

Implication of Parental Engagement to the Students in Home-School Learning

ABSTRACT

Parental involvement in home-school learning also helps to strengthen the relationship, fosters greater autonomy and responsibility in children, and flexible learning experiences. This study used a descriptive-phenomenological study that divulged the context of home-school learning during the health crisis brought by COVID-19 among elementary pupils. Ten (10) Grade 4 pupils, currently enrolled in S.Y. 2021-2022 and who had been studying both before and during the pandemic, participated in the interview. Colaizzi's data analysis approach was later used to analyze the interview data. Findings indicated that elementary pupils have a variety of experiences in home-school learning and are also experiencing challenges in home-school learning. The study's findings also revealed the role of their parents during home-school learning by giving them a lot of time teaching the reading and constant follow-ups with their children. The different challenges and experiences in home-school learning were evident in the pupil's responses. Hence, the result of the study also revealed that the pupils had difficulty in reading and writing during home-school learning. Students can benefit from parental support and guidance, which can improve their motivation, attitudes, and communication skills.

Keywords: parental involvement, blended learning, COVID-19, home-school, modular learning

1. INTRODUCTION

“School closures during the expansion of the COVID-19 pandemic on education have impacted 94% of the world’s student population” (United Nations, 2020). “Several studies have pointed out that the home learning experience is essential to their subjective well-being. In this area, research has posited that the quantity and difficulty of school homework is a predictor of well-being; when the school workload is high or complex, it has been related to a decrease in subjective well-being during the pandemic” (Abreu et al., 2021). “Moreover, research has highlighted the association between academic activities and socio-emotional problems, showing that learning activities are negatively associated with behavioral problems regarding emotional symptoms, inattention, and peer relationship problems” (Tso et al., 2020). “In addition, a recent study shows that students with better learning experiences at home report lower emotional reactions “felt sad,” “felt angry,” “felt lonely,” and low somatic/cognitive responses “had trouble concentrating,” had headaches” (Larsen et al., 2021). “Different national studies developed during the global pandemic have provided

evidence about parents' responses to school closures" (Zancajo, 2020).

"In a recent systematic review of the literature on parental involvement in education in Latin America, only one Mexican study from 1998 was found, which was also heavily influenced by interventions from the United States" (Eichin & Beach, 2018). "Chile acknowledged the importance of collaborative relationships between families and schools by developing a National Policy for Fathers, Mothers, and Legal Guardians' Participation in the Educational System in 2002, which was recently updated in 2017" (Educación & Chile, 2017). "With the publication of this policy, various local initiatives have sprouted in the country seeking to strengthen school-family relations. Nevertheless, the research describes relations between family members and their schools and identifies tensions between these two spheres" (Gubbins, 2017). However, most of the studies on parental involvement in education hail from anglophone countries and are based on cross-sectional and correlational designs (Garbacz et al., 2017), while in Latin America, research remains scarce. "Parental involvement can take a wide variety of forms; among them, communication between family and school, supporting learning activities at home, and involvement in school activities have been highlighted" (Schueler et al., 2017).

"In the Philippine educational system, parental involvement is essential in society since the family is seen as inside one's social world. Be that as it may, the social settings in which Filipino families are introduced have changed quickly in recent years. Child's learning is progressively advancing toward a more expansive vision of 21st-century learning. As a child's training progressively happens over a scope of settings, guardians are interestingly situated to help guarantee that these settings best help their kids' particular adapting needs" (Ochoa & Torre, 2017). Meanwhile, Bartolome et al. (2018) revealed that "parental involvement implies the measure of interest a parent has regarding tutoring her kids. However, a few schools develop parental associations once in a while, and guardians have delays in their kids' instruction. It has been pushed in Western nations. In any case, a collection of writing inspects the hugeness of social and social impacts and the impacts of guardians' contribution to and desires for their kids' advancement and learning". However, Jhang and Lee (2018) define "parental involvement as accomplishing primary school accomplishments. The parents who viewed parental involvement as their obligation did not see their parts as taking an interest in home-school associations and supporting non-academic improvement exercises".

Theoretically, Lev Vygotsky (1978) "proposed Sociocultural Theory that emphasizes the relationship between human beings and their physical and social environment in his sociocultural theory". To him, the influences of social and cultural factors on development and learning are abundant (Vygotsky, 1978). Bates (2019) argues that "knowledge and interactions are constructed through sociocultural theory through social interactions with family, friends, teachers, and peers." "Evidence suggests that social isolation during the pandemic was associated with loneliness, negative consequences on mental health, and other health-related behaviors for children" (Loades et al., 2020; López-Bueno et al., 2020).

This study is relevant to the students concerning their independent learning; also, this study may help the students how they can cope with the pandemic in terms of their reading ability/skills; Also, the teacher it would serve as their guide material to have a basis on what suitable action they need to monitor their student's reading progress; and especially for the Future Researcher. This study will be valuable and serve as their guide in gathering for further research study.

Research Questions

In the light uncovering of the stories of elementary pupils amidst the COVID-19 pandemic, the following objectives are; to determine the experiences of elementary pupils in home-school learning and what parents do to improve their learning during home-school. Specifically, addressed to this study are the following questions:

1. How was your school learning experiences with your parents?
2. What role did your parent/s portray during home school learning?
3. What values do parental engagement you learned during your home-school learning?

