

Home Learning Partners' Involvement In The Blended Learning Modality: Its Relationship To Learners Performance

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Abstract: *Through the Basic Education Learning Continuity Plan (BELCP) the Department of Education Philippines was able to strategize the continuity of the Philippine Educational System by implementing the different learning modalities that would appropriately be applicable for each region and division. As part of the new normal setup, the role of parents or guardians of Addition Hills Integrated School had been emphasized for they will become the Home Learning Partners of the schools. Thus, the study aimed to determine whether there is a significant relationship between the involvement of Home Learning Partners in the Blended Learning Modality and the Students' Academic Performance of Addition Hills Integrated School, Mandaluyong City, Philippines. Through Pearson's correlation coefficient, the data were tabulated and treated statistically. The results revealed that the involvement of the home learning partners in the blended learning modality has a moderately significant to the cognitive learning of the students having an R-value of 0.4565 and p-value of 0.001. The involvement of home learning partners through financial support has a very strong relationship to the cognitive learning of the students having an R-value of 0.916 and a P-value of 0.000. There is a weak relationship between moral support of the HLP and cognitive learning of the students having -0.1704, While the involvement of the home learning Partners also has a significant relationship towards the Values Formation and skills development of the students. Based on the data gathered and the result presented, it is very evident to say that there is a significant relationship between home learning partners' involvement in the blended learning modality and the learner's performance.*

Keywords— *Education, Blended Learning Modality, cognitive, skills, financial, moral support, home learning partners, descriptive design, Philippines*

INTRODUCTION

Change is an inevitable thing in this world. We all face different changes every day regardless of if it is a simple change in our surroundings, schedule, or unexpected change of seasons. These changes affect us all and we need to deal with them so we can adapt and become responsive to them.

The COVID-19 is one of the pandemics that emerged in our country, and everyone is not prepared for it. It has shaken the different sectors of our country and brought massive changes when it comes to the workforce arrangements, the delivery of the services, the setup of the system, and even the way people used to live their day-to-day lives. This is called the emerging of the new normal paradigm.

The Department of Education (DepEd) made sure that the education will continue amid the pandemic. Through the Basic Education Learning Continuity Plan (BELCP) the department reinforced the different learning modalities to ensure that learners will continue to learn and receive quality education even without a face-to-face setup. Highlighting the new normal in education the department also includes parents or the Home Learning Partners in the whole learning process. DepEd also highlights the importance and role of the HLP in bridging learning from school to their homes. In this manner, the department is assured that despite the pandemic the learning among students will continue at home.

This setup intensifies the beneficial factors of parental involvement in the learning process of the students. According

to Flouri & Buchanan, 2004, Parental involvement in their child's literacy practices is a more powerful force than other family background variables, such as social class, family size, and level of parental education. Research also shows that the earlier parents become involved in their children's literacy practices, the more profound the results and the longer lasting the effects (Mullis, Mullis, Corneille, et al., 2004).

To further prove the significant role of parents in their children's literacy this study will be conducted to determine the levels of involvement of the Home Learning Partners in blended learning and its relationship to student academic performance, specifically in Addition Hills Integrated school. Thus, this study also will highlight the significant role of the Home Learning Partners in the new normal especially in bridging the learning among learners in the blended learning modality.

OBJECTIVES OF THE STUDY

The purpose of this study is to determine whether there is a relationship between the involvement of the Home Learning Partners in the blended modality and student academic learning. Specifically, it sought to answer questions such as:

1. What is the level of Home Learning Partners involvement in the blended learning modality in terms of:

1.1 Synchronous and Asynchronous Activities

1.2 financial support; and

1.3 moral support?

2. What is the level of student learning in terms of:

2.1 cognitive.

2.2 values formation; and

2.3 skills?

3. Is there a significant relationship between parent engagement in teaching modalities amidst pandemic and student learning?

REVIEW OF RELATED LITERATURE

The occurrence of Corona Virus Disease has provided challenges itself especially in the academe of education. Anticipating the process and the transmission of the virus, the government projected different alternative solutions and long-term goals to combat the effect that it may gave on the people.

In the field of education since the pandemic started, it has been the battle cry of the department to continue learning and so education must continue despite the threat of the COVID-19. The plans of the Department of Education were channeled and carried through the BELCP or known as the Basic Education Continuity Plan. Among the BELCP is the implementation of the different learning modalities depending on the situation and conditions per school or Division. The scenario depicts how the academe tightly adjusting to the impact of the COVID 19.

It is indeed that like any other aspect of everyday life, the pandemic has had a serious impact on students, teachers, and the different education practitioners, (Mailizar, Almanthari, Maulina, & Bruce, 2020). The pandemic caused schools, colleges, and universities across the globe to shut down their campuses so that students could follow social distancing measures (Toquero, 2020).

