

Parental Monitoring Intervention Measures for Distance Learning Modalities

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Abstract

Given the escalation of the COVID-19 pandemic and efforts to contain its spread, a large number of educational institutions around the world have completely shut down face-to-face teaching and learning activities. This lockdown exposed emerging vulnerabilities in the world's education systems in low- and middle-income countries. This lockdown exposed emerging vulnerabilities in the educational sector in low- and middle-income countries around the world, including Philippines. This demonstrates the importance of adaptable and resilient education systems in the face of an uncertain future.

The salient findings of the study are as follows: the assessment of teachers and parents on the parental monitoring intervention measures adopted are as follows: all items rated as Effective as to organize, measure, control, and analyze; and the computed t-values in organize, measure, control and analyze were all lower than the critical value, hence, there is no significant difference on parental monitoring intervention measures for distance learning modalities as assessed by teachers and parents.

Keywords: parental monitoring, intervention, measures, distance learning modalities

Introduction

Given the escalation of the COVID-19 pandemic and efforts to contain its spread, a large number of educational institutions around the world have completely shut down face- to-face teaching and learning activities. This lockdown exposed emerging vulnerabilities in the world's education systems in low- and middle-income countries. This lockdown exposed emerging vulnerabilities in the educational sector in low- and middle-income countries around the world, including Philippines. This demonstrates the importance of adaptable and resilient education systems in the face of an uncertain future.

Interventions including parental monitoring should be strongly encouraged to take the lead in this transformational process. For parents, this presents an opportunity to assess the merits of various pedagogical approaches and create a teaching and learning monitoring intervention measure tailored to their particular children's educational needs. In order to develop a learning environment that is advantageous to everyone, feedback from families should be sought.

As a result, the current study used a quantitative survey approach to investigate parental involvement, learning participation, and adolescent learners' both online and modular learning commitment during the COVID-19 lockdown.

Methodology

The researcher used convenience sampling. A convenience sampling is a technique used by researcher to get data from a pool of respondents who are easily available. It is the most often utilized sample technique since it is so quick, simple, and affordable. In cases where additional input was not required for the main inquiry, the

researcher used convenience sampling. To be included in this sample, there are no prerequisites. As a result, adding elements to this sample is greatly simplified. The ability to participate in the sample depends on the proximity of the researcher to all sections of the population.

There were two groups of respondents, namely: Junior Highschool teachers and parents with Grade 7-10 learners who were enrolled during Academic Year 2021-2022 in Eastern Bacoor National High School.

Results and Discussion

The results of the study are presents in the accompanying tables, and these will serve as the foundation for any future conclusions and suggested recommendations.

Table 1 Distribution of the Respondents

Respondents	N	f	%
Teachers	105	37	9.61
Parents	2880	348	90.39
Total	2985	385	100.00

As presented in Table 1, the two (2) selected respondents are as follows: 348 or 90.39 percent are parents, and 37 or 9.61 percent are 37 or 9.61.

Table 2 Respondent as to Learning Modality

Learning Modality	Teachers		Parents		Total	
	F	%	f	%	f	%
Modular Distance Learning	26	70.27	170	48.85	196	50.91
Online Distance Learning	11	29.73	178	51.15	189	49.09
Total	37	100.00	348	100.00	385	100.00

As reflected in Table 2, the distributions of respondents as to learning modality are as follows: 196 or 50.91 percent are modular distance learning, and 189 or 49.09 percent are online distance learning.

Table 3: Respondent as to Grade Level of Learners / Teachers

Grade Level of Learners / Teachers	Teachers		Parents		Total	
	f	%	f	%	f	%
Grade 7	11	29.73	98	28.16	109	28.31
Grade 8	6	16.22	86	24.71	92	23.90
Grade 9	5	13.51	70	20.11	75	19.48
Grade 10	15	40.54	94	27.01	109	28.31
Total	37	100.00	348	100.00	385	100.00

As manifested in Table 3, the distributions of respondents as to grade level of learners / teachers are as follows: 109 or 28.31 percent are both Grade 7 and Grade 10, 92 or 23.90 percent are Grade 8, and 75 or 19.48 percent are Grade 9.

Table 4 : Respondent as to Gender

Gender	Teachers		Parents		Total	
	f	%	f	%	f	%
Male	14	37.84	74	21.26	88	22.86
Female	23	62.16	274	78.74	297	77.14
Total	37	100.00	348	100.00	385	100.00

As depicted in Table 4, the distributions of respondents as to gender are as follows: 297 or 77.14 percent are female, and 88 or 22.86 percent are male.

