

Kindergarten Parents' Capabilities, Roles, And Challenges In Home Supported Learning

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Abstract

The primary objective of this action research was to determine the parents' capabilities, roles, and challenges in home-supported learning. A descriptive-correlation type of research was used in this study. The respondents of this study were the 441 parents of kindergarten from forty-five (45) elementary schools in the Division of San Jose City for the school year 2020-2021. Random sampling method was used in choosing the respondents. The data of the study were gathered from the questionnaires utilized by the researcher. The majority of the parent-respondents were housewives, the middle age, have small size family, have enough knowledge in home-support learning, and live above poverty. Capable of engaging home-support learning. They perceived that they have roles in home-support learning and have positive perceptions towards home-support learning. The study revealed that the lesser the number of children the respondents tended to have a higher level of support for their capabilities and roles in engaging in home-supported learning and the higher the educational attainment, the respondents tend to have higher support in engaging in home-supported learning. Based on the present study, the higher the monthly income, the respondents tend to have a higher level of support and in engaging home-supported learning.

Keywords: 1.kindergarten, 2.capabilities, 3.roles, 4.challenges, 5.home-supported learning

Introduction

The Republic Act 10157 or Kindergarten Education Act mandated Kindergarten as the compulsory entry stage to basic education. Section 2 of this Act emphasized that all five (5)-year old children shall be given equal opportunities for Kindergarten Education to effectively improve and promote their holistic development, including values formation, so they will be prepared for school.

The Department of Education (DepEd) believes that Kindergarten is a vital transition stage from informal to formal learning, considering that the crucial years are within which positive experiences must be nurtured to develop school readiness. Research has shown that this is the period of greatest growth and development, during which the brain continuously develops and matures most rapidly and almost at its fullest. It is also the stage wherein self-esteem, the vision of the world, and moral foundations are being set, and their mind is at their sharpest absorptive capacity for learning.

Teachers/parents/caregivers/adults should therefore be guided to facilitate explorations of our young learners in an engaging, creative, and child-centered curriculum that is developmentally appropriate and which involves them in meaningful experiences. To equip and supply these learners with varied play-based activities that lead them to become emergent literates and help them to naturally acquire the competencies to develop in all aspects. They can understand the world through exploring and discovering their environment, which will then lead them to become willing risk-takers and ready to face formal school work. (Department of Education, 2016; Department of Education, 2016)

However, the rapid shift to distance learning forced by the COVID-19 pandemic brought the delivery of education many challenges. Although the Department of Education tasked the schools to ensure the continuity of learning despite the situation, face-to-face teaching and learning are not allowed to take place in the school but rather in the comfort of each learner's home to avoid the spread of the said virus.

One of the difficulties in these trying times is involving parents in their children's academic success is a huge and imperative duty that has been carried them in the absence of the teachers. Parents take the place and responsibilities of the teachers in guiding and teaching their children.

With these, this action research was conducted to know the parents' capabilities, roles, and challenges in home-supported learning to cater to what is best not just for the parents but to the main clientele of the schools which are the learners.

Research Questions

The primary objective of this action research was to determine the parents' capabilities, roles, and challenges in home-supported learning. Specifically, it would answer the following questions:

- How are the Parents' Profile be described in terms of sex, age, number of children, civil status, highest educational attainment, occupation, number of children, and monthly income?
- How are the parents described in terms of their capabilities, roles, and challenges in home-supported learning?
- Is there a significant correlation between the parents' profile and their roles and capabilities in home-supported learning?

Research Methodology

A descriptive-correlation type of research was used in this study. The respondents of this study were the 441 parents of kindergarten from forty-five (45) elementary schools in the Division of San Jose City for the school year 2020-2021. Random sampling method was used in choosing the respondents.

The data of the study were gathered from the questionnaires utilized by the researcher. Primary data were collected from the survey using google forms. Primary data is a type of data that is collected by researchers directly from main sources through interviews, surveys, experiments, etc. Primary data are usually collected from the source—where the data originally originates from and are regarded as the best kind of data in research.

