



MAKING A PARENT-ACADEMICIAN COLLABORATION LEARNING ASSISTANCE PROGRAMME FOR DISTANCE LEARNERS

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Abstract

The purpose of this study was to investigate the important association between the self-support of parents and teachers for early childhood learning skills in recognised IPs schools located within District II, Kidapawan City Division during the school year 2021-2022. The research design was one that focused on descriptive correlation. A self-made questionnaire was given to the respondents, who were identified using a thorough enumeration to obtain nine (9) kinder teachers and simple random sample for the 164 kinder parents. The questionnaire was pretested for reliability using Cronbach's Alpha, which produced a 0.927. The use of the mean was what was done to determine the level of support for self-learning that was provided by parents and teachers for early childhood learning skills. The Pearson Product-Moment correlation and multiple linear regression analyses were used throughout the course of the study to assess the hypotheses.

The findings showed that parents were supportive of their children's efforts to increase their children's learning skills. Similarly, the teachers exhibited acts that were supportive of the students' learning skills in kindergarten. In addition, learning materials, motivation, and evaluation have a substantial relationship with one another and with one's ability to learn. The supportive activities of the children's parents had a substantial influence on the children's academic abilities. The students' ability to learn was shown to be improved as a result of the teachers' support. In conclusion, when teachers and parents show support for the learning requirements of students, those students' learning abilities will improve.

Keywords: Self-learning, Early Childhood, Socio-emotional, Content Delivery, Philippines.

1. INTRODUCTION

Parents and teachers share the objective of providing the finest educational experience for their children and learners. Each stakeholder adds unique talents and knowledge to the project on the child's learning progress. They must be mindful of what they can do to develop the knowledge and skill of the learner because the children's academic progress depends greatly on the motivation and ability of parents and teachers in facilitating mastery of learning skills.

Epstein (2009) asserted the numerous reasons for forming and establishing a school-community collaboration to aid learners for their academic success. Developing parental skills in facilitating learning enhances their skills in assisting their children. Hence, parents play maintaining a good and pleasant relationship with schools and should be involved in the learner's growth and education (Richardson, 2009; Sanders & Sheldon, 2009; Edwards & Alldred, 2000). More importantly, learners, parents, and teachers have a solid and pleasant relationship, they are more likely to succeed are sustained. Likewise, a close connection with the community needs to be established (Henderson & Berla, 1994; Sanders & Sheldon, 2009). The Philippine Department of Education (DepEd) developed and implemented programs to help Filipinos complete their education amid in pandemic (Dep.Ed.

2020). They recommended the use of modular approach of learning delivery; however, there were difficulties that parents and teachers faced. It was found that parents need to be guided by children's teachers on how parents conduct reading activities with their children as Pan, Gauvain, Liu, and Cheng (2006) put forward that a huge percentage of parents are unclear about how to engage their children in reading-related activities. Parents are unsure how to communicate with their children throughout their schoolwork for learning proficiency (Epstein, 2011). Therefore, the stated issues need further investigation and exploration for the stated that the learning program must be continued. As a result, the focus of this research was on the challenges and worries that parents and teachers in educating kinder children at home.

2. STATEMENT OF THE PROBLEM

This research determines the self-learning support of parents and teacher for early childhood learning skills. Specifically, it aimed to answer the following problems.

1. What is the extent of the parental support on self-learning in terms of learning environment, learning materials, motivation, evaluation?

2. What is the extent of self-learning support of teachers in terms of learning content delivery, learning activities, evaluation, output transmission, intervention for early childhood learning skills?
3. What is the level of the learning skills in terms of cognitive, fine motor, socio-emotional, and self-help skills self-learning?
4. Is there significant relationship between parents' support and early childhood learning skills?
5. Does the parents' support significantly influence early childhood learning skills?
6. Is there significant relationship between teachers' support and early childhood learning skills?
7. Does the teachers' support significantly influence the early childhood learning skills?

