

Teaching Strategies And Support Extended By Parents To Children With Special Needs In Distance Learning

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ABSTRACT

This study aims to understand and identify the different teaching strategies used and support extended by parents or guardians to assess their parental needs in facilitating their children's education. This study used a descriptive survey that included 25 respondents from Basak Elementary School, 20 from Mandaue City Special Education School, and 15 from Subangdaku Elementary School. This study used universal sampling with a validated researcher-made questionnaire. Data gathered were statistically treated using frequency, percentage, weighted mean and Pearson-R Correlation. It was found that respondents have highly practiced teaching strategies and are very supportive of the support extended to their children's education. The results also showed that though there is extended support from parents, some believe they do not influence what happens to their children's education. Moreover, respondents believed they had limited access to contacting the school committee to voice their opinions, and they did not have the full capacity to participate in the votation of parent representatives in their children's class or school committee. It is hoped that this study will help administrators, teachers, and parents understand the importance of camaraderie in times like these to achieve the common goal of helping children get the best education they deserve.

Keywords: Special Education, Teaching Strategies, Distance Learning, Descriptive Research, Mandaue City

1. Introduction

The COVID-19 pandemic brought considerable changes in the teaching-learning process, and parental involvement in the Department of Education (DepEd) learning delivery mode (distance learning) has become mandatory. Face-to-face learning is being phased out or limited, requiring parents and guardians to play an essential role in providing quality education to their children. Parents are now the facilitators of learning in their children's education, taking significant steps to ensure their children receive the proper education they need. Parents are increasingly offering assistance to schools and their children in various ways as they adjust to the new teaching-learning process.

To cope with the new normal, the Department of Education (DepEd) created BE-LCP (Basic Education Learning Continuity Plan) to respond to the challenges brought by COVID-19. DepEd states that distance learning has three types: modular distance learning (MDL), online distance learning (ODL), and television (TV)/radio-based instruction. Many teachers, families, and learners were caught off guard by this abrupt transition, which exposed some of the difficulties and concerns associated with greater parental participation while engaging and assisting their children in various levels and types of distance learning. Dawadi et al. (2020) cited parents' concerns during the pandemic as technological innovations, resources, and the materials needed

to support their children's studies. In traditional school settings, parental involvement is essential for learner achievement. Parents' support has significantly contributed to learners' success in distance learning.

These documented issues highlight the underlying concern for learners with special needs. Ayda (2020) states that the Individualized Educational Plan (IEP) has not been applied to distance learning, and not enough education practice was given to learners with special needs. Given the different developmental levels, specialized training should be given to parents of learners with special needs (Çelikten, 2018). However, parents must take on new and unfamiliar roles and responsibilities as their children participate in distance learning while experiencing increasing instructional responsibility for their child's learning; with all the effort put into assisting guardians in educating their children, struggles will always be there (Garbe et al., 2020). As a result, parents frequently struggle to grasp their role in their children's education.

Thus, the researchers undertook this study to yield valuable data and identify teaching strategies to inform the development of programs and policies targeting the parental needs of learners with special needs so they can continue their education despite the pandemic (Zhang et al., 2020). In light of these documented needs, this study aims to reveal the extended support given by the parents of children with special needs in dealing with distance learning and provide enhancement plans to address discovered issues and concerns.

2. Related Literature and Studies

The study is anchored on the following theories: the Social Development Theory of Lev Vygotsky in 1978 and the Parenting Involvement Theory of Joyce Epstein et al. in 2002. Furthermore, this is also hinged on the policies and legal bases of DepEd Order No. 32 series of 2020, Guidelines on the Engagement of Services of Learning Support Aides to Reinforce the Implementation of the BE- LCP in the time of COVID-19 Pandemic, DepEd Order No. 44 series of 2021, Policy Guidelines on The Provision of Educational Programs and Services for Learners with Special Needs in the K to 12 Basic Education Program, and the Republic Act No. 7727 of 2010 otherwise known as "Magna Carta for Disabled Person."

The key concepts of Lev Vygotsky's Social Development Theory introduce the More Knowledgeable Other (MKO), an individual with greater knowledge and skills than the learner. In a distance learning set-up, this person is an adult, such as the learner's parent or guardian. The theory also accentuates the zone of proximal development, which represents the distance of what a learner can do with adult support or in collaboration with a more capable mentor and vice versa (Vygotsky & Cole, 1978).

Salazar et al. (2022) noted in their study that parents have made various preparations to adjust to the new learning process; one of these was to seek guidance from a more knowledgeable person or teachers and experts. With this effort, parents in a home education setting become more knowledgeable about their children who are learners. Parents are now the new front lines of education.

The study by Silalahi (2019) found that with the presence of support from parents and having an awareness of the six important factors, which include assistance, mediation, cooperation, imitation, target, and crises, a learner will be able to carry out whatever task he or she can pretty much do independently.

Learners with special needs (LSEs) are experiencing more predicaments in understanding and coping with the educational challenges brought by the pandemic due to their special conditions (Juneja & Gupta, 2020). LSEs require additional support, an individualized approach, and accommodated or modified lessons to continue learning at home. It is the communal responsibility of governments, teachers, parents, and caregivers to ameliorate the educational disparity that exceptional education learners face (Narvekar, 2020). Government legislation and educational policies recognize the parents as the paramount facilitators of learning and central participants in a child's education. Hence, strategies were developed to create and foster meaningful collaborative applications with the parent and child participants in the research (Wynn, 2021).