Table 5 : Respondent as to Age

Age (in years)	Teachers		Parents		Total	
	f	%	f	%	f	%
51 years old and above	6	16.22	46	13.22	52	13.51
41 – 50 years old	3	8.11	114	32.76	117	30.39
31 – 40 years old	17	45.95	134	38.51	151	39.22
21 – 30 years old	11	29.73	54	15.52	65	16.88
20 years old and below						
Total	37	100.00	348	100.00	385	100.00

As shown in Table 5, the distributions of respondents as to age are as follows: 151 or 39.22 percent are aged 31-40 years old, 117 or 30.39 percent are aged 41-50 years old, 65 or 16.88 percent are aged 21-30 years old, and 52 or 13.51 percent are aged 51 years old and above.

Table 6 : Respondent as to Civil Status

Civil Status	Teachers		Parents		Total	
	f	%	f	%	f	%
Single	14	37.84	20	5.75	34	8.83
Married	23	62.16	315	90.52	338	87.79
Legally Separated			5	1.44	5	1.30
Widow/ed			8	2.30	8	2.08
Total	37	100.00	348	100.00	385	100.00

As revealed in Table 6, the distributions of respondents as to civil status are as follows: 338 or 87.79 percent are married, 34 or 8.83 percent are single, 8 or 2.08 percent are widow/ed, and 5 or 1.30 percent are legally separated.

Table 7 : Respondent as to Educational Attainment

Educational Attainment	Teachers		Parents		Total	
	F	%	f	%	f	%
Doctorate Degree						
Doctorate with earned units						
Master's Degree	6	16.22			6	1.56
Masters with earned units	18	48.65			18	4.68
Bachelor's Degree	13	35.14	68	19.54	81	21.04
College Undergraduate			108	31.03	108	28.05
High School Graduate			122	35.06	122	31.69
Elementary Graduate			50	14.37	50	12.99
Total	37	100.00	348	100.00	385	100.00

As exposed in Table 7, the distributions of respondents as to educational attainment are as follows: 122 or 31.69 percent are high school graduate, 108 or 28.05 percent are college undergraduate, 81 or 21.04 percent have bachelor's degree, 50 or 12.99 percent are elementary graduate, 18 or 4.68 percent are masters with earned units, and 6 or 1.56 percent have master's degree.

Table 8 : Parental Monitoring Intervention Measures as to Organize

Indicators	Teachers		Parents		Composite		Rank
	WM	VI	WM	VI	WM	VI	
1. It has a complete list of weekly modules and worksheets to be	4.30	HE	4.07	E	4.09	E	2

answered by the learners.							
2. Weekly Learning Task are presented in an orderly sequence.	4.35	HE	4.13	E	4.15	E	1
3. The format of online and offline tracking tool for the weekly learning tasks to be answered and performed are easy to follow.	4.27	HE	3.99	E	4.02	E	3
Overall Weighted Mean	4.31	HE	4.06	E	4.09	E	

<i>Legend:</i>				
	<i>Range</i>	<i>Scale</i>	<i>Verbal Interpretation</i>	<i>Symbo l</i>
	5	4.20-5.00	Highly Effective	HE
	4	3.40-4.19	Effective	E
	3	2.60-3.39	Moderately Effective	ME
	2	1.80-2.59	Least Effective	LE
	1	1.00-1.79	Not Effective	NE

As established in Table 8, the assessment of the parental monitoring intervention measures as to organize rated as Effective with an overall weighted mean of 4.09. All items rated as Effective, namely: weekly learning task are presented in an orderly sequence with a composite weighted mean of 4.15 as rank 1; it has a complete list of weekly modules and worksheets to be answered by the learners with a composite weighted mean of 4.09 as rank 2; and the format of online and offline tracking tool for the weekly learning tasks to be answered and performed are easy to follow with a composite weighted mean of 4.02 as rank 3.

As to assessments of the groups of respondents on the parental monitoring intervention measures as to organize are as follows: teachers rated as Highly Effective with an overall weighted mean of 4.31, and parents rated as Effective with an overall weighted mean of 4.06.

It establishes that the parental monitoring intervention measures as to organize is presented in a systematic manner, contain detailed weekly modules and worksheets, and are both easy to use and convenient for both online and offline monitoring tools for weekly learning activities.

Relatively, Llego (2021) parents know their children more than any teacher does while teachers know how to give instructions very well. The students can be educated successfully despite the pandemic if both types of information are combined. Together, parents and teachers may use their expertise to assist the children's lifelong learning. This might serve as the cornerstone of a more solid collaboration.

