

Junior High School Parents' Perception of the Online Delivery of Instruction

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Abstract

The sudden spread of COVID-19 led to the shutting down of schools in the country which required shifting from traditional classrooms to distance learning, including the utilization of technology and internet connection. This paper aimed to determine the parents' perception of the online instruction delivery to their children enrolled in junior high school. It seeks to contribute to the existing body of knowledge and related studies about the parent's perception of the online delivery of instruction by demonstrating that parents have a deep relationship with the school, and their views matter as it indicates the assessment of school quality. Five-point Likert scale survey questionnaire was used to gather the data. Parents' perception of online learning was statistically analyzed using means, medians, and standard deviations. Point-biserial and Spearman Rank-order Correlation were utilized to determine the relationship between the demographic profile of the parents to their perception of online learning. The results showed that most parents highly desired online learning delivery in terms of the learning management system, school-level instructional support, and social interactions. Further, older parents tend to have more difficulties adapting to online learning. This implies the importance of considering the demographic profile of the parents when evaluating the effectiveness of online education program.

Keywords: junior high school; online learning; parents' perception

1. Introduction

The sudden spread of COVID-19 has had severe and structural effects on every continent, including the shutting down of millions of schools and universities around the world. According to UNESCO (2020), 1.3 billion pupils and their families, who are dispersed across more than half of the world's countries, have been forced to deal with national mandates that require schools to close. Most of the affected countries had to

quickly transition their public or private education systems to include more online and distance learning. The Philippines is not an exception, and as of the middle of March, all of the country's schools were required to close to prevent the further spread of COVID-19. The nation shifted from traditional classrooms toward different ways of learning that could be done at a distance. These methods require technology and an internet connection (Childhope, 2021).

Teachers and schools are responsible for providing pupils with instructional materials and assistance using distance learning. Parents tutor their children at home while continuing to work at their regular jobs. (Lagomarsino et al., 2020). Parents' guidance and support to their children also served as a link for them to communicate with teachers and the school, which is also an important part of achieving successful learning.

Furthermore, Manar et al. (2021) asserted that parents should also be good not only with parenting skills but also with a good level of education, wherein parents should make every effort to meet their children's educational needs as effectively as possible when school students are required to stay at home, as is the case during the outbreak of COVID-19. Schools in the meantime had to deal with changes in teaching strategies to distance education. They provide modules to be answered by the students with the guidance of the parents. Parents have a deep relationship with the school, and their views really matter as it indicates the assessment of school quality.

1.1. Research Questions

1. What is the profile of the respondents based on their age, sex, employment status, monthly income; and highest educational attainment?
2. What is the level of perception of parents towards the delivery of online learning in terms of the learning management system used, school-level instructional support, social interactions, and overall educational program?
3. Is there a significant relationship between parents' perception towards the delivery of online learning with age, sex, employment status, monthly income, and highest educational attainment?

1.2. Definition of Terms

The following important terms utilized in this study have been defined for clarification.

Learning Management System. A package that allows students to acquire online educational training and learning, material and educational resources, and development efforts to help them continue their education.

School-level Instructional Support. To assist all students in the classroom in overcoming academic and behavioral issues, teachers employ several diagnostic and intervention tools.

Social Interactions. It is communication involving internet connectivity and exchange activity involving both teachers and students in an online learning context to allow sharing of opinions on diverse subjects.

Overall educational services. Overall educational services are given by the school in terms of online delivery of instruction.

2. Review of Related Literature

2.1. Online Learning in Junior High School

The ability of online learning to motivate kids to learn is reportedly lower among students in rural locations (Harefa & Sihombing, 2022). Students prefer to avoid online learning because they do not finish their assignments or submit them on time. They also do not join study groups without a teacher's help. It could be because more Internet packages are needed, or students cannot afford them. It could also be because the internet's network infrastructure is not very good. A lack of learning motivation in pupils may result from any of these. In conclusion, incidents like this can affect pupils' learning and result in poor performance.