Another theory to support this study is the work of Epstein and Sanders (2002), which stated that school personnel like administrators and teachers hope to learn meaningful ways of collaborating and working with families and incorporating the community to improve learners' accomplishments. The six types of family and community involvement include parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community.

First is parenting. Parenting is a set of activities that guide parents in obtaining immunizations for their learners and designing an effective relationship and support group among parents. Numerous school districts have parent groups specifically relevant to families of special education learners. This support group aims to study and advocate for the needs of special education learners within the local district (Rudy, 2020).

The second is communicating. Communicating activities will help enhance two-way communications in educational institutions and target communications set to eradicate attendance problems (Epstein & Sanders, 2002). Keeping parents constantly updated on tardiness and discipline issues through email, or any other platform positively impacts the learners more than anything else. The action aims to result in lesser levels of unnecessary absences (Clotilda, 2022).

The third is volunteering. Volunteering refers to activities that create a directory of volunteers' interests and skills (Epstein, 2002). Parents and children who work with the community and participate in school volunteer activities not only develop young minds and talent but also help mold children to become responsible global citizens (Sumanasekera et al., 2021).

The fourth is learning at home. Learning at Home activities help parents embolden their learners to engage in reading activities and thus develop their comprehension. These activities allow parents to read stories aloud

(Epstein, 2018). The study of Moussa and Koester (2021) indicated that reading a story or context aloud enhances a learner's fundamental reading skills and develops the learner's reading motivation.

The fifth type of parental involvement is decision-making. Decision-making activities aim to engage parents and family members from all backgrounds in improvement team meetings and arrange leaders for an Action Team for Partnership (Epstein, 2002).

Lastly, collaborating with the community— identifying a productive relationship between school personnel, learners, and their families so each member can benefit from community learning opportunities. Epstein et al. (2002). Parental involvement and support have been evident to have a valuable influence on learners' success in distance learning. The distance learning situation ordered by authorities during the Covid-19 pandemic has undoubtedly stressed the need for parental engagement in learners' homework. Parents are an essential connection between learners and their schools (Alshahrani, 2021). Parental involvement in children's learning constitutes parents' engagement beliefs and behaviors concerning their children's learning and education (Hoover-Dempsey & Sandler, 2005b).

In the Modular Distance Learning system, parents travel to school to acquire and submit modules and other learning outputs for their children. They help their children answer the activities contained in modules at home. Even working parents make time to assist their children in completing the activities in self-learning modules. As a result, parental involvement and participation in their children's learning and development begins primarily at home. If parents support and give importance to their child's education, favorable outcomes, like better academic achievements and social adaptation, will be displayed.

On the other hand, this study adheres to DepEd No. 32 s. 2020 Guidelines on the Engagement of Services of Learning Support Aides to Reinforce the Implementation of the BE – LCP in Time of COVID–19 Pandemic mandates that the Philippines Department of Education is steadfast in assuring unimpeded delivery of basic education services to its learners, including those that are in special education class. The Department of Education shall ascertain multiple learning modalities (LDMs) to establish the continued provision of learning opportunities to its learners while considering the health and safety of both the learners and school personnel. Briones (2020), the secretary of DepEd, reiterated that the basic education learning continuity plan is the department's resolution to the challenges brought by the pandemic in education.

This study also reckons with the Legal Bases of DepEd Order No. 44 series of 2021 Policy Guidelines on The Provision of Educational Programs and Services for Learners with Special Needs in The K to 12 Basic Education Program which stipulates the implementation of Behavior Intervention Report (BIR). This is a narrative report for learners exhibiting behavior that disturbs academic performance and hampers instruction. It also provides early care and learning programs with collected narratives to analyze behavior incidents. Much like an Individualized Education Program, stakeholders, especially the parents, are mandated to participate in crafting the BIR because there is a specific part wherein parents are to write behavior manifestations and interventions that took place at home.

Furthermore, the Republic Act No. 7277 or “Magna Carta for Disabled Persons” Sec. 12. Access to Quality Education asserts that the state shall ensure all disabled persons have access to top-notch education and ample opportunities to develop their skills. Special education learners are entitled to top-grade education to attain the highest possible academic, developmental, and functional ability level. Section 14 of the same Republic Act for Special Education is included. Persons with visual impairment, hearing impairment, mental retardation, and other types of exceptional children shall be given the opportunity to be matriculated in an adequate and integrated system of special education. This shall be established, maintained, and supported by the state. The blog of Orsander (2020) mentioned their initiative to support families with special education learners by providing referrals for assistive devices and believed that all special education learners should have access to top-notch education to have opportunities to choose their paths and contribute to their communities.

Overall, the study identified that parents of learners with special needs have various means of working hand in hand with the school. Thus, parents with significant academic involvement in their child's education are viewed as effective More Knowledgeable Other (MKO) at home or in a distance learning setup. In addition, parents play a significant role in their children's learning process at home and in their environmental education. It influences parents on their advocate and support. It recognizes parents for their efforts and challenges. It develops and provides a resilient style of parents' advocacy and persistence to navigate the learning process (Park et al., 2018).

