

Parental Involvement of Economically Challenged Students in the New Normal Education

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Dated Submitted: December 29, 2023

Date Revised: January 7, 2024

Date Accepted: January 9, 2024

Originality: 86%

Grammarly Score: 99%

Similarity: 14%

Recommendation citation:

Arbuliente, A. (2024). Parental Involvement of Economically Challenged Students in the New Normal Education. *Journal of Interdisciplinary Perspectives*, 2(1), 121–133. <https://doi.org/10.5281/zenodo.10470941>



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ABSTRACT

Parental involvement in their children's education plays a vital role in the holistic development of the child's potential. It is a paramount factor for student's academic success. This study focused on the parental involvement of economically challenged students in the new normal. The primary purpose of the research study was to determine the level of home-based parental involvement, coping, challenges encountered, and coping mechanisms. Respondents are parents of bonafide students of Lapinigan National High School during the school year 2021-2022. The study utilized a mixed descriptive research method employing a quantitative-descriptive survey and qualitative thematic data analysis. The study employed frequency, weighted mean, percentage, and Spearman rank correlation coefficient to analyze quantitative data on the demographic profile, home-based involvement, and parents' coping mechanisms. The findings revealed that respondents are married mothers, high school graduates, primarily housekeepers, and have 3 to 4 children. Parents' home-based involvement falls into giving positive reinforcement to their children working independently in the light of remote learning. Findings revealed that gender, marital status, and number of children have no significant relationship to the level of home-based involvement. Educational attainment and occupation exhibited a significant relationship. Thematic analysis indicated that parents encountered struggles in the cultural aspect, including setting priorities, parental role, and limited knowledge. In addition, parents experienced inflation, unemployment, and inadequate resources in the economic aspect. Furthermore, results showed that parents hurdled challenges through religious coping, self-management, social support, and resourcefulness. The study recommended that school personnel and stakeholders utilize the proposed intervention program to acquaint parents with the diverse activities they can provide their children in remote learning. Furthermore, local government units actively implement economic and livelihood programs that would benefit parents belonging to the poor sector.

Keywords: *Home-based Parental Involvement; Coping Mechanisms; New Normal Education.*

Introduction

Over the years, parental involvement in their children's education has played a crucial role in the holistic development of their potential. It has been an essential factor contributing to the success or failure of the child's educational aspect. Thus, this study aims to determine the home-based involvement of parents in their children's education and how parents of economically challenged students involve themselves in their children's education in the home-based aspects in the light of the new normal.

Various researchers asserted that parents' support for their children considerably impacted students' educational outcomes. According to Epstein (2009), as cited by Coskun et al. (2021), this involves the shared responsibility of parents and other stakeholders in developing students' education. Several factors have contributed to parental involvement in their children's education. According to Anastasiou et al. (2020), there are three aspects of parental involvement: academic socialization, home-based involvement, and school-based involvement. Tremendous academic success and holistic student development result from the linkage to these factors. The study by Lukas (2015) stipulated that parents are irreplaceable factors in educational and professional guidance.

Additionally, parents' involvement in their children's education through homework assistance, creating a conducive home environment, and helping their children set up realistic goals and expectations have led to the enhanced academic performance of students (Amponsah et al., 2018). Accordingly, the degree of parental involvement in their children's education is greatly affected by various factors such as economic status, educational background, and availability of time (Holloway et al., 2018). The pandemic outbreak has created difficulties for parents as the educational system has experienced drastic changes. The pandemic has affected the country's education sector (Tria, 2020). It caused diversions of the usual patterns of interaction in society. The health crisis has restored the importance of parents' involvement in their children's education (Adnan et al., 2020). To continue learning despite the pandemic, the Department of Education developed the Basic Education Learning Continuity Plan, which contains a package of interventions that would respond to the challenges brought about by the pandemic (DepEd Order No. 012, s. 2020). The new normal in education shifted the usual face-to-face interaction of students and teachers to distance learning modalities like modular learning, online asynchronous, and synchronous learning. It is blended learning (Hodges et al., 2020, as cited in Hew et al., 2020). In this light, the pursuit of delivering quality primary education challenges the concept of parental involvement. Assessing possible interventions that schools and teachers can provide becomes essential, highlighting parents' crucial role in the new normal education setup.

Despite research on parental involvement, most focused on preschool and elementary-level school-aged children (Alacam & Olgan, 2019; Kainuwa & Yusuf, 2013). Research showed that the involvement of parents is essential to all levels of a child's education (Black et al., (2010); Barnes (2017). Some researchers have also focused on factors of parental involvement and its effect on the academic performance of students (Cuskon and Katitas (2021); Ates (2021); Guo (2018); Park and Holloway (2018); Mugari and Magwa (2017); Black et al., (2010). In addition, research on the involvement of parents in distance learning has shown that parents' economic conditions contribute significantly to the success or failure of a student's academic performance (Oszwa et al., 2021). The new normal education setup poses challenges, especially to the parents, as schools implement modular distance and blended learning. Parents must adapt to the changes as the primary agents of children's education.

