TEACHER SKILLS AND PARENTS SUPPORT ON LEARNERS' ABILITY IN PRIVATE SCHOOLS IN PILA, LAGUNA

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Abstract

The objective of the study is to find out the relationship of teacher skills and parents' support on leaners' ability in private schools in Pila, Laguna.

Specifically, the study attempted to answer the questions; first the level of respondent's perceptions of the teacher's skills in terms of; technology skills; and digital literacy; Second, determine the level of parent support to the respondents in terms of; moral support; and capacity in assisting their child; Third, is the level of learner ability in terms of; critical thinking; digital skills; comprehension; and analysis. Determine the significant relationship between the teachers' skills and learners' ability of junior high school students in private schools in the district of Pila. And lastly, determine the significant relationship between parents' support and the learner's ability of junior high school students in private schools in Pila district.

The study was descriptive design and purposive sampling will be employed in the study (300) three hundred selected junior high students, in private schools in the District of Pila It focused on the six (5) sub problems.

Furthermore, the finding reveals that the level of respondents' perceptions of the teacher skills as to technology skills and digital literarcy were both verbal interpreted always observed. The level of respondents' perceptions on the parents support in terms of moral support and capaciting in assisting their child are verbal interpretation supportive. The level of learners' ability with regards to critical thinking, digital skills, comprehension and analysis all the variables were verbal interpretation excellent.

The relationship between the level of teacher skills and the level of learners' ability it was noted that weak but positive correlation exists between the teachers' technology skills and the students' critical thinking skill comprehension skill, and analytical skill. The correlations are all significant. It was noted that moderate but positive correlation exists between the parent's involvement and the students' digital skills, comprehension skills, and digital skills.

The correlations are all significant. It was concluded that there are significant correlations between the teachers' skill and students' ability thus, the hypothesis is rejected and there are significant correlations between the parents' support and students' ability, therefore, hypothesis is rejected.

Based on the study result, it is recommended that the school head may plan the different programs to captivate the needs of the teacher, and the school provides for the necessary needs of the teachers; it will continue and enhance the existing support that the school offered to the teachers.

Keywords: Teacher Skills a*nd Parents Support On Learners' Ability*

1. Main Text

Introduction

The living conditions of families have significantly changed due to the COVID – 19 pandemic. Learners have become reluctant and inactive in studying during remote learning. They spend more time amusing themselves, establish irregular sleeping habits, and have unhealthful diets. These detrimental impacts on students are expected to manifest over prolonged quarantine times which would undoubtedly impact their academic success as asserted to Wang et al. (2020).

Education's impact is manifested by the closure of schools and universities (Viner et al., 2020). Still, one of the intensive measures to reduce the spread of the virus in a community is by breaking the key chains of transmission (Sahu 2020). Such a move has reshaped the contour of education by shifting from face-to-face to fully online learning. Although online learning is no longer a new norm of instruction in higher education, previous reports reveal several challenges. These include but are not limited to the learners' readiness, lack of variation in pedagogy, and lack of empowerment in content development or merely teaching with predefined content (Kebritchi et al. 2017).

This is a grim picture of how the Covid-19 pandemic shapes the education landscape and the future for the next decades. As with the health impact of the pandemic, the educational effect will be reconciled by how humans respond, by the actions or omissions of students, parents, teachers, and school and system-level leaders in anticipation and during the pandemic.

As part of the Philippines' short and long-term strategies, Secretary Briones introduced the BE-LCP as guidelines for the department on delivering education during the COVID-19 pandemic while ensuring the health, safety, and welfare of all learners, teachers, and personnel of DepEd.

Educators in the 21st century realize that students entering the classroom today are much different from those who have come before. Today's students demand a change in the school because of their ability to gather information faster than any other generation as claimed by Joan (2015).

To make authentic connections with students, teachers must change the strategies to fit this new age of learners. With the resources available today for use in the classroom, such as interactive software, digital imaging, audio and video creation tools, on-demand video libraries, computers, LCD projectors, and Web 2.0 tools, the most challenging job may be choosing which tool to use and how to integrate it into a virtual classroom. It is the most critical time in history to be in a classroom because learning technology is changing at an exponential rate, and our students can thrive with it.

In the light of these concerns, flexible learning (FL) and teacher competencies are the most convenient instructional needs at the height of COVID-19. Although, it requires internet-based tools such as virtual learning environments and learning management systems (Joan, 2015). According to Shurville et al. (2018), "Flexible Learning is a set of educational philosophies and systems, concerned with providing learners with increased choice, convenience, and personalization. Flexible learning provides learners with choices about where, when, and how learning occurs," wherein the new normal teacher's competencies are also crucial in adopting the new setup of education.