2. MATERIAL AND METHODS

2.1 Design

This study used a descriptive phenomenological approach that interviewing individuals who experience and knowledgeable. The researcher aims to provide a detailed and systematic description and specific experiences without imposing interpretations and using open ended interview observations.

2.2 Participants

This study was conducted in one of the public schools in Hagonoy, Davao del Sur. In this study, ten (10) participants participated in the study using purposive sampling. Alternatively, the purposive sampling method may prove effective when only a limited number of 5 people can serve as the primary data sources due to the nature of the research design, aims, and objectives (Mason, 2018).

In choosing the research participants, he/she shall be a grade 4 pupil, currently enrolled in S.Y. 2021-2022, and shall study before and during the pandemic. Moreover, the exclusion criteria are the following; one (1) unwillingness to keep on participating in the study, two (2) developing diseases in the inclusion criteria, three (3) nonresponses to all the questions during the interview, four (4) COVID-19 positive and fifth (5) teacher and parents did not allow the students/children to participate the study.

2.3 Instruments

The research instrument used in this study was the interview guide questions developed by the researchers. This interview guide was validated by the experts prior to the conduct of the interview. In addition, a structured interview was observed in which the researchers prepared a particular set of predetermined questions in advance. The researcher gathered the materials through a recorded conversation and guided questions to record, etc., the entire journey towards parental engagement in home school learning. Hence, to guarantee the protection and secrecy of every participant, the researcher defended the information gathered from them and kept it hidden and classified. The researcher ensured that informed consent was given to the participants demonstrating their privileges and what they would anticipate in the direction of the study.

2.4 Design and Procedure

This study employed descriptive research to attain the research objectives. Giorgi (1985) noted that the best-known descriptive approach in psychology is widely credited as a pioneer in phenomenological thinking. In which the analyst, step by step, sifts away everything that is not essential to an adequate description.

Before conducting our study, the researcher went through the validation of the research questionnaire and interview guidelines with the help of the Research Publication of UM Digos College. The researcher is sure that all documents are implemented before conducting the study. These include a letter to be signed by the RPC, Dean of College, Program Head, and also the research adviser, and then the school Principal of the chosen school where the researchers conducted their study. During the implementation phase, the school head signed the letter and informed the school head that the researcher was conducting a study on a specific date. With the help of the school principal, the principal informed the teacher and the parents of the pupils that their students or children were able to participate in the study. Upon seeing the possible participants, the researchers ask about their time and availability. However, the researchers ask permission from the adviser of the students who are willing to participate in the study. This study used a focus group discussion. After an interview, the researchers translated the recorded conversations; after that, data was sent to the data analyst assigned through the collaboration of researchers. The data was back to us after two (5) working days. Materials used in the study, including the recorded conversion forms, were kept in a safe place.

In addition, Colaizzi's (1978) "approach is considered in this study. The process of phenomenological data analysis showed an active strategy to achieve the description of the living experience of those people. It includes understanding the data and identifying significant statements converted into formulated meanings. The following steps represent the Colaizzi process for phenomenological data analysis" (Sanders, 2003; Speziale & Carpenter, 2007). "These are the following: One (1) each transcript should be read and re-read to obtain a general sense of the whole content. Two (2) each transcript, significant statements that pertain to the phenomenon under study should be extracted. Their statements must be recorded on a separate sheet. Three (3) Meanings should be formulated from the significant statements. Four (4) formulated meanings should be sorted into categories and clusters of themes. Five (5) of the study's findings should be integrated into a detailed description of the phenomenon. Six (6), the fundamental structure of the phenomenon should be described; and Seven (7), the validation of the findings should be sought by the research participants to compare the researcher's descriptive findings to their experiences" (Shosha, 2012).

2.5 Ethical Considerations

The ethical considerations laid out by the school are followed throughout this study. The researcher constantly looked for and got implied consent from influential educators and administrators to finish this study.

Moreover, the researcher confirms the worthiness of chosen school and elementary educators in recognized schools in one of the school and consider the necessary considerations. The participants are additionally given satisfactory approval and consent, in which they are guaranteed that their privileges will be secured enough, especially in the administration of information. The contribution of the research participants has forever been absolutely and wholly intentional and unknown to shield their anonymity.

To guarantee the protection and secrecy of every participant, the researcher defended the information gathered from them and kept it hidden and classified. The researcher ensured that informed consent was given and sent to the participants demonstrating their privileges and what they would anticipate in the direction of the study. The researcher guaranteed that the far-reaching and complete reference of ideas from different authors and specialists was finished per the school prerequisites.

3. RESULTS AND DISCUSSION

3.1 Implications of Parental Engagement to the Students In Home-School Learning

Figure 1 presents the following themes namely; difficulty in reading, never-ending reading and writing, sense of ennui, and seeking assistance from family member.