Nonetheless, the extent of economically challenged parents' participation in their children's education in the new normal setup still needs to be extensively investigated. Moreover, the challenges and coping mechanisms they employ need further intensification. Consequently, teachers and school stakeholders need to be more knowledgeable about what parents in the poor group have experienced. Considering that parents' economic status significantly affects parental involvement, this study desired to determine the degree of home-based parental involvement. It investigated the coping mechanisms that these economically challenged parents utilized. Unlike most research, this study delved into the economic and cultural aspects of parents' involvement in the new normal education setting.

The literature on parental involvement exhibited the substantial benefaction of parents' roles in students' learning. This study shed light on the perplexity of the factors and variables not tackled in the previous literature and studies but are essential when dealing with parental involvement. Additionally, this study identified the forms of home-based parental involvement in the new normal. It also explained the correlation of parental involvement with other socio-cultural dynamics (i.e., gender, marital status, educational background, occupation, and the number of children). In addition, this study benefits students and parents since teachers, school administrators, and other school stakeholders developed interventions and programs that would strengthen parental involvement, thus delivering quality education despite the education system's changes in these trying times. This fact contributed to the scarce understanding of how economically challenged parents involve themselves in the new normal education of their children. The extent of parental participation offers schools a valuable opportunity to enhance existing school programs by empowering parents in the educational process. A significant level of parental participation was associated with higher student achievement (Nguyen et al., 2019).

Methodology

Research Design

This study used a mixed-method design employing quantitative-descriptive research using a descriptive survey method and qualitative research using thematic analysis. It is a method of collecting and analyzing data using quantitative and qualitative research methods to understand research problems (Creswell, (2013). Descriptive research describes and interprets gathered information on the existing condition or situation (Aggarwal, 2008). Descriptive research is concerned with the characteristics of the whole sample (Best and Khan, 2007). Thematic analysis in qualitative research helps the researcher determine the themes and patterns of a particular research question. (Braun and Clarke, 2013). Hence, the researcher used the quantitative method to determine the forms and levels of parental involvement and analyze and interpret the underlying factors that affect parental involvement in the new normal.

Moreover, qualitative research using the phenomenological method was employed to delve into the experiences or challenges experienced by the parents in the new normal education and how parents overcome these challenges. Phenomenology is a widely used approach that centers on understanding the congruity of experiences of a particular group (Groenwald, 2004). In Magwa and Mugari's (2017) study, phenomenology explores a phenomenon by gathering first-hand information from the participants' perceptions.

Research Locale

The study was conducted at Lapinigan National High School (L.N.H.S.). The school is in Purok- 2, Barangay Lapinigan, San Francisco, Agusan del Sur. It belongs to the first-class municipality in Agusan del Sur (Google, n.d.). Lapinigan National High School is an empowered mega-large category secondary school in the Division of Agusan del Sur. Six(6) school administrators of different administrative positions manage the school with 69 teaching personnel, junior high school and Senior High School. In addition, the school's enrolment is 1 052 Junior High School and 216 Senior High School, according to the current data in the Learners Information System (lis.deped.gov.ph).

Research Participants

The study's participants are the parents of identified economically challenged students from low-income families with an income bracket of P10, 957.00 below. The participants are limited to parents of bona fide students of Lapinigan National High School and those who are non-4Ps recipients. The participants were forty-five (45) parents of Junior High School students and twenty- three (23) parents of Senior High School students, who participated in answering the Parental Involvement Questionnaire. The total number of participants in the study is the complete enumeration of all the parents who are non-4Ps beneficiaries.

The study utilized purposive sampling to select research participants, comprising parents from the low-income category who answered the survey questionnaires and parents, guardians, and students who would undergo an in-depth interview. This sampling technique is essential in understanding phenomena by purposely selecting the participants (Creswell, 2012). It includes a complete enumeration of the participants who are non-4Ps recipients. Additionally, six key informants were selected to participate in the interview. These participants are from the total number of parents who answered the parental involvement questionnaire.

Six key informants undergone in-depth interview. The number of participants was determined considering the guidelines for selecting participants using a phenomenological approach. According to Creswell (2018), the phenomenological approach includes three (3) to ten (10) participants. Key informants and participants in the in-depth interview were chosen based on inclusion criteria. In addition, the total number of participants from each group showed that data saturation was already attained, given the said number of participants.

Research Instrument

This study utilized a researcher-made parental involvement questionnaire. It includes the variables considered in the study, namely, gender, educational attainment, marital status, occupation, and the number of children. The instrument consists of three parts. Part I is the parent's profile, forms and extent of home-based parental involvement in Part II, and their coping mechanism employed in Part III.

Moreover, an interview guide for the in-depth interview was utilized to extract the responses from the experiences of selected parents/ foster parents and students that established the challenges encountered by parents in the economic and cultural aspects of their involvement in the new normal education of their children. The interview guide includes questions about the challenges the parents, foster parents, or guardians met from the perceptions of parents, foster parents or guardians, and students. It also includes their responses on how they cope with the said challenges.

