

Parental Challenges and School Performance of Junior High School Students in Distance Learning Modality

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Abstract: The experiences of the educational system, particularly the Department of Education, during the pandemic are pretty incredible. From featuring the, no face-to-face to the distance learning modalities are just a few evolvments that cater to learning in the light of the crisis. Thus, the study investigated the parental challenges met by the parents and the school performance of their children relative to the modality adopted by the DepEd. It uses descriptive-correlational research to capture the respondents' socio-demographic profiles. And correlational characteristics since these profiles were correlated to parental challenges and school performance. Parents agree that they are confronted with difficulties in distance learning. The point-biserial (rpb) calculated the sex and parental challenges and sex and school performance. It figures out that their relationship between sex and parental challenges is not significant since the $rpb=0.12$ with $p=0.18$ greater than alpha at 0.05. Distance and parental challenges have sufficient evidence to suggest that they have a significant relationship. And, the income also indicates that they have a significant relationship. However, sex and school performance show no significant relationship in $rpb=0.56$, with the $p\text{-value}=0.09$ greater than the alpha at 0.05. Distance and school performance indicate a correlation, and so with the school performance and monthly income. The parental challenges and school performance obtained a significant inverse relationship because the Pearson $r = -0.84$ with the $p\text{-value}=0.008$ less than the alpha at 0.05.

Keywords: Parental challenges, School performance, Monthly income, Distance from school.

1. Introduction

The world has been in trouble because of the unprecedented virus that puts everyone's life in danger. Since the World Health Organization has published its latest updated reports, 2,290,488 reported confirmed deaths from 104, 956,439 cases in 223 countries (WHO the Last update: 6 February 2021, 7:14 am GMT-8). The COVID-19 tremendously shakes the global economy enormously, urging every government to balance this crisis by opening up some institutions to respond to massive demands on essential goods. Its purpose is to give a collective movement to those who work in support of the government and mainly in the gradual recovery of economic loss.

According to Oliver (2020); Semuels (2020), cited in Danylyshyn (2020), consider COVID-19 in society as a greater

threat to the economy than to health, and the government does not care about economic savings. The widespread started in December 2019 until it got worse in mid-March 2020. Not only is the financial stability of the population affected, but also the education sector in the Philippines as well. It also transforms closures at all levels from elementary to college. The presumptions were that while the government is working with various initiatives to protect its citizens from contamination, children need to be given most concern about the adverse effects of the pandemic. Different assumptions have been made, whether the regular classes are pursued or not. Until a consensus was finally reached, it encouraged recovery after assessing the strategic formulation regarding its full operation is granted.

The approach differs logistically. The Department of Education enjoined all levels of education. Instead of face-to-face with the Students, adopts the more applicable and understandable learning delivery modes such as distance learning and homeschooling. These features will have the likeliness to bring education amidst the world's present crisis. Blended is the combination of distance and homeschooling, while distance is composed of Online, radio, and television. However, as cited in Bhamani (2020), to ensure that children's learning will continue, there is a need to collaborate between the telecom industry and school networks at various levels (UNESCO,2020). If none of these available options, the parents are opted to choose to homeschool. Students are given a week to respond to it and return in a week after completing printed materials or modules. This is the main feature of distance learning- the modular approach. In the advent of these modalities, learning must be plausibly measured to give feedback on how the students performed in such a selected modality. Thus, proper reporting to parents is enjoined.

However, parental challenges have become notable in the context of educational delivery. Schools and teachers have no sufficient guidance to improve the parental engagement experience through effective technology use (Goodall, 2016). Parents started to adapt to their usual home obligations and responsibilities by giving special attention to their child's learning. It is a teacher, coach, and provider of resources as

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supplemental to the overall performance. Their school visits to take bulks of modules and return them after a week has no doubt; it is exhaustible. Mostly, the self-learning materials are poorly responded to. The revelation was that the parents could not teach what their children asked relative to the confronted tasks. It is by implication that the parents' educational background matters the most. The resources implicitly impact the child's learning, like the necessity of Internet connectivity during this modular learning delivery.

The challenges evolve in many ways, from restructuring the parental regular daily schedule into the complexity of routines and the prompt dealing with different priorities. Thus, the study investigated the parents' tremendous challenges in various aspects, including how their child performed relative to school obligations during this pandemic.

