

# Parents Academy: A Capability Program To Improve Plaza Rizal Elementary School Parents' Involvement In Education During The Pandemic

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*Abstract* — This study aims to analyze Plaza Rizal Elementary School parents' capability to aid and guide their children during pandemic, enhance their skills, and establish a school-based program for parents.

This used self-made and validated four-point survey questionnaires. Respondents were chosen through purposeful sampling. The data was collected and analyzed using a weighted average mean and a two-way analysis of variance.

During the pandemic, Plaza Rizal Elementary School parents struggled to be involved in their children's education. These problems included their ability to encourage their children (2.70), their attitude toward education (2.99), and their ability to help their children with academics (2.56). The concerns at Plaza Rizal Elementary School inspired a parents' academy. It changed how parents helped their children learn and how involved they were in their education when it was implemented.

This was only limited to the 130 parents of Plaza Rizal Elementary School, Gumaca, West District of DepEd Quezon in the SY 2021–2022. The parents' capability issues warrant coordinated efforts and can be resolved by an organized and efficient capability program through Parents Academy.

The established capabilities program helps parents support and lead their children's education. The 16 schools in the district and the Division of Quezon can implement the curriculum due to its practicality and significance.

*Keywords* — *Capability, Literacy, Parents, Teacher, Improve*

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## I. Introduction

In the Philippines, parents see education as the most valuable gift they can offer their children, believing that it will serve as their way of overcoming poverty and attaining prosperity, and they will do everything in their power to ensure that their children receive an education. Unfortunately, similar to many other sectors of the economy that have been hit badly by the COVID-19 pandemic, the education sector has also been forced to bear the full brunt of the COVID-19 pandemic. The pandemic altered the global landscape of education, particularly in the Philippines. Continuous face-to-face instruction was infeasible, necessitating the development of alternate learning methods. Parents were required to serve as tutors for their children's home schooling while working from home, and schools were required to provide numerous options to distance education (DO No. 12, s. 2020)

To address the impact of the pandemic on education, partnerships between schools and parents are inevitable and essential. Schools must foster partnerships with parents and a shared sense of responsibility for the educational achievement of children. In this manner, parental involvement is increased, parents' efforts to assist schools are encouraged, and they directly contribute to the success of an educational system. (Đurišić & Bunijevac, 2017).

Đurišić & Bunijevac (2017) added that parents' involvement in their children's education begins at home, where they provide a safe and healthy atmosphere, suitable learning opportunities, support, and a favorable attitude about school. Similarly, Levitt et. al (2016), as highlighted by Gordon (2019), researchers, policymakers, and educators have long acknowledged the influence of parents on student accomplishment

However, despite the positive features of parental involvement in the educational achievement of their children, there are hurdles and problems that parents face and find difficult to manage during pandemic. (DelhiDecember 15 et al.) They emphasized that parents are finding it difficult to focus on different aspects of their child's development, helping with their work/assignment, dealing with children's fears and stress, managing behavior problems and keeping them engaged, focus and attentive.

### **Research Questions**

This study aimed to capacitate parents of Plaza Rizal Elementary School to improve their involvement in the education of their children during pandemic through PARENTS ACADEMY. This study specifically sought to answer the following questions:

1. What is the demographic profile of the Plaza Rizal Elementary School parents in terms of educational attainment?
2. What is the capability of Plaza Rizal Elementary School parents in terms of:
  - 2.1 Motivating learners to study;
  - 2.2 attitudes toward education; and
  - 2.3 ability to guide and help children in their lessons/study.
3. Is there significant difference on the capability of Plaza Rizal Elementary School parents in terms of:
  - a. Motivating learners to study;
  - b. attitudes toward education; and
  - c. ability to guide and help children in their lessons/study.

4. What school policy/program could be made from the result of this study?

### **Hypothesis**

**Ho:** There is no significant difference on the capability of Plaza Rizal Elementary School in terms of motivating learners to study, attitudes toward education, and ability to guide and help children in their lessons/study.