3.0 Statement of the Problem

This research assessed the teaching strategies and support extended by parents to their children with special needs in distance learning in the three identified schools for the school year 2021-2022 as the basis for learning enhancement plans. Specifically, it sought answers to the following questions relevant to the profile of the respondents regarding age and gender, marital status, highest educational attainment, occupation, number of children, and combined family monthly income; extent of the teaching strategies practiced by the respondents in their child's distance learning in terms of aid, accessibility, and assessment; the extent of support extended by the respondents towards the studies of their child in distance learning in terms of parenting, communicating, learning at home, and decision making; and the significant relationship between the teaching strategies and support extended by the respondents to their child in distance learning.

4.0 Research Methodology

This research utilized the descriptive survey method to determine the relationship between the teaching strategies and the parents' support of their children in distance learning. The study locale was the three public elementary schools in Cebu province, which provide general and SPED curriculum from kindergarten to Grade 6. The respondents are the parents of learners with special needs whose learners were enrolled at any of the three identified elementary schools offering the distance learning program. The survey questionnaire was sent to 60 parents. The data were gathered using a two-part questionnaire validated by a professional teacher. Part I was intended for the socio-demographic profile of the respondents, and Part II deals with the teaching strategies and support extended by the respondents. The questionnaire statements alluded to the different types of parental involvement frameworks identified by Joyce Epstein.

4.1 Data Collection

During the preliminary stage, this study wrote a transmittal letter addressed to the School Superintendent to the division offices where the three locales of the study belong to gather relevant data. Upon approval, the researchers personally administered the survey questionnaires to the target respondents.

On the set schedule, the researchers conducted an orientation for the respondents regarding the study. They gave instructions on answering the questionnaires and assisted as necessary. Enough time was given for the respondents to answer the questions.

After the time allotted for them to answer the questionnaires was disbursed, the researchers retrieved the questionnaires. One hundred percent retrieval was observed correctly.

Privacy and safety were ensured throughout the research period, and respondents' dignity and well-being were protected at all times. The research data remained confidential throughout the study, and the researcher obtained the respondents' permission to use their real names in the research report.

The researchers statistically tabulated and interpreted the test results to help examine the data. They used descriptive statistical tools such as frequency, percentages, mean, and Pearson-r.

5. Results and Discussion

5.1 Profile of the Respondents

5.1.1 Age and Gender

Table 1
Age and Gender of the Respondents

| Age (in years) | Female | | Male | | Total | |
|-------------------|-----------|--------------|-----------|--------------|-----------|---------------|
| | f | % | f | % | f | % |
| 50 and above | 7 | 11.67 | 2 | 3.33 | 9 | 15.00 |
| 40 – 49 | 16 | 26.67 | 7 | 11.67 | 23 | 38.33 |
| 30 – 39 | 19 | 31.67 | 6 | 10.00 | 25 | 41.67 |
| 20 – 29 | 3 | 5.00 | 0 | 0.00 | 3 | 5.00 |
| Total | 45 | 75.00 | 15 | 25.00 | 60 | 100.00 |

Age and gender are important variables that need to be considered in this study.

Table 1 shows that 25 respondents, or 41.67 percent, are aged between 30 and 39; 23 respondents, or 38.33, are aged between 40 and 49; 9, or 15 percent, are aged between 50 and above, while only 3 respondents, or 5 percent, are aged between 20 and 29.

Based on the tabulations, most respondents are female, with 45 or 75 percent of the total population female and only 15 or 25 percent male. Though parenting varies across genders and age groups, women still play a crucial and influential role in their children's studies (Schueler et al., 2017).

5.1.2 Marital Status

Table 2 shows that the parents of children in the special education program in the three identified schools are mostly married.

Table 2
Marital Status of the Respondents

| Marital Status | f | % |
|-----------------------|-----------|---------------|
| Married | 46 | 76.67 |
| Single | 9 | 15.00 |
| Separated | 4 | 6.67 |
| Living with a partner | 1 | 1.67 |
| Total | 60 | 100.00 |

The table shows that 46 respondents, or 76.67 percent, are married; 9 respondents, or 15 percent, are single; 4, or 6.67 percent, are separated; and only 1 respondent, or 1.67 percent, is living with a partner.

Based on tabulation, married respondents comprise more than half of the population. Wen (2020) says children raised in intact marital households will likely do better in school than those raised in non-intact families. Parents in intact married families are more likely than stepfamilies or single-parent families to assist their children with homework. Learners who have experienced parental divorce have lower academic expectations and test scores than youngsters from stable married homes.

5.1.3 Highest Educational Attainment

Another variable considered in this study is the respondents' marital status. The data gathered are presented in Table 3.

Table 3: Highest Educational Attainment of the Respondents

| Educational Attainment | f | % |
|-------------------------------|-----------|---------------|
| Master's Degree | 1 | 1.67 |
| With Master's units | 0 | 0.00 |
| College Graduate | 23 | 38.33 |
| College Level | 12 | 20.00 |
| High School Graduate | 11 | 18.33 |
| High School Level | 4 | 6.67 |
| Elementary Graduate | 0 | 0.00 |
| Elementary Level | 9 | 15.00 |
| Total | 60 | 100.00 |

As shown in the table, 1 respondent, or 1.67 percent, has a master's degree; 23, or 38.33, graduated from college; 12, or 20 percent, are college graduates; 11, or 18.33 percent, are high school graduates; 4, or 6.67 percent, are high school graduates; and 9 respondents, or 15 percent of the total respondents, are elementary school graduates.

