



Parents' Involvement in the Implementation of Distance Learning Modality for Students' Academic Achievement in Mathematics Learning Areas

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ABSTRACT

METHODOLOGY: Quantitative Research

This study examines the level of parental involvement among intermediate students during the implementation of modular distance learning and its correlation with academic achievement in mathematics. Adopting a descriptive research design and employing a quantitative approach, data was gathered from 51 intermediate students at Milawid Elementary School, Panukulan, Quezon, using universal sampling technique. The findings reveal a high frequency of parental involvement in home instruction. However, despite this involvement, the academic achievement of students in mathematics remains low. Statistical analysis indicates no significant relationship between parental involvement and academic achievement in Mathematics. Recommendations include the development of Math homework programs aimed at enhancing parental involvement in home instruction. Additionally, assessments should be conducted for parents unable to provide instruction at home, followed by the development of intervention programs. Further research is suggested to explore similar patterns in other subject areas, locales, and grade levels, thus contributing to the understanding and improvement of parental involvement in education.

Introduction

In the face of the unprecedented challenges brought about by the COVID-19 pandemic, parents and guardians are compelled to prioritize the well-being and education of their children. With traditional face-to-face classes suspended, educational institutions worldwide have turned to alternative modalities to ensure continuous learning. Among these modalities, Modular Distance Learning (MDL) stands out as a viable option, particularly for schools situated in remote areas. In MDL, parents assume the role of co-teachers alongside educators, facilitating learning activities at home and collaborating with schools for module submission and activity sheet retrieval.

The significance of parental involvement in children's education cannot be overstated. It serves as a cornerstone for academic and extracurricular success, as parents wield substantial influence in shaping their children's academic journeys. As highlighted by Rejuso (2021), parental involvement plays a pivotal role in nurturing competitive individuals. Moreover, the imperative for research on parental involvement during distance learning is underscored by Regional Memorandum No. 609, Series of 2020, which outlines the Policy and Research Agenda for FY 2020-2022, supporting the implementation of the Basic Education Learning Continuity Plan (BE-LCP).

This study aims to shed light on the critical role of parental involvement in the context of distance learning, specifically MDL, and its impact on students' academic achievement. Situated within the framework of Milawid Elementary School's decision to adopt MDL amidst the COVID-19 crisis due to limitations in access to online learning tools and infrastructure, this research seeks to explore the intricacies of parental involvement and its correlation with academic performance in Mathematics.

Even predating the pandemic, parents faced challenges in facilitating their children's education, compounded by factors such as poverty, malnutrition, and limited engagement with school assignments. Observations by educators have identified a lack of parental involvement and assistance in home learning, often attributed to time constraints and parents' perceived inadequacy in assuming teaching roles. Echoing these findings, Lase et al. (2020) underscore the multifaceted nature of parental involvement in children's learning processes.

Against this backdrop, this study endeavors to assess the level of parental involvement during MDL implementation and its relationship with students' academic achievement in Mathematics. Furthermore, it seeks to identify additional factors influencing parental involvement and academic performance in Mathematics, thereby contributing valuable insights to parents, students, educators, and policymakers alike.

Brief Review of Related Literature and Studies

According to the Hoover-Dempsey and Sandler model of parent involvement, family engagement is a process that begins with a family's decision to participate and ends with student outcomes. Role construction for involvement and self-efficacy for helping children succeed in school are two cognitive components of involvement decision-making. Parents' efforts to assist their children's learning, according to Hoover-Dempsey and Sandler, can be divided into four categories: participation via encouragement, involvement through modelling, involvement through reinforcement, and involvement through instruction. Academic self-efficacy isn't about what kids think they can do well; it's about how they expect they'll do on a certain activity, whether favourably or badly. Children's social self-efficacy for relating to teachers is a measure of their confidence in their ability to form a strong bond with their teachers. By modelling appropriate interactions with school officials, families can help children build positive ties with their teachers (Whitaker, M.C. 2018)

The focus of Professor Hoover-research Dempsey's is on the impact of family engagement on student learning outcomes and parental involvement in children's and adolescent education. She and her colleagues investigated problems such as why parents become interested in actively helping their students' development, how does a family's engagement influence a student's development of critical beliefs, attitudes, skills, and behaviours for school success based on a theoretical model of the parental engagement process.