### **Brief Review Of Related Literature And Studies**

The Department of Education created the Basic Education Learning Continuity Plan in response to the problems brought by COVID-19 in the education sector. According to Briones (2020), education must continue regardless of the present and future changes and even threats we face. Tria (2020) concurred with Briones that the pandemic brought about changes and that the situation poses a unique challenge not only to educational leaders but also to the parents and guardians of the students.

Ribeiro et al. (2021) said that this new situation has had a big impact on parental support, forced changes, and changed the role of parents in their children's education and learning in a way that had never been seen before. They added that we must recognize the importance of parental involvement and address the difficulties parents have in assisting their children at home during this period.

Schools and parents, according to Đurišić & Bunijevac, (2017) play a significant role in students' educational success. According to Ntekane (2018), learners with involved parents or guardians earn higher grades and test scores, have better social skills, and exhibit better behavior. Parents should be actively involved in their children's education and learning, and they should fulfill their responsibilities as parents by ensuring that their children are supported as much as possible in the learning process. Parental involvement is a crucial aspect of education and can be achieved through home-based parental involvement, such as listening to the child read and assisting with homework, as well as school-based activities, such as attending parents' meetings and education workshops (Hornby et.al 2011).

According to Filgona et al. (2020), learning is intrinsically challenging; it pushes the brain to its limits and hence requires motivation. It is crucial to acknowledge that motivating students to learn is a key component of effective instruction because motivation is a significant component in teaching-learning situations. A lack of motivation has long been one of the most aggravating barriers to student learning, and inspiring pupils to learn in order to succeed in school is one of the greatest challenges in education.

Thus, the ability of parents to motivate their children to study is a crucial part of parental involvement in the education of their children. It is essential that learners must be motivated to accomplish their learning objectives. Đurišić & Bunijevac, (2017) expressed similar sentiments in

Filgona, stating that students must be motivated, receive support, and have a positive learning experience in order to succeed in their learning task. .

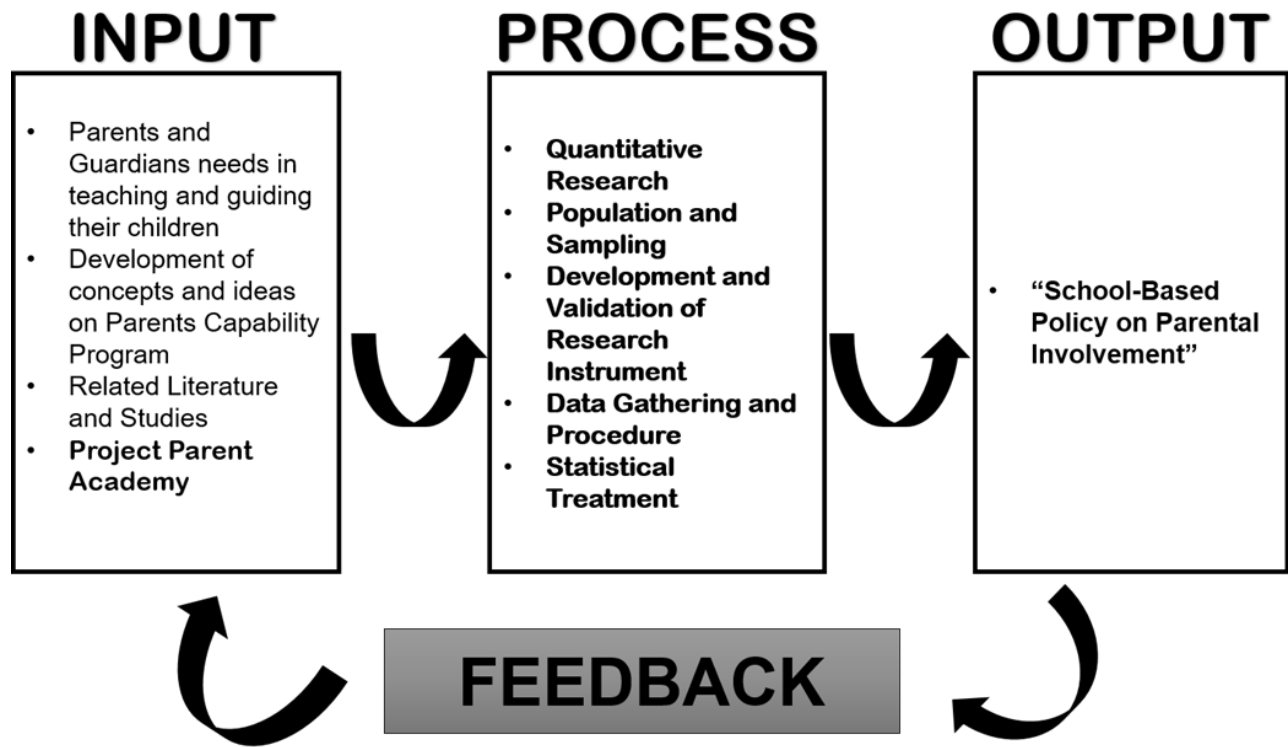
However, according to Khan, Iqbal, and Tasneem (2015), as cited by Nwaoboli (2022), the level of parental education influences the child's development and education since educated parents are able to pass on their knowledge to their children. The inference is that a child's maximal performance will be enhanced by a stimulating parenting environment that is suitable with his or her intellectual potential and by the application of appropriate educational strategies.

