

PARENTS' EDUCATIONAL INVOLVEMENT AND SCHOOL COORDINATION IN THE NEW NORMAL LEARNING

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ABSTRACT

The study was conducted in 10 schools in District III of Kidapawan City Division in School Year 2021-2022. It aimed to determine the level of educational involvement of parents and their school coordination, and the level of their satisfaction in the new normal learning experience of their children. This study also ascertained the relationship and influence of educational involvement and school coordination towards the new normal learning performance. Participants to the study were the 369 parents who responded to a validated survey instrument. Quantitative descriptive-correlation method was employed. Descriptive statistics was used to describe the extent of educational involvement, school coordination, and learning performance while inferential statistics were used to test the correlation and influence of the independent and dependent variables. Parents were involved in the education of their children. The extent of their school coordination was high. Parents were satisfied on altered education and motivation while moderately satisfied on balancing responsibilities. Parents' educational involvement and school coordination had significant relationship and influence on the new normal learning performance. In conclusion, it is necessary for parents to exhibit a strong sense of educational involvement and school coordination at this time that there is a shift in the learning delivery. Within the context of the new normal learning, parents serve as key partners of schools to guarantee the continuity of learning.

Keyword: - Parents' educational involvement, school coordination, new normal learning performance.

1. INTRODUCTION

The pandemic has affected all social institutions most especially the education sector. In the Philippines, the sudden and massive shift from face-to-face to printed modular modality has caused widespread educational challenges. With the occurrence, it cannot be denied that parents play a key role in ensuring that their children would still continue to learn. Thus, the need to show optimism in the current alternatives in learning to support the learning of their children [1]. The Department of Education has implemented the Learning Continuity Plan (LCP) in response to the effects of the COVID-19 pandemic [2]. In the new normal education, the learners were found to be struggling and experienced difficulties in learning [3].

With the students' need to learn at a distance, media and online engagement is also key in order to become updated with the trends and policies of the school for efficient learning delivery [4]. School coordination is vital at this time so that parents would keep track of the progress of the school's development and its plans in the teaching-learning process. Their presence and coordination with the school is imperative so that they would know the

progress of their children through the feedback and reports made by teachers or advisers [5]. Parents' assistance significantly influenced learners' academic outcomes [6].

The researcher has found a gap in the study about parental involvement and school coordination since most of those past studies were focused only within the school setting. This study intends to determine just how well parents are actively engaged in the home-based learning of their children via the modular distance learning modality which is the alternative learning delivery introduced by the Department of Education at present.

This gap in the discipline developed a motivation on the part of the researcher so that the variables identified in this study could be tested in order to assess whether educational involvement and school coordination shows relationship and influence towards new normal learning performance.

2. METHODOLOGY

The study employed a quantitative descriptive-correlational research design and participated by 369 parents who responded to a self-made and validated survey questionnaire. Mean and weighted mean were used to determine the extent of educational involvement and school coordination of parents and new normal learning performance of learners. Meanwhile, Pearson's R was used to test the relationship between the variables while Multiple Linear Regression was used for the identification of the influence among the variables.

3. RESULTS AND DISCUSSION

Relationship of Parents' Educational Involvement and New Normal Learning Performance

Table 1 presents the existing relationship between educational involvement of parents and the new normal learning performance. It vividly shows that the indicators of educational involvement have relationships to those indicators of new normal learning performance. Specifically, academic optimism has significant relationship to new normal learning performance in terms of altered education (r-value of 0.437, p-value of 0.000); balancing responsibilities (r-value of 0.129 and p-value of 0.013); and motivation (r-value of 0.274 and p-value of 0.000). Moreover, media/online engagement is also significantly related to the new normal learning performance in terms of altered education (r-value of 0.231 and a p-value of 0.000); and motivation (r-value of 0.149 and a p-value of 0.004).

However, looking at it from the individual indicator level, media/online engagement has no significant relationship towards balancing responsibilities. Furthermore, the COVID-19 precautionary in school is significantly associated to the new normal learning performance in terms of altered education (r-value of 0.036 and a p-value 0.000); balancing responsibilities (r-value of 0.105 and p-value of 0.044); and motivation (r-value of 0.280 and a p-value of 0.000). Since the presented r-values and probability values are lesser than the set 5% level of significance, the stated hypothesis is rejected.

The results lead to the implication that maintaining high parental educational involvement could be tantamount to high new normal learning performance. Simply put, the higher is the involvement of parents in the education of their children, the better will be their new normal learning performance. Therefore, maintaining involvement among parents becomes necessary so that their children would also be able to realize that despite the prevalence of COVID-19 cases within their vicinity, learning still has to push on in order to guarantee positive learning outcomes.