The closures of the different schools and learning institutions paved way for the different learning modalities to emerge. One of the most common learning modalities is the Blended Learning Modality.

Blended learning has already been widely used in many disciplinary domains but its applications in design education are relatively new. Bender and Vredevoogd (2006).

Nowadays blended learning refers to the use of different multimedia and virtual platforms in teaching. The use of social networking media in design education is newly emerging. Adams, Hyde, and Murray (2013) defined this media as a key factor that would change design education and called for studies on it. In blended learning, the role of the Home learning partners is very significant. Home Learning partners are parents who served as the guide or facilitator of the students while they are studying from home.

Parents are usually active participants in children's formal education, which promotes children's social, emotional, and academic development (Green, Walker, Hoover-Dampsey & Sandler, 2007). Parental involvement can be defined as the actions that parents perform to enhance their children's school achievement in cooperation with teachers and other school staff (Mcneal Jr, 2014).

According to Christianakis (2011), parental involvement has two different models involving (1) the parent empowerment model, and (2) the parent-teacher partnership model. The first model deals with the opportunities that can promote parents' engagement in children's education while the second one represents a partnership between parents and teachers.

Moreover, in blended learning parents can do so much as home learning partners of schools, they can guide students on different levels. According to Miller (2019), online learning could be very challenging for both learners and home learning partners, but once the student is adjusted and adapted it will help them in their career advancement and opportunity for them to explore their skills.

While according to Betkowski (2020), Parents can help their children succeed in online learning if they will supervise or keep an eye on what their children are doing during class time, and if they can help students to set up a schedule to make sure that assignments get done and to strike a healthy balance between work and playtime. Furthermore, parents can assist children's learning by nurturing playful moments. While for older students who spend leisure time online, parents can ask them what they're reading and talk about critical thinking. Lastly, if parents noticed that their children are still struggling with their lessons, parents should connect with the teacher.

If the learners are feeling demotivated in their virtual classes, parents can help them through moral supports or by providing things that they needed. According to Sunarjo (2020), parents can support kids during virtual learning by creating a routine and following it together, providing kids with the necessary learning tools, and promoting a growth mindset.

Workplace also plays an influential factor in learning especially in blended learning. According to Cornelius (2020), the right workspace makes an enormous difference and can affect students' mindset and ability to focus especially when participating in virtual classes. Parents must also consider the interest of their learners in designing for a working station and workplace. Thus, the accessibility and availability of the different learning materials ensuring the completeness of these will lead to satisfaction and activeness of the learners.

The benefits of parental involvement extend beyond the realm of literacy and educational achievement. Studies show that children whose parents are involved show greater social and emotional development (Allen & Daly, 2002), including more resilience to stress, greater life satisfaction, greater self-direction and self-control, greater social adjustment, greater mental health, more supportive relationships, greater social competence, more positive peer relations, more tolerance, more successful marriages, and fewer delinquent behaviors (Desforges & Abouchaar, 2003).

It is therefore important that parents are aware of the significant contribution they can make to their children's learning by providing a stimulating environment around language, reading, and writing as well as supporting at home the school's literacy agenda, both during the early years as well as the primary and secondary years of schooling.

Provision through various media also needs to be made to help guide parents to provide a literacy-rich and stimulating environment. Since not all parents realize the importance of their role in supporting their children's literacy or have the resources or capabilities to do so, the agencies in contact with them must be able to offer them appropriate support. This may well help such agencies meet their targets, because of the positive effect that increased parental involvement can have on child outcomes.

RESULTS AND DISCUSSION

Table 1 Level of involvement of Home Learning partners in the Synchronous and Asynchronous activities

	ALWAYS		SOMETIMES		SELDOM		NEVER		Mean
	f	f4	f	f3	f	f2	f	f1	
Monitoring child's synchronous and asynchronous activities	70	280	36	108	2	4.00	0	0.00	3.63
Establish a good working station and let their child work at their own pace	68	272	37	111	2	4.00	1	1.00	3.59
Ensure quiet environment and free from any distractions.	56	224	40	120	5	10.00	7	7.00	3.34
Make sure all materials needed for the online class are ready	86	344	19	57	2	4.00	1	1.00	3.76
Maintain communication with the teachers for the feedback of the student's performance	74	296	31	93	2	4.00	1	1.00	3.65
OVERALL MEAN: 3.59 - VH									
<small>3.40-3.99- Very High (VH), 2.80-3.39- High (H), 2.20-2.79- Moderately High (MH), 1.60-2.19- Low (L), 1.00-1.59- Very Low (V)</small>									

Table 1 presents the level of involvement of the Home Learning partners in the blended learning modality in terms of the synchronous and asynchronous activities of the students. The result revealed that HLP has a very high involvement during the synchronous and asynchronous activities, it has an overall mean of 3.59 (VH). This only proves that Home Learning Partners of Addition Hills Integrated school always give time to their children's studies.