Ethical Considerations

To address the ethical considerations aspect effectively, the following principles were observed: sought full consent from the participants before the study, the protection of the privacy of research participants was ensured, an adequate level of confidentiality of the research data, respect for property; and social responsibility were all ensured. Facilitation of request letters to the participating institution was done to guarantee proper information dissemination regarding the procedures of the research project.

The descriptive-correlation type of research was used in this study. The data obtained from the respondents were gathered, tabulated, analyzed, and interpreted. This method was considered the most appropriate since it was used in providing facts on which professional judgment may be based. Pearson r was used in correlating the independent and dependent variables.

Results and Discussions

Socio-Demographic Characteristics

Sex

Table 1 shows the distribution of the respondents according to their sex. As shown in the table, 388 or 88.0% of the respondents are female while 53 or 12.0 % of them were male indicating that the parent-respondents were dominated by a female. This might have been attributed to the fact that mothers are the ones who teach their children. (Brophy, JE 2015)

Age

Table 3 shows that the computed mean for respondents' age was 32.64 with a standard deviation of 7.28 which depicted that the age of the respondents was widely dispersed. One hundred twenty-seven (28.80%) of the respondents were 31-35, followed by 26-30 years old with 22.67 %. On the other hand, 87 or 19.73% were 36-40 years old and 69 or (15.64%) of them were 21-25 years old. Meanwhile, 41 or 9.30% were 41-45 years old. Furthermore, 10 or 2.27% were 46-50 years old and only 7 or 1.59% were 51 years old and above. The data for the age of the respondents were young adults and middle age (Table 1).

Number of Children

In terms of the number of children, the majority of the respondents have only one to two children 64.40% while 141 or 31.97% have 3-4 children. On the other hand, 12 (2.72%) have 5-6 children and only 4 or 0.91% have 7-8 children.

Women in the Philippines have an average of 3 children. The average number of children per woman is 2 in urban areas and 3 in rural areas.

Civil Status

The table shows that 10 majorities of the respondents (336 or 76.19 %) of respondents were married while 97 of them or 22.00 % were single, while only 8 or 1.81%.

Highest Educational Attainment

It was shown in Table 1 that almost, 44.00% or 194 of the respondents in the study were secondary graduates followed by BS Degree holders with 102 (23.12%). Meanwhile, 92 or 20.86% were MA/MS Graduate. On the other hand, 27 or 6.12% were elementary graduates and only 26 or 5.86 % of them graduated with Doctorate Degree. This showed that the parents of the kindergarten have the knowledge and capability to guide and assist their children in their studies since they graduated from high school.

Based on the report of the Philippine Statistics Authority (2009), 19.1 percent had finished at the highest school, 11.7 percent completed most elementary education, 10.1 percent were academic degree holders, and 2.7 percent were post-secondary graduates in terms of the total population of educational attainment of the mother (Educational Attainment of the Household Population Census, 2010).

Parents are considered second teachers when students are at home. They are expected to guide their children to accomplish the tasks, which are done at home. However, if parents have limited knowledge of the school tasks, they will not be able to guide their children in doing the task. Parental education had a significant relationship with the students' performance (Spera, Wentzel, and Matto, 2009). Those students whose parents are educated performed better than those whose parents were less educated. Furthermore, they stressed that the educational attainment of the mother has a significant influence on the student's performance those students whose mothers were highly educated had higher academic performance.

Occupation

Based on the result, 42.86% don't have a job, while 36.28% were professionals (Table 1). On the other hand, 20.86% were skilled workers.

Since the majority of the parent-respondents were female and married and secondary graduates shown also in Table 3, they were assumed to stay at home and take good care of their children and guide them in their home-based learning.

According to. Grancic, Radovan (2006)maternal functions regarding the child's development such as physical development, intellectual development as well as emotional development during home-based learning is very important.

