

Parental Challenges and the Performance of the Primary Pupils Under Modular Distance Learning Delivery: An Input to Proposed Parental Orientation Guide

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Abstract

The study focused on determining the challenges of the parents in modular distance learning in new normal education and developing a parental orientation guide to help the parents in addressing the difficulties they are encountering in the new normal. The sequential explanatory mixed method research was utilized as an approach. There are 388 respondents who were chosen to answer through an online survey questionnaire and selected 10 participants were chosen through purposive sampling by which the participants share common experiences. The findings revealed a significant relationship between parental challenges in terms of instructional, personal, and parental involvement and the performance of the learners. The personal challenges predict singly and in combination with learning in a virtual setting the performance of the learners. There are suggested recommendations based on the results of the study, such as they may be equally prepared to educate their children at home even they are busy with their different schedules, may strengthen the collaborative work between the school and families through parent-teacher meetings, close monitoring, and facilitation that could encourage children to read. The themes that emerged from the testimonies of the participants were clustered into superordinate themes: (1) Why Can't I Focus on Flexitime, (2) Parental Time Constraints, (3) Driven to Teach, (5) Compelled to Learn, (6) A Unique Child: Mood Setting, (7) The Power of Patience.

Keywords: *Challenges in the New Normal; Evolving Challenges; Modular Distance Learning; Parents; Phenomenology.*



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INTRODUCTION

Education developed skills and competencies among learners all over the world. It deals with the different fundamental aspects of a child's learning. Nowadays, Distance learning has become popular, raising fears about the virus's spread. According to Kim J (2020), It is an educational process and strategy in which the student receives most or all of their instruction from a teacher who is separated from them in space and time. In practice, most of the communication and engagement take place through artificial media such as telecommunication systems, electronic devices, and printed modules. Educators, as frontline responders to this educational crisis, bear a tremendous responsibility for making purposeful efforts and ensuring that all students receive a continuous, inclusive, and equitable education.

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Presently, because of the New Normal Education, there is a lack of research on the parental challenges and the performance of primary pupils under modular distance learning delivery in the Philippines.

In connection, the Philippines is transitioning to a new standard of education, with educators' continual innovations and active participation from other stakeholders serving as driving forces. Modular Distance Learning was designed by the Department of Education to provide educational continuity and to enable each school to continue to meet its mission of providing high-quality education to all Filipino students. Distance learning is a teaching approach in which the teacher and students are separated by distance.

According to the Department of Education (DepEd), parents and guardians perform various roles in Modular Learning, such as Module-ator, Bundy-clock, and as H Innovator. As a Module-ator, they are the ones to get and submit the printed Self-Learning Modules (SLMs) from and to schools or barangay halls at the beginning and end of the week, depending on the agreement between the parents and the school. As a Bundy-clock, they must check their child's schedule or workweek plan. Because of the number of subjects or activities to be done, they must see that it is being followed accordingly to avoid cramming or delays in submission, which may affect the child's performance. Lastly, as a Home Innovator, they must provide their child with a productive learning environment to help them focus more on Learning. It must be a well-lighted and well-ventilated space in the house, with little or no distraction.

Their parents are their first teachers, and they have a big influence on how kids grow up. A combination of instruction at home and school shapes students' actual learning. The desire for their child to learn and learn well is shared by both parents. Parents now have the critical responsibility of ensuring that their children receive a good education while being safe (DepEd, 2021).

In the present study, the researcher found the John Bowlby Attachment Theory, Lev Vygotsky-Sociocultural Theory of Development, Albert Bandura's Social Learning Theory, and Heutagogy theory as Self-Determined Learning in Education relevant to the whole conduct of this academic endeavor.

John Bowlby's Attachment Theory (1970) discussed that Human relationships and attachments, especially long-term ones like those between parents and children and romantic partners, are the focus of attachment theory. An emotional link with another person is known as attachment. Bowlby thought that children's early caregiver connections have a lasting impact on them. Attachment, he claims, keeps the infant close to the mother and increases the child's chances of survival. Attachment, according to Bowlby, is a result of evolutionary processes. Bowlby and others believed that children are born with an inbuilt need to create relationships with caregivers, contrary to behavioral attachment theories.

In this theory, the study was established titled " Parental Challenges And The Performance Of The Primary Pupils Under Modular Distance Learning Delivery: An Input To Proposed Parental Orientation Guide conducted by the researcher who aimed to find out what are the challenges of the parents in this New Normal Education and the academic performance of their children. It also aims to increase positive parental involvement, the relationship of the parents and their child also the relationship of the parents to the teacher and school as a good factor in the academic performance of their children.

Since the researcher is an elementary school teacher who was inspired to explore the parental challenges of the parents in the performance of Primary Elementary Learners, it is the hope of the researcher to determine the parental challenges of the parents and how it affects the performance of their child in modular distance learning. Through this study, the researcher intends to gather the basis

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for the parental orientation guide for parents. Since it is new to learners, teachers, and parents, it will contribute to the continuity of learning.

Conceptual Framework

Based on the cited theories, the researcher has conceptualized the independent and dependent variables of this study, as shown in Figure 1.