Yulianti et al [7] states that parental involvement is always deemed to be an essential component of every academic endeavor. Since parents are considered to be stakeholders of the school community, they play a tremendous role in their children's educational and environmental transformation. Therefore, the consistency and intensity of parent's participation equates to their children's educational performance in terms of learning.

Furthermore, Jeynes [8] pointed out that parent's involvement in their children's learning process offers various opportunities for success. Not only does it improve the morale of their children, it also helps in shaping the right attitude as well as promote proper behavior and ease of social adjustment.

Table 1 Correlation matrix showing the relationship of the educational involvement of parents and the New Normal Learning Performance.

Educational Involvement		Altered Education	Balancing Responsibilities	Motivation
Academic Optimism	Pearson R	0.437**	0.129*	0.274**
	Probability	0.000	0.013	0.000
Media/Online	Pearson R	0.231**	0.101	0.149**
	Probability	0.000	0.052	0.004
COVID 19 Precautionary	Pearson R	0.336**	0.105*	0.280**
	Probability	0.000	0.044	0.000

*.Correlation is Significant at 0.05 level.

**Correlation is significant at 0.01 level.

Relationship of the School Coordination and New Normal Learning Performance

Table 2 presents the relationship of school coordination and new normal learning performance. The correlation matrix reveals that school coordination has a significant relationship towards new normal learning performance.

At the indicator level, positive learning attitudes was significantly correlated with altered education (r-value = 0.500, p-value = 0.000); balancing responsibilities (r-value = 0.173, p-value = 0.001); and motivation (r-value = 0.322, p-value = 0.000). Moreover, parent-school involvement had significant relationship to altered education (r-value = 0.468, p-value = 0.000); balancing responsibilities (r-value = 0.195, p-value = 0.000); and motivation (r-value = 0.410, p-value = 0.000). Likewise, parent-teacher engagement had significant correlation to altered education (r-value = 0.446, p-value = 0.000); and motivation (r-value = 0.359, p-value = 0.000). Furthermore, acceptance of learning alternatives had significant relationship to altered education (r-value = 0.477, p-value = 0.000); balancing responsibilities (r-value = 0.144, p-value = 0.005) and motivation (r-value = 0.381, p-value = 0.000). The presented r-values and probability values which are lesser than the set 5% level of significance means that the stated hypothesis is accepted.

The results implied that the school coordination of parents is significantly correlated to the new normal learning performance. Hence, it only means that parents need to have constant coordination with the schools where their children are enrolled. Through this means, perceived new normal learning performance would increase significantly.

Another implication that can be drawn is that parent-school involvement is also correlated towards new normal learning performance. Thus, being involved and engaged in the school performance of children can result to a significant learning change. This involvement, when seen by students, can increase their interest to learn and study in the new normal.

Moreover, parent-teacher engagement is correlated to new normal learning performance as well. However, parent-teacher engagement does not correlate to balancing responsibilities. This implies that students still manage to be responsible even without the presence of their parents. Meanwhile, parents have to be engaged for the sake of their children's acceptance to the fact that education in the new normal is altered so that they stay motivated at this time.

In addition, acceptance of learning alternatives is significantly correlated to new normal learning performance. This implies that as parents gradually accept the reality faced by the education sector, they could be able to view altered education, balancing responsibilities, and motivation as key factors for the educational and learning success of their children in the new normal.

As what have been indicated by Burke et al. [9] school coordination of families and the community is a shared responsibility and a mutual process in which schools engage with the students' families in a meaningful way. Likewise, Baxter and Kilderry [10] highlights that families take the initiative to actively support their children's development and learning. Moreover, in the context of the new normal, schools should also listen to families in order to provide ample academic support to their children's school experiences. This is a critical partnership since the entire aim is to assist students to reach their full potential.

Table 2 Correlation matrix showing the relationship of School Coordination and the New Normal Learning Performance

School Coordination		Altered Education	Balancing Responsibilities	Motivation
Positive learning attitudes	Pearson R	0.500**	0.173**	0.322**
	Probability	0.000	0.001	0.000
Parent-School involvement	Pearson R	0.468**	0.195**	0.410**
	Probability	0.000	0.000	0.000
Parent-Teacher engagement	Pearson R	0.446**	0.071	0.359**
	Probability	0.000	0.176	0.000
Acceptance of learning alternatives	Pearson R	0.477**	0.144**	0.381**
	Probability	0.000	0.005	0.000

*Correlation is Significant at 0.05 level.

**Correlation is significant at 0.01 level.

4. CONCLUSIONS

Parents were involved in the education of their children. The extent of their school coordination of parents was high. Parents were satisfied on altered education and motivation while moderately satisfied on balancing responsibilities. Parents' educational involvement had significant relationship and influence on the new normal learning performance. Furthermore, school coordination had significant relationship and influence to new normal learning performance.

5. REFERENCES

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