Monthly Income

Based on the table the mean monthly income of the parent-respondent was Php 9, 659.50 with a standard deviation of 1.29. Most (13 or 68.42 %) of the teacher-respondents were earning 20,000-25,000 monthly while 5 or 26.3% were earning 26,000-30,000 monthly. Only one or 5.3% of the respondents earned 31,000-35,000 monthly and no one was earning more than that. It shows that most of the respondents were new to a teaching position.

It was clearly shown in Table 1, that 42.86% of the parent-respondents were earning below 9,000 below Php monthly, followed by 26.54% who were earning 10,000-15,000. Meanwhile, 19.51% have 20,000 to 25,000 as monthly family income. On the other hand, 4.30% earned 31,000-35,000 monthly. Three-point eighty-five percent of the respondent's monthly incomes were 26,000 to 30,000 while 2.49% of the respondents were earning 36,000 to 40,000 every month and only 0.45% earned as high as 41,000 and above.

The result shows that most of the parents were living within the poverty line level based on the declared poverty line of the National Statistical Coordination Board 2018 Official Poverty Statistics (NSCB, 2018) which is P 7,337 monthly or 245 pesos daily for a family of five. On the other hand, no less than P 7,943.25, on average, was needed to meet both the basic food and non-food needs of a family of five in a month. This amount is the poverty threshold. These are 10.9 percent higher than the food and poverty thresholds from the first semester of 2015.

Capabilities in Engaging for The Home-Supported Learning

Table 2, shows the parents in home-supported learning in terms of their perceived capabilities in engaging in home-supported learning. It can be seen in the total weighted mean was 3.20 and described as Strongly Agree. This means that parents were capable of engaging in home-supported learning in the new normal situation.

In terms of Materials and Technology for Teaching and Learning Available at Home which got a mean of 3.08 and described as Agree which means that parents were capable of providing materials and technology. The highest mean was the item *"I can support my children on shared reading books/materials, oral language activities and promoting self-regulation"* with a mean of 3.25 and described as Strongly Agree. This is probably because parents were able to guide their children during home-based learning as seen in Table 3 that most of the respondents were secondary graduates and most of them prioritized their children and focused as housewives.

According to Houen et al. (2020) parents of preschool children can encourage their child's oral language development through conversation and reading to their children for primary-aged children, and parents can support reading activities (Sénéchal & Young, 2008) and general academic activity (Nye et al., 2006).

Moreover, parents can encourage preschool children's oral language development by creating spaces for their talk and keeping conversations going; using intentional pausing creates time for children to think and construct a response (Evidence for Learning in collaboration with the University of Queensland, 2019).

Parents can create space for children's talk by using 'I wonder' questions such as 'I wonder what happens outside when it's autumn?' (Houen et al., 2019).

Meanwhile, in terms of Learner Support System which obtained 3.31 and interpreted as Strongly Agree, the highest mean was the item "*Family-School partnership ensure the continuous learning of the learners while at home*" with a mean of 3.40 and interpreted as Strongly Agree. It means that even if there is no face-to-face as declared by DepEd Order 029, series of 2021, which issued guidelines for SY 2021-2022 and face-to-face classes are still prohibited on September 13, 2021, as previously approved by President Rodrigo Roa Duterte, still, parents involved themselves in parents in family-school partnership.

As DepEd Order No. 54, s. 2009 or Revised Guidelines Governing Parents-Teachers Associations (PTAs) at the School Level Every elementary and secondary school shall organize a Parents-Teachers Association (PTA) to provide a forum for the discussion of issues and their solutions related to the total school program and to ensure the full cooperation of parents in the efficient implementation of such program.

The need for a strong partnership between schools and families to educate children may seem like common sense. In simpler times, this relationship was natural and easy to maintain. Teachers and parents were often neighbors and found many occasions to discuss a child's progress. Children heard the same messages from teachers and parents and understood that they were expected to uphold the same standards at home and school (Comer & Haynes, 2007).