Based on the tabulation, most respondents are college graduates. Assari et al. (2020) believe that parents with high educational attainment or academic performance better improve the outcomes of their children's education.

5.1.4 Occupation

Table 4 displays the data collected regarding the occupation of the respondents.

Table 4: Occupation of the Respondents

| Occupation | f | % |
|----------------------------|-----------|---------------|
| Housewife | 20 | 33.33 |
| Costumer Service Associate | 6 | 10.00 |
| Gov't. Employee | 4 | 6.67 |
| Construction Worker | 4 | 6.67 |
| Security Guard | 3 | 5.00 |
| Utility | 3 | 5.00 |
| Bank Employee | 2 | 3.33 |
| Laborer | 2 | 3.33 |
| Student | 1 | 1.67 |
| Housemaid | 1 | 1.67 |
| Sales Lady | 1 | 1.67 |
| School Maintenance | 1 | 1.67 |
| Clerk | 1 | 1.67 |
| Cashier | 1 | 1.67 |
| Driver | 1 | 1.67 |
| ESL Teacher | 1 | 1.67 |
| Factory worker | 1 | 1.67 |
| Self-employed | 1 | 1.67 |
| Vendor | 1 | 1.67 |
| Online Seller | 1 | 1.67 |
| Liaison | 1 | 1.67 |
| None | 4 | 6.67 |
| Total | 60 | 100.00 |

The table shows that 20 respondents from the 3 identified schools, or 33.33 percent, are housewives, 6 respondents, or 10 percent, are customer service associates, 4 respondents are government employees, 4 are construction workers, 3 respondents are security guards, and 3 works as utility, 2 or 3.33 percent works as Bank employee and 2 respondents or 3.33 are laborers.

On the other hand, there is 1 respondent each who works as a housemaid, sales lady, school maintenance, clerk, cashier, driver, ESL teacher, factory worker, vendor, online seller, and liaison. They all take 1.67 percent each from the total number of respondents. 1 respondent, or 1.67 percent, is self-employed, and another 1.67 percent is a student. The remaining 4 respondents, or 6.67 percent, are unemployed.

Based on the tabulation, most respondents are housewives, accounting for almost half of the total respondents. According to Kniffin et al. (2021), work or employment may be one reason parents usually get other people to take care of or facilitate their children's studies. Thus, parental involvement may be less practiced in their children's education.

5.1.5 Number of Children

This study also considered the respondents' number of children an essential variable. Table 5 shows the data gathered.

Table 5
Respondents' Number of Children

| Number of Children | f | % |
|---------------------------|-----------|---------------|
| More than 4 | 7 | 11.67 |
| 3 - 4 | 21 | 35.00 |
| 1 - 2 | 32 | 53.33 |
| Total | 60 | 100.00 |

As shown in the table, 7, or 11.67 percent of the respondents have more than 4 children, 21 respondents or 35 percent have 3 - 4 number of kids while 32 respondents have 1 - 2 number of children.

Based on the tabulation, most respondents have 1 - 2 kids which takes 53.33 percent of the total population. The data could mean that having only 1-2 children in the family can significantly influence parental involvement in school. On the positive side, parents may find themselves with more time and energy to dedicate to their child's education, leading to increased participation in school activities and closer monitoring of academic progress. With fewer children to care for, parents can provide more individualized attention and invest more financial resources into educational opportunities (Ribeiro et al., 2021).

5.1.6 Combined Family Monthly Income

Income can reflect respondents' ability to send and support their children's education. Another important variable considered in this study was the combined family monthly income. Table 6 displays the results.

Table 6
Respondents' Combined Family Monthly Income

| Monthly Income (in pesos) | f | % |
|----------------------------------|-----------|---------------|
| Above 30,000 | 5 | 8.33 |
| 25,001-30,000 | 8 | 13.33 |
| 20,001-25,000 | 4 | 6.67 |
| 15,001-20,000 | 9 | 15.00 |
| 10,001-15,000 | 27 | 45.00 |
| 10,000 and below | 7 | 11.67 |
| Total | 60 | 100.00 |

The table shows the combined family income of the 3 identified schools. Five respondents or 8.33 percent have an income of above 30, 000; 8 respondents or 13.33 percent have an income of 25, 001 - 30, 000; 4 respondents or 6.67 percent have an income of 20, 001 - 25, 000; 9 respondents or 15 percent have an income of 15, 001 - 20,000; 27 respondents have an income of 10,001 - 15, 000; and 7 respondents or 11.67 percent have an income of 10,000 and below.

Based on the results, almost half of the respondents or 45 percent have a combined family monthly income of 10,001 - 15, 000 pesos. Şengönül (2022) has examined the link between parental involvement in their children's schooling and academic achievement, as well as the impact of socioeconomic position in this relationship. Parents reading to their children at home, providing encouragement and support for learning, maintaining high aspirations and expectations for their children's education and academic success, establishing communication, and discussing school issues with their children all have a positive impact on their children's academic achievement. The association between parental participation and children's academic success was

influenced by socioeconomic status (SES) and had a moderating function in this relationship. Because their parents had more cultural capital, children from higher socioeconomic homes made better use of their parents' engagement. Nonetheless, the educational commitment that parents with lower socioeconomic status can display is critical because it minimizes or eliminates the disadvantages that children from low-income and low-educated families may face, as well as the chance of academic failure. Increased parental participation had a higher influence on children from low-income families, and these children made better use of parental involvement and were able to improve their academic achievement to some extent.

