# PARENT-CHILD RELATIONSHIP TO THE COMPETENCE OF GRADE 4 LEARNERS ON DISTANCE LEARNING MODALITY

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**Abstract**

This study aimed to determine the relationship of the Parent-child relationship to the competence of Grade IV-Learners.  The respondents of this study are forty (40) grade 4 learners of San Jose Elementary School in Santa Cruz District, Santa Cruz, Laguna for School Year 2021– 2022.

This study found that majority of the parents of the respondents were middle age adult (31-45 years old), female, high school graduate and unemployed.

The results implied that the extent of parent-child relationship with regards to loving interaction, listening and empathy and problem solving were very high while the extent of parent-child relationship with regards to parental discipline was high. Majority of learners have a good relationship with their parents.

The level of learning environment at home relative to safety is very high as well as in terms of positivity, the learning environment which they are belong is safe and positive. the level of competence of learners in terms of practical skills and written test were very high.

The result implied that the extent of parent-child relationship has no implication on the learners' competence. A learner may have a good relationship with their parents yet it will not always guarantee an equally good school performance. However, a poor parent-child relationship will not also mean that a learner will not be able to perform well in school. Also learning environment at home has no significant effect on the competence of learners in terms of practical skills and written test.

## 1. Main text

### Introduction

The present COVID-19 pandemic has brought extraordinary challenges and has affected the educational sector, and no one knows when it will end. In educational context, to sustain and provide quality education despite lockdown and community quarantine, the new normal should be taken into consideration in the planning and implementation of the "new normal educational policy" Tria (2020).

Department of Education coined the term distance learning, "Where learning takes place between the teacher and learner who are geographically remote from each other during instruction." This approach has three types of delivery modalities, depending on the students' available resources: The Online Distance Modality (ODL), Modular Distance Learning (MDL), and Self-Learning Module (TV/Radio-Based Instruction)
Modular Learning Modality (MDL) is the most popular type of distance learning. This learning modality is currently used by the public schools because according to the survey conducted by Dep Ed, learning through printed and digital modules emerged as the most preferred distance learning method of parents with children who are enrolled this academic year (Bermudo 2020).

Teachers take the responsibility of monitoring the progress of the learners, and since education us no longer held within the school, parents serve as partners of teachers in education. Parents play a vital role as home facilitators. Their primary role in modular learning is to stablish a connection and guide the child. This is very new to everyone specially to parents since they will take a big part in the new normal setup. Learning will be moved to the students' homes and parents will somewhat take on the role of teachers. Due to these changes, several concerns have been raised such as what kind of instruction will be done at home, how the parents will manage their children's learning, and what class schedule will full-time working-parents follow. Several questions have been asked: How will the parents be able to manage to help their kids learn while looking for ways to earn? How can they teach their children if they have not finished tertiary education?

Parent-child relationship is a two-way interaction between parents and their children (Robinson, 2015). It is an important environment factor influencing an individual's adaption and development (Steele and Cliff, 2019). When children and parents collaborate in learning activities, bonding between parents and children increases as they are able to 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 in alleviating their anxiety because of the pandemic (Chang & Yano, 2020)
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### Background of the Study

With the spread of COVID-19, countries implemented emergency plans  to slow down and limit the virus's transmission such as the closure of schools, either nationwide, regionally, or in a targeted way. Schools and other offices were temporarily closed for face-to-face educational activities.

In Santa Cruz, Laguna, specifically in San Jose Elementary School, 96% of the total school population choose Modular Distance Modality parents/learners preferred to use resources such as Modules, study guides, activity sheets and other printed materials as their means of continuing Education. In order for a learner to succeed, parents exert a lot of influence in themchild development specially in times of Pandemic, the contact between homeand school should be maintained. Parental support and involvement are defined if the principal, teachers and parents go hand in hand in achieving the progress of the pupils and the school community (Evangelista, 2008).

With the above scenario, greatly motivated the researcher to conduct a study on Parent-child Relationship and its relation to the competence of learners on the distance learning modality in San Jose, Santa Cruz, Laguna with full hope that's its findings would be great value to Department of Education, learners, parents, teachers and future researchers.