Roles of Parents in Engaging for the Home-Supported Learning

Findings in Table 3, show the perceived roles of the respondents in engaging in home-supported learning with a total weighted mean of 3.33 and described as Strongly Agree. It means that respondents believed that they have roles in the home-based learning of their children.

In terms of Parents' Relationship with Their Children which got a mean of 3.33 and described as Strongly Agree and means that parents and their children have a positive relationship during home-based learning of their children.

Furthermore, it can be seen in the table that the item "*I support and help my child whenever he/she needs me*" obtained the highest weighted mean of 3.58 interpreted as Strongly Agree.

This is probably because parents have been known to be a child's first teacher from the moment a child is born and as they mature into adults, the traditional role of parents' involvement in teaching, guiding and raising children to become strong standing members of their communities.

According to children Ceka and Murati (2016) as children begin formal schooling, most parents allow the school to take on a major part of their formal education. Where formal education is concerned, parents are more of the providers. Ensuring that children have the needed provision and support to access education and learning, except in cases where parents have taken the full responsibility of home-schooling their children and since the pandemic started, parents are now taking on a more support-oriented role by supporting their children as they take on assignments and home projects.

Meanwhile, in terms of Parents' Role in Engaging for the Home-Supported Learning which obtained 3.40 and interpreted as Strongly Agree, the highest mean was the item "*Parents become partners of teachers in encouraging children with their schoolwork*" with a mean of 3.51 and interpreted as Strongly Agree. According to Epstein (2001) involving parents in home learning activities vastly improves students' productivity. Programs and activities that may be called "home learning" take many forms, but most commonly include homework, leisure reading, family discussions, educational games, and enrichment activities (Moles, 2001).

In addition, Dauber and Epstein (2001) asserted that "regardless of parent education, family size, student ability, or school level (elementary or middle school), parents are more likely to become partners in their children's education if they perceive that the schools have strong practices to involve parents at school, at home on homework, and at home on reading activities."

Perception in Home Supported Learning

Figures in Table 4 indicated the perceptions of respondents in home-supported learning with a total weighted mean of 3.27 and described as Strongly Agree. It means that respondents believed that Home-supported learning benefited their child.

It can be seen in the table that item 2 “*I believe that home-supported learning is safer than going to school during the pandemic crisis*” obtained a mean of 3.46 and was described as Strongly Agree while the lowest mean was item 13 “*I feel that my child can focus entirely on academic work when they are doing it at home*” with a mean of 3.03 and described as Agree. This is probably because children are one of the most vulnerable to the virus and the fact that they don’t even know how to protect themselves from COVID-19.

Just as with adults, children exposed to the coronavirus can be infected with it and display signs of Covid-19. According to Dr. Pollard (2021) at the beginning of the pandemic, it was thought that children are not getting infected with the coronavirus, but now it is clear that the amount of infection in children is the same as in adults. It’s just that when they do get the infection they get much milder symptoms. This is why children should stay at home while school is still not safe for them to learn.

Relationship of Socio-Demographic Characteristics with Parent’s Capabilities and Roles in Home Supported learning

Number of Children

Table 5 shows the correlational analysis between the socio-demographic characteristics of the respondents and their capabilities and roles in home-supported learning. As shown in the table, number of children is correlated to capabilities ($r = -0.124$, $p < 0.05$) and roles ($r = -0.121$, $p < 0.05$). It implies that the lesser the number of children, the respondents tended to have a higher level of support for their capabilities and roles in engaging in home-supported learning. This is because the respondents with a small number of children can concentrate with their children in guiding them during their home-based learning.

As mentioned by Wu (2015), the number of children is recognized as one of the most important predictors of determining a child’s educational attainment and intellectual development. Various studies have examined how the number of children affects children’s educational outcomes. The larger the number of children lowers a child’s educational attainment through the resources dilution mechanism and if the family size is lower it would increase socioeconomic development (Angrist et al., 2005).

