

## Parents' Difficulties and Coping Mechanism towards Successful Learning in Public Secondary Schools during Remote Learning

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Available online at: <http://www.ijcert.org>

Received: 17/06/2021,

Revised: 19/06/2021,

Accepted: 26/06/2021,

Published: 01/07/2021

### Abstract:

**Background/Objectives:** This study investigated the difficulties of parents in their children's education and their coping mechanisms towards successful learning during the remote learning amidst pandemic. The respondents are parents of students of senior high school of Botolan, Iba and Palauig Districts of Zone II, Department of Education, Division of Zambales, Philippines during the first quarter of the school year 2020-2021.

**Methods/Statistical analysis:** The present study was descriptive research. ANOVA was used to test the hypothesis.

**Findings:** Results revealed that the parents are female, belong to middle adulthood, have four children, high school graduates, and belong to the poverty threshold. The parents agreed that they had encountered difficulties in their children's successful learning during the pandemic time, mainly limited educational resources. Therefore, the parents agreed upon the approach strategy as their coping mechanism towards successfully learning their children during the pandemic. The Analysis of Variance result found a significant difference in parents' perception of the Approach Strategy and Avoidant Strategy as Coping Mechanisms in teaching their children toward successful learning in terms of age. Moreover, there is a significant difference in parents' perception of the neither Neither Approach nor Avoidant Strategy as Coping Mechanism in teaching their children toward successful learning in several children. A Model/Plan to address parents' difficulties in children's successful learning was prepared and proposed by the researchers.

**Improvements/Applications:** The researchers will propose the prepared Model Plan to address the difficulties and challenges encountered by parents in children's successful learning during the pandemic to the Administrators of Public Secondary Schools Division of Zambales for further review and future implementation.

**Keywords:** Parents, Difficulties, Coping Mechanism, children, Successful Learning, Quarantines

## 1. Introduction

The COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents. Closures of schools and other learning spaces have impacted 94 per cent of the world's student population,

up to 99 per cent in low and lower-middle income countries [1]. As the health crisis unfolded, causing massive socio-economic disruptions, education systems around the world were swift to react and adapt. Governments responded quickly to ensure education continuity and protect the safety

of learners and education actors by closing schools and other learning spaces [1].

According to Wadley [2] COVID-19 forced millions of parents around the world to educate their children at home. At the start of the pandemic, nearly 80% of parents were educating their child at home. This came alongside a plethora of issues for parents, including a lack of resources such as computers and poor internet connection and a feeling of being overwhelmed. The COVID-19 pandemic presented parents with new challenges on how best to prepare and support their children for a different school experience. In the early days of the pandemic, nearly 80% of parents were educating their child at home. Social distancing and stay-at-home orders disconnected millions of children from in-person education and left little time for parents to prepare to support their children's education at home.

In the Philippines, the Department of Education make sure that the education of their learners will continue in the School Year 2020- 2021. The Basic Education- Learning Continuity Plan was approved by the Inter Agency Task Force that teaching and learning of the students are important during this crying times. Schools and community learning centers are closed. No face- to- face classes are conducted this school year but different learning modalities were implemented from basic education to higher education institutions.

According to the recently published survey to guide an education response to the coronavirus (COVID-19) pandemic, education leaders in 98 countries said that supporting parents is among the top priorities in response to the crisis [3]. More than 70% of the respondents reported that supporting parents and caregivers as they help their children learn at home is critically important – along with the support for teachers and students. But more than 70% said it's challenging to support parents, possibly because it is difficult for parents to stay available or for schools to communicate with parents [3]

The beginning of the new school year brought many challenges to schools, teachers, children and parents, who had to adapt to the new method of teaching and learning in the conditions imposed by the COVID-19 pandemic [4]. Under the new circumstances, the quality and inclusion of education are at stake and many children are at an increased risk of being left behind [5].

Teachers from Zone II, Division of Zambales focused on the flexible learning method. The delivery of instructions and assessments to the learners were limited because they have chosen the self- learning modules and online learning approaches. With these changes in education setting, parents have the opportunity to oversee the home schooling of their children. During this time, parents engagement in the learning process of their children is significant with regards to their guidance, motivation and

tutoring in their lessons. A shift in the paradigm of education is new to all parents. Spending more time with their children in helping their module is different from what they usually do. However, they continue to embrace and adapt the changes because of the importance of education to their children even though they are facing difficulties on the modular distance education. This necessitates the conduct of a study of ascertaining the challenges and difficulties of assisting children's education and determining the parental coping mechanisms towards children's successful learning during the COVID-19 pandemic.

