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Research Article

Student's Performance and Parent's Involvement in Distance Learning: A Correlational Study

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ABSTRACT

Distance Learning had evolve through many ages and generation. This became the main source of teaching on the present since its become convenient and efficient to everyone. As COVID-19 pandemic creates a devastating effect throughout the world, Philippines become innovative on how they will able to adapt and continue the classes with the use of parents as the molder of their children. The main objective of the study is to correlate the level of parent's involvement on students' performance in distance learning of Negros Occidental High School during this times of pandemic. A sample size of three hundred thirty-six (336) students were accommodated in the study covered the Senior High School day class students for S.Y. 2020-2021 who are under the two learning modalities — print and digital learning and were randomly selected from different strands both Academic and Non Academic Tracks composed of grade levels namely Grade 11 and 12. A researcher made survey questionnaire was used as a research instrument to gathered data. Proper encryption and verification of data was done to derive a certain result. Results shown that parents involvement in distance learning have no significant relationship towards the performance of the student. The proponents suggested continuing the wider scope of the same study with having larger samples in expanding the range to both Junior High School and Senior High School in order to show various results may add to the body of knowledge in parent's involvement and student's performance.

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Keywords: Academic Performance, Distance Learning, Parent's Involvement, Students, Pandemic.

Background

In the advent of an era where innovation on technology were rapidly increased, the Internet became the main avenue, not just by means of interacting one person to another worldwide but a learning environment that is convenient for everyone. Student in school now use and receive lesson and instruction through information and communication technology which is commonly known at present as Distance Learning or on other context, Digital Learning. This becomes common to many universities and colleges, as they have provided courses on it. (Allen & Seaman, 2017).

On March 11, 2020, the World Health Organization declared COVID-19 as a global pandemic due to the outbreak of disease, which creates huge number of fatalities and causes drastically changes to the normal situation of the society. For almost a month of lockdown, most countries around the world like the Philippines have temporarily closed down all educational institution. This event affects more than 28 million learners in the country (UNESCO, 2020). In response to the current situation, Department of Education (DepEd) as the agency that provides quality

basic education to every Filipino student adopts distance learning thru the implementation of Learning Continuity Plan (LCP), which would be the basis for every institution to eliminate learners that may left-behind due to pandemic (DepEd,2020). Parents involvement shown once more as the frontline for education because traditional classroom will not be longer used but instead learning process will done through every houses of the learner. For a decade, the role of parents and its relationship towards student performance has been a great challenge to every researchers more commonly shown positively (Assefa & Sintaheyu, 2019). However, it does not justify some variables like educational attainment and work of the parents that could help their children to excel well in their studies. In addition, because the country does not predict that a certain pandemic can thrive the lives of everybody especially the

learners, there is no basis or evidence that can help to explain what will be the outcome of adapting distance learning during this times of crises. As what other previous researchers suggest in their study to begin a much-needed examination on how unique settings can contribute to the student academic success (Black 2009; Borup e.t.al., 2013; Hasler-Walters, et. al., 2017).

Negros Occidental High School is a public secondary institution that known for being the paramount of the culture of excellence faces another challenge on how they will address the concern regarding the adaptation of distance/blended learning to this new normal situation. Because for almost 118 years of its existence, the school uses traditional methods in educating students and it is the first time that a new kind of learning were used without specific basis that can prove how effective it is during these times of pandemic.

To address the gaps presented thus the proponents aimed to know the relationship of parents involvement and students' performance during these times of pandemic and how could variables like status, educational attainment and work can affect parent's strategies, styles and methods in nurturing the minds of their children. The target participant were randomly selected Grade 11 and Grade 12 students of the said institution who uses print and digital modular distance learning modalities in coping up these new normal classes.

Methods

Research Design

The investigation of this study employed correlational quantitative approach, which measures two variables and assesses statistical relationship between them with little control of extraneous variables (Price et.al. 2015).

Participants

The participants of the study were day class Senior High School students of Negros Occidental High School S.Y. 2020-2021 who uses both print and digital learning. They took from

different strands both Academic and Non Academic Tracks such as Accountancy, Business and Management (ABM), Humanities and Social Sciences (HUMSS), Science, Technology, Engineering and Mathematics (STEM) and Technical Vocational Livelihood (TVL) which is composed of Automotive, Call Center Services (CCS), Computer System Services (CSS), and Home Economics (HE). They grouped according to Senior High School grade levels namely eleven and twelve.