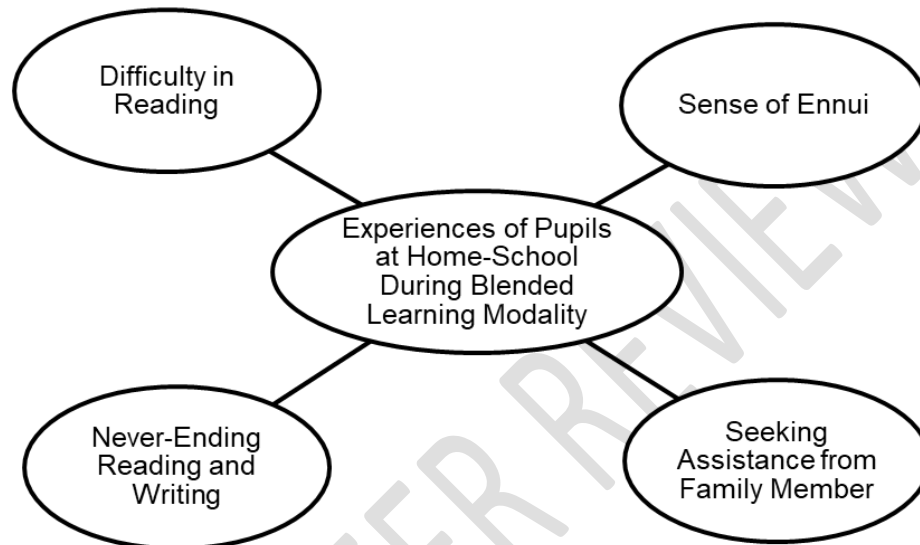


Figure 1. Experiences of Pupils at Home-School During Blended Learning Modality

Difficulty in Reading. Reading difficulty can be influenced by a wide range of factors, including learning disabilities, lack of exposure to reading, and environmental factors. According to Bagood (2020), parental engagement in home-school learning can also have a significant impact on a student's reading ability. Parental engagement in home-school learning can play a critical role in improving a student's reading ability. However, this came up to the result of this study because the respondents revealed that they are having difficulty reading and even writing on their own without the guidance of their parents. By providing a supportive environment, identifying and addressing reading difficulties, and promoting a positive attitude toward reading, parents can help their children develop essential reading skills and succeed Casiday et al., (2020) academically.

Poor reading in first grade has been shown to predict continued poor reading skills. Many public school districts across the country have adopted a Response to Intervention model to address the literacy problems they experience. They taught reading, where all students begin with explicit classroom instruction and assessments. Students who do not make adequate progress by the end of intervention are usually referred for special education services. It has helped identify students with poor reading skills and separated those who are poor readers due to inadequate instruction from those who are poor readers due to phonological deficits. For many students, it has a difference in their reading successes. However, research still needs to address how parents who teach their children at home respond when they encounter reading problems in their children.

For reading, defined as the process of making sense of texts and symbols, to be effective, it must be handled as a fluent, sense-making, strategic, motivation-based, and lifelong process. The skills involved in this process constitute five basic principles of reading (Akyol, 2017). Based on the definition, the reading skills required for fluent reading are accuracy, speed, and prosody. Accuracy refers to quick reading without making addition, subtraction, and inversion mistakes in reading sounds, syllables, and words. According to Turna and Güldenoğlu (2019), reading speed involves automating the word recognition process and reading at the appropriate speed for the level.

Participants shared their own experiences:

Lisoran ug basa kay wala ko gina tudluan ni mama. (It's hard to read because mom doesn't teach me oftentimes.) [Line 4, Participant 5]

The statement above belongs to the difficulty in reading because one of the respondents shared his/her experiences in reading that the students are having difficulty in reading. Therefore, the student always asks for help from their family or any available to help the student to read with guidance.

Other respondents also shared his/her experiences in difficulty in reading:

Lisoran gamay pero makabasa rako. (It's a little difficult to read but can read it.) [Line 2, Participant 9]

As elementary students, they can read but sometimes struggle to recognize the words. That is why they need help with reading because sometimes they need the proper guidance of their parents due to busyness.

Other respondent shared his/her experiences:

Dili ko kabalo mo basa kay lisod ko og basa kay kanang dili ko kabalo. (I don't know how to read because it's hard for me to read because that's what I don't know.) [Line 4, Participant 6]

The participant implies that the student behind this is experiencing difficulty in reading because they do not have the necessary skills or knowledge to read. This lack of knowledge and skills can be due to various factors, such as needing formal instruction in reading. In other words, the respondent is aware that he/she cannot read and understand that because he/she does not know how to read. Therefore, it is essential to address the difficulty in reading because it can significantly impact a person's ability to learn and succeed academically, as well as affect the confidence and self-esteem.

Students who fail to read modify as they reach the end of elementary school face persistent struggles throughout their academic careers. Such students have exceptionally high attrition rates in high school (Fiestler, 2019). According to a recent U.S. government report, only (37%) of fourth graders scored at or above a proficiency level on the National Assessment for Educational Proficiency (National Center for Education Statistics 2017). Reading outcomes for U.S. students from low socioeconomic status (SES) backgrounds are even more disturbing. Just (22%) of these students scored at or above a proficiency level in fourth grade (National Center for Education Statistics 2017). Given the present situation, educators need to identify and promote the most effective forms of reading instruction in elementary schools, especially for students from low SES backgrounds.

Never-Ending Reading and Writing. Pupils engaged in blended learning at home may be required to complete extensive reading and writing assignments independently. With the structure of a traditional classroom setting, pupils can manage their time effectively, leading to an overwhelming workload and a sense of never-ending assignments. Additionally, family members supporting pupils in their learning may need to be equipped with the necessary skills or knowledge to provide appropriate guidance and feedback on reading and writing assignments.