More than ever, student's learning performance varies directly and positively on the parent's expectations and children's performance and negatively on the parent's contribution to tasks and orientation about goals and objectives as cited by Tus (2021).

Likewise, according to Reininger and Alejandra (2017), parents who deliver compensatory education to children at risk of educational failure tend to improve the academic, self-regulatory skills. and show significant gains with parental involvement. Their expectations turned into mediated intervention gains in child's literacy skills and academic results. Thus, there is a need to address the beliefs that parents hold about their child's intellectual potential and behavioral support.

Further, there are significant links between school-based involvement, parental educational expectations, adolescents' cumulative high school grades, and academic achievement Fajoju and Ojugo (2015). The study's results showed a significant positive relationship between parental involvement in education and students' academic performance. As suggested, parents should lead in supporting their children's achievements and goals.

The researcher aimed to determine the relationship between the teacher's skills and parents' support to the learners' ability in private schools in Pila, Laguna.

Background of the Study

DepEd Order s. 2020 no. 012 entitled "Adoption of The Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the Covid-19 Public Health Emergency", cited that the unprecedented outbreak of COVID – 19 which resulted in the implementation of various forms of community quarantine, has greatly affected the education system. Hence, the Department of Education (DepEd) ensures the educational continuity amidst the challenge. Education must continue to give hope and stability, contribute to the normalization of activities in the country, facilitate the development of the learners and bring normality to their lives. Still, the health and safety of learners and school personnel are of utmost importance and must always be protected. Upon recommendation of the School Division Offices, after consultation with the schools under their respective jurisdictions, the Regional Directors decide on the learning delivery modalities deemed appropriate in the context of the local conditions and consistent with the COVID-19 guidelines and regulations.

In addition, The Department of Education (DepEd) recently implemented a flexible learning program that incorporates the different distance learning modalities that schools adopt in the School Year 2020 – 2021 based on DepEd Memorandum DM-CI-2020-00162 or the Policy Guidelines on the Implementation Of Learning Delivery Modalities For The Formal Education,

Under the directive of the Office of the President that no face-to-face classes shall be held until the vaccine for COVID-19 becomes available, the distance learning delivery modalities (DLDM) were implemented in SY 2020-2021. Pending issuance of the DepEd Order on the Policy Guidelines on The Implementation of Learning Delivery Modalities for the Formal Education, the Curriculum and Instruction Strand of the DepEd Central Office provides the suggested strategies in the implementation and management of DLDM.

This issuance covers descriptions and considerations for each DLDM, the map of learning resources for each DLDM, and proposed actions to address potential challenges in implementing DLDM together with the enclosed matrix of requirements of the DLDM.

Furthermore, should the vaccine become available, parents and learners were still given the discretion to continue with distance learning as long as the qualified learning facilitator shall guide and supervise the learner at home."

In line with this, schools can adopt one or a combination of the following modalities, depending on the COVID-19 restrictions and the context of the learners in the school or locality. Some schools adopt either a modular distance learning or online distance learning modality, and even both. Those schools that adopt ODL as their distance learning modality, tend to use online learning platforms as their online classrooms for the teaching and learning process to continue. This leads the researcher to seek the relationship between the teacher's skills and parent's support for the development of learners' ability in private schools in Pila, Laguna.

According to Uy (2020), learning never stops and should not stop because of crisis. Rather, students should take it as a challenge and pursue their studies, for it is a massive opportunity that they can still study despite the many crises faced by the country. With the coordination of all education stakeholders, learning is possible despite the circumstances that arise.

Internet connectivity in the Philippines is a perceived significant hindrance to learning continuity. Yet, the government found ways for learning to continue. Some schools adopted the Online Distance Learning Modality or ODL. For schools to practice ODL as a modality, online learning platforms and resources must be available and accessible to all stakeholders, particularly students and parents. However, the Department of Education described and considered any of the distance learning modalities.

The abovementioned motivates the researcher to find out the relationship between the teacher's skills and parents' support for the development of learners' ability in the private schools in Pila, Laguna.

Theoretical Framework

The constructivist theory by Vygotsky (1978), cited by Kurt (2021) is based on the idea that learners are active participants in their learning journey; knowledge is constructed based on experiences. As events occur, each person reflects on his experience and incorporates the new ideas with prior knowledge. Learners develop schemas to organize acquired knowledge.