Sampling Technique

A sample size of three hundred thirty-six (336) students were only accommodated for the study wherein the strands and specializations utilized the entire population by which it composed of around 20-50 students per class only that were appropriately distribute according to the percentage of grade level population. The researchers also used stratified random sampling and Slovin's sampling technique to draw out the following distribution at *Table 1*.

Table 1. Sample Sizes

TRACKS	Grade 11	Grade 12	TOTAL (Tracks)
ACADEMIC TRACKS	128	100	228
Strands:			
ABM	48	38	86
HUMSS	57	38	95
STEM	23	24	47
NON-ACADEMIC TRACK			
TVL	57	51	108
Specialization			
AUTO	17	11	28
CCS	4	6	10
CSS	17	14	31
HE	19	20	39
TOTAL (Grade level)	185	151	336

Ethical Consideration

The researchers let the respondents read and signed the informed consent before giving the actual questionnaire. The informed stated the objectives of the study, voluntary participation and anonymity of the respondents, and other measures to protect the privacy of the

data collected with strict confidentiality. Moreover, only the researchers have accessed to all the responses in the database. The responses deleted right after the completion of this study.

Research Instrument

In this study, a researcher-made questionnaire used. The questionnaire consists of two parts. The first part is about the participant's personal data. The second part is the self-made question intended to elicit answers to the practitioners in K to 12 Senior High School curriculums. These jurors made some corrections and gave suggestions to improve the questionnaire. Likewise, they used the Good and Scates Jury Validation Form to rate the questionnaire. The validity result is 4.80, which means that the research instrument is valid to conduct for data gathering procedure. Also, the questionnaire administered to twenty (20) randomly selected Grade 10 students of Negros Occidental High School, who are not the participants of the study. The reliability rating is 0.991 which means that research instrument is reliable in gathering data.

Table 2. Range of Scores

RANGE OF SCORES	DESCRIPTIVE INTERPRETATION	VERBAL INTERPRETATION FOR PARENTS INVOLVEMENT BEFORE THE DISTANCE LEARNING	VERBAL INTERPRETATION FOR PARENTS INVOLVEMENT DURING THE DISTANCE LEARNING
4	Strongly Agree	Very High Level	Very High Level
3	Agree	High Level	High Level
2	Disagree	Low Level	Low Level
1	Strongly Disagree	Very Low Level	Very Low Level

Data Gathering Procedure

Phase 1:Pre-Implementation

The researcher wrote a letter to the Principal of Negros Occidental High School asking permission to conduct the survey using the researcher-based instrument to the target participants both Digital and Print Learning Modalities with the use of Google Form Links, soft copies or chat to prevent face-to-face survey during this time of pandemic.

As soon as the permit granted, the researchers through social media accounts identified the respondents personally who become the subject of the study and a letter sent to them over digital, thru email, either private messages or chat with an informed consent cover letter before the study was scheduled. Informed consent includes the research effort, provide contact information, articulate the intent of the study, request voluntary participation by the subject and identify anticipated information that subjects expected to provide which treated into strict confidentiality. After identifying and finalizing the numbers of respondent, the researchers reproduced sufficient softcopies of questionnaire to those students who are part of Print Learning Modalities, which cannot accessed the entire Google form link and making of the said link survey for Digital Learning Modalities and for those Print Learning Modalities who can accessed the said link. If both softcopies and Google form link cannot access by the respondent, there is a provided chat version of questionnaire, which forwarded thru personal chats or text messages.

Phase 2: Implementation

During the data gathering, each member assigned to conduct a virtual survey to the respondent at its most convenient time. Set up of time interval and schedules per section and strands done to avoid confusion of the data received. As soon the respondent is available, they were given the time to answer the survey independently. If there is a need for the respondent to ask for clarification, the researchers can reiterate the methods/process in answering the survey provided that cannot affect the views expressed by the respondent. For both digital and print learning modalities, the retrieval of the research instrument done by informing the researcher that they have already finished answering the research instrument thru chat, text or email and after certain evaluation and clarification need to make the result more efficient and biases avoided. There is no face-to-face retrieval of results to practice appropriate measures of safety during this time of pandemic.