Students should never stop reading and writing because these two are the most critical aspects of educational settings. Therefore, the use of home-school learning helps the parents teach their pupils how to read and write independently without asking for help from them. In addition, using those two aspects, it can easily understand what they read and write. Though the connection between reading and writing seems to be a "given," reading was not always dominant in writing classrooms.

Participants shared their own experiences:

Basa unya nagsulat. (Read and then write.) [Line 2, Participant 1]

These statement suggest that once a person has read something, they should write about it. This statement belongs to the never-ending reading and writing category because it implies that the reading and writing process is on-going and cyclical. The person reads something, processes the information, and then writes about it, which can lead to further reading and writing. Also, reading and writing are on-going and cyclical processes that are necessary for learning, communicating, and producing knowledge.

Other participant also shared his/her experiences:

Makatuon pud kog basa arun bright ko. (I also practice reading in order to become smart.) [Line 8, Participant 9]

This response implies that the person believes that reading is an important activity for increasing their knowledge and intelligence, and they engage in it regularly. This response belongs to the category of never-ending reading and writing because it suggests that the process of reading and learning is on-going and continuous.

Other participant also shared his/her experiences:

Oo, kung dili ko katarong og basa kay si papa nalang naga basa para sa akoa. (Yes, when I don't understand what I'm reading, my papa reads for me.) [Line 12, Participant 7]

These statements suggest that the person relies on their father to help them understand what they are reading when they are struggling. The person recognizes that they are struggling with reading and seeks help from their father to improve their understanding. This desire for understanding and improvement is a key aspect of never-ending reading and writing, as it emphasizes the importance of ongoing learning. Also, the respondent's statement suggests the importance of having a support system in the pursuit of learning and improvement.

Reading can affect writing and vice-versa, even though they have differences in some aspects. Reading focuses on making meaning with texts, and writing considers audience and purpose, but writing is transformed textually, relationally, spatially, and temporally

(NCTE, 2018). Writing and reading have long been seen as having a social dimension. However, the emergence of new media writing transforms the relationships between readers and writers and between writing and reading. Lestari et al. (2018) found that reading attitude became the best predictor and influenced the students' writing mastery.

Sense of Ennui. It refers to the pupil's experiences during the home school learning because they are having a boredom strike, always answering their modules at home rather than playing with their friends outside their house. Therefore, pupils engaged in blended learning at home may need more social interaction and stimulation than in traditional classroom settings. They may miss the opportunity to interact with peers and teachers, participate in group discussions, and engage in hands-on learning activities. Additionally, pupils may experience a sense of detachment from learning when engaged in online activities for extended periods of time.

Boredom emerges as one of the most important emotions known to impact usually adversely on students (Sharp et al., 2020). Boredom is designed to incorporate different measures of boredom's traits, state, and other characteristics attributes for use in this study. Also, with boredom, others might experience adverse impacts on their academic performance and grades or other aspects of their student lives. The practical implications of boredom are also considered in terms of course design and delivery, the professional development of staff, student profiling, and student support (Sharp et al., 2016).

Participants shared their own experiences:

Mingaw kay sig lang ug answer. (Bored because of always answering.) [Line 2, Participant 5]

These statements suggest that the person feels ennui or dissatisfaction with their current situation because they constantly answer questions or provide responses. Also, the statement can be considered as evidence of a sense of ennui because it reflects a feeling of boredom and weariness that can arise from a lack of variety or stimulation in one's daily routine.

Another participant also shared his/her experiences:

Wala, nagbasa og nagsulat kanang nag-answer. (Nothing, just read and answer the module.) [Line 2, Participant 3]

These statements suggest it is statement suggests that the person may be feeling a sense of ennui or dissatisfaction with their current situation because they are engaged in a repetitive and unfulfilling task of reading and answering a module. Furthermore, the fact that the person is only reading and answering the module suggests that they are not engaged in activities that are challenging or meaningful to them, which can also contribute to a sense of ennui.

Another participant also shared his/her experiences:

Mingaw lang pud. (Very bored). [Line 2, Participant 6]

These statements suggest that the person may feel a sense of ennui or dissatisfaction with their current situation because they are not engaged in stimulating or enjoyable activities.

Furthermore, the fact that the person states "Mingaw lang pud" without providing any further context or explanation suggests that they may not feel motivated or inspired to seek out new experiences or activities that could alleviate their sense of ennui. The transition to distance learning turned out to have a severe impact. During distance learning, teachers and students should adapt quickly (Carrillo & Flores, 2020) with limited internet access. *Boredom* is an emotion that negatively affects personal, affecting student achievement and learning (Eren & Coskun, 2016).

In addition, many students still need access to electronic technology at home, such as headphones or laptops (Bokayev et al., 2021). Teachers and students need time to learn how to use online learning applications. This challenge can affect students psychologically (Li et al., 2020). One of the factors that cause students' boredom is schoolwork, which requires them to understand using new online media. This state is reinforced by research that finds boredom is caused by the increasing distance between humans due to social distancing policies and restrictions on going out of the house. Boredom then arises and gets worse due to reduced interpersonal communication (Li et al., 2020).