Furthermore, for the participants who had undergone in-depth interviews, inclusion criteria were provided as the basis for their inclusion in the interview. It includes (1) a parent/ guardian/foster parent of a bona fide student of Lapinigan National High School in the school year 2021-2022, (2) are physically involved in their children's education, or students whose parents are involved in their education, and (3) must belong to the group of economically- challenged family, with a monthly income of P10, 957.00 and below. Inclusion criteria help outline the characteristics of the study participants (Polit and Beck, 2018, as cited by Connely, 2020).

Data Gathering Procedure

Before conducting the study, the researcher sent a letter to the school principal, the public school district in charge, and the Barangay Captain to approve the study's conduct. After the approval of the heads of offices, The researcher sent an approval letter and an Informed Consent Form to the target participants of the study. The researcher conducted an orientation on the aims and purpose of the study. As for the participants who have undergone in-depth interviews, the researcher selected the respondents using the following inclusion criteria: (1) a parent, guardian, foster parent, and student of Lapinigan National High School in the school year 2021-2022, (2) are physically involved in their children's education, or students whose parents are involved in their education, and (3) must belong to the group of economically-challenged household with a monthly income of P10, 957.00 and below.

Furthermore, the participants' responses from the in-depth interviews were audio-recorded, transcribed verbatim, and interpreted in a tabular presentation. Thematic analysis was employed in extracting noteworthy themes from the participant's responses. The researcher utilized Braun and Clarke's (2006) six-step framework in the thematic analysis, as cited by Maguire and Delahunt (2017). It includes data familiarization, generating preliminary codes, looking for themes, reviewing, defining, and writing the analysis (Braun and Clarke, 2006, as cited by Maguire and Delahunt, 2017).

Ethical Considerations

Before conducting the study, the researcher sought permission from the school principal, district in charge, and barangay captain (see Appendix A to B) to approve it. A letter of consent (see Appendix C), Informed Consent Form (see Appendix D), and Assent Form (see Appendix L) were sent to the participants, informing them of the purpose of the study. With the participants' approval, a limited face-to-face meeting was organized for the participants who underwent in-depth interviews (I.D.I.). Afterward, the researcher conducted an in-depth interview (I.D.I.) with the study participants, including the parents, foster parents, and students. The researcher ensured that the personal information and whereabouts of the participants were dealt with utmost confidentiality under the Data Privacy Act of 2012 to protect the participant's right to privacy.

In interacting with the participants in the interview, the researcher used vernacular language to grasp the themes the researcher wanted to explicate to the participants. The researcher guaranteed the participants that their responses remained confidential and would be respected and treated fairly throughout the research process.

Results and Discussion

Demographic Profile of the Respondents

Table 1 displayed the demographic data of respondents. The profiles are sequenced based on the statement of the problem. It includes variables like gender, educational attainment, marital status, occupation, and the number of children. Respondents of the study were sixty-eight (68) parents who belonged to the economically challenged and had an income bracket of P10,975.00 and below (Philippine Institute of Development Studies, 2020).

Table 1: Demographic profile of respondents

Indicators	f	%	Rank
Gender			
Male	25	36.76%	2
Female	43	63.24%	1
Educational Attainment			
College Graduate	12	17.65%	4
College Level	5	7.35%	5
Vocational	3	4.41%	7
High School Graduate	22	32.35%	1
High School level	13	19.12%	3
Elementary Graduate	14	20.59%	2
Elementary Level	4	5.88%	6
Marital Status			
Married	52	76.47%	1
Legally Separated	5	7.35%	3.5
Single	5	7.35%	3.5
Widow/ Widower	6	8.82%	2
Occupation			
Private/Government Employee	12	17.65%	3
Self - employed	22	32.35%	2
Others (Laborers, Housekeepers)	34	50.00%	1
Number of Children			
1 - 2 Children	24	35.29%	2
3 - 4 Children	27	39.71%	1
5 - 6 Children	11	16.18%	3
7 above	6	8.82%	4

Most of the respondents are females, which comprises 63.24% of the total population of respondents. It posits that most of the parent- respondents are females. Most of the parents who participated in the research study were mothers. It correlates to Samson and Lydiah's (2014) study, which posits that mothers are involved and participative in their children's education. Meanwhile, regarding respondents' educational attainment, it can be drawn from the table that parents who are high school graduates rank first with a frequency of 22 and a percentage of 32.35%. Parents at the elementary level had a frequency of 4 with a percentage of 5.88%. The data revealed that most of the parent-respondents are high school graduates, comprising 32.35%, while only four (4) respondents belong to the elementary level, comprising only 5.88% of the total population. It implied that parents might have difficulty assisting their children in their modules. The finding correlates with the study of Maniquiz et al. (2021), Nanquil (2021), and Holloway et al. (2020).

For the marital status of respondents, the table revealed that most parents are married or living together with a frequency of 52 and a percentage of 76.47%. Five (5) parents, or 7.35%, fall into single and legally separated. It implies that both parents are present to assist their children's education in the home-based aspects. It agrees with the study of Nath De (2020), which revealed that demographic characteristics like marital status are one of the predictors of parents' involvement in their children's education.