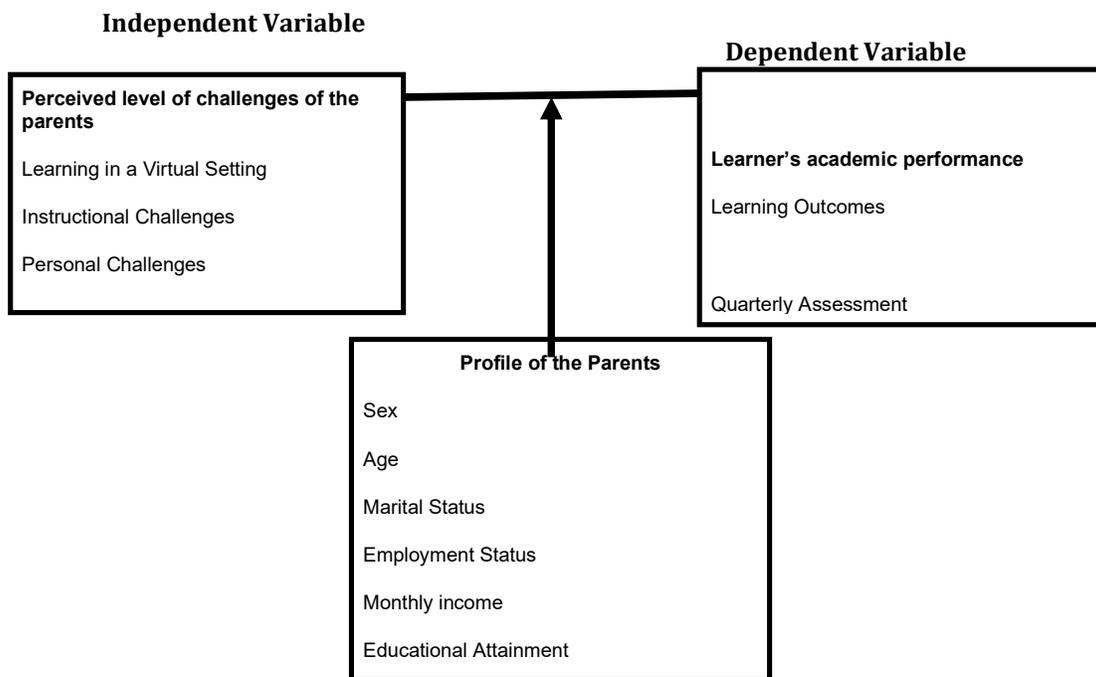


Figure 1. The Research Paradigm of the Study

The independent and dependent variables are depicted in Figure 1. The respondents' perceived level of difficulties, such as Learning in a Virtual Setting, Instructional Challenges, Personal Challenges, Technical Challenges, and Parents' Involvement, are the independent variables. The dependent variables are the learner's academic performance, such as the learning outcomes and the quarterly assessment. The moderating variable is the profile of the respondents, such as sex, age, marital status, employment status, monthly income, educational attainment, and land area (category).

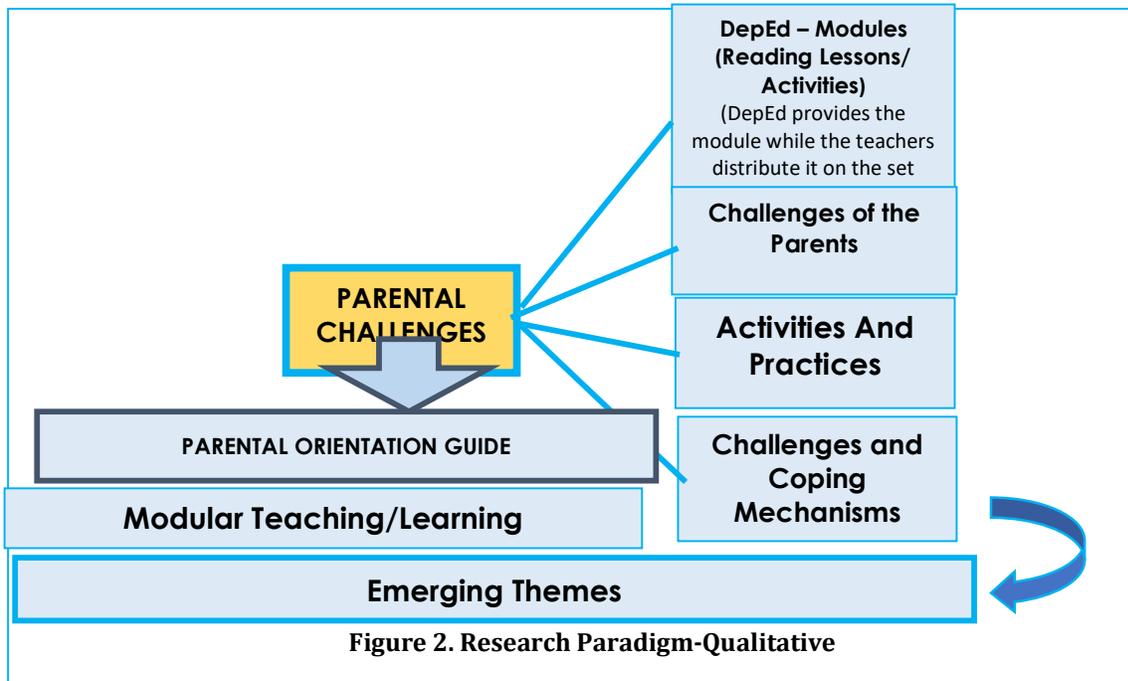
For the qualitative aspect, With the help of its stakeholders and partners, the Department of Education has pushed for learning continuity and developed a variety of alternative learning modalities that extend beyond the classroom. It was crucial to understand how these alternative learning methods work from the perspective of the students themselves.

As a result, parental involvement in their children's reading can be viewed as a vehicle for achieving a variety of goals linked to children's learning and home-school interactions in general.

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Under Modular Teaching/Learning, Figure 2 depicts parental challenges, activities and practices, challenges, and coping techniques. To collect vital information, the researcher employed audio/video calls and field notes to record and interview the parents. Through verbatim transcription, the important responses and themes were extracted using Interpretative Phenological Analysis. To further illustrate the flow of the study, the research paradigm is constructed as shown in Figure 2.



The process involved the collection of data using online survey questionnaires. Statistical analysis of the gathered data and interpretation of results will be performed. Semi-structured interviews, focus group discussions would be for the qualitative aspects. The final output of the study would be a parental orientation guide.

