

Self-Learning Resiliency Kit for Parents amidst Covid-19 Crisis

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Abstract

This action research was conducted to increase the level of active involvement among parents in terms of the school development goals in the new normal setting. Specifically, this study seeks to determine the level of parental flexibility, parental involvement and parental resiliency before and after the implementation of self-learning resiliency kit for parents amidst CoViD-19 crisis. There were 150 randomly selected parents of Tamalagon Integrated School who participated in this study. Pretest-intervention-posttest research experimental design was utilized in this study with the used of constructed questionnaire developed by the researcher. The result of the study shows that parents have average parental flexibility, parental involvement and parental resiliency before the implementation of self-learning resiliency kit while a high level of parental flexibility, parental involvement and parental resiliency were possessed by the parents after the implementation of self-learning resiliency kit. Findings further show that there a high significant difference before and after the intervention. This implies that the intervention is effective through the parental flexibility, parental involvement and parental resiliency. It was therefore concluded that the self-learning resiliency kit for parents of Tamalagon Integrated School is highly effective in the increase of the level of active involvement among parents in terms of the school development goals in the new normal setting.

Keywords: Self-Learning Kit, Resiliency Kit, COVID 19, Learners, Parents

Introduction

It is a non-negotiable basic human right for children to have continued access to education, even in times of public health emergencies such as the COVID-19 pandemic. During a pandemic, the delivery of education to these children will be quite challenging to put into action, but one thing is undeniable, there is a need for a stronger parent-teacher partnership.

The most overwhelming key to a child's success in school is the active involvement of parents in school activities and programs. Swap (2014) stressed that when schools work together with families to support learning, children tend to succeed not just in school, but throughout life. Additionally, Manz (2012) highlighted the fact that the most accurate predictor of student's achievement in school is not socio-economic status but the extent to which student's family create a home environment that encourages learning, express high expectations for their children's achievement and future careers, and become involved in their children's education at school and in the community even in the new normal state. Hence, the role of parents in the new normal is crucial.

At present, the Tamalagon Integrated School is facing a dilemma as a result of the national public safety directive that mass gathering is highly discouraged in schools. As people, especially parents became less resilient and become hopeless in facing the current global pandemic because of the accelerating number of Covid-infected individuals in the country, it is expected that there will be a decline in the attendance in the upcoming parent-teacher conference. This is posing a threat in the teaching-learning process.

Republic Act 9155 entitled governance of basic education act of 2001, section 1.2 emphasized that parents and the community shall be encouraged for active involvement in the education of the child. Likewise, in the DepEd Order No. 12, series of 2020 re: Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID 19 Public Health Emergency, the Department of Education recognizes the crucial role of parents and caregivers in comprehensively protecting the health, safety and well-being of learners in their homes.

The aforementioned directives empower parents and caregivers in providing guidance and support to their children as partners in ensuring learning continuity in the home amidst the pandemic. According to the DepEd Secretary, the first principle to adhere and to commit with, is to protect the safety, health and well-being of the learners, teachers and personnel, to prevent further transmission of COVID-19, while ensuring learning continuity. No Filipino learner will be left behind amidst the health crisis that the country is facing nowadays and parents should collaborate and intensify their cooperation in compliance with the national goals of development.

According to Flynn (2015) parental involvement is defined as being aware of and involved in school works, understanding the relationship between parenting skills and student success in schooling, commitment to consistent communication with educators about student progress. In the

new normal, parental involvement is important because it will help improve academic achievement and student's behavior. It will help create a positive and successful school culture and climate, in this manner students will be honed to be productive members of the society by showing care, concern and support.

With the aforementioned views, the researcher being the head teacher of Tamalagon Integrated School envisions a self-learning kit in parenting amidst covid-19 crisis. The researcher believes that this kit will answer the pressing problems of parental involvement in the district in terms of resiliency of parents amidst crisis, the new normal way of home school collaboration and full support of distance learning modalities of their children. The learning kit is conceptualized to empower all parents and motivate them to be actively involved in school development despite of the global pandemic in the new normal school year.

The researcher looks self-learning resiliency kit as it answers the problems of parents inactive involvement in the DepEds' call of continuing education amidst CoViD-19 crisis. This will solve the anxiety, fear and uncertain dispositions of parents as they face the new normal of education in the municipality.