The researcher wants to determine the extent of the Parent-child relationship in terms of Loving interaction, parental discipline, listening and empathy, and problem solving. Parent–child relationships not only directly affect the academic performance but also an individual's positive emotions (Obeldobel and Kerns, 2021). Previous research has reported parent-child relationship as a root factor in developing individual gratitude (Obeldobel and Kerns, 2021) that can significantly predict an individual's gratitude (Wu et al., 2016; Wang and Du, 2019)

The researcher also aimed to discover the level of learning environment at home relative to safety and positivity. Learning environment encompasses learning resources and technology, means of teaching, modes of

learning, and connections to societal and global contexts. The term also includes human behavioral and cultural dimensions, including the vital role of emotion in learning. The learning environment is a composite of human practices and material systems, much as an ecology is the combination of living things and physical environment (Balog,2018). Contemporary learners deserve learning spaces that meet their individual and collective needs. To meet this challenge, educational leaders must provide physical and cultural environments that are empowering and engaging (Orlu,2013).

The researcher conducted this study to find out the relationship of Parent-child relationship to the competence of learners.

**Theoretical Framework**

The fact that parents are the most important influence on children's development cannot be underestimated. Cognitive theorists have proposed that parent–child relationship is an essential environmental context in which structuring of the child's emerging cognitive abilities take place. According to Bugental and Johnston (2000), reciprocal interactions between parents and children provide the collaborative basis for the creation of shared knowledge. Authoritative parenting was reported to be associated with higher school achievement than the other parenting styles (Glasgow et al., 1997); and secure parental attachment was linked with academic achievement in secondary school (Feldman et al., 1998). Parent's response has been shown to be a function of children's initiative; this means that parents who pay special attention to their children can be expected to provide an optimal environment for the child to learn, which can further be strengthened by the child's own motivation. Adoption studies have also shown that there are correlations between adopted children's intelligent quotient (IQ) and those of their biological parents (Maccoby, 2000).

Productive learning environments are crucial to students' academic, emotional and social success in school. A conducive learning environment doesn't just happen on their own or by chance. They should be created through conscious procedures like interacting with students in a positive manner, exhibiting positive behaviors etc that would promote learning activities in the learning environment (Becton, 2017).

Hoover-Dempsey and Sandler (1995) provided a theoretical definition for researching parental involvement. Their theoretical model defines parental involvement according to three main points: (1) why parents become involved in their children's education, (2) how parents choose specific types of involvement, and (3) why parental involvement has a positive influence on students' educational outcomes. According to Fan and Chen (2001), this theoretical framework "promises to be more than a typology for parental involvement, because it not only deals with specific types of parental involvement, but more importantly, it attempts to explain why parents choose to be involved, and what the mechanisms are through which parental involvement exert[s] positive influence on students' educational outcomes." Epstein and Dauber (1991) proposed a model that distinguishes six different types of parent-school connections:

First, "Basic obligations of families" which refers to the parents' role in raising their children and preparing for their school years by providing a suitable home environment and conditions that foster their children's growth and development throughout their school years. Second, "Basic obligations of schools" which refers to the role of schools in communicating with the parents about the academic progress of their children and providing constant feedback to parents about their children's schooling and development.

Third, "Involvement at school" which refers to parents' visits and volunteer work at the school to help support their children with both academic and extracurricular activities; Epstein and Dauber (1991) suggest that schools can improve this type of involvement by offering flexible schedules that allow more families to be involved.

Fourth, "Involvement in learning activities at home" which includes parents being involved in their children's homework and learning activities through the guidance of a school's teachers; this promotes collaboration between the teachers and parents allowing them both to keep track of children's development and academic growth.

Fifth, "Involvement in decision-making", which refers to active participation in parent-teacher associations (PTAs) and other community support groups. Sixth, "Collaboration and exchanges with community organizations" which refers to the overall collaboration among parents, schools, and other organizations that share the responsibility and interest in children's education through providing different services outside of schools such as providing health care or child care services.