According to Barrot et al. (2021), students attending a private institution of higher education in the Philippines experienced a variety of challenges when it came to the type and extent of those challenges when it came to online learning. The most challenging for them was the learning environment in their homes, while the least challenging was their level of technical knowledge and skill. According to the responses of the students, the pandemic has made their problems significantly worse. This is especially true when it comes to the quality of their schoolwork, their mental health, their finances, their socialization, and their mobility. Students who attend classes from remote locations believe that traditional classroom instruction is more effective than online instruction. In terms of the instructional strategies that are utilized by educators in the context of online learning, they consider the method to be rather monotonous.

Furthermore, students need to be more interested in online learning, as evidenced by their failure to submit assignments on time and their refusal to study in groups without the teacher's aid (Harefa & Sihombing, 2022). Despite the adverse effects of online learning on some students, others claim to have had the opposite experience. Students were most satisfied with the attentiveness of the teaching personnel, according to a qualitative study done on Jamaican high school students by Golding and Jackson (2021). It also revealed that students experience various emotions with online learning; some have positive emotions, which means they are satisfied, and some have negative emotions.

A study by Ajijola et al. (2021) revealed that distance learners' perceptions of the usefulness and ease of use of LMS were positive. Using an LMS improved the academic performance of distance learners. Overall, this indicates that the school's learning management system is doing well in terms of providing immediate assessment results and centralized learning resources, effective tracking of outputs, and being user-friendly for the students.

In terms of online learning management, a study conducted in Indonesian junior high schools indicated that principals' online learning management activities were well-executed, particularly in implementation. However, parts of planning, as well as monitoring and assessment, require further improvement. As a result, the study recommends that the government give enough online learning support and help teachers gain more insight and knowledge (Hadriana et al., 2021). On the other hand, even though more than half of junior high school teachers in Bandung, Jawa Barat, Indonesia, disagreed with the effectiveness of online education during the COVID-19 outbreak, some teachers had a favorable view regarding the utility and convenience of online learning systems. (Rahayu & Wirza, 2020).

2.2. Parents and Online Learning

The living status of families in the Philippines changed when the COVID-19 pandemic started, specifically in education. Though the Department of Education introduced online and modular learning in response to this, online learning in the Philippines does not apply to all students, especially those that live in marginalized and rural areas that need internet connections. It caused parents to worry that their children may fail in their studies, which led to parental involvement. Parental involvement became the intervention for children to gain literacy skills and academic results (Tus, 2021).

According to Shao et al. (2022), parental involvement in their children's online learning will increase parental satisfaction with online education. On the other hand, the lower the degree of involvement of parents, the less their children understand during online instruction. Due to the abrupt change in an educational setting, parents who are not familiar with online learning presume that schools and teachers may not give their children as much attention as they would in a face-to-face setting, which leads to an unfavorable assessment of online learning among parents.

Amir et al. (2022) found that parents experienced both positive and negative experiences. Positively, the parents acknowledged that helping their kids learn English online made them joyful and that online learning strengthened their bond with their kids. Parents, meanwhile, reported having a negative experience helping their kids learn English online. Online learning is challenging and confusing according to parents. The lesson was difficult to understand and they could not fully assist their children and at the same time, most felt weary.

In addition, Vismonte (2022) stated that the parents' perception of online learning facilities is that it provides good educational support. Teachers and administrators concentrate more specifically on offering instructional support, as well as technical assistance and training programs for parents, teachers, and students. Agaton and Cueto (2021) revealed in their study that the parents agree with the effectiveness of the implemented educational policies to contain the pandemic. Rathaliya, et al. (2022) also revealed and identified that the parents' perception of online classes was positive, and they experienced a medium-to-heavy burden. They also expressed great satisfaction with how well their educational goals were met during the COVID-19 pandemic.

Related studies found that parents will likely view online learning as acceptable and effective in fostering children's learning when children are very competent in accomplishing online learning independently, and they will likely be more pleased with the online learning arrangement. (Lau, Li, & Lee 2021). However, Mongkaren et al. (2021), revealed in their study that parents believed that traditional methods were more advantageous or successful than Internet learning. Additionally, because their children did not enjoy it, parents worried about their children's academic achievement and felt disconnected from their teachers due to online learning. They were concerned about the efficacy of online learning for this reason.