2. Framework

Before the pandemic, the educational challenges confronted by parents have always been concerning about the children's behavior in schooling. They instill the right attitude in dealing with fellow students and teachers in all their undertakings as partly a training to overcome in a bit of way. But, as the pandemic started to threaten individuals' lives, parents feel insecurities and anxieties in keeping responsibilities, particularly raising their children's education. While Symonds (1939) expressly supported that parents never being excessively submissive to their children, and Baldwin (1955) argued that the provision of children rules and regulations for their protection is the crucial aspect of the democratic parenting style, as cited in Fabian *et al.* (2015). Their imposition to a defined set of home policies as parents is essential for health safety and school attainment. Their responsibilities like frequent visitation to school, claiming the self-learning modules, coaching and teaching, and supervising the child's school performance are now entirely on their part carried in every moment. These challenges restructured their usual daily activity as parents.

As the virus spreading dramatically, there are stringent protocols to observe. While the countries in the world have been in the first stages of vaccination, extra careful wearing masks and face shields is logistically mandated, and people's movements are regulated. Even the commence has remarkably successful, it unguaranteed the containment of the virus from contamination unless the country's population is under immunity. According to the WHO, "Herd Immunity" is the indirect protection from infectious disease when the population is immune either through the vaccination or immunity developed during the previous infection. It is the primary purpose of the government to reach this level of security among the people, especially the parents and students. Waiting for this to realize, parents also need to sacrifice for children's education, resulting in the abandonment of several works routines.

During the pandemic, parents believed that their problems were very likely different from before the pandemic period. To quantify this level of effort: the study was conducted to determine whether there is a significant relationship between their challenges and children's school rating as school

performance. The socio-demographic profile is included to deepen the research and substantially expose the findings with other valuable details.

3. Objective of the Study

The study aimed to discover the challenges that the parents have faced in dealing with their children's educational journey during this pandemic. It figures out how they impacted school performance and socio-demographic profile among junior high school students. For the process of investigation, these are the objectives formulated; (1). Present the socio-demographic profile of junior high school students in terms of sex, distance from home to school and parents' monthly income. (2). Determine the level of parental challenges, (3). Determine the significant relationship between socio-demographic profile and parental challenges, (4). Determine the significant relationship between socio-demographic profile and school performance, and (5). Determine the significant relationship between parental challenges and school performance of the junior high school student.

4. Methodology

A. Research design

The study is a descriptive-correlational type of research due to the consideration that the socio-demographic profiles such as distance from home to school and parent's monthly income are descriptively presented. It is also correlational since the parental challenges correlated with how students performed in their modular approach at home. The data was the final grades in the first quarter of School Year 2020-2021.

B. Research Site

The conducted area covered the second district of Liloy, Zamboanga del Norte. The sampling representation was coming from one of the secondary schools within the district. It is an extension located approximately seven kilometers away from town proper managed by less than ten teaching and non-teaching personnel, including the school head. The people have various cultural backgrounds, such as Muslims, Subanen, and Christians. The school is located within the premises of the elementary since this will soon be integrated.

C. Research respondents

Junior high school students and their parents were mainly the study respondents. They were invited to respond to the given tool, primarily to supply the socio-demographic profile and school performance, and to let their parents provide the challenges by checking the appropriate corresponding scales for the level of their personal experiences encountered daily.

D. Sampling procedure

Systematic random sampling was used. To get rid of bias, the researcher targeted at least 20 percent of the population composed of students at all grade levels by this probability method. The 95% confidence level was observed in the selection of the sampling process. During the parents' visit, the tool was given to them while they would get modules since no

face-to-face was allowed and returned it after one week for tabulation.

5. Results and Discussions

Objective 1: Present the socio-demographic profile of junior high school students in terms of sex, distance from home to school, and monthly income.

The sex of the respondents has presented in table 1, which the females accounted for were 44, and males only 45. Most of the respondents were females, covered at least 55% of the entire group. There were a total of 80 respondents for both male and females.

Table 1

Sex of the respondents		
Sex	f	%
Male	36	45
Female	44	55
Total	80	100

As shown in figure 1, the respondents' socio-demographic profile in terms of their distance from home to school expressed in kilometers reveals the following; one kilometer and below 24, two kilometers 14, three kilometers 13, four kilometers 14, and five kilometers 15. Based on the graph's presentation, students' residences closer to the school have the most in number. The least among them were living within three kilometers away. Relative to distance the students are living, majority are within a radius of one kilometer and below.