Additionally, 50% or 34 of the parents do not recognize themselves as employed but belong to other occupations like labourers and housekeepers. It explicates that the majority of the respondents do not have a stable job, which brought about the closing of establishments during the onset of the pandemic (Knopik et al., 2021). Furthermore, data on the number of children revealed that most respondents have 3-4 children attending school, comprising 39.71% or 27% of the total population. Those with children seven(7) and above are the least, only comprising 8.82%. The study of Ariyante and Cueto (2021) posited that parents allocate their time to attending to their two or more children. This situation compelled them to have limited time and focus on assisting their children in completing some tasks.

Level of Home-Based Parental Involvement

Table 2 presents the home-based involvement parents employ in their children's education. The home-based involvement of the respondents through different responses to varied circumstances. Generally, the average response of all respondents presented a mean of 4.53 with a verbal description as indicated in the 5- 5-point Likert Scale as "I always do." Thus, parents revealed that they are always involved in their children's education at home.

Table 2: Level of home-based parental involvement

Home-Based Parental Involvement Indicators	Mean	Interpretation
1. I provide my child with a comfortable area for learning at home.	4.59	I always do
2. I provide my child with his/her basic needs like food and school materials.	4.78	I always do
3. I let my child focus on his/her studies rather than helping us provide for the family.	4.44	I always do
4. I establish a time frame for module activities and task completion.	4.37	I always do
5. I set rules for my child in doing school-related tasks and home-related tasks.	4.43	I always do
6. I help my child in setting goals and let him/her take responsibility for school-related tasks.	4.49	I always do
7. I would recognize my child's efforts in doing his/her tasks, primarily if it did not involve any help from us.	4.78	I always do
8. I help my child in making important decisions.	4.35	I always do
9. I tried my best to refrain, if not minimize, from nagging my child when he/she is answering his/her modules.	4.13	I frequently do
10. I inspire my child to become productive by sharing my life experiences and struggles.	4.49	I always do
11. I assist my child in answering his/her module whenever necessary.	3.74	I frequently do
12. I let someone in the family help my child with the lesson he/she finds difficult.	3.72	I frequently do
13. I assist my child in doing his/her project/task when I am not busy.	3.93	I frequently do
14. I allocate daily time to follow up on my child's lesson/module.	4.29	I always do
15. I monitor my child's allotted time in answering the module activities.	4.18	I frequently do
16. I talk to my child about his/her activities and tasks.	4.31	I always do
17. I ask my child about the difficulties he/she encountered in his/her subject's modules.	4.13	I frequently do
18. I engage in meaningful conversation with my child about his/her experiences and struggles in this new normal education.	4.18	I frequently do
19. I discuss with my child the possibilities that await them if they strive hard in their studies despite the challenges of this new normal.	4.53	I always do
20. I follow up on my child's progress in answering his/her modules so I can return them on time during the retrieval schedule.	4.49	I always do
Average	4.53	I always do

Results also showed that the indicators that had the highest responses include providing their child with his/her basic needs like food and school: "I recognize my child's efforts in doing his/her tasks, especially if it did not involve any help from us with a weighted mean of 4.78 and a verbal description of "I always do ."The indicator that parents least employed was "I let someone in the family help my child with the lessons he/ she finds difficult," which means 3.72. It elucidates that parents always provide their children's basic needs like food and school materials. At the same time, they recognize their children's efforts in task accomplishment, which are done independently without their parents' help. At the same time, they provide their children with a comfortable area for learning at home. It is in congruence with

the findings of Garcia (2018), who stipulated that providing the child's basic needs and other parental obligations are the main aspects in which parents are involved.

Contrary to the findings of Park and Hollaway (2018) that economically challenged parents are less likely to get involved in their children's education, the current study affirmed that although economically disadvantaged, parents are more involved in their children's education in this new normal time. Moreover, the data result on the indicator implies that parents have done only frequently, such as assisting their children in answering their modules and aiding the child in doing the project or school-related tasks. Hence, parents frequently involve themselves in their children's accomplishments in school-related tasks. The involvement of parents in assisting their children while learning at home during a pandemic significantly influences children's interest in learning (Adnan et al., 2021).

Significant Relationship Between Home-Based Involvement and the Demographic Profile of Parents

Table 3 presents the significant relationship between the level of home-based involvement and the demographic profile of parent-respondents using Spearman Rank Correlation. The findings revealed that out of five (5) sources of variances, namely gender, educational attainment, marital status, occupation, and the number of children, three (3) of these variables: gender, marital status, and the number of children failed to reject the null hypothesis considering their p-value which is more significant than 0.05 level of significance. It exemplifies that gender, marital status, and the number of children have no significant relationship to the level of the home-based involvement of parents.