According to Hamre and Pianta (2001), children with strong relationships with their teachers may receive more assistance from them, which contributes to their intellectual and social development, so it is important that there should be a strong connection between teachers and students in online learning. Although some parents thought online learning was costly, it was not a financial consideration for others. Most respondents said that online classes required the teacher to put in extra effort, which is a concise summary of how parents felt about teachers taking them. Teachers were not equipped for online learning. Parents believed that taking an online class or learning online was not easy.

3. Research Design and Methodology

3.1. Research Design

Descriptive-correlational research design was employed to describe the variables and the relationships that occur naturally between and among them. The variables used to describe were the demographic profile of the respondents such as the age, sex, economic status, monthly income, highest educational attainment, and the perception of the parents in terms of online delivery of instruction factors such as learning management used, school-level instructional support, and social interactions overall educational services, and the relationships that naturally develop among and between them. The primary aim was to identify significant relationships within the variables mentioned.

3.2. Research Respondents

The researchers employed two plans in determining the sample size for the respondents in this study. First, the researchers collected all population samples from the junior high school grade level, which means no sampling technique was implied and 161 parents of students were the target population. Second, due to the non-participation of the respondents, convenience sampling was utilized, wherein researchers were able to collect 25 responses out of 43 in grade seven, 20 responses out of 22 in grade eight, 7 responses out of 23 in grade nine, and 20 responses out of 28 in grade ten. Overall, the researchers were able to gather 71 respondents in this study.

3.3. Data Collection Tool

The questionnaire from the study of Butz (2003) was adapted and modified by the researchers. It was divided into two parts: the profile of the respondents and the parents' perception of the delivery of online learning. The parent surveys were created using a five-point Likert scale. 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, and 5 = Strongly Agree were the response options.

3.4. Validity and Reliability

To ensure the validity of the data collection tool, it was subjected to content validity by four experts wherein a letter for content validation, rating scale, and the data collection tool that was adapted were distributed. After the content validation, the tool was pilot tested with at least 30 parents of Junior High School students from one of the high schools in Samar that implemented online learning.

Cronbach's alpha was used for item reliability, and the result revealed a value of .90. According to Glen (n.d.), if a Cronbach's alpha value is greater than .7 means that the instrument has a good internal consistency which is appropriate for social science research.

3.5. Data Gathering Procedure

An informed letter, informed consent form, and survey questionnaire were submitted to the head of the Integrated Laboratory School and asked for permission to conduct a survey. Upon approval, the signed informed letter, informed consent form, and survey questionnaire were submitted to the junior high advisers. After giving the researchers permission to conduct the survey, informed consent and survey forms were distributed to the students which were given to their parents to answer. The survey forms were retrieved the next day.

3.6. Data Analysis Method

The frequency count and percentage were utilized to describe the demographic profile of parents of junior high school students. To describe the parent's perception, the researchers utilized frequency, percentages, mean, and the standard deviation of each question. Meanwhile, the mean scores of the Likert scale were interpreted in the following numerical and qualitative descriptions.

Table 1. Description of the Level of Perception

Mean Score	Scaling	Interpretation
4.20 – 5.00	Strongly Agree	Highly Desirable
3.40 – 4.19	Agree	Desirable
2.60 – 3.39	Undecided	Moderately Desirable
1.80 – 2.59	Disagree	Undesirable
1.00 – 1.79	Strongly Disagree	Highly Desirable

The Point-biserial correlation was used in determining the relationship between sex, employment status, and parents' perception. Meanwhile, Spearman Rank-Order Correlation was used in determining the relationship between age, household income, highest educational attainment, and parents' perception.