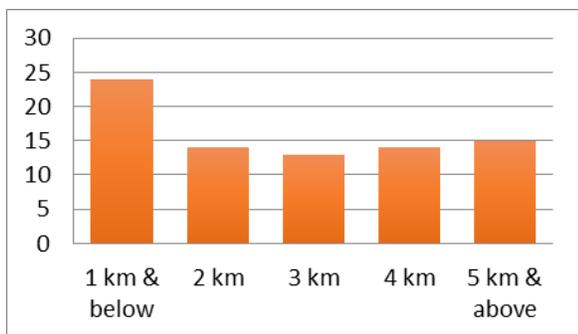


Fig. 1. Distance from Home to School

Figure 2 is the socio-demographic profile, and it is the parent's monthly income. It shows the following data; Below P 9,520 has 37, between P9,520 -P19,040 has 18, between P19,040- P38, 080 has 15, and at least P38,080 gives only 10. It noticed that most parents have income just below P 9,520, that this indicative range is categorically poor (PSA 2015a, 2017). Some details attributing to monthly income are; between P 9,520-P 19,040 goes under low - income class, between P 19,040-P 38,080 describes as a lower-middle-income class and at least 38,080 sets to Middle middle-income class. Income below 9,520 assumes that these families have tried to balance the need to secure budget to respond to the demand on Internet connection and the regular expenses incurred monthly. The meager income has to allocate the possibility of procuring devices that are necessary than the other known priorities

during this learning delivery set by the department of education.

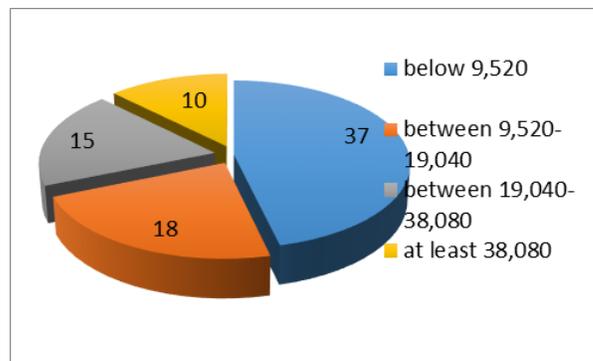


Fig. 2. Parent's monthly income

Objective 2: Determine the level of parental challenges

Table 2
Parental challenges

Item	Scale					WM	VD
	1	2	3	4	5		
7. This pandemic has an adverse effect to our regular work.	5(6.25)	2(2.5)	3(3.75)	30(37.5)	40(50.00)	4.23	SA
5. It is a burden to provide Internet for our child to connect for study purposes.	2 (2.50)	5(6.25)	4 (5.0)	44 (55.00)	25 (31.25)	4.06	A
3. My responsibilities like my household chores and teaching lessons for my child have not been attained.	5 (6.25)	10(12.50)	17 (21.25)	28 (35.00)	20 (25.00)	3.85	A
1. It is not easy to guide our child to focus on the schoolwork.	5(6.25)	9(11.25)	21(26.25)	25(31.25)	20(25.00)	3.58	A
2. The weekly returning and getting of modules are very inconvenient on our part.	7(8.75)	4 (5.00)	23(28.75)	30 (37.5)	16(20.00)	3.55	A
6. My child takes for granted to our advice to improve performance.	8(10.00)	8 (10.00)	12(15.00)	32(40.00)	20(25.00)	3.50	A
9. My child's wake-up and bedtime policy schedule mostly rejected.	8(10.00)	12(15.00)	15(18.75)	40(40.00)	5(6.25)	3.28	NA/D
10. I am not excited to get the modules a day before the schedule.	12(15.00)	10(12.5)	10(12.5)	60(48.00)	0 (0)	3.18	NA/D
4. My child plays Online through the phone, and leaves the schoolwork unattended and unfinished even being warned.	25 (31.25)	14(17.5)	16 (20.00)	15 (18.75)	10 (12.5)	2.64	NA/D
8. I feel exhausted during the returning of modules	15(18.75)	35(43.75)	10(12.5)	20(25.00)	0 (0)	2.05	SDA
Grand						3.39	A

1.00-1.7 "SDA", 1.8-2.5 "DA", 2.6-3.3, "N A/D", 3.4-4.1, "A", 4.2-5.0 "SA"

In table 2 is the presentation of challenges confronted by the parents during the pandemic in an intense order. Weighted mean of 4.23 with the verbal description of Strongly Agree, to

be the major challenge that stresses “This pandemic has an adverse effect to our regular work.” It followed by “It is a burden to provide Internet for our child to connect for study purposes” with the WM of 4.05, VD of Agree. However, the weekly task of the parents, like returning and receiving modules, obtained a strongly disagree VD. They never exhausted in regularly visiting the school observing health protocols just to pick up modules intended for that week. If the parents and children collaborate to manage the learning activities, their bonding increases as they can spend much time together (Bhamami *et al.*, 2020).

