MENTORING SKILLS OF PARENTS IN THE NEW NORMAL: A MIXED METHOD RESEARCH

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ABSTRACT

This study determined the factor structure of mentoring skills of parents in the new normal. The exploratory sequential mixed methods design was utilized that started with qualitative phase then followed by quantitative data collection and analysis. More specifically, it aimed to construct a mentoring skills scale in a sample of parents. In the qualitative phase, there were ten (10) parents who participated in the in-depth interview and seven (7) parents participated in the focus group discussion. Moreover, a total of 300 parents have been selected as respondents in quantitative phase. Meanwhile, the data were analyzed using the thematic analysis and exploratory factor analysis (EFA). The results show that a total of four themes have emerged in the qualitative findings that put emphasis on parental involvement and motivation, time management, reward system, and information and communication technology integration. On the other hand, the EFA results showed four underlying dimension of mentoring skills.

Keywords: mentoring skills, parents, exploratory sequential design, municipalit Pikit, Philippines

INTRODUCTION

Parents are their children's primary and most enduring mentors. They play a vital role in the emotional and intellectual growth of their children. The responsibility of the parents is one of the noble obligations as they gave light, guidance, and a provider of needs to their children (Ceka & Murati, 2016). Most of the parents are filled with positive anticipation to improve children's personalities and knowledge. Generally, the parents are optimistic, but, in some cases, parents are surrounded by problems and uncertainties in dealing with their children's intellectual ability and coping mechanisms in terms of learnings (Karoly, 2016).

In the New Normal Setting of Education, parents have vital roles as they carry the responsibility of the teachers and which is to teach, and the teaching process took place at their respective homes. The pandemic puts a stop to face-to-face learning. The parents are now the frontlines of education. The main task of parents now is to ensure that their children receive a quality education without

compromising their safety. Although education is a big hit as schools are compulsory to close their doors to enthusiastic pupils, countless parents are stepping up to help their children adapt to the new setup (Bendijo, 2020).

According to UNESCO (2015), there were seven hundred seventy-four (774) million people worldwide who could not read, sixty-six percent (66%) of who were women, and thirty-four percent (34%) of whom were men. Thus, UNESCO (2010) found that social recognition is regularly denied to uneducated individuals. As a result, uneducated parents also have low self-esteem, which deprives them of the assertiveness that their children need to motivate and empower them to attend and succeed at school. Despite the high value of parental support for their children's growth, there is a gap in the literature about the difficulties faced by parents in supporting and mentoring their children with their daily schoolwork.

Within the Philippines, according to the Department of Education, there are more than one (1) million pre-literates within the nation and more than 6 million individuals are considered to be practically illiterate. Numerous of these are found among innate social communities. In the findings of the 2019 Functional Literacy, Education and Mass Media Survey (FLEMMS), ninety-four (94) out of every 100 Filipinos aged five (5) years and above became basic literate in 2019. Compared to males, females had higher basic literacy at 94.5 percent (PSA, 2019).

The National Capital Region (NCR) detailed the most elevated fundamental proficiency rate in all regions at 97.6 percent, whereas the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) had the least at 78.7 percent (PSA, 2019). This will mean that approximately one out of three people is unable to read and write. Eliya (2019) stated that uneducated parents are less interested in mentoring their children and doing homework. The results are consistent with research that indicates that uneducated parents are unable to help their children do homework and they face many difficulties in mentoring their children.

According to Nyama (2015), the literacy levels of parents influence their participation in the education and academic achievement of their children. Parents with low levels of education like to mentor their children, but they find it difficult. Most parents with low levels of literacy cannot mentor their children with schoolwork. Though parents with low levels of education will not always help their children with their schoolwork, they motivate and value their children's education as they know that education in every society remains the medium for social-economic growth.

In Pikit, Cotabato, it is a great challenge and concern on the parents’ part to successfully mentor and obtain maximum learning and skills for their children in the new normal as they have not completed elementary education or even achieved a tertiary level that contributes to an adverse impact on the attainment of children's ability levels. Parents' lack of mentoring skills is a contributor to the deteriorating of pupils' learning and the declining educational system.