Seeking Assistance from Family Member. Seeking assistance from family members is a common experience for many pupils during blended learning modality in home-school settings. Blended learning, which combines traditional classroom teaching with online learning, has become increasingly popular in recent years, particularly during the COVID-19 pandemic. By involving family members in the learning process, pupils can experience a sense of belonging and support that can positively impact their academic success. Family members who take an active interest in their child's education can provide encouragement and motivation, which can lead to improved engagement and academic outcomes.

Turnbull et al. (2019) discussed several roles for parents of students with disabilities. Whereas many parents struggle with being assigned the role or recipient of educators' decisions (i.e., parents are provided few opportunities to influence their children's education), other parents assume the role of their children's teacher. As their children's at-home teachers, these parents can manage several responsibilities traditionally assigned to the teacher, such as implementing instruction. However, as Turnbull et al. (2019) noted, many parents need to be equipped to take a teaching role due to a lack of training and time. Moreover, a parent-as-teacher role can negatively affect parent-child dynamics, leading to frustration for parents and their children.

Participants shared their own experiences:

Mag please na ipa google ang question. (Asking, please google the question.) [Line 6, Participant 2]

These statements suggest that the person is seeking assistance or help in findings an answer to a question but is relying on something other than a family member to provide the answer directly. This statement can be considered as an evidence of seeking assistance from family members because the person is reaching out to someone they trust, such as a family member, for help in findings the answer. However, instead of asking the family member to provide the answer directly, they are requesting that the family member assist them in findings the answer by using the internet.

Another participant also shared his/her experiences:

Mangayo kog tabang kay kuya para makatuon ko og minus og plus. (I ask for help on my brother in order for me to learn subtraction and addition.) [Line 6, Participant 6]

These statements suggest that the person is seeking assistance or help from a family member, specifically their brother, to learn the concepts of subtraction and addition. This statement is evidence of seeking assistance from family members because the person is turning to their brother, who is a trusted family member, to provide guidance and support in their learning process. By seeking help from their brother, the person can access the knowledge and experience of someone who has already learned the concepts of subtraction and addition, which can accelerate their own learning and understanding.

Another participant also shared his/her experiences:

Mangayo ug tabang kay ate kuya or papa. (I ask for help from my sister, brother, or father.) [Line 6, Participant 4]

These statements suggest that the person is seeking assistance or help from a trusted family member to resolve a problem or complete a task. This statement is an evidence of seeking assistance from family members because the person is turning to their family members for support and guidance. Family members can offer a valuable source of assistance, as they are likely to be knowledgeable about the situation and can provide relevant advice or guidance based on their own experiences. Seeking assistance from family members can be a beneficial way to address problems and learn new skills.

When parents and children collaborate in learning activities, bonding between parents and children increases as they can spend much more time together. Such instances allow parents to become a source of comfort in easing pain and worry and engage in conversations with their children to help them alleviate their anxiety. It has been recommended that parents should be taught interventions on how to provide emotional support to children at times of uncertainty (Wang et al., 2020). An online schooling system with parental support guidelines could help improve the bond between children and their parents. Equality and inclusivity are also being maintained at the education level of different countries. Governments of countries like China and South Korea provide devices and printed assignments to those needing technology access. Meal plans are also catered to by providing takeaways to students (Chang & Yano, 2020).

3.2 Role of Parents During Home-school Learning

Figure 2 presents the following themes namely; allocating extra time for their children and keeping constant supervision.

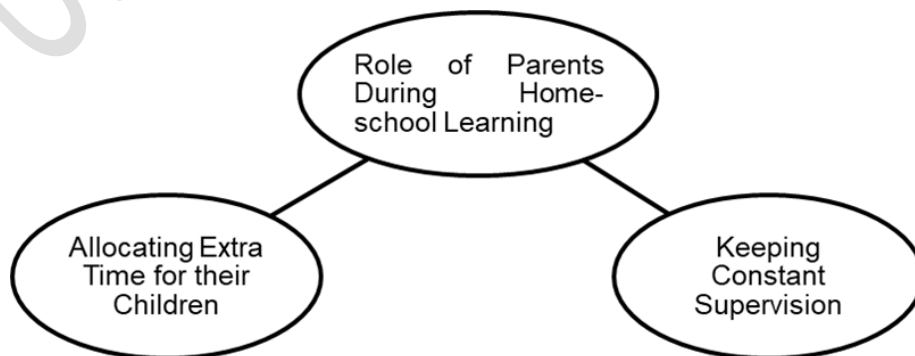


Figure 2. Role of Parents During Home-School Learning

Allocating Extra Time for their Children. Parents play an important role in allocating extra time for their children during home-school learning. Home schooling can present unique challenges for pupils, including lacking structure and routine and needing greater parental involvement and support. Furthermore, parents may need to provide additional support to their children with time-management skills, organization, and planning. This can help pupils to develop essential skills for independent learning and to manage their workload effectively.

The parents exert extra time and effort on their children to learn or to answer the module. Despite the COVID-19 pandemic that we face today, parents should have extra time for their children to teach reading and writing so that their children will know the basics concepts. Furthermore, by allocating extra time to their students, they help complete the task given by the teacher and have more free time for pursuing the activity given by the teacher.

Participants shared their own experiences:

Pamathon ko para magbasa. (I woke up just to read. [Line 10, Participant 6])

This line suggests that the student felt compelled or forced to wake up early in order to read something. Based on this line, it could be inferred that the student is a parent who wakes up early to read something to or with their child. This could be seen as an example of the parent allocating extra time for their child's learning and development.