In fact, according to Joana Marie B. Digo (2021), Though parents have a lot of things to do with household chores or work, they still ensure to find time in monitoring and guide their children in online class during this COVID-19 pandemic. Because they believe that it will help the children to easily cope with the sudden shift to the new normal of education and to maintain good grades.

Table 2. The level of Home Learning Partners involvement in the blended learning modality in terms of financial support.

	ALWAYS		SOMETIMES		SELDOM		NEVER		OVERALL MEAN
	f	f4	f	f3	f	f2	f	f1	
Renovate specific study area at home	42	168	43	129	13	26	10	10	3.08
Provide equipment such as laptop, headset, cellphone, tablet, and etc. for online learning	75	300	27	81	4	12	2	2	3.66
Provide reliable internet connection for online learning	70	280	30	90	6	18	2	2	3.61
Provide easy access to the materials and supplies needed such as paper, pen, markers, crayons, pencil, etc.	83	332	20	60	4	12	1	1	3.75
Provide financial support for school requirements such as projects and performance tasks and output	69	276	36	108	3	9	0	0	3.64
OVERALL MEAN:	3.55 (VH)								

Table 2 shows the level of Home Learning Partners' involvement in the blended learning modality in terms of financial support. Results revealed that HLP's level of financial support towards their students is very high, they obtained an overall mean of 3.55 VH. This means that despite the pandemic parents is still very supportive financially and willing to buy and to provide things needed by their student in blended learning.

Parents provide all the things needed to support their child's studies, especially in online distance learning. Now that students have online classes, reliable devices and internet connections can be considered as needs to support e-learning, Joana Marie B. Digo (2021).

Table 3. The level of Home Learning Partners involvement in the blended learning modality in terms of moral support

	ALWAYS		SOMETIMES		SELDOM		NEVER		OVERALL
	f	f4	f	f3	f	f2	f	f1	MEAN
Support and help their child to learn lessons.	78	312	27	81	1	2	2	2	3.68
Encourage and motivate their child to actively participate in the virtual classroom.	93	372	12	36	3	6	0	0	3.83
Set aside household stress once the online class started	58	232	44	132	3	6	3	3	3.45
Help the child communicate to school and teachers if needed	86	344	18	54	3	6	1	1	3.75
Give praises and prizes if the child does good in her/his class.	51	204	50	150	5	10	2	2	3.39
OVERALL MEAN:									3.62 VH

Table 3 shows the level of Home Learning Partners involvement in the blended learning modality in terms of moral support. The overall mean of 3.62 implies a very high level of involvement of the Home Learning partners in terms of moral support towards their students. According to Joana Marie B. Digo (2021), parents know how stressful it is for the students to study in this new normal of education. They help students to cope up with the current situation by giving moral support.

Table 4. Level of student learning in terms of cognitive

	ALWAYS		SOMETIMES		SELDOM		NEVER		OVERALL
	f	f4	f	f3	f	f2	f	f1	MEAN
Explore the learning materials and develop a deeper understanding.	19	76	76	228	12	24	1	1	3.79
Develop problem-solving skills and study skills that they can apply in any subject.	59	236	35	105	8	16	6	6	3.86
Make connections and apply new concepts to what they already know.	45	180	56	168	5	10	2	2	3.95
Reflect on their own experience.	89	356	14	42	4	8	1	1	3.77
Discuss what is being taught by teachers.	78	312	28	84	2	4	0	0	3.70
OVERALL MEAN:									3.44

Table 4 shows, the level of student learning in terms of cognitive. An overall mean of 3.44 suggests a Very High level of student cognitive learning. The results implied that students performed well in the blended learning despite the adjustment that they have to make in their study still they manage to develop their cognitive skills that involve, critical thinking, judgment, problem-solving, etc. Indeed, according to King, 2009, the development of cognitive skills also includes a variety of constructs and approaches such as intelligence, scientific problem-solving, metacognition, motivation to learn, and learning styles these will help learners to perform in their study holistically.

Table 5. Level of student learning in terms of Values formation

	ALWAYS		SOMETIMES		SELDOM		NEVER		OVERALL
	f	f4	f	f3	f	f2	f	f1	MEAN
Develop the virtue of responsibility and accountability in all their undertakings.	65	260	29	87	6	12	8	8	3.40
Have self-motivation to learn new things.	98	392	5	15	5	10	0	0	3.86
Develop competitiveness that pushes them to perform better each time.	78	312	19	57	11	22	0	0	3.62
Develop hard work to secure good grades.	97	388	10	30	1	2	0	0	3.89
Build self-discipline towards their studies.	92	368	15	45	1	2	0	0	3.84
OVERALL MEAN:	3.72 VH								

Table 5 shows the level of student learning in terms of Values Formation. The overall mean of 3.72 implies a Very High level of student learning in terms of values formation. This means that students not just learn an academic lesson at home, but they can also relate their lesson to a real situation and apply reflective approaches based on their experiences. Having a High level of learning in values formation will help the student to become more responsible in shaping their future and even more sensible of the things around them.