Moreover, most of the studies conducted for parents are more focused on parental involvement and academic performance of pupils; less has been done on

mentoring skills of parents in the new normal. With that, the researcher gained interest to study the mentoring skills of parents in the new normal. This study is formulated to explore the mentoring skills of parents in the new normal and also try to provide solutions and intervention programs to the problems met by the parents in mentoring their children in the new normal.

FRAMEWORK

This research is anchored in the Social Learning Theory of Albert Bandura, 1977. It highlights the value of observing and modeling other people's behaviors, attitudes, and emotional reactions. The study of how environmental and cognitive variables interact to impact human learning and behavior is known as social learning theory.

This theory explains that the mentoring skills of parents in the new normal are vital and influential to a child's performance. Mentoring skills of parents are found to have a positive effect on children's success and performance and the children can perform very well in school. A huge number of children who perform well have their parents to support them and give them various activities such as homework. The children enhanced their learning, performance with an optimistic attitude since have their parents who look into and mentor them. Thus, the children improved their confidence in doing school activities.

METHOD

Research Design

This study utilized the exploratory sequential mixed method. This design starts with an initial phase of qualitative data collection and analysis followed by a phase of quantitative data collection and analysis (Cresswell, 2003). Moreover, the purpose of this design is to explore a phenomenon in which this is commonly useful when developing a questionnaire (Plano Clark, 2005).

The qualitative data is suitable where variables have not yet been identified or a theory not yet built (Morrow, 2007). It includes content analysis which assumes that people have beliefs or opinions about something, and that these can be reliably inferred from analysis of what they say (Wilkinson, 2004). Therefore an aim of content analysis is to identify participants' beliefs about something. Content analysis involves categorizing what people have said into collective and coherent groups of opinions; it can be very systematic. With this design, the initial items of work ethics are based from the narratives of the participants.

Meanwhile, the quantitative approach includes construct validity to determine the factor structure of the construct or measures. Construct validity is considered an overarching term to assess the measurement procedure used to

measure a given construct because it incorporates a number of other forms of validity (i.e., content validity, convergent and divergent validity, and criterion validity) that help in the assessment of such construct validity (Messick, 1989). It is for this reason that construct validity is viewed as a process that you go through to assess the validity of a measurement procedure, whilst a number of other forms of validity are procedures (or tools) that you use to more practically assess whether the measurement procedure measures a given construct (Wainer & Braun, 1988).

Respondents

A total of ten (10) parents were invited for in-depth interview and seven (7) parents for the focus group discussion. The results of the interview were used in drafting the initial items of the mentoring skills questionnaire.

The constructed survey questionnaire from the qualitative interviews were disseminated to 300 parents in Pikit West District, Pikit, Cotabato. The respondents were selected using the stratified random sampling technique. This necessitates knowing the characteristics of the population members so that the population can be stratified before the sample is chosen (Fowler, 2009). After which, the final tool were distributed to 30 respondents for pilot testing.

Instruments

In the qualitative phase, the researcher formulated interview guide questions that will give insight on mentoring skills of parents in the new normal. The items of the questionnaire constructed based from the frequency of occurrence as result of interview and focus group discussions. The construction of the tool from qualitative phase revealed the mentoring skills of parents in the new normal. This tool is subjected to dimension reduction to look for the factors that constitute the mentoring skills of parents in the new normal.

The researcher also invited five experts to perform content validity of the interview questions and check the suitability of the items that captures the mentoring skills of parents in the new normal. This is to ensure the readability and comprehensibility of the questionnaire.

Statistical Tools

The notes that are obtained from in-depth interview are analyzed using thematic analysis. This method emphasizes pinpointing, examining, and recording patterns (or “themes”) within the data. Patterns in data sets that are significant to the description of a phenomenon and are linked to specific research topics are called themes (Boyatzis, 1998).