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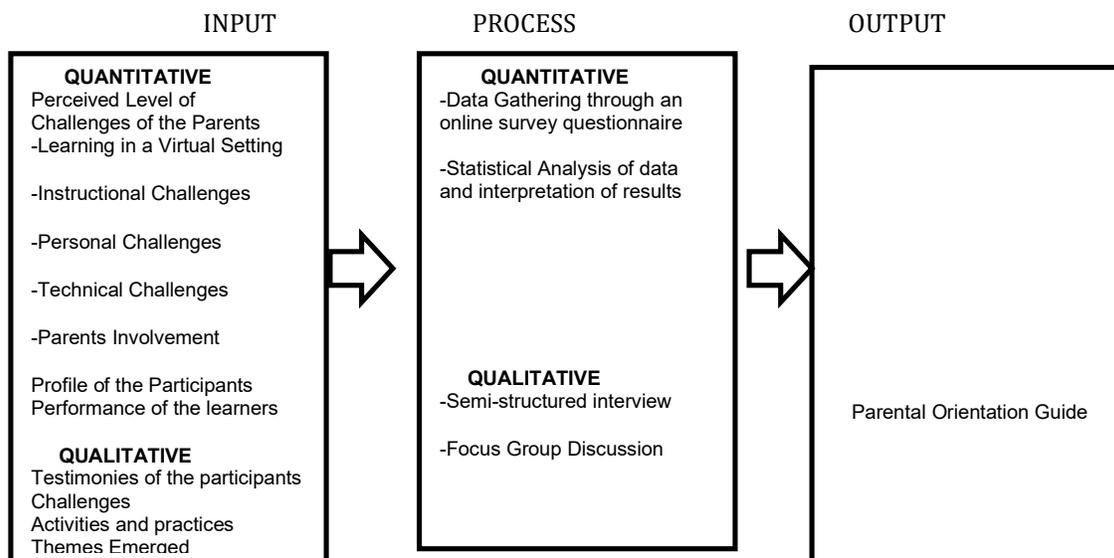


Figure 3. The Input-Process-Output Model

As shown in Figure 3, the input comprised the Profile of the participants, the perceived level of challenges of the participants, and the performance of the learners for the quantitative data. However, testimonies of the parents, challenges, activities, practices, and themes that emerged would be the input for the qualitative part.

LITERATURE REVIEW

One of our societies' most pressing demands is education and learning. We welcome distance learning, which has revolutionized our educational system. These sources have a significant impact on this research.

New Normal Education-Parental Involvement

Most governments around the world have temporarily shuttered educational facilities to prevent the spread of the COVID-19 pandemic, according to Bhamani et al. (2020). Schools serve as focal points for social interaction and engagement. Many children and youth lose social interaction when schools close, which is important for learning and development, especially in more vulnerable and impoverished areas. Many countries employ internet communication tools to keep professors and students in touch (such as WhatsApp, radio, television, cell phones, computer and network hardware, satellite systems, and the additional services that come with them, such as video conferencing and distance learning). Interactive online classrooms encourage social interaction while allowing all students to continue their education from home. Schools serve as focal points for social interaction and engagement. While these procedures are appropriate for addressing the demands of the period, they have created a challenging pattern for parents who work from home while also ensuring that their children's learning is uninterrupted during COVID-19.

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Parental involvement declines from elementary through middle school, and much more so in high school, due to parents' perceptions that their involvement is less necessary/welcomed by their adolescents, as well as lower parental self-efficacy on learning topics during high school; and parental perceptions of their child's needs/efficacy in various areas. Parental participation is often higher when parents perceive that schools encourage parental involvement. Parental involvement appears to be higher in private schools than in public schools. Parental home-based involvement during the Pandemic on the learning impact was extremely significant. Parents were encouraged to take an active role in their children's education by accompanying them to class and teaching them self-regulation skills for online learning.

Challenges Of Parents in Modular Distance Learning

According to Georgia Test Prep (2020), some institutions have moved to virtual learning, which is a whole new paradigm for everyone involved: instructors, students, and, most importantly, parents. Everyone is learning as they go. Everyone is going through a major change that is bound to induce concern. Many parents are unfamiliar with virtual learning, and it can be intimidating. Many families may be enduring financial difficulty, job insecurity, or home-working duties as a result of the epidemic. Even if they are coping with difficult circumstances, every parent wants their child to succeed academically. In a McAfee survey conducted in April 2020, the top five challenges faced by parents (of children in grades K-12) with virtual learning were identified: 50.31 percent of parents want to keep their children focused on academics (rather than other online activities), 49.26 percent want to create a daily regimen, and 41.83 percent want to juggle domestic chores with teaching.

According to Bendijo (2020), despite the sad reality of the epidemic, Filipinos have a unique way of surviving and looking at it from a different perspective. People who have been laid off are resorting to the internet to augment their income. Others have made the switch from regular office environments to working from home swiftly. COVID-19 has changed how people think about and value things. These changes have become the new normal, however challenging they may be for individuals. The majority of teachers would describe this time as going into a battle unarmed and expecting to lose.

The Department of Education has maintained its position that students should continue learning. Various modalities of learning have been researched and investigated to ensure that each is the optimum fit for the needs and interests of students in continuous learning. The Division of Malaybalay City, for example, used Modular Distance Learning, in which students were provided printed materials to study and answer. This is based on a survey that parents completed on the enrollment forms, which asked them about their household resources and their preference(s). Other schools have chosen Online Distance Learning, in which lessons, materials, and homework are all completed online. Everyone was unfamiliar with this, especially parents who act as an important part of the new regular setting. Learning was moved to the homes of children, with parents taking on the role of educators. As a result of these developments, several concerns have been stated, including the type of education that will be delivered at home, how parents will manage their children's learning, especially toddlers, and what class schedule will be followed by full-time working parents. Several questions have been raised, including how parents will be able to help their children study while also looking for methods to earn money. How will

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they be able to teach their children if they have not completed their secondary education? While these parents are willing to adjust to the new normal, their fears are genuine. However, parents need not worry because teachers will continue to facilitate children's learning by acting as learning advisors. They will also assist parents and learners in going through the modules and worksheets both online and offline. Therefore, while implementing Modular and Online Distance Learning, parents' full support and participation are expected. This arrangement is promising since it will still allow parents to "EARN" (in business and/or occupations) while their children "LEARN" in the safety of their own homes.

