

## EXPERIENCES ON BLENDED LEARNING APPROACH OF INTERMEDIATE LEARNERS: PARENTS' PERSPECTIVES

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**ABSTRACT:** This study used phenomenological research design and semi-structured interview guide as the main instrument in gathering the required data. The study used purposive sampling. There are 10 parents of Grade 4 and 5 students that served as participants of this study. The interview questions focuses on the (a) perception and (b) challenges on blended learning, (c) coping, (d) motivation, and (e) outcomes of blended learning. Based from the results, it concludes that the COVID-19 pandemic tested parents' parenting skills, requiring them to adapt to online and modular learning. Despite challenges, parents found ways to support their children's academic efforts, demonstrating passion for teaching and managing routines. Despite their concerns about their children's future, they saw these challenges as opportunities to learn life lessons. They found support from others and online resources, demonstrating their sacrifices paid off. Despite new obstacles, their dedication resulted in positive outcomes for their children, especially in Grades 4 and 5.

### I. INTRODUCTION

Our parents not only brought us into this world, but they also taught us how to crawl, walk, talk, and other fundamental life skills. They are well known to us because they served as our home's first instructor before we entered school. Nonetheless, there are some things that parents would prefer their children not to know about their hardships. Despite this, they continue to do their best to provide for us so that we can live happy and fulfilling lives.

Our educational system in the Philippines has been significantly impacted by the COVID-19. The suspension of lessons at all grade levels is a big concern for students as a result of the Community Quarantine. Thus, the Department of Education mandates this style of instruction in an effort to reduce the likelihood of students coming into touch with other potential virus carriers. Due to the lack of in-person connection and the teacher's refusal to go over the lesson with the students, this method of instruction is new to both teachers and students.

Gonzales et al. (2020) stated the difficulties faced during blended learning owing to movement limitations and health rules make the scenario for distance learning unique. Because technology is a key instrument in printing the learning modules under this sort of learning system, a major issue in public schools is a lack of resources for the modules. The deployment of alternate learning modalities is built upon it. Alternate Learning Modalities was developed to reach all students, regardless of their backgrounds or locations (Guiamalon et al., 2021).

According to the Department of Education, blended learning is a style of education that mixes in-person instruction with online learning with online distance learning (ODL), in-person instruction with modular distance learning (MDL), in-person instruction with TV or radio-based instruction (RBI), and in-person instruction with integrating two or more different distant learning approaches. Embracing a new teaching method might seem intimidating especially if you're an early adopter working in a setting with a lack of resources (Kenney & Newcombe, 2011). Alvarez (2020) shown that blended learning is still relatively new in the Philippines. When discovered and implemented, common issues with the blended learning mode can make it difficult to learn or even result in course delivery failure (Balolong, 2022).

The so-called "New Normal Educational System" has several problems that both teachers and students must overcome in order to function well. The Improve Community Quarantine program in the Philippines, which was put into place in response to the coronavirus pandemic, caused significant damage to the country's economy and educational system. Mailizar (2020) stated that students, instructors, and educational organizations worldwide have been affected by COVID-19. Layali and Al- Shlowiy (2020) emphasized how understanding how the Covid-19 pandemic has altered the context of education and how to move further may benefit from paying heed to students' viewpoints.

According to the study of Fiel (2020), it stated that parents of intermediate level students generally have a positive perception of blended learning and believe that it can improve their child's academic performance. However, to ensure its effectiveness, there is a need for better communication and support from teachers, as well as adequate monitoring of student progress.

Online and module-based learning are combined to form blended learning, which has been used in the Philippines since they were developed by the Department of Education under the moniker "study from home". In order to sustain education and avoid the Covid-19 pandemic from spreading, distance learning is adopted, but this does not mean that it is without challenges and issues. While there are pros when utilizing technology for information and communication during educational endeavors, there are also downsides. Since teachers, students, and parents are unfamiliar with the blended learning approach, additional support and mentoring are needed when implementing a new learning paradigm. Parents' capacity to provide children with online learning opportunities is restricted (Herliandry et al., 2020). "The decline in economic productivity because parents have to take care of their children while working" (Zaharah & Kirilova, 2020). Learning at home can be difficult when families are restricted to their homes as a result of Covid-19, particularly for children who lack enthusiasm because their parents and employers may be very concerned about their financial well-being (Skulmowski & Rey, 2020). Parental spending has soared as a result of online learning's demand for a connection (Dewi et al., 2020).

This research seeks to learn more, parents' perceptions on their experiences on blended learning, which combines online and modular learning, in Barangay San Juan, San Antonio, Zambales for children in grades 4 and 5 of the intermediate level for the academic year 2021–2022. For numerous reasons, this issue is chosen as the subject of investigation. Researchers are interested in knowing how parents' perceptions are used to implement blended learning, particularly in Barangay San Juan, where little research has been done.