The key results of the study would give an information to the parents on their strategies as coping mechanism in teaching the students towards successful learning. Proper guidance in assisting the children on their school- related activities and monitoring the academic performance of children will be more applied. Teachers, Principals/School Heads would be more involved in their students and parents during the remote and distance learning, primarily in accomplishing modules, monitoring students' progress, and addressing some issues and difficulties of parents in this situation of 'new normal' in education. The present study proposed a model/plan in which appropriately and regular utilized by teachers and school heads can somehow ease and help parent overcome and cope with difficulties experienced in the distance education during coronavirus world crisis.

## 2. Objectives of the Study

This study aimed to determine the challenges and difficulties of assisting children's education and determining the parental coping mechanisms towards children's successful learning during the pandemic. The results of the study served as the basis to propose a model/plan to address the difficulties of parents on the children's successful learning. Specifically, it sought to answer the following questions:

1. What is the demographic profile of the parent-respondents in terms of age, sex, highest educational attainment, family's monthly income; and number of children in the family?
2. What are the difficulties encountered by the parents in their children's successful learning during pandemic in terms of Time Management, Limited Educational Resources; and Facilitating Learning?
3. How may the parental coping mechanisms towards successful learning during pandemic in terms of Approach Strategy, Avoidant Strategy, and Neither Approach nor Avoidant Strategy?
4. Is there a significant difference on the parental coping mechanisms during pandemic when grouped according to demographic profile of the parent- respondents?

5. What model/plan can be proposed to address the challenges/difficulties of parents in children's successful learning during the pandemic?

### 3. Hypothesis

The hypothesis presented below was tested by this study.

There is no significant difference on the parental coping mechanisms during pandemic when grouped according to demographic profile of the parent- respondents such as age, sex, highest educational attainment, family's monthly income; and number of children in the family.

### 4. Methodology

The descriptive research design and quantitative in analysis was employed in this study. Descriptive research makes observations and describes the results of those findings, providing an accounting and delineating components of a problem. The instrument used in the present study served to gather responses from the parents' profile variables, the challenges towards children's learning and the parental coping mechanisms towards successful learning during the pandemic. With the current situation due to COVID- 19 pandemic, parents are more engaged in their children's' learning. The parents of Grade 11 and Grade 12 students under the HUMSS Strand public secondary schools of Palauig, Iba and Botolan Districts Zone II, Department of Education, Division of Zambales, Philippines. There are 302 parents as population. The slovins' formula with 95% confidence level and 5% margin of error was employed by the researchers to compute the sample of the study respondents

Part 1 of the survey questionnaire identified the profile of the parent-respondents. Part 2 assessed the difficulties of parents toward successful learning of their children in terms of time management, limited educational resources, and facilitating learning. The 4point scale (4- strongly agree; 3- agree; 2- disagree; and 1- strongly agree) was used in the assessment of the difficulties the parents encountered. Part 3 determined the parental coping mechanisms that includes the approach strategy, avoidant strategy and neither approach nor avoidant strategy. The instrument was used the Subscales of the Brief-COPE Scale [6]. The Brief-COPE scale self-report questionnaire was designed to measure effective and ineffective ways to cope with a stressful life event.

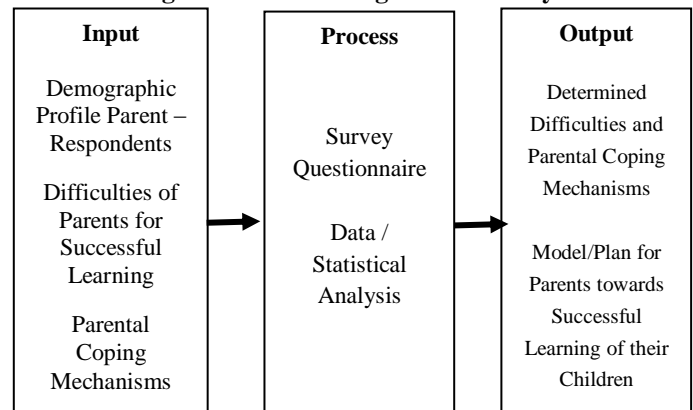
To check the validity of instrument, the questionnaire was subjected to cronbach alpha. A pilot testing was carried out on the instrument using a sample size of fifteen (15) parents of Grade 11 and 12 students under the HUMSS Strand in Polytechnic College of Botolan (PCB), Botolan, Zambales. For the summary of results, under the

statements on the difficulties of parents have 0.906, and parental coping mechanisms have 0.948 and those items/statements under the questionnaire were tested to exhibit high levels of validity and reliability.