On contrary, many studies indicate that number of children has a significantly negative impact on children’s education (Lee, 2008), others show that sibling size has no impact (De Haan, 2010) or a positive impact (Qian, 2009).

Highest educational attainment

On the other hand, the highest educational attainment of the respondents was positively significant in their capabilities ($r = 0.251$, $p < 0.01$) and roles in home-supported learning ($r = 0.126$, $p < 0.01$) towards engaging in Home-supported Learning (Table 5). This can be attributed to the idea that the higher the educational attainment, the tend to have higher support for their capabilities and roles in engaging in home-supported learning

. Parents’ level of education can be an important factor affecting a student’s academic achievement. Musgrave (2000) states that a child that comes from an educated home would like to follow the steps of his/her family and by this, work actively in his/her studies.

The result may be related to the study of Meinardus (2003) entitled “Our Students: The Family Level Factors mentioned that the family educational climate is defined by the amount and the style that children receive from the family; this is determined by elements of the family context, like the dynamics of communication and affective relationships, attitudes towards values and expectations.

Monthly Income

The study also revealed a significant correlation between the respondent's monthly income with their perceived capabilities ($r=0.251$, $p < 0.01$) and roles in home-supported learning ($r=0.126$, $p < 0.01$) towards engaging in Home-supported Learning. This means that the higher the monthly income tends to have the higher the level of support for their capabilities and roles in engaging in home-supported learning. The support of the family for the learner's needs is also high. The parents can provide gadgets and technologies that can improve the performance of their children (Table 5).

About this factor Villaflor (2000) studied the determinants of academic achievement, he concluded that the higher the income and the better the family relationship at home, the higher the scholastic performance of the pupils. Rapisura (2005) also stated that as the pupil's family values turned out high, their corresponding academic success was also high.

Contrary, Pedrosa et.al (2006) in their study on social and educational backgrounds pointed out those students who mostly come from deprived socioeconomic and educational backgrounds performed relatively better than others coming from higher socioeconomic and educational areas. They named this phenomenon educational elasticity. "The total income of families, monthly or annually, and their expenditures also put a great effect on the learning and academic opportunities accessible to youngsters and their chances of educational success.

Meanwhile, sex, age, civil status, and occupation have nothing to do with the respondent's capabilities and roles in engaging in home-supported learning.

Thus, the null hypothesis "there is no significant relationship between the respondents' socio-demographic characteristics with their capabilities and roles in home-supported learning is rejected. It implies that the socio-demographic characteristics of the respondents have something to do with their capabilities and roles in home-supported learning.

Conclusion

Based on the result of this study, the following conclusions were given:

The majority of the parent-respondents were housewives, the middle age, have small size family, have enough knowledge in home-support learning, and live above poverty. Capable of engaging home-support learning.

They perceived that they have roles in home-support learning and have positive perceptions towards home-support learning.

The study revealed that the lesser the number of children the respondents tended to have a higher level of support for their capabilities and roles in engaging in home-supported learning and the higher the educational attainment, the respondents tend to have higher support in engaging in home-supported learning.

Based on the present study, the higher the monthly income, the respondents tend to have a higher level of support and in engaging home-supported learning.

Recommendations

In the light of the results and conclusions of this study, the following measures are strongly recommended:

- Since most of the respondents were housewives, the middle age, have small size family, and have enough knowledge in home-support learning, it is recommended that they should sustain their guidance and support on their children in home-based learning. It is also suggested that they can watch related videos on youtube such as strategies and more innovative ways of guiding children home during their studies at home.
- Since respondents were capable of in engaging home-support learning, it is suggested that they should sustain their capabilities and roles as parent-teacher to their children and strengthen the support between parents and school involvement.