## II. METHODOLOGY

The study used phenomenological research design where semi-structured interview guide to gather the required data. The study used purposive sampling. There are 10 parents of Grade 4 and 5 students that served as participants of this study. The interview guide was validated by 3 experts including; grammar, research, and psychology experts. The interview guide is composed of two parts; (a) demographic profile, and Interview questions. The interview questions focuses on the (a) perception and (b) challenges on blended learning, (c) coping, (d) motivation, and (e) outcomes of blended learning. The steps in thematic analysis of Braun and Clarke (2006) were employed in identifying, analyzing, and reporting patterns (themes) within the data.

## III. RESULTS AND DISCUSSION

### Perception of Parents during Blended Learning Approach

Parents expressed their experiences with blended learning, and the majority of them had differing viewpoints on this learning technique. The study discovered that parents with various sorts of views generate themes. The researchers carefully studied those topics to ensure that they corresponded to the Problem Statement. Table 1 simplifies question #1.

**Table 1 shows the Perceptions of Parents in Blended Learning Approach**

| Themes                         | Sample Statements   | Description  |
|--------------------------------|---|--|
| Not beneficial to the students | <i>"Mas ayos parin ang face-to-face kaysa sa blended learning hindi naman more on nakafocus sila sa mga modules nila. Nagsasagot lang sila kung kailan nila gusto hindi katulad sa face-to-face na obligado silang pumasok, magparticipate sa mga discussion at gumawa ng mga school activities" (P2)</i> | This theme describes that Face-to-face learning is better than Blended learning as it helps the children well in their academic. |

|  |  |  |
|--|--|--|
| Necessity of Parental Involvement      | <i>"Mahirap dahil walang teacher na nagpapaliwanag sa kanila. Kami lang palagi ang nagpapaliwanag sa lahat"</i> (P9)   | This theme describes the struggles of parents in teaching their child during blended learning  |
| Lack of student attention and interest | <i>"Mahirap din, mas maganda yung natuturuan kesa yung module. Mas maganda yung face to face kasi sa module tinatamad sila, minsan hindi nila ginagawa panay ang mamaya."</i> (P7)   | This theme describes that during blended learning, the students feel lazy in doing the assigned task because their attention is not on the module but on the other things. |
| Training to facilitate learning        | <i>"Mahirap ang blended learning. Kapag may mga tanong ang bata kami na ang natuturo dahil may pagkakataon na sa kanilang module ay mga tanong na mahirap intindihan. Kaya bilang isang magulang aaralin mo talaga ito para mas maintindihan nila"</i> (P10) | This theme describes that blended learning serve as training to the parents to facilitate the learning of their children   |

### Not beneficial to the students

The transition from synchronous to asynchronous learning has been challenging for both students and instructors or faculty (Korkmaz & Toraman, 2020). Many educators and students think that distance learning is not as successful as in-person training.

As P1 noted, "I preferred face-to-face learning over blended learning because they learned nothing during the pandemic." That is why I pushed them to be vaccinated, since it is required for in-person education. In the same vein as P2, "Face-to-Face learning is still better than Blended learning because on Blended learning they were not totally focused on their modules, they answered it if they want unlike in face-to-face that the students are obliged to attend the school, participate in class discussion and accomplish their school activities" P3 also said that "on blended learning, they got knowledge, but it is not enough for them to learn."

According to Apriyanti (2020) study, kindergarten and primary school parents report their children's lack of attention, desire to learn, trouble learning online, and insufficient understanding of knowledge during blended learning. This suggests that face-to-face learning is more effective than blended learning because it provides students with relevant information.

### Necessity of Parental Involvement

When parents actively participate in their children's education, they provide a supportive and loving atmosphere that promotes learning and personal growth (Fan and Chen, 2001). The majority of the participants responded, "I cannot say anything because he is good, and if he is struggling with his module, I help him" (P4). Another two participants said, "It was fine and less difficult for me." It was the same as face-to-face learning, and they had an aunt to assist them with their modules, as well as working with their cousins" (P6 and P8). As with other participants, "It is difficult, we read it first, then we teach them the entire lessons" (P5). "It is difficult, because there was no teacher to explain to them, we are the only ones who always explains everything" (P9). These express how important parental engagement and involvement in blended learning are. Parents are the ones who lead students via home-based learning. Given the COVID-19 pandemic and the effects it created in pupils' learning, parental involvement at home was essential. Parents were urged to get more involved in their children's education, mostly by following them and establishing self-control skills for online learning (Ribeiro et al., 2021).

