Parental Support in Blended Learning Modality

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Abstract

The study examined the level of parental involvement in the blended learning environment among the Grade 7 students in the public secondary school of Central Negros for the school year 2022-2023. A descriptive research design was adopted with 272 parents out of a total of 920, who were selected through stratification and random sampling. The study sought to assess the level of communication, emotional, and financial support extended by parents. Results indicated generally high parental support across these domains. Within these areas, however, significant differences were established in relation to communication and emotional support based on living conditions, particularly in two-parent households, with no differences against family income nor number of children being established. Financial support varied significantly on family income, but not by living conditions or number of children. The findings stress, as well, that effective parental involvement in the blended learning set-up should be taken into consideration while designing educational strategies that would meet the differences of many families. It stresses, too, that living conditions and financial capability carry the weight of effective support, while family size may not be a strong determining factor for parental involvement. Educational institutions, therefore, should engage parents through easy accessible support system and targeted interventions for student success in a blended learning environment.

Keywords: Blended Learning, parental support, communication support, emotional support, financial support.

Bio-profile

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Introduction

Rationale

Parents greatly influence their child's academic achievement in the new normal of teaching and learning. A consultative session is held at the outset to explore their crucial role in modifying the learning modality. Kuruvilla (2020) asserts that parents have a crucial role in online education. Due to homeschooling, parents must monitor their child's growth and performance in their daily activities during independent learning. Teachers will not be able to achieve the intended learning objectives without the assistance of the parents.

According to the study, one of the key markers of how involved parents are in their children's education is the amount of communication between parents and children about school-related matters. The children's academic performance might benefit from these parenting behaviors, and more frequent communications indicated a higher level of parental participation. However, according to some researchers, talking to kids about their school experiences more frequently might not improve their academic performance but rather endanger their autonomy needs and harm their motivation to learn (Keijsers & Poulin, 2013).

Parental support is crucial in blended learning as it enables parents/guardians to effectively reinforce their child's learning, foster a love for learning, and enhance student motivation. By involving parents/guardians in their child's education, schools can create a collaborative learning environment that promotes academic success. Among the parents of Grade 7 students at La Castellana National High School, notable learning gaps in parental support have been observed upon implementing the blended learning modality. This highlights the need for tailored support that can help provide parents with the necessary tools, training, and guidance to support their child's learning.

Theoretical Underpinnings

The study is anchored on the theory of Planned Behavior (TPB) by Icek Ajzen, which sets a model for human actions in which (a) attitudes and behaviors determine intentional

behavior, (b) subjective norms, and (c) perceived controls. This theory can be used to explain and predict the behavior of parental involvement in children's schooling.

Literature Review

In the study of (Borup, 2016 Borup et al., 2014, 2015, 2019), the following parental engagement roles were found helpful to the learner: organizing, instructing, monitoring, motivating, and nurturing.

The transitional lived experiences of work-from-home parents are reported in this study, revealing their roles and activities as they juggle the responsibilities of parenting, working, and helping kids with their distance learning. A macro-micro view of parent participation from ten semi-structured interviews with Filipino parents was organized using a three-step coding method and a phenomenological approach. In juggling their five academic responsibilities—organizing, coordinating, monitoring, motivating, nurturing, and a sixth function of supporting learning—parents showed a positive outlook (Martin, 2021).

Since parents have had to participate in the front-line teaching and learning process, the COVID-19 epidemic has further underscored the value of parental support (Winthrop et al., 2020).

According to research by Vukovic et al. (2013) and Camacho-Thompson et al. (2016), good parent-child communication is when parents and kids have a conversation in a setting where the parents support their kids' opinions and give them structure by making decisions that are accepting of differing points of view. Children and parents collaborate to make decisions and offer opinions in a constructive dialogue setting. The parents encourage their children to express their thoughts and give them a framework. In this way, children understand what is expected of them and why, and parents can respond appropriately to their children's activities. Research has indicated that improved academic achievement among children is linked to parent-child communication that involves parents' comprehension and support of their children.

According to studies, parent-child communication is the primary way that parents can influence their children in terms of family factors. It also influences students' psychological states and behavioral engagement in learning activities (Zhou & Zhang, 2018) and encourages students to develop in a positive and healthy way (Liu et al., 2012).

Parents' aspirations and role as support systems facilitate children's gain of knowledge, attitudes, and abilities that help them to understand and deal with emotions, set goals, embrace empathy for others, and make responsible choices (Redding, 2014).