5.2 Extent of Teaching Strategies Practiced by the Respondents in Distance Learning

This section showed the extent of teaching strategies practiced by the respondents in distance learning.

5.2.1 Aid

Table 7 shows the respondents' ability to apply extended teaching strategies regarding aid in distance learning.

Table 7

Extent of Teaching Strategies Practiced by the Respondents in Distance Learning in terms of Aid

| S/N | Indicators | WM | Verbal Description |
|--------------------------------|---|-------------|-------------------------|
| 1 | I use PowerPoint presentation when I review the lesson to my child | 2.85 | Practiced |
| 2 | I use videos from YouTube as a learning aid for my child | 3.47 | Highly Practiced |
| 3 | I modify the lesson and activities given by the teacher | 3.37 | Highly Practiced |
| 4 | I use conventional instructional materials as a learning aid for my child | 3.42 | Highly Practiced |
| 5 | I use realia in teaching the lesson to my child | 3.52 | Highly Practiced |
| Aggregate Weighted Mean | | 3.32 | Highly Practiced |

Legend: 3.25-4.00- Highly Practiced; 2.50- 3.24-Practiced ;1.75 - 2.49-Less Practiced; 1.00 - 1.74-Not Practiced

As shown on the table, with a weighted mean of 2.85, most respondents practiced using PowerPoint presentation. On the other hand, most respondents highly practiced the following: using videos from YouTube as learning aid for having a weighted mean of 3.47, modifying lesson and activities given by teacher for having a weighted mean of 3.37, using conventional instructional materials as learning aid for having a weighted mean of 3.42, using realia in teaching the lesson to their children for having a weighted mean of 3.52.

Based on the tabulation, having the aggregate weighted mean of 3.32, respondents highly practiced providing aid as an extended teaching strategy. Parental roles in homeschooling should be strengthened, even if the pandemic is over. Because in the perspective of inclusion, learners need to be educated at home if another unprecedented time will arise. With that, parents' issues pertain to home education should be re-evaluated to ensure future effectiveness (Nayir & Tamir Sari, 2021).

5.2.2 Accessibility

Table 8 shows the different teaching strategies respondents practiced regarding accessibility.

Table 8

Extent of Teaching Strategies Practiced by the Respondents in Distance Learning in terms of Accessibility

| S/N | Indicators | WM | Verbal Description |
|--------------------------------|--|-------------|-------------------------|
| 1 | I provide a conducive learning environment for my child | 3.55 | Highly Practiced |
| 2 | I give enough space like big table and comfortable chair for my child to use during study time | 3.27 | Highly Practiced |
| 3 | Our study room has proper ventilation | 3.48 | Highly Practiced |
| 4 | The room is well-lit | 3.52 | Highly Practiced |
| 5 | The study room is away from external distractions | 3.32 | Highly Practiced |
| 6 | I have a stable internet or data connection at home | 3.37 | Highly Practiced |
| 7 | I use different search engine to search and study more about my child's lesson | 3.40 | Highly Practiced |
| Aggregate Weighted Mean | | 3.41 | Highly Practiced |

As shown on the table, most respondents Highly Practiced the following: providing conducive learning environment for their children with a weighted mean of 3.55, giving enough space for their children with a weighted mean of 3.27, ventilating their children's study room with a weighted mean of 3.48, making sure the room is well-lit with a weighted mean of 3.52, making sure that the study room is away from external distractions with a weighted mean of 3.32, providing stable internet or data connection at their homes with a weighted mean of 3.37, using different search engines to search and study children's lesson with a weighted mean 3.40.

Based on the tabulation, with an aggregate weighted mean of 3.41, respondents highly practice extended teaching strategies in terms of accessibility in support of their children's distance learning. Zulkifli et al. (2022)

explained that an instructional model that is well-designed and linked with learning styles will significantly impact the teaching and learning process. Even though they are not in a traditional classroom setting, this teaching technique provided by parents to their children ensures that learners have access to their education.

5.2.3 Assessment

Table 9 shows the extent of teaching strategies practiced by the respondents in distance learning in terms of accessibility.

Table 9
Extent of Teaching Strategies Practiced by the Respondents in Distance Learning in terms of Assessment

| S/N | Indicators | WM | Verbal Description |
|--------------------------------|--|-------------|-------------------------|
| 1 | I have a structured rules during study time | 3.38 | Highly Practiced |
| 2 | I have structure routine during study time | 3.38 | Highly Practiced |
| 3 | I give "brain breaks" in between study time | 3.55 | Highly Practiced |
| 4 | I give positive reinforcement when the child achieves the goal | 3.68 | Highly Practiced |
| 5 | I give consequence for undesired behavior during study time | 3.43 | Highly Practiced |
| Aggregate Weighted Mean | | 3.49 | Highly Practiced |

As shown in the table, respondents highly practiced having structured rules during their children's study time, with a weighted mean of 3.38. They also practiced having a structured routine during children's study time, with a weighted mean of 3.38. They also gave brain breaks between study times, with a weighted mean of 3.55. They gave positive reinforcement, with a weighted mean of 3.68, and consequences for undesired behavior, with a weighted mean of 3.43.