Consequently, educational attainment of parents is essential for the development of knowledge and skills of their children. On the other hand, Takwate et al. (2019) highlighted that a child who has experienced both mother and paternal poverty may have scholastic issues since single parents are more likely to become angry, impatient, and oblivious to their children's needs. Parents who have high hopes for their children's future, on the other hand, are more inclined to work hard to make those hopes a reality.

According to Ntekane (2018), one of the barriers to effective parental involvement is a low income, which causes parents to work more and spend less time at home helping their children with their schoolwork. Similarly, some parents are having trouble understanding their children's lessons due to a low level of educational attainment, and others are unable to read or write and can only speak in their native language, making it difficult for them to assist their children in their studies.

In the same way, some parents don't have enough education to understand their children's lessons, and others can't read or write and can only speak their native language, which makes it hard for them to help their children with their lessons.

Even though parental involvement appears to be the subject of numerous domestic and international studies, there is still concern regarding parental involvement and what constitutes effective parental involvement in the education of students in the midst of COVID -19 Pandemic, including their ability to motivate their children, their attitudes toward education, and their capacity to guide and assist them in their lessons. That is why parents and guardians of Plaza Rizal Elementary School must have the skills and be able to help and guide their children in their study.



**Figure 1. Research Paradigm**

This study used the modified Input-Process-Output (IPO) mode to show important concepts and ideas. It started with input covering the identification of parents and guardians' needs in teaching and guiding their children, concepts and ideas on the development of parents' capability programs; and the related literature and studies. The process began with the identification of the study using quantitative research, population sampling, data gathering procedures, and statistical treatment. All of these processes, after gathering all the data and analyzing its statistics, led to the development of Parent Academy. The output of this research is a program with regards to parental involvement and partnerships.

### **Scope And Limitations**

This study focused on the development of Parent Academy as a capability program to improve the parental involvement of Plaza Rizal Elementary School parents during the pandemic. This study, however, is limited to the 130 parents/guardians of Plaza Rizal Elementary School in the Gumaca West District.

## II. Methodology

This part focuses and presents the research design, research locale, sampling procedure, ethical considerations, research instrumentation, data gathering procedure, and data analysis.

**A. Research Design-** A Descriptive-causal comparative research design was employed in this study to determine the capability of parents in motivating their children, their attitude towards education and ability to help their children in their lessons using the self-made and validated survey questionnaire.

**B. Research Locale-** Plaza Rizal Elementary School in Gumaca West District Division of Quezon served as the locale for the study with the participation of the one hundred thirty (130) parents/guardians for the School Year 2021-2022.