Another participant also shared his/her experiences:

Ako kay pamathon ko para matuon kog basa ni mama. (My mother would wake me up early so I could practice reading) [Line 8, Participant 6]

This line suggests that the students would wake up early so they could practice reading, indicating that the mother is allocating extra time for the child's education. In fact, that the mother is waking the child up early indicates that she is prioritizing the child's education and is willing to make sacrifices to ensure that they have the necessary time to practice—the importance of parents allocating extra time for their children's education.

Another participant also shared his/her experiences:

Gitabangan ko ni mama basta di pagyud ko kabalo mo basa. (Mom helped me when she knows I can't read that yet) [Line 12, Participant 8]

This line suggests that the mother provided them with assistance in learning how to read, indicating that she is allocating extra time for the child's education. The fact that the mother is assisting in the first place indicates that she prioritizes the child's education and is willing to invest time and effort in helping them learn. In this case, the mother is actively investing in her child's learning by providing them with the necessary support and resources to overcome their reading difficulties..

According to Garbe et al. (2020) state that parents are having difficulties with balancing responsibilities, learner motivation, accessibility, and learning outcomes. Parents cannot provide online learning facilities for children (Herlairy et al., 2020). "The decline in economic productivity because the parents have to take care of children while working"

(Zaharah & Kirilova, 2020). When households are locked up in their homes by COVID-19, parents, and careers may be very anxious about their economic future, so learning at home is not easy, especially for low-motivation children (Skulmowski & Rey, 2020). Online learning requires an internet connection which has, therefore, increased parental expenses (Dewi, 2020).

Keeping Constant Supervision. Keeping constant supervision is an important role that parents play during home-school learning. Home-schooling can present unique challenges for pupils, including lacking structure and routine and needing greater parental involvement and support. In addition, keeping constant supervision is an important role that parents play during home-school learning. By providing guidance, support, and monitoring, parents can help their children to overcome the challenges of home-schooling and to develop essential skills for independent learning. They can also help ensure that their children use technology safely and responsibly.

The parents always supervise the progress of their student's learning. Through this simple action, students will do their best to learn, and if they cannot learn independently, they ask their parents to help them learn. In addition, parents should always be available at all times to help their students in their learning progress.

Participants shared their own experiences:

Tabangan ko niya mag plus ug minus ug skip counting divide. (He helps me on addition and subtraction and skip counting divide.) [Line 9, Participant 2]

This line suggest that the parents are assisting the student in learning mathematics, indicating that he is keeping constant supervision. This can be seen as an example of someone providing constant supervision to a student who is learning mathematics. By providing assistance and guidance with specific concepts, the person is helping to ensure that the student stays on track and continues to make progress.

Another participant also shared his/her experiences:

Magtuon para ma bright. (I learn to become intelligent.) [Line 8, Participant 3]

These statements suggest that the student focuses on improving their intelligence through education and learning, which may be supported by constant supervision. Its emphasis on learning and education suggests that the student is aware of the importance of acquiring knowledge and skills in order to achieve their goals, which is also a form of self-supervision. Furthermore, it highlights the importance of constant supervision in the process of self-improvement and learning. By actively seeking out knowledge and skills, the student takes responsibility for their growth and development, which is a form of constant supervision.

Another participant also shared his/her experiences:

Taga Sabado, magtuon mi. (Every Saturday, we study.) [Line 9, Participant 4]

These statements suggest that the students and their peers have a regular and consistent schedule for studying, which may be supported by constant supervision. Its emphasis on studying as a regular activity suggests that they are taking their education seriously and are committed to progressing and achieving their goals. Therefore, it highlights the importance of constant supervision to maintain a consistent study schedule and ensure that individuals

stay on track and progress toward their goals. By studying together regularly, the group can provide support and motivation for each other, which can be seen as a form of constant supervision.

Another participant also shared his/her experiences:

Mag one on one mi magstudy. (We do one on one study.) [Line 8, Participant 5]

These statements suggest that the student and their study partner have a focused and personalized approach to learning, which may be supported by constant supervision. Also, it suggests that the student and their study parents are working closely together to achieve their learning goals. It highlights the importance of constant supervision to ensure that individuals receive personalized and effective guidance in their learning journey. By working closely with a study partner on a specific topic or subject, the student can receive direct feedback and support, which can be seen as constant supervision.

Another participant also shared his/her experiences:

Ginatabangan ko ni mama inig day off niya. (My mother helps me on her day off from work.) [Line 6, Participant 9]

These statements suggest that the mother is actively supporting and guiding their learning, which may be seen as a form of constant supervision. Its emphasis on the mother's role in helping the student suggests that she is playing a key role in their learning journey and is providing valuable support and guidance. It is important to keep constant supervision to ensure that individuals receive ongoing support and guidance in their learning journey. By taking time off from work to help the student, the mother is demonstrating a high level of commitment to their education and development, which can be seen as a form of constant supervision.