Phase 3: Post-Implementation

After the retrieval done, data tabulated digitally and manually to make the result more valid. Data then analysed and interpreted with the help of the statistical tools applicable under study. Finally, validation of the tabulation and computation of data done with the help of those experts in the field of statistics.

Statistical Treatment of the Data

In the analysis of the quantitative data, different statistical tools used derived from the existing body of knowledge inspired by the researchers.

For problem 1, which sought to determine the significant difference between the levels of student's performance before and during the pandemic, paired Sample t-Test was use.

For number 2, which sought to determine the significant difference between the level of parent's involvement before and during the pandemic, Paired Sample t-Test, were use.

For number 3, which sought to determine the significant difference in the level of the parent's involvement when grouped according to their nature of work and highest educational attainment, One-Way Analysis of Variance (ANOVA) test were use.

Lastly, for number 4, which sought to determine the significant relationship of level of parent's involvement and level of academic performance during the pandemic, Pearson's Product Moment of Correlation (Pearson's r coefficient) is used and interpretation of coefficient eventually identified.

Moreover, all statistical tools have done digitally with the use of Statistical Package of Social Sciences (SPSS) version 26 software to help the result to come up in a well-empirical manner.

Result and Discussion

From the random selected 336 respondents which taken from different strands and sections of Negros Occidental High School-Senior High School for the School Year 2020-2021. Results have shown (*see Table 3*) that there are significantly different ($p\text{-value} = 0.000$) at 5% level of significance in the level of student's performance before and during the pandemic, therefore null hypothesis is rejected.

Table 3. Difference in the level of student's performance before and during the pandemic

Profile Variables	Paired Sample T-test			Decision	Interpretation
	Mean	t-value	p-value		
Student's Performance before and during the pandemic	-0.87927	-5.502	0.000	Reject the null	Significant difference

In terms to whether, there is a significant difference on the level of parent's involvement during the pandemic when grouped according to nature of work and highest educational attainment (see Table 4). Based on the data gathered, it shown that there is no significant

difference on the level of parents during the pandemic when grouped according to nature of work (p-value= 0.933) and highest educational attainment (p-value=0.510) at 5% level of significance, therefore null hypothesis is accepted and post-hoc analysis will not be administered.

Table 4. Difference in the level of parent's involvement before and during the pandemic

Profile Variables	Paired Sample T-test			Decision	Interpretation
	Mean	t-value	p-value		
Parent's Involvement before and during the pandemic	-0.05458	-4.133	0.000	Reject the null	Significant difference

In terms to whether, there is a significant difference on the level of parent's involvement during the pandemic when grouped according to nature of work and highest educational attainment (see Table 5). Based on the data gathered, it shows that there is no significant difference on the level of parents during the pandemic when grouped according to nature of

work (p-value= 0.933) and highest educational attainment (p-value=0.510) at 5% level of significance, therefore null hypothesis is accepted and post-hoc analysis will not be administered. Results indicate that work and highest educational attainment of parents are statistically the same and does not differ with one another.

Table 5. Difference between the level of parent's involvement during the pandemic when grouped according to nature of work and highest educational attainment

Profile Variables	Mean Square	P-value	Decision	Interpretation
Work during the pandemic	3.058	0.933	Accept the null	No significant difference
Highest Educational Attainment	2.336	0.510	Accept the null	No significant difference

Lastly, in terms if there is a significant relationship on the level of student's performance and level of parent's involvement during distance learning (see Table 6). It reveals that there is no significant relationship (p-value=0.864; r-value= -.009) due to negative correlation from the graph (see Figure 1). This

means that if the level of parent's involvement increases, many student will get low level of performance. In the other side, student can get high level of performance when parent's involvement eventually decreases therefore null hypothesis should be accepted.