**C. Sampling Procedure-** Purposive sampling is employed in this study. The participants in this study were 130 Plaza Rizal Elementary School parents/guardians. It aims to increase parental involvement in their children's education and prepare them to assist their children in their studies.

**D. Ethical Considerations-** The researcher wrote a letter of consent and approval to the public schools district supervisor of Gumaca West District for the conduct of the study, and also sought and obtained written consent from all the participants, ensuring the confidentiality and data privacy of all participants.

**E. Research Instrumentation-** To know the capability of Plaza Rizal Elementary School parents/guardians in terms of motivating learners to study, attitudes toward education, and ability to guide and help children in their lessons/study the researcher used self-made survey questionnaires validated by the experts to establish validity and reliability.

**F. Data Gathering Procedure-** Proper communication was created first for the study's conduct among Plaza Rizal Elementary School parents/guardians. The data was acquired using a self-made questionnaire that was evaluated by experts for validity and reliability before being distributed to 130 respondents. The survey questionnaire was administered both before and after the capability program was implemented in School Year 2021-2022, and the results were tallied, interpreted, and evaluated.

**G. Data Analysis-** The respondents' answers and responses were interpreted using a weighted arithmetic mean and a Likert scale. Data was tallied, tabulated, and analyzed numerically. The study included 130 parents/guardians. This section introduces and focuses on the capacity to motivate students to study, attitudes toward education, and the ability to guide and assist children in their lessons/study. The researcher employs one-way analysis of variance to determine the significance.

### III. Results and Discussion

**Table 1**  
**Demographic profile of the Plaza Rizal Elementary School parents in terms of educational attainment**

Highest Educational Attainment	Frequency (n)	Percentage (%)
Elementary Level	6	5%
Elementary Graduate	9	7%
Secondary Level	21	16%
Secondary Graduate	70	54%
College Level	14	11%
College Graduate	10	8%
<b>Total</b>	130	100%

Table 1 shows the educational attainment of the participants. The majority of Plaza Rizal Elementary School parents were high school graduates (54%), followed by secondary school level (16%), college level (11%), college graduates (8%), elementary school graduates (7%), and elementary level (5%).

According to Takwate et al. (2019) educational attainment of parents is essential for the development of knowledge and skills of their children. Khan et al. (2015) shared the same belief that the level of parental education influences the child's development and education since they have the ability to pass on their knowledge to their children believing that a child's maximal performance will be enhanced by a stimulating parenting environment that is suitable to the needs of the learner. As a result, majority of parents of Plaza Rizal Elementary School needs capability training program to assist their children with their education supported by the result of the 2020 Philippine Education Statistics report (Tang, 2020).

**Table 2**  
**Weighted Mean of the Respondents in terms of Motivating children to study**

Indicators	N	Mean	Description
1. I know how to motivate/encourage my children to do well in their schoolwork.	130	2.30	DA
2. I am knowledgeable on how to motivate and encourage children.	130	2.18	DA
3. I have someone to talk to about how to get students motivated.	130	2.64	A
4. I can easily motivate my children to study	130	2.55	A
5. I have the patience necessary to motivate and guide my children.	130	2.47	DA
6. I am really interested in finding ways to motivate my children to do well in their schoolwork.	130	3.49	SA
7. I have the ability to get creative with ways to motivate my children	130	2.55	A
8. I listen to my children's concerns	130	3.31	SA



9. I give a reward every time my children successfully finish their learning tasks.	130	2.58	A
10. I assure my children that I will do everything in my power to ensure their success.	130	2.92	A
<b>Average Mean</b>		<b>2.70</b>	<b>A</b>

**Legend:**

- 3.26 - 4.00- Strongly Agree (SA)
- 2.51 - 3.25 Agree (A)
- 1.76 - 2.50 Disagree (DA)
- 1.00 – 1.75 Strongly Disagree (SD)

Table 2 presents the capability of parents to motivate their children to study in Plaza Rizal Elementary School. It has been observed that parental involvement in school and motivation for their children is critical to their children's academic achievement.. In general, the respondent's overall response (2.70) suggests that they are capable of motivating their children to study; nonetheless, there are several indicators that they would benefit from more training in motivating their children.. With 2.30, the majority of respondents stated that they do not know how to motivate/encourage their children to do well in their school work; with 2.18, the majority of respondents stated that they are not knowledgeable to motivate and encourage children; and with 2.47, the majority of respondents indicated that they do not have the patience necessary to motivate and guide their children.