This is an innovative material designed for community education on health protection, lifestyle preservation and raising of awareness among parents regarding CoViD-19 and its risks among people. This reiterates the importance of education to bring normalcy to the lives of our learners but their health and safety, ultimately is most important. This self-learning resiliency kit is in the form of infographics for parents to easily grasps the concepts. Based on environmental scanning, the kit will be written in Aklanon language to facilitate understanding and reinforces clarity of the concepts being presented.

Research Questions

The researcher questions are conceptualized based on the result of environmental scanning of the current situation of the parents in the District of Tangalan under CoViD-19 crisis. Generally, this action research aims to increase the level of active involvement among parents in terms of the school development goals in the new normal setting.

Specifically, the study seeks to answer the following questions:

1. What is the level of parental flexibility, parental involvement and parental resiliency before the implementation of self-learning resiliency kit for parents amidst CoViD-19 crisis?
2. What is the level of parental flexibility, parental involvement and parental resiliency after the implementation of self-learning resiliency kit for parents amidst CoViD-19 crisis?

3. Is there a significant difference in the level of effectiveness before and after the implementation of self-learning kit in parenting amidst CoViD-19 crisis?
4. What actions should be undertaken after the conduct of the study?

Research Methods

Participants and Sources of Data and Information

The target participants are the 150 parents of Tamalagon Integraetd School for the New Normal School Year 2020-2021. The number of respondents was based on the learner's enrolment and survey form for the current year conducted by the school ICT coordinator.

Respondents of the study were randomly selected using the stratified random sampling technique. Adequacy of the samples will be determined using the Slovin's formula.

Data Gathering Method

Pretest-intervention-posttest research experimental design was utilized in this study. It is the preferred method to compare participant groups and measure the degree of change occurring as a result of treatments or interventions during the conduct of the study. This is vital in this study in order to ensure that the right type of data and a sufficient sample size and power are available to answer the research questions of interest as clearly and efficiently as possible.

a. Instrumentation. The study crafted a 30-item researcher made self-learning kit in parenting amidst CoViD-19 questionnaire. This questionnaire is composed of two parts: Part 1 is the personal information of the respondent and Part 2 has three sub areas such as 10 questions for parental flexibility, 10 questions for parental involvement and 10 questions for parental resiliency. It has numerical rating with respective descriptive equivalent: 5 for strongly agree, 4 for somewhat agree, 3 for moderately agree, 2 for somewhat disagree and 1 for strongly disagree.

The questionnaire was submitted to five experts for content validation. Each item in the questionnaire was assessed as Accepted, Not Accepted, and Needs Revision. Majority of the items were validated by experts to be acceptable. Appendix C shows the result of the validation of instrument and corresponding suggestions and comments.

For reliability testing, the instrument will undergo pilot-testing with the permission from the Schools District Supervisor to thirty parents of District of Makato who are not included in the final list of respondents to eliminate bias among respondents. Data was encoded and processed utilizing Cronbach Alpha employing the Statistical Package for Social Sciences (SPSS) Software. For an in-depth result of the study, the researcher will incorporate Focus Group Discussion (FGD) to draw upon the discussants attitudes, feelings, beliefs, experiences and views for an excellent discussion of the findings.

b. **Administration.** The research instruments were given to the parent-respondents. An electronic copy of the questionnaire was published in facebook for parents who have access to internet. Hard copies of the instruments were distributed in the barangay halls in partnership of the barangay captains to prevent mass gathering in compliance with IATF protocols.

Ethical Issues

In this study, a letter of consent was provided from the Schools District Supervisor by the researcher. Permission to conduct the study was secured from the principal for proper channeling. The research instruments was administered via Facebook, barangay halls and drop box. Upon the retrieval of instruments, answers were encoded, tallied, and analyzed. Rest assured, that data gathered be kept with utmost confidentiality and anonymity and were used exclusively for the purpose of the study only. The concepts of the study are originally conceptualized by the researcher also the researcher made questionnaire was tested in terms of its validity utilizing Good and Scates.