Table 6. Relationship between Level of Student's Performance and Level of Parent's Involvement during Pandemic

Pearson's r				
Profile Variables	R-value	P-value	Decision	Interpretation
Level of Student's Performance and Level of Parent's Involvement during distance learning	-.009	0.864	Accept the null	No significant correlation

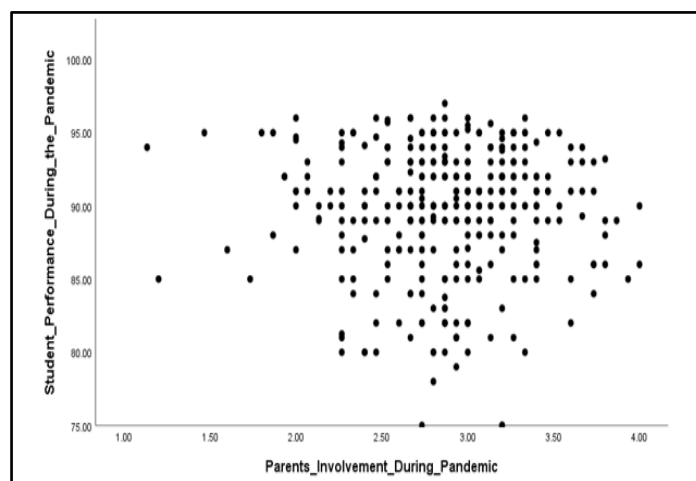


Figure 1. Scatter Plot Diagram on the Relationship of Level of Student's Performance and Level of Parent's Involvement during Pandemic

Results indicate that student's performance and parent's involvement during the distance learning have negative effects on the student. Current researches previously conducted shown that the level of parents involvement increased in elementary school rather than high school due to an increase of independence from adolescence children (Oswald et.al., 2018). This supported by Smokoska (2020), which revealed most of the data from the Pearson correlation that there was not a significant correlation between parental involvement and student academic achievement.

Conclusion and Recommendation

Education can truly prove that even there are trials and difficulties that faced by people, still its torch shines towards the brighter success. As COVID-19 pandemic creates a devastating effect on the system of education in the country that change traditional classes into Distance Learning. Parents become the part of the learning process of the student whatever may happen. However, time will come that a child will start their teenage life and begin to act and decide independently on their career goals in their future.

As insights on the findings discussed, Negros Occidental High School found out that involvement of the parents were shown to the performance of the student in distance learning which results with negative significant relationship towards each other. These can be the basis of the institution to implement various changes, revision and modification of learning competencies that can assure that parents will appropriately engage on the activities, projects and performance task of their children as the implementation of distance learning are still practice during COVID-19 pandemic. Moreover, the current study is the first to analyse the relationship of parent's involvement and students' performance in distance learning in this unique setting.

In addition, researchers recommend the institution, most specifically the administrators and school curriculum implementers to take into consideration the essence of the study that henceforth will benefit the school in the future. Negative views has no rooms for improvements. Honesty, sincerity and open-mindedness are the keys for progress and development to have the best quality education in the 21st century. These may serve as a living foundation and memento for our educators as a source to supply and support interventions that can explore unique strategies and practices to develop widely their student as distance learning is still the mode of teaching. Furthermore, teachers and school faculties can bestow their enough insights they may share with various stakeholders that will enlightened the independency of the students as they are now going to pursue College or professional life soon. Moreover, parents and students, with the outcome of these results may increase their awareness and motivation to limit their interaction and serve as part of deeper understanding of independency to them. Lastly, future researchers suggested continuing the wider scope of the same study with having larger samples in expanding the range to both Junior High School and Senior High School in order to show various results that may add up to the body of knowledge on parent's involvement and student's performance. Also, to investigate how the work and highest educational attain-

ment can be a factor to the involvement of parents. Furthermore, they can also use other factors except work and highest educational attainment like motivational, financial support and moral encouragement that can trigger to the development of parent's involvement to their children. Finally, except pandemic, researcher should try to conduct more studies in various unique settings like social conflict and financial crisis that may show involvement of parents in distance learning.

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Authors note: Authors and the institution afflicted remains neutral on the jurisdictional claim in cited authors from previous studies.

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Note for Author(s)

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Abbreviations should be follow SI symbols and those recommended by the IUPAC. Abbreviations should be defined in brackets after their first mention in the text. Standard units of measurements and chemical symbols of elements may be used without definition in the body of the paper.

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Figures and images should be labelled sequentially, numbered and cited in the text. Figures should be referred to specifically in the text of the paper but should be embedded within the text. The legends should be included from the main manuscript text file and being a part of the figure file (using Arabic numerals, maximum figure title is 15 words and detailed legend, up to 300 words). The use of three-dimensional histograms is strongly discouraged when the addition of the third dimension gives no extra information. The following file formats can be accepted:

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