3. THEORETICAL FRAMEWORK

The value of kid features in determining children's school adjustment has been demonstrated via extensive study. The poverty level of children, for example. (Alexander & Entwisle, 1988; Entwisle & Alexander, 1993), intellect and cognitive preparedness (Christian, Morrison, & Bryant, 1998 & McCoy, 1997; Reynolds, 1991), communication abilities (Sturner, Funk, & Green, 1996; Walker, Greenwood, Hart & Carta, 1994), gender (Ellwein, Walsh, Eads, & Miller, 1991), ethnicity (Stone & Gridley, 1991), and personality (Rimm-Kaufman, 2010; Schoen & Nagle, 1994; Skarpness & Carson, 1987) all of these factors have been demonstrated to be essential in determining school adjustment. In terms of a student-centered viewpoint, the well-developed research on school transitions concerns children's transition to kindergarten. (e.g., Heaviside & Farris, 1993; Zill & Collins, 1995). The study provides useful information on kindergarten adjustment, they only account for about a fifth of the assumptions about school outcomes. (LaParo & Pianta, 1999).

This study addresses, child's environment throughout the preschool transformation, but it focuses on the effects of settings (institutions, preschools, classmates, and families and communities) on child competency in terms of a single, unidirectional effect. Nonetheless, this research explains part of the variance that the child-centered approach does not. Researchers, policymakers, and practitioners are using a more contextualized approach understanding as a result of this area of research, of preparedness (Meisels, 1999). These findings have aided our understanding of children at risk for kindergarten transition. Parents, teacher and beneficial interactions between these components will produce balance for personal development and learning. These essential interactions are all are part of a person's "mesosystem." (Bruner, 1966).

4. CONCEPTUAL FRAMEWORK

This study was focused on finding out the significant relationship between the support of parents and teachers for early childhood learning skills as well as their self-learning. For this study, the researcher reviewed the concept of Epstein and Sheldon (2016) that traditionally, parents and teacher take part in their children's and learner's acquisition of education, have the commitment

of assisting their children's and learners, and work cooperatively to provide them with skills to make progress of their own (Kumari 2016). Specifically, this study finds out the level of support of parents and teachers for early childhood learning skills as well as their self-learning.

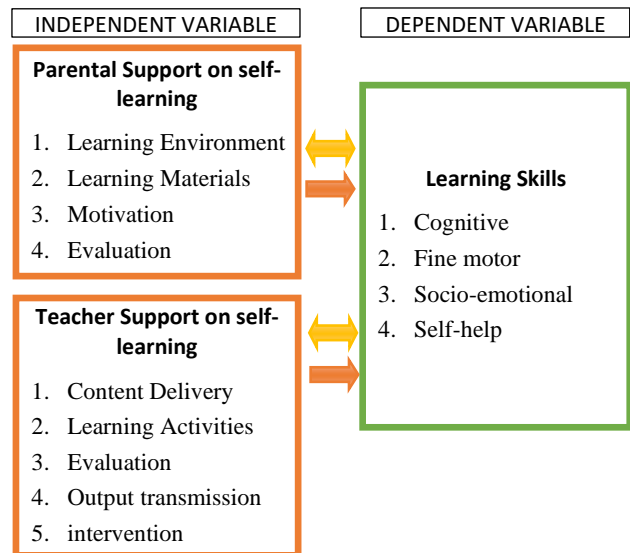


Figure 1 Schematic presentation of the independent variables and dependent variables of the study.

5. METHODS

Research Design

This study utilized a descriptive-correlation (Creswell, 2012) research design to describe and analyze the collated data from the identified kinder IP's school in Kidapawan City, District II to measure the self-learning support of parents and teachers for early childhood learning skills. This is accomplished by using descriptive rating the Likert-scale type survey. The relationship and influence between independent and dependent variables will explain the statistical results.

Data Gathering Methods

The researcher was prepared a letter addressed to the office of the Schools Division Superintendent requesting permission to conduct the study in selected schools of District II Kidapawan City Division.