In quantitative data, the exploratory factor analysis is used in the study. It determines empirically how many constructs, or latent variables, or factors underlie a set of items. Factor analysis is a type of multivariate analysis that seeks to explain

the relationship between a large number of variables (items) in terms of a set of independent underlying factors. This statistical method can serve as an important tool for validating the structure of instruments (Nunnally, 1978; Carpenter, 2006) pointed out that factor analysis is not a simply defined statistical method, but a broad category of methods for conceptualizing groupings of variables that includes mathematical procedures for assigning variables to certain groups. Factor analysis, as described by Hare et al. (1998), is a set of statistical approaches for analyzing interrelationships among a large number of variables and explaining these variables in terms of their common underlying dimensions (factors).

RESULTS AND DISCUSSION

Emerging Themes of Mentoring Skills of Parents in the New Normal

In this study, thematic analysis was utilized to create a theme based on the replies and fundamental concepts of respondents acquired via in-depth interviews and Focus Group Discussions. As a result, four primary themes emerged from mentoring skills of parents in the new normal namely: parental involvement and motivation, time management, reward system, and information and communication technology integration.

Parental Involvement and Motivation. In mentoring, motivation is given by the parents towards their children to make them work harder or be determined in their studies that leads them to have better achievements in school. The participants shared that:

> *"I give words of encouragement to my children and I heartily explain and remind my children the importance of education".*
> (IDI_P1)

> *"I motivate my children to study hard so that they will not end up like me. I guide them in a way that they can learn through their best effort".*
> (FGD_P3)

This result on the relevance of their parental involvement and motivation is supported by Grolnick, et. al (2009) stated that, when parents accept children's competence and have high desires for them, give the resources that children got to feel associated with others and encourage a sense of independence by supporting children's initiations and problem-solving, children's motivation is most likely to flourish. The researchers note that parents' desires approximately how well their children can accomplish and their states of mind almost the esteem of

the errand their children are working on can unequivocally influence children's motivation.

Time Management. Using time effectively for parents in mentoring is essential. Without it, they will simply feel tired, stressed, and affect their child's learning. They manage their time in accomplishing housework and in mentoring their children. The participants shared that:

> *"Even if I was tired from my work as a vendor, I make sure to give enough time to mentor my children in answering their modules. If I'm busy, I seek assistance to my younger sister to mentor and guide my children in their lessons".*
> (IDI_P2)

Added by one participant :

> *"I give my children time to play and study, when study time they need to concentrate and understand the questions. They need to answer and write by their efforts to be able to put it in their minds"..*
> (FGD_P2)

The findings imply that time management is considered to be an ability that must be mastered by parents. This is supported by Kapur (2018) stated that, ome parents preserve extremely busy schedules that occur out of their instructional requirements, office work, job duties, or household chores. To keep away from feeling confused or pressurized due to work and to give enough time to mentor their children, it is required to successfully enforce time management.

Reward System. Based on the narratives of the parent participants some of them indicated that they implemented a reward system for their children. Rewards for children inspire them to be more productive due to the fact they create a feeling of delight and achievement. Being successful makes them happy. Every success helps children come to be greater self-confident. They are proud and also encouraged to attain any other successful result. The participants shared that:

> *"My strategies in mentoring my child in new normal is through teaching my children appropriately and giving them rewards as possible to encourage them to study well".*
> (IDI_P3)

> *"I buy their favorite food to listen during mentoring. I also allow my children to play outdoor games if they finish their module".*
> (FGD_P4)

The results imply that reward systems are a fantastic way in which parents can rejoice children fulfilment and high-quality behavior. According to Hoffman (2009), the use of rewards within the home is a structure of extrinsic motivation for

children, encouraging them to participate cooperatively in academic and social getting to know experiences. However, it is essential to recognize that these rewards systems need to be consistent and fair, imparting children with motivation and encouragement (Mansor, et. al., 2012).