### Lack of Student attention and interest

Lack of attention and interest is that traditional teaching approaches may not always align with students' preferred learning styles or engage them effectively. Students may require diverse instructional strategies that cater to their individual needs, such as hands-on activities, collaborative projects, or interactive technology-based learning experiences (Colorado Department of Education, 2020). Another factor influencing student attention and interest is the perceived relevance and value of the content being taught. Students are more likely to be engaged and attentive when they can see the direct connection between what they are learning and their own lives, interests, and future aspirations (Hidi & Renninger, 2006).

In accordance with this, P7 stated that “It is difficult, Face-to-Face Learning is better because they are taught by the teachers unlike in module, they become lazy and sometimes they do not do their modules.” Some say that pupils are becoming lazy and disinterested in studying as a result of online classes. Educators are no longer there for a set period of time each day; thus, they feel little to no need to study alone. Because individuals control their own time, many are tempted to waste it on less important activities rather than studying for self-improvement. Students that show a high level of interest in a topic frequently succeed in mastering it. Interest is crucial in the teaching and learning process since it can impact students' behavior. They are more likely to pursue their education seriously if they are interested in the subject (Osman & Hamzah, 2020).

### Training to facilitate learning

Training to facilitate learning encompasses fostering a culturally responsive and inclusive classroom environment. Educators receive training on promoting equity, diversity, and cultural sensitivity in their teaching practices (Gay, 2010). This training helps teachers recognize and address the unique strengths and needs of students from diverse backgrounds, creating an inclusive environment where all students feel valued and supported. As P10 stated that “Blended learning is difficult. When the child has questions, we are the ones who answers because there is a chance that in their module there are questions that are difficult to understand. So as a parent, you really have to study it so that they would understand better” (P10). This means that blended learning serves as training to the parents to facilitate the learning of their children. The primary educators of their children are their parents (or other caregivers). Their assistance has an impact on children's growth, learning, and later academic results. Communication between the home and school, help with homework at home, involvement in school activities, and participation in decision-making bodies are all examples of support chores (Desforjes and Abouchaar, 2003).

### Challenges faced by the parents during Blended Learning Approach

Parents have mentioned the downside of blended learning even though they believe it offers advantages. The parents were forced to adapt to a new way of life by the abrupt learning technique, which made it difficult for them to fulfill their parental responsibilities.

Concerning the material resources used throughout the blended learning approach, parents encountered difficulties. The themes were developed by the researchers, who made sure they matched the problem statement. The difficulties parents encountered when using the mixed learning approach are shown in Table 2.1.

Table 2.1 Challenges Faced by the Parents During Blended Learning Approach in terms of Material Resources.

| Themes                       | Sample Statements   | Description  |
|------------------------------|---|--|
| Lack of gadget to use        | “Mahirap, wala po siyang sariling gadgets nakikihiram lang siya sa ate niya kung halimbawa meron silang online class o kailangan nilang magmeeting hihiramin niya saglit yong cellphone ng ate niya para may magamit siya. Hiramang lang po sila. Wala din po kaming internet nagload lang kami, malakas naman ang signal dito sa amin tsaka bihira lang din naman sila gumamit ng cellphone kapag may isearch lang ganon” (P5) | This theme describes that students with a lack of gadgets have a hard time keeping up with blended learning.   |
| Unstable Internet Connection | “Sobrang hirap isa pa yan hindi naman basta- basta pag kailangan ng internet magkakaroon agad kami ng pang load, kaya ginusto namin na magkaroon kami ng internet or wifi, kaso minsan hindi stable ang internet mga isang linggo yun unstable ang internet kaya ang hirap (P10)”.  | This theme describes that even though the students have gadgets and WiFi, they still find it difficult to do their task because of unstable internet connection. |

**Lack of gadget to use**

The pandemic coronavirus has compelled educational institutions to urgently convert to online and distance learning. Even if they are not equipped to teach and study entirely online, it pushes teachers and students to employ hybrid learning methods. A broad variety of information, including knowledge, may now be effectively stored, selected, and communicated using information technology (IT) (Altbach and Knight, 2007). P1 noted, "She had no cellphone to use, so she borrowed one from her siblings when she began studying or answering her modules." We did not have an internet connection; we were just utilizing a data connection." (P1).

Similar to P5, "It was difficult; she didn't have a gadget to use, so she borrowed one from her sister when she had an online class or they needed to meet." We also did not have internet, so we utilized a data connection. The signal is robust, and they seldom use telephones for simple searches. P7 also said, "He has no device; his brother is responsible for educating him. He has a smartphone, but I don't let him use it."

As a result, this technology has enabled the provision of a wide range of services. E-learning is the use of internet computers and other electronic devices, such as smartphones, which is today feasible and widely utilized (Ellis and Goodyear, 2013). Students' ability to actively engage in online learning activities and use digital materials is hindered owing to a lack of equipment. Technology is vital in education today, enabling students to perform online research, access instructional resources, collaborate with classmates, and communicate with instructors (Liu et al,2020). Without access to devices, students may struggle to keep up with their education's digital expectations, perhaps leading to knowledge and skill gaps.