Table 3: Significant relationship between home-based involvement and the demographic profile of parents

Demographic Profile	p-value	Decision	Conclusion
Gender	0.334	Failed to Reject H_0	No significant relationship
Educational Attainment	0.047	Reject H_0	Significant relationship
Marital Status	0.073	Failed to Reject H_0	No significant relationship
Occupation	0.001	Reject H_0	Significant relationship
Number of Children	0.058	Failed to Reject H_0	No significant relationship

On the contrary, two (2) variables or variances in the study indicate a significant relationship to the level of the home-based involvement of parents. These variables are educational attainment and parents' occupation, with a calculated p-value of less than 0.05 based on the indicated significance level. It elucidates that the involvement of parents is affected by the kind of occupation they have and their educational attainment or level of education. Parents' involvement is greatly affected by contextual factors, including educational background and economic status (Cuskon & Katitas, 2021; Guo et al., 2018).

Forms of Coping Mechanisms Employed by Parents

Table 4 explicates the various coping mechanisms parents employ in coping with the challenges of the new normal setup in education.

Table 4: Coping mechanisms employed by parents

Coping Mechanisms	Mean	Interpretation
1. Seek assistance from other members of the family who have more knowledge about the lesson/module.	4.01	Frequently
2. Get help from neighbors and other people who know more about the lesson.	2.91	Sometimes
3. I accept and embrace the changes the new normal education brings to us, parents/guardians.	4.26	Always
4. I divert my attention to looking for ways to provide for my family's basic needs rather than lose hope because of the situation.	4.82	Always
5. I prayed to God for help in getting us through our difficult situation.	4.93	Always
6. I talk about how to overcome the difficult situation with other family members.	4.66	Always
7. I positively accept the changes brought by this modular mode of education implemented by the school.	4.74	Always
8. I do something to take my mind off the difficult situation, like looking for other jobs to earn a living.	4.44	Always
9. I firmly implement the set schedules and rules for my child/children to answer their school tasks and do house chores.	4.47	Always
Average	4.40	Always

Findings revealed that most of the indicators for coping mechanisms are employed by parents, as suggested in the overall weighted mean, which is 4.40. Consequently, it is worthy to note that from the table, the majority of the parents' responses denote indicator 5 ("I prayed to God for help in getting us through the difficult situation we are in.") has the highest weighted mean of 4.93 with a verbal description of "Always." It agrees with the study of Maniquiz et al. (2021).

Furthermore, getting help from neighbors and other people who know more about the lesson got the least weighted mean of 2.91 with a verbal description of "sometimes." It suggests that parents do not always seek assistance or help from neighbors and other people who know more about the lesson to cope with the difficulties they face in this new normal. Cahapay's (2021) study posited that parents encountered difficulties adjusting to the changes that challenged their roles in remote learning. Thus, employing different coping strategies in dealing with these difficulties is an integral part of reducing the impact of stressors (Maniquiz et al., 2021).

Major Themes and Sub-Themes on the Challenges Met in Cultural and Economic Aspects

Table 5 exemplifies the codes extracted and the important themes generated based on the key informants' responses to their challenges in their involvement in the new normal education. On the textual translations of the verbatim responses, three (3) significant themes emerged from the generated codes under the cultural challenges. These are "Setting Priorities" with sub-themes (a) Time Management and (b) Learning Delivery Mode, "Parental Role" with sub-themes (a) Parents' Perceived Roles in Educational Success and (b) Parent-Teacher Role, and "Knowledge" with a sub-theme (a) limited knowledge. On the economic challenges, two (2) significant themes were generated; these are "Inflation and Unemployment" with sub-themes (a) Unemployment and (b) Low Income and High Prices of Commodities, and "Inadequate Resources" with sub-themes (a) Health Essentials Provision, (b) Internet Connection & School Supplies, (c) School Requirements, and (d) Budgeting Finances.

Table 5: Thematic analysis of the challenges met by parents in cultural and economic aspects

Major Themes	Sub-Themes	Codes
Setting Priorities	Time Management	Adjusting time (KI_4), (KI_5)
	Learning Delivery Mode	Getting the modules (KI_1), (KI_3)
	Parent's Perceived Roles in Educational Success	Teaching children (KI_2), (KI_3)
Parental Role	Parent as Teacher Role	Obligation on "parent-teacher (KI_4), (KI_6)
	Limited Knowledge	Not experts in teaching subjects (KI_1), (KI_3)
Inflation & Unemployment	Unemployment	Cannot look for jobs (KI_4)
	Low Income & High Prices of Commodities	Low income and inflation (KI_3), (K_5)
	Health Essentials Provision	Necessities like a face mask, face shield (KI_1)
	Internet Connection & School Supplies	Internet and school materials (KI_1)
Inadequate Resources	School Requirements	Requirements of teacher and contributions (KI_3)
	Budgeting Finances	Budget in supporting children (KI_2) Looking for money & allocating the budget (KI_5)

Theme 1: Setting Priorities

This theme, setting priorities, pertains to the difficulty parents face in managing time and priorities in attending to their children's educational needs and providing for the family's basic needs.

Sub-Theme 1: Time Management. The key informants shared that they find it challenging to manage their time in this new normal in education. Key informant 4 shared that the setup has affected his time for work since he still has to get the module for his grandchildren in school. Key Informant 4 went on to say that instead of being able to work straight in his job, it was intervened by the fact that he is responsible for going to school and getting the module of his grandchildren.