Information and Communication Technology Integration. The participants have claimed the use of technology resources in mentoring their child, like a computer, smartphones, tablets, digital cameras, and social media platforms to enhance the child's learning experience and actively engage with learning objectives. To make the homeschooling environment meaningful and fun, the participants shared that:

> *"I use technology to find learning materials that help my children to understand their lessons".*
> (IDI_P6)

> *"Do research on the internet, and have them read the module accurately. Accompany them while studying to answer their questions immediately."*
> (FGD_P2)

The result denotes that ICT integration is proven to be beneficial for children. According to Costley, (2014), ICT integration increased a child's motivation, engagement, collaboration, hands-on gaining knowledge of opportunities, confidence, technological know-how capabilities and allows for learning at all levels. Learning is very efficient, treasured beneficial when it is collected with technology (Wijayasundara, 2020).

Construction of Mentoring Skills of Parents in the New Normal Scale

Table 1 exhibits the suggested Checklist Survey Questionnaire to be Subjected for EFA which reflected the mentoring skills of parents scale components which are included in the checklist. The items reflect the fundamental topics, fundamental ideas/ assertions, issues demonstrated, and implications. There are 40 items on the survey questionnaires.

Table 1

Mentoring Skills of Parents in th New Normal Scale Items

ITEM	
1	I give enough time to mentor my children for them to learn better.
2	I watch them while answering their modules.

3 I make sure to supervise my children in answering their modules even when I am tired.
4 I manage my time well in mentoring my children.
5 I conducted a schedule in mentoring.
6 I allow my children to rest and play so that they could not feel the pressure in doing their studies.
7 I give full attention to mentor my children and assure that they study well.
8 I accompany my children during studies.
9 I am always in my children's side to guide them.
10 I set a plan when and how to mentor my children.
11 I give words of encouragement to my children.

12 I guide my children in a way that they can learn through their best effort.
13 I heartily explain and remind my children the importance of education.
14 I teach my children good manners and enlighten them.
15 I advise my children to study well.
16 I provide my children needs in learning.
17 I help my children to accomplish their modules.
18 I teach my children ways to resolve problems in their modules.
19 I give full support to my children.
20 I give rewards to my children if they answer their modules completely.
21 I appreciate my children's works.
22 I give plenty of praises to my children when they accomplish a task.
23 I compliment my children's good output.
24 I let my children watch movies and play video games as a reward.
25 I allow my children to play outdoor games if they finish their module.
26 I buy their favorite food to listen during mentoring.
27 I utilize technology to find learning materials that help my children to understand their lessons.
28 I let my children watch TV programs related to their lessons.
29 I did research on the internet and help my children with their module.
30 I use technology to help my children stay motivated during the learning process.
31 I allow my children to watch educational videos to enhance their learning.
32 I monitor my children's learning during homeschooling.
33 I evaluate the performance of my children.
34 I give constructive criticism to my children's output before passing it to their teacher.
35 I kept monitoring my children if they answered thoroughly the activities in the module.
36 I give them the will to express their thoughts about the things they have learned in their lessons.
37 I check my children's modules if their answers were correct or not.

38	I let my child read books every day so that I can assess if they learned and improved reading comprehension.
39	I inspect the results of graded task tests.
40	I check their answers in their modules and summative test.

Dimensions of Mentoring Skills of Parents in the New Normal

Testing of the Propose Questionnaire consisting of 40- item scale on Mentoring Skills of Parents in the New Normal. Prior to the proposed 40-item scale for mentoring skills of parents in the new normal underwent factor analysis, the Kaiser Meyer-Okin Measure (KMO) of Sampling Adequacy and Bartlett's test of sphericity was performed. Table 2 highlighted the results.

Table 2

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.905
Bartlett's Test of Sphericity	Approx. Chi-Square	5851.441
	df	780
	p-value	.000

The results displayed that the KMO test generated the value of .905 which is above the .5. This means the sample can be treated with EFA. Also, Bartlett's Test of Sphericity result yields a .000 significant value which tells that the data have patterned relationships, and factorability was assumed. Hence, there was empirical evidence to proceed with the factor analysis.