After the questionnaires have been validated, the researchers prepared a letter to ask permission from the Schools Division Superintendent of the Department of Education Division of Zambales and respective School Principals/Heads for conduct the study. Once approved, the researchers personally administered the distribution of the questionnaire to the parents of students of public secondary schools of Palauig, Iba and Botolan Districts. The researchers explained to the respondents the objectives of the study and assured to them the confidentiality of their responses. After a week, the researchers collected the questionnaire from the parent-respondents for consolidation, tabulation, analysis and interpretation of the data. The researchers employed the SPSS 20 software for data analysis and treatment. The study employed descriptive statistics (percentage, frequency, weighted mean) and inferential statistics (ANOVA or F-test).

This study utilized Input-Process-Output Paradigm/Frame. Input box indicates the responses from the respondents on their demographic profile and the difficulties and parental coping mechanisms towards successful learning. Process box indicates the utilization of questionnaire as the main tool in data gathering. Frequency, percentage, weighted mean and F-test using the SPSS software were used to analyze and interpret the data gathered.

**Figure 1. The Paradigm of the Study**



Indicated in the output box were the main goals of this study such as the (1) determined difficulties, and Parental coping mechanisms for successful learning; and (2) the proposed Model/Plan for the parents towards improved and successful learning of their children.

## 5. Results and Discussion

### 1. Profile of the Parent- Respondents

**Table 1. Frequency and Percentage Distribution of the Parent-Respondents' Profile**

Age	Frequency	Percent
<b>Total</b>	<b>302</b>	<b>100.00</b>
<b>Mean = 44.64 years old</b>		
Sex	Frequency	Percent
Male	52	17.22
Female	250	82.78
<b>Total</b>	<b>302</b>	<b>100.00</b>
Highest Educational Attainment	Frequency	Percent
Post Graduate	10	3.31
College Graduate	52	17.22
College Undergraduate	65	21.52
High School Graduate	90	29.80
High School Undergraduate	46	15.23
Elementary Graduate	27	8.94
Elementary Undergraduate	12	3.97
<b>Total</b>	<b>302</b>	<b>100.00</b>
Family Monthly Income	Frequency	Percent
<b>Total</b>	<b>302</b>	<b>100.00</b>
<b>Mean =Php10,587.25</b>		
Number of Children	Frequency	Percent
<b>Total</b>	<b>302</b>	<b>100.00</b>
<b>Mean= 3.71</b>		

**Age.** The mean age of the household-respondents was 44.64 years old. Orbeta & Paque [7] and Almazan's [8] studies found that 33 or 23.9 female respondents belong to age range of 41-45 years old. Moreover, the parents/households of the present study belong to age range or age bracket of middle adulthood which according to Elkind [2003 in Sembrano, de Guzman & Orge, 9] extends from 35-65 years. It is the period in which significant relationships are within the workplace, the community and the family.

**Sex.** Of the 302 parent-respondents, 250 or 82.78% are female respondents and 52 or 17.22% are male respondents. The figures reveal that an overwhelming majority (250 or 82.78%) of the respondents is represented by females or wives/mothers. In the study of Almazan's (2014) [8] and Dizon Jr, de Guzman, & Orge (2021) [10] more than half of the respondents are housewife (82.11 percent). Moreover, Barrera-Osorio, Bertrand, Linden, & Perez-Calle. (2016) [11] stated further that the family respondents in their study were mainly women, homemaker and affirmed to be recipients of Government's Social Protection Program.

**Highest Educational Attainment.** Of the 302 parent-respondents, 90 parents or 29.80% were High School

Graduates; 65 or 21.52% parents were College undergraduates and 52 or 17.22% were College Graduates. Most of the parent respondents are High School Graduates, followed by College undergraduates and College Graduates. The parent respondents of the present study were high school graduates. However, significant percentage were College undergraduates and College Graduates. In the study of Dangle & Sumaoang [12], parent participants reached high school level. According to Reyes-Chua, et al. [13] the level of educational attainment can also be rooted to socio-economic factor of the family and personal factor such as attitude towards the value of education.

**Family Monthly Income.** The mean income was Php10, 587.25. Result from the mean of monthly family income (Php10, 587.25) of the parent-respondents suggests that they belong to the so-called poverty threshold. Based from the data of National Economic and Development Authority [14]. Nowadays, the poorest Filipino families earn 6,000.00 to 10,000.00 pesos a month [15].