Upon approval, the researcher furnished an approved copy of the letter to the principal together with the teachers to facilitate the conduct of the survey. The researcher will immediately proceed in administering the survey questionnaire, and explained the purpose and process of getting the data from the respondents, given enough time to the respondents to think, and analyse every item in the questionnaire. After the data were be completely gathered, these will be tallied and tabulated in excel form in preparation for statistical analysis and interpretation.

Participants of the Study

Table 1 Distribution of the number of kinder teachers and parents' support on self-learning skills

School	No. of teachers' support	No. of parents
Balabag ES	1	23
Datu Ambas Manib IPS	1	18
Datu Igwas IPS	1	34
Datu Ongcas IPS	1	20

Datu Umpan IPS	1	38
Lake Agco Integrated School	1	72
Lapan ES	1	31
Sayaban ES	1	30
Sumayahon ES	1	13
TOTAL	9	279

The respondents of the study were the kinder pupils' parents and teachers of identified IPs of District II, Kidapawan City Division. The researcher will ask the principal of each school for the names, emails, and phone numbers of teachers and parents. The researcher will contact them through messenger and orient them about the study.

Statistical Tools and Data Analysis

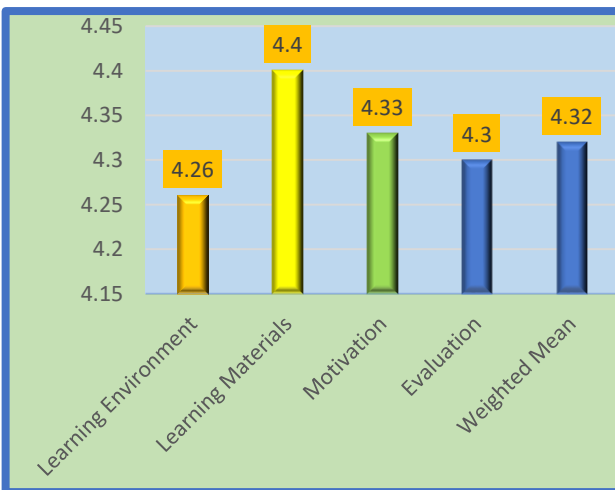
The weighted mean was used to determine the self-learning support of parents and teachers for early childhood learning skills. Pearson correlation coefficient was used to determine the relationship between the self-learning support of parents and teachers for early childhood learning skills. Then, Multiple Linear Regression analysis was used to test the significant influence of independent variables on the dependent variable parameters.

6. RESULTS AND FINDINGS

Summary of Results and Discussions

Research Problem No. 1

Extent of the parental support on self-learning in terms of learning environment, learning materials, motivation, evaluation



Level	Range	Description
5	4.50 – 5.00	Very Supportive
4	3.50 – 4.49	Supportive
3	2.50 – 3.49	Moderately Supportive
2	1.50 – 2.49	Less Supportive
1	1.00 – 1.49	Least Supportive

To sum up the extent of the parental support on self-learning, learning materials obtained the highest weighted mean of 4.4 described as supportive followed with motivation (4.33), evaluation (4.3), and learning environment (4.26) which are described as supportive respectively. The weighted mean of the four factors obtained 4.32 which is described as supportive.

Research Problem No. 2

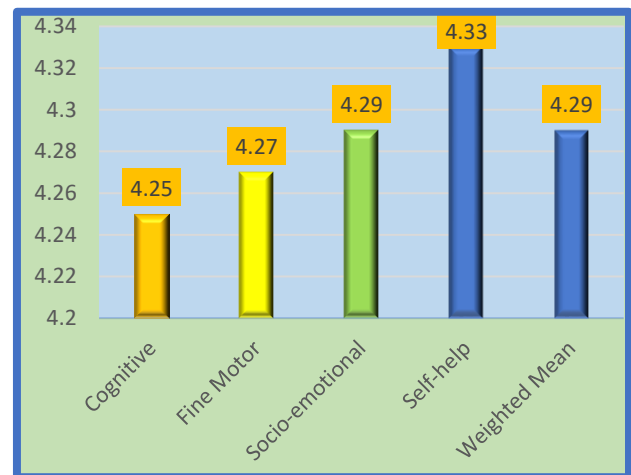
Level of self-learning support of teachers in terms of learning content delivery, learning activities, evaluation, output transmission, intervention for early childhood learning skills. To summarize the self-learning support of teachers, the graph revealed that learning activities obtained the highest mean of 4.4 which is described as supportive followed with learning content delivery (4.41), evaluation (4.41), intervention, and output transmission (4.36) which has a supportive description. The five factors resulted in obtaining a 4.4 weighted mean.