All the studies emphasize how important parents are to their children's education, especially in mixed and remote learning environments. Their participation has been demonstrated to improve emotional growth, well-being, and academic achievement. All things

considered, parental involvement is crucial to guaranteeing students' academic and personal success.

Objectives

This study aimed to determine the level of parental support in blended learning modality in a public secondary school, in a first-class municipality, in Central Negros during the School Year 2022-2023. Moreover, this paper sought to determine 1) the level of parental support in blended learning modality according to communication, emotional, and financial support; 2) the significant difference, if any, in the level of parental support in blended learning modality at the research environment based on demographic variables.

Methodology

This section discusses the methods used to gather and analyze the data based on this paper's objectives. This section includes the research design, subject-respondents, research instrument, data collection procedures, ethical considerations, data analysis, and statistical treatment.

Research Design

Considering the nature of the data involved, descriptive research design was used in this study to determine the level of parental support in blended learning modality in a public secondary school, in a first-class municipality, in central Negros during the School Year 2022-2023 as the basis for an action plan. Descriptive studies provide essential knowledge about the nature of objects and persons. Descriptive studies play a large part in the development of instruments for the measurement of many things. Test papers, questionnaires, interview schedules, observation schedules, checklists, scorecards, and rating scales are some of the tools used in descriptive studies (Conscientia, 2013).

Respondents

This paper used a stratified random sampling technique to determine the respondents from the parents of grade 7 students (N= 920; n= 272)

Instrument

The self-made questionnaire was divided into two parts, wherein part I deals with the profile of respondents in terms of living conditions, family income, and number of children. Part II of the questionnaire is a 30-item statement for the parents, 10 for communication support, 10

for emotional support, and 10 for financial support, which measures the level of parental support in blended learning modality using 5-point Likert scale rating with five as always, four as often, three as sometimes, two as rarely and one as rarely.

Procedures for Data Collection

After establishing the validity and reliability of the instrument, the researcher wrote a letter to the School Heads to ask permission to conduct the study. Upon approval, the researcher scheduled the data gathering with a letter of request to the department heads. In the conduct, the researcher explained the purpose of the study and administered the questionnaire to the respondents to guide them carefully in answering and giving the needed data and retrieving the questionnaires. The respondents were assured of the confidentiality of the data gathered.

Data Analysis and Statistical Treatment

Objective No. 1 used a descriptive-analytical scheme and used frequency count and percentage as statistical tools to determine the profile of the parents in terms of living situation, family income, and the number of children. Objective No. 2 used descriptive analytical schemes and means to determine the level of parental support in blended learning modality according to communication support, emotional support, and financial support. Objective No. 3 also utilized a descriptive-analytical scheme and mean to determine the level of parental support in the blended learning modality when grouped according to living conditions, family income, and the number of children attending school. Objective No. 4 utilized a comparative analytical scheme, Mann-Whitney U test, and Kruskal Wallis H test to determine whether or not a significant difference exists in the level of parental support in blended learning modality when grouped and compared according to the aforementioned variables.

Ethical Considerations

By guaranteeing the confidentiality of their answers and maintaining their anonymity during the whole research process, this study attempted to reduce the possibility of harm to its intended respondents. Their free, prior informed consent was obtained at the outset, and they were guaranteed the right to discontinue their involvement in the study if it was thought essential. No personally identifiable information was gathered, violating the Family Educational Rights and Privacy Act (FERPA), particularly about the researcher's and analysts' access to the data. The responders were also assured that, unless required, no information revealing their identity would be published or disseminated without their permission.

Results and Discussion

This section deals with the presentation of the results and its discussion. The discussion of the result includes the interpretation and analysis of the data gathered in connection to this investigation's specific problems and hypotheses.