**Unstable Internet Connection**

The internet's unstable nature presents major challenges to education, especially in the context of online learning. The unstable internet causes hurdles to fair access to education. Students with restricted or intermittent internet connectivity may struggle to fully engage in online learning activities, resulting in uneven educational opportunities (Huerta & Fishman, 2014). If there is no platform for uploading learning materials, parents may request them from the school by following the appropriate processes. Actually, this allows professors to work from home while their pupils study from home.

However, since online assessments are based on trial and error, they increase inconsistencies. Interactions and technical difficulties with the internet have an influence on students' performance and may result in more fails. The consequences may be negative for both the teacher and the students (Ancheta, 2022). P10 commented, "It was too hard when you were simply purchasing plenty. That was why we really needed wifi, but the connection was often unreliable for weeks at a time, making it tough." Similar to P9, "In terms of gadgets, there was no problem because he has a cellphone and a laptop to use, and we also have internet access." We opted to get an internet connection since it was difficult to live without one at the time. There were instances when the signal was poor, making it difficult to access the internet."

A few respondents also said that they had a mobile phone and data. It was not difficult since there was free internet in the barangay and they also offered the tablet, but because there were so many people connected to Wi-Fi, the connection grew poor, so we often paid data and used our cellphones" (P2). Further, P4 went on to say, "He was the only one who studied alone, he has a cellphone and access to internet, but he sometimes experienced unstable internet connection." A different comment (P3) stands out: "We also used cellphones to use and data connection, but its signal and access to internet was unstable signal because we only used data."

"We had a smartphone and internet, so Blended Learning wasn't too tough. However, there were occasions when the signal weakened. According to P8 and P6, the students found it challenging to adapt, particularly when utilizing tools like Zoom, which were utilized during Blended Learning.

To continue delivering its courses and let students to finish their degree, the switch to online teaching served as a backup strategy. The fact that impoverished nations, such as the Philippines, have areas without a reliable or even existent internet connection has, however, greatly hampered the shift to fully online education (Lapitan et al, 2021).

**Educational Attainment**

Parents reported that the degree of education has a significant influence on their child's learning, including knowledge deficit. The researchers ensure that this theme is consistent with the Statement of the Problem. Table 2.2 depicts the problems that parents confront while using blended learning for educational attainment.

Table 2.2 Challenges of parents during Blended learning in terms of Educational Attainment

| Themes               | Sample Statements   | Description  |
|----------------------|---|--|
| Knowledge Deficiency | <i>"Malaki ang nagging epekto kasi hindi ko siya gaanong natulungan lalo na sa English, natutulungan ko siya sa mga basic lang po katulad ng pagdaragdag at pagbabawas pati pagsusulat pero kapag mahirap po hindi ko na po siya natutulungan, nagpapatulong na lang siya sa mga nakakatanda niyang kapatid" (P1)</i> | This theme describes that the parents perceive unable to help their child's education due to their Educational Attainment. In this row, the parent has a lower level of education. |

### Knowledge Deficiency

When educating children at home, a parent's subject matter knowledge or educational experience is quite important. Teaching might be very tough for parents since not all of them have bachelor's degrees and others did not complete elementary school (Lopez, 2020). Lower-educated parents said they couldn't support their children with specific topic or utilizing proper technologies.

P1 said: "It had a big impact because I did not help him much especially in English, I could only help him with the basics such as adding and subtracting as well as writing, but when it was difficult I could not help him anymore, he just asked help from his elder siblings". P10 underlined that it had a significant influence; nevertheless, since she is now a senior person, she can no longer recall those events. So, if she couldn't respond, she just skipped it. P8 went on to say: "I can answer some questions of my grandson but since it has been a long time since I attended school, I have forgotten some, there were words that were new to my ears, so I often could not help him." Parents' lack of understanding in assisting with homework may have a substantial influence on their children's learning results (Brossard et al, 2020).

### Family Background

Parents faced challenges in terms of family background throughout the blended learning method. The researchers discovered that the parents highlighted two themes: the large number of children and a lack of parental participation. There may be issues incorporating parents for a variety of reasons, such as parents being too busy or being unable to instruct a large number of children. This table demonstrates the problems that parents face during blended learning based on their family history.