Derivation of Factors Structures for Mentoring Skills of Parents in the New Normal. To determine the number of factors, the 40-item scale was tested using an unrotated factor matrix with estimates of eigenvalues, percent of the variance, and cumulative variance. Eigenvalues represent the total amount of variance that can be explained by a given principal component. They can be positive or negative in theory, but in practice, they explain variance which is always positive (UCLA, 2021). Under the Kaiser criterion, all components are dropped with eigenvalues under 1.0, this being the eigenvalue equal to the information accounted for by an average single item (Costello & Osborne, 2005).

Meanwhile, 4 factors were identified in the model with eigenvalues above 1. The loading factor for each item corresponds to a factor score which was above .40. This means, there was a sufficient correlation between factors and variables; hence, the item can be considered as part of the particular factor.

The Table 3 shows the pattern matrix using Principal Axis Factoring with a Promax rotation method of Promax with Kaiser Normalization. It can be observed

in the results the loadings of items in the three factors are above .4. It can be supported by Field (2005) that .4 is recommended and necessary to obtain the desired factors. Furthermore, it can be observed that there is no item cross-loading or not loading at all which means that the items best represent their factors. It is emphasized by hair et al. (1998) that loadings indicate the degree of correspondence between the variable and the factor, with higher loadings making the variable representative of the factor.

Table 3

Pattern Matrix Four-Factor Model

	Factor			
	1	2	3	4
1. I give enough time to mentor my children for them to learn better.	.667			
2. I watch them while answering their modules.	.743			
3. I make sure to supervise my children in answering their modules even when I am tired.	.681			
4. I manage my time well in mentoring my children.	.594			
5. I conducted a schedule in mentoring.	.794			
6. I give full attention to mentor my children and assure that they study well.	.427			
7. I accompany my children during studies.	.728			
8. I am always in my children's side to guide them.	.450			
9. I set a plan when and how to mentor my children.	.517			
10. I give words of encouragement to my children.		.583		
11. I guide my children in a way that they can learn through their best effort.		.412		
12. I heartily explain and remind my children the importance of education.		.694		
13. I teach my children good manners and enlighten them.		.730		
14. I advise my children to study well.		.889		
15. I provide my children needs in learning.		.525		
16. I give full support to my children.		.601		
17. I compliment my children's good output.		.508		
18. I give constructive criticism to my children's output before passing it to their teacher.			.596	
19. I kept monitoring my children if they answered thoroughly the activities in the module.			.612	
20. I give them the will to express their thoughts about the things they have learned in their lessons.			.669	
21. I check my children's modules if their answers were correct or not.			.731	
22. I let my child read books every day so that I can assess if they learned and improved reading comprehension.			.742	
23. I inspect the results of graded task tests.			.899	
24. I check their answers in their modules and summative test.			.805	
25. I let my children watch movies and play video games as a reward.				.555
26. I allow my children to play outdoor games if they finish their module.				.609
27. I buy their favorite food to listen during mentoring.				.701
28. I utilize technology to find learning materials that help my children to understand their lessons.				.685

29. I let my children watch TV programs related to their lessons.	.549
30. I did research on the internet and help my children with their module.	.612
31. I use technology to help my children stay motivated during the learning process.	.706
32. I allow my children to watch educational videos to enhance their learning.	.464
33. I give rewards to my children if they answer their modules completely.	.411

Extraction Method: Principal Axis Factoring.
Rotation Method: Promax with Kaiser Normalization.
a. Rotation converged in 6 iterations.

The item loadings of each item to their factor indicate sufficient correlation between factors and variables, and thus can be considered as component of the factor. By using the EFA, the four-factor model of mentoring skills of parents in the new normal with 30 items was developed as shown in table 5, namely: time management, parental support, learning monitoring, and technology utilization.

The items that do not fit with the factor were removed in the final questionnaire. More specifically, the items in factor 4 included “I give rewards to my children if they answer their modules completely”, “I allow my children to play outdoor games if they finish their module” and “I buy their favorite food to listen during mentoring” since it does not fit the factor talking about technology utilization.

Reliability Test of the Scale

The instrument was evaluated for reliability to determine the internal consistency of items. It can be observed in the Table 4 that the overall reliability is high with a Cronbach’s alpha value of .942. The subscale or dimension also is above the criteria of reliability above .70 alpha, namely time management (α=.898), parental support (α=.866), learning monitoring (α=.858) and technology utilization (α=.837). This indicates that the tool has good internal consistency. This is supported by Nunnally (1978) that instruments used in basic research should have reliability of .70 or better.