Level of Parental Support in Blended Learning Modality according to Communication Support, Emotional Support, and Financial Support

Table 1

Level of Parental Support in Blended Learning Modality in Communication Support

Area A. Communication Support	Mean	Interpretation
As a parent, I… 1. give out a healthy conversation exchange with my child/children.	4.59	Very High
2. give positive reinforcement like gifts and prizes to motivate my child/children towards their education.	3.98	High
3. give appropriate information on dealing with alcohol, drugs, and sexual relationships.	4.64	Very High
4. discuss the importance of education with my child/children at home.	4.61	Very High
5. reach out to teachers about my child's/children's academic performance.	4.21	High
6. focus on body language and words to understand what my child tries to express.	4.57	Very High
7. teach my child/children to improve time management skills for doing all required learning tasks.	4.51	Very High
8. I can assist my child/children in dealing with enrichment or remedial activities.	4.02	High
9. help them to communicate their academic needs.	4.48	High
10. have enough time to listen to my child's/children's situation and concerns.	4.57	Very High
Overall Mean	**4.42**	**High**

Table 1 shows the level of parental support in the blended learning modality regarding communication support with an overall mean of 4.42, interpreted to mean high level. This implies that, although parents invest time in discussing the value of education with their children, their efforts may fall short if not paired with consistent positive reinforcement—such as

acknowledging or rewarding academic accomplishments. This result conforms to the statement of Borup (2016) who found that parents needed help motivating their children to engage in learning, setting high expectations, and using a system of incentives to meet those expectations.

Table 2

Level of Parental Support in Blended Learning Modality in Emotional Support

Area		
B. Emotional Support *As a parent, I…*	Mean	Interpretation
1. deal effectively with unacceptable behavior.	4.39	High
2. respect and appreciate my child/children's hard work.	4.72	Very High
3. avoid involving my child/children in our family/social enmity.	4.03	High
4. I should develop my child/children's self-discipline towards their studies.	4.60	Very High
5. prepare meals and snacks for my child/children.	4.54	Very High
6. give importance to my child's hard work by giving positive feedback.	4.60	Very High
7. I should be patient with my child's/children's weaknesses and shortcomings	4.42	High
8. should maintain an optimistic attitude.	4.41	High
9. I Should be loving and caring enough for my child/children to know that they are loved and appreciated.	4.71	Very High
10. allow my child/children to make choices on the order of activities and time for taking breaks.	4.28	High
Overall Mean	**4.47**	**High**

Table 2 presents the level of parental support in the blended learning modality regarding emotional support with an overall mean of 4.47, interpreted to mean high level. This suggests that even when parents express appreciation and offer positive feedback for their children's achievements and efforts, students may still struggle academically due to being in an environment marked by family conflict. This aligns to the study conducted by (Borup et al., 2019), parents need to consider how their relationship with their children will be impacted. Parents need to maintain caring relationships among children.

Table 3

Level of Parental Support in Blended Learning Modality in Financial Support

Area

C. Financial Support	Mean	Interpretation
As a parent, I…		
1. can provide my child/children with daily needs (textbooks, notebooks, pens, pencils, etc.	4.68	Very High
2. allocate enough budget for my child's/children's contribution to school.	4.59	Very High
3. provide my child's/children's needs for their school-related co-curricular activities.	4.51	Very High
4. provide enough fares for public transportation.	4.56	Very High
5. I can provide enough space at home conducive to learning to help my child/children focus.	4.36	High
6. can provide a printer at home to print the materials needed in his/her projects.	2.74	Moderate
7. provide enough allowance for my children when they go to school.	4.61	Very High
8. provide a reliable internet connection when researching for their assignments.	3.39	Moderate
9. provide financial support for school requirements such as projects and performance tasks and output.	4.43	High
10. I have financial plans for my child/children's education in the future.	3.99	High
Overall Mean	**4.19**	**High**

Table 3 provides valuable insight into the level of parental support in blended learning modality regarding financial support with an overall mean of 4.19, interpreted as a high level. This implies that while parents can provide their children with basic school supplies such as notebooks, pens, paper, and pencils, some still face financial challenges, particularly when affording more expensive items like personal printers, which they cannot afford. This conforms to the statement of Machebe et al (2017) that the parental income level impacts the students' academic achievement. Additionally, the provision of parents in moral, financial and materials support can encourage the student to perform academically at school.