Table 2.3 Challenges of Parents during Blended Learning pertaining to Family Background

| Themes                       | Sample Statements  | Description  |
|------------------------------|--|--|
| Numerous Children            | <i>"Apat po silang magkakapatid, dalawang High School at dalawang Elementary kaya kapag tuturuan ko po sila talagang alternate dahil mahirap kapag pagsabay-sabayin lalo magkakaiba sila ng grade level" (P3).</i> | This theme describes the parents experienced struggling in their child's education due to numerous children and in different levels. |
| Lack of Parental Involvement | <i>"Dahil dalawa kaming nagtrabaho ng asawa ko hindi ko na talaga sila matutukan mas nakafocus kami sa mga trabaho namin kaya talagang pinatutor na lang naming sila" (P10)</i>                                    | This theme describes that some of the parents has lack of parental support on their children's learning.                             |

### Numerous Children

During the pandemic, families have found it difficult and tough to apply blended learning (Sabado et al, 2021). According to the study's findings, numerous parents were frustrated with having to educate their children across school levels (Abuhammad, 2020).

A parent told me, "They are four siblings, two High School and two Elementary so when I taught them alternately, because it was difficult to teach them at the same time, especially since they were in different grade

levels," according to P3. Another parent, P5, commented: "I have three children, one was Grade 7, one Grade 4, and one Grade 1, they were all studying so it was hard for me because they all need to be taught, especially Grade 1, but was happy because she was diligent and has initiative in her studies."

Additionally, P9 and P2 stressed the importance of time management, "As a parent, you must know how to divide your time" as well as "There are four of them studying so it's difficult for me, especially since I was the only one assisting them and they were in different grade levels, Grade 5, Kindergarten, Grade 3, and Grade 8 that was why I needed to have time management." Parents indicated that having several children is difficult, especially when they are at various developmental stages. It is difficult for them to support all of their children, which is why they have time management/alternative methods for teaching them all. According to the study, time management is crucial for organizing and arranging various tasks.

#### **Lack of Parental Involvement**

A lack of parental participation can lead to a gap between the home and school contexts. Parents who are not actively involved in their children's education may have a limited grasp of their child's development, challenges, and educational requirements (Henderson & Mapp, 2002). Most parents stated that "I did not help her in her modules; she frequently sought assistance from her older brother and aunt" (P4). "I had two granddaughters who were studying and were both in Grade 5 at the time, but I couldn't help them when they had questions." According to P8, their aunt was their buddy while they answered their modules.

P10 also stated, "Because both of us work, we are unable to focus on our children's education. We were so concentrated on our professions that we decided to pay someone to instruct them." From the perspective of an economist, parental engagement may be defined as the parent's direct effort to enhance their children's educational performance. This statement implies an education production function, and one of its reasons is parental involvement (Bouffard & Weiss, 2008).

#### **Financial and Employment Status**

Parents discussed their financial and job problems throughout the blended learning method. The parents have mentioned the concept created by the researchers, which is about financial budgeting. They discussed their experiences meeting the requirements of their family while also instructing their child, particularly intermediate learners. This table depicts the problems that parents experienced throughout the Blended Learning Approach in terms of Family Background and Employment.

**Table 2.4 Challenges of Parents during Blended Learning in terms of Financial and Employment Status.**

| <b>Themes</b>            | <b>Sample Statements</b>  | <b>Description</b>  |
|--------------------------|---|---|
| Minimal Income           | <i>"Naibibigay naman po ang pangangailangan niya dahil may trabaho naman kami parehas ng papa niya. Ako po nagmamassage at nagtututor at yong papa naman po niya musician. In terms of financial naman po nahahati naman po ang budget especially sa Internet Connection"</i> (P9)  | This theme shows the personal finances, allowing them to spend less and save more and be more intentional with their money, they prioritize what they really need not what they want. |
| Provide the family needs | <i>"Meron naman kami kahit papaano na cellphone kapag nagsabi yong teacher na kailangan sila makausap hindi naman palagi na may videocall. Nakaprovide naman kahit papaano hiraan na lang sila. Ako po wala namang trabaho yong papa lang po nila, driver po siya sa Manila po nagtrabaho bihira lang po umuwi. Yong ibinibigay po ng papa nila napagkakasiya naman po kahit papaano nabubudget, tipid-tipid na lang po"</i> (P5) | This theme describes that pandemic become difficult for every family because only one is working to provide the family needs.   |

#### **Minimal Income**

According to Horn et al. (2019), the minimum income method promotes simplicity, purposeful expenditure, and conscious financial behaviors. Minimal Income helps parents to live within their means and prioritize necessary spending, lowering financial stress.

Most parents remarked, "We were able to meet their needs because they have WiFi to use for their online classes, and when there is a power outage, we simply buy a load for our cellphone." His father works as a delivery guy, but because of the pandemic, the money had to be shared based on our requirements, which was challenging."

P8. Similar to P9, "We can meet his requirements since we both have jobs. I provide massage and tutoring, and his father is a musician. In terms of money, the budget is split, particularly for Internet bills."The family's income may be supplemented by direct public assistance, interest on investments, program services revenue, government grants, and other revenue sources. Families with several sources of income may better arrange finances to pay expenditures such as internet bills (Gunnerson, 2019).