- Since respondents have positive perceptions it is suggested that the schools should provide webinars and programs on how parents sustained their positivity and motivations in engaging in home-support learning. Schools can also provide incentives to the parents who show exemplary involvement in school
- Since the respondents have a lesser number of children and can provide more time during home-based learning, it is suggested that they can innovate instructional materials that they can use while teaching their children aside from the modules and learning materials provided by the school.
- Since parents with higher educational attainment tended to have higher support in engaging in home-supported learning, it is recommended that they attend webinars that can support their time management skills.
- Since respondents with higher monthly income tended to have a higher level of support and in engaging home-supported learning, it is suggested that parents home can also look for livelihood projects that can be done at home not compromising the education of their children.

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16.

Tables

Table 1. Socio-Demographic Characteristics of Teachers

Socio-Demographic Characteristics	Frequency (n=441)	Percentage
Sex		
Male	53	12.0
Female	388	88.0
Age		
21-25 years old	69	15.64 %
26-30 years old	100	22.67 %
31-35 years old	127	28.80 %
36-40 years old	87	19.73 %
41-45 years old	41	9.30 %
46-50 years old	10	2.27 %
51 years old and above	7	1.59 %
<i>Mean= 32.64 SD-7.28</i>		
Number of children		
1-2	284	64.40 %
3-4	141	31.97 %
5-6	12	2.72 %
7-8	4	0.91 %
<i>Mean= 2.93 SD-1.14</i>		
Civil Status		
Single	97	22.00%
Married	336	76.19%
Widow/er	8	1.81%
Highest Educational Attainment		
Elementary	27	6.12%
Secondary	194	44.00%
Bachelor's Degree	102	23.12%
Master's Degree	92	20.86%
Ph.D. Graduate	26	5.86%
Occupation		
Blue collar job	92	20.86%
White collar job	160	36.28%
No job	189	42.86%

Monthly Income		
9,000 and below	189	42.86%
10,000-15,000	117	26.54%
20,000-25,000	86	19.51%
26,000-30,000	17	3.85%
31,000-35,000	19	4.30%
36,000-40,000	11	2.49%
41,000 and above	2	0.45%
<i>Mean= 9,500 SD 1.29</i>		

Table 2. Capabilities in Engaging for The Home-Supported Learning,

Capabilities in Engaging for The Home-Supported Learning	Weighted Mean	Verbal Interpretation
Materials and Technology for Teaching and Learning Available at Home	3.08	Agree
1. I have devices that support the home-schooling of my children (computer desktop, laptop, tablet, smartphone)	3.11	Agree
2. I have internet access that supports my children's learning at home	2.93	Agree
3. I provide the right amount of support at the right time	3.13	Agree
4. I can support my children on shared reading books/materials, oral language activities, and promoting self-regulation	3.25	Strongly Agree
5. I can provide printed learning materials for my children	3.00	Agree
Learner Support System	3.31	Strongly Agree
1. Learners have parents that guide and support them while studying at home	3.36	Strongly Agree
2. Parents/guardians help children develop independent learning skills and manage their learning at home	3.29	Strongly Agree
3. Teachers provide practical strategies for parents to support learning at home	3.32	Strongly Agree
4. Family-School partnership ensures the continuous learning of the learners while at home	3.40	Strongly Agree
Total Weighted Mean	3.20	Strongly Agree