The provided theories and concepts served as the foundation of the variables and based on what they stated, it can be clearly seen that Parent-child relationship may have some effect on the learners' competence.

| Independent Variable | Dependent Variable |
|---|---|

**Parents Profile**
    Age
    Gender
    Educational Attainment
    Occupation
**Parent-child Relationship**
    Loving interaction
    Parental Discipline
    Listening and empathy
    Problem solving
**Learning Environment at home**
    Safety
    Positivity

Competence of Learners

• Practical Skills

• Written Test

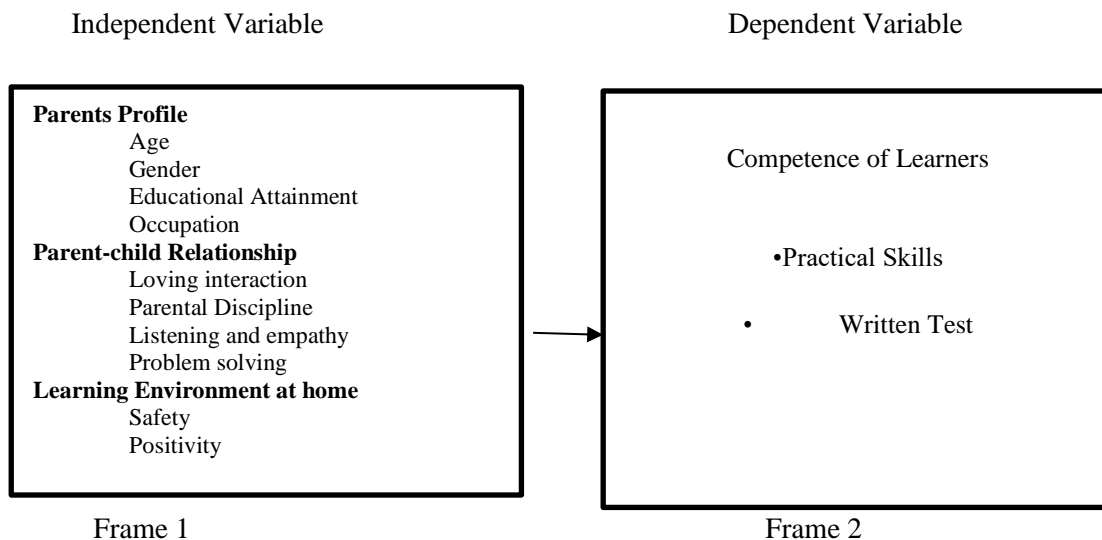Frame 1             Frame 2

Figure 1. The Research Paradigm of the Study

As reflected in the box 1, It consist of Independent variables which includes Parents profile as age, gender, maternal status, educational attainment and occupation, Parent-Child Relationship as loving interaction, Parental Discipline, Listening and empathy and problem solving at and Learning Environment at home as safe and positive.

Box 2 shows dependent variables which includes the Competence of Learners as Practical Skills and Written test.

**Statement of the Problem**

This study aims to analyze Parent-child relationship to the competence of Grade IV learners in San Jose Elementary School using modular distance learning modality, S.Y.2021-2022.

Specifically, it aims to answer the following questions:

1. What is the profile of the parents in terms of:
    1.1. Age;
    1.2. Gender;
    1.3. Educational Attainment; and
    1.4. Occupation?
2. What is the extent of the Parent-child relationship with regards to:
    2.1. Loving interaction;
    2.2. Parental Discipline;
    2.3. Listening and empathy; and
    2.4. Problem Solving?
3. What is the level of learning environment at home relative to:
    3.1. Safety; and
    3.2. Positivity?
4. What is the level of Competence of Learners in terms of;
    4.1. Practical Skills; and
    4.2. Written test?
5. Does the Parent-child Relationship significantly affect the competence of learners?
6. Does the learning environment at home significantly affect the competence of the learners?

**Research Methodology**

In this study, the descriptive method was used to find out if there is significant relationship between the parent's profile, parent-child relationship and the environment to the Competencies of learners using modular

distance modality.

Fox et al. (2007) defined descriptive research as to that "aimed at casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely than was possible without employing this method. An important characteristic of descriptive research relates to the fact that while descriptive research can employ a number of variables, only one variable is required to conduct a descriptive study. Three main purposes of descriptive studies can be explained as describing, explaining and validating research findings.

Quantitative research design is also utilized in this study. Quantitative researchers aim to create a general understanding of behavior and other phenomena across different settings and populations (Hoy et al., 2015). Quantitative studies are often fast, focused, scientific and relatable.

The speed and efficiency of the quantitative method are attractive to many researchers. Data computing equipment makes it possible to process and analyze data quickly, even with large sample sizes. Surveys, polls, statistical analysis software and weather thermometers are all examples of instruments used to collect and measure quantitative data (Allen, 2017).