Minimal income pushes parents to value experiences and connections above material stuff. Living with less allows parents to lessen their financial commitments and the need to work long hours to maintain a luxury lifestyle to meet their child's requirements (Todd, Bodenhausen, Richeson, and Galinsky, 2011).

#### **Provide the family needs**

Parents allocate money to meet their children's basic necessities from childhood. They offer the greatest education possible and, on occasion, go above and above to provide children with more chances. As P5 noted, "We had a smartphone when the instructor indicated they needed online lessons. I do not have a job, and their father is a driver in Manila who works and seldom returns home. We distribute what their father provides them equally in financial terms." It is obvious that the parents are making sacrifices to guarantee that their children get the resources they need for an education. Despite financial constraints, parents strive to assist their children's learning and development (Hillman & Jenker, 2004).

Similar to P3: "We can afford the burden; fifty pesos is plenty for three days. It's challenging, but if you want, you can find a means to get past the fifty pesos. Farming is my primary source of income, although it is not always sufficient; nevertheless, I have a son who helps me, as well as assistance from my first wife. These parents are tough and inventive, finding ways to make ends meet while prioritizing their children's education (Bertin, 2018). Their commitment and drive are outstanding, demonstrating the value parents put on their children's future success.

#### **Coping of Parents amidst these Challenges**

Parents challenges never allowed them to fall behind, the additional role of parent as instructor helped them to seek deep to their abilities. Parents shared their experiences with the blended learning approach, and the majority of them adopted various types of routines to deal with the issues.

The researchers discovered that different forms of coping practices have different themes. This table shows the coping and routine of parents in coping with difficulties.

**Table 3. Parents' Coping amidst Challenges**

| Themes          | Sample Statements   | Description  |
|-----------------|---|--|
| Moral Support   | <i>"Kailangan niyong magbasa kasi minsan wala kaming data kaya tutok lang sa pag-aaral. Chini-cheer ko sila. At kailangan din talaga ng time management."</i> (P5)                                | This theme describes that parents motivate her child and not complacent to the online.   |
| Support         | <i>"Tulungan lang kaming mag-asawa tapos yung mga nagbabantay din sa kanila yung mga kapatid nya na matiyaga din magturo sa kanila, nag tutulungan lang din talaga kami dito sa bahay."</i> (P10) | This theme focuses on family teamwork during blended learning involves leveraging the strengths and expertise of family members.                   |
| Time management | <i>"Ako ang kumukuha at nagbabalik ng modules sa school. Normal pa rin po, normal lang ang trabaho hindi mabalda ang trabaho. Walang pagbabago ma'am"</i> (P3)                                    | This theme describes the time management or maintaining the same schedule of parents when it comes to his work and when it comes to his/her child. |

#### **Moral Support**

Parents' moral support is critical to children's achievement and well-being. Students need family assistance to overcome anxiety, self-doubt, and stress (Eng, 2023). Parents are supposed to support their children and adolescents until they are old enough and motivated to be self-sufficient (Pickhardt, 2011). A responder (P5) said, "I need to read. It is one of the most crucial things I do to help my children learn. I cheer



them up. I devote all of my time and effort to supporting and assisting them. Another statement from P9: "With the help of the family, we can survive the school year."

### **Family Support**

Moral support from parents is critical for children's achievement and well-being. Students need family help to overcome fear, self-doubt, and stress (Eng, 2023). Parents are required to assist their children and adolescents until they are old enough and ready to be independent.

A responder (P5) stated: "I need to read. It is one of the most crucial aspects of supporting my children as they develop. I make them feel better. I dedicate all of my time and effort to supporting and assisting them." Another statement from P9 is: "With the help of the family, we can survive the school year." Family support benefits pupils not just intellectually, but also emotionally, instilling a feeling of stability and confidence. Parents play an important role in giving their children with the support and advice they need to effectively traverse the obstacles of school (Roy & Giraldo-Garcia 2018).

### **Time management**

Parents all over the world are understandably concerned about how their children's routines are being interrupted. To address this issue, they created homemade timetables that ensure youngsters have something to do at all times and have a normal sleep-wake cycle. Using a timetable allows youngsters to feel less restless and more productive. It can also save you time on the internet and on your PC. "I take and return the modules to the school," majority of respondents replied. As stated by P4 "Nothing has changed, life is still the same here, nothing has changed, we just do not mind other things."As narrated by P6 and P8, "My schedule has remained same while shifting from face-to-face to blended learning. I could still manage my time, and that's what mattered."Regardless of the setup, it still normal day and hour for them, nothing changes very much. P9also mentioned that "It was the same routines during the face-to-face since he was conducting self-study; he takes the initiative and does not wait for me. He'd answer everything by himself."It shows how to properly manage parents' time during face to face and blended learning without affecting their work.

