondent category, sex, age, highest educational qualification, marital status, and economic status (monthly income). The majority of the respondents, amounting to 55.43% of the total, are mothers. Conversely, fathers constitute 23.91%, whereas guardians make up 20.65%. Consequently, the findings imply the significant involvement of mothers in school activities, emphasizing the need to recognize and support their active participation in their children's education. Sex. Females dominate the respondent group, constituting 78.26% of the total, while males represent 21.74%. This disparity suggests that the study may have placed a greater emphasis on mothers or women as primary caregivers or decision-makers within the specific context being investigated. Age. The age distribution of the respondents in the study demonstrated a varied

representation across different age groups. Firstly, the largest group, comprising 43.48% of the respondents, consisted of individuals aged "40 and above," indicating a focus on older parents or caregivers who likely possess more life experience. Additionally, the age group "31-35" accounted for 30.43% of the respondents, suggesting a notable presence of parents in their early to mid-thirties. Conversely, there was a lower representation of younger age groups (21-25 and 26-30) in the study. These findings imply that the presence of diverse age groups among parents involved in school activities highlights the necessity of implementing customized approaches that cater to their distinct needs and preferences. Highest Educational Qualification. The most prevalent qualification among the participants is a "High School Graduate," constituting 23.91% of the respondents, highlighting a significant portion of individuals who have completed their high school education. Additionally, notable qualifications include "Graduate of 2-year Vocational Course" (20.65%), "College Level" (19.57%), and "Elementary Level" (5.43%). The results suggest that the educational qualifications of the respondents exhibit a varied distribution across different levels, indicating a diverse range of educational backgrounds. Marital Status. The data reveals that the highest percentage of parents involved in school activities are married (72.83%), while single parents account for 16.30% and widows make up 10.87%. Interestingly, there are no widowers included in the data, suggesting that none of the respondents in the study sample were fathers who had been widowed. This result implies that married parents are more likely to be actively involved in school activities compared to single parents, widows, or widowers. Further, this suggests that being married may influence parental engagement, highlighting the need to consider family structure when encouraging parental involvement in education. Economic Status (Monthly Income)The majority of participants, comprising 72.83% of the total, belong to the "below P 10,000.00" category, indicating that a significant portion of the respondents may have lower income levels. In contrast, the remaining income categories, ranging from "P 10,001.00" to above "P 40,001.00," have lower percentages, suggesting a smaller representation of participants with higher income levels. To sum up, the demographic profile of parents engaged in school activities shows that mothers are actively involved, more females participate, older parents are engaged, educational qualifications matter, marital status influences involvement, and parents from different income levels participate. These findings offer valuable information about the various factors that impact parental engagement in school activities.

Level of Parental Involvement. Each strategy listed in the table has a weighted mean score above 3.41, indicating a substantial level of implementation. This suggests that the school actively implements various programs and initiatives to involve parents and guardians in their children's education and well-being. The highest weighted mean score is 4.15, which is attributed to the strategy of providing parents/guardians with information education and communication materials responsive to learning. The result infers that the school highly prioritizes providing parents with valuable and useful resources to assist their children's education. Moreover, the notable score reflects the effective implementation of this strategy and showcases the school's dedication to ensuring parents is well-informed and actively involved in their children's educational journey.

Level of Parental Involvement along Communicating. Generally, the school demonstrates a high level of commitment to parental involvement along communicating. The majority of the aspects have a weighted mean ranging from 3.41 to 4.20, indicating strong implementation across various practices. This suggests that the school values effective communication with parents and actively seeks their involvement in the educational process. Hence, Vázquez et al (2018) discovered that schools that value effective communication with parents and actively seek their involvement have a more positive school climate. In fact, when parents are included in decision-making processes and have a say in school matters, it fosters a sense of belonging, trust, and collaboration within the school community. Similarly, Domínguez et al (2021) found that schools that prioritize effective communication with parents and actively involve them have lower dropout rates. When parents are engaged and actively participate in their child's education, it creates a support system that reduces the likelihood of students dropping out. Additionally, Swick and Hilt (2016) uncovered that schools that prioritize effective communication with parents and actively involve them have students who are more motivated and engaged in their learning. This emphasizes the positive impact of school-parent communication on student motivation.

Level of Parental Involvement along Volunteering. Importance of involving parents in leadership positions and giving them a voice in decision-making within the parent-teacher association. Hence, it showcases the school's recognition of the valuable contributions parents can make in guiding and representing the school community. Conversely, the lowest weighted mean is associated with the "Online survey to identify interest, talents, and availability of volunteers" with a score of 3.51. It suggests that there may be room for improvement in effectively utilizing online surveys to identify and engage potential volunteers. This finding suggests the need for the school to review and enhance their approach to ensure maximum participation from interested parents.

Level of Parental Involvement along Learning at Home. Enhanced struggling students' mathematical abilities. Further, Garcia et al (2018) found that schools providing face-to-face remedial activities effectively supported struggling learners by addressing their individual learning needs and fostering a supportive and engaging learning environment. Albeit, the lowest weighted mean is for item 3, "Parents/guardians memorandum as the para-teacher in helping the learners set academic goals," with a weighted mean of 3.80. It suggests that the school acknowledges the role of parents or guardians in assisting learners in setting academic goals but may have slightly less emphasis compared to other practices.The general weighted mean for all the items is 3.74, which indicates a high level of implementation overall. This means that the school has established various strategies to involve parents in supporting their children's learning at home, such as providing information and workshops, involving parents in demonstrating and discussing content and competencies, and supervising home-based performance tasks.