4. Results and Discussion

4.1. Profile of the Parents of the Junior High School Students

Table 2. Age and Monthly Household Income of the Respondents

Profile	Minimum	Maximum	Mode (COUNT)	MEAN
Age	25	75	48 (6)	46
Monthly Household Income	₱1000	₱750000	₱40000 (8)	₱55002

Table 2 presents the age of the respondents with a maximum of 75 and a minimum of 25 with a mode of 48. This means that the age of the respondents is observed at the age group of 25-75 years old while having the highest count of respondents aged 48 years old. This implies that there will be different levels of perception from the parents since the age group is diverse. Naite (2021) found that parents under the age of fifty are more actively involved in their children's education than parents beyond the age of fifty. These outcomes are according to a study by McDermott (2000), middle-aged parents believe they should support the teacher's efforts, whereas older parents believe they are outside the school system and that teachers should educate, which makes older parents less comfortable becoming involved.

Table 2 also presents the report on the household income of the respondents based on the monthly income in peso value. The table presented a minimum value of 1000 and a maximum of 750000. This means that the monthly household income of the respondents is observed from 1000 to 750000 pesos with an average of 55002 and 8 respondents who had the same monthly income of 40000.

Table 3. Sex, Employment Status, and Highest Educational Attainment of the Respondents

	Profile	Frequency	Percentage (%)
Sex	Male	15	21.1
	Female	56	78.9
Employment Status	Employed	47	66.2
	Not employed	24	33.8
Highest Educational Attainment	High School Graduate	2	2.8
	Vocational Degree	4	5.6
	College Level	5	7.0
	College Graduate	39	54.9
	Master's Degree	18	25.4
	Doctorate Degree Holder	3	4.2

Table 3 shows the distribution of the respondents according to their sex. Most of the respondents are females, as shown by the frequency of 56 out of 71 respondents (78.9%). Meanwhile, male respondents account for 15 out of the total respondents (21.1%).

The employment status of the respondents is categorized into two which are employed and not employed. Substantially, table 4 displays the report on the employment status of the respondents. The majority of the respondents are employed, accounting for 47 out of 71 respondents, which is equivalent to 66.2% of the total. Meanwhile, there are 24 respondents who are not employed (33.8%). This indicates that most of the parents are working.

Moreover, Table 3 displays the highest educational attainment of the parents. It was observed that most of the respondents had graduated from college accounting for 39, which is equivalent to 54.9% of the total. Followed by 18 (25.4%) respondents who attained a master's degree, then 5 (7%) respondents who attained a college level, 4 (5.6%) respondents who attained a vocational degree, and 3 (4.2%) respondents who obtained a Doctorate Degree, while 2 (2.8%) respondents who are high school graduates.

4.2. Perception of Parents of the Delivery of Online Learning

Table 4. Parents' Perception of the Learning Management System

Statements	Median	Scaling	Interpretation
1. My child's school provides immediate assessment results.	4	Agree	Desirable
2. My child's school learning management system is user-friendly.	4	Agree	Desirable
3. My child's school provides effective tracking of outputs.	4	Agree	Desirable
4. My child's school provides centralized learning materials when we need it.	4	Agree	Desirable
Mean	4.01	Agree	Desirable
SD	0.60		

The total mean score of the parents was found to be 4.01 with a standard deviation of 0.60 for their level of perception towards the delivery of online learning in terms of the learning management system of their child's school and it was perceived as desirable by most of them.

The findings of the current study were in line with Childhope Philippines (2021) which stated that to assure learning continuity, the Department of Education has implemented distance learning approaches involving technology and an Internet connection. This also supports the results of Ajijola et al. (2021), who revealed that distance learners' perceptions of the usefulness and ease of use of LMS were positive. Using an LMS improved the academic performance of distance learners.

Table 5. Parents' Perception of the School-Level Instructional Support

Statements	Median	Scaling	Interpretation
5. My child's teacher is accessible to assist us whenever we request help.	5	Strongly Agree	Highly Desirable
6. My child's teacher gives me prompt feedback.	4	Agree	Desirable
7. My child's teacher provides appropriate feedback.	4	Agree	Desirable
8. My child's teacher accurately assesses and reports academic progress.	4	Agree	Desirable
9. My child's teacher promotes individuality.	4	Agree	Desirable
10. My child's teacher is aware of his or her strengths.	4	Agree	Desirable
Mean	4.26	Strongly Agree	Highly Desirable
SD	0.61		

The total mean score of the parents was found to be 4.26 with a standard deviation of 0.61 for their level of perception towards the delivery of online learning in terms of school-level instructional support of the school. This means the school-level instructional support of their child's school is perceived as highly desirable by most parents.