Table 4

Level of Parental Support in Blended Learning Modality in Communication Support According to Living Condition

Categories	Single Parent		Both Parents		Guardian	
A. Communication Support	**Mean**	**Interpretation**	**Mean**	**Interpretation**	**Mean**	**Interpretation**
As a parent, I...						
1. give out a healthy conversation exchange with my child/children.	4.48	High	4.61	Very High	4.63	Very High
2. give positive reinforcement like gifts and prizes to motivate my child/children towards their education.	3.73	High	4.05	High	3.94	High
3. give appropriate information on dealing with alcohol, drugs, and sexual relationships.	4.42	High	4.69	Very High	4.71	Very High
4. discuss the importance of education with my child/children at home.	4.31	High	4.68	Very High	4.66	Very High
5. Reach out to teachers about my child's/children's academic performance.	4.21	High	4.21	High	4.20	High
6. focus on body language and words to understand what my child tries to express.	4.44	High	4.61	Very High	4.51	Very High
7. teach my child/children to improve time management skills for doing all required learning tasks.	4.44	High	4.53	Very High	4.49	High
8. I can assist my child/children in dealing with enrichment or remedial activities.	3.92	High	4.06	High Level	3.91	High
9. help them to communicate their academic needs.	4.31	High	4.55	Very High	4.31	High
10. have enough time to listen to my child's/children's situation and concerns.	4.29	High	4.65	Very High	4.54	Very High
Overall Mean	**4.25**	**High**	**4.47**	**High**	**4.39**	**High**

Table 4 shows the level of parental support in blended learning modality in communication support according to living conditions showed the overall mean of 4.47, 4.39, and 4.25, both interpreted as "High Level." This suggests that a parent's living situation—whether they are a single parent, both parents are present, or a guardian is involved—does not hinder their ability to build strong relationships and maintain open communication with their children, especially when it comes to discussing serious matters. This conforms to the study conducted by Vukovic et al. (2013), who described high-quality parent-child communication as parents and children conducting a conversation in an environment where the parents encourage their children's opinions and provide structure with decisions that are tolerant of different

viewpoints. Parents and children provide opinions and make decisions in such a beneficial communication environment.

Table 5

Level of Parental Support in Blended Learning Modality in Emotional Support According to Living Condition

Categories	Single Parent		Both Parents		Guardian	
B. Emotional Support	**Mean**	**Interpretation**	**Mean**	**Interpretation**	**Mean**	**Interpretation**
As a parent, I…						
1. deal effectively with unacceptable behavior.	4.40	High	4.48	High	3.94	High
2. respect and appreciate my child/children's hard work.	4.50	Very High	4.78	Very High	4.69	Very High
3. avoid involving my child/children in our family/social enmity.	3.69	High	4.13	High	3.94	High
4. I should develop my child/children's self-discipline towards their studies.	4.40	High	4.66	Very High	4.57	Very High
5. prepare meals and snacks for my child/children.	4.60	Very High	4.58	Very High	4.20	High
6. give importance to my child's hard work by giving positive feedback.	4.27	High	4.68	Very High	4.66	Very High
7. I should be patient with my child/children's weaknesses and shortcomings.	4.15	High	4.46	High Level	4.57	Very High
8. should maintain an optimistic attitude.	4.04	High Level	4.50	Very High	4.40	High
9. I Should be loving and caring enough for my child/children to know that they are loved and appreciated	4.73	Very High	4.74	Very High	4.49	High
10. allow my child/children to choose the order of activities and time for taking breaks.	4.08	High	4.35	High	4.11	High
Overall Mean	**4.29**	**High Level**	**4.53**	**Very High**	**4.36**	**High**

Table 5 shows the level of parental support in blended learning modality in the area of emotional support according to living conditions showed the overall mean of 4.53, interpreted as "Very High Level" for both parents, 4.36 and 4.29, both interpreted as "High Level" for single parent and guardians. This implies that households with both parents excel more in offering emotional support through sincere encouragement, reassurance, and compassion, helping children feel valued, loved, and cared for. This upholds the study of Atoum and Al-Shobul (2018) that when you directly express affection and concern when you reassure them that they are loved and important, you may help them cope with upset feelings or challenging situations.

Table 6
Level of Parental Support in Blended Learning Modality in Financial Support According to Living Condition

Categories	Single Parent		Both Parents		Guardian	
C. Financial Support *As a parent, I…*	**Mean**	**Interpretation**	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. can provide my child/children with daily needs (textbooks, exercise books, pens, pencils, etc.	4.58	Very High	4.69	Very High	4.74	Very High
2. allocate enough budget for my child's/children's contribution to school.	4.48	High	4.61	Very High	4.63	Very High
3. provide my child's/children's needs for their school-related co-curricular activities.	4.19	High	4.56	Very High	4.66	Very High
4. provide enough fare for public transportation.	4.27	High	4.62	Very High	4.57	Very High
5. I can provide enough space at home conducive to learning to help my child/children focus.	4.02	High	4.40	High	4.63	Very High
6. can provide a printer at home to print the materials needed in his/her projects.	2.90	Moderate	2.70	Moderate	2.77	Moderate
7. provide enough allowance for my children when they go to school	4.52	Very High	4.68	Very High	4.40	High
8. provide a reliable internet connection when researching for their assignments.	3.56	High	3.30	Moderate	3.60	High
9. provide financial support for school requirements such as projects and performance tasks and output.	4.23	High	4.45	High	4.63	Very High