Legend: 3.25-4.00= Strongly Agree

2.50-3.24= Agree

1.75-2.49= Disagree

1.00-1.74= Strongly Disagree

Table 3. Roles of Parents in Engaging for the Home-Supported Learning

Roles of Parents in Engaging for the Home-Supported Learning	Weighted Mean	Verbal Interpretation
Parents' Relationship with Their Children	3.33	Strongly Agree
1. Spending time with my child	3.49	Strongly Agree
2. We have meals together with our children all the time	3.50	Strongly Agree
3. We go on an outing with our children every week	2.67	Agree
4. I am aware of my child's academic and extracurricular achievements	3.35	Strongly Agree
5. I respect my child's privacy	3.31	Strongly Agree
6. I support my child's decision-making	3.19	Agree
7. We bond like a sister/brother all the time	3.35	Strongly Agree
8. I asked about his/her problems	3.41	Strongly Agree
9. I listened to my child's desires and wants	3.44	Strongly Agree
10. I support and help my child whenever he/she needs me	3.58	Strongly Agree
Parents' Role in Engaging for the Home-Supported Learning	3.40	Strongly Agree
1. Parents become partners of teachers in encouraging children with their schoolwork	3.51	Strongly Agree
2. Parents will act as an academic teachers, teaching children a range of different topics	3.28	Strongly Agree
3. Parents serve also as a guidance counselor	3.43	Strongly Agree
4. Parents should interact with their children at home to support school goals and programs	3.42	Strongly Agree
5. Supporting children to create regular routines and study habits in engaging the home-supported learning	3.38	Strongly Agree
Total Weighted Mean	3.35	Strongly Agree

Legend: 3.25-4.00= Strongly Agree 2.50-3.24= Agree 1.75-2.49= Disagree 1.00-1.74= Strongly Disagree

Table 4. Perception in Home Supported Learning

Perception in Home Supported Learning	Weighted Mean	Verbal Interpretation
Perception in Home Supported Learning	3.27	Strongly Agree
1. Home-supported learning benefits a child by providing a comfortable, quiet and safe learning environment	3.34	Strongly Agree
2. I believe that home-supported learning is safer than going to school during the pandemic crisis	3.46	Strongly Agree
3. My child feels safe and happy to learn at home	3.24	Agree
4. I am capable in support my child's learning at home	3.27	Strongly Agree
5. I am capable of dealing with my child's emotions appropriately during home-supported learning	3.26	Strongly Agree
6. I am satisfied engaging in the home-supported learning of my children	3.19	Agree
7. My children will be able to learn and retain information with no distractions or interruptions when they are studying	3.06	Agree

at home		
8.I am willing to teach my children at home	3.26	Strongly Agree
9.My child and I will have a better relationship through home-supported learning	3.30	Strongly Agree
10.I could help my child more if the teacher gave me learning materials to support their home-learning	3.43	Strongly Agree
11. I could strengthen the family bond among my children	3.41	Strongly Agree
12.I can educate my children in a safe environment away from the pressures, and increased possibility of the virus exposure	3.39	Strongly Agree
13.I feel that my child can focus entirely on academic work when they are doing it at home	3.03	Agree
14.I can help the progress of my child’s learning at home	3.10	Strongly Agree
15.I can inculcate good discipline, behavior, and quality education in my child	3.30	Strongly Agree

Legend: 3.25-4.00= Strongly Agree 2.50-3.24= Agree 1.75-2.49= Disagree 1.00-1.74= Strongly Disagree

Table 5. Relationship between the Respondents’ Socio-Demographic Characteristics with their Capabilities and Roles in Home Supported Learning

Socio-demographic characteristics		Parents at home support learning	
		Capabilities in Home Support Learning	Roles in Home Support Learning
Sex	Pearson Correlation	-.089	-.080
	Significance/p-value	.061	.095
	N	441	441
Age	Pearson Correlation	-.040	-.051
	Significance/p-value	.402	.290
	N	441	441
Number of children	Pearson Correlation	-.124*	-.121*
	Significance/p-value	.0009	.011
	N	441	441
Civil Status	Pearson Correlation	.004	-.067
	Significance/p-value	.930	.161
	N	441	441
Highest educational attainment	Pearson Correlation	.251**	.126**
	Significance/p-value	.009	.008
	N	441	441
Occupation	Pearson Correlation	-.045	-.229
	Significance/p-value	.351	.376
	N	441	441
Monthly Income	Pearson Correlation	.275**	.178**
	Significance/p-value	.699	.376
	N	441	441

Legend: * - Correlation is significant at 0.05 level (2-tailed)

** - Correlation is significant at 0.01 level (2-tailed)