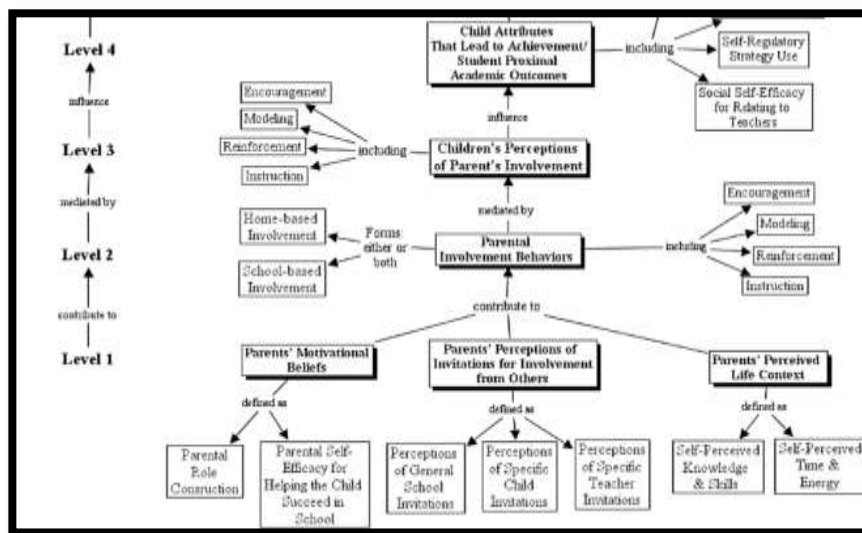


Figure 1.

THE HOOVER-DEMPSEY AND SANDLERS MODEL OF PARENTAL INVOLVEMENT

Theoretical Review

Schnellmann, A. (2021) mentioned that parental involvement, according to Sharon Wolf, an applied developmental psychologist and assistant professor at the University of Pennsylvania's Graduate School of Education, makes a significant influence, particularly in early childhood. It has been demonstrated that it improves children's academic performance and contributes to their overall school achievement. Parents can participate in their children's education in a variety of ways. They can assist their children with homework assignments or classroom concerns. Likewise, Louque&Latunde, (2014) as cited in Grady, C. (2016) cited that parental involvement, particularly in diverse student populations, is critical to student success.

Jiang, K (2019) cited that mothers and fathers may have the same or differing degrees of intelligence theories in their families. This similarity and disparity may have an impact on parental involvement in their children's schooling.

Li, M. P. S. (2021) cited that according to Baumrind, preschoolers demonstrated a wide range of behaviors. Each type of conduct was strongly linked to a certain form of parenting. And there is a strong link between parenting style and children's behavior. Different parenting styles can result in different child development and outcomes. Similarly, Alonso, R. et al,(2017) cited that students from households with a more distal or indirect profile of family engagement performed better than those from homes with a more controlling style of parenting. Even after controlling for the effects of context or background variables, parental participation styles have an impact on attainment at the individual and school level.

Parental Involvement Practical Reviews

Ribiero, L.M. et al, (2021) suggested that in the event of a pandemic, further research could look into the adaptability of various sorts of parental involvement, such as school-initiated parental involvement or home-school communication. Given the context of online and remote learning, a special question assessing parents' digital and distance learning skills would be valuable.

S.T.E. et al. (2021) studied the plight of the parents of the Filipino learners in the implementation of the modular distance learning and based on the findings of the study, it can be stated that parents of elementary students at Sibonga Central Elementary School are facing several obstacles as a result of the new routine structure. These findings are consistent with Epstein's Overlapping Spheres of Influence Theory, which demonstrates and suggests that both parents and teachers should work together in terms of communication, learning at home, and parenting to address parents' concerns about their children's academic success because education is such an important factor in a country's development.

In a study of Liu et al. (2020) mentioned that the results that parental participation boosts children's academic achievement. More specifically, Lamb and colleagues (2002) as cited in, Liu et al. (2020) suggested that parental interaction is crucial in infancy development. "Caregivers can construct tasks and activities that enhance interactional coordination between everyone engaged, to teach parents and children the abilities," according to Douville-Watson et al. (2003). (p. 193) as cited in, Liu, et al. (2020). Teachers can reflect on their instruction to suit the needs of the children in their care by talking to and listening to parents. As a result, this study suggests that all educators take steps to encourage and support parental involvement in early childhood development in several ways (Liu, Y., Sulaimani, M. F., & Henning, J. E. (2020).

Lase et al, (2020) studied about the parents' perceptions of distance learning during covid-19 pandemic in rural Indonesia. According to the study, despite the fact that parents do not have unfavourable views of distant learning, it has raised the financial, psychological, and social burden on parents and families. The absence of parental involvement and assistance in children's learning processes at home is often due to a lack of time and parents' inability to act as teachers for their children at home.