Based on the tabulation, with an aggregate weighted mean of 3.49, respondents highly practiced assessment as an extended teaching strategy to support their children's distance learning. Concrete and stringent efforts should be made to clinch the use of assessment as a tool for improving teaching and learning. Various approaches and applications can be used for practical evaluation at school or home for homeschooling. New learning standards and more formative techniques for assessing learners must be developed and implemented by teachers and parents involved in their children's academic pursuits (Guthrie et al., 2022).

5.2.4 Summary

Table 10 presents the summary on the extent of teaching strategies practiced by the respondents in distance learning.

Table 10
Summary on the Extent of Teaching Strategies Practiced by the Respondents in Distance Learning

| Components | WM | Verbal Description |
|-------------------|-------------|-------------------------|
| Aid | 3.32 | Highly Practiced |
| Accessibility | 3.41 | Highly Practiced |
| Assessment | 3.49 | Highly Practiced |
| Grand Mean | 3.41 | Highly Practiced |

As shown in the table, Aid, with a weighted mean of 3.32, is highly practiced; accessibility, with a weighted mean of 3.41, is highly practiced; and assessment, with a weighted mean of 3.49, is also highly practiced.

Based on the tabulation, with a grand mean of 3.41, the respondents of the three identified schools highly practiced the components Aid, Accessibility, and Assessment. The distance learning modality is most viable for independent learners and learners who are supported by periodic supervision from parents or guardians. The challenge will be dealing with learners who are not capable of independent learning. This is the subject of further discussion within DepEd and with partners and parents (Liego, 2020).

5.3 Extent of Support Extended by the Respondents Towards the Studies of their Child in Distance Learning

This section presents the extent to which the respondents supported their child's studies in distance learning.

5.3.1 Parenting

Table 11 shows the extended support of respondents in terms of parenting towards their children's studies in distance learning.

Table 11

Extent of Support Extended by the Respondents towards the Studies of their Child in Distance Learning in terms of Parenting

| S/N | Indicators | WM | Verbal Description |
|--------------------------------|---|-------------|------------------------|
| 1 | I fulfill my child's basic needs | 3.73 | Very Supportive |
| 2 | I make sure that my child attends school in compliance with all rules and regulations | 3.53 | Very Supportive |
| 3 | I discuss the importance of good education with my child | 3.82 | Very Supportive |
| 4 | I supervise my child when he/she watches television / plays computer games | 3.53 | Very Supportive |
| 5 | I handle conflict with my child quite well | 3.45 | Very Supportive |
| Aggregate Weighted Mean | | 3.61 | Very Supportive |

Legend: 3.25-4.00-Very Supportive; 2.50- 3.24-Supportive; 1.75 - 2.49-Somewhat Supportive; 1.00 - 1.74-Not Supportive

It can be seen that respondents are very supportive in fulfilling their children's needs, with a weighted mean of 3.73, making sure that children attend school in compliance with all rules and regulations, with a weighted mean of 3.53, discussing the importance of good education with their children with a weighted mean of 3.82, supervising their children when they watch TV or play computer games with a weighted mean of 3.53, and handling conflict with their children quite well with a weighted mean of 3.45.

Based on the data gathered, with an aggregate weighted mean of 3.61, the respondents are very supportive in terms of parenting towards the studies of their children. Parenting plays a massive role in family relationships. Mothers and Fathers are the mentors, and the kids are all necessary for the family group; this is an inventive method for remembering youngsters for the collaboration of the family. Allowing children to feel that their parents have similar objectives allows youngsters to include a feeling that everything is good inside the family. This outcome in a positive connection between the parents and their children. Remarkable parents know how to grant their youngsters prosperity (Mesler, 2022) comprehensively.

5.3.2 Communicating

Table 12 shows the extent to which the respondents supported their child's studies in distance learning in terms of communication.

Table 12

Extent of Support Extended by the Respondents towards the Studies of their Child in Distance Learning in terms of Communicating

| S/N | Indicators | WM | Verbal Description |
|--------------------------------|---|-------------|------------------------|
| 1 | I meet my child's teacher every report card giving | 3.53 | Very Supportive |
| 2 | I take the initiative in contacting my child's teacher | 3.48 | Very Supportive |
| 3 | If I have any questions pertaining to my child, I contact the child's teacher | 3.70 | Very Supportive |
| 4 | I receive information regarding my child's progress from his/her teacher | 3.62 | Very Supportive |
| 5 | I read school announcements | 3.60 | Very Supportive |
| Aggregate Weighted Mean | | 3.59 | Very Supportive |

As shown in the table, respondents are very supportive of the following indicators: meeting children's teachers with every report card having a weighted mean of 3.53, taking the initiative in contacting children's teachers having a weighted mean of 3.48, contacting teachers about a specific question, 3.70, receiving information about children's progress for having a weighted mean of 3.62, and reading school announcement for having a weighted mean of 3.60.

Based on the tabulation and with the aggregate weighted mean of 3.59, respondents are very supportive of communication as extended support towards their children's studies in distance learning.