Level	Range	Description
5	4.50 – 5.00	Very Supportive
4	3.50 – 4.49	Supportive
3	2.50 – 3.49	Moderately Supportive
2	1.50 – 2.49	Less Supportive
1	1.00 – 1.49	Least Supportive

Research Problem No. 3

Level of the learning skills in terms of cognitive, fine motor, socio-emotional, and self-help skills self-learning



Level	Range	Description
5	4.50 – 5.00	Highly Skilled
4	3.50 – 4.49	Skilled
3	2.50 – 3.49	Moderately Skilled
2	1.50 – 2.49	Fairly Skilled
1	1.00 – 1.49	Poorly Skilled

To summarize the learning skills of pupils, the graph shows that self-help obtained the highest weighted mean of 4.33 described as skilled followed with socio-emotional (4.29), fine motor (4.27), and cognitive (4.25) which are described as skilled respectively. The learning skills of pupils obtained a general weighted mean of 4.29 described as skilled.

Research Problem No. 4

The result means that parental support is vital for learning skills. The presented probability values which are less than the set 1% level of significance means that the stated hypothesis is rejected. This implies that parental support is associated with learning skills in terms of cognitive which implies that as the support of parents is highly provided, chances are the learning skills will be improved. Hence, the more the parents provide conducive learning environment the children enhance their learning skills in terms of cognitive, fine motor, socio- emotional and self- help.

On the other hand, the result means that parental support is necessary for the development of learning skills particularly in cognitive, fine motor, and self- help. The presented probability values which are less than the set 1% level of significance means that the stated hypothesis is rejected. This implies that parental support is significant to the formation of skills. The learner develop control and employ a proper pencil grip, as well as investigate the usage of various drawing and creative instruments.

Furthermore, the result means that parental support are highly associated with learning skills in terms of motivation. The presented probability values which are less than the set 1% level of significance means that the stated hypothesis is rejected. This implies that parental support is necessary to develop learning skills. They have control over their pencil and use a proper pencil grip, and experiment with different drawing and art equipment.

In addition, the result means that parental support is significant to learning skills in terms of evaluation. The presented probability values which are less than the set 1% level of significance means that the stated hypothesis is rejected. This implies that parental support is significant to parental skills on maintaining in terms of toy exploration requires, balance while sitting or standing and using both hands.

Table 2 Correlation matrix showing the relationship of the parental support and the Learning Skills

Parental Support		Cognitive	Fine Motor	Socio – Emo.	Self - Help
Learning Environment	Pearson R	0.271**	0.288**	0.241**	0.179*
	Probability	0.000	0.000	0.002	0.021
Learning Materials	Pearson R	0.252**	0.200**	0.134	0.230**
	Probability	0.001	0.010	0.087	0.003
Motivation	Pearson R	0.210**	0.296**	0.207**	0.231**
	Probability	0.007	0.000	0.008	0.003
Evaluation	Pearson R	0.235**	0.185*	0.183*	0.240**
	Probability	0.002	0.017	0.018	0.002

*. Correlation is Significant at 0.05 level.
 **. Correlation is Significant at 0.01 level.

Research Problem No. 5.