Research has found that for students to succeed, schools need parents' support (Berger, 2017). From the time of birth, the child is constantly learning new things. The parent is the child's primary teacher until the child enters school, usually at the age of five, when a second teacher is introduced to the child. From then on, the child has two primary teachers offering guidance and training. If the child gets mixed messages from home and school, the child will soon be confused and begin to doubt one of the teachers. However, if the parents are involved in the school and actively participate in their child's education, the child will receive a consistent message that school is important.

In addition, according to (Lee & Reid, 2020), children in highly educated families are more often involved in structured academic activities such as worksheets, online school resources, and other educational resources during a pandemic. Parental involvement and investment significantly affect students' self-concept and academic achievement in elementary school (Ho & Kwong, 2016). Parental involvement in a child's education is consistently positively related to a child's academic performance (Topor et al., 2016). Although this situation is a time of crisis, in the long term, it is not very good for the development of education and the achievement of children's academic performance. Some research findings have provided evidence that parents' and families' involvement in children's learning positively impacts children's achievements (Averill et al., 2016).

3.3 Impact Due to the Involvement of Parents

Figure 3 presents the following themes namely; Feeling of Gratefulness and Feeling of not Being Alone.

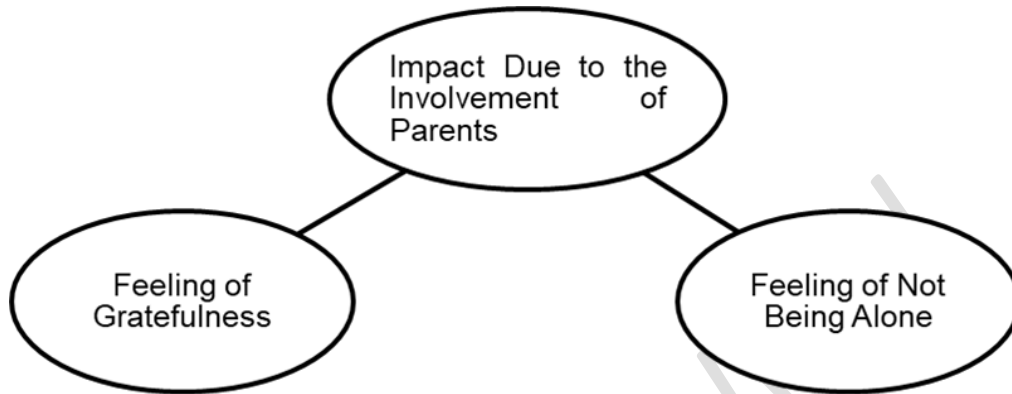


Figure 3. Impact Due to the Involvement of Parents

Feeling of Gratefulness. The feeling of gratefulness is a common impact of parental involvement in a child's education. Parents actively involved in their child's education can positively impact their child's academic performance, social skills, and overall well-being. Parents involved in their child's education can provide a supportive and nurturing environment that helps their child feel valued and appreciated. By providing a supportive and nurturing environment, building stronger relationships, and reinforcing the importance of education, parents can help to create a positive and grateful attitude towards learning in their children.

The biggest reason that parents are grateful for home-schooling is that they have watched relationships with kids grow. They have bonded over many hours spent snuggling on the couch as their son learned to read. They have done science experiments, puzzles, and math games. They love how their relationships grow deeper each day as they bond over figuring out that challenging problem or reading another story together.

Participants shared their own experiences:

Lipay kay daghan ug tabang. (I am very happy because they helped me a lot.)
[Line 14, Participant 4]

These statements suggest that the student feels grateful for the support and assistance they have received from others. This indicates that the student is experiencing positive feelings in response to something that has happened. Also, it suggests that the source of the student's happiness is related to the assistance they have received from others. This indicates that the student acknowledges their support and feels grateful for it. Therefore, it highlights the importance of expressing gratitude and appreciation for the support and assistance we receive from others.

Another participant also shared his/her experiences:

Para malipay ko nga gitudluan ko ni mama. (Happy because my mother teach me.) [Line 14, Participant 8]

These statements suggest that the student feels grateful for their mother's time and effort in teaching them. However, it highlights the importance of expressing gratitude and appreciation for the actions that others take to help us learn and grow. By acknowledging the time and energy our teachers and mentors invest in our education, we can cultivate a sense of respect and gratitude for their contributions.

Another participant also shared his/her experiences:

Malipay pud ko kay ginatudloan kog basa adlaw-adlaw. (Happy because they teach me everyday) [Line 14, Participant 9]

This statement expresses gratitude because the student acknowledges and appreciates the effort someone puts into teaching them how to read. It shows that the student recognizes the act of teaching as a valuable and important contribution to their life. By expressing happiness and appreciation for this daily teaching, the student demonstrates a sense of gratitude towards the person helping them learn how to read. The use of positive language and the recognition of the effort being put into their education demonstrate the student's appreciation and thankfulness.

Another participant also shared his/her experiences:

Nalipay ko kay gatudloan ko nila og tarong og basa. (Happy because they teach me correctly in reading.) [Line 14, Participant 5]

This statement expresses gratitude because the student acknowledges and appreciates the quality of teaching they are receiving. "They are teaching me correctly how to read," shows that the student recognizes and values the quality of the learning they are receiving. By expressing happiness and appreciation for the correct and accurate teaching, the student demonstrates a sense of gratitude towards the people helping them learn how to read.