**Number of Children.** The mean was 3.71 or 4 children. Result on the number children reveal that the respondents have at least 4 children in the family. This Based from the data obtained by Almazan [8], almost half of the respondents have a family size of 4 to 5 with a frequency of 75 or 46.58 percent. Households in the study of Sembrano, de Guzman & Orge [9] have children ranging from four to five.

### 2. Difficulties Encountered by the Parents in Their Children's Successful Learning.

**Time Management:** For the result on the Difficulties encountered by the parents as to Time Management, ranked 1st was Indicator 1, Limited time to guide my child in his/her lessons (WM=2.87) interpreted as Agree followed by Indicator 3, Less time to check my child's written and performance tasks due to the demand of work (WM=2.65, ranked 2nd) interpreted as Agree. Limited time to guide their children in their module lessons as well as in checking their children's written and other outputs due to other chores at home and responsibilities of their regular work were the difficulties the parents experienced during this pandemic and towards their children's learning. Koskela, et al. [16] showed the importance of parents and teachers as well as networks in supporting family resilience for their children's continuous learning during rapid changes. Indicator 5, Cannot communicate with my child's adviser and teachers for the child's concern (WM=2.21) interpreted as Disagree was the indicator that obtained the least weighted mean. The parents also agreed that they find it hard to communicate well with their children's adviser and other subject teachers to air their children's concern about the learning modules. Koskela, et al. [16] revealed that families'

individual needs should be acknowledged and met in a sustainable way to support children's learning in changing settings, including remote schooling. The results of the study of Prime, Wade & Browne [17] show the importance of schools and teachers as well as networks in supporting family resilience during rapid changes. The Overall Weighted Mean was 2.55 with qualitative rating of Agree.

**Table 2. Difficulties Encountered by the Parents as to Time Management**

Time Management		WM	QR	Rank
1.	Limited time to guide my child in his/her lessons.	2.87	Agree	1
2.	Less time for distribution and retrieval of the self- learning modules on the scheduled date.	2.56	Agree	3
3.	Less time to check my child's written and performance tasks due to the demand of work.	2.65	Agree	2
4.	Unable to monitor my child's learning progress.	2.45	Disagree	4
5.	Cannot communicate with my child's adviser and teachers for the child's concern.	2.21	Disagree	5
<b>Overall Weighted Mean</b>		<b>2.55</b>	<b>Agree</b>	
Educational Resources		WM	QR	Rank
1.	Limited reading materials used as additional references at home.	2.79	Agree	4
2.	Slow internet connection for information searching.	2.98	Agree	1
3.	Limited gadgets available due to the sharing of laptop, smart phone or tablet.	2.96	Agree	2
4.	Limited text books related on the subject.	2.86	Agree	3
5.	No learning materials given by the teachers except for the self- learning modules.	2.59	Agree	5
<b>Overall Weighted Mean</b>		<b>2.84</b>	<b>Agree</b>	
Facilitating Learning		WM	QR	Rank
1.	Difficult to understand questions asked by my child.	2.58	Agree	1
2.	Can't explain well the content of the lesson indicated in the self- learning module.	2.54	Agree	2
3.	Not sure on how to do the written and performance tasks of my child.	2.50	Agree	3
4.	Can't help my child in answering the written performance in the self- learning module.	2.46	Disagree	4
5.	Difficult to understand the meaning of words or statements.	2.45	Disagree	5
<b>Overall Weighted Mean</b>		<b>2.51</b>	<b>Agree</b>	

**Limited Educational Resources.** For the result on the Difficulties encountered by the parents as to Limited Educational Resources, ranked 1<sup>st</sup> was Indicator 2, Slow internet connection for information searching (WM=2.98) interpreted as Agree followed by Indicator 3, Limited gadgets available due to the sharing of laptop, smart phone or

tablet (WM=2.96, ranked 2<sup>nd</sup>) interpreted as Agree. The parents of the senior high school agreed that the most encountered difficulties towards their children's learning during this pandemic time were slow internet connection and limited gadgets available because parents and children are sharing the same laptop, smart phone or tablet. The study of Koskela, et al. [16] found that parents were worried about the learning and wellbeing of their children as well as management of daily life and use of information and communications technology (ICT). This study of Tso, et al. [18] identifies vulnerable groups of children and highlights the importance of strengthening family coherence, reinforce learning and responsible use of electronic devices in promoting education and psychosocial wellbeing of children during the COVID-19 pandemic. Indicator 5, No learning materials given by the teachers except for the self- learning modules. (WM=2.59) interpreted as Agree was the indicator that obtained the least weighted mean. The parents find it difficult if there is no other learning materials given by the teachers except the self- learning modules. In general, socio-economic status and particularly economic stability affects parents' roles and responsibilities during pandemic [19]. Some parents emphasized the importance of having materials and tools that supported their child's learning during the school lockdown. The Overall Weighted Mean was 2.84 with qualitative rating of Agree.