Table 3 Influence of the parental support practices on the learning skills of pupils

Parental Support Practices		Learning Skills of Pupils			
		Cognitive	Fine Motor	Socio-Emotional	Self-Help
Learning Environment	t-value	1.944	2.250	2.115	0.551
	probability	0.047*	0.026*	0.036*	0.583
Learning Materials	t-value	1.490	0.495	-0.061	1.590
	probability	0.138	0.621	0.951	0.062
Motivation	t-value	0.511	2.250	1.114	1.145

Evaluation	probability	0.610	0.026*	0.267	0.254
	t-value	1.629	0.415	1.070	1.667
	probability	0.105	0.679	0.286	0.047*

The findings in Table 3 revealed that as an outcome, students can master critical thinking and creative thinking skills in a more relevant and effective way using the inquiry learning technique. Critical thinking is the most valuable skill that a school can impart to its graduates, and it becomes a learning objective at all levels of study (Thompson, 2011). A wide range of diseases, including autism, ADHD, and externalizing behavior problems, have been linked to motor impairments in clinical samples. (Livesey, Keen, Rouse, & White, 2006; Williams, Whiten, & Singh, 2004). The result conforms to the statements of (Gutiérrez and Expósito, 2015) a result, "if a person tends to be individualistic, they will struggle to develop social skills in order to be emotionally competent in interactions with others, and hence will not have self-control or influence over others while in situations of social interaction."

Among the parental support involved in the study, evaluation was found as best predictor on self- help. The more parental support received by the child, the earlier is the development of self- help. In support, Biggs (1987) described 'metalearning' in terms of the metacognition skills involved in student learning and suggested that metacognition is the key to understanding student learning. Improving students' metacognitive skills could be expected to deepen their approaches to learning, and to increase their motivation to learn (Butler and Winne 1995; Schunk 1995).

Research Problem No. 6

Table 4 Correlation matrix showing the relationship of the teacher support and the Learning Skills

Teacher Support		Cognitive	Fine Motor	Socio – Emo.	Self - Help
Content Delivery	Pearson R	0.226**	0.266**	0.346**	0.268**
	Probability	0.004	0.001	0.000	0.001
Learning Activities	Pearson R	0.140	0.321**	0.294**	0.349**
	Probability	0.074	0.000	0.000	0.000
Evaluation	Pearson R	0.159*	0.225**	0.280**	0.364**
	Probability	0.041	0.004	0.000	0.000
Output Transmission	Pearson R	0.155*	0.317**	0.386**	0.315**
	Probability	0.046	0.000	0.000	0.000
Intervention	Pearson R	0.158*	0.203**	0.272**	0.316**
	Probability	0.043	0.009	0.000	0.000

*. Correlation is Significant at 0.05 level.
 **. Correlation is Significant at 0.01 level.

The result implies that the teacher support to learning skills on catering the students differently on the basis of ability, rates of learning and interest, considering lessons and activities centered on the students that are connected to real world applications. Furthermore, it implies that teacher support on learning skills in creating a learning activity allows other members of the family to join for learning development. When the quality of learning activities is improved, learning skills will follow. Tomlinson (1995) stresses, that a teacher's performance depends on classroom management and routines, preparing both students and parents for a differentiated approach to learning, and collaborating with other faculty members to coordinate a team approach to learning.

The result in the presented table also means that teacher support is significant to learning skills. The presented

probability values which are less than the set 1% level of significance means that the stated hypothesis is rejected. It further implies that as the teacher support in evaluation of learning skills heightens students learning skills, will also be raised. The teachers who susceptible to the influx of fresh customized performance information provided by classroom-observation-based evaluation because they were in the middle of their careers and hadn't been evaluated systematically in years. Where tailored evaluative feedback is given more frequently, the effects may be smaller. (Bergemann, and Välimäki. 2002). It further implies that teacher support on learning skills in incorporating strategies which address the diverse needs of learners, and modeling the skills, concepts, attributes, or thinking processes for mastery. The teachers are prepared to attend accessible input because they have an excellent awareness and comprehension of the information, as well as favorable attitudes, such as a prior interest in or positive attitude toward a strong realization of a need for input or change, or a strong feeling of discomfort at a prior collision of beliefs. (Pennington, 1996).

Lastly, the result implies that on the teacher support and learning skills allowing students to relax before doing another learning activity, and communicating to student specific standards to improve learning. Teachers must have opportunities to observe and get regular feedback on their own teaching practice in order to receive good teacher professional development. (Pianta, Mashburn, et al., 2008).