Time spent with children is valuable, and the amount and type of time parents spend with their children is frequently examined. According to research, the amount of time spent with children is associated to their scholastic and cognitive outcomes (Fiorini and Keane 2014; Hsin and Felfe 2014). Furthermore, parents value childcare time higher than other activities (Connelly and Kimmel 2015; Musik et al. 2016).

However, few parents felt the constraints of Blended Learning. Few of the respondents stated that "It was not possible to teach them at the same time because they have different grade levels, so they were taught one by one or depending on the time, especially when it is difficult at night" (P2). Similar to "It was changed a lot because before face-to-face you just take them to school and then you go home, they will hang around, unlike in their Blended Learning where you could not do anything because you would spend your time with them, sometimes that time in the laundry would be devoted to teaching. When it was breaking time, I went back to doing modules, teaching them, sometimes I could only do laundry at night. So, when it was already face-to-face, I was very grateful" (P5). Further, a respondent (P10) described, "Something has changed, in the morning, you would teach the children how to answer the modules. It took two hours in the afternoon. I could not really teach them full time because I have a job". Parents stated that many had changed, but they are still managing their time at work and teaching their children during blended learning.

Educators and parents play essential roles in the educational development of children. Students require assistance, motivation, and a high-quality education to succeed in school. With increasing household pressures, parental involvement in students' education goes outside the school structure. Many families are going through terrible times. The unpredictability of schedules and circumstances when juggling education, family situations, family time, work schedules, and other activities leaves only a limited amount of time to provide assistance in any one area.

### ***Motivation of parents in assisting their child learner***

Parents shared their experiences regarding the blended learning approach, most of them have different motivations in assisting their child during the approach. The researchers found that parents with different types of motivation lead to themes. Those themes were analyzed carefully by the researchers to line up with the Statement of the Problem. Table 4 simplifies question number 4.

**Table 4. Parents' Motivation in assisting their child learner**

| Themes                         | SampleStatement   | Description  |
|--------------------------------|---|--|
| Concerns for children's future | <p><i>"Syempre bilang isang magulang nakikita ko na wala silang future kung hindi sila mag- aral. Kung online lang kulang yung matututunan nila." (P3)</i></p> <p><i>"Pagsabihan ko siya na anak mag-aral kang mabuti, kasi mahirap yung walang pinag-aralan. Pero sa totoo lang Masipag siyang mag-aral." (P7)</i></p>   | This theme describes that parents motivates their children to study hard because they are concerns about their children's future.    |
| Aspirations of Parents         | <p><i>"Galingan nila mag-aral ahil mahirap ang buhay, palagi kong sinasabi sa kanila na dapat kahit papaano ay may pinag-aralan ka dahil mahirap ang walang pinag-aralan hindi ka makakakuha ng magandang trabaho". (P5)</i></p> <p><i>Syempre gusto rin po naming matuto sila at para malaman din nila ano yung mga ano hirap na mapagdadaanan bago makamit ang tagumpay". (P8 and P6)</i></p> | This theme describes that Parental aspirations refer to idealistic hopes or goals that parents may form regarding future attainment. |

### Concerns for Children's future

Several studies have revealed that even parents who are inexperienced with school programs are interested in their children's education and how to help them at home (Huang & Mason, 2008). It is important to provide resources and support from parents to actively engage in their children's learning.

The majority of the participants (P1, P2) said, "I want them to finish their studies," similar to "As a parent, I see that if they do not study, they will have no future." What people can learn online is inadequate, according to (P3). Another person (P4) said, "I want him to finish his studies." I will support him in whatever he chooses in the future. We'll be there for him as long as he studies and finishes his degree."

Furthermore, P7 said, "I always remind him that he should study well because it is difficult when you are uneducated." P9 and P10 said, "We see that he is persistent in finishing his studies; he is determined not to let his studies go." "He has a modular timetable. and "This kid of mine has to learn so maybe the next time they meet face-to-face, my child will be able to handle and not be left behind, particularly because bullying is a problem in our nation. I don't want my kid bullied, therefore I push him to study. I could see he was eager to learn, so I made every effort to educate him." P9 and P10 highlighted the importance of persistence and determination in education. They emphasized the need for a modular timetable to ensure effective learning. Additionally, they expressed concerns about bullying and the importance of education in empowering children to handle such situations.

There are importance of parental support in a child's education journey. Providing a strong foundation and encouragement, parents can help their children navigate challenges. (Llego, 2022). Parents play a crucial role in fostering a positive attitude towards learning and helping children develop essential skills for success. By being actively involved in their child's education, parents can create a supportive environment that encourages growth and achievement (Kelty, Wakabayashi, 2020).