Related studies found that parents will likely view online learning as acceptable and effective in fostering children's learning when children are very competent in accomplishing online learning independently, and they will likely be more pleased with the online learning arrangement. (Lau, Li, & Lee 2021). Similarly, children with strong relationships with their teachers may receive more assistance from them, which contributes to their intellectual and social development (Hamre and Pianta, 2001).

Table 6. Parents' Perception of Social Interactions

Statements	Median	Scaling	Interpretation
11. My child's school provides equal opportunities for sharing of ideas.	4	Agree	Desirable
12. My child feels that he or she is part of a school community.	5	Strongly Agree	Highly Desirable
13. My child has friends at school.	5	Strongly Agree	Highly Desirable
14. My child looks forward to attending the online class.	4	Agree	Desirable
Mean	4.39	Strongly Agree	Highly Desirable
SD	1.39		

The parents of junior high students perceive the social interactions that their child experiences as highly desirable. The overall mean score for this dimension is proof of this since it has a value of 4.39 with a standard deviation of 1.39.

The findings support the results of Hurst et al. (2013) who revealed that academic achievement has been proven to be significantly influenced by interactions with classmates in the classroom. Parents believed that the social interactions that took place in the classroom played a significant role in their children's academic success. While Ali et al. (2022) argue that social interaction has a significant impact on student's academic performance if the students do not involve in social life and activities, it might affect their results in education. In other words, social interactions have a big impact on students learning.

Table 7. Parents' Perception of the Overall Educational Services

Statements	Median	Scaling	Interpretation
15. This school allows my child to learn at his or her own pace.	4	Agree	Desirable
16. The school allows my child to work at his or her appropriate level.	5	Agree	Desirable
17. I feel at ease assisting my child when a teacher is not available level.	5	Agree	Desirable
18. My child is learning just as much as he or she would in a traditional school setting	4	Agree	Desirable
19. My child's school provides adequate administrative support.	4	Agree	Desirable
20. I am pleased with my child's online education experience at this school.	4	Agree	Desirable
21. I would recommend an online learning to other parents for their children.	3	Undecided	Moderately Desirable
Mean	3.84		
SD	0.77	Strongly Agree	Highly Desirable

The total mean score of the parents was found to be 3.84 with a standard deviation of 0.77 for their level of perception towards the delivery of online learning in terms of the overall educational services of the school. This means that the parents have observed the overall educational services of their child's school as desirable by most of them.

These findings supported the results of the studies of Agaton and Cueto (2021) which showed that the parents agree with the effectiveness of the implemented educational policies to contain the pandemic. This is also in line with the findings of Rathaliya et al. (2022), who revealed and identified that the parents' perception of online classes was positive, and they experienced a moderate-to-severe burden. In connection with the findings of the current study that found out that the overall educational program of the school is desired by most of the parents, this indicates that the school is doing well with their overall educational program in the delivery of online learning that still yielded in recommending online learning by most of the parents.

4.3. Relationship Between Parents' Demographic Profile to Their Perception of the Delivery of Online Learning

Table 8. Relationship of the Respondents' Profile Variables to Their Level of Perception towards the Delivery of Online Learning