On the other hand, Van Voorhis (2011) study the effects of a weekly interactive mathematics program (Teachers Involve Parents in Schoolwork - TIPS) on parental involvement, parental attitudes, and student accomplishment in a quasi-experimental study. This study showed that involvement in the program increases parental involvement. Pupils who utilized TIPS for one or two years (=13 or 19) had significantly higher standardized mathematics achievement scores than control students after prior achievement was taken into account.

Methodological Reviews

S.T.E. et al. (2021, September) studied the challenges that parents face when implementing Modular Distance Learning during the School Year 2020-2021. These issues were discovered using a quantitative technique that included conducting surveys with the 70 participants who were chosen through grab or opportunity sampling and in order to collect and understand the data, the descriptive survey approach was used in the study.

Gernandizo et al. (2021) studied about parent-teacher collaboration in a modular learning strategy. A combined method of qualitative and quantitative research design was adopted in the study. The respondents' information was gathered through a survey and an unstructured interview. The data was analysed using the weighted mean method to identify parent-teacher collaboration in terms of instructional assistance, supervision, and monitoring, as well as the usefulness of modular instructional content and child learning outcomes. The obstacles faced by parents in modular training were determined using frequency and ranking.

RESEARCH METHODOLOGY

Research Design

This study employed a quantitative research method, focusing on gathering and interpreting numerical data to identify trends, formulate hypotheses, and examine causality, as outlined by Bhandari (2021). Utilizing a correlational study design, based on Bhandari's (2022) insights, the researcher analyzed the relationship between parental involvement and academic achievement in Mathematics Learning Areas at Milawid Elementary School. Correlational research allows for the examination of associations between variables without direct manipulation by the researcher, with correlations indicating the degree and direction of association, whether positive or negative.

Research Locale

This study took place at Milawid Elementary School in Panukulan District, where the researcher is employed as a teacher. Situated along the highway and near the coastline of Brgy. Milawid, Panukulan Quezon, the school is conveniently located 5.20 km away from the town proper, accessible via both land and water transportation routes. Despite being categorized as a small school, Milawid Elementary School accommodates a total enrollment of 145 pupils, spanning from Kindergarten to Grade 6. The school is staffed by 7 teaching personnel and overseen by 1 school head.

Sampling Technique

The respondents for this study were selected using the universal sampling method, as defined by Richard and Margaret (1990: 125) and cited by Davis (2020, May 10). Universal sampling involves selecting a sample where not all members of the population have an equal probability of inclusion, and the probability of selection for each member is unknown. In this research, a minimum of 80% of the respondents from each grade level of intermediate pupils at Milawid Elementary School were included.

The study focused on intermediate pupils at Milawid Elementary School as its respondents. Among them, there were 16 students enrolled in grade 4, 19 students in grade 5, and 29 students in grade 6.

Research Instrument and Validation

For data collection, a modified survey questionnaire on parental involvement, adapted from Hoover-Dempsey & Sandler (2005) and further modified by Liu, F. et al. (2010), was utilized. Additionally, a teacher-made multiple-choice test in mathematics was employed to assess pupils' academic achievement. Prior to data gathering, both instruments underwent validation by three expert validators, particularly in mathematics. A dry run was conducted, resulting in revisions to certain questionnaire items: 12 accepted and 8 revised in grade 4, 9 accepted and 11 revised in grade 5, and 10 accepted and 10 revised in grade 6. The finalized instruments covered parental encouragement, modelling, reinforcement, and instruction, along with 20 mathematics test items per grade level, spanning topics from the first and second quarters. Subsequently, data collection commenced.

Data Gathering Procedure

The researcher initiated the study by drafting a request letter to the District Supervisor seeking permission to survey intermediate pupils at Milawid Elementary School, Panukulan District, Panukulan Quezon. Following this, a copy of the signed letter was forwarded to the Division of Quezon Office for final approval by the Division Superintendent. Upon approval, a letter of request was sent to the school principal or head of Milawid Elementary School for study conduct. Informed consent forms were prepared and included in the questionnaire distributed to the respondents, ensuring their voluntary participation. The researcher personally administered the questionnaire to maintain validity and address any respondent inquiries. Data collection involved gathering and tallying responses, followed by data interpretation. Collaboration with a statistician facilitated the selection of appropriate statistical methods for data analysis. The study's conclusions and recommendations were formulated based on the analyzed data.