10. I have financial plans for my child/children's education in the future.	4.02	High	4.03	High	3.77	High
Overall Mean	**4.08**	**High**	**4.20**	**High**	**4.24**	**High**

Table 6 offers insights on the level of parental support in blended learning modality in financial support according to living condition**s** showed the overall mean of 4.24, interpreted as "High Level" for the guardian, 4.20 and 4.08, both interpreted as "High Level" for both parents and single parent. This suggests that the monthly income of families, whether from single parents, both parents or guardians, is generally sufficient to cover their children's basic daily school needs but not enough to afford more costly items like a personal printer for school-related tasks and projects. This acknowledge to the study of Chunn, & Jotanovic et al, (2015), societal factors such as demographic and economic characteristics are implicated in the nature and extent of parental involvement. First, household income is an important predictor of parental involvement, with children from high-income families receiving greater parental support. This is a consistent finding in all the studies that accounted for income.

Table 7
Level of Parental Support in Blended Learning Modality in Communication Support According to Family Income

Categories	Lower		Higher	
A. Communication Support *As a parent, I…*	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. give out a healthy conversation exchange with my child/children.	4.57	Very High	4.64	Very High
2. give positive reinforcement like gifts and prizes to motivate my child/children towards their education.	3.96	High	4.02	High
3. give appropriate information on dealing with alcohol, drugs, and sexual relationships.	4.65	Very High	4.64	Very High
4. discuss the importance of education with my child/children at home.	4.56	Very High	4.71	Very High
5. Reach out to teachers about my child's/children's academic performance.	4.22	High	4.20	High
6. focus on body language and words to understand what my child tries to express.	4.51	Very High	4.68	Very High
7. teach my child/children to improve time management skills for doing all required learning tasks.	4.49	Very High	4.54	Very High

	Lower		Higher	
8. I can assist my child/children in dealing with enrichment or remedial activities.	3.95	High	4.14	High
9. help them to communicate their academic needs.	4.48	High	4.48	High
10. have enough time to listen to my child's/children's situation and concerns.	4.56	Very High	4.60	Very High
Overall Mean	**4.39**	**High**	**4.46**	**High**

Table 7 indicates the level of parental support in blended learning modality in communication support according to family income showed the overall mean of 4.46, interpreted as "High Level" for higher family income, and 4.39, interpreted as "High Level" for lower family income. This implies that parental support for communication in blended learning is generally high, with a slightly stronger trend in higher-income families. This aligned with the statement of Keijsers and Poulin (2013) that the quantity of parent-child communication on school-related issues is one of the crucial indicators of how much parents are involved in their children's education. More frequent communications suggested a higher level of parental involvement and that the children's academic performance might benefit from these parental practices.

Table 8
Level of Parental Support in Blended Learning Modality in Emotional Support According to Family Income

Categories	Lower		Higher	
B. Emotional Support *As a parent, I…*	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. deal effectively with unacceptable behavior.	4.45	High	4.29	High
2. respect and appreciate my child/children's hard work.	4.70	Very High	4.75	Very High
3. avoid involving my child/children in our family/social enmity.	3.99	High	4.09	High
4. I should develop my child/children's self-discipline towards their studies.	4.57	Very High	4.66	Very High
5. prepare meals and snacks for my child/children.	4.55	Very High	4.52	Very High
6. give importance to my child's hard work by giving positive feedback.	4.57	Very High	4.67	Very High
7. I should be patient with my child/children's weaknesses and shortcomings.	4.34	High	4.56	Very High

8. should maintain an optimistic attitude.	4.39	High	4.45	High
9. I Should be loving and caring enough for my child/children to know that he/she is loved and appreciated.	4.74	Very High	4.65	Very High
10. allow my child/children to make choices on the order of activities and time for taking breaks.	4.20	High	4.41	High
Overall Mean	**4.45**	**High**	**4.50**	**Very High**