Variables	Correlation Coefficients (p-values)			
	Learning Management System	School-level Instructional Support	Social Interactions	Overall Educational Services
Age	$r_s = -0.230$ (p = 0.054)	$r_s = -0.280^*$ (p = 0.018)	$r_s = -0.344^{**}$ (p = 0.003)	$r_s = 0.351^{**}$ (p = 0.003)
Sex	$r_{pb} = 0.059$ (p = 0.625)	$r_{pb} = 0.165$ (p = 0.169)	$r_{pb} = 0.127$ (p = 0.292)	$r_{pb} = 0.163$ (p = 0.176)
Employment Status	$r_s = -0.054$ (p = 0.654)	$r_s = -0.176$ (p = 0.143)	$r_s = -0.139$ (p = 0.247)	$r_s = 0.069$ (p = 0.570)
Household Income (monthly)	$r_s = 0.157$ (p = 0.258)	$r_s = 0.019$ (p = 0.890)	$r_s = -0.048$ (p = 0.728)	$r_s = 0.071$ (p = 0.609)
Highest Educational Attainment	$r_s = 0.058$ (p = 0.631)	$r_s = -0.036$ (p = 0.767)	$r_s = 0.013$ (p = 0.197)	$r_s = 0.056$ (p = 0.643)

The Spearman rho correlation coefficients in Table 8 show that there is a significant weak negative association between the age of the parents and their level of perception towards the delivery of online learning in terms of school-level instructional support ($r_s = -0.280$, $p = 0.018$), social interactions ($r_s = -0.344$, $p = 0.003$), and overall educational services ($r_s = -0.351$, $p = 0.003$) of the school. Since these are negative correlations, this means that the younger the parents, the more they agree and perceive the delivery of online learning as desirable in terms of school-level instructional support, social interactions, and overall educational services of the school.

The theories can help in fully comprehending the results of the study. Holmberg's (1995) interaction and communication theory explains how well students retain the material given which measures teaching effectiveness. Moreover, Barry's (2004) perception theory explains that perception can be influenced positively or negatively based on the pattern of effect created by observation. The findings revealed that parents perceive the delivery of online learning as highly desirable in terms of the learning management system, school-level instructional support, and social interactions. However, parents perceive the overall educational services of their child's school as desirable. The study also revealed that younger parents agree and perceive the delivery of online learning as desirable, and older parents may have more difficulties adapting to the online education format. In light of the parent's observations of their children's online learning, the school's online learning influences how parents perceive it.

5. Conclusion

Online instruction has paved the path for students in the Philippines to continue their education. Learners and teachers have varied experiences and issues with online learning, and their perspectives are vital in addressing these challenges. However, parents' perspectives are also crucial since they may monitor and participate to guarantee that their children are learning in an online class.

The findings emphasize the importance of considering the demographic profile of the parents when evaluating the effectiveness of online education programs in which their children are enrolled. It is also important to provide valuable insights into the perceptions of parents regarding the online delivery of

instruction to their children enrolled in junior high school. These implications can be used by schools and educational institutions to improve their online education programs and ensure that they meet the needs and expectations of all types of parents, ensuring a meaningful learning experience for their children.

Additionally, teachers may come up with and employ a variety of tools and strategies to ensure that their students are paying attention in class and that they are not losing track of their obligations as students, such as completing the online assignments provided to them. To assure a good quality of education, educational institutions may also offer answers to the problems faced by both teachers and students in an online class environment. This could make parents feel more at peace about worrying about their children using online to study.

The difficulties stemming from how parents see the online delivery of teaching, on the other hand, can imply that other problems need to be addressed in addition to improving online instruction. Helping children study online can be challenging for parents. Therefore, schools may also give suggestions to parents on how to assist their children in an online educational setting since teachers cannot directly help their students online in times of difficulty that may emerge.

6. Recommendations

Based on the findings and conclusions of the study, the following recommendations are provided.

1. The school may improve in designing and implementing online learning to meet the expectations of young and older parents regarding the learning experience for their children.
2. Teachers can also improve in providing guidance and assistance in using the learning management system. This can help address any potential challenges that parents may face in adapting to online learning.
3. With parents who were undecided about the recommendation of online learning, the school may provide the best workflows and plans to ensure the children's education even in the midst of online learning.
4. Future researchers may expand the sample size and include a wider range of demographic variables to gain a better understanding of the parents' perception of online delivery of instruction. Additionally, a qualitative approach can also be used to gather more in-depth insights into the experiences and perspectives of the parents.

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