The result posed a great concern, as stated by Filgona et al. (2020), learning is intrinsically challenging and it is crucial that parents must understand the significance of motivation because it is a key component of effective instruction. A lack of motivation is the most aggravating barriers to student learning. Đurišić & Bunijevac, (2017) asserted that students must be motivated, receive support, and have a positive learning experience in order to succeed in their learning task. Thus, the ability of parents to motivate their children to study is a crucial part of parental involvement in the education of their children. On the other hand, parents are willing to learn and equip themselves on how to motivate their children and to succeed in their schooling.



**Table 3**  
**Weighted Mean of the Respondents in terms of Attitudes toward Education**

<b>Indicators</b>	<b>N</b>	<b>Mean</b>	<b>D</b>
1. I value education as much as I value my children and family.	130	3.39	SA
2. I share the importance of education with my children	130	3.62	SA
3. I set high expectations for my children about education	130	2.58	A
4. I believe education will help us grow and passport to have a better life in the future.	130	3.62	SA
5. I take a positive view when my children are having a hard time in their lesson	130	2.27	DA
6. I try not to become frustrated and disappointed with my children's efforts in their education	130	2.35	DA
7. I have a high interest and hopes in finishing education.	130	3.64	SA
8. I am willing to help my children learn no matter what.	130	3.30	SA
9. I don't have time to assist and help my children in their lesson.	130	3.38	SA
10. Education and schooling are unnecessary and a waste of time.	130	1.74	SD
<b>Average Mean</b>		<b>2.99</b>	<b>A</b>

**Legend:**

- 3.26 - 4.00- Strongly Agree (SA)
- 2.51 - 3.25 Agree (A)
- 1.76 - 2.50 Disagree (DA)
- 1.00 – 1.75 Strongly Disagree (SD)

Table 3 shows the attitudes towards education of the Plaza Rizal Elementary School parents. It is very evident from the table that they have positive attitude towards education. However, it is also evident that parents are frustrated and disappointed with their children's effort in their education with 2.35. Similarly, parents don't have positive view when their children are having a hard time in their lessons.

According to Đurišić & Bunijevac, (2017) parents play a significant role in students' educational success. Learners with involved parents or guardians earn higher grades and test scores, have better social skills, and exhibit better behavior. Parents should be actively involved in their children's education and learning, and they should fulfill their responsibilities as parents by ensuring that their children are supported as much as possible in the learning process (Ntekane 2018). Hornby et al. (2011) emphasizes that parental involvement is a crucial aspect of education and can be achieved through home-based parental involvement, such as listening to the child read and assisting with homework, as well as school-based activities, such as attending parents' meetings and education workshops'. In general, parents of Plaza Rizal Elementary School has positive views in education.

**Table 4**  
**Weighted Mean of the Respondents in terms of Ability to guide and help children in their lessons/study**

<b>Indicators</b>	<b>N</b>	<b>Mean</b>	<b>D</b>
1. I have enough knowledge to teach my children their lessons	130	2.08	DA
2. Lessons in their modules are simple to understand..	130	2.13	DA
3. I can easily understand the objectives of the lesson.	130	2.22	DA
4. The lessons in the modules are much beyond my ability to comprehend and respond to.	130	3.01	A
5. I don't get the direction that is being given in the lessons.	130	3.10	A
6. My children always have my undivided attention when they need help with their schoolwork.	130	2.03	DA
7. I am doing my best to help my children despite I don't understand the lessons.	130	3.16	A
8. I have access to other reference books and other learning materials.	130	2.38	DA
9. I use the internet or google to answer the lessons of my children.	130	2.32	DA
10. I ask other people to help my children in their lessons.	130	3.16	A
<b>Average Mean</b>		<b>2.56</b>	<b>DA</b>