Studying at home is constrained due to limited internet quota (Arfin, 2020). Only 56% expressed satisfaction with the application of e-learning (Krishnapatria, 2020). Although disliked, in previous research findings, respondents agreed that online learning is the right solution to this crisis (Adnan & Anwar, 2020). Besides, teachers experienced increased spending on quota purchases and were tired of staying at home and returning to school to interact with students immediately. It takes much time, even working late into the night, to prepare learning materials and give feedback, unable to monitor students' learning progress (Putri et al., 2020). Teachers work late into the night and on weekends to develop learning materials and support their online students (Jandric, 2020).

Feeling of not Being Alone. Parents involved in their child's education can provide a supportive and nurturing environment that helps their child feel supported and connected. This can create a sense of belonging in their child, as they recognize their parents' effort and dedication to their education. However, the feeling of not being alone is an important impact of parental involvement in a child's education. By providing a supportive and nurturing environment, building stronger relationships, and reinforcing the importance of education, parents can help to create a positive and connected attitude towards learning in their children. This helps foster a sense of belonging and support, which is essential for a child's academic and personal growth.

In home-school learning during the pandemic, the students are not alone because the family will monitor their children to see if they are progressing in their learning or not. Therefore, the

children should not feel alone; they can easily play with their friends outside and bond with a family without disrupting their learning.

Students are more likely to have bonded with their parents as they have in-home learning; it gives the feeling of always having accompanied on their different tasks. A student being with their parents shows that they obtain the feeling of not being alone. This feeling is important to the students because it encompasses great communication between parents and students.

Participants shared their own experiences:

Nalipay kay wala mi gipasagdan. (We are very happy because we are being watched and guided by our parents.) [Line 14, Participant 1]

This statement expresses a sense of not being alone rather than a feeling of gratefulness. This suggests that the student is grateful for the presence and guidance of their parents. By expressing happiness and contentment for not being left behind, the student demonstrates a sense of gratitude towards their parents, who provide them with guidance and support. It expresses a sense of security and contentment from the presence and guidance of the student's parents rather than a feeling of gratefulness.

Another participant also shared his/her experiences:

Oo, malipay mi kay wala mi gipasagdan sa among mama. (Yes, I am happy because mom didn't neglect me.) [Line 14, Participant 2]

This statement expresses a sense of not being alone rather than a feeling of gratefulness. The line "Oo, multiply mi kay wala mi gipasagdan sa among mama" expresses a sense of security and contentment from the care and attention of the student's mother rather than a feeling of gratefulness. The use of positive language and the recognition of the care and support they receive demonstrate the students' appreciation and thankfulness.

Another participant also shared his/her experiences:

Oo, Nalipay mi kay wala mu gipasagdan og answer. (Yes, we are happy that our parents did not give up on us during our studies) [Line 14, Participant 3]

This statement expresses a sense of not being alone rather than a feeling of gratefulness. By expressing happiness and contentment for not being given up, the student is demonstrating a sense of gratitude towards their parents, who have supported them throughout their studies. The use of positive language and the recognition of the care and support they receive demonstrate the student's appreciation and thankfulness.

School routines further allow children to have regular bed/wake times and physical activity, restricting sedentary behaviors and non-educational screen time (Brazendale et al. (2017). Conversely, school closures under COVID-19 have been associated with academic learning losses Engzell et al., (2020) and an array of health risk behaviors like socio-emotional complications and reduced physical activity López-Bueno et al., (2021).

In addition, Home-schooling under COVID-19 was accompanied by strict social isolation measures. Thus, children had involuntary restrictions placed on their physical opportunities to meet friends and peers, although they may not have adhered (strictly) to these recommendations Brooks et al., (2020). Evidence suggests that social isolation during the

pandemic was associated with loneliness, negative consequences on mental health, and other health-related behaviors for children Loades et al. (2020) & López-Bueno et al. (2020).

4. CONCLUSION

Based on this study used Sociocultural Theory to gather the experiences of elementary pupils. Home-school learning during the pandemic has broadened the parents' perspectives if their students can learn.

The result of the study shows that parental involvement impacts the home-school learning of the pupils; (A) pupils' experiences during home-school learning in the blended learning modality can vary. Some pupils may struggle with difficult reading, feel a sense of ennui, or experience never-ending reading and writing tasks from family members. (B) The role of parents during home-school learning is crucial. Parents must allocate extra time for their children, keep constant supervision, and provide emotional support to their children during the learning process; and (C) Impact of parental involvement during home school learning can be positive. Parents can help create a sense of gratitude and connection in their children, which can foster a positive attitude toward learning. Additionally, parental involvement can strengthen the parent-child relationship, create a supportive home environment, and reinforce the importance of education.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc) and text-to-image generators have been used during writing or editing of manuscripts.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

CONSENT

All authors declare that 'written informed consent was obtained from the patient (or other approved parties) for publication of this case report and accompanying images. A copy of the written consent is available for review by the Editorial office/Chief Editor/Editorial Board members of this journal.

ETHICAL APPROVAL

All authors hereby declare that "Principles of laboratory animal care" (NIH publication No. 85-23, revised 1985) were followed, as well as specific national laws where applicable. All experiments have been examined and approved by the appropriate ethics committee.

All authors hereby declare that all experiments have been examined and approved by the appropriate ethics committee and have therefore been performed in accordance with the ethical standards laid down in the 1964 Declaration of Helsinki.

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