"Makababag pud na ako napud panginabuhin kay imbis nga trabaho ko, unya unta nga ma- straight nako ang ako untang trabaho, maputol kay tungod kay muadto kog skwelahan kay magkuha sa

module.” (It hinders my work. I cannot work straight because I have to go to school and get the module.)

Sub-Theme 2: Learning Delivery Mode. The learning delivery model in the new normal has shifted from the usual face-to-face classes to modular distance, online, and blended learning. These conditions have become challenging not only to academic parents but also to economically disadvantaged parents. Parents agreed that the new normal learning delivery modality brought adversities to them since schools only allow parents to enter the school premises.

“Kumbaga ang nahiaguman nakong kalisud ma’am, ang number 1 lang gyud mam is ingun ani, kanang panahon nga magkuha mi ug.. kadtong panahon pandemya nga kami pa gyud mismo ang makasulod lang sa skwelahan, so dili pa tugtan among mga anak, dugang nato namo nga trabaho ma’am.” (The difficulty that I’ve experienced ma’am, first thing was that when we, parents are the ones getting the modules in school, because of the pandemic, students are not allowed to enter school premises, so it’s an added burden for us.)

Theme 2: Parental Role

The sudden shift in education setup has impacted the parents' perception or dispositions of their roles as parents in securing the educational success of their students. This has become a challenge the parents face often, as they involve themselves in their children's education in this new normal. The key informants shared that their dispositions and perceptions of their roles in their children's education have been challenged.

Sub-Theme 1: Parents' Perceived Roles in Educational Success

Various researchers asserted that parental role construction is an essential indicator of a parent's positive involvement. This factor can be affected by the socio-economic background of parents. Epstein (2009), as cited by Coskun et al. (2021), proved that this is a shared responsibility of the parents in developing the students' academic success. During this pandemic, poor parents are more confronted with this challenge.

“Kining akong panlantaw mam, dunay gamay kalahi-an. Kay tungod aning new normal, mas natutukan nako akong mga anak sa ilang pag- skwela. Mas nasabtan nako nga dili lalim magtudlo sa mga bata kay sa kalisud nga among nasinati-an karon, murag dili gyud lalim kung way grado. Importante gyud nga maka- skwela, kay maonay akong panan.. mao nay role sa mga ginikanan nga hatagan gyud og importansiya ang mga anak para gyud nga maka skwela gyud sila kay lahi karon ang panahon og wa kay grado.” (There are changes in my disposition ma’am. Because of this new normal, I was able to attend well to their studies. I’ve come to understand that it’s not easy to teaching children, especially that because of the difficult situation that we experienced, life is more difficult if one is uneducated. It is important to finish studies. That is what I think the most important role of parents, to give importance to the education of their children.)

Sub-Theme 2: Parent as Teacher Role

The key informants shared sentiments on what challenges them concerning being their children's parent-teacher in remote learning. Assuming the role of teachers to their children is one of the challenges that parents agreed to have experienced.

“Kanang (clears throat) bahin sa pag skwela sa akong mga apo, kay maglisud man gyud tawon ko og tudlo sa ila anang ilang mga leksiyon kay di man pud ko makasabot gani kay wa lage koy, tawon, tama- tama raman ning akong grado.” (I have difficulty when it comes to teaching my grandchildren their lessons because I also do not understand.)

Theme 3: Knowledge

Knowledge is the cognitive ability of parents to assist their children's activities in the modules. The parents have agreed that one of the challenges they encountered was the need for more or the limited knowledge they had about the lessons on the modules for their children. The parents belonged to a group that did not finish schooling for economic reasons. The study by Sari et al. (2020) found that parents need more or more knowledge about the lesson to assist their children.

Sub-Theme 1: Limited Knowledge. Parental involvement is affected by the knowledge parents perceive themselves to have. Limited knowledge has been one of the challenges that parents unanimously agreed to have encountered.

“Dili man gud namo linya ang magtudlo sa among anak labi na nga kada subject lahi- lahi ang field of interest ang maestra nga magtudlo ana nga subject.” (We are not experts in teaching our children in different subjects. More so, that each subject has different field of interest, and different teachers who are specialized in that subject.)

Theme 4: Inflation & Unemployment

When asked about the economic challenges they met, the key informants' responses were themed to inflation and unemployment. The participants agreed that they experienced financial and economic challenges. It denotes that the financial capacity of the parents is greatly affected. Given the new normal situation in education, it would be an uphill battle for poor parents.

Sub-Theme 1: Unemployment. The pandemic significantly contributed to parents' financial burden; given their limited educational attainment, it would be challenging for them to look for another stable job.

“Ang lisud gyud nga akong kuan kay kana ganing amo gani nga mga, sama sa among panginahanglanon, nga dili nami makapangita kay tungod lage aning usahay di nata ka trabaho tungod sa atong sitwasyon karon.” (I have difficulty in terms of working for our basic needs because we cannot look for jobs due to this current situation.)