Objective 3: Determine the significant relationship between socio-demographic profile and parental challenges.

Table 3 presents the relationship between sex and parental challenges of junior high school students. The point-biserial gives $r_{pb} = 0.12$ with a p -value of 0.18 greater than the alpha 0.05. It explains that regardless of what sex students have, there is no notable association with the challenges met by their parents in the light of COVID-19. There is no sufficient evidence to suggest that the males or females have the distinct difficulties encountered in performing such obligations despite of the pandemic.

Table 3
Relationship between sex and parental challenges

Profile	Coefficient of Correlation	p-value
Sex	$r_{pb} = 0.12$	0.18

* $p < 0.05$

Distance from school and its relationship to parental challenges is provided in table 4 with this presentation, $X^2 (2, N=80) = 9.447, p = 0.009$.

Through the given interpretation, there is sufficient evidence to suggest that they established a significant relationship. By representing the contingency table, it conclusively states; the farther the distance from school, the higher the parental challenges confronted by the parents. Those living near the school most likely did not feel the new normal to be the burden of their responsibilities as parents or guardians. In relation to this challenges and income, the calculation shows $X^2 (2, N=80) = 16.68, p = 0.00$. The p -value is less than the alpha at 0.05, and further explains that there is sufficient evidence to suggest that they have a significant relationship. The financial conditions of the family impacted the degree of challenges experienced by the parents. A better income exhibited fewer challenges concerning dealing with educational responsibilities.

Table 4
Relationship between parental challenges and socio-demographic profile like distance from school and monthly income

		<i>Parental Challenges</i>			X^2	p -value
		<i>Strongly Disagree, Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Strongly Agree, Agree</i>		
<i>Distance from school</i>	<i>Below 2 km</i>	7	14	17	9.447	0.009*
	<i>Above 2 km</i>	21	7	14		

* $p < 0.05$

		<i>Parental Challenges</i>			X^2	p -value
		<i>Strongly Disagree, Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Strongly Agree, Agree</i>		
<i>Monthly Income</i>	<i>Below 9,520</i>	15	15	3	16.68	0.000*
	<i>Above 9,520</i>	10	12	25		

* $p < 0.05$

Objective 4: Determine the significant relationship between socio-demographic profile and school performance

Table 5 shows sex is not significantly related to school performance presented through the computed point-biserial $r_{pb} = 0.56$ with the $p = 0.09$ greater than alpha at 0.05. Based on frequency distribution and their means, females had no indications that they performed better than males. Both implied no associations with the academic endeavors, particularly in dealing with modules and other academic tasks.

Table 5
The relationship between sex and school performance

Profile	Coefficient of Correlation	p-value
Sex	$r_{pb} = 0.56$	0.09

* $p < 0.05$

Table 6
The relationship between school performance and selected variables

		<i>School Performance</i>				X^2	p -value
		<i>FS</i>	<i>S</i>	<i>VS</i>	<i>O</i>		
<i>Distance from school</i>	<i>Below 2 km</i>	17	15	3	3	8.922	0.030*
	<i>Above 2 km</i>	15	8	11	8		

* $p < 0.05$

		<i>School Performance</i>				X^2	p -value
		<i>FS</i>	<i>S</i>	<i>VS</i>	<i>O</i>		
<i>Monthly Income</i>	<i>Below 9,520</i>	13	11	5	4	0.548	0.000*
	<i>Above 9,520</i>	2	9	11	25		