Table 8 reveals the level of parental support in blended learning modality in emotional support according to family income showed the overall mean of 4.50, interpreted as "Very High Level" for higher family income, and 4.45, interpreted as "High Level" for lower family income. The findings indicate that parents generally provide positive emotional support in blended learning, regardless of income level. However, specific areas may require attention or improvement, especially family matters. This conforms to the study of Atoum and Al-Shobul (2018) states that when you directly express affection and concern, when you reassure them that they are loved and important, you may help them cope with upset feelings or challenging situations. There are many potential places where we can get emotional support: Family, significant other, friends, colleagues, counselors, therapists or social workers, clergy, support groups, online groups, and social networks. Emotional support helps us cope with daily problems, stress, disappointments, or pain and makes us feel happier and more resourceful to deal with life's troubles.

Table 9
Level of Parental Support in Blended Learning Modality in Financial Support According to Family Income

Categories	Lower		Higher	
C. Financial Support *As a parent, I…*	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. can provide my child/children with daily needs (textbooks, exercise books, pens, pencils, etc.	4.63	Very High	4.77	Very High
2. allocate enough budget for my child's/children's contribution to school.	4.56	Very High	4.64	Very High
3. provide my child's/children's needs for their school-related co-curricular activities.	4.45	High	4.61	Very High
4. provide enough fare for public transportation.	4.55	Very High	4.56	Very High
5. I can provide enough space at home conducive to learning to help my child/children focus.	4.27	High	4.52	Very High

6. can provide a printer at home to print the materials needed in his/her projects.	2.39	Low	3.39	Moderate
7. provide enough allowance for my children when they go to school.	4.51	Very High	4.81	Very High
8. provide a reliable internet connection when researching for their assignments.	3.14	Moderate	3.84	High
9. provide financial support for school requirements such as projects and performance tasks and output.	4.30	High	4.69	Very High
10. I have financial plans for my child/children's education in the future.	3.92	High	4.13	High
Overall Mean	**4.07**	**High**	**4.40**	**High**

Table 9 presents a level of parental support in blended learning modality in financial support according to family income, showing the overall mean of 4.40, interpreted as "High Level" for higher family income, and 4.07, interpreted as "High Level" for lower family income. This implies that parental support in blended learning is influenced by family income. These income-based differences in parental support emphasize the importance of addressing resource disparities to ensure equitable access to educational tools and materials in blended learning environments. This conforms to the statement of Brossard (2020) that policy decisions on school closures and continuing education remotely need to consider parents' capability to help their children learn. Parents can be supported with home learning packages without IT connectivity or electricity. This is supported by the statement of Winthrop (2020) that it is important that any strategies developed also consider parents' busy lives and the variety of family situations with support targeted to those who need it most.

Table 10
Level of Parental Support in Blended Learning Modality in Communication Support According to Number of Children

Categories	Few		Many	
A. Communication Support *As a parent, I…*	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. give out a healthy conversation exchange with my child/children.	4.63	Very High	4.58	Very High
2. give positive reinforcement like gifts and prizes to motivate my child/children towards their education.	3.90	High	4.02	High
3. give appropriate information on dealing with alcohol, drugs, and sexual relationships.	4.69	Very High	4.62	Very High

4. discuss the importance of education with my child/children at home.	4.69	Very High	4.58	Very High
5. Reach out to teachers about my child's/children's academic performance.	4.14	High	4.24	High
6. focus on body language and words to understand what my child tries to express.	4.46	High	4.62	Very High
7. teach my child/children to improve time management skills for doing all required learning tasks.	4.51	Very High	4.51	Very High
8. I can assist my child/children in dealing with enrichment or remedial activities.	3.98	High	4.04	High
9. help them to communicate their academic needs.	4.57	Very High	4.44	High
10. have enough time to listen to my child's/children's situation and concerns.	4.68	Very High	4.53	Very High
Overall Mean	**4.42**	**High**	**4.42**	**High**

Table 10 analyzes the level of parental support in blended learning modality in communication support according to several children**,** showing an overall mean of 4.42, both interpreted as "High Level" for few and many numbers of children interpreted as "High Level." This implies that parental support for communication in blended learning is generally high, regardless of family size. This is to the study of Horner and Day (1991) that if a student is not receiving an appropriate level, intensity, duration of attention, or reinforcement that does not equal the same level of attention they receive for the misbehavior, they are unlikely to demonstrate behavior change due to the matching law.