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

TABLE 1

Overall Level of Parent Involvement in Distance Learning Modalities of Intermediate Parents in Milawid Elementary School

Parental Involvement in terms of:	WM	VI	Rank
1. Parental Encouragement	1.65	Often	4
2. Parental Modelling	1.71	Often	3
3. Parental Reinforcement	1.73	Often	2
4. Parental Instruction	1.88	Often	1
AVERAGE	1.74	Often	

Table 1 presents the Overall Level of Parent Involvement in Distance Learning Modalities of Intermediate Parents in Milawid Elementary School.

Among the **Four Categories of Parental Involvement**, *Parental Instruction* got the highest overall weighted mean of 1.88 which falls under the verbal interpretation of "Often" followed by *Parental Reinforcement*, *Parental Modelling* and *Parental Encouragement* which posted an over-all weighted mean of 1.73, 1.71, and 1.65 respectively with the same verbal interpretation of "Often".

This means that parents of intermediate-respondents were often engage in teaching their children on how to do their homework fun, follow instructions from their teachers, to understand every lesson, good attitude while learning lessons, and imbed them study habits.

Such claims can be backed-up by Hoover-Dempsey and Sandler (1995) stating that "parental involvement then influences children's developmental and educational outcomes through such mechanisms as modelling, reinforcement, and instruction, as mediated by the parent's use of developmentally appropriate activities and the fit between parental activities and the school's expectations."

THE ACADEMIC ACHIEVEMENT IN MATHEMATICS OF INTERMEDIATE STUDENT'S DURING THE IMPLEMENTATION OF DISTANCE LEARNING MODALITIES

The academic achievement in mathematics of intermediate pupils during the implementation of distance learning modalities is presented in table 3.

TABLE 2

Academic Achievement/Grade in Mathematics of Intermediate Pupils

Student's Academic Achievement/Grade in Mathematics			
Grade Level	Mean	Mean Percentage Score	Descriptor
Grade IV	7.46	37.31%	Average Near Mastery
Grade V	6.63	33.13%	Low Mastery
Grade VI	6.29	31.46%	Low Mastery

MPS Descriptor

96% - 100%	Mastered
86% - 95%	Closely Approximating Mastery
66% - 85%	Moving Towards Mastery
35% - 65%	Average Near Mastery
16% - 34%	Low Mastery
5% - 15%	Very Low Mastery
0% - 4%	Absolutely No Mastery

As presented in Table 3, result shows that academic achievement in mathematics of Grade 4 got the mean percentage score of 37.31 % with an equivalent descriptor of **Average near Mastery**, followed by Grades 5 and 6 with a descriptor of **Low mastery** recording a mean percentage of 33.13% and 31.46% respectively.

It implies that the academic achievement in mathematics of intermediate pupils were low despite the positive feedback coming from the result of "Often" Parental Involvement of their parents or guardians. It could be because there were so many factors that could hinder the pupils' learning capability especially during this time of pandemic. It conforms to the study that parents observe their children the lack of attention to lessons, difficulty in coping up with fast pacing of instructions. Learners tend to just accomplish their modules for the sake of submission even without understanding or mastery of the lesson.

In addition to the previously listed concerns, the reading skills may also be a barrier to their ability to comprehend Mathematical concepts. This is related to the Programme for International Student Assessment (PISA) results from 2018, which showed that the Philippines placed lowest in reading and second to last in science and maths among the 79 participating nations and economies. The intermediate level of mathematics is taught in English, whereas the primary level is taught in Filipino. When students enter the fourth grade, the abrupt change in math education may cause disorientation.

Similarly, Omnes, A. Q. (2021, July 8) mentioned that self-studying, poor internet access, lack of sleep, and time to address all of the modules were some of the obstacle that the students have faced that resulted to distractions, and lack of focus during modular learning approach. Also, Széll, K. (2013) cited that student or school achievement is influenced by a number of factors, including gender, place of residence, family history, student motivation, determination, and social media platform.

Moreover, in connection with the result of the level of parent involvement in this study, the result also implies that parent support as "often" and not "always" might also be the factor in the low achievement gained by the learners in mathematics. Most of the parent's faced a variety of problems that hinders their involvement that conforms to literature of the study. Besides, according to Hall, C. (2020) some parents collaborate with teachers on classroom behavior goals, but not based on academic objectives.