Profile of the Parents

Cherry (2020) pointed out that in regard to parental age and child development, as parenting ages have increased, there has been a decline in family size and a delay in reproductive age throughout the developed world. From 21.4 in 1970 to 26.9 in 2018, the average maternal age at first delivery has grown. While it may appear to be a small gap, an increase in parental age could have health and well-being repercussions for both parents and children. As a result, medical and social scientists have looked into the implications of deferring childbearing. While it may seem insignificant, some research suggests that childbearing delays have an effect on development.

Two-generation approaches, according to Heinrich, could optimize the benefits. However, according to Penn State's clearinghouse for military family preparedness (2020), parents' educational levels have a beneficial impact on their children's immediate educational outcomes as well as educational and vocational achievements through middle adulthood. Children learn from their own experiences and observation of individuals in their environment. Their behavior is influenced by these interactions. One of the most critical factors in a child's adult success is a parental time investment in a young child. Compared to women with merely a high school diploma, mothers with a college education devote more time to child care and age-appropriate activities with their children.

Performance of the Learners

Academic success and achievements, which include things like directed attitudes, general social learning, and cognitive framework, may be more closely linked to parents' educational and family interaction patterns during childhood (Bandura 1996). Observational and direct learning experiences, according to Bandura, influence behavior in part. Learning is defined as a series of interconnected actions and reactions, indicating that toddlers learn by imitating their parents and that everything they do is socialized. Excellent home learning opportunities, such as parents encouraging their children to eat properly, feel safe, and be happy and tranquil, have a beneficial impact on the educational process and accomplishment. They also mentioned that creating a healthy physical and mental environment at home helps youngsters prepare to be ready and able to learn. Positive academic accomplishment is linked to a loving, accepting, and encouraging parent-child relationship, as well as the parent's responsiveness to the child's needs. According to the University of Minnesota Extension, parental overprotection, authoritarianism, disapproval, and punishment have a negative impact on students' academic progress. The link between

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parental socioeconomic status and academic success has been extensively documented in sociological studies.

RESEARCH METHOD

This study determined the parental challenges and the performance of the primary pupils under modular distance learning delivery which was an input to the proposed parental orientation guide. The researcher utilized the sequential explanatory mixed method. According to Creswell (2013), to better comprehend research challenges, a scientist collects both quantitative and qualitative data, integrates them, and then interprets the results based on the combined vigor of both types of data. It used descriptive correlational research for the quantitative element, which involves some form of comparison or contrast and aims to identify associations that arise naturally between non-manipulated variables (Best & Kahn, 2006). It utilized the study of unexplained phenomena for the qualitative portion. It looked at the qualitative aspects of phenomenological research, as well as the benefits and drawbacks. Because a single quantitative or qualitative technique is insufficient to fully comprehend the study problem, combined quantitative and qualitative research, as well as their data, can provide the finest knowledge. The researcher conducted a survey of a large number of people and conducted interviews with a handful of them to obtain their own viewpoints on the subject. In these cases, collecting both closed-ended quantitative data and open-ended qualitative data was valuable. However, using this strategy was difficult because it required twice as much work and methodological skill in several fields. This took some time, money, training, and logistical flexibility.

Research Instrument

The primary instrument of the study was the two-part survey questionnaire. Part I was the profile of the parents, and Part II was the perceived level of challenges of the parents and the performance of the learners (Learning Outcomes and Quarterly Result Assessment). Part I gathered the information regarding the profile of the parents: Sex, Age, Marital Status, Employment Status, Monthly Income, Educational Attainment, and Land Areas (category). The researcher developed the survey questionnaire, but its content was based on the International Journal of Evaluation and Research Education (Agaton, 2021). It was subjected to validation. Part II of the survey questionnaire was also a self-made questionnaire, but its content about the perceived level of challenges of the parents, such as Learning in a Virtual Setting, Instructional Challenges, Personal Challenges, Technical Challenges, and Parents' Involvement was from the Deped Order no. 32, series of 2020 or Learning Continuity Plan and Regional Order no. 10, series 2020 or the Guidelines on the Implementation of Most Essential Learning (MELC) for the school year 2020-2021. In gathering qualitative data, personal interviews about the parental challenges under modular distance learning and the learner's performance were solicited. Five (5) semi-structured questions were asked by the researcher to verify the results of the quantitative data.

Central Question

What is the essence of the parental challenges under modular distance learning?

Corollary Questions

1. How do the parents describe their experiences with the challenges encountered?

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Interview Question 1: What is your stand on the implementation of modular distance learning?

Interview Question 2. How would you describe your experiences with modular distance learning?

Interview Question 3. What preparations do you employ in teaching your child in Modular Distance Learning (MDL)?

Interview Question 4. What are the challenges that you have encountered?

Interview Question 5. How do you cope with those challenges?

2. What themes emerged from the testimonies of the parents?

Data-Gathering Procedure

The study used a sequential explanatory mixed-method design, as described in the research design and shown in Figure 4. The qualitative data was collected after the quantitative data collection. The researcher obtained authorization from the Superintendent of schools and the school heads to conduct the survey. The questionnaires were personally administered by the author after permission. After acquiring the accomplished questionnaires, the data were organized and presented in a manner that would be prepared for statistical treatment. The organized data were then submitted to the statistician, wherein the results of the survey were tallied, tabulated, and analyzed. The one-on-one and open-ended interviews were conducted while waiting for the results of the statistical treatment. The outcomes of both treatments enabled the researcher to design an orientation guide for the parents.