**Facilitating Learning.** For the result on the Difficulties encountered by the parents as to Facilitating Learning, ranked 1<sup>st</sup> was Indicator 1, Difficult to understand questions asked by my child. (WM=2.58) interpreted as Agree followed by Indicator 2, Can't explain well the content of the lesson indicated in the self- learning module (WM=2.54, ranked 2<sup>nd</sup>) interpreted as Agree. The parents of the senior high school agreed that the most encountered difficulties towards their children's learning during this pandemic time were related to assisting to answer the learning modules and responding too many questions/inquiries of their children. UNESCO [20] stressed that parents and children should collaborate in learning activities. Wang, et al. [21] argued that during distance/remote learning, parents have to become a source of comfort in easing the difficulties of new modality in order to learn (e.g. learning modules). Indicator 5, Difficult to understand the meaning of words or statements (WM=2.45) interpreted as Disagree was the indicator that obtained the least weighted mean. Parents also agreed they found difficulty in comprehending the meaning of their children's words or statements. The findings of Spinelli, et al. [22], revealed that the lack of support these children receive in such a difficult moment may be the reason for their more pronounced psychological symptoms. Povey, et al. [25] stressed that parental involvement in distance learning is considered important for the academic achievement of



students. The Overall Weighted Mean was 2.51 with qualitative rating of Agree.

### 3. Parental Coping Mechanisms Towards Successful Learning during the Pandemic

**Table 3. Perceived Parental Coping Mechanism**

Approach Strategies		WM	QR	Rank
1.	I've been concentrating my efforts on doing something about the situation I'm in.	3.12	Agree	2
2.	I've been taking action to try to make the situation better.	3.19	Agree	1
3.	I've been getting emotional support from others.	2.78	Agree	5
4.	I've been trying to come up with a strategy about what to do.	3.05	Agree	3
5.	I've been trying to get advice or help from other people about what.	3.00	Agree	4
<b>Overall Weighted Mean</b>		<b>3.03</b>	<b>Agree</b>	
Avoidant Strategies		WM	QR	Rank
1.	I've been turning to work or other activities to take my mind off things.	2.90	Agree	1
2.	I've been doing something to think about it less, such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping.	2.65	Agree	2
3.	I've been saying to myself "this isn't real".	2.44	Disagree	4
4.	I've been refusing to believe that it has happened.	2.51	Agree	3
5.	I've been giving up trying to deal with it.	2.35	Disagree	5
<b>Overall Weighted Mean</b>		<b>2.57</b>	<b>Agree</b>	
Neither Approach Nor Avoidant Strategies		WM	QR	Rank
1.	I've been making jokes about it.	2.43	Disagree	4
2.	I've been making fun of the situation.	2.39	Disagree	5
3.	I've been trying to find comfort in my religion or spiritual beliefs.	3.04	Agree	3
4.	I've been praying or meditating.	3.19	Agree	2
5.	I've been trying to smile and feel relax about the situation.	3.21	Agree	1
<b>Overall Weighted Mean</b>		<b>2.85</b>	<b>Agree</b>	

**Approach Strategies.** For the result on Approach Strategies, ranked 1<sup>st</sup> for the parent – respondents was Indicator 2, I've been taking action to try to make the situation better (WM=2.19) interpreted as Agree followed by Indicator 1, I've been concentrating my efforts on doing something about the situation I'm in (WM=3.12, ranked 2<sup>nd</sup>) interpreted as Agree. The parents of the senior high school students agreed to cope with the present situation of distance learning by taking action to try to make the situation about their children's learning better and doing things to deal with the situation their family and children are in. The study of Wang, et al. [21] recommended that parents should be taught interventions on how to provide emotional support to children at times of uncertainty. Mazzella-Ebstein, et al. [22] claimed that dealing with challenges in life, planning, taking

specific action, seeking support (instrumental and emotional), positive reappraisal of the situation, or acceptance can improve feeling and outlook and attitude of the situation and circumstances. Parents should show their gratitude for skills and characteristics that their child had [23]. Parents also should be pleased to see how children were very motivated in remote schooling and taking responsibility for their studying [23].