Table 11
Level of Parental Support in Blended Learning Modality in Emotional Support According to Number of Children

Categories	Few		Many	
B. Emotional Support *As a parent, I…*	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. deal effectively with unacceptable behavior.	4.57	Very High	4.32	High
2. respect and appreciate my child/children's hard work.	4.88	Very High	4.65	Very High
3. avoid involving my child/children in our family/social enmity.	4.10	High	3.99	High
4. I should develop my child/children's self-discipline towards their studies.	4.74	Very High	4.54	Very High

5. prepare meals and snacks for my child/children.	4.57	Very High	4.52	Very High
6. give importance to my child's hard work by giving positive feedback.	4.63	Very High	4.59	Very High
7. I should be patient with my child/children's weaknesses and shortcomings.	4.31	High	4.46	High
8. should maintain an optimistic attitude.	4.38	High	4.42	High
9. I Should be loving and caring enough for my child/children to know that he/she is loved and appreciated.	4.78	Very High	4.68	Very High
10. allow my child/children to choose the order of activities and time for taking breaks.	4.21	High	4.30	High
Overall Mean	**4.52**	**Very High**	**4.45**	**High**

Table 11 provides insight into the level of parental support in blended learning modality in emotional support according to several children. The overall mean of 4.52 for a few children was interpreted as "Very High Level" and 4.45 for many children as "High Level." Parents with few children provide very high emotional support in blended learning, particularly in appreciating their children's hard work, but are more involved in family conflicts. Agreed by the statement of Goldman et al, (2019) that identifying the potential triggers that can occur before a student arrives in the classroom is important when developing a well-rounded and integrated support system for students with attention-maintained behaviors within the classroom setting and help support family involvement and communication.

Table 12
Level of Parental Support in Blended Learning Modality in Financial Support According to Number of Children

Categories	Few		Many	
C. Financial Support *As a parent, I...*	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. can provide my child/children with daily needs (textbooks, exercise books, pens, pencils, etc.	4.78	Very High	4.63	Very High
2. allocate enough budget for my child's/children's contribution to school.	4.78	Very High	4.51	Very High
3. provide my child's/children's needs for their school-related co-curricular activities.	4.63	Very High	4.46	High
4. provide enough fare for public transportation.	4.70	Very High	4.49	Very High

5. I can provide enough space at home conducive to learning to help my child/children focus.	4.48	High	4.31	High
6. can provide a printer at home to print the materials needed in his/her projects.	2.75	Moderate	2.74	Moderate
7. provide enough allowance for my children when they go to school.	4.72	Very High	4.57	Very High
8. provide a reliable internet connection when researching for their assignments.	3.33	Moderate	3.41	Moderate
9. provide financial support for school requirements such as projects and performance tasks and output.	4.58	Very High	4.37	High
10. I have financial plans for my child/children's education in the future.	3.96	High	4.01	High
Overall Mean	**4.27**	**High**	**4.15**	**High**

Table 12 presents the level of parental support in blended learning modality in financial support according to the number of children showed the overall mean of 4.27 for parents with few numbers of children interpreted as "High Level" and 4.15 for parents with any number of children interpreted as "High Level." This implies that parents, whether with few or many children, generally provide high financial support in blended learning. This conforms to the statement of Masabo and Muchopa et al. (2017) that parents should regularly be involved in academics irrespective of their financial status.

Comparative Analysis in the Level of Parental Support in Blended Learning Modality according to Communication Support, Emotional Support, and Financial Support when grouped according to Living Conditions, Family income, and Number of Children

Table 13
Difference in the Level of Parental Support in Blended Learning Modality in Communication Support When Grouped and Compared According to the Aforementioned Variables.

Variable	Category	N	Mean Rank	Kruskal Wallis H	Mann Whitney U	p-value	*Sig. level*	Interpretation
Living Condition	Single Parent	48	99.60					
	Both Parents	189	147.40	14.740		0.001	0.05	Significant
	Guardian	35	128.24					
	Lower	176	133.44		7909.500	0.382		

Family income	Higher	96	142.11			Not Significant
Number of Children	Few	81	131.60	7339.000	0.501	Not Significant
	Many	191	138.58			