Table 6. level of student learning in terms of skills

	ALWAYS		SOMETIMES		SELDOM		NEVER		OVERALL
	f	f4	f	f3	f	f2	f	f1	MEAN
Learn technical skills to navigate lectures, download learning materials, and interact with others online	54	216	34	102	12	24	8	8	3.24
Improve communication skills digitally, share information in nontraditional ways, listen and read carefully, and respond specifically and succinctly.	34	136	67	201	5	10	2	2	3.23
Develop organizational skills in managing multiple assignments and deadlines in addition to family responsibilities.	46	184	57	171	5	10	0	0	3.38
Improve research skills with simple Google searches and use of	95	380	9	27	3	6	1	1	3.83

Table 6 shows the level of student learning in terms of skills. The overall mean of 3.44 implies a Very High level

of skills among the students. The result revealed that students positively accepted the challenge of the new normal education by learning and developing their skills successfully. Collaboration and involvement of the students are achieved with the use of communication, planning, management, and social skills, which are integral to working in teams (Tucker & Clarke, 2014)

Table 7 Relationship between Home Learning Partners Involvement in Blended Learning Modality and Learner's Performance

Variables	COGNITIVE			VALUES FORMATION			SKILLS	
	r-value	p-value	Analysis	r-value	p-value	Analysis	r-value	p-value
Synchronous and asynchronous Class Supervision	0.4565	0.001	S	0.371	0.001	S	0.5066	0.001
Financial Support	0.916	0.000	S	0.8186	0.001	S	0.576	0.001
Moral Support	-0.1704	0.00	S	0.1355	0.002	S	-0.0716	0.000

Legend:
 ±0.80 – ±1.00 Very strong
 ±0.60 – ±0.79 Strong
 ±0.40 – ±0.59 Moderate
 ±0.20 – ±0.39 Weak
 ±0.00 – ±0.19 Very weak

Table 7 revealed that the involvement of the Home learning partners in the blended learning modality has a moderately significant to the cognitive learning of the students having an R-value of 0.4565 and p-value of 0.001. This implies that the cognitive development of the students improved as they were continuously supported by parents in blended learning. Thus, Parental involvement in their child's literacy practices is a more powerful force than other family background variables, such as social class, family size, and level of parental education (Flouri & Buchanan, 2004). It can be seen also based on the table that the involvement of home learning partners through financial support has a very strong relationship to the cognitive learning of the students having an R-value of 0.916 and a P-value of 0.000. The data shows that the financial support of the parents during blended learning has a very strong positive significance in the learning achievement of the student. It means that having easy access to different learning materials and different means to learn provided by parents are all essentials in the learning process of the students. According to Fan & Chen, 2001 parental involvement in their children's learning positively affects the child's performance at school. While there is a weak relationship between moral support of the HLP and cognitive learning of the students having - 0.1704, while it is very important to note also that though weak in correlation, moral support from parents is significant in cognitive learning of the students, thus it simply means that

moral support coming from parents are very essential for the students to become even motivated to learn and achieve more.

Moreover, as stated in the results, the involvement of the Home learning Partners also has a significant relationship towards the Values Formation of the student, thus it can be concluded that values should start at home and parents should be the ones to teach and inculcate moral and values to their children.

And finally, when it comes to skills development, the involvement of the Home learning Partners in the blended learning modality is very essential too. The result has shown that involvement in synchronous and asynchronous and financial support have a significant relationship in the skills development of the students, while moral support has a weak relationship but is significant in the values formation.

CONCLUSIONS

Based on the data gathered and the result presented, it is very evident to say that there is a significant relationship between home learning partners' involvement in the blended learning modality and the learner's performance. Thus the null hypothesis stating that there is no significant relationship between the involvement of the HLP and students learning in the blended learning modality is rejected.

RECOMMENDATIONS

Based on the conclusion obtained the following recommendations shall be considered:

1. In cognitive learning, the Home learning partners must strengthen their moral supports toward their learners, in the same way, also the school must have different means of communicating students performance to their parents.
2. Values formation showed a perfect significant relationship among variables, to sustain and highlight its importance the school must conduct different programs and projects emphasizing the importance of parent involvement on the values formation of the learners.
3. In the skills Development, The home learning partners also must diligently and consistently show moral support towards their learners, simple appreciation and recognition will be a great way to let them know that they are appreciated. Teachers and parents should work hand in hand to build a strong skills foundation among learners.

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