Table 4

Reliability Analysis Mentoring Skills of Parents in the New Normal Scale

Scale	Cronbach’s alpha
Time Management	.898
Parental Support	.866

Learning Monitoring	.858
Technology Utilization	.837
Overall Reliability	**.942**

Final Version of Mentoring Skills of Parents in the New Normal Model

The final version of the instrument, which is the output of this study, is presented in the form provided in Table 5. From 40 items, the analysis suggests several issues on face validity based on the factor loadings on the items. Items that have small coefficient less than .40 are removed. This is supported by Hair et al. (2010) that those items having no sense and not reflective with the factor can be removed in the model. Also, Hair et al. (2010) loading coefficient can be set by the researcher to select only those items that best represents the factor, and those low coefficient may not be included in the factor structure.

By using the EFA, Mentoring Skills of Parents in the New Normal Questionnaire was developed. This scale consists of 30 items. Specifically, a total of nine (9) items for time management, eight (8) items for parental support, seven (7) items for learning monitoring, and nine (6) items for technology utilization. The five-point Likert scale from 5-strongly agree to 1- strongly disagree is shown below.

Table 5

Mentoring Skills of Parents in the New Normal Questionnaire

	5	4	3	2	1
Factor 1. Time Management					
1. I give enough time to mentor my children for them to learn better.					
2. I watch them while answering their modules.					
3. I make sure to supervise my children in answering their modules even when I am tired.					
4. I manage my time well in mentoring my children.					
5. I conducted a schedule in mentoring.					
6. I give full attention to mentor my children and assure that they study well.					
7. I accompany my children during studies.					
8. I am always in my children's side to guide them.					
9. I set a plan when and how to mentor my children.					
Factor 2. Parental Support					
10. I give words of encouragement to my children.					

11. I guide my children in a way that they can learn through their best effort.					
12. I heartily explain and remind my children the importance of education.					
13. I teach my children good manners and enlighten them.					
14. I advise my children to study well.					
15. I provide my children needs in learning.					
16. I give full support to my children.					
17. I compliment my children's good output.					
Factor 3. Learning Monitoring					
18. I give constructive criticism to my children's output before passing it to their teacher.					
19. I kept monitoring my children if they answered thoroughly the activities in the module.					
20. I give them the will to express their thoughts about the things they have learned in their lessons.					
21. I check my children's modules if their answers were correct or not.					
22. I let my child read books every day so that I can assess if they learned and improved reading comprehension.					
23. I inspect the results of graded task tests.					
24. I check their answers in their modules and summative test.					
Factor 4. Technology Utilization					
25. I let my children watch movies and play video games as a reward.					
26. I utilize technology to find learning materials that help my children to understand their lessons.					
27. I let my children watch TV programs related to their lessons.					
28. I did research on the internet and help my children with their module.					
29. I use technology to help my children stay motivated during the learning process.					
30. I allow my children to watch educational videos to enhance their learning.					

Legend:

5 = Strongly agree
4 = Agree
3 = Moderately agree

2 = Disagree
1 = Strogly Disagree

CONCLUSION

Four emerging themes significantly emphasized on mentoring skills of parents in the new normal include: parental involvement and motivation, time management, reward system, and information and communication technology integration. Meanwhile, results revealed from the Exploratory Factor Analysis (EFA) four underlying dimensions occur from the mentoring skills of parents in the new normal such as time management, motivation and support, child's learning monitoring, and positive reinforcement.

Reliability test revealed the results on mentoring skills of parents in the new normal that the overall Cronbach's Alpha was .942 which interpreted as high. It means that the validity of the instruments was very high and suitable for using the instrument as a tool.

Results from the Exploratory Factor Analysis revealed that there are 33 items of sets of questionnaire that are suitable for factor loadings. This means that these items are appropriate and pass the face validity for measuring tools in the study.

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