Indicator 3, I've been getting emotional support from others (WM=2.78) interpreted as Agree was the indicator that obtained the least weighted mean. Parents agreed that they have been getting emotional support from others (members of the family, relatives, friends, etc.) to ease and to counter difficulties and challenges towards children learning during the pandemic. Studies show that helping others can also increase own healing by up to 63%. This is why it is so important to try to be there for a friend who is experiencing problems and distress [24]. Parents strongly favored having support group and/or circle and benefit with it [26]. The Overall Weighted Mean was 3.03 with qualitative rating of Agree.

**Avoidant Strategy.** As for the Avoidant Strategies, ranked 1<sup>st</sup> was Indicator 1, I've been turning to work or other activities to take my mind off things (WM=2.90) interpreted as Agree followed by Indicator 2, I've been doing something to think about it less, such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping (WM=2.65, ranked 2<sup>nd</sup>) interpreted as Agree. The parents of the senior high school students agreed to cope with the present situation of distance learning by working or doing other activities to divert their attention and occupied. Also by watching movies, watching TV, reading, shopping and taking rest were also activities which can counter difficulties and challenges towards children learning. People find themselves using avoidance coping instead of facing stress head-on for many reasons [26]. Anxious people can be susceptible to avoidance coping because initially, it appears to be a way to avoid anxiety-provoking thoughts and situations [27]. If people learned to adopt these behaviors they can become a habit by the time they are an adult [24].

Indicator 5, I've been giving up trying to deal with it (WM=2.35) interpreted as Disagree was the indicator that obtained the least weighted mean. Parents still preferred to not to give up and preferred to deal with the challenges and difficulties (e.g., distance learning, teaching their children) during the pandemic. According to Povey, et al. [23], stressed that parental involvement and engagement with child's distance learning is important to child's education. Parents explained that they knew their child's strengths and personal characteristics [28]. Knowing the child allowed the parents to adapt daily routines according to the child's daily condition. Parents also paid attention to the daily mood and

vitality of their child. The Overall Weighted Mean was 2.57 with qualitative rating of Agree.

**Neither Approach nor Avoidant Strategy.** For the Neither Approach nor Avoidant Strategies, ranked 1<sup>st</sup> was Indicator 5, I've been trying to smile and feel relax about the situation (WM=3.21) interpreted as Agree followed by Indicator 4, I've been praying or meditating (WM=3.19, ranked 2<sup>nd</sup>) interpreted as Agree. The parents agreed that smiling and trying to feel relax about the situation (e.g. health crisis and changes in the education set-up) and praying or meditating the preferred coping strategies to help children in their education and to succeed in their learning. Humor is observed in all cultures and at all ages. But only in recent decades has experimental psychology respected it as an essential, fundamental human behaviour that can help ease burdens and problems [29]. People may make jokes at their own expense, which might actually make them or other people feel good or worse about themselves when times are tough [30]. Gratitude, hope and spirituality, are sets of positive strengths that can help establish connections with others at home [25].

Indicator 2, I've been making fun of the situation (WM=2.39) interpreted as Disagree was the indicator that obtained the least weighted mean. Although, least from the rank, still parents agreed that by making fun of the situation they are experiencing/facing towards the present 'new normal' in the basic education they can still manage and cope with the situation. Fritz, Verhoevenstephanie & Essick [30] stressed that appraising a difficult situation and dealing with it lightly, and recognizing that it may have a benefit somehow or may not be as bad as it first appeared. Povey, et al. [23] suggested that parents should be involve in child learning during school lockdown. Parents should function as models, supporters, and home educators. The Overall Weighted Mean was 2.85 with qualitative rating of Agree.

#### 4. Analysis of Variance on the Difference in the Perceptions on the Parental Coping Mechanisms When Grouped According to Profile of the Parent-Respondents

**Table 4. Summary of the Difference in the Perceptions on the Parental Coping Mechanisms when grouped according to Parents' Personal Profile**

Sources of Variations	Approach Strategy		Avoidant Strategy		Neither Approach nor Avoidant Strategy	
	F	Sig.	F	Sig.	F	Sig.
Age	2.928	<b>0.021</b>	3.546	<b>0.008</b>	1.511	0.199
Sex	0.603	0.438	1.020	0.313	0.306	0.581
Highest Educational Attainment	1.205	0.304	0.781	0.586	0.501	0.808