* $p < 0.05$

In table 6 shows the relationship between school performance and selected variables. The school performance and distance from school obtained a calculated $X^2 (3, N=80) = 9.447, p = 0.009$. The given numbers explain a shred of sufficient evidence to suggest that these variables have a significant relationship. It means that the students’ residence locations would impact their abilities in response to the modality the DepEd adopted. Parents who resided closer to the school have children’s good in scholastic ratings. Several factors may be affecting students’ school performance, such as parents’ education, socio-economic status, and distance to school (Baliyan & Khama, 2020). Besides, there is a significant relationship also between school performance and their monthly income. As the table showed, $X^2 (3, N=80) = 0.548, p = 0.000$ less than the alpha 0.05 signifies that school performance has a significant relationship with monthly income. The contingency table provides details that the higher

the income, the higher the school performance. Although the distance learning modality is entirely free, the expenses such as acquiring devices, Internet connectivity, and other expenses relative to schooling have bearing to preclude associations of these variables are attributable. The greater chance if the students are coming from financially buoyant families to attain greater academic performance in school (Machebe *et al.*, 2017). It was supported by Fang and Feng (2008), who found that the social-economic status of the family affects the academic scores of children cited in (Li & Qui, 2018). At the availability of devices, if these will adequately be utilized to gain advanced mental preparation for the next lesson, then school rating entails a significant increase in performance.

Table 7 shows the significant inverse relationship between parental challenges and school performance. The computed Pearson $r = -0.84$ at a p -value of 0.008 less than the alpha at 0.05 confirms the sufficiency of being related. It indicates further, the higher the parental challenges, the lesser the school performance of the students. It is alarming since the parents consider this new normal a burden to their usual obligations as parents or guardians. Inversely saying, those parents would feel that those responsibilities entrusted to them must be easily carried out routinely and never complain about schooling.

Table 7

The relationship between parental challenges and school performance

Variables	Coefficient	p-value
Parental Challenges & School Performance	$r = -0.84$	0.008*

* $p < 0.05$

6. Conclusion

The COVID-19 has no doubt causes the restructuring of an educational system that never happened before. Such transformation compromises each element of the organization to act according to what is the best out of it. The adoption of different learning delivery suits the current situation, and the most appropriate one is the distance learning modality. Thus, the study focused on the challenges encountered by the parents in the light of the horrible health crisis. And correlate them on their children's academic performance. The socio-demographic profile has given importance to gain meaningful information that is relevant to the study's revelation. Females have more than males, however the way they performed in school has never recognized to be significant. Both of them usually living within one kilometer from the school with income is notably less than 9,520 categorically poor (PSA, 2015 survey). Most respondents belong to a low-income family and presumably experiences difficulties in acquiring devices to aid learning. The poverty as the present family status contributes much to the overwhelming burdens of executing obligations carried with them. Parents have revealed an emotional distress by agreeing that this pandemic impacted their usual daily living and tended to change every routine. No indication that sex of students matters how their parents confronted different challenges. The

parental challenges and distance from school were revealed to have significantly related. Those parents who live a distance from school most likely agreed that challenges experienced are inevitable and noticeably exhaustible. As known in the study, income has supplied the claim to have a significant relationship with parental challenges. Knowing in the aspect of education, although sending children to school is totally free does not preclude the increase of school rating. There are other necessary considerations to count. Such as, materials needed to school projects and activities, and others. These aspects primarily impact the interest and motivation of the child while undertaking attention in modular responsibility. Much more, the country has been experiencing shifting of different quarantine categories and businesses and other establishments are closed resulting to financial instability. It indicates an alarming status not only other sector, but mainly the children in the educational system. Sex has not significantly related to school performance. In contrast, the income of categorically higher has a good academic standing in school compared to under the lower bracket. It indicates that the capability of the parents or children to look for any strategies to enhance learning assumes to be probably high. Those parents who tended to consider the challenges to be a burden to their daily works and hamper some household chores, their children relatively performed less in school. This study accepted the theory of LeBon law of unity of mind and emphasized the word "Crowd" in its ordinary sense. It means a gathering of individuals of whatever profession, nationality, sex and whatever be the chances that have made them together (Le Bon, 2007). Being together does not happen only in an anonymous crowd, but it can also happen in formal organization like the school because it serves as the medium of transmitting the collective mind of the students. The mental unity developed in the classroom transforms the individual student to achieve high or low performance bearing accountability to their learning behavior to the teachers, school, and parents through the school performance derived from their involvement. At present, students consider their homes to be the environment. Bored with several reasons. They experienced tiresome and even develop loneliness. The scenario exemplifies the wholeness of mental responses to the experiencing pandemic that alters the interest to learn with their co-students in school.

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