The theory of constructivist learning is vital to understanding how students learn. The idea that students actively construct knowledge is central to constructivism. Students add (or build) their new experiences on top of their current foundation of understanding. It is not enough to simply know the theory of constructivist learning. Educators must also know how to implement it in their classrooms. Their goal is to create a welcoming environment that promotes active engagement in learning.

Kurt (2021) states that each student entering the classroom has a unique perspective on life created by their individual experiences. This will impact their learning. Suppose the basis of the constructivist theory states that students construct new knowledge on what they have already had. In that case, the entry point of the learning journey is of utmost importance.

The goal of the theory is to create a welcoming environment that promotes active engagement in learning. In view of the constructivist learning, instructors function as facilitators. They must encourage collaboration and adjust their lessons based on the introductory level of understanding of the class.

Garrison and Vayghan (2008), cited by Kong (2018), asserted that, in the constructivist environment, students can be self-directed experiencing what they have learned in class and reflecting on their thinking by personally exploring questions and ideas in their learning tasks. In this learning environment, he mentioned that students can actively construct knowledge through a collaborative inquiry process with their instructors and peers by testing, reaffirming, and re-examining the instructional information in a community of learners. This is attested by how online learners respond to the assigned learning tasks, quizzes, or perform functions in the online classroom like Google classroom when conducting synchronous, asynchronous, or diachronous (or diachronous) classes.

It is student-centered, and the learning revolves around their interests and questions. Students build for their prior knowledge and construct new understanding based on the lessons taught added (Kurt, 2021). Teachers guide learning by implementing group activities, creating collaborative dialogue, and facilitating interactive experiences. Another theory is connectivism by George Siemens and Stephen Downes (2005); it is a new learning theory that suggests that students should combine thoughts, theories, and general information in a helpful manner. It accepts that technology is a significant part of the learning process and that the constant connectedness gives opportunities to make choices about learning. It also promotes group collaboration and discussion, allowing for different viewpoints and perspectives regarding decision-making, problem-solving, and making sense of information.

Connectivism promotes learning that happens outside of an individual, such as through social media, online networks, blogs, or information databases, according to the article of Weibell (2015). He said that in connectivism, learning is more than one's own internal construction of knowledge, the external network is also considered learning. From this theory, two terms, nodes, and links, have been commonly used to describe how the learners gain and connect the information in a network.

Moreover, in connectivism, students are seen as "nodes" in a network. A node refers to any object connected to another object, like a book, webpage, person, etc. Connectivism is based on the theory that students learn when they make connections, or "links," between various "nodes" of information.

Unlike traditional teaching methods and other theories like constructivism or cognitivism, the educator's job is to guide students to become effective learning and personal development agents. In other words, it's up to the learner to create their own learning experience, engage in decision-making, and enhance their learning networks. They continue to create and maintain connections to form knowledge. In addition, according to the online journal of Western Governors University (WGU) 2021, in the connectivists viewpoint, the new learning responsibilities shift from the teacher to the learner.

On the other hand, the Engagement Theory is a framework for technology-based teaching and learning. Its fundamental underlying idea is that students must be meaningfully engaged in learning activities through interaction with others and worthwhile tasks. While, in principle, such engagement could occur without using technology, Kearsley and Schneiderman believe that technology can facilitate engagement in ways that are difficult to achieve otherwise.

According to Miliszewska and Horwood (2016), engagement theory is based on creating successful collaborative teams that work on tasks that are meaningful to someone outside the classroom. Its core principles are summarized as "Relate," which emphasizes characteristics such as communication and social skills that engage in team effort; "Create," which regard learning as a creative, purposeful activity; and "Donate," which encourages learners to position their learning in terms of broader community involvement.

The underlying basis of The Engagement Theory is that students should be meaningfully involved in their learning through interactive and worthwhile tasks. Although the use of technology is not imperative, it is found that technology can promote engagement that is difficult to achieve otherwise. Whereas the new normal scenario in education is the learning performance of the teacher's competencies and parents' involvement in developing the critical thinking, digital skills, comprehension, and analysis of junior high school students in private schools in the district of Pila.

Research Methodology

This research utilized the descriptive method since it is the relationship between teacher skills and parents' support on learner's ability in private schools. At the same time, the study investigates the students' perceived level of parent involvement, teacher's competencies, and status of learner's ability of selected junior high school students.