Table 9 : Parental Monitoring Intervention Measures as to Measure

Indicators	Teachers		Parents		Composite		Rank
	WM	VI	WM	VI	WM	VI	
1. Provides clear understanding of different of different assessment tools to be used in evaluating learners' output and performance.	4.30	HE	3.95	E	3.98	E	2
2. Provides enough information and data in the absence of face-to-face teachers' guidance.	4.27	HE	3.85	E	3.89	E	3
3. The structure and format of online and offline tracking tool is appropriately designed to assess and evaluate the weakly learning tasks.	4.32	HE	4.08	E	4.10	E	1
Overall Weighted Mean	4.30	HE	3.96	E	3.99	E	

As displayed in Table 9, the assessment of the parental monitoring intervention measures as to measure rated as Effective with an overall weighted mean of 3.99. All items rated as Effective, such as: the structure and format

of online and offline tracking tool is appropriately designed to assess and evaluate the weakly learning tasks with a composite weighted mean of 4.10 as rank 1; provides clear understanding of different of different assessment tools to be used in evaluating learners' output and performance with a composite weighted mean of 3.98 as rank 2; and provides enough information and data in the absence of face-to-face teachers' guidance with a composite weighted mean of 3.89 as rank 3.

As to assessments of the groups of respondents on the parental monitoring intervention measures as to measure are as follows: teachers rated as Highly Effective with an overall weighted mean of 4.30; and parents rated as Effective with an overall weighted mean of 3.96.

It displays that the parental monitoring intervention measures as to measures are effectively designed to evaluate and assess the weakly produced learning activities, used to access the learners' performance and output, and provides adequate data and information in the absence of direct instruction from teachers.

Srisakda, et al. (2016) established an indicator system of learner's core competencies. This type of indication system evaluates pupils' abilities to communicate, think critically, solve problems, apply life skills, and use technology.

Table 10 : Parental Monitoring Intervention Measures as to Control

Indicators	Teachers		Parents		Composite		Rank
	WM	VI	WM	VI	WM	VI	
1. Can be used to record the scores of learners in every weekly learning task to determine their weekly progress.	4.32	HE	4.00	E	4.03	E	1
2. Presents a partial learners performance status to both parents and teachers.	4.38	HE	3.95	E	3.99	E	3
3. The format of the online and offline record sheet can be easily used to encode the scores of the learners.	4.38	HE	3.96	E	4.00	E	2
Overall Weighted Mean	4.36	HE	3.97	E	4.01	E	

As identified in Table 10, the assessment of the parental monitoring intervention measures as to control rated as Effective with an overall weighted mean of 4.01. All items rated as Effective, these are: can be used to record the scores of learners in every weekly learning task to determine their weekly progress with a composite weighted mean of 4.03 as rank 1; the format of the online and offline record sheet can be easily used to encode the scores of the learners with a composite weighted mean of 4.00 as rank 2; and presents a partial learners performance status to both parents and teachers with a composite weighted mean of 3.99 as rank 3.

As to assessments of the groups of respondents on the parental monitoring intervention measures as to control are as follows: teachers rated as Highly Effective with an overall weighted mean of 4.36; and parents rated as Effective with an overall weighted mean of 3.97.

It identifies that the parental monitoring intervention measures as to control are used to monitor students' performance on each weekly learning activity in order to evaluate their development each week. It also states that learners' scores can be easily encoded using the format of the offline and online record sheet; and giving teachers and parents a partial assessment of a student's performance.

Salvador & Canencia (2015) established a monitoring and evaluation tools are essential for determining the causes and effects of receiving a high-quality education. It determines how well school administrators, teachers, and parents impart knowledge and skills to our kids.

Table 11 : Parental Monitoring Intervention Measures as to Analyze

Indicators	Teachers		Parents		Composite		Rank
	WM	VI	WM	VI	WM	VI	
1. Complete in determining the learners' acquisition of knowledge and concepts.	4.38	HE	3.99	E	4.02	E	2
2. Develops communication between parents and teachers to support learners' continuous learning.	4.27	HE	4.02	E	4.04	E	1
3. Helps to identify the status of learners' performance that will serve as the key to retention and remediation within the subject area.	4.32	HE	3.92	E	3.96	E	3
Overall Weighted Mean	4.32	HE	3.98	E	4.01	E	

As represented in Table 11, the assessment on the parental monitoring intervention measures as to analyze rated as Effective with an overall weighted mean of 4.01. All items rated as Effective, namely: develops communication between parents and teachers to support learners' continuous learning with a composite weighted mean of 4.04 as rank 1; complete in determining the learners' acquisition of knowledge and concepts with a composite weighted mean of 4.02 as rank 2; and helps to identify the status of learners' performance that will serve as the key to retention and remediation within the subject area with a composite weighted mean of 3.96 as rank 3.

As to assessments of the groups of respondents on the parental monitoring intervention measures as to analyze are as follows: teachers rated as Highly Effective with an overall weighted mean of 4.32; and parents rated as Effective with an overall weighted mean of 3.98.

It represents that the parental monitoring intervention measures as to analyze are being examined in order to open up lines of communication between parents and teachers to assist learner's lifetime learning, thorough in measuring the students' knowledge and idea acquisition, and helps to evaluate the degree of students' performance, which will be crucial for their retention and improvement in the subject area.