Data Analysis Plan

The data was analyzed by comparing the results of the survey before and after the implementation of the self-learning kit in parenting amidst Covid-19 crisis. The respondents before the implementation and after the implementation are of equal attributes since they belong to one school. If the level of effectiveness shows improvement, then the parenting amidst CoViD-19 self-learning kit is effective and the action research ends. If not, a second action research will be administered and so on until the same problem is finally solved.

Discussion of Results and Reflection/Recommendation

The results for this research were presented in Tables 2-4.

The level of parental flexibility, parental involvement, and parental resiliency before the implementation of self-learning resiliency kit for parents amidst CoVid-19 Crisis is presented in Table 2. The participants before the intervention have average parental flexibility ($\bar{x} = 2.7820$), parental involvement ($\bar{x}=2.7660$), and parental resiliency ($\bar{x}=2.8080$) as indicated in their respective mean.

Table 2. Level of parental flexibility, parental involvement and parental resiliency before the implementation of self-learning resiliency kit for parents

	\bar{x}	n	<i>sd</i>	Description
Parental Flexibility	2.78	50	0.98202	Average
Parental Involvement	2.77	50	0.93909	Average
Parental Resiliency	2.81	50	0.93543	Average

Legend:

1.00 – 1.79	Very Low
1.80 - 2.59	Low
2.60 – 3.39	Average
3.40 – 4.19	High
4.20 – 5.00	Very High

There is a high level of parental flexibility (\bar{x} =4.07), parental involvement (\bar{x} =4.05) and parental resiliency (\bar{x} =4.07) after the implementation of self-learning resiliency kit for parents amidst the CoViD-19 crisis. This is indicated in Table 3 as shown by the respective mean.

Table 3. Level of parental flexibility, parental involvement and parental resiliency after the implementation of self-learning resiliency kit for parents

	\bar{x}	n	<i>sd</i>	Description
Parental Flexibility	4.0700	50	0.8725	High
Parental Involvement	4.0540	50	0.9056	High
Parental Resiliency	4.0700	50	0.8860	High

Legend:

1.00 – 1.79	Very Low
1.80 - 2.59	Low
2.60– 3.39	Average
3.40 – 4.19	High
4.20 – 5.00	Very High

Table 4 shows the significance differences of parental flexibility, parental involvement and parental resiliency before and after the implementation of self-learning resiliency kit for parents amidst CoViD-19.

As indicated in the table, there is a high significant difference before and after the intervention as shown by t values which is less than the 0.01 level of significance. This implies that the intervention is effective through the parental flexibility, parental involvement and parental resiliency.

Table 4. Significant Difference Before and After Intervention

	t	df	Sig	Description	Interpretation
Parental Flexibility	6.706	49	0.001	Reject H _o	Highly Significant
Parental Involvement	6.730	49	0.001	Reject H _o	Highly Significant
Parental Resiliency	6.720	49	0.001	Reject H _o	Highly Significant

Summary

The action research was conducted to determine the effectiveness of the intervention on self-learning resiliency kit for parents. Generally, this is to increase the level of active involvement among parents in terms of the school development goals in the new normal setting through parental flexibility, parental involvement and parental resiliency.

The result shows that parents have average parental flexibility, parental involvement and parental resiliency before the implementation of self-learning resiliency kit while a high level of parental flexibility, parental involvement and parental resiliency were possessed by the parents after the implementation of self-learning resiliency kit. Findings further show that there a high significant difference before and after the intervention. This implies that the intervention is effective through the parental flexibility, parental involvement and parental resiliency.

Conclusions

Based on the findings, there is an improvement on the levels parental flexibility, parental involvement and parental resiliency after the implementation of self-learning resiliency kit.

Therefore, the researcher concludes that the self-learning resiliency kit for parents of Tamalagon Integrated School, Tangalan Aklan is highly effective in the increase of the level of active involvement among parents in terms of the school development goals in the new normal setting.

Recommendations

Based on the conclusions, the following are highly recommended:

1. Other Schools in the Division of Aklan may use the self-learning resiliency kit among parents to increase the resiliency level amidst covid-19 crisis.
2. School of District of Tangalan may use the self-learning resiliency kit for parents amidst covid-19 crisis.
3. Future studies can also be conducted to other level of involvement of parents on this new normal setting of education and may use the result of this study as reference,

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