Population And Sampling

The stratified random sample method was used to pick the respondents for this investigation. In stratified random sampling, a population is divided into smaller subgroups known as strata. According to Pulmones (2016), strata are defined by the members' shared attributes or characteristics. Random sampling assures that everyone in the population has an equal chance of being chosen for the sample. The qualitative element of the research, on the other hand, was done by systematic sampling. Purposeful sampling (also known as judgment, selected, or judgmental sampling) is a sampling approach in which the researcher chooses community members based on his or her own judgment (Hair, Joseph, F; Black, 2010).

Table 1. Distribution of respondents by School

Name of school	Grade Level				%	n
	Kinder	1	2	3		
Banlic	10	10	10	10	10.36	40
Bunggo	3	3	3	3	2.36	12
Canlubang	3	3	3	3	2.85	12
Crossing	4	4	4	4	3.98	16
Halang	5	5	5	5	5.33	20
Kay-Anlog	4	4	4	4	3.43	16
Latian	3	3	3	3	2.65	12
Lawa	5	5	5	5	5.22	20
Looc	11	11	11	11	11.75	44

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Name of school	Grade Level				%	n
	Kinder	1	2	3		
Majada In	6	6	6	6	6.79	24
Majada out	5	5	5	5	5.23	20
Mapagong	2	2	2	2	1.73	8
Milagrosa	3	3	3	3	3.20	12
Post	6	6	6	6	6.92	24
Prinza	2	2	2	2	1.65	8
Punta	3	3	3	3	3.18	12
Sirang Lupa	5	5	5	5	5.20	20
Southville	10	10	10	10	1078	40
Turbina	4	4	4	4	4.19	16
Uwisan	3	3	3	3	3.20	12
Total	97	97	97	97	100	388

Table 1 provides the respondents from the public schools under study. Herein, there were 388 respondents who accomplished the survey questionnaire.

Participants For the Qualitative Part

For the qualitative data, the participants of the study were ten (10) parents. They were considered as a source of data through interviews. The ten (10) parents’ participants were purposely selected with the following criteria: parents who are employed, age varies from 50-60 years old, elementary school graduate, located in the upland area, parent of a struggling learner, a 4P’s parents; the result of their child’s performance based on the quarterly assessment, the perceived level of challenges, and their profile.

Table 2. Participants’ Information (Qualitative)

Code	Pseudonym	Profile (Criteria)
P1	Jiky	Employed
P2	Dap	Elementary School Graduate
P3	Prim	Located in Upland Area
P4	Zil	No work-4P member
P5	Rose	Single Parent
P6	Renzy	Struggling Child
P7	Brow	Self-Employed
P8	Valer	With Three Children
P9	Girly	College Graduate
P10	Bes	50 Years old

The table above provides an overview of the participants, the pseudonym used by the researcher to identify each, the profile, and the criteria to choose from.

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The following scales were used to measure the level of perceived challenges of the parents:

Scale	Description
5	Extremely challenged
4	Highly challenged
3	Challenged
2	Moderately Challenged
1	Not challenged

In gathering qualitative data, personal interviews about the parental challenges under modular distance learning and the learner's performance were solicited. Five (5) semi-structured questions were asked by the researcher to verify the results of the quantitative data.

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Figure 4. Sequential Explanatory Mixed-Method Design

Statistical Treatment of Quantitative Data

The following were the treatments applied to the study in the quantitative aspect: Frequency, percentage, and mean were utilized to assess the perceived level of challenges of the parents. To establish a relationship between the perceived level of challenges and the learner's performance, the Pearson product-moment correlation was used. The researcher performed multiple regression analyses to see if the parents' profile and land area category influence the association between parental challenges and learners' academic achievement and if the parents' issues predict the learners' performance separately or in combination.

Treatment of Qualitative Data

The conversations with the 10 parent participants during the interviews were transcribed verbatim. Pertinent replies from co-researchers using interpretative phenomenological analysis were gathered, categorized by clusters or exemplars associated with the researcher's interview questions, then structured in tables. The emerging themes were extracted from the responses of the co-researchers. Thorough discussion and reflections were included after each table and theme.

Trustworthiness

In order to persuade readers that the findings are worth considering. This research can be evaluated using Lincoln's trustworthiness criterion. (1) Truth value; (2) Applicability; and (3) Guba, as referenced by Heindel (2014) (4) Neutrality; and (5) Consistency.

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Credibility

To demonstrate "real value," qualitative researchers must show that their findings are useful for their "truth" (because discoveries and interpretations are subjective). The qualitative researcher's constructions have been well conveyed and are believable. Internal validity is the qualitative researcher's counterpart of credibility (Lincoln & Guba, 1985).

Transferability

In contrast to quantitative research, generalizability (or external validity) is determined by establishing that the data were collected from a sample that is representative of the population to whom generalization is sought (Lincoln & Guba, 1982). Qualitative researchers, on the other hand, reject the concept of generalization because they doubt that generalizations about human behavior can be derived, given the passage of time and changing circumstances (Lincoln & Guba, 1982).

Dependability

In quantitative analysis, reliability or dependability is described as the ability to duplicate or repeat a study under the same conditions in a different location and at a different time. Disparities between the two repeats are blamed on unreliability or mistake (Lincoln & Guba, 1982). In qualitative research, however, research designs emerge naturally, and adjustments are made on purpose. After disregarding such deliberate and unplanned changes in research design (albeit rational and logical), the qualitative researcher defines "dependability" as "stability" (Lincoln & Guba, 1982)

Confirmability

As Scriven (1971) points out, an intersubjective agreement is widely used to assess objectivity. The "quantitative" definition of objectivity that Scriven refers to is the distinction between what a group of individuals experiences and what a single person experiences.