Family Monthly Income	0.223	0.994	1.232	0.270	0.500	0.890
Number of Children	1.303	0.274	0.732	0.534	3.443	<b>0.017*</b>

*\*Significant*

**Approach Strategy.** Table 18 shows that the significant values for field of age (0.438), highest educational attainment (0.304), family monthly income (0.994) and number of children (0.274) were higher than and equal to (0.05) alpha level of significance. Therefore, the null hypothesis is accepted. There is no significant difference on the perception. The parent-respondents observed and believed they have same knowledge and practice of Approach Strategy as coping strategy to challenges towards successful learning of their children during the pandemic even their personal profile differ. The significant value for age (0.021) was lower than (0.05) alpha level of significance. Therefore, the null hypothesis is rejected. There is significant difference on the perception. Parent - respondents differ significantly in their perceptions on the Approach Strategy when attributed to respondents' age. Public Health England [31] showed how parents learn how to support their children emotionally and in their daily school tasks in different ways in time of crisis and difficulties. The Academy of Medical Science [32] argued that parents do have different knowledge about children at different ages express distress and the importance of sharing and talking about negative emotions.

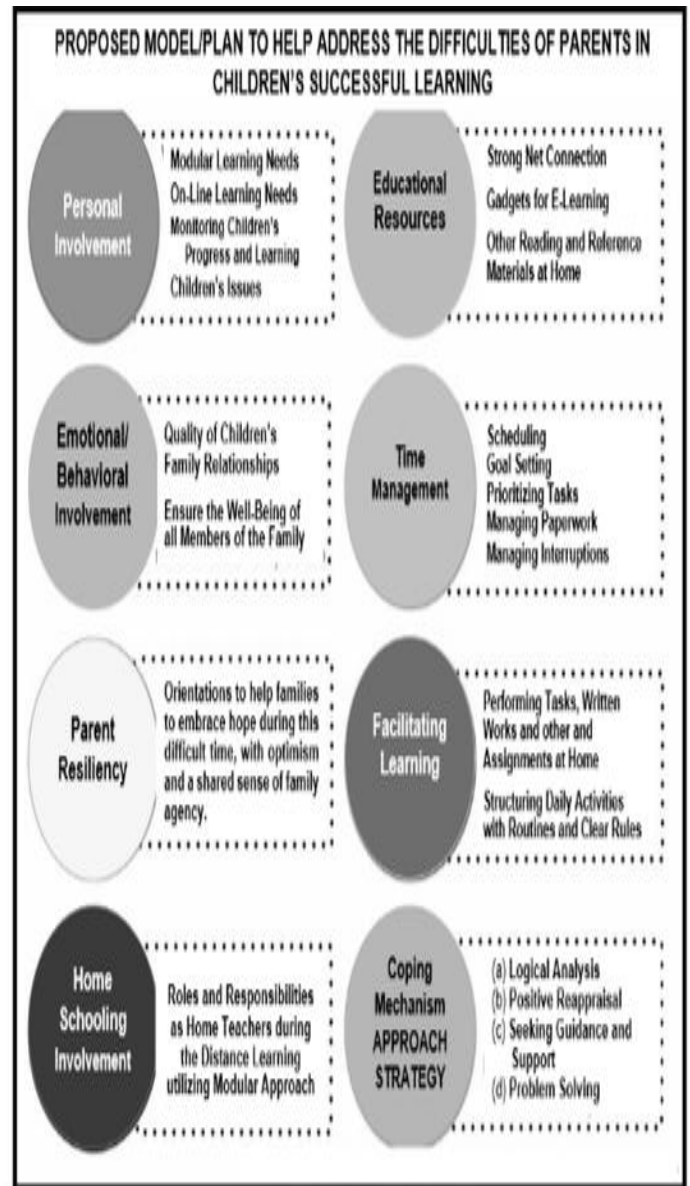
**Avoidant Strategy.** Table 19 shows that the significant values for field of sex (0.313), highest educational attainment (0.586), family monthly income (0.270) and number of children (0.534) were higher than and equal to (0.05) alpha level of significance. Therefore, the null hypothesis is accepted. There is no significant difference on the perception. The parent-respondents observed and believed they have same knowledge and practice of Avoidant as coping strategy to parental challenges towards successful learning of their children during the pandemic even the parents' personal profile differ. The significant value for age (0.008) was lower than (0.05) alpha level of significance. Therefore, the null hypothesis is rejected. There is significant difference on the perception. Respondents differ significantly in their perceptions on the Avoidant Strategy when attributed to respondents' age. The finding of the study of Piccirillo, et al. [26] identified different ways of avoiding problem and stress which might seem like a great way to become less stressed. More often than not, confronting a problem or dealing with a stressor is the only way to effectively reduce causes of this condition. According to Spinelli, et al. [22], households deal with quarantine differently. For parents, they must balance personal life, work, and raising children, being left alone without other resources.