Sub-Theme 2: Low Income & High Prices of Commodities. The pandemic has affected the education system and the world's economic resources (Knopik et al., 2021). Challenges in economic resources also confronted the parents. Parents shared that one of their adversities was the low income yet high prices of essential commodities.

“Sa pinansiyal ma'am, medyo lisud gyud kay tungod aning pandemic. Epektado tanan panginabuhian. Ubos and income pero nagtaas ang mga presyo sa palitunon.” (It is difficult when it comes to our financial situation because of this pandemic. Our source of income is affected. Our income is low yet inflation is evident as regards with the prices of commodities.)

Theme 5: Inadequate Resources

Inadequate resources refer to needing more resources or supplies (Merriam-Webster.com). Key informants claimed that their current economic status hampered their capacity to provide such resources for the family.

Sub-Theme 1: Health Essentials Provision. Health essentials and services are crucial in protecting against COVID-19. Parents who belong to the economically challenged consider it a burden and additional expense.

“Madugang pa ang atong mga panginahanglanon kay dili man ta pwede nga dili mag face mask, mag face shield, kada lakaw nato magsuot og mask. Dugang lang sa gastusanan namo ang face mask, face shields ug alcohol.” (It's generalized already, ma'am when it comes to finances. The pandemic has added difficulty to our situation. More so, the additional necessities like a face mask and face shields since we are not allowed to go out without wearing those. It's an additional expense.)

Sub-Theme 2: Internet Connection & School Supplies. Another challenge parents encounter is the need for more internet and insufficient school supplies they can provide their children.

“Ug kabahin sa edukasyon (insert children chatter) dako jud kaayu siyag epekto kay nadugang naman (drilling sound) gud is magdugang nasab mig internet unya tapos ang ilang supplies.” (In terms of education, it has huge effect, because we need to provide them internet & their school supplies.)

Sub-Theme 3: High Demand on School Requirements. Another pressing difficulty economically challenged parents encounter in this new normal setting is the high demand for school requirements.

“sa pag-abot aning kuan.. parte sa edukasyon sa kabataan, angg.. kadako sa gastos kay magkuha tag module, pag kuan naa pa gyuy mga requirements sa mga teachers nga amutan sa mga bata. Mao nay dako kaayo, unya naa pay kuan. kalas kaayu ang ilang galastuhan.” (When it comes to the children's education, the expenses is high. Along with getting their modules are requirement of teachers and donation/ contribution. The expenses are too high.)

Sub-Theme 4: Budgeting Finances. The most common challenges or difficulties that the key informants shared were their difficulties in budgeting their finances to support the needs of their children or students.

“Tungod sa katas-anon sa mga palaliton, so dako gyud kaayo ehh.. pagbahin- bahin ang pagsuportar sa mga anak.” (because of the price inflation of commodities, it is difficult to allocate the budget in supporting our children.)

Significant Themes and Sub-Themes on How Parents Cope with Challenges Met

Table 6 presents the prevailing themes and their frequency of occurrence based on the responses of the key informants. When the key informants were asked how they coped with their challenges, four (4) significant themes emerged. These are "Religious Coping," "Self-Management," "Social Support," and "Resourcefulness." Under the religious coping theme, a sub-theme on Strong Conviction of Faith in God was formulated from the codes or core ideas of the participants' responses. On the other hand, the self-management theme has two (2) sub-themes: efficient time management and sacrifice. Moreover, a sub-theme for social support is learning guidance from more knowledgeable others, and the theme of resourcefulness has sub-themes on being frugal and sidelines and initiatives.

Table 6: Thematic analysis of how parents cope with the challenges met

Major Themes	Sub-Themes	Codes
Religious Coping	Strong Conviction of Faith in God	Praying to God (KI_1, KI_2, KI_3, KI_4, KI_5)
Self-Management	Efficient Time Management	Time adjustment (KI_1, KI_3, KI_5, KI_6)
	Sacrificing	Facing the struggle and sacrificing. (KI_2, KI_4, KI_5)
Social Support	Learning Guidance from More Knowledgeable Others	Asking for help from the more knowledgeable sister (KI_1, KI_6)
Resourcefulness	Being Frugal	Tightening my belt (KI_1)
	Sidelines & Initiatives	Vegetable gardening, selling barbecue, bananas. (KI_1, KI_3, KI_4)
		Look for a job/ work to provide the needs (KI_1, KI_2, KI_3, KI_4, KI_5)
Religious Coping	Strong Conviction of Faith in God	Praying to God (KI_1, KI_2, KI_3, KI_4, KI_5, & KI_6)

Theme 1: Religious Coping

This refers to coping with adverse situations utilizing religious ideas or practices (<https://www.ncbi.nlm.nih.gov>). The key informants firmly believe in God's divine intervention regarding adversities in life.

Sub-Theme 1: Strong Conviction of Faith in God. When it comes to overcoming obstacles, the key informants shared that praying to God is one of the ways they employ to address the challenges.