Research Problem No. 7

Table 5 Influence of the tutoring practices on the reading performance of the learners

Teachers' Support		Learning Skills of Pupils			
		Cognitive	Fine Motor	Socio-Emotional	Self-Help
Content Delivery	t-value	1.807	0.936	1.972	0.245
	probability	0.050*	0.351	0.050*	0.807
Learning Activities	t-value	0.165	2.199	0.986	2.342
	probability	0.869	0.029*	0.326	0.020*
Evaluation	t-value	0.348	0.382	0.479	2.017
	probability	0.729	0.703	0.632	0.045
Output Transmission	t-value	0.363	2.036	2.685	1.071
	probability	0.717	0.043*	0.008**	0.286
Intervention	t-value	0.470	-0.126	0.328	0.826
	probability	0.639	0.900	0.743	0.410

The result presented in Table 5 implies that among the teacher support on learning skills it appeared that content delivery is the best prediction involved in the study in performing problem-solving tasks, and arranging items based on size from smallest to largest. Several research findings, notably the idea of gaining, have indicated a link between critical thinking skills and learning outcomes. Learning outcomes, particularly idea acquisition and cognitive ability, are strongly linked to critical thinking. (Alter, 2009; Chukwuyenum, 2013; Dehghani, Sani, Pakmehr, and Malekzadeh, 2011). Further, it came out that learning activities and output transmission are best predictors on the development of learning skills. In fact, clinical samples, motor impairments have been seen in a variety of diseases, including autism and externalizing behavior disorders. (Livesey, Keen, Rouse, & White, 2006; Williams, Whiten, & Singh, 2004). Moreover, it is

noted that content delivery and output transmission are the best predictors to socio-emotional. It implies that teacher support in learning skills have listening with interest to the stories for 10 minutes it relies on teacher on how you arouse the pupils' interest to listen up to the end of the story.

The holistic, or integrated, skills paradigm organizes socio-emotional skills. We agree with Le Boterf (2001) that the consequence of a combination and dual mobilization of incorporated and personal resources (knowledge, understand, personal attributes, and experience) as well as contextual resources, talent is a construction (e.g., documentary networks, databanks and tools). Learning activities was found the best predictor of self-help. It implies that teacher support on learning skills that having enough stamina and strength to play with peer, using both hands equally to play with and explore toys.

The competency profile envisaged consisted of five student tasks or behaviors of self-directed learning: personal responsibility, adaptability, self-direction, and self-monitoring. Some developmental threads on improving learning skills were drawn up in designing such experience: practical advice (Rowntree 1988), training exercises (Gibbs 1981).

7. CONCLUSIONS

As shown in the findings and analysis in this study, it can be concluded that parental and teacher support is critical for learning skill development. The more parents and teachers provide a conducive learning environment, the more children improve their cognitive, fine motor, socio-emotional, and self-help skills. Furthermore, the setting effective instructional arrangement, guiding the child how to utilize the reading materials, recognizing the child's learning engagement and enhancing evaluation tools to improve the learning performance of the child has a positive influence for the child learning skills.

The system of integrated parents supports for the children's learning skills, parental involvement has a great impact to their children's education. Moreover, on teachers' support there is a significant influence in term of content delivery, learning activities, evaluation, output transmission and intervention on the child's learning skills. It implies that teachers' and parents' support on learning skills of student's performance shows a significance influence on the early childhood learning skills of a learners. Considering the impact of parenting and teaching would be a great help to strengthening the relationship and enhance parent-teacher-child relationship.

8. RECOMMENDATIONS

Based on the findings and conclusion, this study offers the following recommendation:

1. Parents may consider providing conducive learning environment to children to enhance their learning skills in terms of cognitive, fine motor, socio-emotional, and self-help.
2. Parents may also enhance support learning skills particularly in cognitive, fine motor and self-help by facilitating home learning.

3. Parents may provide a favorable learning environment contributes to the development of cognitive skills of the learners.
4. School may provide series of activities to enhance the teachers' competence and the learning skills of the children.

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