Ethical Considerations

The researcher needed to protect her research participants, develop trust, promote the integrity of research, guard against misconduct and impropriety, and cope with new and challenging problems. The study involved quantitative and qualitative methods of collecting data; thus, ethical approval prior to commencing the proposed study was required. Confidentiality and informed consents are vital features of ethical considerations in any research involving human subjects. The sensitivity of the questions in the qualitative phase of the study can make the participants uncomfortable. In order to maintain the privacy of the individuals involved in the study, the researcher explained that she would be the only one who would link the names of the participants with the interview, and the audio recording would be deleted after checking and validating the transcriptions to maintain anonymity.

FINDINGS AND DISCUSSION

The majority of the parent respondents were female, with 342 or 88.1%. On the other hand, only 46, or 11.9%, were male. Most of the respondents were under the bracket of 27-35 years of age, with 169 or 43.6%. The age bracket of 54-62 years, with 9 or 2.3%, was the least. Married respondents constitute 238 or 61%, followed by single parents with 114 or 29.4%. Less than 10%

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of the respondents were separated. Unemployed respondents showed the highest percentage of 54.6%, while employed parents constituted 30.4%. Self-Employed respondents got the lowest with 14.9%. Monthly Income ranging from 5,000-15,000 showed the highest percentage of 77.8%, while those earning a monthly income of 26,000-35,000 got the lowest with 4.6 %. Secondary graduates showed the highest percentage of 47.7%, followed by college graduates with 16.0 %, while college-level got the lowest with 14.9 %. Upland respondents showed the highest percentage of 37.6% with an f value of 146, followed by lowland area with 35.6 %. Midland land area was the lowest, with 26.8%.

The profile of the parents has a great impact on how they handle their children. As Grabe et al. (2020) discussed, When the parents were ultimately asked how they overcame the difficulties they faced in teaching their child, they all responded with exasperation and disgust. The parents' testimony of overcoming the difficulties of teaching their own children to read made them understand the difficulty of teaching. They were patient with their children and even forced them to practice reading. Parents were often required to leave or miss work in order to devote enough time to tutoring their children.

Learners and their parents faced a variety of hurdles as a result of the abrupt move in education from the classroom to homeschooling, including educational, economic, and technical issues. Parents should be given training on how to learn effectively at home, how to deal with their children's academic performance, and how to use technology to facilitate online learning. In place to bolster future remote education efforts, parents must be instructed on the system and platforms for open and distance learning, encompassing tools, fundamental pedagogical concepts, and teachers' classroom management possibilities.

On the other hand, the challenges in the new normal education like **Learning in a Virtual Setting**, indicative statement number 5 "*Interes sa pagkatuto sa birtwal na klasrum (Interest and attention span in learning in virtual setting)*," revealed a verbal interpretation of "highly challenged." Indicative statements 1 "*Kakayahan sa pagkakaroon ng wifi data o internet at gadgets (Ability to provide internet connection or wifi data and gadgets)*," 2. "*Koneksyon sa malakas na internet (Ability to provide strong internet connection)*," 3. "*Paggamit ng iba't-ibang platporm sa internet para sa modular na pagkatuto (using different virtual and online platforms as part of the distance learning)*," and 4. "*Iskedyul sa paggamit ng gadgets para sap ag-aaral sa modular distance learning (schedule on the used of gadgets in distance learning)*" revealed "challenged." Overall results revealed that learning in a virtual setting was challenging.

Instructional Challenge, indicative statements number 1. "*Kaalaman sa pagtuturo at sa mga konseptong nakasaad sa modyul*," Number 4. "*Mga gawaing bahay at iba pang obligasyon bilang magulang*," and Number 5 "*Pagod sa trabaho at kailangan magpahinga mula sa maghaponing trabaho*" revealed a verbal interpretation of "Highly Challenged." Indicative statements 2. "*Pagsunod sa Weekly Home Learning Plan na gabay sa gagawin ng inyong mga anak sa module*" and 2. "*Koneksyon sa malakas na internet*," 3. "*Paggamit ng iba't-ibang platporm sa internet para sa modular na pagkatuto*," and 4. "*Mga gawaing bahay at iba pang obligasyon bilang magulang*" revealed as "Challenged." Overall results revealed that instructional work was highly challenging.

Personal Challenges, indicative statements Number 1. "*Interes na magturo sa anak sa bawat asignatura*," Number 3. "*Lawak ng pang-unawa at pasensya sa pagtuturo sa anak*," Number 4. "*Tiyaga sa pagtuturo kahit hindi interesado ang anak sa pagsasagot ng mga aralin*," and Number

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5. "*Pagsasabay sabay ng gawain sa bahay at pagtuturo sa anak*" revealed a verbal interpretation of "Highly Challenged." Indicative statements 2. "*Antas ng kaalaman sa bawat araling nakalagay sa modyul*" revealed as "Challenged." Overall results revealed that personal challenges were "Highly Challenging." **Technical Challenges**, indicative statements Number 1. "*Kaalaman sa paggamit ng computer o iba pang gadgets na kailangan sa birtwal na pagkatuto*, number," 4. "*Limitado ang source of information na gagabay upang matutunan ang mga aspetong birtwal sa pag-aaral ng anak*," Number 5. "*Kaalaman sa pag-aayos ng gadgets ang computer kung nagkakaroon ng teknikal na problema sa software o hardware*" revealed as "Highly Challenged." Indicative statements 2. "*Karunungan sa paggamit ng iba't-ibang platform tulad ng email, messenger, google meet, google classroom, zoom at iba pa*," and Number 3. "*Kasanayan sa paggamit ng Microsoft Offices; Word, Ppt, Excel*" revealed as "Challenged." Overall results revealed that technical challenges were "Highly Challenging."