Table 13 reflects the results of the Mann-Whitney U test on the difference in the level of parental support in blended learning modality in communication support when grouped and compared according to the aforementioned variables. The p-value for living conditions (p = 0.001) indicates statistical significance, especially in households with both parents, family income (p = 0.382) with no significant impact on parental support, and number of children (p = 0.501), which indicates no statistical significance on parental involvement. This implies that the type of home environment or living conditions can significantly affect how much support parents provide for their children's blended learning, especially regarding communication. Families in different living situations seem to vary in how much they help their kids with school. Goes along to the study conducted by Vukovic et al., (2013), they described high-quality parent–child communication as parents and children conducting a conversation in an environment where the parents encourage their children's opinions and provide structure with decisions that are tolerant of different viewpoints. Studies on the quality aspect of parent-child communication have consistently suggested that parent-child communication involving parents' understanding and support of their children is associated with the children's better academic performance.

Table 14
Difference in the Level Of Parental Support in Blended Learning Modality in Emotional Support When Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Kruskal Wallis H	Mann Whitney U	p-value	*Sig. level*	Interpretation
Living Condition	Single Parent	48	101.77	17.641		0.000		Significant
	Both Parents	189	149.51					
	Guardian	35	113.90					
Family income	Lower	176	131.99		7654.500	0.198	0.05	Not Significant
	Higher	96	144.77					
Number of Children	Few	81	134.63		7584.000	0.797		Not Significant
	Many	191	137.29					

Table 14 reveals the results of the Kruskal Wallis H test on the difference in the level of parental support in blended learning modality in the area of emotional support when grouped and compared according to the aforementioned variables. The p-value for living conditions p = 0.000) indicates statistical significance, especially in households with both parents and family income (p-value = 0.198) with no significant impact on parental support and several children p-value (0.797), which indicates no statistical significance on parental support. These findings highlight the importance of considering family structure when designing interventions or programs to enhance parental support for students in the study's context. Furthermore, the study of (Mao, 2020) shows that parental absence has a significant negative impact on students' long-term educational development.

Table 15
Difference in the Level of Parental Support in Blended Learning Modality in Financial Support When Grouped and Compared According to the Variables above

Variable	Category	N	Mean Rank	Kruskal Wallis H	Mann Whitney U	p-value	*Sig. level*	Interpretation
Living Condition	Single Parent	48	120.93	2.308		0.315		Not Significant
	Both Parents	189	140.07					
	Guardian	35	138.60					
Family income	Lower	176	121.22		5758.500	0.000	0.05	Significant
	Higher	96	164.52					
Number of Children	Few	81	140.56		7406.500	0.578		Not Significant
	Many	191	134.78					

Table 15 reflects the results of the Kruskal Wallis H test on the difference in the level of parental support in blended learning modality in financial support when grouped and compared according to the aforementioned variables. The p-value for living conditions has (a p-value of 0.315, indicating no statistical significance on the outcome; family monthly income has a p-value of 0.000, indicating a significant impact on financial support; and several children p-value (of 0.578), which indicates no statistical significance on parental support. This suggests that family income levels are a key factor influencing the outcome being studied. As the family income rises, the outcome tends to improve significantly. This conforms to the research-proven by Berliner (2013), who states that the Achievement gap between low-income and high-income students has been well documented in the literature, with children in poverty having more academic and behavior problems and higher school dropout rates.

Conclusion

It is evident that even though both parents live in the same household, most of the families are economically disadvantaged. This demonstrates that having two parents does not always indicate having stable finances, especially when there may be a lack of job opportunities or insufficient pay. Despite the difficulties presented by the sudden shift from traditional classroom settings, parents were actively involved in their children's education during the adoption of blended learning. A more stable and caring atmosphere may result from having both parents present, enabling shared responsibilities and more time to meet the child's emotional and academic needs. Parents generally maintained involvement in their children's education, regardless of family size or financial condition, suggesting that the parent's emotional support and communication skills were outstanding. In conclusion, two-parent households demonstrated significant levels of emotional support and involvement in blended learning, indicating that parental engagement does not rely solely on financial stability.

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Authorship Contribution Statement

Delgado: Concept and design, literature review, data collection, analysis, and interpretation. **Eslabon, R.:** Supervision and statistical analysis. **Eslabon, L.:** Editing and reviewing.

Conflict of Interest

The authors affirm that no conflicts of interest might have affected the findings or content of this work. They declare that any financial, personal, or professional ties to other people or organizations have not weakened the research's impartiality, integrity, and objectivity. Finally, the study's design, data collection, analysis, and interpretation were free from outside influence.

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