Respondents of the Study

Table 1.  Respondents of the Study

| Respondents | Population | Sample Percentage | Total Sample |
|---|---|---|---|
| Gr. 4-Mangga | 40 | 32% | 13 |
| Gr. 4-Lanzones | 40 | 32% | 13 |
| Gr. 4-Rambutan | 42 | 36% | 13 |
| TOTAL 122 | 100% | 100 | |

This study will conduct in selected San Jose Elementary School learners, specifically Grade four (4) with a total number of forty (40) learners as respondents. The researcher also limited the study to San Jose Elementary School at Santa Cruz, Laguna wherein the said school is conducting Modular Distance Learning Modality (MDL) since school year 2020- 2021 up to the present.

This study made used of the purposive sampling in choosing the respondents. Sharma (2017) said purposive sampling, also known as judgmental, selective or subjective sampling, reflects a group of sampling techniques that rely on the judgement of the researcher when it comes to selecting the units that are to be studied. These purposive sampling techniques include maximum variation sampling, homogeneous sampling and typical case sampling; extreme (deviant) case sampling, total population sampling ad expert sampling. Grades four to ten were selected because they are more capable of answering the prepared questionnaire.

Research Procedure

Data were collected following the standard operating procedures.

After the research made questionnaire-checklist was tested with its internal consistency, reliability, and validity, the researcher chronologically arranged the program of the distribution and gathering of the data.

Questionnaire- checklist was distributed to the target respondents. The responses were gathered for processing. Data were collated, tallied, tabulated, and computed using the appropriate statistical tools. First thing that the researcher did was to think of topic to be researched which his interest is inclined with. Right after the approval of the research topic, the researcher read related literatures and studies that will support the current study undertaken. Then constructed his conceptual framework as well as his theoretical framework. Afterwards, hypotheses were formulated and data were collected from books, magazines, internet, and other references to serve as a framework of the study.

The researcher constructed his research tool which is a survey questionnaire in a form of Likert Scale. The questionnaire was validated by specialists. After the questionnaire was validated, it was sent to the English critic for grammar correction. Then translated it in to Google form for online data gathering. Next, the researcher created a letter of approval that was signed by his Adviser as the Dean of the College of Teacher Education of LSPU-SCC and the Administrator of the school in which his study was conducted. After the approval letter was signed, the researcher distributed his survey questionnaire and gave Sample time for the respondents to answer it.

The data that were gathered was tabulated, analyzed and interpreted. Afterwards, the researcher constructed his conclusion and recommendations.

Research Instrument

The research instrument that was used in this study is a self-made survey questionnaire.

Questionnaire is a research tool for data collection. It is most frequently used in this type of research. Researches of this type are employed for school and educational survey and also for educational administration. The questionnaire was divided into two parts and made use of the Likert- Scale format. Likert Scale was named after Dr. Rensis Likert, a sociologist at the University of Michigan, who developed the technique. His original report entitled "A Technique for the Measurement of Attitudes" was published in the Archives of Psychology in 1932. His goal was to develop a means of measuring psychological attitudes in a "scientific" way. Specifically, he sought a method that would produce attitude measures that could reasonably be interpreted as measurements on a proper metric scale

The first part of the questionnaire asked for the demographic data of the respondents such as the name (optional), gender, age, and occupation.

The second part of the questionnaire was composed of questions that elicited extent of the Parent-child relationship with regards to Loving interaction, Parental discipline, listening and empathy, and problem solving. What is the level of learning environment at home relative to safety and positivity, what is the level of competence of learners in terms of practical skills and written test?

Rating Scale for the Questionnaire for extent of the Parent-child relationship with regards to Loving interaction, Parental discipline, listening and empathy, and problem solving

| Range | Interpretation |
|-------|----------------|
| 5 | Always |
| 4 | Often |
| 3 | Sometimes |
| 2 | Seldom |
| 1 | Never |

Statistical Treatment of Data
The responses of the forty learners were tallied and analyzed then interpreted.
In this study, to determine the status of profile of the parents in terms of: age, gender, educational attainment and occupation, frequency and percentage was use.

The level of parent-child relationship was described with regards to loving interaction, parental discipline, listening and empathy, problem solving and the learning environment at home in terms of safety and positivity and was determined by weighted mean and standard deviation.

Minitab 14 was used in computing the data gathered and treated them statistically using Regression Analysis. The computed p-values were compared to the level of significance at 0.05 to determine the significant effect of the parent-child relationship and environment on the competence of learners.