Parents' Involvement, indicative statements Number 1. "*Pagbibigay o pagbabalik ng outputs at modyul ng anak sa paaralan*," 2. "*Parents' Summit*," 3. "*Homeroom virtual PTA meeting*," 4. "*Card Viewing of Card showing*," 5. "*Iba't-ibang programa o aktibidad na birtwal sa paaralan*" revealed challenging. Overall results revealed that parents' involvement was challenging. **Perceived level of challenges** such as instructional, personal, and technical challenges revealed highly challenging. At the same time, learning in a virtual setting and parents' involvement were revealed as challenging. Overall perceived level of challenges revealed was highly challenging.

One of the long-term lessons learned from the global pandemic COVID 19 is that innovation and parent involvement are the most effective levers for narrowing the education gap between socially impoverished kids and their counterparts, according to Osorio-Saez et al (2021). Using technology to spur a shift toward new learning models in remote and hybrid settings is more sophisticated and demanding than simply bringing equipment into the school and home and using it.

In addition, **Learning outcomes** of the learners with the indicative statements of "*Nakakasunod sa pamtatayan ng Most Essential Learning Competencies (MELCs) na nakasaad sa module*," "*Naisasakilos ang pamantayang dapat makita sa bata (DepEd performance standard)*," "*Naisasabuhay ang pamantayan itinakda ng Department of Education*," "*Resulta ng Performance Task batay sa MELCs*," and "*Nakakasunod sa pamtatayan ng kompetensiya ng bawat MELC's*" were all "Observed." Overall results revealed that the learning outcomes were observed by parents. **Quarterly assessment of the learners** under modular distance learning revealed a satisfactory result. Challenges and learning outcomes show a negative correlation. It was revealed that instructional challenges and parents' involvement are significantly related to learning outcomes at 0.05 level. Similarly, personal challenges were significantly related to learning outcomes at 0.01 level but learning in virtual settings, and technical challenges were not significantly related to learning outcomes. Likewise, a significant negative relationship between challenges in terms of instructional, personal, and parents' involvement and quarterly assessment was observed at $p=.01$. The age and monthly income significantly moderate the relationship between parents' involvement and learning outcome at .05 and .01 levels, respectively. The monthly income at $p=.01$ significantly moderates the relationship between personal challenges and quarterly assessment, while sex ($p=.01$) and educational attainment ($p=.05$) are between technical challenges and learning outcomes. Monthly income, on the other hand, has a significantly

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moderate relationship between parents' involvement and quarterly assessment at $p=.01$. Personal challenges predict singly and in combination with learning in a virtual setting both the learning outcomes and quarterly assessment.

According to Waterford.org (2020), parental support and school engagement are on the wane. It is more important than ever. A study from Ross, T. (2016) found that the majority of people who believe close parent-teacher communication is beneficial to have decreased. Because they prefer to speak and understand through online student portals, parents are less likely to attend parent-teacher meetings or school activities. This growth is surprising and disturbing because of the implications for parental participation. While technological tools can help families remain connected, when parents do not contribute their time and support, pupils miss out. There are various causes for this shift in parental involvement at school. Some parents find volunteering and attending parent-teacher conferences difficult owing to schedule or transportation issues. Others, such as low-income or minority families, believe that workers are untrustworthy or insensitive to their cultural needs. Parents may not know whether they are welcome at school if a parent-teacher relationship is not developed early in the year.

Poor parental participation, on the other hand, is more common in some populations. The lowest parental engagement rates are found in low-income households, families with older children, and parents who do not speak the local language or did not complete high school. Parent participation in schools is the starting point for parent involvement and, eventually, parent collaboration. The impact on students is enormous when parents and teachers collaborate to create a vibrant classroom. Test scores, attendance, self-esteem, and graduation rates were all higher among parents who were concerned about their children's education. Parent-teacher interactions are more than just a great thing to have in the classroom. They are critical in helping children reach their academic potential on a personal and classroom level. If we don't give a space for parent collaboration in our schools, we limit the ability of our classrooms to grow.

Qualitative

1. How do the parents describe their experiences with the challenges encountered?

The participants of the study were ten (10) parents of the Division of Calamba City. They were considered as a source of data through interviews. The ten (10) parents' participants were purposely selected with the following criteria: - Parents who are employed, whose age varies from 50-60 years old, elementary school graduate, located in the upland area, parent of a struggling learner, a 4P's parents, result of their child's performance based on the quarterly assessment, the perceived level of challenges, and their profile.

The testimonies of the participants described that they had trouble handling situations in the new normal under modular distance learning, but they are making all the possible ways to provide quality education to their children. Based on the experiences of the parents through the Modular Distance Learning (MDL) approach, the essence of lived experiences shall be considered to have very new and challenging roles in the development of learners with their parents as a teacher. Somehow, parents embrace the new norms despite the apprehension and uncertainties faced by being a teacher for the sake of their child's education. The parents partake in their role with persistence and patience.

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The testimonies of the participants described their teaching experiences in terms of actual experiences encountered by them as follows: they were surprised by the fact that they will take the role of the teachers in the implementation of Modular Distance Learning and uncertain about their capacity to teach their own children; their overall feeling on Modular distance learning is that it will always be hard for them; the preparations employed by a parent in teaching is quite unusual, both positive and negative motivation and mood setting activities; parents applied flexible time and varied activities in teaching to their children; reading strategies imposed at home is more likely more on motivation by making promises. The school is helping parents by providing materials and assisting them with directions on the use of the modules and with the strategies for teaching reading. Parents have common struggles in teaching their own child on how to set up their attention. It is so hard for them to encourage or motivate their child to follow their instruction. Parents exert a lot of patience and persistence in practicing reading. They were also forced to leave or to be absent from their job to give ample time to tutor their children.

2. What themes emerge from the testimonies of the parent participants?

The themes that emerged from the testimonies of the participants were clustered into superordinate themes: Why Can't I Focus, Flexitime: Parental Time Constraints, Driven to Learn, Compelled to Teach, A Unique Child: Mood Setting, and The Power of Patience.