**Neither Approach nor Avoidant Strategy.** Table 20 shows that the significant values for field of age (0.199), sex (0.581), highest educational attainment (0.808) and

family monthly income (0.890) were higher than and equal to (0.05) alpha level of significance. Therefore, the null hypothesis is accepted. There is no significant difference on the perception. The respondents observed and believed they have same knowledge and practice of Neither Approach nor Avoidant Strategy as coping strategy to parental challenges towards successful learning of their children during the pandemic even their personal profile differ. The significant value for number of children (0.017) was lower than (0.05) alpha level of significance. Therefore, the null hypothesis is rejected. There is significant difference on the perception. Respondents differ significantly in their perceptions on the Neither Approach nor Avoidant Strategy when attributed to respondents' number of children. The Academy of Medical Science [31] found that people cope or counter adversities and difficulties in life in many techniques and ways, for instance, humor. Humor can be used to make others feel good, to gain intimacy or to help buffer stress. According to Public Health England [30], a sense of humor help family member forge connections to the world and provide meaning to life.

### 5. Proposed Model Plan to Help Address the Difficulties of Parents in Children's Successful Learning

The Matrix below is the proposed Model/Plan aimed to address the difficulties of parents in children's successful learning during the pandemic time. The contents of the Model Plan were based form the findings of the present study specifically from the theme/variable with highest to the least identified difficulties, challenges and coping strategies of parents. The Proposed Model is composed of Key Area, Objective, and Specific Activities/ /Outputs. To help complete the contents of the Proposed Program, reviews of literature and related studies were also conducted by the researcher. The school heads and teachers will identify which of the key areas and specific activities from the Model/Plan for the conduct of the orientations/discussions aimed to help address the difficulties of parents in children's successful learning during the 'new normal and remote learning.



### 6. Conclusion and Future Scope

Based on the findings, the researchers concluded that:

1. The parents who are female belong to the middle adulthood, have four children, high school graduates, and belong to poverty threshold.
2. The parents agreed that they have encountered difficulties in their children's successful learning during pandemic time mainly limited educational resources. The parents do have limited time to guide their children in answering and explaining module lessons. The parents tried to help their children search for information about module lessons however, their low internet connection was a hindrance.



3. The Approach Strategy which was agreed upon by the parents as their coping mechanism towards successful learning. Primarily, the parents have been taking action to try to make their situation better by turning to work or other activities to take their mind off things and smiling and feeling relax about the situation (e.g. remote/distance learning and quarantines).
4. There is significant difference on the perception of parents on the Approach Strategy and Avoidant Strategy as Coping Mechanisms in teaching their children toward successful learning in terms of age. Moreover, there is significant difference on the perception of parents on the Neither Approach nor Avoidant Strategy as Coping Mechanism in teaching their children toward successful learning in terms of number of children.
5. A Model Plan to address the difficulties of parents in children's successful learning was prepared and proposed.

Based from the foregoing conclusions, the following are the researchers' recommendations.

1. Department Heads and School Heads/Principals may plan and implement Awareness Campaign Program and the conduct of Orientation for parents aimed to further their personal involvement and engagement to their children's education primarily in assisting modular learning
2. Department Heads and School Heads/Principals may conduct of Training-Workshop and Orientation aimed to further parents' technical know-how and experience in the utilization of electronic gadgets that can help facilitate their children's learning.
3. Department Heads and School Heads/Principals may prioritize the conduct of Orientation and/or Trainings of parents on the different coping mechanism strategies primarily the strategies that were perceived to be effective to parents such as Approach and Avoidant Strategies aimed towards successful teaching and learning of their children.
4. The researchers will propose the prepared Model Plan aimed to address the difficulties and challenges encountered by parents in children's successful learning during the pandemic to the Administrators of Public Secondary Schools Division of Zambales for further review and future implementation.
5. Future researchers may conduct a follow up study in other Zones in DepEd Division of Zambales for validation purpose.

## 7. Acknowledgment

The researchers wholeheartedly thank the PRMSU Graduate School and University Research and Development leadership and Polytechnic College of Botolan administration for their valuable help and support in the finalization of the this research article and for its publication.

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