According to Onuegbu (2022), well-delivered communication among parents and teachers diminishes the hurdles caused by distance learning. Educators and parents should cooperate to produce learners who succeed scholastically and children with high ethics and concern for society. This multitude of skill and character qualities should be ingrained among rudimentary students to assemble a superior society later on.

5.3.3 Learning at Home

Another essential variable considered was the respondent's extended support for their child's studies in distance learning in terms of learning at home. The data are presented in Table 13.

Table 13 Extent of Support Extended by the Respondents towards the Studies of their Child in Distance Learning in terms of Learning at Home

| S/N | Indicators | WM | Verbal Description |
|--------------------------------|--|-------------|------------------------|
| 1 | I participate in learning activities with my child, such playing educative games | 3.63 | Very Supportive |
| 2 | My child and I talk about his/her activities in school | 3.58 | Very Supportive |
| 3 | I help my child with homework | 3.67 | Very Supportive |
| 4 | I help my child prepare for tests/examinations | 3.57 | Very Supportive |
| 5 | I read books to my child/hold a discussion with him/her | 3.40 | Very Supportive |
| Aggregate Weighted Mean | | 3.57 | Very Supportive |

It can be seen on the table that the respondents are very supportive about the following indicators: Participating in learning activities with their children such as playing educative game with a weighted mean of 3.63, talking to children about their activities in school with a weighted mean of 3.58, helping children on their homework with a weighted mean of 3.67, helping children prepare for tests or examinations with a weighted mean of 3.57 and reading books to their children and hold a discussion with them with a weighted mean of 3.40.

Based on the results, with the aggregate weighted mean of 3.57, respondents are very supportive towards the studies of their children in terms of learning at home. The effectiveness of distance learning has become a research topic, especially in light of the pandemic. To optimize uptake and effectiveness of the distant learning method in the context of special education, parents disclose that it is necessary to rethink learning and teaching strategies and enhance access to new media educational technologies in order to be an effective teacher at home (Philip & Bali, 2022).

5.3.4 Decision Making

Table 14 presents the extent of support extended by the respondents towards their child's studies in distance learning in terms of decision-making.**Table 14 Extent of Support Extended by the Respondents towards the Studies of their Child in Distance Learning in terms of Decision Making**

| S/N | Indicators | WM | Verbal Description |
|--------------------------------|--|-------------|--------------------|
| 1 | I speak my opinion regarding the school and its development | 3.35 | Very Supportive |
| 2 | I am involved in the school's decision-making process regarding the curriculum and learning strategies of my child | 3.38 | Very Supportive |
| 3 | I have an influence over what happens in my child's education | 3.18 | Supportive |
| 4 | I contact the school committee to voice my opinions | 3.00 | Supportive |
| 5 | I participate in the votation of parent representatives in my child's class/school committee | 3.22 | Supportive |
| Aggregate Weighted Mean | | 3.23 | Supportive |

As shown on the table, respondents are very supportive in speaking their opinions regarding the school and its development for having a weighted mean of 3.35 and in involving themselves in the school's decision making on the curriculum and learning strategies for having a weighted mean of 3.38. On the other hand, they seemed to be supportive in having an influence over their children's education for having a weighted mean of 3.18, contacting schools committee to voice their opinions for having a weighted mean of 3.00, and in participating in the votation of parent representatives with a weighted mean of 3.22.

Based on the tabulations, having an aggregate weighted mean of 3.23, respondents are supportive towards the studies of their children in distance learning in terms of decision making. Parents and teachers perceived decision-making as typically supportive of social-emotional competence (Burse, 2022).

5.3.5 Summary

Table 15 presents a summary of the extent of support extended by the respondents towards their child's studies in distance learning. This table contains 4 variables that describe the extent of support extended by the respondents towards their child's learning in terms of parenting, communicating, learning at home, and decision-making.

Table 15 Summary on the Extent of Support Extended by the Respondents towards the Studies of their Child in Distance Learning

| Components | WM | Verbal Description |
|-------------------|-------------|------------------------|
| Parenting | 3.61 | Very Supportive |
| Communicating | 3.59 | Very Supportive |
| Learning at Home | 3.57 | Very Supportive |
| Decision Making | 3.23 | Supportive |
| Grand Mean | 3.50 | Very Supportive |

The table shows that respondents support decision-making with a weighted mean of 3.23. On the other hand, the respondents seemed to be very supportive of the following components: parenting, with a weighted mean of 3.61, with a weighted mean of 3.59, and learning at home, with a weighted mean of 3.23.

Based on the results, with a grand mean of 3.50, respondents support their children's studies in distance learning. Daniela and Rudolfa (2021) stated that in distance learning, parents assumed the job of critical learning specialists, aiding students in learning how to continue their education, use digital solutions, and support their children in this undertaking. Parents would likewise like schools to worry about how their youngsters are doing and whether they have all they need.