Why Can't I Focus: The parents had trouble with many possible things that could happen with their child's education while learning at home and that they will be their teacher. In addition, is the reality that their child had no focus, and they had no option but to teach. They have apprehension whether their child would follow their instruction, with the time they can spare for their children because of house chores and work, and with their capabilities to teach.

Flexitime: Parental Time Constraints: The parents tried to adjust their availability as well as the availability of their children. It was also apparent that they also imposed maximum tolerance in terms of waiting for the availability of their child. It can also be noticed that the activities or lessons they are taking also change from time to time, although the parents are much more concentrated on the subject matter. This has been the advantage of home-based learning; the reading session and other activities could continue if the parent or the child wants to, and they can do it any time of the day.

Driven to Learn, Compelled to Teach: Parents felt that the implementation of Modular Distance Learning compelled them to teach. It was difficult for them to hold another responsibility, especially teaching which they have no background at all. MDL is also a pressure for parents with low educational backgrounds. Their responses might be hard to believe, but this is a reality in home-based learning, as parents have testified according to their experience.

A Unique Child: Mood Setting: In this change of learning environment, from school to home setting, parents also prepared themselves to maintain the mood of their children towards learning, especially in reading. The mood setting discussed by the parents focused only on the physical and emotional aspects of their children. However, the parents were also trying to set the mood of their children by reviewing past lessons, taking easy samples, reviewing, and even tricking their children.

The Power of Patience: The parents' ultimate strength in conquering the hurdles they had in educating their child to read has been patience. They started their tremendous desire to

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continue teaching despite the difficulties. Parents also discovered that rather than scaring their children when they see something unusual with the module, they should be helped through it.

The findings revealed that parents play a significant effect in their children's learning patterns. The data also suggested that parents may not have considered changing the ambiance at home, a location that could provide a learning environment or stimulate learning.

Discussion of the Results

From the result presented, the parent's involvement has a great impact on the development of their learners in terms of performance and academic's part. They revealed that modular distance learning is challenging on their part as a parent. In addition, one of the research studies on Parental involvement implied that parental involvement in school has long been heralded as an important and positive variable in children's academic and socioemotional development. From an ecological framework, reciprocal positive interactions between these two key socializing spheres – families and schools – contribute positively to a child's socioemotional and cognitive development.

The result of the study is connected to Abraham Maslow's hierarchy of needs is a fundamental theory of motivation that states that humans have wants and desires that influence their behavior. Motivation is a driving force behind achieving a specific goal. Positive reinforcements have a positive impact on reading motivation. Thus, teachers and parents must make reading activities more exciting and helpful.

Parents and teachers must provide appropriate and enjoyable reading materials, create a sharing learning community, create a comfortable learning context, identify specific children's weaknesses and strengths, provide enough time to read, work collaboratively with other teachers and administrators for a general reading program, and learn the techniques for assimilation and effective learning, according to Baker, Dreher, and Guthrie (as cited by Mohseni Takaloo & Ahmadi, 2017). Long-term intrinsic desire to read is influenced by a student's interest in reading, attention to reading, and confidence in reading. Teachers and families who provide children the opportunity to grow enthused about reading empower pupils by improving their engagement with and investment in reading. Because it develops the critical notion that reading has value, engagement, and involvement in reading lays the groundwork for long-term reading success; because it focuses on the components of student motivation to read, this theory is called a motivational theory of literacy (Morrow & Tracey, 2012).

CONCLUSION

A significant relationship between parental challenges in terms of instructional, personal, and parents involvement and the performance of the learners was observed. However, no significant relationship was found between learning in a virtual setting and technical challenges and performance. Thus, the null hypothesis on the significant relationship between parental challenges and the performance of the learners was partly accepted. The hypothesis on the moderation of profile on the relationship between challenges and performance of the learners was partly rejected since age, and monthly income significantly moderated the relationship between parents' involvement and learning outcome, and educational attainment and sex on technical challenges and learning outcomes. The monthly income significantly moderates the

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relationship between personal challenges, parents' involvement, and quarterly assessment. Since only personal challenges which predicted singly and in combination with learning in a virtual setting for both the learning outcomes and quarterly assessment, the null hypothesis was partly rejected.

The following were the implications drawn by the researcher based on the consolidated findings of the study: Participants are recognized as one the guiding facilitators of their children. There were numerous problems and challenges faced as a result of the new normal education. In these most trying times of the pandemic, their roles are becoming broader and spiced up by some complications brought by the need to be more responsive and capable of maintaining the quality education of their child. Also, participants' personal testimonies formed five mutually exclusive superordinate themes out of their various claimed evolving roles, which are worth considering when addressing the challenges and difficulties inherent in the current state of education in the new normal.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are offered: For parents and guardians, they play an important role, and their participation and willingness are highly needed. As a result, even if they work for the family, they may be equally prepared to educate their children at home. Even if they are working, parents can find time to work and collaborate with their children. They could designate a learning environment for their youngsters. Learners need and continue to learn reading and learning while at home. They may develop learning habits, creating a schedule and learning plan. On the other hand, Parents and teachers may strengthen the collaborative work between the school and families through parent-teacher meetings, close monitoring, and facilitation that could encourage children to read. In the same manner, school heads may design a training program for parents on effective learning at home. Educating parents about the system and platforms for Modular Distance Learning. In addition, the researcher's small contribution is the creation of the supplemental orientation guide. The plan in question is utilized to improve teaching in Modular Distance Learning. A comparative study on the impact of teaching on learners' academic achievement during the new normal could be done by future researchers.

LIMITATION & FURTHER RESEARCH

The conduct of this study was within the bounds of 388 parents respondents in the City Schools Division of Calamba, which focused on the parental challenges and the performance of the learners in terms of learning outcomes and performance status in modular distance learning among parents who were the facilitator during the School Year 2021-2022. Future researchers may conduct the same study from different division/region and try to compare other variables that are related to parental challenges.

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