**Legend:**

- 3.26 - 4.00- Strongly Agree (SA)
- 2.51 - 3.25 Agree (A)
- 1.76 - 2.50 Disagree (DA)
- 1.00 – 1.75 Strongly Disagree (SD)

Table 4 presents the ability of Plaza Rizal Elementary School parents to guide and help their children in their lesson/study.. On the table, it is crystal clear that the parents generally agreed that they doesn't have the ability to guide and help their children in ther lessons. They stated that they doing their best to help their children despite they don't know the lesson and at the same time they asked other people to help their children in their lessons with 3.16. They also expressed that they don't get the direction that is being given in the lessons with 3.10. Majority of the respondents stated that the lessons in the modules are beyond their ability to comprehend and respond to with 3.01, and they don't have access to other reference books and other olearning materials with 2.38.

This finding is consistent with a study conducted by Khan et al.(2015), as cited by Nwaoboli (2022), the level of parental education influences the child's development and education since educated parents are able to pass on their knowledge to their children and it is essential for the development of knowledge and skills of their children. Similarly, in the study of Ntekane (2018), some parents are having trouble understanding their children's lessons due to a low level of educational attainment, and others are unable to read or write and can only speak in their native language, making it difficult for them to assist their children in their studies. He added that some

parents don't have enough education to understand their children's lessons, and others can't read or write and can only speak their native language, which makes it hard for them to help their children with their lessons.

**Table 5**  
**Test of Difference in the capability of parents of Plaza Rizal Elementary School**

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>	<i>Int</i>	<i>Decision</i>
Between Groups	0.962	2	0.481	1.625433	0.215501	3.354131	NS	Accept Ho
Within Groups	7.98987	27	0.295921					
Total	8.95187	29						

Since the p-value of 0.215501 is higher than the 0.05 level of significance, the null hypothesis that there is no significant difference in the capability and parental involvement of parents in Plaza Rizal Elementary School is accepted. This means that the parents have the same experiences in terms of motivating learners to study, their attitudes toward education and ability to guide and help their children in their lessons/study.

#### IV. Conclusion

Based on the findings presented, this study arrived at the following conclusions:

1. The respondents strongly agreed that there is a need for the upskilling of their capability to assist their children in their education. They need knowledge and skills on how to motivate and encourage their children to study with general weighted average mean of 2.18. Similarly, there is a need for them to have patience in motivating and guiding their children in their lessons. Moreover, parents are frustrated and disappointed with their children effort in their education due to their incapability in helping them in their education because majority of the parents are having a hard time understanding the lessons or modules due to low level of parental education. On the other hand, parents are eager to learn, improve, and develop themselves as long as they have the right support, assistance, and advice backed up by appropriate capability program.
2. There is no significant difference in the capability and parental involvement of parents in Plaza Rizal Elementary School
3. It was determined that parents need capability training in all areas covered by the assessment. Parent Academy was created as a capability program to improve the parental involvement of parents in the education of their children during pandemic.

4. There is a need for School-Based Program to reinforce and strengthen school and parents partnerships in terms of parental involvement in the education of their children.

### V. Recommendations

Considering the findings and result of this study, the researcher recommends the following:

1. School heads and teachers utilize the findings of this study.
2. School administrators and teachers should profile their parents in order for them to extend help and give assistance to parents who has low parental involvement in the education of their children.
3. Adoption of Parent Academy in the district of Gumaca West as a parent capability program or will be known as District Parent Academy 2.0 and in conduct depth study and analysis using qualitative study.
4. Approval of School-Based Program to reinforce and strengthen school's partnerships with parents.
5. Parent Academy is highly recommended for utilization and implementation in all schools of Gumaca West District and can be submitted to Schools Division of Quezon for adoption.

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