5.4 Test of Significant Relationship

5.4.1 Extent of Teaching Strategies Practiced in Terms of Aid and Support Extended by the Respondents

Table 16

Test of Significant Relationship between the Extent of Teaching Strategies Practiced in Terms of Aid and Support Extended by the Respondents

| Variables | r-value | Strength of Correlation | p-value | Decision | Result |
|--------------------------|---------|-------------------------|---------|-----------|-------------|
| Aid and Parenting | 0.362* | Weak Positive | 0.004 | Reject Ho | Significant |
| Aid and Communicating | 0.512* | Moderate Positive | 0.000 | Reject Ho | Significant |
| Aid and Learning at Home | 0.283* | Negligible Positive | 0.028 | Reject Ho | Significant |
| Aid and Decision Making | 0.358* | Weak Positive | 0.005 | Reject Ho | Significant |

*significant at $p < 0.05$ (two-tailed)

As presented in Table 16, the computed r-value of aid and parenting is 0.362, while the r-value of aid and decision-making is 0.358, which indicates a weak positive correlation regarding the teaching strategies practiced. Regarding aid and communicating, the computed r-value is 0.512, indicating a moderate positive correlation. Aid and learning at home has a computed r-value of 0.283, indicating a negligible positive correlation.

Moreover, the computed p-values of the identified variables, such as 0.004 for aid and parenting, 0.000 for aid and communication, 0.028 for aid and learning at home, and 0.005 for aid and decision-making, indicate that the computed p-values are all less than the 0.05 level of significance, which suggests that the null hypotheses are rejected. Hence, the correlations of the variables are significant.

5.4.2 Extent of Teaching Strategies Practiced in terms of Accessibility and Support Extended by the Respondents

Table 17

Test of Significant Relationship between the Extent of Teaching Strategies Practiced in terms of Accessibility and Support Extended by the Respondents

| Variables | r-value | Strength of Correlation | p - value | Decision | Result |
|------------------------------------|---------|-------------------------|-----------|-----------|-------------|
| Accessibility and Parenting | 0.489* | Weak Positive | 0.000 | Reject Ho | Significant |
| Accessibility and Communicating | 0.485* | Weak Positive | 0.000 | Reject Ho | Significant |
| Accessibility and Learning at Home | 0.440* | Weak Positive | 0.000 | Reject Ho | Significant |
| Accessibility and Decision Making | 0.358* | Weak Positive | 0.005 | Reject Ho | Significant |

*significant at $p < 0.05$ (two-tailed)

As presented in Table 17, the computed r-value of accessibility and parenting is 0.489, the r-value of accessibility and communicating is 0.485, r-value of accessibility and learning at home is 0.440 and r-value of accessibility and decision-making is 0.358 indicating that there is a weak positive correlation between the extent of teaching strategies practices in terms of accessibility and support extended by the respondents.

Moreover, the computed p-values of the identified variables were all less than the 0.05 level of significance, which suggests that the null hypotheses are rejected. Hence, the variables' correlations are significant.

5.4.3 Extent of Teaching Strategies Practiced in Terms of Assessment and Support by the Respondents

Table 18

Test of Significant Relationship between the Extent of Teaching Strategies Practiced in terms of Assessment and Support Extended by the Respondents

| Variables | r-value | Strength of Correlation | p - value | Decision | Result |
|---------------------------------|---------|-------------------------|-----------|-----------|-------------|
| Assessment and Parenting | 0.387* | Weak Positive | 0.002 | Reject Ho | Significant |
| Assessment and Communicating | 0.565* | Moderate Positive | 0.000 | Reject Ho | Significant |
| Assessment and Learning at Home | 0.442* | Weak Positive | 0.000 | Reject Ho | Significant |
| Assessment and Decision Making | 0.428* | Weak Positive | 0.001 | Reject Ho | Significant |

*significant at $p < 0.05$ (two-tailed)

As presented in Table 18, the computed r-value of assessment and parenting is 0.387, the r-value of assessment and learning at home is 0.442, and the r-value of assessment and decision-making is 0.428, indicating that there is a weak positive correlation between the extent of teaching strategies practices in terms of accessibility and support extended by the respondents. On the other hand, the computed r-value of assessment and communicating is 0.565, indicating a moderate positive correlation between identified variables.

Moreover, the computed p-values of the identified variables were all less than the 0.05 level of significance, which suggests that the null hypotheses are rejected. Hence, the variables' correlations are significant.

6. Findings

Based on the data gathered, the study's findings were summarized as follows.

On the profile of the respondents, data showed that most of the respondents were female, aged 30-39 years old, married, graduated college, worked as a housewife, had 1 to 2 children, and had a combined monthly income of 10,001 to 15,000 pesos. In addition, the extent of teaching strategies practiced by the respondents in distance learning was Highly Practiced, and the extent of support extended by the respondents towards the studies of their child in distance learning was Very Supportive. Finally, it was found that there was a significant relationship between the extent of the teaching strategies practiced and the support extended to their child's studies in distance learning.

7. Conclusion

It is concluded that the teaching strategies in terms of aid, accessibility, and assessment were Highly Practiced, while the extended support as to parenting, communicating, learning at home, and decision-making was Very Supportive. Despite the differences in their socio-demographic profile, positive results will happen if respondents share the same effort in using different teaching strategies and giving extended support towards the studies of their children in distance learning. The results also highlight the theory of Dr. Epstein (2002) which highlighted the importance of learning in meaningful ways to collaborate and work with families to improve the learner's accomplishments.

8. Recommendations

Based on the findings and conclusion of the study, the researchers highly recommend implementing the learning enhancement plan to help support the parents or guardians who act as teachers in the distance learning of their children. The proposed plan will help reinforce the teaching strategies and the support extended by parents or guardians towards the studies of their children.

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