Level of Parental Involvement along Decision Making. The lowest weighted mean is 3.72, associated with the item "Training to develop parent leaders." Although still considered highly implemented, it suggests that there may be some room for improvement or further development in providing training to enhance parent leadership skills. The general weighted mean, which is 3.85, represents the overall average of all the items. This indicates that, in general, parental involvement along decision making is highly implemented by the school. Further, it suggests that the school has implemented various strategies to involve parents in decision making, such as having active parent advisory councils, providing support for parent-community advocacy groups, involving parents in crafting project plans and activities, and having parents serve as advocates on staff. These efforts highlight the school's commitment to engaging

parents and incorporating their input in important decision-making processes. The highest weighted mean, with a score of 3.95, is associated with service to the community by learners, families, and schools. This implies that schools actively engage in service learning, recycling projects, tree-planting, and clean-up drives, emphasizing the importance of contributing to the community.

Level of Parental Involvement. All indicators of parental involvement, including parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community, have high levels of implementation. This is evident from the weighted mean scores ranging from 3.41 to 4.20. In addition, the overall general weighted mean score is 3.83, indicating that parental involvement, as a whole, is highly implemented. The results indicate that parents are actively participating in different aspects of their children's education.

Level of Study Habits of the Learners-Respondents along Reading Self-Learning Material / Books. It can be gleaned from the table that the highest weighted mean is for Indicator 5: "I look for the main ideas as I read," with a score of 3.79, which is categorized as "Highly Attained." This finding indicates that the respondents strongly exhibit this study habit and actively engage in identifying the main ideas while reading.

Level of Study Habits of the Learners-Respondents along Taking Notes. Improvement in their study habits related to taking notes. This result can be attributed to the insufficient skills of the learners such as active listening, identifying main ideas, summarizing information, and using of abbreviations or symbols to increase the note-taking proficiency skills.

Level of Study Habits of the Learners-Respondents along Preparation and Review for Assessment. The result shows that the level of study habits of the learners-respondents along preparation and review for assessment obtained a general weighted mean of 3.68, which is described as "Highly Attained." This implies that the learners have developed effective study habits that contribute to their academic success. Likewise, the high level of study habits indicates that the learners are likely to be organized, disciplined, and dedicated to their studies. The result can be attributed to effective time management, use of appropriate study materials, and thorough review practices.

Level of Study Habits of the Learners-Respondents along Time Management. As shown in the indicator with the highest weighted mean is "I find time to study my lesson" with a weighted mean of 4.25, which falls under the category of "Very Highly Attained." This finding suggests that the learners are successful in allocating time specifically for studying their lessons.

Level of Study Habits of the Learners-Respondents. Based from the table, the overall general weighted mean for the level of study habits among the learners-respondents is 3.50 described as Highly Attained. The finding suggests that the learners-respondents have a high level of attainment in their study habits. In addition, the learners-respondents are effectively applying and putting into practice

Capabilities and Constraints found on the Level of Parental Involvement along Communicating. As seen in the table, the result showed that the capabilities and constraints found on the level of parental involvement along with communicating were described as "Capability" with a general weighted mean of 3.90. Further, all the indicators were described as "Capability." This implies that the schools have effectively established a culture of communication and collaboration with parents, which has the potential to enhance the learning outcomes of the students. This finding highlights the importance of ongoing and meaningful communication between schools and parents in supporting students' educational journey.

Capabilities and Constraints found on the Level of Parental Involvement along Volunteering. the indicator "Selection and election of the Federated GPTA President /Parent Leader to lead and preside the group" obtained the highest weighted mean of 4.05, which is described as "Capability." This suggests that the schools have been successful in creating a competent and efficient procedure for selecting a leader for the parent-teacher organization. This outcome may be credited to the training and assistance given by the school to the candidates and potential leaders, providing them with the abilities and information required to carry out their respective duties successfully.

Capabilities and Constraints found on the Level of Parental Involvement along Learning at Home. The capability with the lowest weighted mean is "Parents/guardians memorandum as the para-teacher in helping the learners set academic goals" with a weighted mean of 3.80. Although it still indicates a positive perception, the lower weighted mean suggests that this capability may be considered slightly less important or effective compared to others. This capability involves parents/guardians acting as para-teachers to assist learners in setting academic goals. The lower weighted mean could imply that this approach may not be as widely utilized or recognized as some of the other capabilities.

Conclusions and Recommendations

Based from the salient findings of the study, the following conclusions were drawn.

1) The respondents have varied demographic profiles in terms of respondent category, sex, age, highest educational qualification, marital status, and economic status (monthly income). 2)The level of parental involvement is highly implemented. 3) The level of study habits of the learners-respondents highly attained. 4) The parental involvement show different patterns as exhibited by their demographic profiles. The level of parental involvement is characterized as capable. 5) PROJECT SPICE-PIC: Strengthening Parental Involvement for Effective School-Community Partnerships is proposed to strengthen parental involvement to foster effective school-community partnerships. On the basis of the conclusions drawn, the following recommendations are offered: 1) Recognize and accommodate the respondents' different demographic profiles when planning interventions or programs to increase parental involvement in schooling. Increase parental engagement by offering additional opportunities and tools to further engage parents in their children's education. 2) Encourage and support learners' ongoing development of good study habits by providing guidance, tools, and training on effective study approaches. 3) Modify parental participation techniques to match the various patterns displayed by parents depending on their demographic profiles, taking into account criteria such as responder category, gender, age, highest educational degree, marital status, and economic position. 4) Make

the most of the capable level of parental involvement by offering platforms for parents to collaborate with schools and communities, such as through implementing the planned PROJECT SPICE-PIC, which aims to strengthen parental involvement for effective school-community partnerships. 5) Evaluate the effectiveness and impact of the interventions and programs put in place, monitoring progress and altering techniques as needed to ensure long-term and meaningful parental involvement in education.

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