### Aspirations of Parents

Parental aspirations are idealistic ideas or goals that parents may hold for their children's future success. According to Brummelman, Thomaes, Slagt, Overbeek, de Castro & Bushman, (2013), theorists have observed that parents sometimes transfer their own unfulfilled ambitions onto their child. Few respondents stated, "I always tell them that they need to study well because life is hard, that they should finish their studies and get a good job in the future" (P5). Along the lines of "We want them to learn and to also know what hardships they will go through before achieving success" (P6 & P8), this is also important. Parents who have unfulfilled ambitions may project those

aspirations onto their children, pushing them to succeed in ways they were unable to. It is crucial for parents to balance high expectations with realistic understanding of the challenges their children may face on the path to success (Wahi, 2023).

### Outcome of parent's assistance during blended learning

Parents have recognized the results of their aid throughout the blended learning method. These results form themes. The themes were carefully connected to the Statement of the Problem by the researchers, and Table 5 displays the findings of parental assistance during blended learning.

**Table 5. Outcomes of Parents Assistance in terms of biggest contributor**

| Themes                 | (F) | Sample Statement  | Description   |
|------------------------|-----|---|---|
| Improved Performance   | 2   | <p><i>"Happy naman ako kasi ano naman e maganda naman yung kinalabasan marunong naman sila. More on improvement naman sa academic". (P2)</i></p> <p><i>"Okay naman ngayon, mataas naman kasi siyempre tinutulungan siyang mag module e, mas mataas yung sa module niya kaysa ngayon. Mas maganda yung na eexplain kesa nababasa lang". (P7)</i></p> | This theme describes that there is improvement in academic performance of the student during BLA.                                       |
| Unimproved Performance | 3   | <p><i>"Mababa ang grades niya nong blended learning kesa nong face to face" (P1)</i></p> <p><i>"Nong face to face maganda ang grades niya. Mababa ang grade niya nong blended learning" (P3)</i></p> <p><i>"Mababa yung grades niya nong blended learning kasi hindi talaga siya natututo" (P10)</i></p>  | This theme describes that the assistance of parents unimproved the academic performance of their child during blended learning approach |

### Improved Performance

Many studies have shown that everyday parental involvement in their children's educational activities increases their performance (Driessen et al., 2005). Quite a few of the participants say, "I am happy because the outcome is good and there is more improvement in academics" (P2), "His grades are high because we help him do his modules; his grades during blended learning are higher than now, face-to-face" (P7). P2 and P7 report that their children's academic performance has improved significantly with their aid. According to various research, adolescents who include their parents perform better academically (Whitaker & Fiore, et al. 2001). According to research, parental involvement improves children's academic success more than socioeconomic status, race, ethnicity, or educational background (Durisic & Bunijevac, 2017).

### Unimproved Performance

Online learning may not be as advantageous to learners. According to Harper, McCormick, and Marron's (2024) study, the majority of individual module marks declined with blended learning compared to face-to-face delivery, resulting in an increase in necessary reassessments. Few respondents claimed that "Her grades are lower in blended learning than in face-to-face" (Mababa ang grades niya nong blended learning kea nong face-to-face) (P1). "During face-to-face meetings, his grades were excellent. His grade in integrated learning is dismal. Mababa ang grade niya ng integrated learning (P3). "His grades are low in blended learning because he did not really learn" (P10). According to the parents, their child's academic success is much greater in face-to-face instruction over blended learning. Parents were also concerned about how blended learning might affect their children's motivation and academic engagement (Doll, Calnin, Ragan, Mason, & House, 2022). Some parents said that their child's overall academic performance has suffered due to a lack of face-to-face engagement with instructors and classmates.

#### IV. CONCLUSIONS

Based on summary of findings the conclusion are as follows:

1. The COVID-19 pandemic had an enormous impact on the whole educational system. They experienced problems that put their parenting skills to the test, and it became clear that they continued to prefer face-to-face training because they felt that their children would be more attentive and engaged.
2. Online and modular learning presented several issues for parents. They ultimately adjusted and found a way to support their child's academic efforts. They eventually saw the benefits of the blended learning strategy in their child's academic performance throughout the pandemic.
3. Parents demonstrated their passion to guiding and teaching their children. They discovered a way to manage and alter their routine in the face of these problems by putting in more effort to help their children develop while still providing for the family's requirements.
4. Parents were driven by their own circumstances and worried about their children's future. Their eagerness to help their children study and finish their education made them nervous, preventing them from descending the ladder.
5. Parents saw these problems as a test of their parenting abilities and life lessons learned. Parents discovered persons and internet venues that offered support. It indicated that their sacrifices and efforts had paid off.
6. Overall, parents encountered new obstacles in their children's education; however, their hard work and dedication resulted in a positive outcome of success because they provide adequate and appropriate guidance to their child, particularly elementary learners in Grades 4 and 5, who are more observant and transitioning into adolescence.

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