To support the findings, Kuruvilla (2020), stated that parents play a crucial part in distance learning education. Since they are being homeschooled, students' parents are required to keep an eye on their child's growth and performance during the autonomous learning hours. Teachers won't be able to achieve the intended learning outcomes at the end of the day without the support of the parents.

Table 12 : Summary on the Parental Monitoring Intervention Measures

Criteria	Teachers		Parents		Composite		Rank
	WM	VI	WM	VI	WM	VI	
1. Organize	4.31	HE	4.06	E	4.09	E	1
2. Measure	4.30	HE	3.96	E	3.99	E	4
3. Control	4.36	HE	3.97	E	4.01	E	2.5
4. Analyze	4.32	HE	3.98	E	4.01	E	2.5
Grand Mean	4.32	HE	3.99	E	4.03	E	

As summarized in Table 12, the overall assessment of the parental monitoring intervention measures rated as Effective with the grand mean of 4.03. All items rated as Effective, such as: organize with a composite weighted mean of 4.09 as rank 1; control; and analyze with both the composite weighted mean of 4.01 as rank 2 and 3; and measure with a composite weighted mean of 3.99 as rank 4.

Generally, the overall assessment of the groups of respondents on the parental monitoring intervention measures are as follows: teachers rated as Highly Effective with the grand mean of 4.32; and parents rated as Effective with the grand mean of 3.99.

Table 13 : Comparative on the Assessment of Parental Monitoring Intervention Measures

Criteria	Teachers		Parents		t-value	Decision	Interpretation
	WM	SD	WM	SD			
1. Organize	4.31	0.002	4.06	0.005	0.14568	Accept Ho	Not Significant
2. Measure	4.30	0.001	3.96	0.013	0.20294	Accept Ho	Not Significant
3. Control	4.36	0.001	3.97	0.001	0.23405	Accept Ho	Not Significant
4. Analyze	4.32	0.003	3.98	0.003	0.20842	Accept Ho	Not Significant

As indicated in Table 13, the comparative assessments of teachers and parents have computed t-values, such as: organize with 0.14568; measure with 0.20294; control with 0.23405; and analyze with 0.20842 were all lower than the critical value of 1.646 with 383 degrees of freedom. Hence, there is no significant difference on the parental monitoring intervention measures as assessed by teachers and parents. Therefore, the hypothesis is accepted.

Summary of Findings

The salient findings of the study are as follows:

1. The assessment of teachers and parents on the parental monitoring intervention measures adopted are as follows:
 - 1.1. As to Organize, all items rated as Effective, namely: weekly learning task are presented in an orderly sequence; it has a complete list of weekly modules and worksheets to be answered by the learners; and the format of online and offline tracking tool for the weekly learning tasks to be answered and performed are easy to follow.
 - 1.2. As to Measure, all items rated as Effective, such as: the structure and format of online and offline tracking tool is appropriately designed to assess and evaluate the weakly learning tasks; provides clear understanding of different of different assessment tools to be used in evaluating learners' output and performance; and provides enough information and data in the absence of face-to-face teachers' guidance.
 - 1.3. As to Control, all items rated as Effective, these are: can be used to record the scores of learners in every weekly learning task to determine their weekly progress; the format of the online and offline record sheet can be easily used to encode the scores of the learners; and presents a partial learners performance status to both parents and teachers.
 - 1.4. As to Analyze, all items rated as Effective, namely: develops communication between parents and teachers to support learners' continuous learning; complete in determining the learners' acquisition of knowledge and concepts; and helps to identify the status of learners' performance that will serve as the key to retention and remediation within the subject area.
2. The computed t-values in organize, measure, control and analyze were all lower than the critical value, hence, there is no significant difference on parental monitoring intervention measures for distance learning modalities as assessed by teachers and parents.

Conclusion

Based on the findings of the study, the following conclusions are drawn:

1. Parental monitoring intervention measures on both online and offline tracking tools were found Effective for both teachers and parents.
2. Both teachers and parents found parental monitoring intervention measures found acceptable in both online and offline tracking tools.

Recommendation

From the foregoing findings and conclusions, the following recommendations are offered:

1. Allow teachers and parents to choose their preferred parental monitoring intervention measures for full implementation to continuous monitoring of students' performance regularly, to enhance the academic achievement and to diagnose the specific areas that need to be given more attention and match the needs and competencies of the learners.
2. The parental intervention measure can also be shared to other schools who have similar needs that will facilitate the teaching-learning process more effectively.
3. Observe commitment to school administrators, teachers, and parents to support and provide adequate resources in the implementation of parental monitoring intervention measures for them to be more updated and innovative.
4. Conduct further enrichment of parental monitoring intervention measures to be able to achieve a caliber educational perspective.

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