"Ang importante gyud ma'am mag- ampo sa Ginoo. Kung way pag- ampo, ang tawo mawad-an ug paglaum." (The most important, ma'am, is praying to God. Without it, we will lose hope.) (KI5)

Theme 2: Self-Management

In seeking answers to the ubiquitous notion of how parents hurdled the challenges, they unanimously agreed that efficient time management and sacrifice could withstand the odds of life.

Sub-Theme 1: Efficient Time Management. With the time constraint in multitasking, from providing their children's basic needs to assisting them in their studies in remote learning, one of the sub-themes that emerged under the self-management theme from the key informants' responses was efficient time management.

"Nagpursige ko adjust sa ako time bilang obligasyon. Naa koy trabaho mao lage ang income nato kulang pa sa adlaw- adlaw nato nga panginahanglan, gi divide gyud nako tanan aron ma.. ma put up nako ang mga obligation bilang parent sa mga estudyante kay kinahanglan gid kami nila kini nga time." (I tried hard to adjust my time as my obligation. Even if I have my work to supply our daily needs, I divide my time to put up the obligation I have as a parent to my children because they need us this time.) (KI2)

Sub-Theme 2: Sacrificing. Parents, indeed, will do everything for their children. In this theme, the researcher noted that despite their limited resources and knowledge, parents ensured their children could still attend school, get the modules, and return them during the scheduled time.

“Ako jung gisakripisuhan. Gi- antusan, para lang gyud nga makuha nako, makaadto kog skwelahan makakuhag module.” (I sacrificed for them. I faced my struggles to get their modules in school.) (KI4)

Theme 3: Social Support

This theme pertains to seeking assistance from more knowledgeable others. The common clamor of parents, especially when asked about their challenges in assisting their children, was the limited knowledge. When asked how they cope with the difficulty, seeking social support was one of the answers.

Sub-Theme 1: Learning Guidance from M.K.O.s. Learning guidance from More Knowledgeable Others (M.K.O.s) is the sub-theme that emerged from the participant's responses.

“Magkuan na siya, magtawag siya kay ate kay si ate man kay mas labaw man siya kay naa siya’y labaw nga knowlede ana, so moduol na siya kay ate.” (Asking help from sister, since my sister is more knowledgeable, so we ask help from her.) (KI6)

Theme 4: Resourcefulness

Resourcefulness describes a person's capacity to find quick and clever ways to overcome difficulties (Oxford Languages). Resourcefulness is another way parents of economically disadvantaged students cope with the challenges.

Sub- Theme 1: Being Frugal. In dealing with the economic difficulties in the new normal, the participants noted that being frugal is one of the ways they cope with the hardships they encounter.

“Kumbaga, hugot bakus gyud na siya na sitwasyon..” (I face the challenges by tightening my belt (being frugal)

Sub-Theme 2: Sidelines and Initiatives. Having encountered different challenges, parents, especially the economically challenged ones, devised ways to confront and eventually survive these hurdles. The participants shared that they created ways and initiatives to surmount the challenges met.

“Daghan ang mga pamaagi. Mananom og gulay, magluto luto og barbecue, mamaligya og naay bunga sa saging ipamaligya, barbecuehon, bisag unsa nalang ma’am sudlan. Manlabada kay para lang gyud nga mahatagan ug matutukan ang pag skwela sa akong mga anak.” (There are many ways, like vegetable gardening, selling barbecue, bananas, accepting laundry. We do everything just to support our children in their studies.)

Conclusion and Recommendation

Based on the findings, it is concluded that mothers are primarily involved in their children's education. Contextual factors like gender, occupation, and educational attainment dramatically affect the degree of parents' involvement in their children's education. Moreover, parents prefer to give positive feedback in recognizing their children's efforts rather than asking other people to help them assist their children. These findings allow the school stakeholders, teachers, and L.G.U.s to devise intervention programs and innovations that enhance parents' knowledge acquisition and improve their occupational conditions. It was also concluded that parents find it difficult to adjust to the new normal mode of education. It was evident from the themes that emerged in the qualitative data analysis: setting priorities, parental role, and knowledge in the cultural aspect, inflation and unemployment, and inadequate resources in the economic aspect. In addition, parents claimed that their knowledge could be improved in assisting their children. Thus, classes should return to normal so parents would no longer be burdened with going to school while working to earn a living. It is worth noting that, although parents encountered challenges, they still managed to confront them with a positive outlook and an enduring spirit. Despite facing challenges in their involvement in their children's new normal education and experiencing economic constraints, parents actively confront these difficulties to support their children's education. Therefore, assistance and support of all stakeholders are essential to effectively engage parents' participation as learning facilitators of their children's remote learning, thus becoming a functional partner in delivering quality education.

Contributions of Authors

The authors confirm the equal contribution in each part of this work. The finalized version of this work was approved by all authors after review.

Funding

No funding agency provided a particular grant for this work.

Conflict of Interests

All authors declare that they have no conflicts of interest.

Acknowledgment

The author profoundly thanks her colleagues and experts for their assistance, guidance, and suggestions.

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