TEST OF RELATIONSHIP BETWEEN THE PARENTAL INVOLVEMENT AND STUDENTS' ACADEMIC ACHIEVEMENT IN MATHEMATICS

TABLE 3

Test of Relationship between the Parental Involvement and Students' Academic Achievement in Mathematics

TEST OF RELATIONSHIP BETWEEN TWO VARIABLES	Pearson r value	p-value @ 5% level of significance	Decision	Interpretation
1. Test of Relationship between the Parents' Involvement and Academic	0.12	0.70	Accept Null Hypothesis	Not Significantly Related

Achievement of Grade IV Students in Mathematics				
2. Test of Relationship between the Parents' Involvement and Academic Achievement of Grade V Students in Mathematics	0.12	0.67	Accept Null Hypothesis	Not Significantly Related
3. Test of Relationship between the Parents' Involvement and Academic Achievement of Grade VI Students in Mathematics	0.10	0.63	Accept Null Hypothesis	Not Significantly Related

*Significant if p -value is lesser than 0.05

Table 4 shows the Test of Relationship between the Parental Involvement and Students' Academic Achievement in Mathematics.

Since the p -values of 0.70 for Grade 4, 0.67 for Grade 5, and 0.63 for Grade 6 recorded a greater value compared to the 5% level of significance, then, the findings suggest that there is no significant relationship between the parental involvement of parents/guardian and the academic achievement in Mathematics by the intermediate pupils. This makes the null hypothesis to be accepted.

This goes to show that the parental involvement has no significant effect on the students' academic achievement in Mathematics since parental involvement is only one of many factors to consider that can contribute to the academic achievement of learners.

This result can be supported by Driessen, Smit, & Slegers (2005), Domina (2005); Lee & Bowen (2006); Rogers et al., (2009) as cited in Boonk et al. (2018) highlighting that helping kids with their schoolwork have either no significant relationship with achievement or had a negative relationship with achievement. The only consistent relationship between parental involvement and academic achievement was only found with parents who hold up high expectations. Liu Ye's (2019) revealed in his study citing Moroni and colleagues (2015) unfolded that during homework, when learners see that their parents help them, they only perceive this as interference and controlling which results to negative correlation in students' achievement putting learners as "pressured" ones.

Summary of the Findings, Conclusions, and Recommendations

Findings

The following are the specific findings of the study:

1. The survey revealed that parental involvement in grades 4, 5, and 6 during modular distance learning predominantly fell under the category of Parental Instruction, with a consistent occurrence of "Often" involvement.
2. Academic achievement in mathematics varied across grade levels, with grade 4 students achieving at an Average near Mastery level (37.31%), while grades 5 and 6 students performed at a Low Mastery level, with mean percentage scores of 33.13% and 31.46%, respectively.
3. Analysis showed that the p -values for intermediate pupils exceeded the significance level of 0.05, indicating no significant relationship between parental involvement and academic achievement in Mathematics Learning areas.
4. Despite the frequent occurrence of parental instruction, academic achievement in Mathematics Learning Areas remained poor across grade levels. The absence of a conclusive relationship between parental involvement and academic progress underscores the need for reassessment of mathematics teaching strategies and heightened parental engagement across all four categories.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. Intermediate students' parents exhibited active involvement in providing instruction for their children's schoolwork during the implementation of distance learning modalities.
2. Despite parental involvement, students' academic achievement in mathematics remained low under the modular approach.
3. Analysis revealed no significant correlation between the level of parental involvement and the academic achievement of intermediate respondents. This suggests that parental/guardian involvement does not directly impact students' academic performance.
4. It is imperative for parents and school administrators to comprehend these findings to devise strategies aimed at enhancing parental involvement across various domains and improving academic achievements in mathematics.

Recommendations

Based on the findings and conclusions of the study, several recommendations are proposed to enhance parental involvement and improve academic outcomes in mathematics:

Firstly, parents are encouraged to continue providing support and guidance to their children at home, particularly in practicing mathematical and reading skills. This can be achieved by offering additional learning materials, fostering positive reinforcement, and nurturing their children's self-confidence and enthusiasm for learning.

Secondly, teachers should develop Math homework programs that actively involve parents in providing instruction at home. Furthermore, maintaining regular communication with parents regarding their children's progress and academic needs is essential for ensuring collaborative support between home and school.

Thirdly, school administrators and teachers should conduct assessments to identify parents who may face challenges in providing instruction at home and develop tailored intervention programs to support these families effectively.

Lastly, future researchers are encouraged to conduct similar studies across various subject areas, locations, and grade levels to further explore the impact of parental involvement on student academic achievement. By expanding the scope of research, valuable insights can be gained to inform educational practices and policies aimed at fostering parental engagement and enhancing student learning outcomes.

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