As defined by Peterson (2010), weighted mean involves multiplying each data point in a set by a value which is determined by some characteristic of whatever contributed to the data point. An example should help make that rather vague definition clearer. In meta-analysis, a researcher has a set of effect sizes from a number of studies and wishes to combine them to find an overall effect size to summarize the general trend. The larger the sample which was used in a study, the more accurate the effect size found in that study will be as an estimate of the effect size in the population. Presented with the set of effect sizes, the researcher could weight each one by the sample size for that study. In this way, larger studies would be making a greater contribution to the mean effect size. To do this, one could multiply each effect size by the sample size for that study, sum each of these results, and then divide the sum by the sum of all the sample sizes.

Hohmann et al. (2017) defined standard deviation (SD) as the measure of the extent of scattering in a set of values, typically compared to the mean value of the set. The calculation of the SD depends on whether the dataset is a sample or the entire population. Ideally, studies would obtain data from the entire target population, which defines the population parameter. However, this is rarely possible in medical research, and hence a sample of the population is often used. It is also important to know the disadvantages of using an SD. The main issue is in data sets where there are extreme values or severe skewness, as these results can influence the mean and SD by a significant amount. Consequently, in scenarios where the data set does not follow a normal (Gaussian) distribution, other measures of dispersion are often used. Most commonly, the interquartile range (IQR) is used alongside the median of the dataset. This is due to the IQR being significantly more resistant to extreme values, as when

calculating the IQR, only the data between the first and third quartiles are factored in. The data between the first and third quartile represents the middle 50% of values, so any unusually high or low values will not affect the calculation of the IQR. This gives a more accurate picture of the data set's distribution than the SD.

## Summary of Findings

This study aimed to determine the relationship of the Parent-child relationship to the competence of Grade IV- Learners. The respondents of this study are forty (40) grade 4 learners of San Jose Elementary School in Santa Cruz District, Santa Cruz, Laguna for School Year 2021– 2022.

This study found that majority of the parents of the respondents were middle age adult (31-45 years old), female, high school graduate and unemployed.

The results implied that the extent of parent-child relationship with regards to loving interaction, listening and empathy and problem solving were very high while the extent of parent-child relationship with regards to parental discipline was high. Majority of learners have a good relationship with their parents.

The level of learning environment at home relative to safety is very high as well as in terms of positivity, the learning environment which they are belong is safe and positive. The level of competence of learners in terms of practical skills and written test were very high.

The result implied that the extent of parent-child relationship has no implication on the learners' competence. A learner may have a good relationship with their parents yet it will not always guarantee an equally good school performance. However, a poor parent-child relationship will not also mean that a learner will not be able to perform well in school.

Also learning environment at home has no significant effect on the competence of learners in terms of practical skills and written test.

## Conclusions

Based on the data gathered, the following conclusions were deduced:

There is no significant effect between the parents' profile, parent-child relationship and competency of learners, Therefor the null hypothesis which stated that there is no significant effect between the parents' profile, parent-child relationship and competency of learners was correct.

The home learning environment has no significant effect to the competence of the learners. The null hypothesis stated that there is no significant effect between the learning environment and the competency of learners was right.

Moreover, it is suggested that even though there is no significance between parent-child relationship and home learning environment to the competence of the grade IV learners it is needed that every child and parent will have a positive relationship and positive/save environment because those lay foundation for child's personality, life choices and overall behavior.

## Recommendations

Based on the findings and conclusions formulated in this study, the following recommendations were proposed:

1.      Parents should secure positive relationship with their child
regardless of their age, gender, educational attainment and occupation to regulate emotions and behavior of learners specially under stress and pressure.

2.      Parents should treat every interaction as an opportunity to connect
with their child, specifically during hard times like Covid-19 pandemic.

3.      Teachers must communicate smoothly with parents regarding the
needs of the learners.

4.      Parents and teachers should acknowledge child feelings, show them
you understand them.

5.      Help child to solve problems and be a good role model.

6.      Form connection with child, it is important for developing strong
parent-child relationship.

7.      Teachers should make time to talk with parents about learners
competence.

8.      Parents should provide a safe and positive learning space at home
so that learners will do their task smoothly.

9.      Future researchers must include other relevant variables to give
more depth to this topic. They are also encouraged to include more respondents such as public schools' learners

who are conducting online classes.

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