The study's respondents come from the district of Pila; three hundred (300) selected junior high school students from the private schools were the focus of the study. Purposive sampling was employed in this study. Three hundred (300) selected junior high students from the private schools from Pila District were involved; hence, they were purposely selected as respondents during the day set for the gathering and retrieving data. The improved drafts were tried out on five (5) dry-run subjects, not included as actual respondents of this study using the Spearman's (Rho) formula to ensure the validity and reliability of the questionnaire.

The R-value of one (1) showed that the questionnaire for junior high school students is valid and reliable.

The mean standard deviation was used to determine the respondent perception in terms of technology skill and digital literacy the level of parent support to the respondents in terms of moral support and capacity in assisting their child and the level of learner's ability in terms of critical thinking, digital skills, comprehension and analysis.

Pearson R was used to determine the significant relationship between the Level of Parents' Support and the Level of Learners' ability and relationship between the level of parents' support and level of learners' ability significant relationship between parents' support and learners' ability in private schools at the district of Pila, Division of Laguna.

Results and Discussion

The level of respondents' perceptions of the teacher skills as to technology skills with an overall mean of 4.50 and digital literarcy with 4.52 were both verbal interpreted always observed

The level of respondents' perceptions on the parents saupport in terms of moral support has 4.34 overall mean verbal interpretation very supportive and capaciting in assisting their child with an overall mean of 3.89 verbal interpretation supportive.

The level of learners' ability with regards to critical thinking with an overall mean 4.26, digital skills with 4.49, with regards to comprehension has 4.32 overall mean and analysis with 4.21 all the variables were verbal interpretation excellent

The relationship between the level of teachers skills and the level of learners' ability. It was noted that weak but positive correlation exists between the teachers' technology skills and the students' critical thinking skill ($r=0.262$, $p=0.000$), comprehension skill ($r=0.361$, $p=0.000$), and analytical skill ($r=0.268$, $p=0.000$). The correlations are all significant. On the other hand, there is a moderate but positive correlation between the teachers' technology skills and the students' digital skill ($r=0.401$, $p=0.000$). The correlation is significant. Moreover, It was noted that moderate but positive correlation exists between

the teachers' digital literacy and the students' critical thinking skill (r=0.408, p=0.000), comprehension skill (r=0.361, p=0.000), and analytical skill (r=0.479, p=0.000). The correlations are all significant. On the other hand, there is a weak but positive correlation between the teachers' digital literacy and the students' digital skill (r=0.381, p=0.000), and analysis (r=0.385, p=0.000). The correlation is significant.

The relationship between the level of parents support and the level of learners' ability. It was noted that moderate but positive correlation exists between the parents support and the students' digital skills (r=0.414, p=0.000), comprehension skills (r=0.535, p=0.000), and digital skills (r=0.414, p=0.000). The correlations are all significant. On the other hand, there is a weak but positive correlation between the parent's involvement and the students' critical thinking skills (r=0.526, p=0.000). The correlation is significant. Therefore, it was noted that weak but positive correlation exists between the capacity to assist the child and the students' digital skills (r=0.338, p=0.000), analysis skills (r=0.374, p=0.000). On the other hand, is a moderate but positive correlation between capacity to assist the child and critical thinking (r=0.514, p=0.000) and comprehension skills (r=0.493, p=0.000). The correlations are all significant.

Conclusion

. There is a significant correlation between the teaching skills and students' ability; thus, the hypothesis is rejected. There is a significant correlation between the parents' support and students' ability; therefore, the hypothesis is rejected.

Recommendations

Based on the findings and conclusion of the study, the following are recommended:

1. The school head may plan the different programs to captivate the needs of the teacher, and the school provides for the necessary needs of the teachers; it will continue and enhance the existing support that the school offered to the teachers.
2. The teachers may participate in the different activities inside and outside the school to have a positive environment to boost their self-esteem. and it may widen engagement to the parents so that the parents will be motivated to involve themselves in school for the benefit of their child and continue to upskill their competencies for the benefit of the learners.
3. Parents may continue their support to the school, teachers, and to their own child in all the school activities, specifically in moral support. They may visit their child's teachers twice or twice a month to monitor the progress and assist their child's needs.
4. The learners may help their parents and teachers by studying well and being responsible students. They may have advanced reading and own discoveries to enhance their learning skills.
5. The future researcher may use another type of respondents to get another result and look for another variable of the study to explore the topic of the study.

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